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**CONTENT ANALYSIS ON HISPANIC POPULATIONS ACROSS MARRIAGE AND
FAMILY THERAPY JOURNALS**

A Dissertation

Presented to the Faculty of
Antioch University New England

In partial fulfillment for the degree of

DOCTOR OF PHILOSOPHY

by

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July 2022

CONTENT ANALYSIS ON HISPANIC POPULATIONS ACROSS MARRIAGE AND
FAMILY THERAPY JOURNALS

This dissertation, by Maya S. Iturra, has
been approved by the committee members signed below
who recommend that it be accepted by the faculty of
Antioch University New England
in partial fulfillment of requirements for the degree of

DOCTOR OF PHILOSOPHY

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ABSTRACT

CONTENT ANALYSIS ON HISPANIC POPULATIONS ACROSS MARRIAGE AND FAMILY THERAPY JOURNALS

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There is ambiguity on what kind of coverage of Hispanic populations in counseling journals is often used by couple/marriage and family therapists (C/MFTs) and researchers. The aims of this study are to identify how these journals consider Hispanic populations and what advice is provided when working with Hispanic populations. An explanatory sequential mixed method content analysis study was conducted. The first quantitative stage used descriptive statistics to analyze 17 journals' articles between 2011-2020 regarding the type of research designs used, the frequency of articles that fit the inclusion criteria for the study, and the use of psychosocial terms (i.e., acculturation, discrimination, immigration, mental health, substance use, and family cohesion) in the articles' components (i.e., title, abstract, and keywords). Statistics were used to determine the relationship strength between the psychosocial terms and journals and articles' components. A random sample from the quantitative data was used to select articles for the quota sampling for qualitative thematic analysis, followed by mixed-method integration and interpretation. This study's analysis of the included articles demonstrated that the most frequently used research design is quantitative. Almost five percent of all the articles published in 17 journals over ten years mentioned Hispanic or relative terms in the articles' components. The articles' components, on average, did not mention the psychosocial terms though the terms either

had a moderate or strong relationship. The qualitative thematic analysis supported the majority of the psychosocial terms. Two psychosocial terms, substance use and family cohesion, had divergent findings. The qualitative thematic analysis and mixed-method results indicated the need for C/MFTs and researchers to increase knowledge of Hispanic cultural values and oppression and create more research on Hispanic populations. The results indicate a small number of articles on Hispanic populations published in journals that C/MFTs often use as a resource. The existing ones report on the importance of understanding Hispanic populations' cultural values and the multiple stressors they experience, increasing knowledge on oppression, and producing more research on Hispanic populations. This dissertation is available in open access at AURA (<https://aura.antioch.edu>) and OhioLINK ETD Center (<https://etd.ohiolink.edu>).

Keywords: Hispanic populations, couple and family therapy, marriage and family therapy, content analysis, mixed-method

Dedication

To my paternal lineage and ancestors, especially my abuela, Augustina Armendariz-Cruz-Iturra, my tío, George Cruz Jr., and my tía, Rosemary Cruz, who I never had a chance to meet. I now understand the legacy of our family all the love, hope, heartbreak, and tenacity.

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CHAPTER I: INTRODUCTION

By the decade 2050–2060 the United States (U.S.) population is projected to be about one third Hispanic¹ in origin. Therefore, one in three people in the U.S. will have Hispanic cultural ties (Schwartz et al., 2014; United States Census Bureau, 2017). This is a large part of the U.S. population, but still a minority, and a minority with a culture—traditions, practices, beliefs, and values—in many respects distinct from the mainstream U.S. culture. Because of these cultural differences, as well as other factors like xenophobia or racism, Hispanic populations in the U.S. are often targets of discrimination and oppression. This can lead not only to Hispanic populations’ political exclusion and lower socioeconomic status but also to psychological problems. For instance, Hispanic populations are more prone to develop mental health issues and substance use compared to other racial groups (Alegría et al., 2007; Blanco et al., 2013; Cano et al., 2018; Gattamorta et al. 2017; Grigsby et al., 2018; Miech et al., 2015). There is evidence that the increase of mental health issues and substance use among Hispanic people is connected to discrepancies of acculturation between immigrant parents and their child, no ties to their heritage culture, and discrimination and/or perceived negative reception of host society that lowers family cohesion (Blanco et al., 2013; Frazer et al., 2017; Grigsby et al., 2018; Molina, Little, et al., 2016; Oshri et al., 2014).

Members of Hispanic populations, both U.S.-born and immigrants, experience a lot of stress that is often very different from the stress of the majority population. Cultural and

¹ *Hispanic* is a term widely used to encapsulate the various groups of people and countries that have been influenced and/or colonized by Spain, as well as countries where one of their national languages is Spanish. Terms *Latinx* or *Latine/a/o*, *Mexican*, *Cuban*, *Dominican*, and *Puerto Rican* are similar to *Hispanic*. They denote people who reside in Latin America, some places in the Caribbean islands, Mexico, and in the U.S.. These terms—Hispanic, Latinx/Latine, and Caribbean—are used interchangeably to define a diverse population that, among other characteristics, varies by cultures, languages, and histories. However, as unfortunate and limiting as it is that these terms are used in research as a monolith to describe heterogeneous groups of people, I will use the term Hispanic throughout my study to refer to the diverse populations of people residing in the United States who speak Spanish.

psychological stressors impact Hispanic populations. Schwartz et al. (2015) described cultural stressors as discrimination and/or perceptions of discrimination, negative context of reception (NCR), xenophobia, immigration policies, and other similar issues. Berry (1997) described psychological acculturation “as psychological changes and eventual outcomes that occur as a result of individuals experiencing acculturation” (p. 6). Berry identified that not all psychological acculturation is negative as individuals can create new ways of being by integrating their culture with the dominant culture. Berry termed these psychological adaptations, where the individual can learn new behaviors to add to their repertoire. Instances of major conflicts in acculturation where people experience psychological stress, he called “acculturative stress.” Examples of acculturative stress may be serious differences between cultural values existing in Hispanic populations and in the U.S. in general, varying rates of acculturation processes among family members, and physiological and psychological reactions that can create a lot of family stress that is unique to Hispanic populations (Frazer et al., 2017; Schwartz et al., 2015).

These stressors do not have to be experienced directly by an individual family member; often there is an “overflow effect”: for example, discrimination against a parent may result in a “spillover” affecting adolescent depression, and discrimination against the adolescent may influence their parents’ substance use (Huynh et al., 2019). This spillover effect is similar to Bronfenbrenner’s (1979) ecological systems theory’s idea of transactions, a change in a person that affects other parts of the ecosystem. In addition to the spillover of discrimination effects between adolescents and parents, each subsystem experiences unique stressors (e.g., finances, stable housing, developmental differences, differing rates of acculturation). Despite similar experiences of cultural and psychological stressors between Hispanic U.S.-born and immigrant populations there are nuances related to documentation status that affects the family system.

Some families have variations of documentation status between family members, so even if a family member is a U.S. citizen, they are indirectly impacted by other family members who may lack U.S. documentation status. U.S.-born and Hispanic populations with U.S. citizenship are legally permitted in the U.S., and therefore they do not have to worry about deportation or other immigration-related issues. But even if they have the privilege of being born or naturalized in the U.S., they may experience other compounding effects of intersectional oppression (e.g., poverty, disability, gender, sexual orientation; see Crenshaw, 1991), even be targets of xenophobia, which affects mental health. For example, Wray-Lake et al. (2018) noted that since 2016, when Donald Trump became president of the U.S., both first- and second-generation Hispanic adolescents (i.e., those born in a different country and those born in the U.S. to immigrant parents) experienced an increase of negative disposition (i.e., anxiety, fear, anger, contempt). Specifically, Wray-Lake et al. (2018) reported the adolescents had concerns related to the increase of overt anti-immigrant and racist sentiments that they connected to Trump's rhetoric. Many of the adolescents reported being worried about being deported themselves or having their family members reported, completing high school, and future job prospects (Wray-Lake et al., 2018). Even though these political situations are short lived, Hispanic stress has endured throughout history. Since Hispanic people will represent such a substantial part of the U.S. population in just a few decades, it is important to understand and address how Hispanic populations experience stress, as well as how it will impact our society.

Problem Statement

Couple/marriage and family therapists (C/MFTs) can be effective when they understand their clients. There are post-degree specialized trainings that various C/MFTs can take to increase their understanding of diverse communities (e.g., childhood trauma, lesbian, gay,

bisexual, and transgender [LGBT] affirmative care, refugees, co-occurring issues) to supplement what they learned in their graduate school programs. Masters and doctoral programs in C/MFT assert that they provide students with knowledge on how to work with diverse communities. Two major associations for C/MFTs—the American Association for Marriage and Family Therapy (AAMFT, 2015) and Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)—acknowledge the importance of diversity and inclusivity. Specifically, COAMFTE, which accredits C/MFT programs, wants to help future clinicians understand human diversity so that they can be both effective and ethical in their practices (COAMFTE, 2021).

Researchers have noted that relationship factors, “variables such as empathy, warmth, acceptance” (Lambert, 1992, p. 97), between client and therapist are the second most important factor that both adds to successful outcomes and increases the client’s participation in therapy (Saggese, 2005). Measures that rate relationship factors throughout the therapy process (i.e., outcome and session rating scales [ORS/SRS], Campbell & Hemsley, 2009, Duncan et al., 2003; working alliance inventory [WAI], Horvath & Greenberg, 1989) can help therapists adjust therapy to improve both client process and outcomes of therapy. I believe that when clinicians focus on relationship factors, they convey to their clients they understand their clients’ lived experiences. Ethically speaking, clinicians must be mindful when their education and training lack information about a particular issue. This is why sometimes clinicians refer clients to other clinicians who have the knowledge within their scope of practice. Regarding lack of knowledge on demographics, this is when clinicians research information to help them understand various issues faced by their clients and best practices to work with their clients’ demographics.

C/MFTs may not receive a sufficient education on Hispanic populations experience of various stressors, which can affect treatment and client outcomes. Researchers have noted that

C/MFTs and counseling education school programs may lack training and knowledge working with marginalized populations (e.g., LGBT, Carlson et al., 2013; Goldberg & Allen, 2018), Muslims [Arshad & Falconier, 2019]; and East Asians [Hynes, 2019]). Researchers identified that culturally laden beliefs of the dominant group (e.g., white, Eurocentric, cisgender male, relevant to the U.S., owning class, able-bodied, etc.) are pervasive in education, which often overlooks marginalized populations and cultures. The above-mentioned researchers encouraged therapy programs, as well as therapists who have completed degree training, to develop knowledge on working with marginalized populations. Specifically, they recommend improving course curriculum to explicitly include education on oppression and privilege, as well as teach more in-depth about various cultures.

There seem to be no studies, however, to evaluate how well C/MFTs education develops knowledge about Hispanic populations' experience with various stressors. Specifically, COAMFTE programs must include courses on working with diverse populations to help students better serve diverse clientele in their future practices. This is a great goal, but programs may not know if they are meeting these standards. Some researchers have developed measures to address students' knowledge on LGBT (Carlson et al., 2013; Goldberg & Allen, 2018) communities, but they seem to be exceptions rather than the rule. Without measurements or assessments, it is hard for educational programs, as well as C/MFTs, to know how well they are teaching and attaining knowledge needed for working with diverse populations.

In short, it is unclear how C/MFT programs training C/MFTs prepare them to work with both U.S.-born and immigrant Hispanic populations. Creating a measure to assess the effectiveness of this training is beyond the scope of this dissertation. Though an evaluator step can be to analyze how Hispanic populations psychological issues and lived experiences are

covered in professional journals. Often clinicians will turn to professional literature to help them decrease gaps in their knowledge, including about how to best work with Hispanic populations and understand their stressors.

I attended a doctoral C/MFT program where I took two years' worth of classes. I focused almost every assignment on Hispanic populations and families, which meant reviewing literature on each topic. In doing so, I noticed that many peer-reviewed articles focused on Hispanic populations used recurring terms: acculturation, immigration, discrimination, family cohesion, mental health, and substance use. All of these terms describe psychosocial issues. These articles came from many fields such as family therapy, nursing, education, family policy, and addiction. Also, many authors addressed language acquisition, the need for interpretation, and how language can be a barrier for some clients, often connecting these language issues with the various psychological problems mentioned above. This led me to believe that articles that focus on Hispanic populations in clinical C/MFT journals would include two or more of these terms. Specifically, because C/MFTs are systemically oriented who conceptualize both certain populations and families as embedded within larger systems such as macrosystems and exosystems.

Published scholarship in various academic fields not only presents findings and analysis of the world around us, it also has a significant influence in our world. It impacts and influences people, families, cities, education, organizations, and policies. The C/MFT field is no exception. Understanding how academic studies are conducted and then published can not only help us understand the state of the discipline with respect to a particular problem, but also guide C/MFT scholars and practitioners increase knowledge in recursive ways, to augment how we study a particular problem or a population, and to improve patient outcomes. Since Hispanic populations

in the U.S. are continually growing and becoming a significant demographic with often particular psychological issues, I believe it is important to analyze what the C/MFT field knows and does not know about this group. Therefore, I conducted a mixed method content analysis of 17 journals between 2011 and 2020 that C/MFTs often use as a resource to supplement their counseling knowledge to identify themes, topics, and findings related to Hispanic populations. By doing so, I hoped to identify how these journals assist C/MFTs with acquisition of knowledge and skills that are best fit for Hispanic populations. The results of this study are hoped to be used to increase C/MFTs knowledge of Hispanic populations.

Theoretical Framework

To support my study, I used ecological systems theory (Bronfenbrenner, 1979) coupled with Berry's acculturation model (1997) to help conceptualize the interactional patterns between the various U.S. systems and both U.S.-born and immigrant Hispanic populations who live in the U.S. Bronfenbrenner (1979) acknowledges that there are multiple systems (i.e., microsystem, exosystem, macrosystem, and chronosystem) that impact people's lives, with or without their knowledge.

Similarly, acculturation challenges between the dominant and non-dominant groups in relation to power differences (i.e., discrimination, xenophobia, cultural maintenance, and contact and participation; Berry, 1997) account for how the dominant discourse of host societies, macrosystem (Bronfenbrenner, 1979), impacts populations whose national origin and/or ethnic and racial cultures differ from the dominant group in the U.S. Berry (1997) defined acculturation as an occurrence where groups with different cultures persistently interact, which can alter "cultural patterns" in both groups (p. 7). Berry claimed that it is often the non-dominant group, however, that changes. The acculturation process contains four distinct acculturation strategies:

- *assimilation*—people choosing to have daily contact with the dominant culture while discontinuing their cultural heritage or identity,
- *separation*—people holding onto their cultural heritage while avoiding contact with the dominant culture,
- *integration*—people preserving their cultural heritage while engaging with the dominant culture,
- *marginalization*—people having no ability or desire to keep their cultural heritage as well as being uninterested in connecting with the dominant culture (p. 9).

Berry explained that these strategies assume that the non-dominant group and individual have freedom of choice; however, there are contextual factors (e.g., xenophobia, discrimination, anti-immigrant policies) created by the dominant group that may limit or erase their ability to choose.

By grounding my study in Bronfenbrenner's (1979) ecological systems theory and Berry's acculturation model (1997) I aimed to facilitate better understanding of Hispanic populations' lived experiences in the U.S. This may increase C/MFT practitioners' and researchers' understanding of Hispanic stressors that impact relational dynamics both within these populations and the populations' interactions with the broader systems in the U.S. Ideally, I hope that the findings in my study increase C/MFTs understanding of Hispanic populations.

Purpose Statement

In this study I addressed the extent to which 17 counseling journals, that C/MFTs often use as a resource, explicitly focus on Hispanic populations. Having preliminarily identified recurring psychosocial terms (i.e., acculturation, immigration, discrimination, family cohesion, mental health, and substance use) in articles that focused on Hispanic populations, the purpose of

this study was to examine how the counseling journals discuss Hispanic populations' issues and what, if any, advice is provided for working with Hispanic populations.

To do this, I used an explanatory sequential mixed methods design, which involved collecting quantitative data first and then explaining the quantitative results with in-depth qualitative data analysis. In the first quantitative stage of the study, I used descriptive statistics to measure the number of articles published about Hispanic populations, the type of research design used, and the frequency of psychosocial terms in the articles' components (i.e., title, abstract, and keywords). In the second qualitative stage I followed up the quantitative results with a thematic analysis of 32 randomly selected articles. Integration for mixed method design first occurred here by randomly selecting the thematic analysis articles from the quantitative dataset. The thematic analysis identified common themes and topics. The themes and topics were later used to support the quantitative results for the mixed method question. My explanatory sequential mixed methods dissertation intention was to understand how and what articles published in 17 journals commonly used by C/MFTs guide professionals working with Hispanic populations.

Rationale for the Study

The aim in the current study was to gauge trends in C/MFT journals that will provide useful information for clinicians who work with Hispanic populations. Both C/MFT providers and researchers may benefit from seeing how literature conveys current discourses pertaining to Hispanic populations, which may ultimately improve the services they provide to their clients and/or the scholarship introduced to the C/MFT field by researchers. As noted above, one third of the U.S. population will be of Hispanic descent in a few decades. This forecasted growth will affect the entire country, which makes it necessary to understand how Hispanic cultural and psychological acculturation stressors impact this population. As a third of the U.S. population

may be directly affected by these stressors, so possibly will other people and systems who have transactions with this population, making it a critical topic to understand.

Research Questions

I conducted an explanatory sequential mixed method content analysis study where the general guiding question was: What coverage have articles published in journals that C/MFTs often use as a resource focused on Hispanic populations? The following questions are used to frame the coding and analysis of C/MFT literature pertaining to Hispanic populations:

Quantitative Questions

1. What are the characteristics (i.e., quantitative, qualitative, mixed method, or theoretical) of the articles? How many articles fit within each type of research design?
2. How many articles published in the 17 C/MFT journals between 2011 and 2020 focused on Hispanic populations?
3. How many articles that focused on Hispanic populations, titles, abstracts, or keywords contained the psychosocial terms acculturation, immigration, discrimination, family cohesion, mental health, and substance use?

Qualitative Questions

1. What are the emerging and/or common themes, topics, and findings on Hispanic populations in the research of C/MFT?
2. How are social and cultural context factors considered in the literature on Hispanic populations?

Mixed Method Questions

1. How do the qualitative results help explain the results of the quantitative stage of the study?

CHAPTER II: LITERATURE REVIEW

Within the next few decades, a third of the population of the U.S. will be of Hispanic descent (United States Census Bureau, 2017). Therefore, effects of Hispanic populations' experiences may eventually be felt in multiple systems in general society (e.g., education, workplace, government, neighborhoods). Both U.S.-born and immigrant Hispanic populations have a lot of negative experiences that stem from problems of acculturation. Berry (1997) defined acculturation as a manifestation where "cultural patterns" in both groups can be altered when two or more groups with different cultures persistently intermingle (p. 7). Acculturation is a distinctly individual process that is experienced differently by each person. Problems with acculturation may occur because of discrimination based on language, cultural practices, ethnicity, and national origin. Discrimination, different documentation status of family members, and varying rates of acculturation often create problems of family cohesion, which can lead to substance use and mental health disorders. This literature review, which purposefully excludes scholarship from any journal related to family's health and the 17 journals from which the dataset for my content analysis comes, establishes perspectives on Hispanic people from various fields (e.g., ethnicity and health, applied psychology, adolescent health, substance use)².

Cultural Stressors and How They Affect Families

Cultural Stressors and Acculturation

The literature on acculturation addresses many different sets of issues, such as cultural stressors (bicultural stress, perceived discrimination, and perceived negative context of reception [PNCR], Grigsby et al., 2018); identity development, cohesion, and confusion; impact on mental health and substance use; family cohesion and heritage culture; and acculturation dissonance

² The rationale for excluding journals related to family's health in the literature review was to use a different set of articles because using the same set of journals to measure itself may obstruct validity.

(e.g., acculturation gap between parents and children). These various stressors of acculturation overlap with discrimination, immigration, family cohesion, substance use, and mental health that are the psychosocial variables observed in this literature review.

Understandings of acculturation have changed over time. Initially, theorists assumed that in the process of acculturation the heritage of origin was replaced with the host society's culture; acculturation was unidirectional (Unger, 2014). Over time, however, other understandings of acculturation emerged that denoted its bidirectional influences (Berry, 1997; Schwartz et al., 2010). In this interpretation of acculturation, the individual could adapt their heritage culture to the dominant culture in a way that they could be perceived as bicultural (Schwartz et al., 2014; Unger, 2014). This bicultural category is sometimes seen as a single occurrence, but also on a continuum (e.g., bilingual/bicultural; English dominant/bicultural; and English dominant/assimilated; Blanco et al. 2013; Salas-Wright et al., 2015).

Schwartz et al. (2014) broke down acculturation into three different domains: (a) cultural practices, which pertain to behavioral acculturation, affects the customs that someone engages in; (b) cultural values, which influence cognitive acculturation, such as individualistic versus collectivistic practices, are or are not congruent with culture of origin; and (c) cultural identification, which affects effective acculturation, such as ethnic and national identity. The acculturation process is dynamic and unique to each person experiencing it; some people adapt both linguistically and culturally, while others keep both cultural practices and native language. For example, some Hispanics in the U.S. may adapt to using English over Spanish or another native language but still keep their heritage cultural values and practices. Regardless, biculturalism is still stressful in different ways in a variety of domains in peoples' lives.

In their analysis of literature on acculturation frameworks, Abraído-Lanza et al. (2016) identified multiple themes dominant in various frameworks: intrapersonal, interpersonal, social environment, community, political, and global contexts, crosscut themes in life development, and segmented assimilation. They encouraged researchers to create integrated teams (e.g., professionals from different disciplines) and use contextual approaches to understand acculturation effects on observed health needs (e.g., substance use, depression, familial conflict), because the identified themes are nuanced and individualistic. Additionally, they recommend that researchers view the Hispanic population as heterogeneous in order to better address the individual needs and understand their experiences.

The themes in acculturation frameworks identified by Abraído-Lanza et al. (2016) aim to help clinicians work in culturally appropriate ways to best support their Hispanic clients. Abraído-Lanza et al. (2016) study explicitly recommended clinicians not to view the Hispanic population as a homogeneous group, but rather to understand that there is much diversity within the population. Increased knowledge to view people's unique problems of acculturation may be a helpful starting point to understand how cultural stressors interrupt developmental issues in adolescents and emerging adults.

Cultural stressors (Grigsby et al., 2018) such as biculturalism may complicate natural adolescent development in adolescent Hispanic immigrants, because they balance both host society and heritage culture. Hispanic immigrant adolescents experience increased identity confusion related to bicultural stress (Oshri et al., 2014). Identity confusion may lead to health issues that cause adolescent immigrant Hispanics to be vulnerable to increased alcohol use and beliefs that alcohol use can reduce their stress (Grigsby et al., 2018; Oshri et al., 2014).

Grigsby et al. (2018), in their quantitative study with three different time points in two different cities, Miami and Los Angeles, identified that both direct and indirect associations of personal identity contributed to effects of cultural stress and substance use attitudes. Cervantes et al. (2015) studied the differences between Hispanic adolescents in clinical treatment and not in clinical treatment regarding cultural stressors and their association with depressive symptoms. For adolescents in clinical treatment, depressive symptoms were associated with acculturation gap stress (i.e., acculturation dissonance); they also reported higher cultural stress associated with depressive symptoms. Other researchers identified that both internalizing symptoms (depression) and externalizing symptoms (delinquency) were associated with acculturation dissonance (Frazer et al., 2017). For both groups of adolescents, five different domains of cultural stress (acculturation gap, family economic, family immigration, discrimination, and family drug use) were associated with depressive symptoms (Cervantes et al., 2015). Subsequently, most Hispanic adolescents probably experience cultural stressors, acculturation dissonance, and identity confusion, which can increase substance use, delinquency, and depressive symptoms. Hispanic people 18 and over who identified as bicultural reported more perceived discrimination and higher substance use (Salas-Wright et al., 2015). It seems that as some Hispanic adolescents' transition into emerging adulthood, they no longer have identity confusion but move into identifying as bicultural, which may increase perceived discrimination and substance use.

Grigsby et al. (2018) identified that PNCR might increase identity confusion and was associated with perceived discrimination or bicultural stress, which may lead to substance use. Their research noted a difference between the two locations, Miami and Los Angeles: in Miami, the adolescents seemed to report more identity coherence than their Los Angeles counterparts.

Despite little difference between the groups report of PNCR, the authors believed that in Miami the Cuban community has more economic growth and community connections as compared to Los Angeles with its predominantly Mexican immigrants, who are impacted by the threat of deportation as a cultural stressor and who turn towards substance use to cope with this stressor (Grigsby et al., 2018). Therefore, Hispanic immigrants living in different regions of the U.S. may vary in the types of cultural stressors and levels of community support they experience, which validates the need of researchers and clinicians to adopt a contextual approach in their work.

Acculturation dissonance is also known as intergenerational cultural dissonance and acculturation gaps between parents and children (Choi et al., 2008). Often children/adolescents tend to gravitate towards assimilation more than their parents as they may be more exposed to the host society's cultural norms. Frazer et al. (2017) noted that acculturation dissonance between family members could cause family stressors, leading to conflict within families and lessening family cohesion. Their quantitative study used five different surveys (acculturation dissonance, assimilation, depressive symptoms, delinquency, and demographics) for one time period to identify how acculturation dissonance and assimilation may be related to both internalizing (depression) and externalizing (delinquency) symptoms. As mentioned before, the authors noted that acculturation dissonance was associated with both depressive symptoms and delinquency. Specifically, where there were high levels of assimilation, acculturation dissonance was not connected to the level of depressive symptoms because symptoms were constantly high (Frazer et al., 2017). At low levels of assimilation, however, acculturation dissonance was associated with depressive symptoms as was delinquency, but it was not reliant on the level of assimilation. Unger (2014) reported similar findings that an increased risk for substance use

among Hispanic adolescents is attributed to discrepancies of acculturation between immigrant parents and their children and no ties to their heritage culture.

For emerging Hispanic adults, especially U.S.-born and immigrants who resided in the U.S. for a longer time and preferred speaking English, the risk for substance use was positively associated with increases in acculturation (Blanco et al., 2013). Assimilation was not solely associated with delinquency and depressive symptoms as identified in previous research (Frazer et al., 2017). Hence, they believed that assimilation interacts with other cultural stressors that may increase both depression and delinquency. Acculturation dissonance was associated with delinquency, in which the authors presumed that the dissonance held back adolescents from seeking out family support (Frazer et al., 2017). Essentially, acculturation dissonance and a higher degree of acculturation, which may interact with other cultural stressors, pose risk factors for internalizing and externalizing symptoms for Hispanic adolescents and emerging adults.

Family cohesion may intervene in the effects of acculturation, substance use, and depressive symptoms (Blanco et al., 2013; Frazer et al., 2017). Marsiglia et al.'s (2019) quantitative study identified similar findings that family cohesion could mediate substance use. In the cluster randomized controlled trial design, over 20 months, the authors tested three different intervention groups (parent and youth [PY], parents only [PO], and comparison [C] where parents received a curriculum without alcohol and other drugs prevention focus). The PY and PO groups' curriculum integrated a culturally based substance use program and program to help increase family functioning. The PO group outperformed the other two groups at the end of 20 months, especially with respect to alcohol use. The PO group, after 16 months, reduced adolescent alcohol and inhalant use significantly. Both Marsiglia et al. (2019) and Frazer et al.

(2017) acknowledged that engaging parents and improving family cohesion could decrease externalizing and internalizing symptoms for Hispanic adolescents.

Discrimination

Research of the effects of discrimination identified an increase in both mental health symptoms (e.g., anxiety, depression, posttraumatic stress, and even indicators for psychosis) and physical health symptoms (e.g., increased blood pressure, cortisol secretion, heart rate, substance use, and even development of chronic disease; Pascoe & Richman, 2009), all of which can cause more serious problems later on in life such as heart attacks and hypertension. In their meta-analysis of the literature, Pascoe and Richman (2009) found that social support (e.g., feeling supported by one or more people when needed) may buffer some negative effects (e.g., alcohol use, mental health, and overall health) of discrimination, however most of the articles did not reveal that social support lessens for high levels of perceived discrimination. Overall, Pascoe and Richman (2009) reported that there are varied responses to social support and how it may affect the impact of perceived discrimination. One study identified a possible correlation between parents' and adolescents' experience of discrimination, on the one hand, and increased substance use and negative effects on their own mental health as well as of their other family members, on the other hand (Huynh et al., 2019). Espinoza et al. (2016) reported similar findings amongst Mexican American adolescents—when parents experience discrimination, their adolescents often report increased internalizing symptoms such as higher rates of low self-esteem. Therefore, the experience of discrimination not only impacts the person being discriminated against, but also their family members.

Discrimination negatively impacts Hispanic immigrant adolescents' and adults' self-esteem (Edwards & Romero, 2008; Gassman-Pines, 2015). Edwards and Romero's (2008) cross-

sectional survey study revealed significantly more discrimination and total stressors among adolescents who are Mexican immigrants than among fourth-generation Mexican adolescents. Adolescent Hispanic immigrants engage in maladaptive behaviors at higher rates due to discrimination and perceived negative reception of host society (Grigsby et al., 2018; Schwartz et al., 2014). Adolescents who predominately speak Spanish and who are bilingual reported more discrimination stress than their English-speaking counterparts. Other studies reported similar findings: both adolescents and adults who identified as bicultural/bilingual are associated with higher rates of discrimination and substance use (Salas-Wright et al., 2015; Schwartz et al., 2015). Edwards and Romero (2008) concluded that adolescents who are immigrants and speak Spanish predominately experience compounding stress (e.g., intersectionality; Crenshaw, 1991) that may affect their global self-esteem. Regardless of the level of acculturation, retention of heritage culture and language, and documentation status, Hispanic people probably will experience discrimination that may contribute to an increase of substance use, negative impact on their self-esteem, and the development of internalizing symptoms. For immigrant Hispanic people stress caused by discrimination experienced in the U.S. often compounds the experience of pre-migration stress.

Immigration

There are many reasons why people from Mexico, Latin America, and the Caribbean migrate to the U.S.; they flee economic instability, wars, or extreme human rights abuses (Agnew, 2019; Perreira & Ornelas, 2013; Tienda & Sanchez, 2013). At the root of these reasons to immigrate seems to be the desire to have a better life for themselves and their families. Migration, however, may create its own stressors for Latin American immigrants. When people try to immigrate illegally, in route and at border crossings they may face dangerous terrains and

people (Perreira & Ornelas, 2013). Females face additional danger of being sexually assaulted and kidnapped (Lara-Cinisomo et al., 2019). Tienda and Sanchez (2013) described changing U.S. policies since the 1920s from worker programs, where people from other countries were permitted to work in the U.S., and could later reunite with their families once naturalized, to asylum seekers contributed to immigration where most immigrants were coming from Mexico. Asylum seekers, people who flee from their countries without choice in the matter, are persons who have yet to receive refugee status in a host society. A major difference between immigrants and refugees is about choice.

Immigrants intentionally choose to leave their home countries in pursuit of better life chances whereas refugees have no choice, because they are often fleeing from war and other considerable atrocities in their home countries (Bemak & Chung, 2017). Frequently, they have to flee their homes quickly with little preparation, which often means they have little food and valuables. Both immigrants and refugees may experience migration stress such as first-hand violence, as well as witnessing violence, and poverty, which tends to lead to post-traumatic stress in these populations (Perreira & Ornelas, 2013). Often, both refugees and immigrants continue to experience stress as they settle into new countries.

Refugees experience loss of social status as their education may not transfer to the host society, affecting their social economic status (Bemak & Chung, 2017). Refugees also experience stress similar to immigrants', such as racism, discrimination, low economic status, violence, and cultural estrangement. Once people arrive to the U.S. their problems do not end, rather other problems arise because of their new status as undocumented citizens, such as neglecting health issues for fear of getting caught and deported, legal protection regarding safety, and other additional stressors that arise from trying to "pass" as a citizen (Cardoso et al., 2021;

Scranton et al., 2016). Both Cardoso et al. (2021) and Scranton et al. (2016) noted that even Latin American people who are documented experience fear of immigration enforcement, especially due to increased anti-immigration policies and negative rhetoric about Latino people promoted by Donald Trump (Cardoso et al., 2021; Vos et al., 2021). All these migration stressors are compounded by the increased prevalence of U.S. anti-immigration policies and xenophobic sentiments, which fuels co-occurring issues in Mexican immigrant families' lives. These stressors create mental and physical health issues for both documented and undocumented Hispanic populations, which negatively impacts family cohesion.

Family Cohesion

Family cohesion is affected by acculturation dissonance (i.e., differences in cultural orientation) and acculturation gap between parents and children (Frazer et al., 2017; Nair et al., 2018). There are two traditional Hispanic cultural values that support family cohesion—*familismo* and *simpatia*. *Familismo* emphasizes and prioritizes being close to family members (i.e., family emotional support and obligation; Knight et al., 2015). *Simpatia* is about cultivating internal harmony, respect for others, empathize with others, and avoid conflict to maintain harmony in interpersonal relationships (Triandis et al., 1984).

For both U.S.- and foreign-born Hispanic adolescents lower family cohesion was related to lower academic performance (Nair et al., 2018). Family cohesion may be a mediating factor between acculturation and depression (Frazer et al., 2017); however, the level of congruence with their family's cultural beliefs, values, and practices did not intervene on depression and alcohol use (Nair et al., 2018), though it was positively associated with delinquency (Frazer et al., 2017). Therefore, interventions that solely focus on heritage culture, an aspect of family cohesion, may be insufficient as a protective factor against internalizing and externalizing

symptoms, and academic performance. Both Frazer et al. (2017) and Nair et al. (2018) recommended that interventions focus on increasing family cohesion and positive family relationships. Overall, interventions that integrate heritage culture, family cohesion, and positive family relationships may best serve adolescents.

A difference between U.S.-born and foreign-born Hispanic adolescents is that the former reported more family conflict (Nair et al., 2018). The latter may opt out of positive interactions with their family members instead of engaging in overt conflict. This may be attributed to a stronger allegiance to family cultural values of *simpatia* and *familism*. High *familism* values affect Hispanic adolescents by engaging in prosocial behaviors to help others through empathizing and moral reasoning (Knight et al., 2015). *Familism* appears to have positive effects on adolescents that extend beyond the family.

Issues of family cohesion may continue on into adulthood. Similar to acculturation dissonance, cultural conflict within family was significantly associated with lower family cohesion for both Hispanic adult males and females regardless of their nationality (Molina, Jackson, et al., 2016). Higher levels of everyday discrimination were associated with higher family cultural conflict, which increased psychological distress. Furthermore, family conflict is related to risk of developing a mood disorder (Alegría et al., 2007). It also seems that discrimination may adversely affect family cultural conflict and psychological distress. Higher family cohesion is associated with higher social support (Cano et al., 2018), less psychological distress (Molina, Little, et al., 2016), and for Hispanic immigrants less alcohol use (Cano et al., 2018). Regardless of gender or nationality strengthening family cohesion for Hispanic adults may increase social support, reduce alcohol severity, and psychological distress (Cano et al., 2018; Molina, Jackson, et al., 2016).

Mental Health and Substance Use

By 12th grade U.S. Hispanic adolescents use dangerous drugs, such as crack, methamphetamines, and heroin at a higher rate than their peers. By 8th grade their binge drinking is 10% higher and marijuana use 17% higher than their non-Hispanic peers (Johnston et al., 2012). Hispanic adolescents are more likely to use all types of drugs (Unger, 2014). Perceived negative context of reception (i.e., discrimination of receiving society) and identity confusion of immigrant adolescents increase positive attitudes towards substance use, which may lead to increase in substance use behaviors (Grigsby et al., 2018).

There is a similar higher risk of substance use disorder with both immigrants who arrived to the U.S. before the age of six and immigrants who have resided in the U.S. for 13 years or longer as compared to U.S.-born Hispanics, which may indicate that time spent in the U.S. and the process of assimilation may impact substance use behaviors (Blanco et al., 2013). In addition, immigrants tend to have a lower rate of alcohol use than U.S.-born Hispanics. But this increases over the duration of time spent in the United States as it is linked to stress related to adaption to the U.S. dominant culture (Ornelas et al., 2010). As adults both Latinas and Latinos experience everyday discrimination that is connected to an increased risk of lifetime alcohol use disorder (Molina, Jackson, et al., 2016). There is an increase in life-long substance use among migrants who return to their country of origin, as well as among their relatives compared to non-migrant Mexicans (Borges et al., 2009).

The trajectory of the demographics of Latin American people who are foreign born, many of whom have children born in the U.S., known as first generation, shows a consistent incline over the end of the last century and this century; from 9.7 million in 1960 to nearly 40 million in 2010 (Tienda & Sanchez, 2013). This increase in foreign-born Latin Americans attributed to the

16% growth of Hispanic population in the U.S. in 2014 (Unger, 2014). The United States Census Bureau (2017) reports that the Hispanic population in 2016 was 57.5 million, making them the largest ethnic minority in the U.S. This means that the demographics of the U.S. workforce, schools, and neighborhoods are changing to include a population of people with Hispanic heritage. With the increase of Hispanic immigrants and their families it would be helpful to address how discrimination negatively affects substance use problems and acculturation for these individuals, because they are now a major part of the U.S. society.

Literature Review Summary

Relevant literature from various fields demonstrates the interconnection between the six terms—acculturation, discrimination, immigration, family cohesion, substance use, and mental health problems—related to Hispanic populations. These terms, though separate, interact with each other in the lives of both U.S.-born and immigrant families over the family members' lifespan. These terms effects are even transmitted intergenerationally and possibly will impact larger systems in the U.S. as this population continues to grow. The literature reviewed here was used to identify the extent to which Hispanic populations' experiences are addressed in the scholarship published in 17 C/MFT journals.

CHAPTER III: METHODOLOGY

Purpose of the Study and Research Questions

The purpose of the study was to identify publishing trends on Hispanic populations in articles published in 17 journals that C/MFTs often use as resources and are also the journals that are most consistently used when analyzing the content of the C/MFT field (Blumer et al., 2012; Clark & Serovich's, 1997; Shortz et al., 1994)—*American Journal of Family Therapy*; *Contemporary Family Therapy*; *The Family Journal*; *Family Process*; *Family Relations*; *Families, Systems, and Health*; *Journal of Consulting and Clinical Psychology*; *Journal of Counseling Psychology*; *Journal of Couple and Relationship Therapy*; *Journal of Family Issues*; *Journal of Family Psychology*; *International Journal of Systemic Therapy (formerly Journal of Family Psychotherapy from 1990-2020)*; *Journal of Family Therapy*; *Journal of Feminist Family Therapy*; *Journal of Marital and Family Therapy*; *Journal of Marriage and Family*; and *Psychotherapy: Theory Research, Practice, and Training*—between 2011 and 2020. The rationale for my research study was to assess C/MFT literature in order to identify possible themes, topics, and areas of focus of Hispanic populations' experiences of psychosocial issues/problems. Another purpose of this study was to assess if there were implicit and/or explicit guidance in C/MFT literature to help C/MFT professionals (i.e., clinical practice and training/supervision/education) working with Hispanic populations. My guiding question for this study was: What coverage have articles published in journals that C/MFT often use as a resource focused on Hispanic populations? This guiding question informed the basis for the following quantitative and qualitative research questions.

Quantitative questions

1. What are the characteristics (i.e., quantitative, qualitative, mixed method, or theoretical) of the articles? How many articles fit within each type of research design?
2. How many articles published in the 17 C/MFT journals between 2011 and 2020 focused on Hispanic populations?
3. How many articles that focused on Hispanic populations titles, abstracts, and keywords contained the psychosocial terms acculturation, immigration, discrimination, family cohesion, mental health, and substance use?

Qualitative Questions

1. What are the emerging themes, topics, and findings on Hispanic populations in the research of C/MFT?
2. How are social and cultural context factors considered in the literature on Hispanic populations?

Mixed Method Questions

1. How do the qualitative results help explain the results of the quantitative stage of the study?

Population

The journals selected for my dissertation are based on prior researchers' content analyses that observed trends in the field of C/MFT in journals that CMFTs often use as resources (Blumer et al., 2012; Clark & Serovich's, 1997; Shortz et al., 1994). There is precedent using the journals selected for my dissertation to understand how these journals influence C/MFTs (see Appendix B Table B1. for list of journals).

The inclusion criteria for the articles in the above-mentioned journals are articles that focus on Hispanic populations. Due to Hispanic being a term that is widely used as a synonym for various populations in Latin American countries (e.g., Latinx/o/e/a, Cuban, Puerto Rican, Dominican, Mexican, etc.) my inclusion criteria used the following terms: *Hispanic*, *Latine/a/o/x*, *Mexican*, *Cuban*, *Dominican*, and *Puerto Rican*. The inclusion criteria for Hispanic and related terms are the parameter for the population of my study. Since families include various members and roles, my inclusion criteria here was: couples, adults, parents, children, adolescents, fathers, mothers, and various genders. Lastly, the article selection excluded any journal materials that were not articles, such as book reviews, editor notes, corrections, and such.

Introduction to Methodology

Mixed Method Defined

Mixed method—also referred to, among other names, as multimethod, integrating method, or synthesis design—is growing in use as a research design that involves both quantitative and qualitative data. It combines aspects of quantitative and qualitative methods to collect, analyze, and interpret both types of data; the collection, analysis, and interpretation of one data set informs the collection, analysis, and interpretation of the other. Tashakkori and Creswell (2007) defined mixed methods “as research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry” (p. 4). Greene (2007) presented a broader definition of mixed method as a way that offers people multiple ways to perceive, relate, and understand the world around them. While there might not yet be consensus regarding the definition of mixed method design, Creswell and Plano-Clark (2018) denoted some core characteristics that mixed method design entails:

- rigorous collection and analysis of both quantitative and qualitative data with respect to research questions and hypotheses,
- integration of both sets of data and results,
- organization of the study in logical steps,
- supporting the procedure with theory and philosophy.

In the current study, I utilized the two previous definitions with these characteristics of the method to clearly describe my procedure of developing and using mixed method research design.

Background of Mixed Method

The mixed method emerged in the 1980s when multiple researchers (Brewer & Hunter, 1989; Bryman, 1988; Fielding & Fielding, 1986) from various fields, such as sociology, nursing, management, medicine, education, were coming to a similar conclusion about the integration of quantitative and qualitative research designs. Prior to this time other researchers, even those who were solely quantitative researchers (Campbell, 1974; Cronbach, 1975), discussed the possibility of integrating both quantitative and qualitative data sources to support their studies. Specifically, Cronbach (1975) stated, “The experimental strategy dominant in psychology since 1950 has only limited ability to detect interactions” (p. 123). He advocated that the function of mixed method research is to help identify relevant variables and to use processes that may be more of a natural fit to continue investigating these variables; this can lead researchers to appreciate being surprised by what they find.

Creswell and Plano-Clark (2018) advocate that the researcher use different philosophical assumptions for the two different phases, quantitative and qualitative, in sequential mixed method design. In explanatory sequential design postpositivist assumption is used in the first, quantitative research phase followed by social constructivist assumption in the second,

qualitative research phase. At the end the researcher interprets the results from the two data sets that may include one of the assumptions or both. Postpositivism informs the quantitative phase's choice of which variables to measure (e.g., acculturation, discrimination, immigration, mental health, substance use, and family dysfunction, in my case), statistical analysis to use, and how to report data. Whereas social constructivism informs the qualitative phase's practices used to interpret the construction of meaning by acknowledging the world's influence on the interpretation of data (Creswell & Poth, 2018). Social constructivist methodology of inquiry focuses more in-depth on emergent ideas in observation and analyzing texts specifically useful for this content analysis (Creswell & Poth, 2018). Mixed method's rich history of embracing both quantitative and qualitative methodologies to find what each respective methodology may miss justifies its use for my study.

Justification for Using Mixed Methods Research

At the core of mixed method is a comprehensive method to increase understanding of research questions, hypotheses, and data. Mixing both quantitative and qualitative research aims to capitalize on their respective strengths while minimizing each of their limitations (Creswell & Plano-Clark, 2018). Mixed method is used to augment each of these two distinct research methods to make a complex approach that can create new research processes that may deepen understanding. Its use may produce surprise finding that could be overlooked if only one method is used in research design.

Hispanic populations are not a monolith despite researchers often writing as if they were. The populations that are labeled "Hispanic" vary significantly by country of origin, languages, histories, cultures, and so on. These labels and descriptions are imperfect in their attempts to understand a diverse group of people. Each researcher has their own social positionality that may

interact with how they construct their perceptions of what is identified to be important for their intended audience to know, which is why researchers try to minimize their biases in their research. Creswell and Plano-Clark (2018) identified that quantitative researchers do not discuss their individual biases or interpretations, which is a strength of qualitative research. Yet qualitative research findings cannot be generalized, despite that is not the goal of qualitative research, as readily as quantitative research, hence mixed method is able to capitalize on the strengths of both research methods.

Strengths and Challenges of Explanatory Sequential Mixed Method Design

Creswell and Plano-Clark (2018) identified strengths of explanatory sequential design. The structure is uncomplicated, following a very clear path from quantitative to qualitative. The two types of data are collected separately making it easier for a single person to do. Creswell and Plano-Clark (2018) use the term “phase” to separate the quantitative and qualitative stages in mixed method design, however thematic analysis uses the same language to differentiate between steps in the analysis; therefore, I replaced the mixed methods use of “phase” with “stage” to differentiate between mixed method and thematic analysis descriptions. The qualitative phase is dependent on the quantitative stage, so evolving strategies can be used “based on what is learned” in the quantitative stage.

The authors identified some challenges as well. First, they reported that a mixed method study can take an extended amount of time to complete when there are human participants involved, because they are needed over a long period of time but some may drop out prior to finishing the study (Creswell & Plano-Clark, 2018). Additionally, Creswell and Plano-Clark identified that the Institutional Review Board’s (IRB) approval process may take a considerable amount of time because the qualitative phase cannot be specified prior to the study. In the

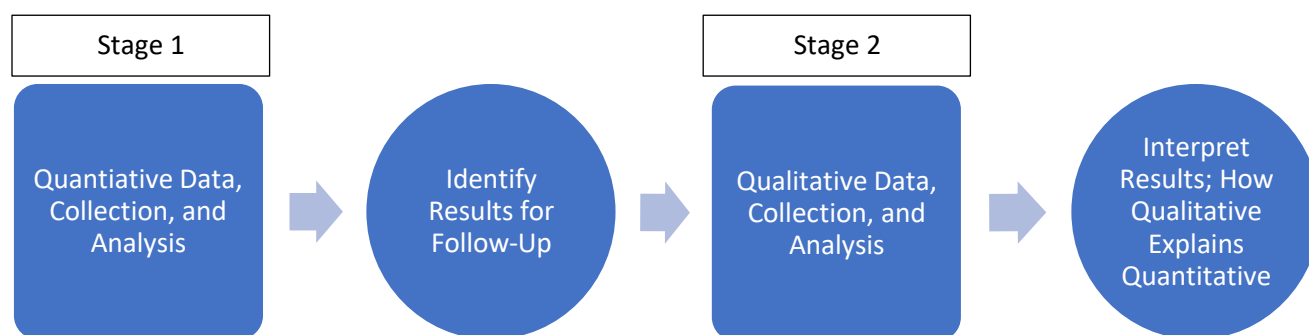
quantitative stage they identified that the researcher would not know what results to follow up on in the qualitative stage, but they recommended considering possible significant results and strong predictors that may emerge. In an explanatory sequential design with human participants the researchers would have to figure out which participants to choose to provide explanations for the qualitative stage.

Mixed Method Design

In the current study, I used an explanatory sequential mixed method design in the content analysis (see Figure 3.1). Explanatory sequential mixed method design has two stages, first the quantitative stage and then the qualitative stage. These stages are used for data collection. The analysis of the quantitative data gathered during the first stage is used to shape the second, qualitative, stage. The qualitative data helps to explain in more detail the quantitative results.

Figure 3.1

Broad Overview of Explanatory Sequential Mixed Method Design



Sampling Techniques

The quantitative stage set the parameter of the population for my study by using the term Hispanic and other terms used synonymously (e.g., Mexican, Latin American, Cuban) for the inclusion criteria of articles. The qualitative stage used non-probability sampling, because the

selected articles for the thematic analysis came from the quantitative stage. A non-probability sampling technique, such as quota sampling, is often used when the population is not clear (Battaglia, 2008). Therefore, for the thematic analysis I randomly selected (e.g., placed numbers in a bag to represent articles) one article for every 20 or fewer consecutive articles in each journal. For example, if one journal had five articles that met the inclusion criteria, I selected one article. If the journal has 28 articles that meet inclusion criteria, I included two randomly chosen articles in the thematic analysis. By using a quota sample, I aimed to capture a representative number of articles from each journal for the thematic analysis.

Data Collection

I used the library databases (e.g., EBSCO, PsycINFO, SpringerLink) at Antioch University to access the journals in this study. I read, reviewed, and analyzed the journal articles taking into account my guiding question: To what extent have articles published in journals that C/MFTs often use as a resource focused on Hispanic populations? The inclusion criteria of articles included the use of terms that epitomize Hispanic (i.e., *Latinx/o/a/e*, *Cuban*, *Dominican*, *Mexican*, and *Puerto Rican*) populations and their experiences of stress-related issues (i.e., acculturation, immigration, discrimination, family cohesion, mental health, and substance use) and any guidance given to C/MFTs was read in detail and coded to observe publishing trends (e.g., aspects of what is covered, addressed, or overlooked) between the years 2011 and 2020 in 17 journals that C/MFTs often use as a resource. To assist in the examination of all 17 journals over the ten year I created a research team of two co-researchers that I trained on how to assist with the thematic analysis.

Stage I: Quantitative Content Analysis Method and Procedure

Quantitative Content Analysis

For the quantitative research questions, I used descriptive statistics such as frequency distribution, measure for central tendency, both modes selected as both independent and dependent variables are nominal, Cramer's V to measure association, and cross tabulation. Cramer's V is a measure of association when both independent and dependent variables are nominal. In my study the articles' components, the independent variable, and the psychosocial terms, the dependent variable, are nominal variables hence using Cramer's V is the appropriate statistical analysis for association. The quantitative research questions are used to describe characteristics of the articles' research designs, number of articles focused on Hispanic populations, and the number of articles that have the identified psychosocial terms in the title, abstract, and keywords within the ten-year span of published articles of materials on Hispanic populations. I used International Business Machines Corporation (IBM) Statistical Package for the Social Sciences (SPSS) software to store and analyze the descriptive statistics.

Stage II: Qualitative Content Analysis Method and Procedure

Qualitative Content Analysis

Content analysis is used with unstructured data that reveals "meanings, symbolic qualities, and expressive contents they have and of the communicative roles they play in the lives of the data's sources" (Krippendorff, 2019, p. 51). Assertion analysis is when the frequency of words/objects that are used in similar ways are identified and categorized together by using the technique of thematic analysis (Krippendorff, 2019). Categorical, thematic, and propositional distinction are identified using thematic analysis.

The research team used the most salient parts of the quantitative data to inform how to proceed with the qualitative analysis to help explain the phenomenon of interest. The sampling units for my dissertation were articles that met inclusion criteria with Hispanic or related terms (i.e., *Latinx/o/a/e*, *Cuban*, *Dominican*, *Mexican*, and *Puerto Rican*) in the articles' components (i.e., title, abstract, and keywords) in 17 C/MFT journals between the years 2011 and 2020. This was because my study is about trends in C/MFT journals on Hispanic populations; additionally, it narrows down the sample to relevant texts and creates a manageable sample size. The articles' components were used for inclusion criteria if they revealed that Hispanic populations are the main focus of the article. If there was no mention of Hispanic populations in the title, abstract, and keywords then they were excluded from the study. Due to the large number of articles that fit my inclusion criteria for the quantitative stage, I also used quota sampling to randomly select a representative sample size for the thematic analysis part of the qualitative stage. Quota sampling is a way to increase credibility of convenience sampling and to ensure that the C/MFT journals will be represented in my study (Vogt et al., 2012). Additionally, I had a research team assist me with the thematic analysis. I trained them on how to code the articles. We then met to discuss our processes such as initial codes, vetting themes and codes, and triangulation to ensure that we all did the same procedure for the thematic analyses.

Procedure

Using the Antioch New England University's library databases (e.g., EBSCO, PsycINFO, SpringerLink, etc.) I went through the 17 journals issues between 2011-2020 and selected articles that met inclusion criteria for my study mentions Hispanic (i.e., *Latinx/o/a/e*, *Cuban*, *Dominican*, *Mexican*, and *Puerto Rican*) in the articles' components (i.e., title, abstract, and keywords). I initially collated 10 journals' articles that met inclusion criteria to identify research

type (i.e., quantitative, qualitative, mixed method, or theoretical) and psychosocial terms mentioned in the articles' components. Once I secured a research team, I delegated evenly the remaining seven journals where the research team identified the same information for each article.

I created a research team that consisted of a master's student in couple and family therapy and a person with a master's degree in social work. Both research assistants were familiar with thematic analysis per their master's programs. One research assistant collaborated with a previous professor in her bachelor's program on a thematic analysis. Prior to looking at the data we discussed Braun and Clarke's (2006) thematic analysis procedures which informed how we approached the data. Having had done a previous thematic analysis manuscript I presented and provided examples to the two researchers how I previously constructed a thematic analysis (e.g., familiarizing self with data when collating, using the comment and highlight function on excel, note taking, and processes creating codes and themes). Additionally, I provided both researchers with the first three chapters of my dissertation so they could familiarize themselves with the subject matter of previous literature and the methodology procedure. To help the research team members I purchased adobe acrobat for each research assistant so we all had the same program tools to track notes, color coding, and sharing documents.

To ensure qualitative validity we used triangulation, using various journals and research members, and regularly met to discuss our individual thoughts, and findings of potential codes and themes throughout the first five thematic analysis phases. During these meetings we also discussed our various experiences and biases about the topic (i.e., none of our parents are immigrants, I am a multi-racial third generation removed from Chilean and Mexican immigrants, we all were born in the U.S., and despite all of U.S. having a firm understanding of anti-

oppression we are still inundated by oppressive systems' messages). Specifically, as the main researcher, who researched Hispanic populations for the past two and a half years, I often would express possible biases based on my previous research (e.g., possibility of assuming or making connections that may not be present in the randomly selected articles). Therefore, having two research assistance who were less familiar with previous research on Hispanic populations helped to ensure that as a group we identified actual emerging codes, patterns, and themes.

Using quota sampling I selected one article for less than or equal to each 20 articles from the journals. For example, the *Journal of Feminist Family Therapy* had three articles that met inclusion criteria therefore one article was selected for the thematic analysis, and the *Journal of Counseling Psychology* had 44 articles that met inclusion criteria therefore I randomly selected three articles for the thematic analysis. I randomly selected articles within the 17 journals by placing pieces of paper labeled with numbers that represented each article in the journals in a bag (e.g., three numbered pieces of paper in a bag for the *Journal of Feminist Family Therapy* and randomly selected one piece of paper for the journal).

Thematic Analysis

I used Braun and Clarke's (2006) thematic analysis procedure in this study. The phases of this thematic analysis are noted below.

Phase 1: Familiarize Myself with the Data.

We started to familiarize ourselves with the articles that met inclusion criteria while collating for both the research type and psychosocial terms for the articles across the 17 journals. When we were done collating, we discussed noticing several repeated topics. Wanting to keep a clear audit trail of potential emerging codes we wrote the following patterns identified during the collating process:

- all levels of education of Hispanic population though majority of articles on Latinx college students
- acquisition of English language as a barrier to jobs, education, etc.
- religion may fit under cultural values
- cultural values- familismo, simpatia, respeto, etc.
- family separation/deportation (e.g., fear of Immigration and Customs Enforcement [ICE])
- documentation status/foreign born/mixed status households (maybe related to immigration term)
- various family constellations (e.g., multigenerational households, transnational families, grandparents raising grandchildren)
- resilience of Hispanic populations
- unsafe/violent neighborhoods impact on Hispanic families
- biculturalism/bilingual
- Hispanic traditional gender roles
- acculturative stress

The total amount of articles for the thematic analysis were 32. I assigned eight articles to each research assistant and 16 to myself. Initially the research team read through all our designated articles then re-read the articles assigned to each of us to familiarize ourselves with the data. We wrote down initial observations, immersed ourselves in the data with the intent to be “familiar with the breadth and depth of the content” (Braun & Clarke, 2006, p. 87). We all used Adobe Acrobat to track reflexive thoughts, potential codes (e.g., color coding), and emerging patterns. We met regularly to discuss emerging patterns and codes as well as emailing

and using the share function on Adobe Acrobat to discuss in real time thoughts and observations. Individually we wrote personal notes that we brought to each group discussion.

Reading and re-reading the data helped U.S. identify potential patterns. Using the comments function in Microsoft Word and Adobe Acrobat we kept track of reflexive thoughts, potential codes, and emerging themes. Unitizing at the level of coding units (i.e., phase two of thematic analysis, generating initial codes) informed categorical units, things in common; thematic, combinations of categories; and propositional, units that have specific constructions that relate between “conceptual components,” distinctions (Krippendorff, 2019, p. 110).

Phase 2: Generating Initial Codes.

After familiarizing ourselves with the data across the entire dataset we started to identify potential codes and patterns (Braun & Clarke, 2006). Individually we read and re-read our assigned articles while taking notes using Adobe Acrobat insert comment function, and color coding identified potential codes and themes for each of our articles. We tracked as many possible initial codes which I combined in a table (see Appendix A, Table A1). The identified psychosocial terms (i.e., acculturation, immigration, discrimination, mental health, substance use, and family cohesion) did appear across the datasets though the emerging codes were more data driven because we wanted to present what the dataset content contained. Essentially, there were additional salient codes emerging beyond the psychosocial terms that I identified in my previous research. Upon identifying all possible initial codes, we combined some while omitting others as well as starting to delineate data extracts (i.e., quotes) using a form I created (see example Table 3.1; blank form in Appendix A, Table A2).

Table 3.1.

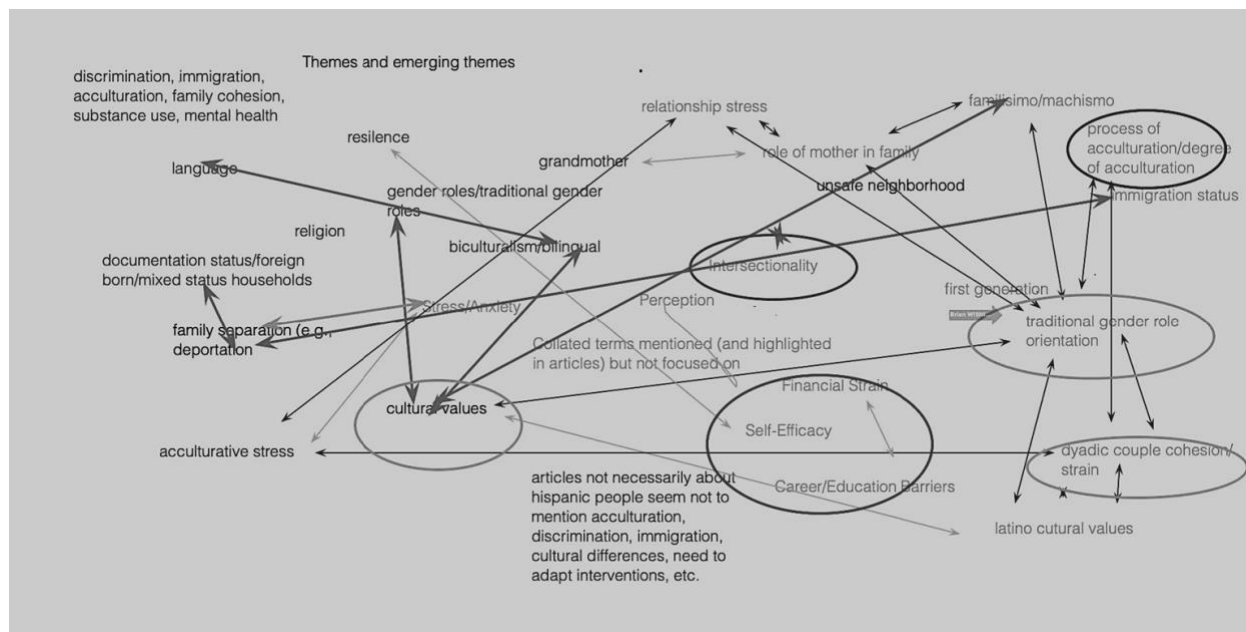
Example of Partial Filled in Code Form for Article

<i>Courtney's Articles</i>	Article	1-2 Categories of article (e.g., education; family dynamics; healthcare)	Codes/emerging codes	example with page # (familismo impacts the mothers gender role...p.385)
<i>1. International Journal of Systemic Therapy (formerly Journal of Family Psychotherapy from 1990-2020), impact factor 1.2</i>	2014: Engaging Latino families in therapy: Application of the tree of life technique (Méndez & Cole)	Family Dynamics and Therapeutic Modalities	<ul style="list-style-type: none"> • Acculturation • Emotions/intrapersonal issues within and outside of family 	<p>“Acculturation has a positive impact on mental health services; Latinos who have acculturated more toward mainstream culture are more likely to receive mental health services” (pg. 210)</p> <p>“Acculturation refers to the process of adapting to differing cultures as they come into contact with one another” (pg. 211)</p> <p>“Latinos report a lower amount of self-disclosure to family members and friends than do their White American counterparts” (pg. 215)</p> <p>“Self-disclosure is another component that affects Latinos use of mental health services. Latinos tend to self-disclose more to individuals who hold similar values and views, indicating that culturally sensible services tailored to the client’s values and views are essential for positive therapeutic outcomes” (pg. 211)</p>

After identifying multiple initial codes, as a group we decided that it was important to have group consensus on naming and defining the initial codes. Using the whiteboard function on Zoom we created a mind map of emerging and identified codes as well as potential themes while integrating some of the initial identified patterns from collating the articles (see Figure 3.2). We each connected codes denoted by arrows if we identified a relationship between them based on the articles we read. We noted that there were a few codes that had a lot of arrows pointed at them in which we circled them to focus our discussion on if they may possibly be initial codes or even possible themes.

Figure 3.2

Group Mind Map for Initial Codes



After creating a mind map, we identified the following codes that felt the most salient and captured the whole dataset:

- Hispanic cultural values (e.g., familismo, marianismo, simpatia, respeto, traditional gender roles, etc.);
- acculturation process/degree of acculturation (e.g., acculturation discrepancies, etc.);
- emotions and/or intrapersonal issues that arise from within and outside of family (self-esteem, self-efficacy, ethnic identity, depression, anxiety, discrimination, racism, etc.);
- family system and members (e.g., mother/child relationships, grandmother, parenting, etc.);
- mesosystem- interactions between microsystems (e.g., access to education, documentation status, poverty/SES, language barriers, etc.);
- exosystem (e.g., neighbors, legal services, social welfare, mass media, ICE, friends, etc.)
- psychosocial terms (i.e., discrimination, acculturation, immigration, mental health, substance use, and family cohesion);

- Hispanic population demographics noted in study only (i.e., article not necessarily focused on Hispanic population).

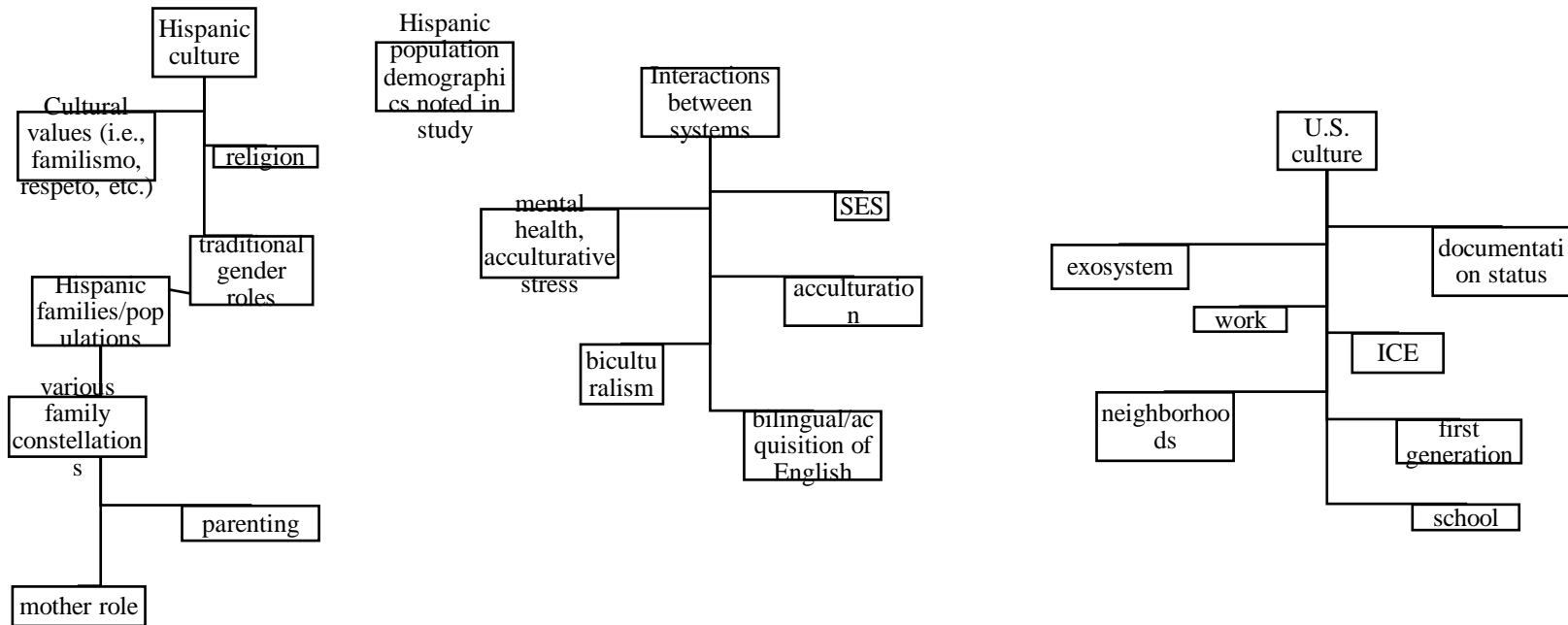
We used Bronfenbrenner's (1979) ecological systems theory language (i.e., mesosystem and exosystem) to denote a couple of codes based on how well the terms captured multiple issues identified in the initial coding process.

Phase 3: Searching for Themes.

Having compiled all data over the 17 journals with their respective articles that met inclusion criteria for my study and generating initial codes we moved into the phase to start identifying possible themes.

Based on the group mind map for initial codes we zoomed out and noticed that there may be three major themes: a) Hispanic culture, (b) U.S. culture, and (c) interactions between the two systems that encompass the many emerging codes and themes identified in Figure 3.2 (see Figure 3.3).

Figure 3.3
Possible Major Themes with Subthemes and Codes



Note. The top four boxes are potential themes and the other boxes are potential subthemes and codes.

We conceptualized Hispanic cultural values, U.S. culture, and interactions between the two systems as major themes with various codes that fit under the potential themes (i.e., religion, familismo, simpatia, respeto, and marisimo, traditional gender roles) as well as potential subthemes (e.g., family, mental health). Under Hispanic cultural values as an overarching theme, we designated the initial code, Hispanic cultural values, as the overarching theme then subsequently placed codes related and directly impacted by Hispanic cultural values such as Hispanic family systems and members, and family dynamics. At the Hispanic family/populations level are potential codes various family constellations (i.e., multigenerational households, transnational families, grandparents raising grandchildren), mother role, grandmother, parenting, and parent/child relationship.

The potential theme U.S. culture, which was a general heading for the various exosystems such as Immigration and Customs Enforcement (ICE) which causes family separation/deportation, first generation, and documentation status (e.g., citizen, undocumented, documented, etc.) of Hispanic people. A level under this was other microsystems that excludes Hispanic populations such as work, school, and unsafe neighborhoods.

There was an interaction between the two identified themes that leads to a possible emerging theme called, interactions between Hispanic populations and other systems such as emotions/mental health (e.g., acculturative stress), acculturation, biculturalism, bilingual/acquisition of English, education, and social economic status. The various psychosocial terms are embedded in various themes. We inserted the potential theme, Hispanic populations demographics noted in studies but not necessarily focused on Hispanic populations to denote that the identified code may in fact be a theme in of itself. Braun and Clarke (2006) suggest keeping

all possible themes and subthemes at this phase because in the next phase they may end up being relevant to the reviewed themes (p. 90).

Phase 4: Reviewing Themes.

After we identified four possible themes we continued to meet to discuss if the themes identified fit the data. We discussed that the three initial themes (i.e., Hispanic cultural values, U.S. culture, and interactions between the two systems) were too broad to encapsulate in detail what the dataset entailed. Therefore, we decided to re-work the themes going back to the entire collated dataset where we divided and merged the identified codes into more clear and coherent themes.

Hispanic cultural values stayed as a major theme with one subtheme, familismo, since familismo had a lot of information across the articles. Additionally, we separated out Hispanic families to provide more concise and relevant information identified between the articles naming it, dynamic family constellations. This theme encompassed the multiple family constellations as well as family issues (i.e., parenting) that both immigrant and U.S. born Hispanic people often have such as multigenerational/extended family households. There were quite a few articles containing information about the effectiveness of therapy in Hispanic populations since this is closely related to Hispanic families, we placed the effectiveness of therapy under this theme.

We divided up the themes, interactions between systems and U.S. culture, into two separate themes, lived experiences (e.g., education, social economic status (SES), mental health issues, and discrimination) and immigration. Each of these themes had subthemes. Lived experiences theme was to denote multiple identified issues that Hispanic populations experience living in the U.S. The subthemes identified are: education, SES, mental health, and discrimination.

The theme immigration had much information in the articles that discuss immigration issues. We identified one subtheme, acculturation under this theme due to much information provided across the articles. It is important to note that acculturation issues do not only occur in immigrant populations, but the effects of acculturation are transmitted through generations hence why we put acculturation under this theme.

Each subtheme had ample examples within the articles for the thematic analysis. We produced a list of five themes with some subthemes to ensure that the dataset was represented.

Here are the five themes with subthemes:

- Hispanic populations are not main focus of study: articles reporting demographics of their studies often on interventions regarding clinical work, poverty, family functioning, and race/ethnicity;
- Hispanic cultural norms and values: identified cultural norms such as traditional gender roles and spirituality and values (e.g., respeto, collectivism, simpatia);
 - familismo
- immigration/migration: when people come to the U.S. either legally (e.g., visa, green card, etc.) or undocumented, and the various issues they face (i.e., acculturation and its effects; documentation status/mixed status households);
 - acculturation
- dynamic family constellations: persistent changing households, which may be impacted by deported or detained relative, with varying Hispanic family members such as multigeneration, extended family members, and single parenting due to the other parent being deported;
 - parenting

- lived experiences: Hispanic populations common interactions of multiple daily experiences;
 - education
 - social economic status (SES)
 - mental health
 - discrimination

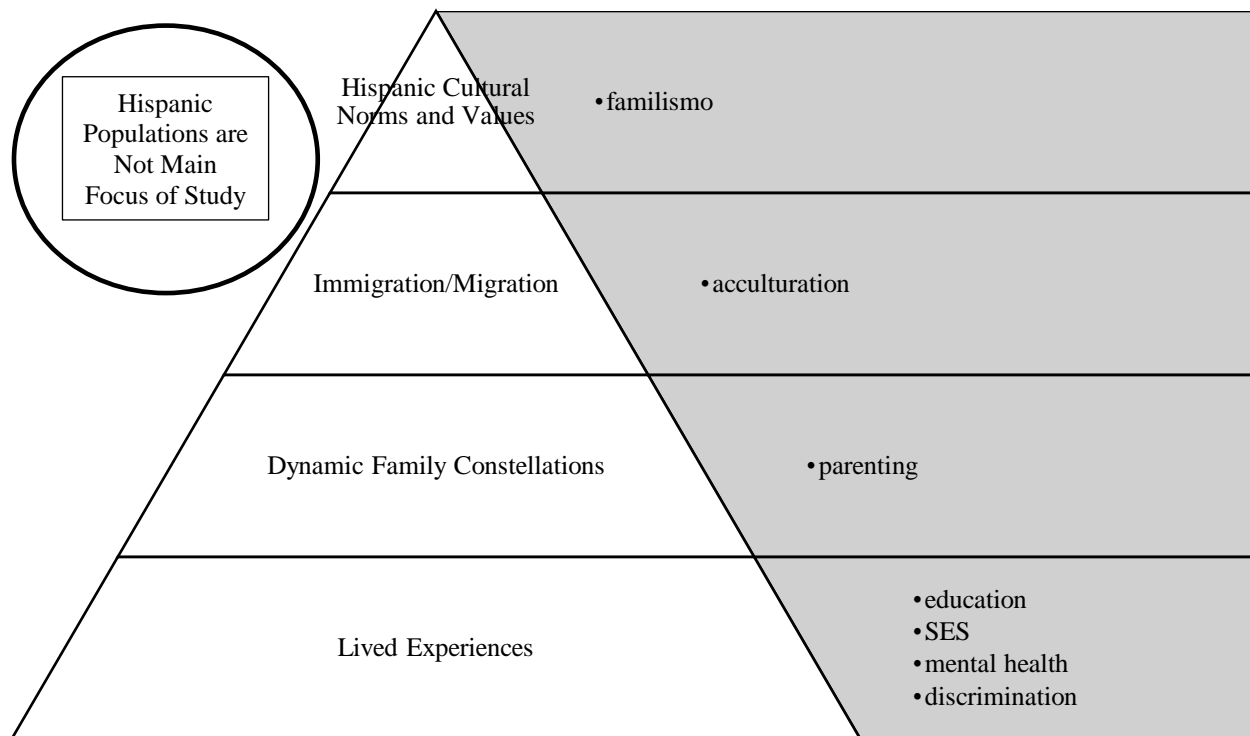
After re-working the names and definitions of the themes we assessed the fit of the new defined named themes and agreed that they not only reflected the entire dataset, but was more coherent (see appendix A Table A3; Braun & Clarke, 2006). We moved into the next phase of defining and naming the themes (see appendix A Table A4 for list of themes with respective subthemes).

Phase 5: Defining and Naming Themes.

The themes and subthemes identified are more inductive than anything else especially because most of the themes identified are less often the six identified psychosocial terms (acculturation, discrimination, substance use, mental health, and family cohesion) though one theme is, immigration. A few of the themes, however, do subthemes that identified the psychosocial terms (i.e., acculturation, discrimination, and mental health). Figure 3.4 delineates how we conceptualized the themes and the overarching story they tell regarding Hispanic populations in the articles for the thematic analysis.

Figure 3.4

Visual Representation of Themes



Note. Main themes are in the white circle or placed in white triangle with respective subthemes on the right in grey background.

After phases one through four were completed, we moved onto phase five, naming and defining the themes. We used the same newly identified names of the themes in phase four as they were congruent with our findings and accurately expressed our overall vision of the whole thematic analysis narrative (Braun & Clarke, 2006).

The research team met to discuss the naming and defining of the themes. Having already identified the names we discussed in length how the themes identified work together to explain and identify major points over the span of the thematic analysis articles. While discussing the definitions of the themes we relied heavily on triangulation to ensure that we were not only addressing what we each saw in our assigned articles, but discussed how the theme related to other research members articles. For example, regarding traditional gender roles one person was assigned a couple articles that discussed Hispanic traditional gender roles at length whereas the other two research members' articles briefly discussed it. We collectively decided that Hispanic

traditional gender roles would belong under the theme Hispanic cultural norms and values instead of other themes (i.e., dynamic family constellations regarding mother's roles or acculturation when Hispanic women may alter traditional gender roles due to acculturation) because *marianismo* is a specific Hispanic female role identified in their culture therefore it has a wider reach even though it effects Hispanic mothers. Hence, why the subtheme, parenting, under dynamic family constellation does not go into details about traditional gender roles and focuses more on Hispanic mothers' experiences of parenting.

Consensus was met on the themes' names and definitions once several examples were brought up from each of U.S. that was informed by our separate articles. This process ensured that the themes were relevant and showed up across the thematic analysis articles. Additionally, we discussed how the various themes fit together overall to demonstrate the logic behind how we constructed the flow of the themes in a coherent narrative that identified each theme and the relevance of each of them in the broader story informed by the thematic analysis.

First, the theme Hispanic populations are not main focus of study was regulated to its own separate shape to show its existence and the frequency in which these articles appeared in my study. The way in which my study was designed ended up including many of these articles because the article included Hispanic demographics in their study though Hispanic populations were not the focus of their study.

The order of the rest of the themes were constructed to denote how Hispanic cultural norms and values impact all aspects of the following themes similar to Bronfenbrenner's (1979) ecological system's macrosystem effects microsystem and exosystems. Immigration was placed next to address how it affects Hispanic families who migrate to the U.S. and subsequent generations. The subtheme, acculturation was placed here because it often stems from issues

related to immigration. Subsequently dynamic family constellation's theme followed immigration because Hispanic families', either recent immigrant or first-generation families', households tend to change often which may include grandparents, cousins, aunts, or uncles. The subtheme parenting was identified because there was a lot of references to issues specific to Hispanic parents. The theme lived experiences and subthemes (i.e., education, social economic status, mental health, and discrimination) were relegated to the bottom because there were multiple articles that addressed Hispanic lived experiences and it flowed naturally out of the theme dynamic family constellations due to the theme being about Hispanic populations and families. Details on the themes are reported in chapter four, results.

Phase 6: Producing the Report.

I conducted a final analysis of the sample data and wrote up the findings which is in the results chapter. I included concise and relevant examples that connect back to the research questions and literature to ensure validity of my analysis. I delineated a logical report of the data within and across themes (Braun & Clarke, 2006). I included ample and adequate evidence to support the identified themes. I embedded the data into the larger narrative of the content analysis by relating it back to the research questions of my study.

Integration and Interpretation

Integration

In an explanatory sequential design, the integration process entails two points: first the integration of quantitative data analysis with the qualitative data collected in the second stage (Creswell & Plano-Clark, 2018); second, the integration of the results from the two datasets informed the conclusion about "how the qualitative results explain and extend specific quantitative results" (Creswell & Plano-Clark, 2018, p. 80). Regarding the first point, for any

results that need additional clarification I further explored the data using the qualitative stage (e.g., coding, identify patterns, themes, subthemes). I connected the quantitative results with the qualitative data processes (Creswell & Plano-Clark, 2018). Additionally, I used the quantitative articles dataset for the random sampling of the thematic articles that were selected which is similar to a nested sampling. Regarding the second point, the integration consisted of connecting the qualitative data collection (e.g., codes, patterns, themes) with the quantitative results (Creswell & Plano-Clark, 2018) with a narrative description linking the data to the research questions. This leads to the interpretation part of my study where I interpret the findings using qualitative data to help clarify the quantitative results (Creswell & Plano-Clark, 2018).

Interpretation

I used a narrative description to interpret the mixed method results (Creswell & Plano-Clark, 2018). By doing so I clearly display how the qualitative results expand on the quantitative data, providing a more salient understanding of the findings. With the qualitative data I address both the surface data and the more unclear data by asking questions presented by Braun and Clarke (2006):

“What does this theme mean?,” “What are the assumptions underpinning it?,” “What are the implications of this theme?,” “What conditions are likely to have given rise to it?,” “Why do people talk about this thing in this particular way (as opposed to other ways)?,” and “What is the overall story the different themes reveal about the topic?” (p. 94)

The overall purpose of interpretation in an explanatory sequential mixed method is to demonstrate how the qualitative results help to explain the quantitative results (Creswell & Plano-Clark, 2018). However, the analysis procedure of quantitative and qualitative methods may produce divergent results which mixed-method researchers view as an opportunity for

greater understanding of intricate parts of a phenomenon (Teddlie & Tashakkori, 2010). When there is divergence between quantitative and qualitative results in mixed-method studies the researcher has to account for it (Pluye et al., 2009). Pluye et al. (2009) recommend four different strategies for explaining divergent results: reconciliation, initiation, bracketing, and exclusion. I chose reconciliation for my study where I interpreted divergent mixed-method results by connecting the quantitative and qualitative research procedures to the probable cause of the divergent results.

Validity and Reliability

Quantitative

Validity and reliability will be achieved using descriptive statistics that measure correctly the number of articles and the characteristics of research design of the articles' studies published within the ten years, 2011–2020.

Qualitative

Mixed methods research design provides many different opinions in terms of what validity and reliability are and how to achieve them (Creswell & Plano-Clark, 2018). Creswell and Plano-Clark (2018) suggest that validity can be achieved by having a quality research design (i.e., appropriate question, quality and rigor of procedures, consistency across the study, and concise analytical procedures) and interpretive rigor (i.e., consistency with theory and findings, clear interpretations, and reasonable conclusions). To avoid potential validity threats such as not identifying pertinent quantitative results to explain, omitting surprising and contradictory data, and failing to connect quantitative results with qualitative procedures (Creswell & Plano-Clark, 2018), I considered all possible explanations. Also, I included qualitative questions to address surprising and contradictory quantitative data, and selected qualitative samples that connected

with and represented quantitative results. I achieved face validity and reliability by delineating a clear audit trail of my process with collecting and analyzing the qualitative data. Also, the research team, two research assistants and myself, triangulated the data to meet consensus during the multiple phases of thematic analysis.

Ethical Assurances

Due to the nature of the study, there were no human subjects involved. The nature of content analysis does not include human participants, therefore there was no personal identifying information and no need for informed consent procedures and confidentiality. Institutional Review Board (IRB) approval was attained in the form of an exemption before any data was collected.

Chapter IV: FINDINGS

Quantitative Stage

The quantitative results section follows the order of the quantitative questions. First is the quantitative result for the type of research design in the articles that met the inclusion criteria. Next are the number of articles published in the 17 C/MFT journals between 2011 and 2020 that focused on Hispanic populations. Last, I present how often the psychological terms (i.e., acculturation, immigration, discrimination, family cohesion, mental health, and substance use) that are the center of my study come up in the articles' components (i.e., titles, abstracts, and keywords).

Initially, I planned to analyze six journals most popular among C/MFTs. However, I then discovered that Blumer et al. (2012) used a set of 17 journals that are common resources by C/MFTs for a content analysis of C/MFT publications on transgender issues. Additionally, prior researchers used a similar set of journals for content analyses (Clark & Serovich, 1997; Shortz et al., 1994). Because of this precedent, I decided to use the same set of journals for my study. The expansion of the journals set should make my study more comprehensive. Appendix B, Table B1. provides additional information (i.e., the year began, issues per year, brief aim and scope, and impact factor) about the 17 journals selected for this content analysis study. The majority of the journals are published quarterly.

Articles by Type of Research Design

Of all the articles published in these 17 journals over the 2011–2020 period that met the inclusion criteria, 434, quantitative studies were the most frequent type of research study at 327 (see Table 4.1). *Journal of Consulting and Clinical Psychology* published the most quantitative studies, 60. *International Journal of Systemic Therapy* published the smallest number of

quantitative studies at zero. Qualitative studies were the second most frequently published type of study, 65 articles total. *Journal of Family Issues* published the most qualitative articles, 13. The *International Journal of Systemic Therapy* and *Journal of Consulting and Clinical Psychology* published no qualitative articles. The percentages from most to least are: (a) quantitative studies, 75.3%; (b) qualitative studies, 15%; (c) theoretical studies, 5.8%, and mixed-method studies, 3.9% (see Appendix B, Table B2.). The mode for the type of research is two, which is the numerical value for quantitative studies (see Appendix B, Table B3.).

Table 4.1

Number of Articles for Each Type of Research Study, by Journal

Journal title	Research Study Type				Total
	Empirical qualitative	Empirical quantitative	Empirical mixed method	Theoretical	
<i>American Journal of Family Therapy</i>	2	1	0	0	3
<i>Contemporary Family Therapy Families, Systems, and Health: The Journal of Collaborative Family Healthcare</i>	3	1	0	2	6
<i>Family Process</i>	1	13	3	1	18
<i>Family Relations</i>	9	26	1	11	47
<i>International Journal of Systemic Therapy (formerly Journal of Family Psychotherapy, 1990–2020)</i>	6	24	0	3	33
<i>Journal of Consulting and Clinical Psychology</i>	0	0	0	3	3
<i>Journal of Counseling Psychology</i>	0	60	0	0	60
<i>Journal of Couple and Relationship Therapy: Innovations in Clinical and Educational Interventions</i>	2	39	3	0	44
<i>Journal of Family Issues</i>	1	2	0	1	4
<i>Journal of Family Psychology</i>	13	47	2	0	62
<i>Journal of Family Therapy</i>	2	57	6	0	65
<i>Journal of Feminist Family Therapy</i>	1	1	0	0	2
<i>Journal of Marital and Family Therapy</i>	1	1	0	2	4
<i>Journal of Marriage and Family Psychotherapy: Theory, Research, Practice, and Training</i>	5	4	0	0	9
	8	37	2	1	48
	4	4	0	0	8

<i>The Family Journal: Counseling and Therapy for Couples and Families</i>	7	10	0	1	18
Total	65	327	17	25	434

Articles with the Focus on Hispanic Populations

My second research question asked about the number of articles published in these journals during the period under study that focused on Hispanic populations. The initial number of articles that met inclusion criteria regarding Hispanic populations (e.g., Latine/a/o/x, Mexican, Cuban, Dominican, and Puerto Rican) was 439 across all 17 journals from 2011 to 2020. Upon closer inspection, five articles did not actually meet the inclusion criteria. Four of these articles had the term "non-Hispanic White" in the abstract but no other mention of Hispanic populations or related terms. Hence, they did not truly fit the purpose of the inclusion criteria and were excluded from this study. Similarly, one article used the *National Latino and Asian American Survey* but focused on data on Asian women's responses to the survey and did not mention any other terms related to Hispanic populations in the abstract, title, or keywords. Therefore, 434 articles (see Table 4.2) truly met the inclusion criteria for this study. Altogether the 17 journals that I analyzed in 2011–2020 published 8,803 articles. This number excluded journal editorials, book reviews, and other types of publications (e.g., awards, abstracts, and requests for proposals). Therefore, articles that met the inclusion criteria where Hispanic or related terms appeared in the title, abstract, or keywords represent 4.93% of all articles published in these journals during the period under study.

As shown in Table 4.2, percentage-wise, the *Family Process* published the most articles, 8.4%, that met the inclusion criteria of Hispanic terms, including related terms. However, the *Journal of Family Psychology* published the most articles in absolute numbers that met the inclusion criteria for this study, 65.

Table 4.2

Number and Percentage of Articles That Met Hispanic Term Inclusion Criteria, by Journal

Journal title	Total articles in journals, 2011–2020	Articles with Hispanic term(s), 2011–2022	Percentage of inclusion criteria articles
<i>Family Process</i>	560	47	8.4
<i>Journal of Counseling Psychology</i>	613	44	7.2
<i>Journal of Family Issues</i>	987	62	6.3
<i>Journal of Family Psychology</i>	1036	65	6.3
<i>Family Relations</i>	520	33	6.3
<i>Journal of Consulting and Clinical Psychology</i>	967	60	6.2
<i>Journal of Marriage and Family</i>	803	48	6.0
<i>Families, Systems, and Health: The Journal of Collaborative Family Healthcare</i>	356	18	5.1
<i>Journal of Feminist Family Therapy</i>	115	4	3.5
<i>The Family Journal: Counseling and Therapy for Couples and Families</i>	523	18	3.4
<i>Journal of Couple and Relationship Therapy: Innovations in Clinical and Educational Interventions</i>	174	4	2.3
<i>Journal of Marital and Family Therapy</i>	459	9	2.0
<i>Contemporary Family Therapy</i>	394	6	1.5
<i>Psychotherapy: Theory, Research, Practice, and Training</i>	531	8	1.5
<i>International Journal of Systemic Therapy (formerly Journal of Family Psychotherapy, 1990–2020)</i>	218	3	1.4
<i>American Journal of Family Therapy</i>	265	3	1.1

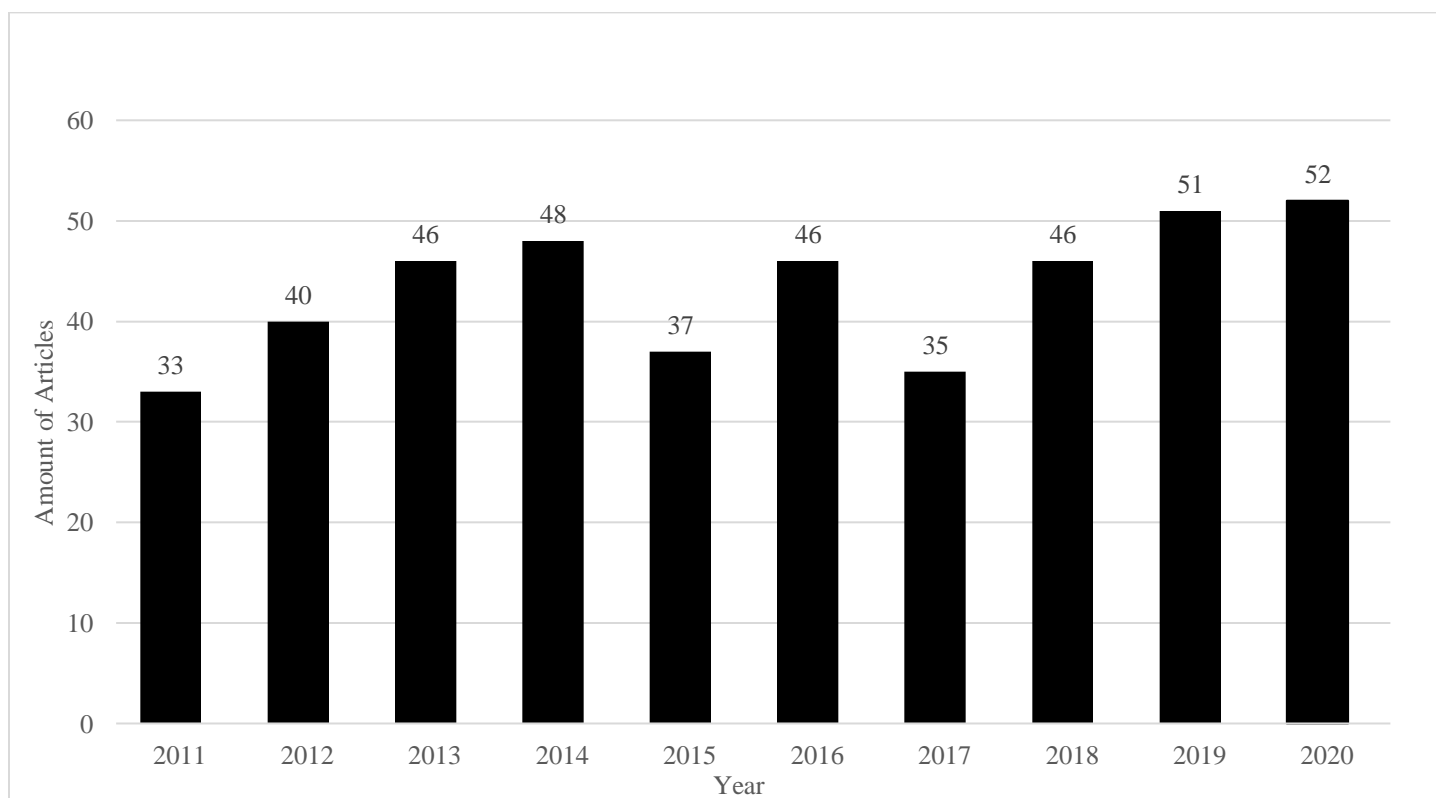
<i>Journal of Family Therapy</i>	282	2	0.7
Total	8803	434	4.93

Note. Hispanic terms included Latine/a/o/x, Mexican, Cuban, Dominican, or Puerto Rican in the articles' titles, abstracts, or keywords.

Figure 4.1 represents the number of articles that met the inclusion criteria in the 17 journals published annually in 2011–2020. The year 2020 had the most published articles, 52, that met inclusion criteria, whereas 2011 and 2017 had the smallest number, 33. The number of articles is an ordinal measurement, so the appropriate measure of central tendency is the median for the number of articles published over the ten-year span, which is 42.5 articles. Out of the 17 journals, 13 published over the median, while four published under the median.

Figure 4.1

Number of Articles That Met Hispanic Term Inclusion Criteria, by Year



Note. Hispanic terms included Latine/a/o/x, Mexican, Cuban, Dominican, or Puerto Rican in the articles' titles, abstracts, or keywords.

Psychosocial Terms

My third research question was: How many articles that focused on Hispanic populations' titles, abstracts, or keywords contained the psychosocial terms acculturation, immigration, discrimination, family cohesion, mental health, and substance use? Initially, the frequency of the psychosocial terms was only to entail the words themselves. However, once the research team, which included me, a master's student in counseling, and a person with a social work degree, began collating the articles, we noticed that there were variations of the terms (e.g., “racism” as opposed to “discrimination,” “anxiety” rather than “mental health”). Hence, we decided each term would need to be expanded to include other words to better reflect the body of work which will be described under each relative psychosocial subheading.

The tallying of the psychosocial terms is that if the term appeared in the title, abstract, or keywords, it would be tallied once. For example, if the term appeared in all three parts, the tally would be one. The most used psychosocial term across all the selected articles' components was mental health terms, 166, while family cohesion terms were the least used at 15 (see Table 4.3).

Table 4.3

Psychosocial Terms in Articles of Inclusion Criteria

<i>Journal title</i>	Psychosocial terms						Total
	Acculturation	Discrimination	Immigration	Mental health	Substance use	Family cohesion	
<i>American Journal of Family Therapy</i>	0	0	0	0	0	1	1
<i>Contemporary Family Therapy, Families, Systems, and Health: The Journal of Collaborative Family healthcare</i>	1	0	4	1	0	1	7
<i>Family healthcare</i>	0	0	2	11	0	0	13
<i>Family Process</i>	6	6	20	22	5	3	62
<i>Family Relations</i>	3	4	9	10	0	2	28

<i>International Journal of Systemic Therapy (formerly Journal of Family Psychotherapy, 1990–2020)</i>	1	0	1	1	0	0	3
<i>Journal of Consulting and Clinical Psychology</i>	5	4	5	41	14	1	71
<i>Journal of Counseling Psychology</i>	4	13	7	25	2	0	50
<i>Journal of Couple and Relationship Therapy: Innovations in Clinical and Educational Interventions</i>	1	1	1	1	0	0	4
<i>Journal of Family Issues</i>	6	7	20	8	0	0	40
<i>Journal of Family Psychology</i>	5	2	14	29	7	3	60
<i>Journal of Family Therapy</i>	0	0	0	0	0	0	0
<i>Journal of Feminist Family Therapy</i>	1	0	1	0	0	0	2
<i>Journal of Marital and Family Therapy</i>	0	0	1	1	0	0	2
<i>Journal of Marriage and Family</i>	2	0	18	5	0	1	24
<i>Psychotherapy: Theory, Research, Practice, and Training</i>	0	2	1	3	0	0	6
<i>The Family Journal: Counseling and therapy for Couples and Families</i>	0	0	3	8	3	3	17
Total	35	39	107	166	31	15	393

Note. Acculturation term included: (a) assimilation, (b) separation, (c) integration, (d) marginalization, and (e) stem words of acculturation except acculturation stress. Family cohesion included family closeness regarding emotional bond. Immigration included stem words such as immigrating, immigrated, and immigrant(s), except for anti-immigrant. Also, migration was included. Discrimination included xenophobia, racism, and anti-immigrant. Mental

health included: mental health diagnoses and symptoms, and emotional well-being. Substance use included substance use terms, disorders, and substance use behaviors such as binge drinking.

The psychosocial terms measure of frequency is mode (e.g., the most frequently reported value). For all the psychosocial terms, the mode is zero, which denotes that the terms were mostly absent from the articles' titles, abstracts, and keywords (see Appendix B, Table B4).

The psychosocial terms varied by frequency in the 17 journals over the ten years. The percentages in the 17 journals over the ten years from most to least are: (a) mental health 38.2%, (b) immigration 24.7%, (c) discrimination 9.0%, (d) acculturation 8.1%, (e) substance use 7.1%, and (f) family cohesion 3.5% (see Appendix B, Table B5).

For the psychosocial terms, I wanted to determine if authors often used these terms to write about Hispanic populations. In my research of Hispanic families over the past two years, they often appeared across various journals' article titles, abstracts, and keywords (i.e., article components). I assumed these psychosocial terms would be present in articles' components across the 17 journals that are a common resource for C/MFTs. To measure the relationship between the categorical variables, psychosocial terms, and articles' components, which have two or more values per category, I had to run a Cramer's V to find the strength of their relationship (see Table 4.4). Cramer's V is a measure that demonstrates the strength of the relationship between nominal variables where zero is no relationship, and one is a strong relationship. A value of .2 or less means there is a low relationship, .2 to .3 shows a moderate relationship, and .3 and higher is a strong relationship. Using SPSS, I ran the Cramer's V measure, which is used to measure categorical variables that only have two categories per variable. In this study the categories were yes and no regarding if the psychosocial terms appeared in the articles' components.

Table 4.4

Cramer's V for Psychosocial Terms Across the Journals

Measure and significance	Psychosocial terms					
	Acculturation	Discrimination	Immigration	Mental health	Substance use	Family cohesion
Cramer's V	.204	.312	.290	.431	.319	.259

Note. Cramer's V is a magnitude of associations of correlations of variables.

Acculturation.

Acculturation psychosocial term was expanded to include the strategies that Berry (1997) identified: (a) assimilation, (b) separation, (c) integration, and (d) marginalization. Additionally, we included related words such as acculturated and acculturative. We excluded acculturative stress from acculturation and placed it under mental health because the expectation that the acculturation process is stressful is not entirely accurate (Berry, 1997; Hovey & King, 1996; Williams & Berry, 1991). Acculturation terms had a moderate relationship with the articles' components, .204; therefore, probably appeared slightly less in the ten years compared to the other psychosocial terms (see Table 4.4). Each journal's frequency percentage for the psychosocial terms identified in the articles' components over the ten years shown in Appendix B, Table B6. Both *Family Process* and the *Journal of Family Issues* had the most significant percentage for mentioning acculturation in the article components at 1.4%. Six journals (*American Journal of Family Therapy*; *Families, Systems, and Health: The Journal of Collaborative Family Healthcare*; *Journal of Family Therapy*; *Journal of Marital and Family Therapy*; *Psychotherapy: Theory, Research, Practice, and Training*; and *The Family Journal: Counseling and Therapy for Couples and Families*) had no mention of acculturation in the articles' components.

Family Cohesion.

Family cohesion expanded to include family closeness as an emotional bond, not in the context of proximity (Olson et al., 1979). We excluded familismo because, as a cultural value, it is more than just being emotionally close to family members; it is a multifaceted construct (Keefe, 1984). Family cohesion terms had a moderate relationship with the articles' components, .259, so it probably was used less frequently in the articles' components. Three journals, *Family Process*, *Journal of Family Psychology*, and *The Family Journal: Counseling and Therapy for Couples and Families*, mentioned family cohesion terms at 0.7% frequency, whereas nine journals had no mention of the term in their articles' components (*Families, Systems, and Health: The Journal of Collaborative Family Healthcare*; *International Journal of Systemic Therapy* [formerly *Journal of Family Psychotherapy*, 1990–2020]; *Journal of Counseling Psychology*; *Journal of Couple and Relationship Therapy: Innovations in Clinical and Educational Interventions*; *Journal of Family Issues*; *Journal of Family Therapy*; *Journal of Feminist Family Therapy*; *Journal of Marital and Family Therapy*; and *Psychotherapy: Theory, Research, Practice, and Training*).

Immigration.

Immigration expanded to include stem words such as immigrating, immigrated, and immigrant(s). These various terms of immigration aligned with my intention to cover the phenomenon of Hispanic populations who immigrate and how immigration is discussed in C/MFT journals. Therefore, we also included migration, as it is a term used interchangeably with immigration. Anti-immigrant was excluded from immigration and instead included under discrimination because it is more congruent with discrimination. Immigration is almost strongly related to the articles' components, .29. Both *Family Process* and the *Journal of Family Issues*

mentioned immigration in 4.6% of the article components, and two journals, *American Journal of Family Therapy* and the *Journal of Family Therapy*, did not mention immigration in the article components.

Discrimination.

Discrimination expanded to include xenophobia, racism, and anti-immigrant terms. These terms were chosen because Hispanic populations encounter into these specific types of discrimination. Though specific family members (i.e., children and females) may encounter other forms of discrimination (e.g., sexism, ageism), my intended purpose of using the term discrimination was to cover the experience of discrimination of the majority of Hispanic populations. Although not all Hispanic people living in the U.S. are immigrants, many U.S. citizens who are Hispanic are increasingly experiencing anti-immigration discrimination (Wray-Lake et al., 2018). Discrimination had a strong relationship with the articles' components, .31, which means that it probably appeared frequently over the ten years. For psychosocial discrimination terms, the *Journal of Counseling Psychology* had the most mention at 3.0%, and nine journals (*American Journal of Family Therapy*; *Contemporary Family Therapy*; *Families, Systems, and Health: The Journal of Collaborative Family Healthcare*; *International Journal of Systemic Therapy* [formerly *Journal of Family Psychotherapy*, 1990–2020]; *Journal of Family Therapy*; *Journal of Feminist Family Therapy*; *Journal of Marital and Family Therapy*; *Journal of Marriage and Family*; and *The Family Journal: Counseling and Therapy for Couples and Families*) had no mention of discrimination in the articles' components.

Mental Health.

Mental health expanded to include mental health diagnoses and symptoms (e.g., anxiety, depression, schizophrenia) to ensure that we captured how Hispanic populations are impacted by

various issues they encounter living in or immigrating to the U.S. We also included the term well-being as some articles use well-being to denote mental health issues (e.g., depressive symptoms, self-esteem [Toomey et al., 2019]). Mental health terms had a strong relationship with the articles' components, .431, and the most substantial relationship amongst all the psychosocial terms with the articles' components. For mental health psychosocial terms, 9.4% of the article components of the *Journal of Consulting and Clinical Psychology* that met inclusion criteria mentioned mental health terms. *The American Journal of Family Therapy*, *Journal of Feminist Family Therapy*, and *Journal of Family Therapy* had no mention of mental health terms in their articles' components.

Substance Use.

Similar to the expansion of the mental health term, substance use expanded to include substance use terms, disorders, and phrases that implied substance use behaviors (e.g., drug abuse; alcohol use; marijuana substance use, severe; and binge drinking). Substance use terms had a strong relationship with the articles' components, .319. *Journal of Consulting and Clinical Psychology* had the most mention of substance use in their article components that met inclusion criteria at 3.2%, and 12 journals (*American Journal of Family Therapy*; *Contemporary Family Therapy*; *Families, Systems, and Health: The Journal of Collaborative Family Healthcare*; *Family Relations*; *International Journal of Systemic Therapy*; *Journal of Couple and Relationship Therapy: Innovations in Clinical and Educational Interventions*; *Journal of Family Issues*; *Journal of Family Therapy*; *Journal of Feminist Family Therapy*; *Journal of Marital and Family Therapy*; *Journal of Marriage and Family*; and *Psychotherapy: Theory, Research, Practice, and Training*) had no mention of substance use in the articles' components.

Qualitative Stage

C/MFT therapists may lack knowledge of working with Hispanic populations. And when therapists lack knowledge on particular populations or issues, they often turn to journals to learn more. I sought to know what journals that C/MFTs often look to for advice report about and discuss Hispanic populations. Therefore, for the qualitative part of my mixed-methods study I did a thematic analysis of the articles from my selected 17 journals. My research team and I discovered common themes and identified how social and cultural contextual factors about Hispanic populations are discussed in these journals.

The research team and I identified five themes with several subthemes. The structure of the theme, and the outline of this section are constructed in Figure 3.4. In the figure the theme Hispanic populations are not main focus of study is separate from the other themes because these articles have little to no information on Hispanic populations. The theme “Hispanic populations are not main focus of study” will be reported first. Then, the following themes will be outlined from the top of the pyramid to the bottom. The research team structured the pyramid with Hispanic cultural norms and values on the highest level because it has a far reach that affects the proceeding three themes: immigration, dynamic family constellations, and lived experiences. The thematic analysis articles are in the reference list which are indicated with an asterisk at the beginning of the reference and can be found in Appendix C. Additionally, an excerpt from my personal notes on the thematic analysis is in Appendix D.

Hispanic Populations Are Not Main Focus of Study

Frequent topics under this theme were specific interventions regarding clinical work, mental health issues, socioeconomic status (SES), and family functioning. There were variations in the amount of information about Hispanic populations that could be gleaned from these

articles. For example, seven of the articles ended up in the inclusion criteria for my study because the term Hispanic or related term appeared in the articles' components where it identified the populations' demographics for the articles' study. However, very little or no additional information on Hispanic populations was in the articles themselves, therefore I will not discuss these articles in any more detail. However, I provided limited information on Hispanic populations in the identified articles in Appendix A, Table A5.

Additionally, eight articles not mainly focused on Hispanic populations included some studies on race/ethnicity, which provided more information than the former. The articles focused on the interactions between race/ethnic populations and various topics or issues on mental health, SES, and relationships. For example, SES and education were common topics that overlapped in articles on race/ethnicity. Hispanic populations often live below the poverty line (Whitehead, 2018), have less than a high school education (Franko et al., 2012), and when Hispanic women pursue higher education, they have concerns about finances and perceive racism as a career barrier (Kim & O'Brien, 2018). Kim and O'Brien (2018) report that college students from lower socioeconomic status tend to have lower educational attainment and may experience more stress from working while in school.

In fact, college students from families of lower socioeconomic statuses are more likely to have lower GPAs and less educational attainment than those from families with high socioeconomic statuses (Walpole, 2003). Also, lack of financial resources and having to work while attending school can be sources of stress and anxiety. (Kim & O'Brien, 2018 p. 234)

Hispanic populations who pursue higher education may often come from families who live below the poverty line and have less than a high school diploma. Their parents and family

members may not understand what they are trying to achieve nor see additional stress they may experience. Though Hispanic college students may experience increased stress that impacts their mental health, they may not pursue mental health services because of perceived stigma from others and self-stigma. Cheng et al. (2013) report that racial and ethnic minority college students who experience high levels of psychological distress and perceived discrimination perceive higher stigma from others and themselves if they pursue mental health professional help. Also, they reported that higher rates of ethnic identity did not decrease self-stigma for Hispanic students.

Chen and Busby (2019) and Jackson et al. (2016) provided little information on their Hispanic participants in two articles on relationships. Chen and Busby's (2019) article on how family of origin (FoO) experiences is possibly mediated by low neuroticism and past romantic relationships reported that Latinos who are over the age of 18 and are U.S. citizens represented 3.5% of the participants. Specific findings on Latino participants revealed that Latinas had lower relationship satisfaction than men. Also, Latino/as were the only group with a positive direct effect of FoO relationships on current relationship satisfaction.

The large total effect of [family of origin] on relationship satisfaction for Latinos, the largest total effect among the four ethnic groups (Table 4), was consistent with the centrality of family in Latino culture which is well documented in the existing literature (e.g., Negy and Snyder, 2006). It is also worth noting that the direct effect of [family of origin] on relationship satisfaction for Latinos was the only positive direct effect among the four groups. (Chen & Busby, 2019, p. 95)

The authors link their findings to Hispanic family cultural values and imply the importance of family as possibly impacting Hispanic participants' current romantic relationships. So, they give

U.S. some context of the lived experiences of Hispanic populations. In contrast, with the Jackson et al. (2016) study on relationship problems of recent newlyweds of heterosexual couples with low income, there is less information about Hispanic populations. They reported that Latino husbands reported less severe work-related problems than White men. Also, when controlling for race and income, participants with children reported more severe problems, and moderating for minority subgroups, income level, and parenthood was not significant when accounting for marital issues. These two articles demonstrate the variances of information on Hispanic populations in articles not mainly focused on Hispanic populations.

Similarly, two articles on the Spanish language, creating a Spanish-version (cuestionario para la satisfacción marital para personas de mayor edad [CSMME]) of the marital satisfaction questionnaire for older persons (MSQ-FOP; Castro-Díaz et al., 2012) and learning emotionally focused couples therapy (EFT) in Spanish-speaking countries (Sandberg et al., 2020) were included based on my inclusion criteria. The articles probably met my inclusion criteria because Hispanic populations often have the Spanish language as one of their countries of origin's national languages. However, the articles provide little information on Hispanic populations. For example, Castro- Díaz et al. (2012) reported that a few question items loaded differently onto other factors, such as communication, compared to the English version; they speculate this may be due to cultural differences and encourage further investigation, though overall, the CSMME is highly reliable and valid. Sandberg et al. (2020) on teaching EFT in Spanish in Spanish-speaking countries is not focused on Hispanic populations though there is information on Hispanic populations' cultural values within the article. For example, the authors report on how Hispanic cultural values where there is a high level of emotional expression within relationships (i.e., personalismo, a value of interpersonal/interdependence of relationships) is congruent with EFT's

clinical assumptions about the importance of attachment. Even though the focus is not on Hispanic populations, one can quickly obtain information about Hispanic cultural values. Once again, there are stark differences in the amount of information that can be gleaned from the various articles.

As these articles may not focus on Hispanic populations in their studies, they demonstrate how using Hispanic and other related terms in my inclusion criteria resulted in their inclusion in my study. The articles vary in the amount of information they provide on Hispanic populations. The ones about the Spanish language and relationships appear to provide little information that is useful for my study. In contrast, articles on race/ethnicity provide more information on various lived experiences (i.e., mental health, SES, and discrimination) and Hispanic cultural values. Therefore, some of these authors may be referenced in the following themes that include more information on Hispanic populations.

Hispanic Cultural Norms and Values

The essence of this theme is to capture the influence of Hispanic cultural norms and values (i.e., a macrosystem influence on people's lives, either known or unknown by the person) that has a broad effect on the socialization of people. Therefore, it is placed at the top of the pyramid because it influences and interacts with the subsequent themes. The research team identified that there were standard cultural norms such as traditional gender roles, spirituality, and Hispanic cultural values (e.g., familismo, fatalism, marianismo) across many articles.

Hispanic populations seemed to have traditional gender roles such as *machismo*, a male traditional gender role, and *marianismo*, a traditional female role. These gender role's view mothers and wives as dependable and grounding for their families (Falconier, 2013; Padilla et al., 2018). Furthermore, fathers and husbands are seen as providers, protectors, and authority

figures in the family (Valdez et al., 2019), that seem to affect their parenting styles and relationships with their children (Blocklin et al., 2011). For example, Blocklin et al. (2011) reported that traditional roles may influence parents' treatment and how they acquire knowledge about their children differently based on their child's gender, "Mexican American parents may see girls as more vulnerable and in greater need of protection than boys (Cota-Robles & Gamble) and may therefore use more active methods to acquire knowledge about girls" (p. 32). Therefore, the socialization of traditional gender roles of fathers and mothers may start within their family of origin. Other Hispanic cultural norms such as spirituality and collectivism influence Hispanic populations in which both spirituality and collectivism may be interconnected.

Some articles addressed Hispanics' spirituality as a protective factor supporting connection to their families and community and emotional comfort (Falconier, 2013; Méndez & Cole, 2014; Valdez et al., 2019). For example, Falconier (2013) reported:

Latinos have also been described as highly spiritual (Falicov, 1998), a characteristic found to be positively related to supportive and common coping in our studies on immigrant Latino couples (Austin & Falconier, 2012), possibly due to the sense of connectedness and care for others that spirituality promotes. (p. 270)

Spirituality is identified as a supportive comfort for Hispanic populations. Soliciting help from external sources such as other family members and religion (Valdez et al., 2019) may be typical although sometimes an individual may relinquish a sense of individual control. Fatalism, an observed cultural value connected to spirituality, is when an individual believes they have little control over the direction of their lives (Méndez & Cole, 2014). Though fatalism may be a potential drawback of high spirituality, spirituality seems connected to the high importance of collectivism.

Hispanic collectivistic sentiments differ from the individualistic nature of the U.S. They promote the interconnection of Hispanic populations and interdependence within Hispanic families (Méndez & Cole, 2014). Articles reviewed during the thematic analysis noted that Hispanic collectivistic value encourages people to support one another, families and friends, which is a cultural expectation (Chang et al., 2011; Méndez & Cole, 2014; Sandberg et al., 2020). Méndez and Cole (2014) specifically address how collectivistic culture values influence Hispanic populations:

The cultural values of Latinos favoring group and community support are reflective of a collectivistic culture. Collectivistic cultures place a high importance on benefiting the greater good of a community, while in contrast an individualistic culture places higher value on the development and benefit of the self over the community. (p. 216)

Hispanic collectivistic cultural norms and values highlight the interconnectedness of family and community as significant supporters in Hispanic populations. Hispanic cultural norms and values influence both individual family members and families. The socialization of gender is felt throughout Hispanic families denoting specific roles to mothers and fathers, which may play out in other family roles (e.g., sister, uncle, grandparents). A specific cultural value, familismo, supports the convergence of these common aspects of Hispanic culture about family. There was a fair amount of information on this specific theme, and the research team decided it qualified as a subtheme.

Familismo.

Familismo was identified as a specific Hispanic cultural value that instills a sense of allegiance to the family, including extended family, with expectations to support family members emotionally and financially in any way possible regardless of what impact this may have on self.

We designated familismo as a subtheme because of the complexity and frequency with which it occurred in thematic analysis articles.

Familismo is seen as a continuum with benefits (family cohesion, Boe et al., 2018; Calzada et al., 2013) and costs to family members (Calzada et al., 2013). Calzada et al. (2013) qualitative study on Mexican and Dominican families researched attitudinal and behavioral features of familismo, in which behavioral familismo was seen as having both benefits and costs within the family. The authors identified that attitudinal familismo is about sentiments of mutual reliability among family members. The actions derived from the sentiments are behavioral familismo (i.e., five themes: financial support, shared living, shared daily activities, immigration support, and childrearing). These behavioral actions are described as helping families survive:

Moreover, family members seem to genuinely enjoy spending time together and appreciate having family as the hub of their social activities. In the face of numerous stressors such as financial strain, acculturative stress, and discrimination, Latinos' dependence on familial support—as manifested within the domains of financial support, shared living and daily activities, immigration, and childrearing—can be essential for survival. (Calzada et al., 2013, p. 1711)

The various ways behavioral familismo is expressed support that there are benefits for individual family members and the whole family. Familismo for adolescents is reported to have benefits (i.e., a protective factor for family cohesion regarding queer Latinas accepted in families, Boe et al., 2018) and costs to adolescents and their academic achievements (Méndez, & Cole, 2014).

Familismo is illustrated in Latino families when education takes a back seat in order to accommodate the needs of other family members when crises or struggles are present

(Niemeyer, Wong, & Westerhaus, 2009). Familismo is one of various values that influence Latinos' worldviews. (Méndez, & Cole, 2014, p. 216)

Hispanic parents want their children to be academically successful. At times family responsibilities related to familismo interfere with academics. A part of attitudinal familismo is to act with family honor that one's actions reflect the family, which has been contributed to motivating academic success; however, familismo's influence also contributes to the cost of academic pursuits (Calzada et al., 2013).

For example, although familismo has been linked to academic effort as children are motivated to do well in school for the sake of the family (Esparza & Sánchez, 2008; La Roche & Shriberg, 2004), family obligations often interfere with academic success as they put a toll on children's time and energy that can lead to school absences, school dropout (Velez, 1989), and lower rates of college enrollment. (Calzada et al., 2013, p. 1698)

The strong ties to familismo can be disruptive to individuals' pursuits and convey mixed messages when aspects of familismo (i.e., family honor versus family reciprocity) come into conflict, such as sacrificing educational pursuits for helping out the family. Adolescent years are pivotal for self-development, so when Hispanic adolescents' mothers experience depression or family issues (Valdez et al., 2019), these adolescents may be expected to assume greater emotional responsibilities within the family (Falconier, 2013). Valdez et al.'s (2019) study about adolescents living with immigrant mothers with depression found that similar to studies with non-Latino adolescents, Latino adolescents blame their behaviors as the cause of their mother's depression, which may be connected to familismo.

Our study findings were consistent with other research that posits that familismo, a cultural value on family cohesion and obligation, may heighten these self-attributions and make it more difficult for youth to see their mothers' well-being as separate from theirs. (Valdez et al., 2019, p. 997)

Adolescent formative years alone can make it hard to distinguish where one's responsibility for things starts and ends. With familismo value, it can be even more difficult for Hispanic adolescents to discern what they are accountable for regarding family responsibilities. Familismo is a cultural value that demonstrates families' interconnectedness, which has positive and negative aspects for families and family members. Familismo is an attribute throughout Hispanic cultures despite the heterogeneity of Hispanic populations and countries (Calzada et al., 2013).

Hispanic cultural norms of traditional gender roles and spirituality and Hispanic value of familismo vary from family to family, among individuals, and between generations that are proximal or distal from Hispanic immigrant family members. Variations of Hispanic cultural norms and values often change because of immigration and the effects of acculturation. Hispanic populations migrate to the U.S. for many reasons, impacting them on multiple levels.

Immigration/Migration

This theme, immigration/migration, captures issues related to immigration, mixed-status households (i.e., variances of immigration status within families), and the subtheme acculturation. There are reasons for immigration to the U.S., but it is often related to wanting to help the family back in the home country. Immigrating can be harmful during the process of crossing borders, often illegally, and even when settling into a new country. Furthermore, new

difficult issues may occur for the descendants of immigrant Hispanic populations because of acculturation. This section will cover how immigration impacts Hispanic populations.

Hispanic populations were identified to migrate to the U.S. for many reasons ranging from violence and war in their country of origin (i.e., indigenous Mayan people; Hershberg, 2018), family's financial needs, to join family members (Calzada et al., 2013), and to improve their children's future opportunities (Noah & Landale, 2018). In the process of migrating, people, especially women, may experience traumatic and dangerous border crossings (Hershberg, 2018; Noah & Landale, 2018; Terraza et al., 2020). Even once immigrants arrive in the U.S., they may encounter difficulties related to anti-immigrant sentiment and acculturation issues impacting the family unit. While I briefly discuss Hispanic immigrants lived experiences throughout this theme, these experiences will be addressed in more detail under the theme of lived experiences.

Immigration/migration is when people come to the U.S. either lawfully (e.g., visa, naturalization, green card) or undocumented. Immigrant relatives are often a resource for the process of immigrating (Calzada et al., 2013). Landale et al. (2014) described that immigrants' "carry family histories and family-building strategies with them from their places of origin, but their postmigration family patterns are also influenced by the experience of migration and new realities in the destination setting" (p. 34). Hispanic families' immigration and post-migration experiences impact future familial generations (e.g., first-generation Latinos are more likely to have less education and income; Falconier, 2013), which can be riddled with traumatic pre- and post-migration issues. Indigenous Mayan from Guatemala and other Latin American countries often flee from severe violence issues in their country of origin.

Research suggests that poverty, drug trafficking, racism, ongoing gang and gender violence, and a culture of impunity in Guatemala are part of the aftermath of this [*la*

violencia, four decades of armed] conflict (Grandin et al., 2011). These factors continue to push an ever-increasing number of Maya to the United States, including girls and women in search of asylum. (Hershberg, 2018, p. 338)

Hispanic immigrants' experiences of pre- and post-migration often are felt throughout generations to come, be it through elders' narratives or upholding their cultural values. Extreme violence in Hispanic immigrants' countries of origin drives these families to seek safer living conditions in the U.S. Nevertheless, once these families arrive in the U.S., they are not necessarily free of traumatic stress because of anti-immigration sentiments, discrimination, poverty, and unsafe work and neighborhoods (Falconier, 2013; Noah & Landale, 2018). For example, Falconier (2013) reported:

Some Mexican-origin mothers are disproportionately exposed to numerous individual-level stressors, such as traumatic migration experiences, acculturation stress, and poverty. There is also variation in exposure to contextual-level stressors, such as neighborhood socioeconomic disadvantage, that may contribute to relatively high parenting stress (White et al., 2009). These stressors are shaped by the structural positions of individuals, including their nativity and legal status. (p. 318)

Traumatic stress seems to sustain even once Hispanic immigrants arrive in the U.S. because of environmental stressors such as poverty and discrimination, and disadvantaged neighborhoods. Noah and Landale (2018) reported similar occurrences additionally unique issues that Hispanic immigrant populations encounter such as first-generation Latinos tend to have lower academic achievements and lack health coverage.

Hispanic immigrants may include single-family members, couples, or entire families. Sometimes these people have legal documentation status, while others may be undocumented or

under-documented. The variation of documentation status with families often creates mixed-status households. Mixed-status household occurs when some Hispanic family members have documented legal status (i.e., born in the U.S., have a visa or green card), while other family members lack such legal status (Terrazas et al., 2020). Mixed-status households often happen when one or both parents are immigrants while their children are U.S.-born. Some might also be in in-between statuses, “flows” (Landale et al., 2014, p. 24), such as deferred action for childhood arrivals (DACA) or temporary protected status (TPS; Terrazas et al., 2020) that do not necessarily lead to citizenship.

TPS holders tend to experience liminality similarly to DACA recipients: they must renew their TPS on an ongoing basis, they are not able to be detained by the Department of Homeland Security (DHS) based on their immigration status, and their temporary legal documentation does not provide them with a pathway toward permanent residency or citizenship in the United States. (Terrazas et al., 2020, pp. 361-362)

Legal documentation status is more complex than most people understand and how media outlets portray it; documented statuses are fluid for many Hispanic immigrants and their families. These Hispanic immigrant families and family members with in-between legal and undocumented status encounter specific issues around fear of deportation, financial issues around the renewal of paperwork, and related mental health stressors (Terrazas et al., 2020).

Those who have liminal legality statuses are often part of mixed immigration status (mixed-status) families. Mixed status families are composed of family members with different legal statuses (i.e., documented, undocumented, under-documented, and citizen by naturalization or birth) (Taylor et al. 2011). Currently, more than nine million people in the United States belong to mixed-status families (Fry and Passel 2009; Krogstad and

Passel 2014; Rodriguez 2016; Taylor et al. 2011). For instance, around 5.5 million Latinx children have parents who do not have legal status. Of those children, approximately 75% are U.S. citizens. (Terrazas et al., 2020, p. 362)

Mixed-status households make up many Hispanic families in the U.S. there are about four million Latinx children who are U.S. citizens with parents without legal documentation status (Hershberg, 2018; Terrazas et al., 2020). Mixed-status families experience multiple stressors such as socioeconomic factors, unsafe working and living conditions, lack of support, and limited access to mental health, to name a few (Hershberg, 2018; Méndez & Cole, 2014; Noah & Landale, 2018; Terrazas et al., 2020). Valdez et al. (2019) report that undocumented parents' health often is negatively impacted due to their documentation status:

Documentation status has significant health impacts on parents (Cavazos-Rehg et al., 2007) but also impacts the developmental well-being of children within undocumented families (Gonzales, 2015). Parents not incorporating immigration stress as part of the family's narrative may inhibit youth from learning to manage shame and discrimination. (p. 998)

Both parents and children are negatively impacted by documentation status. These negative sentiments influence the family and family members' view of their world and emotionally affect them. Immigrant parents may avoid talking to their children directly about their undocumented status, which may cause issues for the child. For example, Terrazas et al. (2020) reported that unintentionally:

Latinx parents' fear of arrest, detention, and deportation may still be transmitted to their citizen or noncitizen children through consejos or valuable advice (Hershberg 2018). For example, undocumented parents often advise their children to be cautious and to make

sure they strictly obey U.S. laws, which often leads to an increase in children's social isolation and fear (Chavez et al. 2012). Consejos may not give children enough information to fully understand their family's circumstances or authorized status, leaving the children confused and often marginalized within the family. (p. 364)

Undocumented or under-documented immigrant parents are in a precarious situation regarding how to talk to their children about their family's documentation status. Immigrant parents have to juggle multiple issues around their mental health, raising their children in a new country while having limited access to resources. These parents' straddle two different worlds and cultures and must navigate how to raise their children.

Hispanic family history and national-origin values often coalesce with the dominant U.S. culture, creating unique experiences within Hispanic populations. U.S. culture is predominately White Eurocentric and more individualistic than Hispanic collectivistic countries. Scholars call this interaction acculturation. Acculturation has been viewed mainly as unidimensional or bidimensional (Méndez & Cole, 2014). It is expressed in dynamic, unique ways varying from person to person and family to family. Issues of acculturation often arise between immigrant and U.S.-born relatives. However, the distinction is more unclear than that because even Hispanic immigrants are inundated with the U.S. culture that often holds opposing values from their national-origin values.

Acculturation.

Acculturation is an individually unique and dynamic process where two cultures (i.e., U.S. culture and Hispanic populations' cultures) influence people's behaviors and attitudes. Outcomes and strategies vary depending on the level of acculturation (Méndez & Cole, 2014).

Acculturation is the outcome of two or more distinct cultures that come into contact with one another. Acculturation plays a role in the expression of cultural values for Latinos living in the United States. One's level of acculturation is also an important aspect of how cultural values, such as strong family ties, are retained or dismissed. (Méndez & Cole, 2014, p. 211)

Acculturation amalgamates two different cultures within families and between family members. Acculturation levels vary for families and family members such as what cultural values and beliefs to retain.

The research team identified numerous accounts of acculturation being mentioned in the selected articles, specifically differences between children and parents. Often children and adolescents tend to become more acculturated to U.S. culture relative to their parents because they have more opportunities to engage with it via school and peers. Differences in the level of acculturation between parent and child subsystems may bring up conflict within the family (Lopez & Corona, 2012; Méndez & Cole, 2014). Valdez et al. (2019) reported that Latino adolescents felt resentful of their immigrant mothers with depression because they took on additional caregiving to make up for them. The authors were unsure if it was due to acculturation dissonance or normal adolescent development:

It is not clear whether adolescents' physical and emotional distance to their mothers in our study is due to acculturative incongruence between immigrant parents and their more acculturated children (Baumann et al., 2010; Smokowski & Bacallao, 2011) or to typical parent-child separation during adolescence (Zimmer-Gembeck & Skinner, 2011).

Latina/o adolescents often feel angry and resentful due to their substantial caregiving roles when depression incapacitates mothers. As adolescents take on more

responsibilities at home, they feel burdened and deprived of activities with peers (Valdez, Abegglen et al., 2013). Feeling deprived of a “normal childhood,” coupled with mothers’ difficulty expressing warmth and mutuality to their children, may contribute to emotional distance, and should be examined in future research. (Valdez et al., 2019, p. 998)

The authors reported that they did not measure acculturation differences. They could not distinguish between acculturation dissonance or adolescent development. The mere fact that they brought up the possibility of acculturation dissonance suggests it may be possible though they could not be sure. It at least signals to the reader that acculturation dissonance is a phenomenon that happens in Hispanic families. Blocklin et al. (2011) do not use the term acculturation dissonance though they allude to it when they describe differing rates of “cultural orientations” between Mexican American parents and even their children:

Because Mexican Americans have been migrating to the United States for decades and because families vary in terms of how much their social networks reinforce Mexican orientations or encourage Anglo perspectives, there is substantial variability in cultural orientations between and within Mexican American families. Cultural orientations play important roles in parent-child relations and youth psychosocial functioning (Fulgini, 1998; Gonzales, Knight, Morgan-Lopez, Saenz, & Sirolli, 2002; Updegraff, McHale, Whiteman, Thayer, & Crouter, 2006) and may also be important determinants of parents’ sources of knowledge about their offspring for several reasons. (p. 32)

I first want to address that the varying cultural orientation between parent and child is acculturation dissonance and has been attributed to cause conflict between the two family subsystems. The beginning of the quote addresses how acculturation levels and strategies vary between and within Hispanic populations despite them being of the same Mexican/Hispanic

descent. This demonstrates the need to be mindful of how diverse Hispanic populations are and inquire about the level of acculturation when working with these populations.

Méndez and Cole (2014) write about two acculturation models, unidimensional and bidimensional. Very briefly, the unidimensional model implies that an immigrant person would have to exchange their heritage culture (i.e., assimilate) to the destination country's culture. In addition to the unidimensional acculturation model, Méndez and Cole (2014) wrote about Berry's bidimensional model that acknowledges that a person can integrate two cultures to varying degrees, which is denoted by four distinct strategies: integration, assimilation, separation, and marginalization. These varying acculturation strategies, paired with the quote above, can help analyze Hispanic populations and families' varying levels of acculturation. Differing levels of acculturation between parent and child subsystems can create family dysfunction (Méndez & Cole, 2014) because Hispanic children are often quicker to become more U.S.-oriented than their parents due to more U.S. culture exposure at school and with friends (Blocklin et al., 2011).

Authors report how acculturation influences Hispanic populations seeking mental health services (Blocklin et al., 2011; Méndez & Cole, 2014). For example, there are specific issues (e.g., level of self-disclosure, Méndez & Cole, 2014) that are brought about due to acculturation, immigrant stressors (e.g., less educated, lower socioeconomic status, and medical coverage; Falconier, 2013), and minority stressors (e.g., discrimination; Padilla et al., 2018). Differences in levels of acculturation of family members shape how Hispanic cultural values are transmitted through generations and their reliance on external family support:

Research has suggested that some aspects of family solidarity, specifically obligations toward family and using the family as a referent, are more salient in families with stronger Mexican orientations and appear to diminish as families become more oriented

to Anglo culture (Fuligni; Parke et al., 2004; Rodriguez, Mira, Paez, & Myers, 2007; Sabogal, Marín, Otero-Sabogal, Marín, & Perez-Stable, 1987). Thus, Mexican American parents who identify more with Mexican culture or less with Anglo culture may be more likely to use sources within the family and less likely to use sources outside the family. (Blocklin et al., 2011, p. 32)

This quote addresses acculturation, though the authors do not use that language, and the adverse effects it may have on family members (i.e., loss of Mexican cultural values throughout generations and resistance to seeking help outside the family). The research team ran into this situation a few times where the author did not use the word acculturation though it was strongly implied.

Immigration/migration is a complex phenomenon that brings up issues such as mixed-status families and acculturation. When Hispanic immigrant parents raise their children in the U.S., their children may experience different rates of acculturation, which may result in conflict in these households. The family's cultural values and household family constellation may fluctuate because of living in the U.S. A lot of non-immigrant Hispanic households are comprised of co-residing vertical multigeneration family members (i.e., living with grandparents, Landale et al., 2014), while Hispanic immigrant families more often are horizontal family households (i.e., living with aunts, uncles, cousins, or siblings; Landale et al., 2014).

Dynamic Household/Family Constellations

This theme explores the dynamic household/family constellations of Hispanic families. The research team noticed multiple references to constant changes of household members such as needing to live with extended family members due to low income and detainment or deportation of a parent shifted the family household structure. We included the subtheme

parenting under this theme as it seemed most fitting when discussing dynamic households as it often pertains to co-residing with family members.

It is typical for non-immigrant Hispanic populations (i.e., families living in their country of origin) to live in multigenerational households, specifically vertical households (grandparents present), which is an outcome of Hispanic cultural values (Landale et al., 2014). At the same time, when Hispanic populations immigrate to the U.S., they may still live with extended family members—so-called horizontal households (siblings, aunts, uncles, or cousins—but not typically with their parents, because they often remain in their country of origin (Landale et al., 2014).

Landale et al.'s (2014) study on differences between non-immigrant Mexican households and Mexican immigrant households living in the U.S. reported that immigrant families in the U.S. usually cohabit with horizontal relatives and occasionally with both horizontal and vertical relatives. Therefore, intergenerational patterns of predominately living in vertical households (grandparents present) differ from immigrant Mexican families. Landale et al. (2014) reported that previous studies showed there could be adverse effects on children when there are persistent changes in households. In their study, they found:

Despite some variation across specific family arrangements, the overall pattern suggests that children in Mexico experienced the greatest family stability. U.S.-born children with [Mexican] immigrant or [Mexican American] native parents were more likely to go through changes in the intersection of nuclear and extended family structure across the preschool years. (Landale et al., 2014, p. 30)

Mexican immigrant households fluctuate more than their non-immigrant family members. Also, the authors reported that first-generation Mexican American women are more likely to be single-parents compared to non-immigrant mothers. Single-parenting may contribute to the increase of

fluctuating households especially when low income is attributed to shared living. Changes may have negative consequences on their children though there are benefits of cohabitating with family relatives, such as shared childrearing and social support (Calzada et al., 2013).

Various Hispanic populations (e.g., only fathers, parents, and whole families) migrate to the U.S. These differences may be for several reasons, such as sending money back home to family members or providing better opportunities for their children. But even when families migrate together, there are frequent episodes of family separation once they arrive because parents have to go to different locations where work is available.

Economic needs often force families to live apart as parents and partners may only find work in different locations. Family separation is common even when families immigrate together. These challenges are compounded by the stress of navigating a new culture, strained roles, limited access to resources, and system filled with anti-immigrant sentiment and racism. (Bermudez et al., 2011, p. 361)

Hispanic immigrant families, like other immigrant before they become U.S. citizens, are not permitted to receive government benefits such as food stamps; however, if they have a U.S.-born child, the child is eligible for these benefits. These benefits may help Hispanic immigrant parents, but they may fear obtaining them if they are undocumented (Terrazas et al., 2020). These mixed-status families may also suffer from drastically changed household constellations when an undocumented family member is deported (Noah & Landale, 2018; Terrazas et al., 2020).

One qualitative study on Latina adolescents with high-risk family situations (e.g., parent incarceration, substance use, domestic violence) with nonresidential fathers described a participant whose father was deported (Lopez & Corona, 2012). She stated that her father's

deportation was painful and that she missed him (p. 730). Deportation can change a two-parent household to a one-parent household quickly. A deported parent swiftly changes family constellations impacting all family members who still reside in the U.S.

Intergenerational Hispanic families and dynamic family constellations often change when Hispanic populations immigrate to the U.S. Household changes are relative to issues of immigration status, deportation, and immigrant families splitting up geographically in pursuit of work. Parenting is a key feature of families which parenting practices may also change due to immigration and acculturation.

Parenting.

The subtheme parenting draws attention to some Hispanic populations' parenting styles that may occur because of immigration and acculturation issues. The parenting theme includes differences between Hispanic generations, transnational parenting, and shared parenting role with other family members. Some of these changes may have benefits, costs, or both for the family.

The research team identified several references to how parenting changes when immigrating to the U.S., especially regarding acculturation affects. For example, Valdez et al. (2019) reported that Mexican-born immigrant families who live in the U.S. are more likely to have two-parent households, whereas Bermudez et al. (2011) and Noah and Landale (2018) identified that first-generation Mexican American females more often are single parents. Changes of two parent households to single parenting may be contributed to acculturation differences between Hispanic immigrant and U.S. born Hispanic Americans. Single parenting may also be due to the deportation of a parent (Terrazas et al., 2020) or one parent migrating to a different U.S. location for work (Bermudez et al., 2011). Similar distant parenting practices

occurred when Hispanic immigrant parents migrate to the U.S. for work without their children. Children are often left in the care of grandparents or other relatives, which may increase issues between children, parents, and relatives (DeRose et al., 2018; Hershberg, 2018). Hershberg (2018) reported:

From the examples of Julio and Debra, it was evident that the migration of one's parents can have consequences on the relationships between family members in a transnational, mixed-status family, despite the U.S.-based parents' attempts to maintain ties across borders and a presence in their children's lives. (p. 343)

Transnational parents migrate for work to help their families back in their country of origin; however, doing so puts a strain on their relationships with their children. Some Hispanic immigrant adults, though they may not have their children with them in the U.S., still are parents who are parenting transnationally. It is common for Hispanic populations to share childrearing responsibilities, especially when multiple relatives live in the same household.

Caring for children is a family practice that multiple family members participate in, even if they live in different households. Calzada et al. (2013) described in their article that there are both benefits and costs to shared childrearing between parents and other relatives. The benefit is that there is much support within the family, which may be beneficial for parents in their adolescent years regarding getting information about how they are doing (Blocklin et al., 2011). However, there can be a conflict between the parent and the other relative, although often it is related to diminished bonding with their children:

Others noted the difficulties in forming a strong mother-child bond because their young children were cared for so often by other family members ("She got too attached to my

mom because she'd be the whole day with her. . . . Yeah, she was confusing my mom with [me]”). (Calzada et al., 2013, p. 1715)

One of the easiest ways to establish parent bonding is spending time with children, which is essential for children's development. Parents may have less time to spend with their children due to having to work, which affects their relationship. Time spent with adolescents matters too. Blocklin et al.'s (2011) study of mothers of Mexican origin, where the majority of fathers were also of Mexican origin, reported that parents whose child rated them as accepting (i.e., demonstrated positive expressions towards child), who spent more time with their child, and were more Anglo-oriented were associated more with children informing their parents about their lives' and even when the parent initiated conversations. Parents with strong relationships with their children may more often know what is going on in their child's life.

One article reported that undocumented mothers had less parental strain than documented parents (Noah & Landale, 2018). Less parental strain reported by undocumented mothers was in opposition to the hypothesis of the study's authors. However, they believe it could be related to the immigrant paradox where recent immigrants report lower mental health issues. However, when factoring in other environmental influences, undocumented Mexican-origin mothers reported more parental strains in neighborhoods with more foreign-born populations.

Multiple interactions may contribute to varying reports about parenting practices such as immigration status, living with relatives, and neighborhoods. There are some variances between Hispanic generations and parenting practices. Transnational parenting may be more prominent in generations more proximal to immigrant generations.

Lived Experiences

Hispanic populations have a plethora of lived experiences in the U.S. In this theme the research team identified four subthemes: education, SES, mental health, and discrimination. Even though there is not a unifying and specific example of lived experiences, it exists in the interactions of the four subthemes.

Education.

The subtheme education contains information on low academic success of Hispanic populations ranging from immigrant to U.S.-born Hispanics, including differences between populations of different documentation status. Education is seen as valuable to Hispanic populations and encouraged over generations. However, cultural values sometimes relegate attainment of education as secondary to family obligations.

Multiple articles reported that Hispanic populations (e.g., immigrant, first-generation, and subsequent generations) often have less than a high school degree. The research team discussed a pattern of reports of low academic achievements and decided it was an accurate subtheme for the lived experience theme. They tend to have lower academic achievements compared to non-Hispanic populations, which may be related to experiencing several stressors (Blocklin et al., 2011; Calzada et al., 2013; Falconier, 2013; Franko et al., 2012; Kim & O'Brien, 2018). Hershberg's (2018) study of Mayan Guatemalan immigrants who are transnational parents identified that parents use *consejos*, advice-giving, to their children from afar to stay in school. They noticed that parents without a high school education encouraged their children to keep with their studies using their own harrowing experiences because they lack education:

The descriptions of *consejos* provided by fathers such as Cesar, for example (e.g.,
 “Sometimes he [Leopold] doesn’t want to [study] but I say why? Like me, what

happened to me, [to be lacking an education] it's not easy, it's very hard for me. For this I say study study"), mirrored descriptions of consejos from earlier research with Latino families in the United States (López & Vázquez, 2006). The fathers in both of these studies described providing guidance to their children about pursuing an education and drew from their own experiences to pass on these lessons. (p. 346)

The father identified that his life has been difficult because he does not have an education. This advice-giving about the importance of staying in school is a cautionary tale about the negative impacts of lacking education. Lacking education seems to be a common experience in Hispanic immigrant populations. When considering documentation statuses there appeared to be variances in educational achievement.

Noah and Landale's (2018) article identified differences among Hispanics based on their documentation status. "Only 19% of U.S.-born mothers had less than a high school education, but nearly 65% of documented mothers and 79% of undocumented mothers had less than a high school education" (p. 324). This demonstrates that there are improvements regarding educational achievements throughout Hispanic generations living in the U.S., though documentation status affects educational achievement in Hispanic immigrant families. Even if educational attainment improves for those with documented status, there still are cultural values such as familismo that may impact Hispanic generations' academic achievements. For example, Calzada et al. (2013) reported that obligations to the family might interfere with education:

The belief that family comes before the individual involves individual sacrifice of needs and desires for the sake of family and was expressed by mothers in the study. For example, one MA [Mexican] mother, who as a teenager chose to attend high school rather than care for her siblings, expressed her conflicted feelings about having to put her

own needs above those of her family: “And so I left, and then I regretted it because my mother needed me. I didn’t regret having studied, but my mother and my siblings needed me.” (p. 1703)

The desire for academic achievement while trying to maintain familismo hinders Hispanic adolescents' academic success and creates stress. Calzada et al. (2013) also reported that familismo might motivate adolescents to succeed in honoring the family. However, U.S.-born Hispanic populations often attend under-resourced schools, which may impact this population's overall academic achievements (Valdez et al., 2019). For example, Mexican American adolescents, compared to other U.S. racial/ethnic groups, have an increased risk of academic problems and mental health issues (Blocklin et al., 2011). Even when Hispanic populations' generations are more removed from their immigrant relatives and their parents are U.S.-born and have a college degree, they still may experience difficulties related to socioeconomic status, discrimination, and mental health (Chang et al., 2011; Kim & O'Brien, 2018).

Educational achievement within Hispanic populations seems to start with their immigrant relatives having less education. However, academic improvements are seen over generations of Hispanic Americans. The research team noticed that there seems to be a connection with other variables such as SES, discrimination, and mental health that may impact educational improvement rates. SES by itself impacts multiple areas of Hispanic populations.

Socioeconomic Status (SES).

SES was passively identified early on while collating the journal articles, but really become apparent once we started the thematic analysis. The subtheme SES is about the various economic challenges that Hispanic populations tend to encounter in the U.S. SES often was referenced as an issue within Hispanic populations, mainly immigrant Hispanic populations.

However, there are indicators of intergenerational issues of low SES in Hispanic populations that may be influenced by familismo as a Hispanic cultural value. Additionally, the effects of low academic achievements are demonstrated as well when U.S.-born Hispanic adolescents prioritize short-term financial gains for the family. Even if Hispanics become college students, they often do not receive financial support from their families.

The research team noticed that Hispanic immigrants and undocumented populations were reported to have lower socioeconomic status (SES) than other Hispanic populations (Noah & Landale, 2018; Updegraff et al., 2013). Low SES seemed to persist through generations. For example, Bermudez et al. (2011) reported that Mexican American mothers often experience lower socioeconomic status and are often uninsured. The research team observed that there might be issues of intergenerational poverty within Hispanic families. For example, Landale et al.'s (2014) study on the differences between non-immigrant Mexican families and immigrant families of Mexican origin in the U.S. effects on the family reported that "a comparison of U.S. children by parental nativity showed that children of immigrants were more likely than children of natives [U.S. born] to fall into the lowest quartiles of the income distribution" (pp. 31-32). Looking at these studies together, it seems like there is a pattern of low income in Hispanic families. Low-income patterns may be attributed to the Hispanic cultural value, familismo, despite its financial benefits.

The effects of familismo appear to interfere with education for U.S. born adolescents, or who have legal documentation status, in mixed-status households because their status enables them to work in the U.S. so they can financially help support their families (Calzada et al., 2013; Méndez & Cole, 2014; Terrazas et al., 2020).

In Latinx mixed-status families, many youth who have a liminal status tend to enter the workforce in order to contribute to their families income and to lessen financial strain (Gonzalez et al. 2015; Terriquez and Gurantz 2015). Specifically, youth who are DACA recipients, permanent residents, or U.S. citizens often enter the workforce because they have legal work authorization, unlike their undocumented parents or older siblings, and therefore do not run a risk of possible detainment or deportation. (Terrazas et al., 2020, p. 364)

Hispanic adolescents opt to work to help their families, possibly even to contribute to remittance sent to family members back in their parents' country of origin. This opting into the workforce instead of prioritizing education seems to be chosen more for short-term gains to help the family despite the fact that higher academic achievement may benefit Hispanic families in the future.

Calzada et al. (2013) identified that familismo has both financial costs (providing financial help to family members) and benefits (family members share financial resources) for Hispanic immigrants. Their study was explicitly on Mexican and Dominican families; all families reported household incomes 250% below the federal poverty line (p. 1700). Hispanic populations often support their family financially, both back in their country of origin and in the U.S., as they greatly value taking care of the family (Hershberg, 2018; Méndez & Cole, 2014). Mayan immigrants were reported sending as much as 30% of their pay to their families (Hershberg, 2018). Nonetheless, Hispanic immigrants send money home despite if it negatively impacts them:

Also, both MA [Mexican] and DA [Dominican] mothers felt the responsibility of sending remittances to family members in their country of origin, even when they felt significant financial strain themselves. One mother felt that her husband had to choose between

providing for her and their children or sending remittances to his mother in Mexico.

Responding to whether her husband sends money to his own mother, she said: “Now he’s not. The situation is difficult. [Before] she would call him to send her money, so he would have to, even though he would leave me without money.” Remittances may be an important way in which immigrants honor ties with family members who remain in their country of origin. (Calzada et al., 2013, pp. 1714-1715)

This quote demonstrates the double bind of familismo: Hispanic immigrants value their families whole helping their family members financially may establish low incomes within the Hispanic immigrant populations, even transcending generations to come. Familismo is also connected with living with extended family members. Nonetheless, it also serves an additional function when families are low-income because they can share the costs of living (Landale et al., 2014).

Whitehead's (2018) article on differences of race as it relates to paying rent when cohabitating with family members reported that compared to White mothers, Hispanic mothers paid rent to family members even if the household was financially stable. Their study reported that Hispanic mothers were more often immigrants or first-generation Americans. Later in the article, Whitehead reported that immigrants often had more than one child and were more likely to pay rent than other participants (p. 4058).

Even when generations of Hispanic populations are U.S.-born, they still worry about finances even if they achieve higher levels of education. For example, Kim & O'Brien (2018) reported:

In addition, financial concerns were more salient for Latina women than women in other racial groups. This result was consistent with previous research highlighting the importance of financial support in college adjustment for Latina students (Gloria &

Castellanos, 2012). In fact, college students from families of lower socioeconomic statuses are more likely to have lower GPAs and less educational attainment than those from families with high socioeconomic statuses (Walpole, 2003). Also, lack of financial resources and having to work while attending school can be sources of stress and anxiety. (p. 234)

The authors highlight that Latina college students may lack financial support from their parents, which causes them to have to work while attending college to supplement their finances. It seems curious that even when most of the participants' parents are born in the U.S. and have a college degree, they still may be unable to financially support their children in ways that diminish their child's stress about money. However, when considering intergenerational patterns of low socioeconomic status within Hispanic groups, Hispanic parents may be unable to support their children financially.

Low SES among Hispanic populations is often an intergenerational concern despite many U.S.-born Hispanics joining the workforce at early age. The effects of Hispanic immigrant generations starting off in lower paying jobs may imprint low SES throughout generations. The benefits of sharing living costs with relatives alleviate some financial strain, but it also contributes to financial strain. This is especially true when immigrants send money to family members back in their country of origin. There are deleterious mental health effects on Hispanic populations with the convergence of the themes and subthemes.

Mental Health.

Mental health is a subtheme of lived experiences. This theme relates to issues that are the effects of multiple stressors that may cause mental health issues. Mental health issues experienced by family members often tend to impact other family members' mental health.

Hispanic populations tend to underutilize mental health services, which may be attributed to cultural differences as well as the lack of culturally responsive care.

The research team found that articles mentioned Hispanic populations encountered multiple stressors; the most common were related to SES and documentation status, which often increased anxiety, fear, and depression (Terrazas et al., 2020; Valdez et al., 2019). Trauma was specifically mentioned with regard to migration experiences for Hispanic women (Hershberg, 2018; Noah & Landale, 2018; Terraza et al., 2020). A few articles also mentioned individuals who held multiple marginalized identities. Boe et al. (2018) reported that queer Latin@³ adolescents experienced higher rates of depression and anxiety, suicidal ideation, and substance use; Kim and O'Brien (2018) reported that women of color in college experienced increased anxiety. Also, for Latinos in college, perfectionism has been associated with higher levels of depression and anxiety (Chang et al., 2011). These articles were less frequent, but I found it necessary to report because often Hispanic populations hold multiple marginalized identities. Understanding the compounding effects of multiple marginalized identities on mental health of Hispanic populations seemed important when considering how family members' identities may impact the family.

For example, Valdez et al. (2019) reported that Mexican immigrant mothers' depression might be due to compounding stressors: "Economic pressure, anti-immigrant climate, acculturative stress, and exposure to interpersonal trauma can destabilize Latina immigrant mothers' psychological well-being" (p. 986). The mother's depression may contribute to the adolescents having increased mental health issues:

³The Spanish language uses gender specific constructs therefore Latin@, pronounced Latin-ow (Wallerstein, 2005), is often used in queer and gender non-conforming communities as a way to dismantle these constructs.

Maternal depression can contribute to poor outcomes for Latina/o children. Corona, Lefkowitz, Sigman, and Romo (2005) found that Mexican-origin youth with mothers with depressive symptoms had higher rates of internalizing and externalizing behavior, and substance abuse than Mexican-origin youth with asymptomatic mothers. Maternal depression has been a more direct and stable predictor of Latina/o youth mental health outcomes than economic pressure (Dennis, Parke, Coltrane, Blacher, & Borthwick-Duffy, 2003) and community violence. (p. 987)

This quote explains the interrelated mental health experiences of family members that may contribute to other family members' mental health. However, it may be more common between parents and their children, especially between mothers and their children, as they are reported to have closer relationships than fathers have with children (Blocklin et al., 2011). Also, Valdez et al. (2019) reported that adolescents have multiple environmental stressors such as anti-immigrant, discrimination, and unsafe neighborhoods.

Observing the pattern of how multiple stressors negatively affect the mental health of Hispanic families and family members and how they may benefit from mental health therapy. However, there is a shared underutilization and lack of access to mental health within Hispanic populations. This phenomenon seemed to U.S., the research team, as being attributed to several reasons, such as lack of resources (Bermudez et al., 2011), lack of culturally responsive therapy (Méndez & Cole, 2014; Valdez et al., 2019), and perceived stigma from others for seeking psychological help, which was also predicted to increase self-stigma for receiving mental health services (Cheng et al., 2013). Méndez and Cole (2014) identified that higher acculturation levels towards the dominant in the U.S. Anglo culture increased willingness to receive mental health

services. However, studies have conflicting outcomes regarding the acculturation of ethnic/cultural values. Cheng et al. (2013) reported:

For example, whereas some studies found adherence to ethnic/cultural values was associated with more negative attitudes toward seeking psychological help in African Americans (Obasi & Leong, 2009), Asian Americans (Kim, 2007; Miller, Yang, Hui, Choi, & Lim, 2011), and Latino Americans (Sanchez & Atkinson, 1983), others found maintenance of cultural values was associated with more positive attitudes toward seeking psychological help in Latino Americans... (p. 100)

Regardless of how acculturation or closer ethnic/cultural values affect Hispanic populations seeking mental health services, Hispanics often experience multiple simultaneous stressors, common mental health issues of marginalized populations, and unique mental health issues due to discrimination, particularly racism and anti-immigration. Specifically, there seem to be conflicting reports on Latino Americans' willingness or unwillingness to seek mental health help; both are connected to cultural values (Cheng et al., 2013; Méndez & Cole 2014). This conflicting information makes it difficult to say one way or another, making it seem necessary to be aware of this possible variance when working with Hispanic populations.

Discrimination.

The subtheme discrimination predominately regards anti-immigration and racism, which were mentioned most frequently in the thematic analysis articles. Some articles mentioned the compounding effects of discrimination based on a person holding multiple marginalized identities.

The research team identified several authors reported that anti-immigrant sentiment and racism were two driving forces experienced by Hispanic populations (Bermudez et al., 2011;

Boe et al., 2018; Cheng et al., 2013; Falconier, 2013; Terrazas et al., 2020; Valdez et al., 2019). Terrazas et al. (2020) reported that liminal legality issues (i.e., changes in immigrant policies affecting documentation status or perpetually needing to recertify for documentation status) are connected to lacking finances to pay for paperwork fees as well as fear that applications may be rejected interrupts some Hispanic populations from re-applying. Accessing mental health from people within their communities may not be accepted because they do not feel safe doing so. Also, they reported more isolation and are trying to protect themselves from various social factors related to discrimination:

This is often a necessary buffer to the active racism, harassment, discrimination, and anti-immigration rhetoric in many communities. The saying *los trapos sucios se lavan en casa* (you wash your dirty laundry at home) is a dicho or saying that refers to the idea of not airing your dirty laundry and disclosing intimate personal and family matters outside the home. This same dicho also reflects a rationale that many immigrant people have for not seeking psychotherapy in general. (Terrazas et al., 2020, p. 365)

The unwillingness to seek help despite it being offered from people like themselves demonstrates the power that fear has over them when considering cultural values where Hispanic populations prefer to self-disclose to people with congruent values and views (Méndez & Cole, 2014). This seems to mark an important factor that immigrant Hispanic populations may have severe issues with anxiety and depression due to fear. Possible issues with anxiety and depression seem very salient when Hispanic populations withstand the effects of Hispanic cultural values such as collectivism that have guided them throughout their lives.

Racism is a macrolevel factor that impacts multiple Hispanic populations, so when an individual's social positionality encompasses multiple marginalized identities, they may

experience compounding effects of oppression. Women of color perceived career and educational barriers associated with racism (Kim & O'Brien, 2018). Because they are women of color, there are compounding effects of discrimination associated with both gender and race. Boe et al.'s (2018) study on queer Latin@s experience additional discrimination that is related to sexual orientation in addition to anti-immigrant and racism. Boe et al. (2018) identified that often Latin@ queer adolescents experience discrimination at school, a place where they spend much time at, "Given that adolescents spend most of their time in school environments, this community has a direct and immediate impact on queer adolescents, as well as their families. Consequently, many queer adolescents report experiencing discrimination, rejection, and harassment from school" (p. 92). The co-occurrence of multiple types of discrimination may be frequently experienced by multiple Hispanic family members. This may create much stress within Hispanic families. Discrimination as a social factor needs to be addressed in therapy, as well as cultural values.

Thematic Analysis Summary

Despite that, almost half of the thematic analysis articles were relegated to the theme Hispanic populations are not main focus of study; the research team was able to identify four additional themes with subthemes. The themes covered the salience of Hispanic cultural norms and values such as familismo that inform specific characteristics regarding the importance of family. The theme immigration acknowledged the reasons for Hispanic populations migrating to the U.S. and established intergenerational effects of acculturation. Immigration possibly impacted the identified theme of dynamic family constellations when a family member is deported, and acculturation may increase conflict between Hispanic immigrant parents and their children. The last theme, lived experiences identified several important interrelated patterns of

education, SES, mental health, and discrimination. The identified lived experience theme and subthemes were also interconnected to issues of immigration, cultural norms and values, and dynamic family constellations.

Social and Cultural Contextual Factors

My next research question—How are social and cultural context factors considered in the literature on Hispanic populations?—explicitly addresses how these factors are considered in journals that C/MFT therapists use as resources. Cultural and social contextual factors are relative, yet they are distinct. Cultural factors pertain more to commonly held beliefs, values, and norms of a group, in this case, Hispanic populations. In contrast, social contextual factors have far-reaching effects on various populations that impact individuals and society. The cultural context factors address differences between Hispanic and U.S. cultures and the importance of understanding these differences. The social contextual factors section addresses the importance of therapists and researchers increasing their comprehension of oppression and the need for more research on Hispanic populations.

Cultural Contextual Factors

Cultural contextual factors such as cultural differences between Hispanic and U.S. cultures are imperative to understand when working with Hispanic populations and increasing knowledge about Hispanic cultural values. Cultural contextual factors address that not all therapeutic interventions are generalizable to Hispanic populations because of how Hispanic cultural values affect Hispanic populations, which may have been unaccounted for when creating research studies. Increasing knowledge of Hispanic populations and awareness of cultural assumptions of homogeneity can improve issues of cultural contextual factors.

Many articles addressed the need to identify cultural differences between Hispanic populations and the U.S. dominant culture. The U.S. is predominately Eurocentric and individualistic compared to the collectivistic nature of Hispanic populations. Additionally, multiple authors identified a need to include conversations on acculturation differences between family members because each family member has their unique acculturation strategies and levels of acculturation (Lopez & Corona, 2012; Méndez & Cole, 2014). Chen and Busdy's (2019) study of four ethnic groups and how family of origin issues impact current romantic relationships identified multiple variances between these groups. Therefore, they cautioned clinicians to be aware of applying blanket treatments to various ethnic groups because cultural differences from FoO are transmitted differently between cultures.

The findings of this study also have important ramifications for relationship education and therapy with clients of certain cultural and ethnic groups. Because the intergenerational transmission process of relationship experiences can be culturally variant, therapists and relationship educators should avoid applying the same sets of assumptions and norms to clients of different cultural backgrounds. (Chen & Busdy, 2019, p. 97)

Being aware of assumptions is crucial when working with diverse populations. Though there may be extensive research about certain variables, for example, attachment, with positive outcomes, clinicians have to consider the participants' demographics and the level of generalizability of the study as it pertains to their clients' demographics. For example, Franko et al.'s (2012) study reported clinical trials on binge eating disorders where a third of the Hispanic participants had a college degree compared to community trials where about six percent of Hispanics had a college education (p. 190). They bring up concerns about the generalizability of

clinical trials when there may be demographic discrepancies. Bermudez et al. (2011) identified similar concerns regarding generalizability, regarding differences of variables (e.g., SES and race) of parenting classes that typically are constructed and tend to White middle-class parents. In their study, they also cautioned clinicians to be aware of cultural differences to ensure that the clinician is not being oppressive and pathologizing cultural differences:

Researchers and service providers should exercise caution not to espouse a colonizing mentality, as they “teach” parents to become better parents. Some Latino parents may be reactive toward parent education programs, viewing them as an attempt to assimilate them into mainstream parenting ideologies and practices. Immigrant and low SES Latino parents may be wary of any parenting program, regardless of its benefits. (p. 362)

The process of becoming aware of assumptions and their impacts on clients, specifically Hispanic populations, is how clinicians can gain knowledge and understanding of the variances and differences of their Hispanic clients. We noticed that many authors especially recommended that clinicians understand Hispanic cultural values (i.e., familismo, fatalism, collectivism) as a way to provide culturally sensitive therapy (Bermudez et al., 2011; Calzada et al., 2013; Chen & Busdy, 2019; Méndez & Cole, 2014; Valdez et al., 2019).

Many authors reported that there is a steady rise in Hispanic populations in the U.S. and, therefore, mental health services need to become increasingly more culturally aware of Hispanic cultural values as a way to ensure quality services (Falconier, 2013; Hershberg, 2018; Noah & Landale, 2018; Méndez & Cole, 2014).

Méndez and Cole (2014) delineated three Hispanic cultural values—familismo, fatalism, and collectivism—in their article in which they report possible risks and benefits to each of them regarding Hispanic populations seeking mental health services, similar to Calzada et al.’s (2013)

study. For example, familismo may initially influence Hispanic populations to seek out help from family members, therefore, because of the nature of family therapy, familismo can be capitalized on. Familismo and family therapy have similar assumptions where family members affect each other and can be sources of both healing and problems. Many articles identified helpful facets of familismo that can increase culturally sensitive therapy. These facets are including family members, even close family friends, in therapy; highlighting trust and warmth between child and mothers when there may be conflict; and the inherent social support when living with family members (Méndez & Cole, 2014; Bermudez et al., 2011; Calzada et al., 2013; and Valdez et al., 2019). Pairing familismo with collectivism can improve therapy with Hispanic populations because both family therapy and group parenting classes are about benefiting the community even if individuals benefit too. Falconier (2013) reported that integrating cultural factors in couples therapy is advantageous when working with Hispanic couples. Despite the benefits of integrating cultural values with therapy, it is still important to understand the potential risks of these values to the family's well-being that Calzada et al. (2013) detailed regarding financial strain, conflict with household members, and coparenting issues.

Understanding Hispanic cultural values that can be integrated into family therapy may improve Hispanic families' therapeutic outcomes. Combined with clinicians' comprehension of cultural differences between Hispanic and U.S. cultures, it can create therapists who are more aware of discrepancies in the generalizability of therapeutic interventions as well as eliciting self-reflection about their cultural assumptions. Increasing awareness of cultural contextual factors may mitigate deleterious effects on their Hispanic clients while increasing culturally sensitive therapeutic practices for Hispanic populations. The following section on social

contextual factors will focus on larger issues that the articles' authors encourage therapists and researchers to address.

Social Contextual Factors

The research team identified two main aspects of social contextual factors for clinicians and researchers: increase awareness of oppression and conduct more research on Hispanic populations. Increasing awareness of oppression was recommended as a way to support Hispanic populations as they may hold several marginalized identities that affect their lives. More research on Hispanic populations was suggested to create culturally appropriate mental health interventions which may increase Hispanic populations utilization of mental health services.

Increase Awareness of Oppression.

Therapists were advised to be aware of oppressive factors such as covert biases of therapeutic interventions that are often created for White non-immigrant middle-class populations that may be unsuitable culturally for Hispanic populations (Bermudez et al., 2011). Additionally, therapists need to increase awareness of oppression that Hispanic populations encounter regarding various social positionalities (e.g., racism and sexism in academia [Cheng et al., 2013; Kim & O'Brien, 2018]; classism [Kim & O'Brien, 2018; Valdez et al., 2019]; anti-queer legislation [Boe et al., 2018]; and anti-immigrant legislation [Boe et al., 2018; Terrazas et al., 2020]). Articles on women of color documented that they encounter both racism and sexism:

For example, the high correlation between scores on the Educational Barriers Due to Gender Discrimination and Educational Barriers Due to Racial Discrimination subscales might reflect that women with high stigma consciousness (Pinel, 1999) might be aware of how these types of discrimination create career barriers. More possible is the fact that some barriers are likely to co-occur in real life. Particularly for racial/ethnic minority

women, gender discrimination and racial discrimination can be simultaneously experienced as gendered racism. (Kim & O'Brien, 2018, p. 233)

Experiences of compounding oppression may quite common for Hispanic women in their various roles and environments. In addition to sexism and racism, there may be increased oppression when they have more marginalized identities based on class, sexuality, or documentation status. Regarding anti-immigrant rhetoric that multiple Hispanic populations and families encounter (e.g., mixed-status families and immigrant families), Terrazas et al. (2020) emphasized the need for therapists to be informed and aware of anti-immigrant rhetoric:

First, we contend that it is imperative for therapists to understand how the complexities of liminal legality and their precarity are exacerbated by the larger socio-political climate. Walsdorf et al. (2019) note that, specifically for mixed-status Latinx immigrant families in the United States, millions are living with extreme stress and fear of family separation due to anti-immigrant and xenophobic rhetoric and harsh immigration enforcement practices at every level of government. The constant uncertainty due to decisions and policies at the federal level especially exacerbate instability and insecurity for these families at the local level. (Terrazas et al., 2020, p. 363)

Multiple articles reiterated similar concerns about the negative ramifications of xenophobia on Hispanic immigrant populations. A lack of understanding of how oppression affects Hispanic populations may further add to their stress. Therefore, understanding and knowing about the various oppressive systems that affect Hispanic populations is highly recommended to therapists and researchers alike.

The need to increase culturally responsive research for Hispanic populations resounded across the thematic analysis articles. There was much encouragement to continue to decrease barriers to treatment by doing more research with Hispanic populations in mind.

More Research on Hispanic Populations.

A lack of culturally responsive therapy interventions for Hispanic populations is a significant barrier to the utilization of mental health therapy. Even simple things as a lack of mental health instruments in Spanish (Castro-Díaz et al., 2012) may prevent Hispanic populations from receiving care, let alone receiving culturally responsive care. For example, Chen and Busby (2019) identified that cultural differences in family of origin affects relationships and should be further studied, "Because the intergenerational transmission process of relationship experiences can be culturally variant, therapists and relationship educators should avoid applying the same sets of assumptions and norms to clients of different cultural backgrounds" (p. 97). Focusing research on ethnic/racial cultural differences may increase Hispanic populations' access to mental health services because culture impacts multiple facets of their lives. The lives of Hispanic populations differ from other racial/ethnic populations, which may be why multiple authors recommended that further studies of specifically Hispanic populations are needed, especially studies that help identify heterogenetic differences between Hispanic populations (i.e., Mexican, Puerto Rican, Bolivian), because the population is very diverse due to each country's unique cultural impact on people.

Due to the multiple marginalized identities that Hispanic populations may hold, research studies may lack generalizability to typical demographics within Hispanic populations. For example, Franko et al. (2012) identified issues of generalizability in their study on racial and ethnic differences with binge eating disorders. They noticed that the majority of clinical trials

mostly had Hispanic populations with college degree though majority of community trials the Hispanic population did not have a college degree. Therefore, Franko et al. (2012) encouraged there to be more research that explores racial/ethnic differences regarding treatment outcomes. Méndez and Cole (2014) reported a similar suggestion to increase research on Hispanic populations, but regarding cultural values, “With the rise in the Latino population, mental health services need to adapt and provide increasingly more culturally sensible services that incorporate the values held by the culture to diminish underutilization of needed mental health services” (p. 211). Incorporating Hispanic cultural values (Calzada et al., 2013; Valdez et al., 2019) into research studies as well as increasing studies on Hispanic populations was strongly recommended in order to understand the unique outcomes of Hispanic populations dealing with multiple issues (e.g., perfectionism in Latinas [Chang et al., 2011]; traditional gender roles [Chang et al., 2011]; caring for siblings [Valdez et al., 2019]).

As a result of the increased research on Hispanic populations, the creation of culturally responsive therapy will occur. With that stated, it is imperative that research address the heterogeneity of Hispanic populations:

We collected data from a convenience sample of Mexican American youth living in an immigrant enclave in a low- income, urban setting. Findings may not apply to Latino groups of different origin and/or Mexican American youth living in different settings (e.g., middle- to upper-income suburbs). More research is needed that systematically examines key characteristics that contribute to the heterogeneity of immigrant populations.

(Manongdo and Ramírez, 2011, p. 268)

This quote highlights that research on specific Latin populations is not generalizable to other Hispanic populations or even indigenous populations within Latin America and variances of

social positionality (Hershberg, 2018). There is a need for more research to be done with Hispanic populations because there are many within-group differences that influence these populations differently.

Two crucial social contextual factors were identified therapists need to increase their awareness of oppression and more research on Hispanic populations. Therapists who are aware of oppression may better support and serve Hispanic populations because they can comprehend the mental health effects of Hispanic populations who have multiple marginalized identities. More research on Hispanic populations may increase culturally responsive mental health services which may increase Hispanic populations accessing mental health treatment.

It is crucial to understand cultural contextual factors when working with Hispanic populations because it can help identify multiple stressors related to acculturation, discrimination, and oppression. Additionally, increased knowledge of cultural contextual factors can improve C/MFT therapists' awareness of culturally incongruent mental health treatments for Hispanic populations, thus, possibly avoiding unintentional oppressive treatment. Expanding C/MFTs repertoire on Hispanic populations' cultural contextual factors lays a foundation for social contextual factors such as increased awareness of oppression and the imperative need for more research on Hispanic populations. When therapists and researchers comprehend Hispanic populations' cultures, they can see how oppressive systems compound mental health issues and the urgency to create culturally appropriate treatment for Hispanic populations.

Mixed-Method Results

Integrated Analysis

The mixed-method design contains two points of integrating quantitative data analysis with the qualitative data, and then the results from the two datasets inform the conclusion about

how the qualitative results explain and extend specific quantitative results. The first integration point occurred by using the quantitative data about all the journals and their respective articles that met the inclusion criteria for my study (i.e., the articles' components had the term Hispanic or relative terms). Using the quantitative data for the random sampling of the thematic analysis articles provided an equal opportunity for the journals to be represented in the qualitative thematic analysis. The random sample consisted of 32 articles for the thematic analysis. The second integration point occurs within the procedure of using the qualitative data to elaborate on the quantitative data.

Interpretation

Regarding types of research, the thematic analysis articles were predominately quantitative, 23, six were qualitative, three were theoretical, and none were mixed-method. The order of the qualitative results mirrored the same order of frequency percentage in the quantitative data (i.e., most frequent to least: quantitative, qualitative, theoretical, and mixed-method). In addition, the majority of the thematic articles being quantitative is the mode for the type of research in the quantitative data.

The quantitative second question is about how many articles are focused on Hispanic populations published in commonly referenced journals by C/MFTs. The quantitative results were about five percent which was reproduced in the qualitative results. The qualitative results of the thematic analysis articles informed the research team of the need to create a theme entitled Hispanic populations are not main focus of study. The research team counted fifteen articles that fit into this theme. Seven of the articles seemed to be included due to Hispanic populations demographic information appearing in the abstract, while six studied variances of race and two related to the Spanish language (i.e., a Spanish version of a measure and EFT training in

Spanish-speaking countries). Therefore, about a quarter of the thematic analysis articles contributed a minuscule amount of information, and a fourth of the articles mainly focused on race/ethnicity contributed some information. Consequently, almost half of the thematic analysis articles had no or limited information on Hispanic populations that contributed to the qualitative results. About half of the articles contained little to no information on Hispanic populations, which embodies the low percentage of about five percent of the articles in the 17 journals over the ten years.

The thematic analysis articles publication year 2018 represented the highest number at seven. Similarly, the quantitative median statistic per year was 42.5, and the year 2018 was above the median at 46 (see Table 4.5.). The thematic analysis articles had a greater frequency of articles in the year 2018 supports the quantitative results for 2018, which was over the median. Likewise, the thematic analysis articles for 2015 had no articles that same year fell below the median in the quantitative results at 37. However, when observing the highest number of articles published by year for the quantitative, 2019 and 2020 fell below the thematic analysis articles median, 3.5. The qualitative results seem not to support the quantitative results regarding the higher frequency of published articles for 2019 and 2020. Random sampling may provide a possible explanation for this discrepancy. Random sampling was used to provide an equal opportunity for the 17 journals' articles to be represented in the thematic analysis; it was not used to support equal opportunity for each year represented in my study.

Table 4.5.

Number of Articles on Hispanic Populations for Both Thematic Analysis and Total Dataset by Year

	Year									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
TA ^a articles	4	3	6	2	0	2	3	7	3	2
Total per year amount for all journals	33	40	46	48	37	46	35	46	51	52

Note. ^aTA is an abbreviation for thematic analysis.

Scarce Information on Hispanic Populations.

Having demographic information reported for studies is essential; however, these articles contributed no additional information on Hispanic populations for my study. The qualitative thematic analysis theme, Hispanic populations not the main focus of study, seems to support the quantitative result of the near five percent, 4.93%, of articles that met the inclusion criteria for my study. Nearly half, 15 out of 32, of the thematic analysis articles, fell under this theme. Seven articles had minuscule information, and eight articles, most studies on race/ethnicity, entailed some information on Hispanic populations. Articles that had no information on Hispanic populations often solely identified the demographics of Hispanic populations. For example, Andrews et al. (2016) article that studied mental health treatment outcome differences between comorbidity of patients with psychiatric disorders and diabetes identified the demographics of participants, “Participants were 468 consecutive adult patients (22.6% male; 62.2% Hispanic) seen by three IBHC doctoral trainees for internalizing symptoms (depression, anxiety, or adjustment difficulties)”, (p. 368).

Immigration and Acculturation as Psychosocial Terms and Theme/Subtheme.

The research team identified immigration as a theme in the thematic analysis which the term immigration was explored in the quantitative stage. Immigration as a theme supports the quantitative results where the percentage appearing in the articles' components was almost 25%. Also, the quantitative statistic for the level of relationship in the articles' components was almost

a strong relationship at .290. Immigration as a theme revealed multiple interrelated issues connected to other themes and psychosocial terms such as mental health and discrimination.

The qualitative subtheme acculturation supported the quantitative moderate relationship with the articles' components. Using a mixed-method approach revealed many interrelated issues with acculturation, such as academic achievement, family conflict, mental health, and generational differences. The thematic analysis provided a deeper understanding of the complexity of acculturation.

Mental Health as Psychosocial Term and Subtheme.

Mental health was designated as a subtheme under the theme lived experiences. The subtheme embodies the quantitative result having the strongest relationship at .431 and the highest percentage in its frequency at almost 40% in the articles' components. The 17 journals' subject matters revolve around mental health issues, so these complementary results are unsurprising. A highlight of a mixed-method research design is that qualitative data can provide an abundant complex embodiment of the quantitative data. The mental health subtheme demonstrates the multiple stressors that affect the mental health of Hispanic populations. The complexity of this subtheme seems to become fully realized, supporting the strong relationship indicated by the quantitative results.

Discrimination as Psychosocial Term and Subtheme.

Discrimination was identified as a subtheme of the theme lived experiences. As a subtheme in the thematic analysis, it appears to affirm the quantitative strong relationship. Though the quantitative percentage seems low at 9% of the term's appearance in the dataset, compared to the percentages of other psychosocial terms, it is in the midrange for frequency. The mixed-method result for discrimination appears to be exemplary of the mixed-method because it

seems to convey powerful results. For example, if we solely look at the quantitative data, we can recognize that the psychosocial term discrimination has a strong relationship though it lacks additional information on why or how discrimination impacts Hispanic populations.

Conversely, the qualitative theme discrimination provides much information on how anti-immigrant and racism, even multiple marginalized identities, affect Hispanic populations, but half of the thematic analysis articles provided little to no information on Hispanic populations. A solely qualitative study may have left a researcher with a sense that discrimination in Hispanic populations was underreported. However, two psychosocial terms and subthemes, substance use and family cohesion, revealed divergent findings between the quantitative and qualitative results. In mixed-methods, when there are divergent findings (i.e., inconsistent findings between quantitative and qualitative stages), it is important to look at methods assumptions and approaches to understand why the findings are different (Curry & Nunez-Smith, 2015; Pluye et al., 2009); The authors call it reconciliation. Reconciliation of the psychosocial terms, substance use and family cohesion, will be discussed in the next chapter.

Chapter Summary

Using an explanatory sequential mixed-method research design allowed me to analyze qualitative data and results to expound quantitative results. The majority of the qualitative results supported the quantitative results. The qualitative thematic analysis mostly were quantitative studies that substantiated the quantitative result. The theme Hispanic populations are not main focus of study supported the low quantitative percentage of articles' components not containing Hispanic terms. Four of the six psychosocial terms ended up being either a theme or subtheme in the qualitative thematic analysis. A highlight of explanatory sequential mixed-method is how qualitative results can amplify quantitative results. Acculturation, discrimination, mental health,

and immigration (sub)themes provided ample details of their effects on Hispanic populations, which supported the quantitative moderate to strong relationships that the terms had with the articles' components. However, two psychosocial terms, substance use and family cohesion, did not appear in the qualitative thematic analysis despite having moderate to strong relationships to the articles' components. The discussion chapter will reconcile the divergence between the quantitative and qualitative results for these two terms.

CHAPTER V: DISCUSSION

An explanatory sequential mixed method research design was used to study how and what is written about Hispanic populations during the period of 2011–2020 in 17 therapy journals that are commonly used as a resource by C/MFT professionals. Explanatory sequential mixed method design starts with quantitative analysis followed by qualitative analysis, and then the qualitative results are used to explain or extend the quantitative results. In my study, I used descriptive statistics to evaluate the frequency of Hispanic or relative terms in articles' components (i.e., title, abstract, and keywords). Then I examined what research methods—qualitative, quantitative, or mixed-method—were used in each article. Additionally, we examined how frequently psychosocial term (i.e., acculturation, discrimination, immigration, mental health, substance use, and family cohesion) were used in the articles' components. For the qualitative analysis, a thematic analysis was used to identify common themes and patterns in the random sample derived from the quantitative dataset. Five themes were identified: Hispanic populations not the main focus of study, Hispanic cultural norms and values, immigration/migration, dynamic family constellations, and lived experiences. Four of the themes contained subthemes. The themes were used to explain the quantitative results to answer the mixed method question.

Overview of the Problem and Purpose Statement

When researching Hispanic populations during my doctorate program, I identified six common psychosocial terms— acculturation, immigration, discrimination, mental health, substance use, and family cohesion—that often appeared in peer-reviewed articles. Throughout my research, there was ambiguity about what kind of information on Hispanic populations was provided in counseling education programs. I wanted to create a measure for assessing what

information is provided in C/MFT programs on Hispanic populations. However, such an undertaking for my dissertation was revealed to be too expansive. Therefore, I did a content analysis to assess how professional journals, which C/MFTs often use to supplement their education, knowledge, or training, examine and relate information on Hispanic populations. I used Bronfenbrenner's (1979) ecological systems theory and Berry's (1997) acculturation model to conceptualize how journals relay information about Hispanic populations. Bronfenbrenner's theory addresses how U.S. macrosystem beliefs and ideologies are often grounded in White Eurocentric norms that might inadvertently negatively impact scholars' research about and, therefore, journals' coverage on Hispanic populations. At the same time, Berry's acculturation model was used to address challenges that may occur because of cultural differences and power differentials between U.S. dominant culture and Hispanic populations' cultures.

I created an explanatory sequential mixed-method study to answer the following research questions:

Quantitative Questions

1. What are the characteristics (i.e., quantitative, qualitative, mixed method, or theoretical) of the articles? How many articles fit within each type of research design?
2. How many articles published in the 17 C/MFT journals between 2011 and 2020 focused on Hispanic populations?
3. How many articles that focused on Hispanic populations titles, abstracts, and keywords contained the psychosocial terms acculturation, immigration, discrimination, family cohesion, mental health, and substance use?

Qualitative Questions

1. What are the emerging themes, topics, and findings on Hispanic populations in the research of C/MFT?
2. How are social and cultural context factors considered in the literature on Hispanic populations?

Mixed Method Questions

1. How do the qualitative results help explain the results of the quantitative stage of the study?

Overview of the Sample, Data Collection, and Analysis

Quantitative Stage

I used Antioch University of New England's library databases (e.g., EBSCO, PsycINFO, SpringerLink) to collect the articles in the 17 journals over ten years between 2011 and 2020 that met inclusion criteria for a Hispanic term or related terms (*Latine/a/o/x*, *Mexican*, *Cuban*, *Dominican*, and *Puerto Rican*) in the articles' components (i.e., title, abstract, and keywords). This excluded non-article journal material such as a call for proposals or book reviews, to name a few. 434 articles met the inclusion criteria for the quantitative stage of my study. The research team and I collated the articles by journal, year, psychosocial terms, and type of research design. I used SPSS to run descriptive statistical analyses such as frequency distribution, the measure of central tendency, Cramer's V to measure association, and cross-tabulations.

Qualitative Stage

Using random sampling, I chose one article for every 20 articles published in 17 journals to include in the thematic analysis for the qualitative stage. The random sample allowed each journal's articles to be presented in the thematic analysis. 32 articles were used for the thematic

analysis. I delegated eight articles to each of my two research assistants and 16 to myself. We familiarized ourselves with the data by collating the articles and reading and re-reading our assigned articles. We met regularly to discuss and identify potential codes and themes. We triangulated every time we met to ensure we comprehensively identified codes and themes. We used mind maps and took notes on observations to track our team process for the thematic analysis.

For the thematic analysis, we identified five themes: a) Hispanic populations not the main focus of study; b) Hispanic cultural norms and values with subtheme familismo; c) Immigration/migration with subtheme acculturation; d) Dynamic family constellations with subtheme parenting; and e) Lived experiences with subthemes education, SES, mental health, and discrimination. An explanatory sequential mixed-method design was used to answer the above research questions.

Mixed-Method Stage

Integration occurred at two points in an explanatory sequential mixed-method research design. The first point occurred by using the quantitative dataset articles for the random sampling of the thematic analysis qualitative stage. 32 articles were selected for the thematic analysis, which replicated a nested sampling. Also, the thematic analysis was implemented to clarify and explore quantitative results. The second integration point occurred when I connected the qualitative results with the quantitative results by writing a narrative that linked the research questions.

Synopsis of Major Findings

Both quantitative and qualitative stages of my research detected that most frequently articles that met my inclusion criteria about Hispanic populations had quantitative research

design. However, the quantitative data suggests that overall articles about Hispanic populations are infrequent: only about 5% of the articles' components (i.e., title, abstract, and keywords) between 2011 and 2020 had Hispanic or related terms. Frequency-wise, 434 articles in the 17 journals met inclusion criteria out of 8,803 over the ten years. The low number of articles is also reflected in the thematic analysis, where almost half, 15, of the articles were delegated to the theme Hispanic populations not the main focus. In short, the journals for C/MFT researchers and practitioners publish few articles about Hispanic populations. The need for more research on Hispanic populations is reflected in the second qualitative question result on social contextual factors. Multiple authors suggest that researchers focus more of their research on Hispanic populations as well as researching the heterogeneity within Hispanic populations. Increasing research on Hispanic populations, which are rapidly growing in the U.S., may be connected with previous researchers' concerns about C/MFTs education on marginalized communities (Arshad & Falconier, 2019; Carlson et al., 2013; Goldberg & Allen, 2018; Hynes, 2019).

For the articles that met inclusion criteria in the 17 journals over the ten years, the frequency of the psychosocial terms in their components was zero, meaning the terms were mostly not included in the articles' components. The most frequently used psychosocial term was unsurprisingly mental health which also had the strongest relationship in the articles' components. I believe this is because the journals are focused on mental health counseling. Nevertheless, the qualitative thematic analysis results supported the quantitative results where mental health was a subtheme for lived experiences. Some immigrants' reasons for migrating are often connected to their country of origin being unsafe; therefore, they possibly experienced traumatic issues before migrating (Hershberg, 2018). Even while migrating to the U.S., they may encounter additional traumatic stress if crossing the border illegally (Hershberg, 2018; Noah &

Landale, 2018; Terraza et al., 2020). Similar findings were outlined in previous research. Perreira and Ornelas (2013) reported that post-traumatic stress might be connected to migration stress when immigrants or refugees witness violence while immigrating to the U.S.

Immigration was the second most frequently used psychosocial term in the quantitative results and was identified as a theme in the qualitative results. Immigrant parents or relatives with undocumented or under-documented status may experience anxiety and fear because of their documentation status, which may contribute to other family members experiencing fear, anxiety, and depression (Terrazas et al., 2020; Valdez et al., 2019). Fear and anxiety related to family members' documentation status are reported in the literature (Cardoso et al., 2021; Scranton et al., 2016). Concerns about documentation status are compounded when it is connected to discrimination.

Discrimination had a strong relationship with the quantitative results. In the thematic analysis, discrimination was a subtheme of lived experiences. The research team often identified discrimination across multiple articles, where it was often associated with anti-immigration and racism (Bermudez et al., 2011; Terrazas et al., 2020; Valdez et al., 2019). That data supports previous research that identified anti-immigrant policies and pervasive negative views of Latinos increased fear in Hispanic populations even if they were U.S. citizens.

Both the quantitative and qualitative results appear to be supported by the literature that identified cultural stress and discrimination as associated with depression, identity confusion, anxiety, and low self-esteem (Cervantes et al., 2015; Espinoza et al., 2016; Frazer et al., 2017; Grigsby et al., 2018; Pascoe & Richman, 2009).

A part of the qualitative analysis was identifying cultural and social factors in the literature. The research team identified that Hispanic cultural norms and values and

discrimination were essential themes in the thematic analysis. Hispanic culture and discrimination, specifically understanding oppression, appeared in cultural and social contextual factors analysis. Though they are different, they are highly related to one another because understanding and knowing Hispanic cultural differences between and within Hispanic populations, the U.S. culture may help increase understanding of these clients and avoid unintentional oppressive actions during therapy. Because discrimination seems to impact the lives of Hispanic populations, many authors encourage therapists to increase their understanding of discrimination and oppression (Bermudez et al., 2011; Boe et al., 2018; Kim & O'Brien, 2018; Terrazas et al., 2020).

Reconciliation of Divergent Findings

Divergent findings are to be expected when using different methodological research designs and may contribute to important findings (Teddlie & Tashakkori, 2010). Mental health issues sometimes co-occur with substance use, a quantitative psychosocial term. However, substance use was not accounted for in the thematic analysis despite its strong relationship regarding Cramer's V statistic in the quantitative stage. The inconsistency between the qualitative themes and quantitative statistics may be attributed to the wide range of the journals' scopes and aims where they report on a variety of family issues. Substance use issues may have been unaccounted for in the thematic analysis articles because of the effects of random sampling.

Also, the quantitative procedure only looked at the articles' components in which the mode was zero for all psychosocial terms which indicated they were mostly absent in the articles' components. Despite looking solely at the articles' components for the quantitative analysis it is possible substance use was mentioned in them, but did not go into more details in the entirety of the article. Whereas, qualitative procedure used the entirety of the 32 articles

which revealed the importance of acculturation. Additionally, the *Journal of Consulting and Clinical Psychology*, contributed to almost half of the frequency of substance use in the articles' components, but only three articles from the journal were permitted in the thematic analysis due to quota sampling requirements.

For the thematic analysis there was no theme for family cohesion. The quantitative results for the psychosocial term, family cohesion, had the lowest frequency and percentage appearing in the articles' components, but had a moderate relationship at .259 for Cramer's V. The absence of qualitative results supporting the quantitative moderate relationship for family cohesion may be attributed to the research team delineating familismo, a Hispanic cultural value, separate from family cohesion. We separated familismo because we wanted to respect the fact that familismo is much more complex than family cohesion despite the fact that there are aspects of family cohesion contained in familismo. In the qualitative thematic analysis results there was a subtheme, familismo, that provided a lot of content about the importance of emotional and financial support between family members. Despite the research team separating the term familismo from the psychosocial term family cohesion, familismo may be viewed as supporting the moderate relationship of family cohesion in the quantitative results.

Unexpected Findings

Substance use had a strong relationship with articles' components despite not being identified in the thematic analysis and had the second-lowest frequency of all the psychosocial terms. I am unsure why this may be, although as noted earlier half of the articles that mentioned substance use in the articles' components came from the *Journal of Consulting and Clinical Psychology*. Therefore, the results may be influenced by the methods assumptions and

procedures associated with the quota sampling that only allowed three articles from the journal to be included in the thematic analysis.

I was surprised to see how often Hispanic populations households changed with various family members living with them, which seemed to be altered because of financial strain and when someone was deported or detained. Also perhaps important was that this can be both a positive and a negative arrangement for Hispanics people in the U.S. because of the benefits of family support– and therefore something for CMFTs to be aware about and have a nuanced view. This is why the research team identified the theme dynamic family constellations. I assume there may be several reasons for this phenomenon, such as Hispanic cultural values like familismo, documentation status, and family separation related to finding work, to name a few.

Both immigration and acculturation appeared in the thematic analysis. Immigration had quite a strong relationship with the articles' components, but acculturation had a low relationship. Immigration was a theme with acculturation as a subtheme because they appeared interconnected; often, acculturation issues occur between immigrant parents and their children. Acculturation having a low relationship to the articles' components may be attributed to my research design. Authors may not address this complex concept and phenomenon in the articles' components and opt to address it in the body of their articles despite its connection with immigration.

Family cohesion had a moderate relationship with Cramer's V, the lowest frequency of all psychosocial terms, and none of the 17 journals articles that met inclusion criteria exceeded one percent regarding the term's frequency. I attribute this to a few possible reasons, first is that only 5% of the 17 journals over the ten-year span met inclusion criteria for my study. Second the mode measured the central tendency of the psychosocial terms in the articles' components which

resulted that the terms frequently were absent. Lastly, the research team separated familismo from family cohesion as we aimed to honor that familismo is a Hispanic cultural value that is more than family cohesion.

Contributions of This Study to Scholarship

My study contributes to the field in a couple of ways. First, identifying trends and patterns in 17 journals between 2011 and 2020 can be a helpful resource for clinicians seeking information on Hispanic populations. Also, it may motivate family therapists and researchers to learn more about oppression and encourage them to do more research on Hispanic populations. I think it is vital that researchers use empirical research methods to support the development of knowledge working with Hispanic populations and their families. Theoretical articles are important, but it is the production of empirical evidence that can support mental health clinicians to work respectfully and knowledgeably with Hispanic families.

Clinical and Research Implications

Similar to other researchers' recommendations, clinicians need to consider their assumptions regarding how helpful specific therapeutic interventions may or may not be when applying them to Hispanic populations because many interventions are not created with Hispanic populations in mind (Bermudez et al., 2011; Chen & Busdy, 2019; Franko et al., 2012). For example, problems around acculturation, Hispanic cultural values, and discrimination may contribute to family cohesion issues which may go unidentified when using therapeutic interventions that do not consider these factors. Hence, why multiple authors and myself recommend that clinicians and researchers must expand their knowledge of lived experiences of Hispanic populations. Specifically, regarding acculturation issues (Lopez & Corona, 2012; Méndez & Cole, 2014), discrimination (Kim & O'Brien, 2018; Terrazas et al., 2020; Valdez et

al., 2019), and cultural values (Calzada et al., 2013; Falconier, 2013; Hershberg, 2018; Noah & Landale, 2018), which may augment available therapeutic interventions for clinical practice and inform researchers in creating culturally appropriate treatments for Hispanic populations.

I reiterate what a number of the articles' authors encouraged, clinicians, need to explicitly discuss with their clients' possible issues of acculturation and discrimination, especially how they influence intergenerational family patterns. I encourage researchers to create family therapy interventions that work with acculturation issues for Hispanic populations. Simultaneously, with an increased awareness of Hispanic populations' lived experiences, it is vital to respect the person in the therapy room and Hispanic populations as diverse beings. Essentially, this is meant not to use the commonly identified lived experiences as a tool to stereotype and pathologize people.

As Manongdo and Ramírez (2011) and Hershberg (2018) noted, Hispanic populations are heterogeneous and would greatly benefit from C/MFT researchers researching the heterogeneity of these populations. The term Hispanic populations may create ease when discussing or writing about them, though it creates a false sense of homogeneity. Hispanic populations are incredibly diverse, with unique customs, languages, and cultural values, to name a few characteristics that impact the family system in many ways; therefore, specific family interventions for individual Hispanic populations would best serve them. There are many enclaves of Hispanic populations throughout the U.S. who may be willing to engage with family researchers to help create culturally appropriate family therapy treatments.

Future Research

There are multiple issues that Hispanic populations encounter living in the U.S. that may interact with one another in negative ways, such as increased mental health issues. In this study,

the author brings some public attention to how Hispanic populations are considered in articles across 17 journals between 2011 and 2020 that C/MFTs often use as a resource for therapeutic practices and research. Though the study touches on the complexity of Hispanic populations' lives, there is much more to be studied about these populations that may benefit the field.

However, the first research step is to produce more research focused on Hispanic populations. A little less than five percent of articles across 17 journals in ten years met the inclusion criteria for my study. Some of them solely reported demographic information of Hispanic populations in their studies; therefore, there may be fewer articles on Hispanic populations than reported in this study. Future studies on Hispanic populations may be advantageous to incorporate aspects of the clinical and research implications stated above, such as issues around acculturation, discrimination, Hispanic cultural values, and heterogeneity in Hispanic populations.

Limitations

Because for the inclusion criteria for my dissertation I used terms Mexican, Puerto Rican, Latin*, Cuban, Dominican, my study may have left out articles that used specifically Central and South American countries' names, as opposed to using a more generalized term such as Hispanic or Latinx. Therefore, further follow-up studies would want to include the various countries in South and Central America or at least add the terms "South Americ* OR Central Americ*" to their research study. Also, looking solely at the articles' components for Hispanic terms for gathering data on Hispanic populations may have limited the number of articles included in my study. I suggest that additional research strategies be implemented, such as including articles that contain the Spanish language in the articles' components. However, Hispanic populations often have multiple languages that are spoken therefore those languages should perhaps be included as well.

Concluding Remarks

Hispanic populations, immigrants who are documented and undocumented, and U.S.-born, comprise multiple types of U.S. families, a common one is mixed-status families. Hispanic populations are vastly diverse and unique with multiple lived experiences, which is rapidly growing in the U.S. and has been for decades. I think about what Vice President Kamala Harris (2021) said on June 7th, "Do not come...you will be turned back." to multiple Guatemalan and other Hispanic immigrants. This sentiment is not new and has been a common rhetoric used by many of Vice President Kamala Harris's predecessors. There is no going back. Guatemalan and other Hispanic immigrants make up many U.S. families, and anti-immigrant U.S. policies continue to separate them. So, I say, "Go back" to clinical and research offices to create more culturally appropriate care informed by anti-oppression morals so we can better support Hispanic populations.

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APPENDICES

Appendix A: Qualitative Tables

Table A1.

Initial Codes for Thematic Analysis

Allison's:	Maya's:	Courtney's:
Strengths based approach	Absent father	Binge Eating/Body Dissatisfaction SES Education Obesity/BMI
-culturally sensitive	education came up briefly regarding fm having to choose between school and family obligations/. Mostly about familismo cultural values interaction amongst ind. And o/ fm;	Hispanic demographic mentioned only
-single motherhood	Emotional response; Poverty/SES	Hispanic demographic mentioned only
-SES	education / absent parent due to labor migration (different than separation); father absent for various reasons- death, break up, labor migration	<ul style="list-style-type: none"> • Perfectionism • Parental Dynamics (parental criticism, parental expectations, and parental investment) • Loneliness • Negative Affective Conditions (depressive, anxious, stress, worry symptoms) • Collectivism/ Interpersonal Relationships
-acculturation	interaction btw youth MH and Maternal supportive parenting considering Hispanic cultural values and differences bet U.S. dominant culture	<ul style="list-style-type: none"> • Underutilization of MH Services • Acculturation • Psychological Distress • Self-Stigma/ Perceived Stigma • Psychocultural variables (ethnic identity, other-group orientation, perceived discrimination)
-colonizing	education and economic standing seen as possible risk/ self-esteem and ethnic identity as resource (documented protective bennies for MA); intergenerational depression	<ul style="list-style-type: none"> • Intersectionality • Financial Strain • Career Barriers • Perception • Self-Efficacy
-mothers needs	Low-income effects on couples	<ul style="list-style-type: none"> • Elderly/Old Age Structure • Language Barriers/ Underserved • Marital Satisfaction
-language	Transmission of family conflict over family generations	<ul style="list-style-type: none"> • Acculturation • Low Self-Disclosure • Cultural Values (familismo, fatalism, collectivist) • Underutilization of MH services

-empowerment	Cultural Differences between FOO and partner relationship satisfaction	Binge Eating/Body Dissatisfaction SES Education Obesity/BMI
-need for more research	Racism intersecting with being Queer; intersectionality	Hispanic demographic mentioned only
legal/immigration status	Cultural Differences AND emotions	Hispanic demographic mentioned only
-stressors associated with status	Dynamic family constellation and possible negative effects; Migration experience	<ul style="list-style-type: none"> • Perfectionism • Parental Dynamics (parental criticism, parental expectations, and parental investment) • Loneliness • Negative Affective Conditions (depressive, anxious, stress, worry symptoms) • Collectivism/ Interpersonal Relationships
-mixed status families	differences of documentation status of Mex mothers and effects considering neighborhood	<ul style="list-style-type: none"> • Underutilization of MH Services • Acculturation • Psychological Distress • Self-Stigma/ Perceived Stigma • Psychocultural variables (ethnic identity, other-group orientation, perceived discrimination)
-stressors impact (on health and resources?) maybe just “impact”	Parenting from afar; parents emphasize children’s education; effects on family constellation/dynamics; anger at absent parent	<ul style="list-style-type: none"> • Intersectionality • Financial Strain • Career Barriers • Perception • Self-Efficacy
-youth psychosocial development	family constellation meaning the shape of family	<ul style="list-style-type: none"> • Elderly/Old Age Structure • Language Barriers/ Underserved • Marital Satisfaction
-family systems	SES effects on Family Functioning	<ul style="list-style-type: none"> • Acculturation • Low Self-Disclosure • Cultural Values (familismo, fatalism, collectivist) • Underutilization of MH services
-immigration process	Demographic mentioned only	Binge Eating/Body Dissatisfaction SES Education Obesity/BMI
gender		Hispanic demographic mentioned only
-youth psychosocial		<ul style="list-style-type: none"> • Acculturation • Low Self-Disclosure • Cultural Values (familismo, fatalism, collectivist) • Underutilization of MH services
stressors/acculturation		
-familismo		
-family system (?)		
-parental dyad		

"mothers' m.h.		
-mother-child system		
familisimo/cultural values		
-youth psychosocial development		
-traditional gender roles		
-access mh		
-acculturation		
-mother-child dyad		
-extended family		
-father		
youth psychosocial development		
-traditional gender roles		
-mother		
-acculturation		
-parent-child dyad		
-familisimo		
-family systems		
-parent dyad		
immigration		
-traditional gender roles		
-SES		
-dyadic relationship		
-familisimo		
-cultural values		
-acculturation		

Note. Each column is for separate research team members.

Table A2.

Blank Form for Articles Codes with Quotes

<i>Journal</i>	Researcher 1 articles	1-2 Categories of article (e.g., education; family dynamics; healthcare)	Codes/emerging codes	example with page # (familismo impacts the mothers gender role...p.385)
<i>1.American Journal of Family Therapy, impact factor .94</i>	2011: Experiences of Parenting Classes for Mexican American Mothers Parenting Alone: Offering Culturally Responsive Approaches			
<i>2.Contemporary Family Therapy, impact factor .96</i>	2020: Liminal Legality Among Mixed-Status Latinx Families: Considerations for Critically Engaged Clinical Practice			
<i>3.Families, Systems, and Health: The</i>	2016: Comparison of integrated behavioral health treatment for			

<i>journal of Collaborative family healthcare</i> , impact factor 1.95	internalizing psychiatric disorders in patients with and without Type 2 diabetes			
4. <i>Family Process</i> , impact factor 3.53	<p>2018: Longitudinal course and correlates of parents' differential treatment of siblings in Mexican-origin families</p> <p>2019: Latina/o children living with an immigrant mother with depression: Developmental and cultural nuances in recognition and coping</p> <p>2019: Evaluating supervision models in functional family therapy: Does adding observation enhance outcomes?</p>			
5. <i>Family Relations</i> , impact factor 3.08	<p>2011: Sources of parental knowledge in Mexican American families</p> <p>2013: Traditional gender role orientation and dyadic coping in immigrant Latino couples: Effects on couple functioning</p>			

Table A3.

Example of Collated Article with Themes/Subthemes and Quotes

Journal/Article	Themes	Codes	Quotes	
International Journal of Systemic Therapy (formerly Journal of Family Psychotherapy from 1990-2020), impact factor 1.2; percentage that met inclusion criteria: %1.4				
Article: 2014: Engaging Latino Families in Therapy:	Hispanic cultural values: <u>Familismo</u> , traditional gender	• Cultural Values (familismo, fatalism, collectivist)	“Familismo, fatalism, and collectivism are cultural values that	“Latinos’ collectivistic values are manifested in the need to

Application of the Tree of Life Technique	roles, and spirituality		may be important to address and incorporate in order to provide Latino clients with mental health services that are culturally sensitive” (pg. 216)	contribute financial and emotional support and care for children involving multiple family members, which challenges traditional mental health services of working with nuclear family structures” (pg. 217)
	Subtheme: acculturation	• Acculturation	acculturation has a positive impact on mental health services; Latinos who have acculturated more toward mainstream culture are more likely to receive mental health services” (pg. 210)	“acculturation refers to the process of adapting to differing cultures as they come into contact with one another” (pg. 211)
	<u>MH:</u>	Self-disclosure	“One reason Latinos may utilize mental health services less is because Latinos seek other sources of support and assistance” (pg. 210)	“Self-disclosure is another component that affects Latinos use of mental health services. Latinos tend to self-disclose more to individuals who hold similar values and views, indicating that culturally sensible services tailored to the client’s values and views are essential for positive therapeutic outcomes” (pg. 211)
			“Latinos report a lower amount of self-disclosure to family members and friends than do their White American counterparts” (pg. 215)	“With the rise in the Latino population, mental health services need to adapt and provide increasingly more culturally sensible services that incorporate the values held by the culture to diminish underutilization of needed mental health services” (pg. 211)

Table A4.*Thematic Analysis Themes and Subthemes**Figure 0.1*

Themes	Subthemes
Hispanic populations are not main focus of study	
Hispanic cultural norms and values	familismo
Immigration/migration	acculturation
Dynamic family constellations	parenting
Lived experiences	Education
	social economic status (SES)
	mental health
	discrimination

Table A5.*Articles with Minuscule Information on Hispanic Populations*

Journal	year	Author(s) and article title	Extent of information on Hispanic population
<i>The Family Journal: Counseling and Therapy for Couples and Families</i>	2013	Mansfield, A. K., Dealy, J. A., & Keitner, G. I.; Family functioning and income: Does low-income status impact family functioning?	This article is on how low income may affect family functioning had 7% Latino participants. In total they had nine participants who identified as Latino six of which reported low-income (i.e., 17% representation of low-income participants) and three who reported non-low-income (i.e., 3% represented non-low-income). The way in which the statistics were run it appears that no further information can be surmised about the Latino participants.
<i>Journal of Consulting and Clinical Psychology</i>	2013	Webb Hooper, M., Rodríguez de Ybarra, D., & Baker, E. A.; The Effect of Placebo Tailoring on Smoking Cessation: A Randomized Controlled Trial	The article is on the effects of smoking cessation using placebo treatment noted that 29% of participants were Hispanic; no additional information about the study that includes differences between Hispanic and other populations.
<i>Families, Systems, & Health</i>	2016	Andrews, A. R., Gomez, D., Larey, A., Pacl, H., Burchette, D., Hernandez Rodriguez, J., Pastrana, F. A., & Bridges, A. J.; Comparison of integrated behavioral health treatment for internalizing psychiatric disorders in patients with and without type 2 diabetes	Reported 62% of Hispanic people were participants, there were no specific information on Hispanic populations though the authors noted that despite differences in demographics, if participant had type 2 diabetes or not the results showed similar types of internalizing mental health issues and therapeutic alliance.

- Journal of Consulting and Clinical Psychology* 2017 Chambless, D. L., Milrod, B., Porter, E., Gallop, R., McCarthy, K. S., Graf, E., Rudden, M., Sharpless, B. A., & Barber, J. P.; Prediction and moderation of improvement in cognitive-behavioral and psychodynamic psychotherapy for panic disorder Improvement of CBT and psychodynamic psychotherapy for the treatment of panic disorders the authors noted in their limitations section that majority of the participants were White and non-Latino and unsure how generalizable their study would be for other ethnic populations.
- Psychotherapy: Theory, Research, Practice, and Training* 2017 Mattos, L. A., Schmidt, A. T., Henderson, C. E., & Hogue, A.; Therapeutic alliance and treatment outcome in the outpatient treatment of urban adolescents: The role of callous-unemotional traits Their research on therapeutic alliance with urban adolescents with callous-unemotional traits (CU) included 64% Hispanic Americans. The study does not provide specific information regarding differences between race/ethnicity, despite the fact they note that 86% of participants were either Hispanic, African American, or mixed race. Though not reporting any possible differences between race/ethnicity they state that they believe their results can be somewhat generalizable because their study represents diversity in ethnicity and social economic status closely resembling juvenile justice populations.
- Journal of Family Psychology* 2017 Rothenberg, W. A., Solis, J. M., Hussong, A. M., & Chassin, L.; Profiling families in conflict: Multigenerational continuity in conflict predicts deleterious adolescent and adult outcomes In their study they do not clearly delineate the number of Hispanic participants but report that the Hispanic parent participants made up 26% and 33% of Hispanic children, however it is unclear if there were any mixed-race families. Regardless, the participants had to be fluent English speakers, which may have impacted the number of Hispanic participants. Lastly, the study did not provide clear differences between ethnic and White participants, though they reported that family of origin conflict (i.e., parents [G1] and child [G2]) predicts higher rates of alcohol use, less parent support, and parental consistency in next generation (G3).
- Family Process* 2019 Robbins, M. S., Waldron, H. B., Turner, C. W., Brody, J., Hops, H., & Ozechowski, T.; Evaluating supervision models in functional family therapy: Does adding observation enhance outcomes? This study was on if observation added to functional family therapy improve outcomes noted the percentage of Hispanic clients, therapists, and supervisors though did not provide additional information regarding if there were any differences depending on race/ethnicity.
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Appendix B: Quantitative Statistics

Table B1.

Information on Selected Journals

Journal title	Year started	Issue amount per year	Brief aim and scope	Impact factor
American Journal of Family Therapy ^a	1973	5	*Concise & autonomous *Publishes articles on assessment, treatment & research *Focus is couples & families	3.53
Contemporary Family Therapy: An International Journal	1979	4	Current CFT & Systemic theory, practice, training & policy research	4.68
Families, Systems, and Health: The Journal of Collaborative Family Healthcare ^a	1983	4	*Uses a systemic lens integrating the whole individual & their relationships with other systems *Examines family functioning, systems thinking & health.	2.07
Family Process	1962	4	*Multidisciplinary *Journal articles are theoretical, empirical, and practical. *Addresses multiple issues on families, family practitioners, larger systems, & their interactions	2.69
Family Relations	2000	5	*Family research articles *Addresses intervention, education, and public policy *Empirical Studies, Literature Reviews, & Conceptual Analyses	3.08
International Journal of Systemic Therapy (formerly Journal of Family Psychotherapy from 1990-2020)	1985	4	*Focus is systems-based therapy for individuals, couples, families, & community *Publishes original research & conceptual papers *Advances theory, case studies, & innovations in training for diverse, multidisciplinary audience.	5.34
Journal of Consulting and Clinical Psychology ^a	1937	12	Publishes original contributions on the following topics: *Development, validity, & techniques of diagnosis & treatment of disordered behavior *Studies of various populations including medical patients, ethnic minorities, serious mental illness, & community samples *Cross-cultural or demographically focused studies *Studies of personality, assessment & development regarding clinical dysfunction & treatment *Gender, ethnicity, or sexual orientation studies with clear bearing on diagnosis, assessment, & treatment *Psychosocial aspects of health behaviors studies *Studies on populations anywhere on the lifespan are considered.	3.89
Journal of Counseling Psychology	1954	6	*Publishes empirical research in counseling areas to include: *Assessment., interventions, consultation, supervision, training, prevention, education, & advocacy	1.95

			<ul style="list-style-type: none"> *Career & educational development *Vocational psychology *Diversity and underrepresented populations *Development of new measures for counseling activities *Professional counseling psychology issues 	
Journal of Couple and Relationship Therapy: Innovations in clinical and educational interventions ^a	1990	4	<ul style="list-style-type: none"> *Promotes better understanding of healthy adult relationships & how therapy facilitates process *Experts address key treatment issues for all types of adult relationships. 	0.9
Journal of Family Issues	1980	12	<ul style="list-style-type: none"> Covers: <ul style="list-style-type: none"> *Contemporary social issues & problems in marriage & family life *Theoretical & professional issues for those who work with & study families. 	0.35
Journal of Family Psychology	1987	8	<ul style="list-style-type: none"> *Premier family research journal. *Includes systems perspectives re: multiple influences on relationships *Developmental perspectives on relationships formation & sustainability *Cultural perspectives on impact of society & traditions on relationships *Intersection of individual differences & social relationships *Practical components to affect changes in couple, parent, & family relationships. 	1.7
Journal of Family Therapy	1979	4	<ul style="list-style-type: none"> *Goal is to advance understanding of human systems: couples, families, professional networks & wider groups *How to most effectively intervene in such systems. *Publishes articles on theory, research, practice & training, for use to both to family therapists & other disciplines. 	2.37
Journal of Feminist Family Therapy	1989	4	<ul style="list-style-type: none"> *International forum to explore relationship between feminist theory and family therapy theory and practice. 	0.96
Journal of Marital and Family Therapy	1975	4	<ul style="list-style-type: none"> *Variety of topics *Advances understanding & practice of systemic family therapy *Cutting-edge articles *Includes research, theory, clinical practice, & training in marital and family therapy 	6.59
Journal of Marriage and Family	2000	5	<ul style="list-style-type: none"> *Leading family research journal for over 70 years & includes: <ul style="list-style-type: none"> *Original research & theory *Research interpretation & reviews *Critical discussion on all aspects of marriage & other forms of close relationships, & families 	1.2
Psychotherapy: Theory, Research, Practice, and Training ^a	1963	4	<ul style="list-style-type: none"> *Goal is to foster interactions between psychotherapy training, practice theory, & research professionals 	0.94
The Family Journal: Counseling and therapy for	1993	4	<ul style="list-style-type: none"> *Purpose is to advance couples & family counseling theory, research, & practice *Uses a family systems perspective 	1.41

couples and families

Note. ^a Journal was known by a different name before. Brief and scope information came from the journals' websites.

Table B2.

Percentage of Research Types for Articles That Met Inclusion Criteria

Research type	Frequency	Percent	Cumulative percent
Qualitative	65	15.0	15.0
Quantitative	327	75.3	90.3
mixed method	17	3.9	94.2
theoretical	25	5.8	100.0
Total	434	100.0	

Table B3.

Measure of Frequency for Research Type

Type of research	
Valid	434
Missing mode	17 2

Note. The values of the types of research are: 1-empirical qualitative, 2- empirical quantitative, 3- empirical mixed method, and 4 theoretical.

Table B4.

Measure of Frequency for Psychosocial Terms in Articles' Components

	Psychosocial terms					
	Acculturation	discrimination	immigration	mental health	substance use	family cohesion
Number of articles	434	434	434	434	434	434
Mode	0	0	0	0	0	0

Note. Zero is the value for not mentioned in the articles' components.

Table B5.

Frequency and Percent of Psychosocial Terms in Articles That Met Inclusion Criteria Across 17 Journals Between 2011-2020

Psychosocial terms	Frequency	Valid Percent
Acculturation	No	399
	Yes	35
Total		100.0
Discrimination	No	395
	yes	39

Total			100.0
Immigration	No	327	75.3
	Yes	107	24.7
Total			100.0
Mental health	No	268	61.8
	yes	166	38.2
Total			100.0
Substance use	No	403	92.9
	Yes	31	7.1
Total			100.0
Family cohesion	No	419	96.5
	yes	15	3.5
Total			100.00

Table B6.

Frequency Percentages of Psychosocial Terms in Article Components for Each Journal

Journal title	Psychosocial terms					
	Acculturation	discrimination	immigration	mental health	substance use	family cohesion
American Journal of Family Therapy	0.0	0.0	0.0	0.0	0.0	0.2
Contemporary Family Therapy	0.2	0.0	0.9	0.2	0.0	0.2
Families, Systems, and Health: The journal of Collaborative family healthcare	0.0	0.0	0.5	2.5	0.0	0.0
Family Process	1.4	1.4	4.6	5.1	1.2	0.7
Family Relations	0.7	0.9	2.1	2.3	0.0	0.5
International Journal of Systemic Therapy (formerly Journal of Family Psychotherapy from 1990-2020)	0.2	0.0	0.2	0.2	0.0	0.0
Journal of Consulting and Clinical Psychology	1.2	0.9	1.2	9.4	3.2	0.2
Journal of Counseling Psychology	0.9	3.0	1.6	5.8	0.5	0.0
Journal of Couple and Relationship Therapy: Innovations in clinical and educational interventions	0.2	0.2	0.2	0.2	0.0	0.0

Journal of Family Issues	1.4	1.6	4.6	1.8	0.0	0.0
Journal of Family Psychology	1.2	0.5	3.2	6.7	1.6	0.7
Journal of Family Therapy	0.0	0.0	0.0	0.0	0.0	0.0
Journal of Feminist Family Therapy	0.2	0.0	0.2	0.0	0.0	0.0
Journal of Marital and Family Therapy	0.0	0.0	0.2	0.2	0.0	0.0
Journal of Marriage and Family Psychotherapy: Theory, Research, Practice, and Training	0.5	0.0	4.1	1.2	0.0	0.2
The Family Journal: Counseling and therapy for couples and families	0.0	0.5	0.2	0.7	0.0	0.0
	0.0	0.0	0.7	1.8	0.7	0.7

APPENDIX C: Reference List for Thematic Analysis Articles

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APPENDIX D: Excerpt of Personal Notes on Thematic Analysis

4.23.22 notes for myself regarding thematic analysis

(me going over the new terms with the excel spreadsheet)

Yesterday I was thinking that familismo would go with family cohesion because a part of familismo is about family closeness, however it is also about thinking and prioritizing the family over individual self. Essentially, a new category could have been made called cultural values that may include this as a subgroup. Therefore, I am not going to include this in family cohesion terms, but rather note that cultural values will probably be a subtheme/theme where familismo will be included in that.

I think Immigration stress can have it's own theme as well or potential category

Regarding acculturation and the strategies, articles that may have used one of these words but not in the context of the idea of acculturation were not included in the frequency of the term being used (e.g., integration of asthma management and family needs; [Everhart et al., 2014]).

Working on new terms to include in the frequency of terms. Drug use and drug abuse are older terms to describe substance use.

Regarding family cohesion: I included family closeness because the original ideal based on Olson et al 1979 states it is about balancing enmeshed and disengaged parent child relationships. Some articles highlight interdependence in families, however similar other terms maybe I used both family cohesion and family closeness only to identify the emotional closeness within family member relationships, not other aspects of interdependence or familism part regarding behavioural processes prioritizing family over individual needs.

Limitations:

Despite trying to be sensitive to include acculturation and the strategies associated with it, wording of some abstracts and/or the article itself may elaborate on acculturation and other terms identified. These were missed and is a limitation of my study. Example, "no but in abstract author write, "the integration of the U.S. and Mexican culture is an important process associated with Mexican-origin youths' adjustment and family dynamics." which seems like essentially acculturation"

Inclusion criteria:

Some articles had non-hispanic in abstract and seemed to have met inclusion criteria however I excluded these articles when they also lacked additional terms such as Latino/x/e, Hispanic, Mexican etc. Similarly articles that had Latin-some statistic wording were also excluded if it did not also have terms related to Hispanic.

Seems like Acculturative stress and immigration related stress can be their own thing, probably two different things but neither belong in acculturation or immigration term category as it feels like they add more depth and breadth or they include a lot more than either solatory category.

Seems to be a theme of family members separation, ambiguous loss, across countries parenting, extended family members watching/taking care of children. Family members absent because still back in country of origin

I notice a pattern that if the article isn't specifically about Hispanic/Latinx population it often doesn't mention acculturation, discrimination, immigration. Well most articles do not mention discrimination but the effects of discrimination on the population.

Because of this it may be that I am onto something by including acculturation, immigration, and discrimination in my content analysis which is really good news.

Some articles point out the need to consider differences of national origin o the multiple countries that are included in the terms Hispanic/Latinx etc.

Just because some of the terms are not showing up in the title, abstract, or keywords doesn't necessary mean that the article won't mention them at a later time. Regarding my study so far there seems to be a pattern if the article seems focused on Hispanic pop then it tends to mention many of the terms in the title, abstract, and/or keywords.

Biculturalism comes up frequently, bilingual as well,
Cultural values- familismo, simpatia, respeto

Well-being connected to mental health via psychological well being, ex. "Offspring Migration and Parents' Emotional and Psychological Well-being in Mexico" by Jenjira J. Yahirun, Erika Arenas, 2018 JMF

Mixed-status in families, undocumented/documentated; legal status, etc. multiple ways describing various fam mem who may or may not be citizens.

Neighborhood and safety seems to come up together; violence. I get a sense that as often as it comes up the impression I get is that neighborhood safety and environment impacts Hispanic families despite if immigrant or not, Hispanic families may be living in unsafe neighborhoods.

Acculturative stress I decided it is separate from acculturation term(s) I think it can be its own thing.

Grandmother is mentioned quite a bit when it comes to extended relatives

I didn't include Mexican-origin with immigration because it seemed to vary depending on author

Segmented Assimilation and Attitudes Toward Psychotherapy: A Moderated Mediation Analysis
this article states on page 2 why I kept acculturative stress separate with "The stress these immigration-related issues cause is referred to as "acculturative stress." Hovey and King (1996) stressed the importance of treating acculturative stress as a construct separate

from acculturation. They argue that assuming acculturation is stressful is inaccurate and urge researchers to examine the link between mental health outcomes and acculturative stress specifically. Hwang”

Resilience is mentioned quite a bit

4.24.22

Substance use:

It is important to note that I will include things like binge drinking in addition to substance use and the various SUD.

Education of Latinx population a lot on college Latinx students and possible dissonance between Mexican cultural values, etc.

Language is a repeated thing I have seen

Religion seems to come up quite a bit as well, wondering if that would fit under cultural values

Family cohesion but not

Regarding family member absence due to deportation, family split up, etc. may be related to immigration term

Averting Another Lost Decade: Moving Hispanic Families From Outlier to Mainstream Family Research; Lopez, 2015

This article denotes the need even back in 2015 to research Hispanic families in the U.S. as they are growing. What I am doing and wanting is not a new concept, so if not now then when?

Documentation status

Wellbeing:

Is used in this article as, “and well-being (i.e., depressive symptoms and self-esteem)”

Family Socialization for Racism and Heterosexism: Experiences of Latinx Sexual Minority Adolescents and Young Adults

Anti-immigrant policies

Limitations:

There are definitely limitations to my study regarding terms because for example for discrimination there are wording such as intersectionality, oppression, etc. additionally, Some authors may have used the terms foreign born, but not immigrant not to say that all foreign born people in the U.S. are immigrants; or Mexican Origin instead of immigrant.

4.28.22

I just read an article by Mansfield et al., (2013) where Hispanic population was mentioned in the abstract as a demographic population. The rest of the article I noticed nothing specific about Hispanic people. Also there was no mention if the measures were culturally appropriate to use with this population, and there was an exclusion of people who didn't speak English which may have limited the amount of Hispanic populations involved in study despite the area having quite a bit of Hispanic people in Rhode Island hospital.

The article didn't mention anything related to measuring/instruments a good fit for Hispanic populations, nor any mention of cultural fit of measures. Didn't talk about acculturation, discrimination, immigration or substance use.

It did mention MH and family cohesion, family cohesion was mentioned at the end on how it has been reported to help with negative effects of poverty. None of the measures findings were split up by race solely just income as expected.

5.1.22

Hershberg, R. M. (2018). Consejos as a Family Process in Transnational and Mixed-Status

Mayan Families. *Journal of Marriage and Family*, 80(2), 334-348. 10.1111/jomf.12452

This article discusses how consejos are being used by Mayan/Guatemalan parents who migrated to the U.S. for work. Consejos has been noted in other Latino countries. It seems like consejos, giving advice to their children transnationally is also most like a strategy to try to maintain emotional family closeness despite residing in a different country. Having had migrated to the U.S. it has made it so other family members have to do both consejos and mandated actions of the children which the children often do not appreciate. The family constellation having had changed a lot affects all parts of the family.

Education was brought up a lot where in the consejos the parent abroad often would relate to their children to stay in school.