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**Dating violence in Latine LGBTQ+ adolescent relationships:  
treatment considerations**

Tatiana Pinkley

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Pepperdine University  
Graduate School of Education and Psychology

DATING VIOLENCE IN LATINE LGBTQ+ ADOLESCENT RELATIONSHIPS:  
TREATMENT CONSIDERATIONS

A clinical dissertation submitted in partial satisfaction  
of the requirements for the degree of  
Doctor of Psychology

by

Tatiana Pinkley

June 2023

Carrie Castañeda-Sound, Ph.D. – Dissertation Chairperson

This clinical dissertation, written by

Tatiana Pinkley

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF PSYCHOLOGY

Doctoral Committee:

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## DEDICATION

To my family, thank you for your never-ending support and love through all my educational and professional endeavors. To my sister, thank you for always listening to me, even when I ramble about unnecessary details or when you don't understand what I'm talking about. Hopefully this will be the final graduation you'll have to attend for me.

To my husband, Mgo. Thank you for all you have done to support me throughout this long journey. I could not have made it to where I am today without you and your love. Thank you for your understanding whenever school or work had to come first. Thank you for your encouragement when I needed it the most and for helping me remember my why. Ես քեզի կը սիրեմ յաւիտեան, հոգիս.

To my friends, my accountability buddies, my survival group. Words cannot express how grateful I am to have found people I can cry with at Disneyland. I could not have completed this journey without your support, memes, and love.

Para mi familia, gracias por apoyarme y enseñarme. Շնորակալութիւն իմ նոր ընտանիքիս եւ ձեր սէր ու աջակցութեան համար.

To my supervisors and mentors who have modeled the confidence needed to make it to this point and pushed me outside of my comfort zone, thank you for paving the way.

To all of those who believed in me when I doubted myself and my abilities, thank you for continuing to cheer me on and hype me up.

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## VITA

**Education**

Doctor of Psychology in Clinical Psychology **Expected May 2023**  
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 Specialty Tracks: Multicultural Psychology, Humanistic and Existential Psychology

**Master of Arts in Applied Psychological Sciences August 2017**  
 Pacific University School of Graduate Psychology

**Bachelor of Arts in Child/Adolescent Development; Psychology May 2014**  
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 Dean's List

**Awards and Distinctions**

Psychology Honors Society: Psi Chi **2015-Present**

**Clinical Experience**

**Doctoral Intern 08/21-08/22**

**L.A. County Department of Mental Health-Specialized Foster Care**  
*Primary Supervisor: Irma Vazquez-Perez, Psy.D. Los Angeles, CA*  
*Secondary Supervisor: Yoshado Lang, Ph.D.*

- Conduct comprehensive intake evaluations with children and their families and create client-specific treatment plans to improve clients' functioning and quality of life.
- Provide weekly Spanish and English child psychotherapy, including individual and family therapy, to increase insight, build coping skills, and decrease client's symptomatology.
- Assess client's level of risk and take appropriate steps when necessary.
- Manage client's electronic charts by maintaining up to date progress notes, treatment plans, addendums, and client assessments to ensure proper documentation of treatment interventions and adherence to ethical and legal standards on Avatar.
- Collaborate with a multidisciplinary team both within the agency (including case manager, substance abuse counselor, family therapists, psychiatrists, nurses, and appropriate supervisors) and outside of the agency (including social workers, supervising social workers, teachers, and attorneys) to provide continuity of care for clients and their families.
- Conduct comprehensive intake evaluation with adult patients in both English and Spanish to gather relevant information regarding their current symptoms and assigning each patient to an appropriate therapist for ongoing mental health treatment.
- Attend weekly didactic seminars focused on psychiatric conditions, assessment considerations, and cultural issues with the foster care population.

**Psy.D. Practicum Trainee 09/20-06/21**

**Casa Pacifica Wraparound Services**  
*Supervisor: Kimberly Bennett, Ph.D. Camarillo, CA*

- Implement behavioral interventions with clients and their families to meet the established treatment goals.
- Create a safety net of natural and community connections with the client and their family.

- Conduct weekly family meetings to facilitate family reunification.
- Coordinate with multidisciplinary team members (e.g., social workers, therapists, family facilitators, parent partners, court appointed special advocates, and attorneys) to provide continuity of care for clients and their families.
- Maintain updated documentation regarding interactions, treatment plans, and progress using Avatar.
- Attended weekly didactic training seminars regarding relevant issues within the foster care population.

**Psy.D. Practicum Trainee****08/19-07/21****Institute for Girls' Development***Supervisors: Grace Goodman, Psy.D.; Melissa Johnson, Ph.D.***Pasadena, CA**

- Co-facilitate psychoeducational processing groups for adolescents related to resilience, assertiveness, self-care, stress, and transitions.
- Provide outpatient psychotherapy to a diverse population of children, adolescents, and their families, who present with a variety of problems including, anxiety, depression, trauma, bereavement, marital discord, adjustment related-disorders, and substance-related disorders.
- Conduct comprehensive intake interviews with clients and families to develop treatment goals to better serve the client's needs.
- Administer, score, and interpret neuropsychological and diagnostic tests.
- Attend weekly team meetings to maintain natural supports with team members.
- Transitioned therapy services via telehealth (due to COVID-19 restrictions), reviewing HIPAA and telehealth policies, providing individual psychotherapy via telehealth video calls.

**Psy.D. Trainee****08/19****Rich & Associates: Friendship Island Social Skills Camp***Supervisors: Erika Rich, Ph.D.; Seth Shaffer, Psy.D.***Westwood, CA**

- Participated as a co-counselor for a therapeutic summer camp for children ages 5-15 experiencing social and behavioral difficulties.
- Led fun summer camp activities that were designed to teach children ways to improve their social functioning, emotional regulation, and problem-solving skills.
- Collaborated with co-counselors during peer supervision groups each day of camp to discuss the strengths and struggles of the day.
- Documented strengths and struggles of three to four campers for the week based on their treatment goals.

**Bilingual Neuropsychology Assessment Extern****09/18-06/19****Olive View-UCLA Medical Center***Supervisors: Brandon Birath, Ph.D.; Xavier Salazar, Psy.D.; Yurivia Cervantes-Manzo, Ph.D.***Sylmar, CA**

- Conducted clinical interviews with patients (and family members, where appropriate).
- Reviewed relevant medical records. Administered, scored, and interpreted extensive neuropsychological test batteries in both English and Spanish.
- Prepared a written report of the findings and conclusions.
- Presented cases at weekly case conferences.

**Bilingual Psy.D. Trainee** **09/17-08/20**  
**Pepperdine Community Counseling Center**

*Supervisors: Anat Cohen, Ph.D.; Anett Abrahamian-Assilian, Psy.D.* **Encino, CA**

- Provided outpatient psychotherapy to a diverse population including children, adolescents, adults, and families, who present with a variety of problems including anxiety, depression, trauma, bereavement, personality-related disorders, marital discord, adjustment-related disorders, and substance-related disorders.
- Conducted intake interviews with clients and developed treatment goals to better serve the client's needs.
- Administered and interpret various patient measures including the Patient Health Questionnaire (PHQ-9), Outcome Questionnaire-45.2 (OQ-45), Youth Outcome Questionnaire (YOQ; Parent and Youth Self-Report), and the Working Alliance Inventory-Short Version (WAI-S).
- Provided on-call duties, including carrying a pager and responding to clinical emergencies, as needed.
- Provided psychoeducational presentations to students and parents about different types and effects of bullying.
- Transitioned therapy services via telehealth (due to COVID-19 restrictions), reviewing HIPAA and telehealth policies, providing individual psychotherapy via telehealth video calls.

**Children of the Night (COTN)** in association with PCCC

- Provided psychotherapy to individuals (ages 11-17) who are experiencing trauma due to sex trafficking, sexual and physical abuse, substance abuse, and self-injurious behavior.
- Attended didactic training sessions on the topic of trauma.

**Bilingual Clinical Intern-Master's Level** **09/16-07/17**  
**Domestic Violence Resource Center**

*Supervisor: Gayle Sheller, LCSW* **Hillsboro, OR**

- Provided outpatient therapy to a diverse population, including children, adolescents, and adults who presented with a variety of problems relating to trauma due to intimate partner violence.
- Conducted intake interviews with clients and developed treatment goals to better serve clients' needs.
- Co-facilitated psychoeducational processing groups about the effects and warning signs of interpersonal violence.

**Research Experience**

**Pepperdine University** **09/17-Present**

**Doctoral Dissertation**

*Dissertation Chairperson: Carrie Castañeda-Sound, Ph.D.* **Los Angeles, CA**

- Title: Dating Violence in Latine LGBTQ+ Relationships: Treatment Considerations
- Develop a doctoral dissertation using a critical literature review of available interventions when working with culturally-diverse adolescents experiencing intimate partner violence.
- Provide the therapist community with resources to effectively work with this population.

### **Outreach and Education**

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- California Psychological Association, Graduate Student Affiliate 2017-Present
- California Latino Psychological Association 2021-Present
- National Latinx Psychological Association 2017-Present
- Los Angeles County Psychological Association 2022-Present

### **Other Work Experience**

**Associate Editor** 12/22-Present

**APA Division 35 Newsletter**

*Supervisor: Courtney Crisp, Psy.D.* Los Angeles, CA

- Assist with approval of articles and topics for quarterly newsletter.
- Design and organize submissions prior to distribution.
- Gather and incorporate feedback from members of the division to improve the newsletter.

**Online Master’s Program Teaching Assistant** 01/20-03/23

**Pepperdine University**

*Supervisor: Princess Walsh, Psy.D., LMFT, LPCC* Los Angeles, CA

- Review students’ weekly journals, dyad training videos, and other assignments.
- Provide feedback on students’ training videos to assist with their implementation of basic clinical skills into their individual and group therapy work.

**Psy.D. Teaching Assistant** **08/20-12/20**  
**Pepperdine University**

*Supervisor: Shelly Harrell, Ph.D.*

**Los Angeles, CA**

- Review students' weekly journals, bi-weekly interview videos, and provide feedback.
- Conduct a weekly small-group discussion about multicultural and diversity issues.

**Master of Arts in Clinical Psychology (MACLP) Teaching Assistant** **08/20-12/20**  
**Pepperdine University MACLP**

*Supervisor: Teyhou Smyth, Ph.D., LMFT*

**Los Angeles, CA**

- Facilitate students' understanding and implementing basic clinical skills into work with clients.
- Prepare students for their first practicum training positions.

**Psy.D. Assessment Teaching Assistant** **09/18-06/20**  
**Pepperdine University**

*Supervisor: Alison Vargas, Psy.D.*

**Los Angeles, CA**

- Reviewed students' assessment batteries and provided feedback.
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**Diversity Committee Representative** **09/19-06/20**  
**Pepperdine University**

- Collected suggestions from the larger student body to help create a more inclusive environment for all students.
- Created a more inclusive environment for students from diverse backgrounds by compiling or creating resource information packets with relevant topics.
- Addressed diversity concerns with appropriate faculty and administration.

**Student Government Treasurer** **09/16-07/17**  
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- Processed reimbursement forms from students.
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- Assisted with planning student events throughout the academic year.

## ABSTRACT

According to the Centers for Disease Control and Prevention (CDC), violence—both sexual and physical—within adolescent dating relationships has become a significant public health concern. This is especially true for sexual minority youth of color. As such, it is a prevalent and necessary topic in many therapeutic settings. However, many of the treatment protocols in place do not address or take into consideration various cultural identities of the clients in question. This study reviewed the scholarly literature regarding the prevalence of dating violence within the LGBTQ+ Latine community, the risk factors of intimate partner violence within this community, interventions that are available for clinicians working with this population, common themes in the literature for working with sexual minority Latine youth, gaps in the literature that can be addressed with future research, and recommendations for clinicians to consider in their work with this population.



## Chapter 1: Introduction

During adolescence, individuals often are in the process of discovering and forming their own identities while transitioning from childhood to adulthood. It is also typically the time during which many individuals explore their sexual and cultural identities. Unfortunately, some teens have the added experience of violence in relationships. In fact, it has been found that the rate of adolescents experiencing dating violence has increased over the years (*Fast Facts*, 2022). The CDC found that approximately one in twelve (8%) adolescents had experienced physical dating violence during the previous 12 months and another 8% had experienced sexual dating violence in the previous 12 months (*Fast Facts*, 2022). In addition to the myriad of adverse effects of being in an abusive relationship, adolescents are particularly vulnerable at this time in their lives, with some factors putting some adolescents at higher risk than their peers. Considering the high rate of intimate partner violence among adolescents, it is appropriate to conclude that this topic would be of particular interest to researchers and clinicians. A number of articles and studies have examined the appropriateness of different therapeutic interventions that can be utilized when working with this particular population. However, these interventions are primarily geared towards working with a specific demographic—Western, educated, industrialized, rich and democratic (WEIRD) societies (Henrich et al., 2010). The proposed study is designed to provide support for clinicians who are working with adolescents who are culturally diverse, such as gay Latine youth. More specifically it will address this gap by critically reviewing the literature that is in the field and placing the information in a singular location to be easily accessed by clinicians who work with adolescents and their families.

## Chapter 2: Review of the Literature

### Definition of Terms

Before delving into the literature review, this section will introduce and briefly define key terms used throughout this dissertation to facilitate a more coherent understanding of the topics of interest that serve as the primary focus of this research project.

1. *Intimate Partner Violence*: “physical violence, sexual violence, stalking, or psychological harm by a current or former partner or spouse. This type of violence can occur among heterosexual or same-sex couples and does not require sexual intimacy” (Gladden et al., 2014, p. 1). This term is sometimes used interchangeably with *interpersonal violence*.
2. *Intimate Partner*: “a person with whom one has a close personal relationship that may be characterized by the partners’ emotional connectedness, regular contact, ongoing physical contact and sexual behavior, identify as a couple, and familiarity and knowledge about each other’s lives. The relationship need not involve all of these dimensions” (Breiding et al., 2015, p. 11).
3. *Teen Dating Violence*: “a pattern of abusive behavior used to control another person” (Offenhauer & Buchalter, 2011, p. 7).
4. *Adolescence*: the time period when an individual is between 10 and 19 years of age (Sacks et al., 2003).
5. *Latinx/Latine/Latino*: people who trace their heritage to a Latin American country or countries, regardless of where they currently reside (“What’s in a Name?,” 2019). In order to be more inclusive, this writer will use “Latine”.

6. *LGBTQ*: acronym for lesbian, gay, bisexual, transgender, and queer or questioning individuals; this acronym is sometimes used interchangeably with LGBT, LGBTQ+, and LGBTQIA (*Defining LGBTQIA+*, n.d.).

### **History of Intimate Partner Violence**

Throughout history, the definitions of *standard* or *appropriate* behaviors within society shift, and are greatly influenced by biology, psychology, and medicine (Pache, 2020). As society has continued to progress, intimate partner violence has changed from being deemed socially acceptable or appropriate to being considered a crime.

Intimate partner violence has been documented within the United States since the early settlers. There is a history of laws and regulations allowing for male settlers to physically discipline their wives for correctional purposes as men were considered to be responsible for their wives and daughters (*Domestic Violence Timeline*, n.d.). The first laws concerning domestic violence were passed in the 18th century. These laws were specifically created to limit the type of violence that was used rather than working to prevent it (Walker, 2015). For example, one of the laws passed at this time related to the size of the stick a man could use to beat his wife (Shannon, 2009). While these laws and regulations were amended or modified over time, “wife-beating” was not made a crime in the United States until 1882 (*Domestic Violence Timeline*, n.d.). Even after the passage of this law in Maryland, it was still 25 years until the first Family Court was created in Buffalo, New York with the intention to resolve familial problems through social services (*Domestic Violence Timeline*, n.d.).

It was not until the 1960s when women began to fight and protest for their own rights, as well as being seen as separate from their fathers and/or husbands, that the focus began to shift to spreading awareness and reducing the instances of gender-related violence against women

(Walker, 2015). Until this point, men were seen as being responsible for their wives and daughters, a mentality they utilized to justify the abuse against them. The 1960s was simply the beginning of the fight for gender equality as many milestones were accomplished in the 1970s. Below is a brief history of relevant events that occurred from 1970 until the present related to domestic violence in the United States.

**Table 1**

*A Brief History of Domestic Violence in the United States*

| <b>Date</b>   | <b>Event</b>   |
|---------------|--|
| 1970          | Women began to plan and attend feminist rallies to raise awareness about the violence perpetrated against women.   |
| 1977          | Women from across the country collaborated to create a newsletter to be distributed nationwide. This newsletter included programs and shelters for women and children fleeing from abuse (Patterson et al., 1977). Additional publications were created following this initial one.                                |
| 1977          | The first Take Back the Night march occurred.  |
| 1977          | The Marin Abused Women's Services (MAWS; now called the Center for Domestic Peace) was founded.  |
| 1977          | First abuser education program created.  |
| November 1977 | First International Women's Year Conference was held.  |
| January 1978  | United States Commission on Civil Rights (USCCR) sponsored the Consultation on Battered Women: Issues of Public Policy meeting.  |
| 1978          | National Coalition Against Domestic Violence was created.  |
| 1980          | The 1980s saw a marked increase in the number of publications and films addressing the issue of domestic violence, sparking more conversations and efforts to reduce violence against women. The United States Department of Health and Human Services established the "first measurable objectives for violence". |
| 1980          | Teen Dating Violence Curriculum established.   |
| 1980          | The Family Violence Prevention Fund (now called Futures without Violence) was created.   |
| 1980          | Marin Abused Women's Services created one of the first programs geared towards re-educating men as well as a hotline to help "deter men from engaging in violence".  |
| October 1981  | The first annual Domestic Violence Awareness week was celebrated.  |
| 1982          | The first National Women of Color conference was held.   |
| 1983          | The concept of intersectionality was introduced.   |
| 1984          | The widely used Power and Control Wheel was created.   |
| 1984-1989     | Additional networks were created were created to support different intersections of women suffering from abuse.  |
| 1992          | The CDC worked at addressing violence among youth in the United States.  |

| Date          | Event  |
|---------------|--|
| 1992          | The first practical guide for counselors, educators, and parents to help stop teen violence was created.   |
| 1993          | World Conference on Human Rights held, sparking the drafting of the Violence Against Women Act.  |
| 1994          | The Violence Against Women Act (VAWA) was passed by Congress.  |
| 2006          | The first National Teen Dating Violence Prevention and Awareness Week was observed.  |
| February 2010 | The first National Teen Dating Violence Prevention and Awareness month is celebrated.  |
| 2010          | The CDC's National Center for Injury Prevention and Control launched the National Intimate Partner and Sexual Violence Survey (NISVS), a "nationally representative telephone survey" which is still utilized today. |
| 2010          | Dating Matters, an interactive training for educators, youth-serving organizations, and others who work with adolescents, was released through a partnership between Liz Claiborne, Inc. and the CDC.                |
| December 2010 | The United States Family Violence Prevention Services Act was enacted as Public Law.   |
| February 2013 | Violence Against Women Act was renewed for an additional five years.   |

Note. From *Domestic Violence Prevention: A History of Milestones and Achievements*, by VAWnet, National Resource Center on Domestic Violence (NRCDV). Copyright 2013 by NRCDV. Reprinted with permission.

As seen in this brief history of advocacy and policy about domestic violence in the United States, most of the efforts were primarily geared to address intimate partner violence (IPV) with adult women. There appears to be an implication that the organizations and publications also addressed the effect the IPV against adult women had on children who were also living in the home, however there were very few efforts created to address violence among adolescents, and even fewer created to address adolescent dating violence specifically.

### **Adolescent Dating Violence**

Adolescent dating violence or teen dating violence (TDV) is described as harmful partner-directed behaviors that occur in adolescent romantic relationships (*Fast Facts*, 2022). As with IPV in adulthood, there are serious short- and long-term effects that are associated with dating violence in adolescence. Some of these effects are substance use, depression, school failure, eating disorders, early pregnancy, suicide attempts, and injuries needing medical attention (Wincentak et al., 2017). When these experiences occur, the effects can be carried throughout one's life and can impact the development of relationships in the future ("Dating and

Romantic Experiences in Adolescence,” 2003). Thus, this is a critical time that can be overlooked in research as dating violence is a traumatic event (Duffee et al., 2021).

### **Risk and Protective Factors**

While much of the scholarly research aims to develop IPV prevention programs, several groups of researchers also have identified risk and protective factors for teen dating violence. Some of these factors are merely correlations that have been found to coincide with instances of adolescent dating violence, but some researchers have uncovered factors that are causally linked to dating violence.

In 2013, Vagi et al. set out to create a comprehensive list of risk and protective factors for adolescent dating violence perpetration. They reviewed 20 articles published between 2000-2010, using search terms to help identify 53 risk factors and six protective factors in nine categories. They categorized both the risk and protective factors in terms of individual level or relationship level based on the level of social ecology—that is, the level of interaction between individuals and the environment around them—that fit the factor best. In their research, they found that the most commonly researched individual level risk factors for dating abuse perpetration were depression, race/ethnicity, general aggression, and prior dating violence, with the first two risk factors being mentioned in three different studies and the latter two being mentioned in two different studies (Vagi et al., 2013). They found that the most commonly mentioned relationship level risk factors were engagement in peer violence, friends perpetrating adolescent violence, and parental marital conflict, with each of these factors being mentioned in two different articles (Vagi et al., 2013). With regards to the protective factors, they found that there were very few mentioned in the 20 articles reviewed. The researchers identified cognitive dissonance, higher levels of empathy, higher grade point average, and higher verbal IQ scores as

the individual level protective factors (Vagi et al., 2013). Finally, they identified positive relationships with the mother and a positive attachment to school to be protective factors at the relational level (Vagi et al., 2013).

Another of the aims of Vagi et al. (2013) was to determine if correlates of dating violence could be classified as risk or protective factors in an effort to help future researchers and practitioners create more accurate prevention programs (Vagi et al., 2013). Using Hill's Criteria of Causation, "which suggests that features such as the strength of an association, its consistency, specificity, plausibility, [dose-response relationship] coherence with existing evidence, and the temporal relationship with the outcome be considered" (Vagi et al., 2013, p. 634), they were able to establish causality more clearly between these factors and dating violence perpetration. The researchers expanded the definition of dating relationships to include "hooking up," "going with," and "friends with benefits" due to the amorphous and often complex nature of teen relationships (Vagi et al., 2013, p. 634). In this study, they defined protective factors as variables that "were reported more frequently among individuals who perpetrated dating violence than those who did not" while also ensuring that temporal order had been established by previous researchers (Gutman, Sameroff, and Eccles, 2002 as cited in Vagi, et al., 2013, p. 634). They defined protective factors as "those that were both directly associated with less dating violence perpetration and for which there was evidence that the exposure (measured at Time 1) preceded the outcome (measured at Time 2)" (Vagi et al., 2013, p. 635). With these restrictions, they were able to narrow down their search results to 20 articles that met the criteria for inclusion in the review. While 19 of the 20 articles identified risk factors, only three of the articles identified protective factors. It is worth noting that while an adolescent's sexual identity and race/ethnicity were listed as risk factors, gender identity is not included as risk or protective factor in this study.

Because of gender identity not being included as a factor, this list overlooks a significant portion of the adolescent population, including adolescents who identify as LGBTQ, which the present study aims to identify.

The age of adolescents in their relationships was also included as a risk factor in the Vagi et al. (2013) study. Studies have shown that adolescents are seeking and entering romantic relationships at an earlier age than they had previously, which could be linked to a troubling, “increasing trend of dating violence in a younger population” (Bandyopadhyay et al., 2014, p. 135). These researchers concluded that primary prevention programs are instrumental to reducing instances of dating violence. However, to be effective, these programs require more cooperative participation from various community members, such as health care providers, school personnel, caregivers, and the youth in the community (Bandyopadhyay et al., 2014). A survey found that 36% of 11-14 year-olds in relationships reported knowing friends and peers in their age group who “had been pressured by a boyfriend [or] girlfriend to do things they [did not] want to do” (Bandyopadhyay et al., 2014, p. 137) and that 49% of all 11-14 year-olds who had been surveyed reported that they “did not know the warning signs of a bad [or] hurtful dating relationship” (Bandyopadhyay et al., 2014). The researchers interpreted this lack of knowledge to mean that the current interventions used to spread awareness regarding adolescent dating violence were inadequate (Bandyopadhyay et al., 2014).

The failure to be able to recognize signs of dating violence is particularly concerning. Because it is starting in younger age groups, these younger adolescents are considered to be more vulnerable to the effects and consequences of dating violence (i.e., earlier sexual experiences, higher risk of intimate partner violence later in adulthood, mistaking abuse for signs of



affection). One study has shown that 25-35% of teens interpreted violence as an act of love rather than abuse (Johnson et al., 2005).

The chronicity of dating violence is also a concerning factor, as it is typically not a single event (Bandyopadhyay et al., 2014). Researchers found that the pattern of violence in dating relationships includes “alternating cruel and kind behaviors, attachment insecurity, personality disorder, expectations that relationships might improve (thus barring exit from it), and a process of adaptation or accommodation to violence that blocks exit” (Bandyopadhyay et al., 2014, p. 138). Due to this, teens who are victims to violence from their dating partner are at an increased risk becoming violent in their future procreated families. That is, dating violence is a “potential mediating link between violence in the family of orientation and violence in the later family” (Makepeace, 1981, p. 97). The authors reason that the perceived lack of control teen victims may feel in violent relationships may contribute to their need for control in future relationships (Bandyopadhyay et al., 2014), thus perpetuating the cycle of abuse in future generations. However, this concept has not yet been studied.

Previous research indicates that teens whose parents are violent towards one another are at a higher risk of experiencing dating violence themselves, as does having friends in violent relationships (Arriaga & Foshee, 2004). In their study, Arriaga and Foshee (2004) examined whether either of those risk factors played a larger role than the other in predicting dating violence and victimization. They found that while both friend dating violence and interparental violence each exhibited “unique cross-sectional associations with own perpetration and victimization,” only friend violence consistently predicted later dating violence (Arriaga & Foshee, 2004, p. 162).

Interdependence theory (Thibaut & Kelley, 1959) suggests that close others influence adolescent behaviors. This theory indicates that interaction behaviors are “strongly influenced by beliefs and expectations about what relationships should be like, or a comparison level” (Arriaga & Foshee, 2004, p. 164). That is, teens are likely to form their standards of acceptable interaction behaviors or relationships based on observations of close others (e.g., parents or friends) due to their lack of extensive dating experiences.

### **Types of Violence**

As mentioned previously, IPV refers to “physical violence, sexual violence, stalking, or psychological harm by a current or former partner or spouse. This type of violence can occur among heterosexual or same-sex couples and does not require sexual intimacy” (Breiding et al., 2015, p. 11). In recent years, psychological abuse has become a more accepted and understood component of IPV. Even more recently, cyber dating abuse came to light as another form of psychological abuse that occurs online using social media, text messages, or other forms of technology (Heise et al., 2019). This section will focus on research in the areas of cyber dating abuse, economic abuse, emotional or psychological abuse, physical abuse, and sexual abuse, as they pertain to Latine LGBTQ adolescents.

### ***Psychological Aggression***

Psychological aggression is a form of intimate partner violence that involves both verbal and nonverbal communication “with the intent to a) harm another person mentally or emotionally, and/or b) exert control over another person” (Breiding et al., 2015, p. 15). Because these acts of aggression can be more subtle and manipulative than physical acts of aggression, they are often not perceived as aggression. Some examples of psychological aggression include name-calling; humiliation; degradation; limiting access to friends, family, money, or

transportation; excessive monitoring of one's communications or locations; making threats to harm oneself; making threats to harm loved ones or possessions; threats of physical or sexual violence; control of reproductive or sexual health; exploitation of the victim's vulnerability (e.g., disability, undisclosed sexual orientation, immigration status); and gaslighting (Breiding et al., 2015). Additionally, cyber dating abuse is also considered a form of psychological abuse and may be one that is more commonly used amongst teenagers (Stephenson et al., 2018).

Researchers have found that as many as 76% of adolescents have reported experiencing emotional and psychological abuse in their relationships (*Youth Risk Behavior Survey - Data Summary & Trends Report: 2007-2017*, 2017).

### ***Cyber Dating Abuse***

There are many benefits and downsides that come with improved technology. For adolescents, technology is important at each stage of the relationship, from beginning to end (Baker & Carreño, 2016). Recent advancements in technology (e.g., texting, cell phones, social media, online communication tools) have not only created new ways for people to interact socially, but have also provided abusers new avenues to control, harass, and abuse their dating partners (Zweig et al., 2013). Adolescents, in particular, use technology to develop and maintain platonic and romantic relationships, ending relationships, and reconnecting after a breakup (Stonard et al., 2017).

In 2017, Stonard et al. set out to examine the role technology plays in adolescent romantic relationships, the role of technology in adolescent dating violence, and how adolescents perceive the impact of technology in adolescent dating violence. The researchers identified three overarching themes—perceived healthy versus unhealthy communication, perceived monitoring and controlling communication, and perceived impact of technology-assisted abuse compared

with that in person—from their focus groups (Stonard et al., 2017). Within those three overarching themes, they identified associated subthemes. With regards to perceived healthy versus unhealthy communication, participants noted that the frequency of communication (daily contact but not hourly) and their internal response to the communication (e.g., enthusiastic versus anxious) impacted whether they perceived communication as healthy or unhealthy (Stonard et al., 2017).

The second overarching theme these researchers identified was regarding the adolescents' awareness of utilizing technology to monitor and/or control their partner or having their behavior controlled and/or monitored by their partner (Stonard et al., 2017). They found that the common subthemes mentioned by the participants were checking messages and online accounts, demanding passwords to phone or online accounts, controlling friends and deleting ex-partners from online accounts, obsessive checking through excessive contact, and mixed perceptions of what is healthy (Stonard et al., 2017).

When the researchers asked the participants about their perception of the difference between experiencing dating violence in person as opposed to technology-assisted abuse, the participants reported mixed responses (Stonard et al., 2017). Some felt that technology-assisted abuse had less of an impact as the recipient had the opportunity to “stop and ignore” the messages (Stonard et al., 2017, p. 19). However, other participants believed that the technology-assisted abuse had more of an impact than in person (Stonard et al., 2017). Some of the latter participants stated that the “constant opportunity for communication” and “permanent record of messages for repeated reading” allowed the unhealthy communication to “constantly play on the receiver’s mind” (Stonard et al., 2017, p. 21). These results are important as technology has become a significant factor in many individuals' lives, particularly those of LGBTQ adolescents

who reported spending more time online than their heterosexual peers and also reported experiencing more harassment online than their heterosexual peers (Hatchel et al., 2021). These findings do not take into account the cultural and ethnic identities of individuals, nor the increased risk LGBTQ adolescents face due to their higher rates of digital media consumption.

In 2020, researchers from the Cyberbullying Research Center found that approximately 28% of teens who reported having been in some form of romantic relationship within the last year stated that they had experienced at least one form of digital dating abuse (Hinduja & Patchin, 2020). The forms of digital dating abuse they were interested in were one partner looking through the other partner's device without permission, preventing their partner from using their own device, threatening their partner through text messages, posting something about their partner with the intent of embarrassing or threatening them, and sharing private pictures of their partner with others without permission (Hinduja & Patchin, 2020). They found that 21.5% of the teens surveyed reported that their partner looked through their devices without permission, 11.8% reported that their partner had prevented them from using their own devices, 9.5% reported that their partner had threatened them via text message, 9% reported that their partner had posted something online with the intent of embarrassing or threatening them, and 8.7% reported that their partner had shared private pictures of them without their consent (Hinduja & Patchin, 2020). This particular study also examined different correlates that they noticed in their research, such as “depressive symptoms, sexual intercourse, sexting,...being the victim of cyberbullying, (and) experiencing offline dating abuse” (Hinduja & Patchin, 2020, p. 1). Of these correlates, the authors found that experiencing dating violence offline was the strongest correlate that emerged (Hinduja & Patchin, 2020). The researchers polled nearly 40,000 adolescents throughout the United States and received 5,539 responses. With regards to the demographics of

this study, the mean age of the participants was 14.9 years old. Additionally, the researchers allowed participants to self-report several aspects of their identities, including their gender identity and sexual orientation. However, the researchers opted to remove the responses of transgender students from the analysis due to a small response size (n=20). Of the sample, 92.8% identified as heterosexual, 0.7% identified as lesbian, 0.5% identified as gay, 2.8% identified as bisexual, 2.3% identified as questioning, and the remaining 0.9% selected “other” as their sexual orientation response (Hinduja & Patchin, 2020). Of these two particular demographic categories, it does not appear that the sample is fully representative of adolescents in the United States. According to a survey published by the University of California Los Angeles (UCLA) School of Law in September 2020, approximately 9.5% of adolescents aged 13-17 in the United States identify as lesbian, gay, bisexual, or transgender (LGBT).

### ***Stalking***

*Stalking* is another form of intimate partner violence that is defined as “a pattern of repeated, unwanted attention and contact that causes fear or concern for one’s own safety or the safety of someone else (e.g., family member, close friend)” (Breiding et al., 2015, p. 14). Some examples of stalking include watching from a distance; spying with a listening device, camera, or global positioning system (GPS); showing up in places when the victim does not want to see them; leaving cards, letters, flowers, or presents when the victim does not want them; repeated and unwanted emails, phone calls, voice messages, text messages, instant messages, or social media messages; sneaking into the victim’s home or car and causing damage or doing other things to scare the victim and let the victim know that the perpetrator had been there (Breiding et al., 2015).

### ***Physical Abuse***

Physical abuse is perhaps the most discussed form of intimate partner violence (Breiding et al., 2015) and has been defined as the “intentional use of physical force with the potential for causing death, disability, injury, or harm” (Breiding et al., 2015, p. 11). Physical violence includes, but is not limited to, scratching, shoving, pushing, throwing, biting, grabbing, choking, shaking, slapping, punching, hair-pulling, hitting, burning, use of a weapon (gun, knife, or other object), and use of restraints or one’s body, size, or strength against another person (Breiding et al., 2015). In 2017, it was found that approximately 8% of high school students surveyed had reported experiencing physical dating violence (*Youth Risk Behavior Survey - Data Summary & Trends Report: 2007-2017*, 2017). Of the students who reported experiencing physical dating violence, 17.2% identified as lesbian, gay, or bisexual, 14.1% were “unsure” of their sexual orientation, and 6.4% identified as heterosexual (*Youth Risk Behavior Survey - Data Summary & Trends Report: 2007-2017*, 2017).

### ***Sexual Abuse***

Sexual abuse is “a sexual act that is committed or attempted by another person without freely given consent of the victim or against someone who is unable to consent or refuse” (Breiding et al., 2015, p. 11). Sexual violence can include forced or alcohol/ drug facilitated penetration of a victim; forced or alcohol/drug facilitated incidents in which the victim was made to penetrate a perpetrator or someone else; non-physically pressured unwanted penetration; intentional sexual touching; or non-contact acts of a sexual nature (Breiding et al., 2015). Sexual violence can also occur when a perpetrator forces or coerces a victim to engage in sexual acts with a third party (Breiding et al., 2015). In 2017, it was found that 6.9% of students reported experiencing sexual dating violence (*Youth Risk Behavior Survey - Data Summary & Trends*

*Report: 2007-2017, 2017*). Of these students, 15.8% identified as lesbian, gay, or bisexual, 14.1% were “unsure” of their sexual orientation, and 5.5% identified as heterosexual (*Youth Risk Behavior Survey - Data Summary & Trends Report: 2007-2017, 2017*).

### ***Economic Abuse***

The term *economic abuse* is sometimes used interchangeably with *financial abuse*. Researchers broke down economic abuse into three subsets, including economic control, employment sabotage, and economic exploitation (McKay White & Fjellner, 2022, p. 2). Economic control is defined as “monitoring and restricting the victim’s use of and ability to acquire economic resources” (McKay White & Fjellner, 2022, p. 2). Economic sabotage is “restricting or preventing the victim’s ability to obtain and maintain employment” (McKay White & Fjellner, 2022, p. 2). Finally, economic exploitation is defined as “appropriating the victim’s economic resources, including coercively or fraudulently obtaining debt for which the victim is liable” (McKay White & Fjellner, 2022, p. 2). It was found that 99% of women who had been in an abusive relationship had experienced financial abuse. Very little research, if any, has been done on the statistics regarding economic or financial abuse in adolescents.

### **LGBTQ Adolescents**

Previous research has primarily focused on the rates of dating violence with heterosexual adolescents or dating violence with LGBTQ adults. Very little research is available currently regarding the rates of dating violence with LGBTQ adolescents. Initial reviews of the available literature show that the majority of the research present regarding challenges that LGBTQ adolescents face in society are related to the common themes of isolation, rejection, phobia, need for support; marginalization; depression, self-harm, and suicidality; policy and environment; and



connectedness (Wilson & Cariola, 2020). This is especially true since the beginning of the Coronavirus disease 19 (COVID-19) pandemic (Liang et al., 2020).

Research is mixed as to whether sexual minority status is associated with an elevated risk for experiencing dating violence in adolescence (Martin-Storey, 2015). It has been found that teens who identify as bisexual were more likely than their sexual minority-identified and heterosexual peers to report elevated levels of dating violence (Martin-Storey, 2015). Due to the steady increase in the rates of dating violence among adolescents, it is important to explore the rates of dating violence among LGBTQ adolescents (*Fast Facts*, 2022), and is part of the rationale for this study.

### **Latine Adolescents**

Since the 1970s, the term *Hispanic* was used as an umbrella term for several decades to classify people “whose ancestry is predominantly from one or more Spanish-speaking countries” (Oboler, 1995, p. 1). However, this category disregarded the various “racial, class, linguistic, and gender experiences” as well as the cultural and immigration histories (Oboler, 1995, p. 1). However, a distinction was made by Hispanics that this category did not align with how they identified themselves. In Spanish, the term *latinoamericanos* is used to describe people who trace their heritage to a Latin American country or countries, regardless of where they currently reside (“What’s in a Name? Hispanic, Latino: Labels, Identities,” 2019). *Latinoamericanos* was then shortened to *Latino*.

Since the early 1990s, *Latinos* challenged the “masculinist aspects of the Spanish language” by adjusting the terms of self-identification that were used at that time (“What’s in a Name? Hispanic, Latino: Labels, Identities,” 2019, p. xix). This challenge resulted in the transition from *Latino* to *Latino/a* or *Latina/o* to be more inclusive of Latina women. This was

followed by *Latin@*, which was not pronounceable in either English or Spanish. In the early 2000s, a movement that originated from queer Latinx online communities predominantly located in the United States began to utilize the term *Latinx* “for those of Latin American descent who do not identify as being of the male or female gender, or who simply don’t want to be identified by gender” (“*Latinx*” *And Gender Inclusivity*, n.d.). Following the shooting at the LGBTQ nightclub Pulse in Orlando, researchers noticed a rise in the use of the term *Latinx* as it was used in conversations regarding inclusivity and intersectionality (Celis Carbajal, 2020).

However, many have challenged the use of *Latinx* stating that it is “an anglicization” and “impossible to pronounce in Spanish” (Celis Carbajal, 2020). As a result the LGBTQIA+, gender non-binary, and feminist communities in Spanish-speaking countries, the term *Latine* was coined as a gender-neutral term using the gender-neutral Spanish letter E (“Why *Latinx/e?*,” n.d.). These pushes were called for by queer, trans, and gender non-conforming individuals who yearned for a more inclusive category that was not focused solely on gender binaries (deOnís, 2017).

As mentioned previously, some identities increase individuals’ risk of experiencing dating violence. Recently, *Latine* adolescents were found to have higher rates of physical and sexual dating violence than White and non-*Latine* youth (Fix et al., 2022). This group of researchers set out to explore the disparities in adolescent dating violence amongst specific intersectionalities (i.e., gender, sexual orientation, and race/ethnicity) of adolescents with regards to internalizing and externalizing mental health symptoms (Fix et al., 2022). They concluded that LGBTQ *Latine* (male and female) adolescents were at an overall increased risk of experiencing both physical and sexual dating violence when compared to their Black, Asian, Indigenous, Pacific Islander, and White peers (Fix et al., 2022). This study is unique in that the researchers

chose to explore these important intersections. However, they did not include transgender adolescents in their research. This further exemplifies the current gap in the literature.

## **Chapter 3: Methodology**

### **Purpose of the Study**

Due to the increasing rate of adolescents who have experienced dating violence (Bandyopadhyay et al., 2014), it is important to ensure that individuals who have experienced this form of trauma are able to access mental health services that meet their mental health needs while taking their cultural backgrounds into account. Information regarding research objectives, databases used, search terms, inclusion and exclusion criteria, and methods of research are detailed in the sections that follow.

### **Research Objectives**

The purpose of this dissertation is to examine the available forms of treatment for LGBTQ Latine adolescents in the United States who have experienced dating violence. In order to accomplish this, I

1. Conducted a comprehensive review of the literature examining risk factors of intimate partner violence that apply to Latine youth who identify as LGBTQ.
2. Conducted a comprehensive review of the literature that describes current interventions available to Latine youth who identify as LGBTQ who have experienced intimate partner violence.
3. Identified common themes in the literature to improve clinicians' work with this population.
4. Identified gaps in the current literature for future research.

### **Method**

This study was a critical review of scholarly literature to explore the research that is currently available regarding Latine LGBTQ adolescents who have experienced dating violence.

Prior to conducting my searches, I consulted with a librarian at my institution who specializes in psychology-related projects. During our consultation, she provided feedback regarding my proposed search terms as well as tips regarding the general search process. Based on her feedback, I adapted the alternate search terms and phrases and began my search (see Appendix B for the search terms). After searching and collecting articles to meet my research objectives, I analyzed the main themes and presented them in an accessible way for clinicians who work with this population.

### **Databases and Dates of Publication**

I reviewed databases with peer reviewed scholarly literature, such as PsychInfo (1887-2022), PsycArticles (1894-2022), ScienceDirect (1823-2015), SpringerLink (1910-2022), Academic Search Complete (1985-2022), Wiley Online Library (1799-2022), Education Resources Information Center (ERIC; 1966-2022), eBook Collection-EBSCOHost (up to 2022), PsycARTICLES (1894-2022), Child Development and Adolescent Studies-EBSCO (1880-2022), Google Scholar (up to 2022), JSTOR (1880-2022), PubMed (mid-1950s-2022), PTSDpubs-ProQuest (1871-2022), and GenderWatch-ProQuest (1970-2022). I explored specific journals such as Psychology & Psychotherapy: Theory, Research & Practice; Psychology and Sexuality; Psychology of Sexual Orientation and Gender Diversity; Psychology of Violence; Adolescents; Adolescent Health, Medicine and Therapeutics; Journal of Youth and Adolescence; Journal of Child & Adolescent Trauma; LGBTQ+ Family: An Interdisciplinary Journal; Journal of Latinx Psychology; and Journal of LGBT Youth.

### **Key Words Search**

The search terms I used included: “Latine adolescents”, “Latinx adolescents”, “Latino adolescents”, “Latine adolescents” AND “dating violence”, “Latinx adolescents” AND “dating

violence”, “Latino adolescents” AND “dating violence”, LGBTQ, LGBTQ AND adolescents, “teen dating violence”, “Latine adolescents” AND “dating violence” AND LGBTQ, “Latinx adolescents” AND “dating violence” AND LGBTQ, “Latino adolescents” AND “dating violence” AND LGBTQ, and “LGBTQ adolescents” AND “dating violence”.

I limited my search to research that has been conducted in the last 10 years (2012-present) and included age qualifiers in my literature search for adolescents (ages 10-19 years).

### **Inclusion and Exclusion Criteria for Research Studies**

The search for the present study included scholarly journals, articles, book chapters, and books. I also included research studies, meta-analyses, and theoretical works focusing on this population in this review. I reviewed research exploring culturally appropriate mental health treatment for Latine LGBTQ adolescents in the United States who have experienced dating violence. To be included in this study, the articles I reviewed needed to be published within the desired time frame (i.e., 2012-2023), focused on adolescents (i.e., ages 10-19), conducted within the United States, written in the English language, and peer-reviewed. Studies were also considered if they focused on either LGBTQ adolescents, Latino/e adolescents, LGBTQ Latine adolescents, or the mental health treatment of the aforementioned groups.

### **Analysis**

After a review of the literature related to culturally appropriate mental health treatment for Latine LGBTQ adolescents in the United States who have experienced dating violence, I compiled a list of major themes that were identified in the literature. While I anticipated that the literature for this group of individuals may be limited, I intended to explore different subgroups (e.g., Latine adolescents, LGBTQ adolescents, etc.) in order to identify common themes within

these groups. My goal was to use these themes to identify potential treatment approaches for Latine LGBTQ adolescents in the United States who have experienced dating violence.

### **Researcher Reflexivity**

In my work as a therapist over the last few years, I have worked with many adolescents who have experienced trauma in their lives, which made them more susceptible to entering into relationships where they experience violence. The majority of these adolescents were Black or Latine and several identified as LGBTQ. During my work with them, one of my supervisors recommended using therapeutic interventions designed to work with individuals with trauma to inform my work. While the interventions had some minor impact, usually in starting a dialogue with the adolescent, it did not feel that these interventions were the best choice for this group. In my preparation for appointments, I noticed that it was very difficult to find any research that focused on this intersection of identity. As such, my hope is to help close this research gap and eventually be able to present this information to clinicians who work with Latine LGBTQ adolescents.

Because I am passionate about this project, it is likely that I will experience some biases in my research. Some assumptions are that it will be difficult to find research that addresses this very specific intersection, that LGBTQ Latine adolescents are more susceptible to experience multiple levels of shame after dating violence based on their identities, and that my experiences as a multicultural, white, heterosexual, cisgender, female clinician may impact my understanding of the experiences of LGBTQ Latine adolescents. In order to manage these biases throughout my project, as well as in my work as a clinician, I participated in self-reflection and will consult with my dissertation chair to ensure I remained objective.

## Chapter 4: Results

### Search Process and Results

The first search using the phrase “Latine adolescents” yielded five results, all of which were within the specified time frame (2012-2023). These five results were screened to remove articles that were not peer-reviewed and items that were duplicates ( $N=3$ ), then further screened for eligibility using the inclusion and exclusion criteria ( $N=2$ ).

The second search using the phrase “Latinx adolescents” produced 444 results, 282 of which were within the specified time frame. Articles that were not peer-reviewed were excluded ( $N=92$ ) and duplicate listings were excluded ( $N=52$ ). These 52 listings were then screened for inclusion and exclusion criteria ( $N=3$ ).

A third search using the phrase “Latino adolescents” returned 2,300 results. Articles outside of the specified time frame were eliminated ( $N=1,100$ ). Articles that were not peer-reviewed were also eliminated ( $N=256$ ). Articles were removed if they were not written in English ( $N=213$ ) or duplicate listings ( $N=184$ ). Of the 184 articles, 21 were deemed relevant based on the inclusion and exclusion criteria for this study.

Next, this researcher performed a search using the phrase “‘Latine adolescents’ AND ‘dating violence,’” which yielded no results. This researcher changed the search term to “‘Latinx adolescents’ AND ‘dating violence,’” which returned eight results. Of those results, seven were within the time frame. Three of those seven results were peer-reviewed and in English. Two of those three results were unique and, based on a review of the abstract, deemed eligible for this project.

The next search utilized the phrase “‘Latino adolescents’ AND ‘dating violence.’” This search produced 56 results. These results were screened for those that were published within the



designated time frame ( $N=46$ ), those that were peer-reviewed ( $N=5$ ), those that were published in English ( $N=3$ ), those that were not duplicates ( $N=3$ ), and then screened for eligibility ( $N=3$ ). A search using the term “LGBTQ” was performed and yielded 58,600 results. Of those results, 41,900 were within the 2012-2023 time frame. These results were then screened to remove articles that were not peer-reviewed ( $N=2,800$ ), articles that were not published in English ( $N=666$ ), and to remove duplicate articles ( $N=640$ ). Of the final 640 articles, 12 were deemed eligible for this study.

Next, a search using the search phrase “LGBTQ AND adolescents” was performed. This search yielded 2,500 results, of which 2,100 were published between 2012-2023. One hundred seventy-five of these results were peer-reviewed, 141 were published in English, and 134 were unique results. Of these unique results, 14 were deemed eligible for this study.

The next search using the phrase “teen dating violence” was conducted and returned 4,400 results. These results were screened to remove any that were not published during the specified time frame ( $N=2,700$ ), any that were not peer-reviewed ( $N=331$ ), any not published in English ( $N=228$ ), and any that were duplicates ( $N=198$ ). Of these 198 results that remained, 13 met the criteria for inclusion in this study.

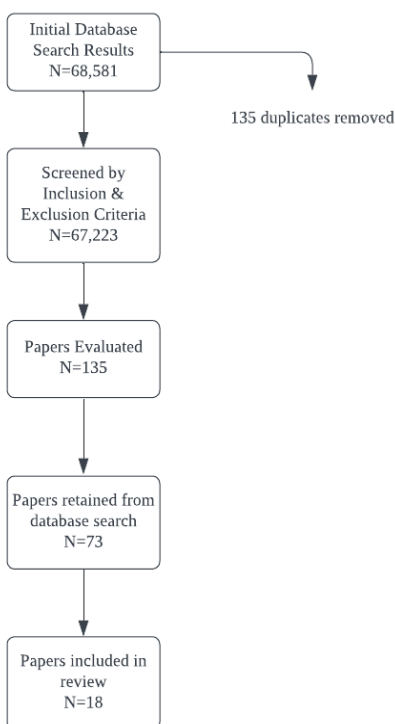
The subsequent search utilized the search phrase “‘Latine adolescents’ AND ‘dating violence’ AND LGBTQ.” This search yielded zero results. The next search used the phrase “‘Latinx adolescents’ AND ‘dating violence’ AND LGBTQ.” This search also produced zero results. The next search used the phrase “‘Latino adolescents’ AND ‘dating violence’ AND LGBTQ,” which produced two results, both of which were published within the designated time frame. However, only one of these results was peer-reviewed, published in English, unique, and eligible for this study.

Finally, a search using the search phrase “‘LGBTQ adolescents’ AND ‘dating violence’” was performed, which yielded 262 results. Of these 262 results, 215 were published within the specified date range. These results were screened to remove any results not published within the designated date range ( $N=215$ ), any that were not peer-reviewed ( $N=14$ ), any that were not published in English ( $N=6$ ), and any that were duplicated ( $N=5$ ). Of these final five results, two were eligible for this study.

In conclusion, a total of 68,581 results were returned from the above searches. Of those results, 48,357 were within the designated time frame. Three thousand six hundred eighty-two were peer-reviewed, 1,358 were in English, 1,223 were unique results, and 73 were eligible for this study. See Figure 1 for Flow Diagram. A table with the breakdown of these results is included in Appendix B.

**Figure 1**

Database Search Flow Chart



## **Research Question 1: What Are the Risk Factors of Intimate Partner Violence for Latine LGBTQ Youth?**

As mentioned in the review of the literature, LGBTQ youth of color are already at an increased risk of experiencing IPV. In addition, they also are at higher risk for experiencing hate crimes based on their affiliation or identification with a community as well as family rejection and discrimination (Murphy & Hardaway, 2017). These, in turn, can also increase the likelihood of adolescents experiencing dating violence.

Some additional risk factors for experiencing dating violence are mental health factors (i.e., depression or anxiety), adolescent attitudes toward dating violence (i.e., being accepting of dating violence in relationships), substance use, consumption of media with aggressive themes, risky sexual behavior, and involvement with antisocial peers (Bundock et al., 2020; Vagi et al., 2013). These risk factors have also been found to be associated with perpetration of other forms of violence, such as sexual violence (Vagi et al., 2013). These risk factors that were identified affect adolescents of various backgrounds.

LGBTQ youth have been found to be at higher risk for suicidality, sex trafficking, victimization, homelessness, substance abuse, and exposure to sexually transmitted diseases when compared to their straight peers (Murphy & Hardaway, 2017). This is particularly true for youth of color who also must balance the cultural norms for their racial and ethnic groups. Because of the “shame, social stigma, and fear of repercussions” that coming out can have, sexual minority youth of color may not feel safe or comfortable to reach out for support (Sabina et al., 2022, p. 9). They may feel that they will lose their friends or be ostracized from their family if they live an authentic life. This stress of trying to balance two different cultural group can make it difficult for these youth to live authentically.

The lack of research available for LGBTQ youth of color can also place these adolescents at a greater risk for victimization as well as negative mental health outcomes (Sabina et al., 2022). Because the focus has been and continues to be on the needs of “white, middle class, [heterosexual] populations, [mental health providers] may not be able to adequately address the unique needs of [sexual minority] youth of color” (Sabina et al., 2022, p. 9).

### **Research Question 2: What Interventions Are Available for LGBTQ Latine Adolescents?**

Unfortunately, no research was found that supported interventions designed specifically for working with LGBTQ Latine adolescents. However, there were some pilot studies and trials that involved adapting pre-existing interventions for parts of this population (i.e., Latine adolescents or LGBTQ adolescents). For example, Tobin et al. (2021), Mufson et al. (2015), Cervantes and Goldbach (2012), Burrow-Sanchez and Wrona (2012), and Burrow-Sanchez et al. (2015) wrote about adapting and implementing evidence-based interventions with Latine adolescents.

Tobin et al. (2021) adapted a Mindfulness-Based Meditation Intervention (MBMI) to be implemented with Latino adolescents and their parents in the Los Angeles area with the hopes of improving stress management, emotional regulation, and coping strategies with the adolescents and their parents. Aside from challenges with attendance due to work or other conflicts as well as challenges with distractions from peers, these researchers found that their bilingual MBMI was feasible with the Latino family dyads who participated (Tobin et al., 2021).

Mufson et al. (2015) adapted brief Interpersonal Psychotherapy for Depressed Adolescents (BIPT-A) with low-income Latino adolescents who were seeking treatment in a primary care setting for youth. This team of researchers also involved the parents of the

adolescents involved. This form of treatment was also found to be a feasible and acceptable form of treatment for Latino adolescents in that setting (Mufson et al., 2015).

Cervantes and Goldbach (2012) utilized community feedback as well as feedback from experts to adapt existing curricula consisting of drug prevention and stress reduction interventions to facilitate HIV prevention with Hispanic youth and their families. However, this researcher was unable to find additional research about the acceptability or feasibility of implementing this curriculum with the intended audience. While most of the suggestions or recommendations were more logistical (i.e., moving concepts or discussions to different modules), some of the themes that were present include discussions about sex education, stress, discrimination, discussions about family issues, drug use, and HIV education (Cervantes & Goldbach, 2012).

Burrow-Sanchez and Wrona (2012) culturally adapted a standard version of cognitive behavioral therapy for substance abuse treatment (S-CBT) to be utilized with a sample of Latino adolescents (A-CBT). They utilized a Cultural Accommodation Model for Substance Abuse Treatment (CAM-SAT) to guide their adaptation. While they found success with both groups of adolescents, they also found that adolescents in the culturally adapted group who also had higher levels of ethnic identity and familism reported higher decreases in substance use levels at the three-month follow-up (Burrow-Sanchez & Wrona, 2012). They concluded that the cultural adaptations of pre-existing interventions should also consider cultural variables beyond race or ethnicity (Burrow-Sanchez & Wrona, 2012). Some examples of additional cultural adaptations could include providing childcare for younger siblings during scheduled group meetings, flexible scheduling to accommodate caregiver work schedules, accessible locations within the community, and including culturally appropriate themes.

Burrow-Sanchez et al. (2015) also examined the differences between a group of randomly assigned adolescents who participated in a standard version of Cognitive Behavioral Therapy (S-CBT) and a group of adolescents who participated in a “culturally accommodated version” of CBT (A-CBT). This study was similar to Burrow-Sanchez and Wrona’s 2012 study, though they were able to obtain a larger sample size of adolescents. This supported their previous hypothesis that culturally adapted treatment can have additional benefits when implemented with the Latino adolescent population (Burrow-Sánchez et al., 2015).

When examining the existing parent- and family-based programs for adolescent dating violence, Doucette et al. (2021) found that many parents do not know how to talk to their children about LGBTQ issues or relationships. This can put LGBTQ youth at higher risk of experience dating violence than their heterosexual and cisgender peers (Doucette et al., 2021). They noted that while the LGBTQ adolescent population is at an increased risk, a prevention program designed for this specific population does not exist (Doucette et al., 2021). Additionally, there was no mention of any specific intervention or prevention programs designed for specific racial or ethnic groups, namely the Latine adolescent population.

### **Research Question 3: What Are Common Themes in the Literature When Working With this Population?**

The first theme that appeared involved the importance of adapting the interventions to the cultural values, language, and specific risk factors of the population (Moreno et al., 2022). This includes translating interventions and materials into another language (Tobin et al., 2021), adapting materials to be inclusive to different cultural themes (e.g., *familismo* or family support) that may be present in the Latine and LGBTQ populations (Boyas et al., 2019; Burrow-Sánchez

et al., 2015), and having Spanish-speaking staff as well as trained bilingual and bicultural clinicians (Burrow-Sanchez & Wrona, 2012; Tobin et al., 2021).

The second theme that emerged was utilizing the minority stress model to begin to meet the needs of Latine and LGBTQ clients. Craig et al. (2021), Alessi (2014), and Goldbach and Gibbs (2015) found that utilizing the minority stress model to inform treatment with LGBTQ youth is part of an LGBTQ-affirmative treatment approach. This theory/model was also present in studies related to Latine adolescent mental health (Baiden et al., 2020; Goldbach & Gibbs, 2015).

Another theme that was present was resiliency as one of the most common protective factors for both the LGBTQ population as well as the Latino population (Berke et al., 2016; Hatchel & Marx, 2018; Schmitz et al., 2019; Verrochi, 2020). It was found that LGBTQ clients continued to engage in therapy and even sought out therapists who could provide a more affirming and more competent experience despite negative experiences with therapy in the past (Berke et al., 2016). LGBTQ clients, as well as Latino clients, were found to be able to create additional sources of support within their communities “in the absence of readily available, competent therapy” (Berke et al., 2016, p. 379; Schmitz et al., 2019).

The final theme that emerged was that of a strong sense of belonging to a community. This was true both for members of the LGBTQ community as well as those who identified as Latine (Burrow-Sánchez et al., 2015; Murphy & Hardaway, 2017). This ties into the protective factor of resiliency as this strong sense of community can help individuals “resist cultural stigma related to intersecting identities” (Schmitz et al., 2019, p. 16).

#### **Research Question 4: What Are the Current Gaps in the Research that Could Be Addressed in Future Research?**

Focus has also been split between prevention programs and therapeutic interventions. It was found that of the prevention programs that have been utilized or developed in the last 20 years, only three studies focused primarily on the Hispanic population, thus signifying a significant gap in both the existing research as well as the programs already being implemented (Malhotra et al., 2015).

Additionally, the field could benefit from more focus on LGBTQ adolescents, as well as the LGBTQ youth of color population, as there is an ever-growing need for research and support for these adolescents. Not only were transgender youth not included in many of the samples studied, but when they were included, they were typically lumped in under the LGBTQ umbrella. This does not take into account the various and nuanced identities that exist in the LGBTQ+ spectrum and the issues that may affect them based on their unique intersectional identities. Finally, clinicians and researchers can also focus on tailoring trauma-informed interventions for this population.



## Chapter 5: Discussion

### Introduction

This critical review explored the scholarly literature to examine the risk factors of intimate partner violence for LGBTQ Latine youth, the current interventions available to LGBTQ Latine youth who have experienced dating violence, identified common themes that emerged to improve clinicians' work with this population, and highlighted gaps in the current literature to be addressed with future research. During the search process, I encountered more results than initially anticipated. However, after eliminating records based on the inclusion and exclusion criteria as well as any duplicate results, a total of 73 peer-reviewed articles remained regarding either Latino adolescents or LGBTQ adolescent. Very few explored the specific intersection of LGBTQ Latine adolescents.

### **Research Question 1: What Are the Risk Factors of Intimate Partner Violence for Latine LGBTQ Youth?**

This study found that not only are LGBTQ Latine adolescents at higher risk for experiencing dating violence, but experiencing dating violence also puts them at higher risk for experiencing negative mental health outcomes, such as depression, anxiety, and other mental health diagnoses. They are also at risk for future victimization due to their increased vulnerability. Some factors that place adolescents at a higher risk for experiencing dating violence were risky sexual behavior, substance use, and mental health diagnoses, to name a few. This was found to be the case for adolescents regardless of their ethnic background or sexual orientation, gender identity and expression (SOGIE) status. LGBTQ youth are also at higher risk for victimization, sex trafficking, homelessness, and substance abuse. These risk factors are increased for LGBTQ youth of color.

**Research Question 2: What Interventions Are Available for LGBTQ Latine Adolescents?**

Unfortunately, there are no specific interventions that were designed to work with LGBTQ Latine adolescents. There are, of course, interventions created for individuals (children, adolescents, and adults) who have experienced some form of trauma such as Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Cognitive Processing Therapy (CPT), and Eye Movement Desensitization and Reprocessing Therapy (EMDR), to name a few. Unfortunately, these approaches do not always take into consideration cultural factors that impact one's day to day functioning. There are, however, steps clinicians can take to take these cultural factors into consideration.

Aside from the more obvious solutions, such as translating materials into another language, having bilingual and bicultural staff present, or having translation services available, there are other steps clinicians can incorporate into their work with this population. For example, considering the location of their services is an important component of providing culturally appropriate services. There are options such as selecting community centers that are easily accessible within the community via various forms of transportation, providing services in schools (when clinically appropriate), or providing services in client homes (when clinically appropriate). However, if taking this route, clinicians should also consider ways to maintain client confidentiality to avoid information spreading throughout the community. Other considerations are providing childcare for younger siblings or family members during group meetings or parent sessions, having flexible scheduling (within reason) to accommodate caregiver or family schedules, including culturally appropriate themes, and using inclusive language (i.e., "caregiver" instead of "parent", using gender-neutral language, using de-stigmatizing language, etc.).

### **Research Question 3: What Are Common Themes in the Literature When Working With this Population?**

Overall, the major themes that emerged were the importance of adapting interventions to incorporate the language, cultural values, specific risk factors, and strengths of the intended population; utilizing the minority stress model when conceptualizing the needs of Latine LGBTQ adolescents, incorporating resiliency as a protective factor, and highlighting the sense of belonging the adolescent feels with their community or communities.

### **Research Question 4: What Are the Current Gaps in the Research that Could Be Addressed in Future Research?**

The lack of focused research involving IPV prevention and therapeutic programs for the Latine population who have experienced dating violence is one of the identified gaps in the research. Of the programs that are already established, only three focused on the Latino population. These programs did not even take into account the sexual orientation or gender identities of the participants, despite these youth being at an increased risk for experiencing dating violence.

The lack of research that breaks down the participants' SOGIE identities further or allows for intersections was one of the more prevalent gaps noticed in this review. The majority of the articles that allowed for participants to identify as LGBTQ typically only offered "gay" or "lesbian" as options; occasionally, "bisexual" was also included as an identity. Of the 73 records retained for this review, none of the studies included "transgender" or "nonbinary" as a way for participants to identify. This eliminates an important and underrepresented part of this population from being represented in the research. This also restricts participants from utilizing intersecting identities (e.g., transgender gay male or nonbinary lesbian) to better represent who they are.

Clinicians should remain aware of the multiple layers of identity as well as the vulnerabilities and potential dangers these layers can present. Family members may be accepting of certain aspects of the youth's identity, which can compromise the adolescent's safety. It is important as clinicians to create a safe environment for these teenagers within the clinical setting, as they may not have a safe relationship with their family or caregiver(s).

### **Recommendations for Clinicians**

Utilizing a shame-sensitive approach is considered to be part of using a trauma-informed approach with individuals who have experienced trauma related to witnessing or experiencing IPV (Dolezal & Gibson, 2022). Trauma can bring many feelings of shame to the surface, and it is important to address and incorporate these feelings rather than ignoring or thinking them away (Dolezal & Gibson, 2022). Clinicians should also consider the compounding nature of trauma if the client has had previous experiences with violence or victimization.

Additionally, parent or family support was a major theme that emerged in the research as a protective factor with adolescents who have experienced trauma. However, this can be particularly difficult when working with Latine LGBTQ youth due to the shame and stigma associated with their intersecting identities. With families or caregivers who are more accepting of a youth's LGBTQ identity, it is possible that their discomfort, conflicting beliefs, or lack of knowledge with discussing sex and relationships may also be important factors to address (Doucette et al., 2021).

Centering the family or incorporating familismo should be done with caution, of course. While it has typically been shown to be a protective factor in supporting the mental health of Latino adolescents, it can also be detrimental if one of the points of contention is the adolescent's membership in the LGBTQ community. As mentioned previously, many teens find themselves

needing to decide between living authentically and putting their wellbeing at risk or hiding away part of who they are and putting their mental health at risk. This need to pick the lesser of two evils should not be necessary in order to live a happy and content life. However, this is the case for many individuals in our society. These different layers of increased vulnerability to experiencing dating violence should be taken into consideration when working with this population.

Additionally, it is also important to take into consideration the various systemic factors that impact these youths daily. For example, many families in these communities tend to have fewer resources and also tend to live in lower opportunity neighborhoods (Murphy & Hardaway, 2017). As such, they may not be as able to access mental health or even general health care, when compared to their wealthier counterparts. These systemic issues are even more prevalent for adolescents who have been rejected from their families of origin due to their identities and are either homeless or placed into the foster care system.

While research is limited about this particular intersection of adolescents, there is information that is available about warning signs of intimate partner violence and healthy relationships. This information can be shared with families in a proactive or preventative way. One way that clinicians can incorporate the families of these adolescents would be to hold a workshop or presentation during which the therapist could role play having difficult conversations with the adolescents. This can help to build comfort and confidence with the caregivers around having these difficult conversations and to help caregivers learn how to be the trusting space that adolescents need. It is important that any disclosures the adolescents make during these dialogues are not used against them as that could decrease their willingness to share.

## **Limitations**

This study has a few limitations. First off, the limited available research made it more difficult to conduct the searches and gather sufficient information. While this researcher found more articles than initially anticipated, 73 articles is a drop in the bucket when compared to the amount of available research. The lumping of the LGBTQ identity into one umbrella as opposed to the different nuanced identities involved is also a limitation. This affected the search process as it was difficult to find research related to gay nonbinary youth, for example. The lack of consistent terminology in the field can also be considered a limitation as it does not allow for a complete list of results.

## **Recommendations for Future Research**

As mentioned previously, there is limited research with this specific intersection of the population. There has been research conducted with Latino youth who have experienced dating violence and LGBTQ youth who have experienced dating violence, but very little research regarding LGBTQ Latine youth who have experienced intimate partner violence. As such, it would be beneficial to conduct further research with this population. In addition to this, transgender youth are often left out of the research that has been conducted. Due to the rising numbers of youth identifying as transgender, nonbinary, or gender non-conforming, it is important to also know how vulnerable they may be to experiencing dating violence and how to support them. This is especially true for transgender, nonbinary, or gender non-conforming youth of color. It is likely that the shame and the stigma associated with coming out have impacted the number of participants or families who are willing to participate in such research. However, it is imperative that the field finds safe ways to conduct this research and to support these youth in

the process. This can potentially be addressed in future research by allowing participants to write out their identities rather than trying to force everyone into a box.

### **Conclusion**

Initially, I was not anticipating finding more than a dozen relevant articles. Having 73 relevant articles to review that met my inclusion and exclusion criteria offered more opportunities to weed out articles which, while still relevant, were less relevant than others I had found (e.g., related more specifically to risk factors rather than just overall statistics). It also allowed me the opportunity to see a bigger picture of what research was available for clinicians working with this population and gave me ideas for future research plans.

Overall, while this study highlighted important themes in the literature and provided considerations for clinicians when working with this population, there is a glaring gap in the literature that must be addressed. For clinicians working with this population, it is imperative to ensure that the approach is adapted to incorporate cultural values that may be important to these teens and to follow their lead. Additionally, while caregiver or family support may be a useful tool for most Latino adolescents, it may not be as successful for LGBTQ Latine adolescents depending on their caregivers' attitudes relating to LGBTQ issues.

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## APPENDIX A

### Search Terms

## APPENDIX A

## Search Terms

| PRIMARY TERM           | SYNONYMS/ALTERNATE FORMS  | NOTES  |
|------------------------|---|--|
| <b>LATINE</b>          | "Latino" OR "Latinx" OR "Hispanic" OR "Latinos" OR "Latinas"  | "Latine" is a newer term and may impact gathering data |
| <b>ADOLESCENT</b>      | "youth" OR "teen" OR "teenager" OR "juvenile" OR "emerging adult"   |  |
| <b>DATING VIOLENCE</b> | "TDV" OR "dating abuse" OR "relationship abuse" OR "intimate partner violence" OR "physical abuse" OR "sexual abuse" OR "psychological abuse" OR "sexual violence" OR "physical violence" OR "psychological violence" |  |
| <b>LGBTQ</b>           | "LGBT" OR "SOGIE" OR "gay" OR "lesbian" OR "transgender" OR "trans" OR "sexual minority" OR "homosexual" OR "queer" OR "gender-nonconforming"   |  |

## APPENDIX B

### Search Results Breakdown

## APPENDIX B

## Search Results Breakdown

| SEARCH TERM/<br>PHRASE  | NUMBER OF<br>RESULTS | 2012-<br>2023 | PEER-<br>REVIEWED | ENGLISH      | AFTER<br>REMOVING<br>DUPLICATES | RELEVANT  |
|---|----------------------|---------------|-------------------|--------------|---------------------------------|-----------|
| "LATINE<br>ADOLESCENTS"   | 5                    | 5             | 5                 | 5            | 3                               | 2         |
| "LATINX<br>ADOLESCENTS"   | 448                  | 282           | 92                | 92           | 52                              | 3         |
| "LATINO<br>ADOLESCENTS"   | 2,300                | 1,100         | 256               | 213          | 184                             | 21        |
| "LATINE<br>ADOLESCENTS"<br>AND "DATING<br>VIOLENCE"                         | 0                    | 0             | 0                 | 0            | 0                               | 0         |
| "LATINX<br>ADOLESCENTS"<br>AND "DATING<br>VIOLENCE"                         | 8                    | 7             | 3                 | 3            | 3                               | 2         |
| "LATINO<br>ADOLESCENTS"<br>AND "DATING<br>VIOLENCE"                         | 56                   | 46            | 5                 | 3            | 3                               | 3         |
| <b>LGBTQ</b>  | 58,600               | 41,900        | 2,800             | 666          | 640                             | 12        |
| <b>LGBTQ AND<br/>ADOLESCENTS</b>  | 2500                 | 2100          | 175               | 141          | 134                             | 14        |
| <b>"TEEN DATING<br/>VIOLENCE"</b>   | 4,400                | 2,700         | 331               | 228          | 198                             | 13        |
| <b>"LATINE<br/>ADOLESCENTS"<br/>AND "DATING<br/>VIOLENCE" AND<br/>LGBTQ</b> | 0                    | 0             | 0                 | 0            | 0                               | 0         |
| <b>"LATINX<br/>ADOLESCENTS"<br/>AND "DATING<br/>VIOLENCE" AND<br/>LGBTQ</b> | 0                    | 0             | 0                 | 0            | 0                               | 0         |
| <b>"LATINO<br/>ADOLESCENTS"<br/>AND "DATING<br/>VIOLENCE" AND<br/>LGBTQ</b> | 2                    | 2             | 1                 | 1            | 1                               | 1         |
| <b>"LGBTQ<br/>ADOLESCENTS"<br/>AND "DATING<br/>VIOLENCE"</b>                | 262                  | 215           | 14                | 6            | 5                               | 2         |
| <b>RECORDS<br/>REMOVED</b>  |                      | 20,224        | 44,675            | 2,324        | 135                             | 1,150     |
| <b>TOTAL</b>  | <b>68,581</b>        | <b>48,357</b> | <b>3,682</b>      | <b>1,358</b> | <b>1,223</b>                    | <b>73</b> |

APPENDIX C

GSEP IRB Non-Human Subjects Determination Notice

## APPENDIX C

## GSP IRB Non-Human Subjects Determination Notice

**PEPPERDINE UNIVERSITY**

Graduate &amp; Professional Schools Institutional Review Board

March 21, 2023

**Protocol #: 32123****Project Title:** DATING VIOLENCE IN LATINE LGBTQ+ ADOLESCENT RELATIONSHIPS: TREATMENT CONSIDERATIONS

Dear Tatiana:

Thank you for submitting a "GPS IRB Non-Human Subjects Notification Form" for *DATING VIOLENCE IN LATINE LGBTQ+ ADOLESCENT RELATIONSHIPS: TREATMENT CONSIDERATIONS* project to Pepperdine University's Institutional Review Board (IRB) for review. The IRB has reviewed your submitted form and all ancillary materials. Upon review, the IRB has determined that the above-titled project meets the requirements for *non-human subject research* under the federal regulations 45 CFR 46.101 that govern the protection of human subjects.

Your research must be conducted according to the form submitted to the IRB. If changes to the approved project occur, you will be required to submit *either* a new "GPS IRB Non-Human Subjects Notification Form" or an IRB application via the eProtocol system (<http://irb.pepperdine.edu>) to the Institutional Review Board.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intentions, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at <https://community.pepperdine.edu/irb/policies/>.

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval.

On behalf of the IRB, we wish you success in this scholarly pursuit.

Sincerely,

Institutional Review Board (IRB)  
Pepperdine Universitycc: Mrs. Katy Carr, Assistant Provost for Research  
Dr. Judy Ho, Graduate School of Education and Psychology IRB Chair

APPENDIX D

Literature Review Table

## APPENDIX D

## Literature Review Table

| Study Authors & Year                | Title   | Research Objective(s)   | Sample (N) and Demographic   | Measurement(s)/Methods   | Major Findings   |
|-------------------------------------|---|---|--|--|--|
| Arriaga, X.B. & Foshee, V.A. (2004) | Adolescent Dating Violence Do Adolescents Follow in Their Friends', or Their Parents', Footsteps  | To assess the relative effects of having friends in violent relationships versus observing parents hit one another.   | 526 adolescents in rural North Carolina (280 girls, 246 boys)  | Self-administered questionnaires during class  | Friend dating violence and interparental violence each exhibited unique cross-sectional associations with own perpetration and victimization. However, only friend violence consistently predicted later dating violence.  |
| Averdijk, M. (2019)                 | Treatments for child and adolescent victims of sexual violence: are they effective?   | To provide a brief overview of the current international knowledge base on the effectiveness of treatment programs for child and adolescent victims of sexual violence.   | N/A  | N/A  | Treatment programs show moderate to large beneficial effects on victims' well-being. Treatments that have a longer duration and shorter sessions are more effective than other treatments.   |
| Baiden, et al. (2020)               | Examining the intersection of race/ethnicity and sexual orientation on suicidal ideation and suicide attempt among adolescents: Findings from the 2017 Youth Risk Behavior Survey | To examine the impact of sexual orientation and race/ethnicity on suicidal ideation and suicide attempt(s) using data from a nationally representative sample of adolescent high school students.                       | 13,697 adolescents aged 14-18 years old  | Self-administered questionnaires during class  | Sexual minority adolescents are at greater risk of reporting suicidal ideation or making a suicide attempt.  |
| Baker, C.K. & Carreño, P.K. (2016)  | Understanding the Role of Technology in Adolescent Dating and Dating Violence   | To explore how technology is used at different stages of the relationship, describe experiences with technology use and dating violence, and examine gender differences in technology use, dating, and dating violence. | 39 participants-- Hawaii "locals"  | 8 sex-specific focus groups with approximately 4-5 participants per group                                | Technology, such as texting and posting on social networking sites, is used by adolescents to initiate and dissolve relationships. However, it is also associated with causing jealousy between partners and one partner trying to regain control over their emotions by taking a technology "break" from the other partner. |
| Bandyopadhyay, et al. (2014)        | Dating Violence in Adolescence  | To provide a critical overview of adolescent dating violence and its risk factors, prevalence, health outcomes, screening techniques, management approaches, prevention measures, and policy recommendations.           | N/A  | N/A  | There is a major need for studies to improve prevention programs for dating violence.  |
| Berke, et al. (2016)                | LGBTQ perceptions of psychotherapy: A consensual qualitative analysis.  | This study aims to investigate factors that contribute to the experiences of LGBTQ individuals in therapy, with a focus on client perspectives.   | 13 participants (8 male-identified and 2 female-identified; 2 transgender males; 1 transgender female) | Consensual Qualitative Research (CQR), which involves in-depth studies of individuals' inner experiences | The study found that LGBTQ individuals face unique challenges in defining mental health and view their sexual and gender identity as one component of their overall identity.  |



| Study Authors & Year                      | Title   | Research Objective(s)   | Sample (N) and Demographic  | Measurement(s)/Methods    | Major Findings   |
|---|---|---|---|---------------------------|--|
| Boyas, et al. (2019)                      | Alcohol Use among Latinx Early Adolescents: Exploring the Role of the Family  | This study aimed to investigate whether changes in alcohol use varied across prevention intervention conditions among early adolescents.  | 9 middle schools in a large Southwest city with a high population of Latinx students          | Self-report               | Family-based prevention programs can be effective in reducing substance use behaviors among Latinx adolescents.  |
| Breiding, et al. (2015)                   | Intimate Partner Violence Surveillance: Uniform Definitions and Recommended Data Elements                                       | To provide uniform definitions regarding intimate partner violence and its components. This document provides recommendations for gathering public health surveillance data on Intimate Partner Violence (IPV) to promote consistency across organizations. | N/A   | N/A                       | Obtaining accurate and reliable estimates of the number of individuals affected by violence is complicated by many factors, including inconsistent definitions of IPV and the repetitive nature of violence in many violent relationships. |
| Bundock, K. & Chan, C.; Hewitt, O. (2020) | Adolescents' Help-Seeking Behavior and Intentions Following Adolescent Dating Violence: A Systematic Review                     | To identify and summarize empirical work on adolescent help-seeking behavior for adolescent dating violence.  | 19 studies on adolescent dating violence (ADV)  | N/A                       | Adolescents face barriers when seeking help for adolescent dating violence (ADV), and they mainly seek help from informal sources.   |
| Burrow-Sánchez, et al. (2015)             | Cultural accommodation of group substance abuse treatment for Latino adolescents: Results of an RCT.                            | The present study integrated the variables of acculturation, ethnic identity, and familism due to their cultural relevancy for Latino adolescents experiencing substance abuse problems.  | 70 Latino adolescents (13-18 years old) who met criteria for alcohol/drug abuse or dependence | Treatment; Familism scale | The findings suggest that commitment, exploration, and parental familism are important factors in substance abuse treatment outcome for Latino adolescents.  |
| Burrow-Sánchez, J.J. & Wrona, M. (2012)   | Comparing culturally accommodated versus standard group CBT for Latino adolescents with substance use disorders: A pilot study. | The present study sought to understand their potential role as moderators of outcome for Latino adolescents receiving standard versus culturally accommodated substance abuse treatment.  | 35 Latino adolescents   | S-CBT; A-CBT              | The study found that both treatment conditions had similar feasibility outcomes, but some differences were found in substance use outcomes.  |
| Celis Carbajal, P. (2020)                 | From Hispanic to Latine: Hispanic Heritage Month and the Terms That Bind Us   | To provide a brief history of Latinos in the United States and the evolution of the terms to describe Latino/a/x/e individuals.   | N/A   | N/A                       | N/A  |
| Cervantes, R.C. & Goldbach, J.T. (2012)   | Adapting Evidence-Based Prevention Approaches for Latino Adolescents: The Familia Adelante Program-Revised*                     | To adapt a damage prevention and stress reduction program for Hispanic youth and families using a 3-stage, community-based participatory design.  | Hispanic youth (11-14 years old)  | Focus groups              | The study successfully recruited a varied sample of Hispanic parents and youth to learn more about preventative measures for substance abuse and risky sexual behavior.  |
| deOnís, C.M. (2017)                       | What's in an "x"? An Exchange about the Politics of "Latinx"  | To explore the linguistic choices that come into play when choosing between "Latinx" or "Latina/o".   | Five scholars across different time zones and institutional affiliations                      | Collaborative document    | The scholars discussed themes, tensions, and steps that can help to examine and practice linguistic choices that disrupt the efforts to dehumanize, criminalize, and brutalize marginalized communities.                                   |

| Study Authors & Year            | Title   | Research Objective(s)   | Sample (N) and Demographic | Measurement(s)/Methods | Major Findings  |
|---------------------------------|---|---|----------------------------|------------------------|---|
| Dolezal, L. & Gibson, M. (2022) | Beyond a trauma-informed approach and towards shame-sensitive practice  | To outline and define the concept of shame-sensitivity and principles for shame-sensitive practice; to argue that a shame-sensitive approach is essential for the trauma-informed approach.   | N/A                        | N/A                    | Integrating the 'shame lens' within organizations will enable more humane services that acknowledge the impact of shame on individuals.   |
| Doucette, et al. (2021)         | A review of parent- and family-based prevention efforts for adolescent dating violence  | To review existing parent- and family-based programs for ADV.   | N/A                        | N/A                    | Future programming efforts should also consider the specific needs of families of adolescents with prior ADV exposure, gender-specific programming, and more inclusive programming for LGBTQ+ adolescents and their families. The review highlights the critical role of parents in ADV prevention and calls for more assessment and inclusion of parent-based content in prevention programming. |
| Duffee, et al. (2021)           | Trauma-Informed Care in Child Health Systems  | To provide recommendations for policy makers, legislators, and health care organizations to implement trauma-informed care into pediatric health systems.   | N/A                        | N/A                    | This article discusses various strategies that can be implemented at the federal and state levels to address the impact of trauma on historically resilient populations, including interventions to interrupt the intergenerational transfer of family violence and mitigate the impact of historical trauma in communities of color and American Indian and Alaskan native populations.          |
| Fix, et al. (2022)              | Disparities in Adolescent Dating Violence and Associated Internalizing and Externalizing Mental Health Symptoms by Gender, Race/Ethnicity, and Sexual Orientation | To explore the prevalence and mental health associated with physical and sexual dating violence among adolescents using an intersectional analysis.   | 88,219 adolescents         | self-report            | An intersectional approach is especially informative in teen dating violence prevention and intervention and second that teen dating violence interventions and prevention programming should use a trauma-informed, gender-responsive, culturally sensitive, and LGBQ inclusive approach.  |
| Gladden, et al. (2014)          | BULLYING SURVEILLANCE AMONG YOUTHS  | To provide uniform definitions regarding intimate partner violence and its components. This document provides recommendations for gathering public health surveillance data on Intimate Partner Violence (IPV) to promote consistency across organizations. | N/A                        | N/A                    | This resource provided uniform definitions to reduce the inconsistencies in the definition of bullying and measurement strategies.  |

| Study Authors & Year               | Title   | Research Objective(s)   | Sample (N) and Demographic  | Measurement(s)/Methods   | Major Findings  |
|------------------------------------|---|---|---|--|---|
| Goldbach, J.T. & Gibbs, J. (2015)  | Strategies employed by sexual minority adolescents to cope with minority stress.  | To examine coping statements made by 48 racially and ethnically diverse sexual minority adolescents to determine whether the coping methods reported aligned with general coping theory and whether differences in coping methods appear to exist across sexual orientation and racial/ethnic groups. | 48 adolescents (13-19 years old) who identify as lesbian, gay, or bisexual      | Qualitative study using semi-structured interviews to understand how they coped with minority stress experiences | SMA cope with minority stress in similar ways to heterosexual youth coping with general stress, but findings suggest that SMA may also use different kinds of coping resources.       |
| Graham-Bermann, et al. (2015)      | An Efficacy Trial of an Intervention Program for Children Exposed to Intimate Partner Violence  | To compare the adjustment of children exposed to severe IPV who participated in the Pre-Kids' Club (PKC) while their mothers participated in the MEP with a comparable group who did not receive intervention services and were randomly assigned to a waitlist.                                      | 120 mother-child pairs who had experienced significant IPV in the past 2 years. | Randomly assigned to experimental or no treatment condition  | The intervention program was partially effective in reducing internalizing symptoms in young children, particularly for girls and those who adhered to the treatment.                 |
| Hatchel, T. & Marx, R. (2018)      | Understanding Intersectionality and Resiliency among Transgender Adolescents: Exploring Pathways among Peer Victimization, School Belonging, and Drug Use | To investigate the role of school belonging in mediating the relationship between peer victimization and drug use for transgender students, as well as the potential moderating effects of socioeconomic status and youth of color status.  | 4,721 transgender participants  | Analysis of subsample of cross-sectional data from the California Healthy Kids Survey (CHKS)                     | The findings indicate that a significant number of transgender youth experience peer victimization and engage in drug use.  |
| Hatchel, et al. (2021)             | Suicidal Thoughts and Behaviors Among LGBTQ Youth: Meta-Analyses and a Systematic Review  | To provide a basis for developing clinical tools and identifying gaps in current research.  | 44 articles   | Meta-analysis  | Variability exists among correlates of STB as well as substantial limitation in the extant literature.  |
| Hatchel, et al. (2021)             | LGBTQ youth and digital media: online risks   | To examine the existing literature of pertinent theoretical frameworks, LGBTQ youth and their digital media use, as well as the possibly harmful impact their digital experiences may have on them.   | N/A   | Meta-analysis  | The incredible visibility and accessibility of information online, whether substantiated or not, can have a profound impact on the well-being of stigmatized groups like LGBTQ youth. |
| Heise, et al. (2019)               | Measuring psychological abuse by intimate partners: Constructing a cross-cultural indicator for the Sustainable Development Goals                         | To utilize existing data to approximate levels of psychological abuse by an intimate partner.   | 19,567 women who had ever had an intimate male partner                          | survey   | The prevalence of psychological abuse was found to vary across countries, with the most common form being insults and the least common being threats of harm.                         |
| Henrich, et al. (2010)             | The Weirdest People in the World  | To argue that available research does not fully encapsulate the population being studied.   | N/A   | N/A  | The available database does not reflect the full breadth of human diversity and largely represents WEIRD people, a narrow and potentially peculiar subpopulation.                     |
| Hinduja, S. & Patchin, J.W. (2020) | Digital Dating Abuse Among a National Sample of U.S. Youth  | To clarify the extent to which youth are experiencing digital forms of dating abuse and to identify salient correlates related to those experiences.  | 5,539 adolescents (12-17 years old)   | survey via email   | The study found that a significant number of teens had experienced both forms of abuse, and that males were more likely to experience digital dating abuse than females.              |

| Study Authors & Year     | Title   | Research Objective(s)  | Sample (N) and Demographic                         | Measurement(s)/Methods                            | Major Findings   |
|--------------------------|---|--|--|---|--|
| Howarth, et al. (2015)   | The Effectiveness of Targeted Interventions for Children Exposed to Domestic Violence: Measuring Success in Ways that Matter to Children, Parents and Professionals: Measuring Success in Ways that Matter to Children, Parents and Professionals | To present the need to examine whether the outcomes measured in clinical trials for interventions aimed at children exposed to domestic violence align with the perceived benefits reported in qualitative evaluation studies and the views of key stakeholders. | N/A  | systematic review                                 | It is important to ensure the outcomes measured in clinical trials of interventions align with the perspectives of stakeholders.   |
| Johnson, et al. (2005)   | "I Know What Love Means." Gender-Based Violence in the Lives of Urban Adolescents   | To qualitatively explore how gender-based violence affects the lives of urban adolescents.   | 120 urban youth and young adults (14-22 years old) | Focus groups                                      | The findings show that gender-based violence impacts the lives of the youth in this study in various ways, as child witnesses to family violence, victims of intimate partner and dating violence, or peer observers of harassing and violent behavior.                    |
| Liang, et al. (2020)     | The Effect of COVID-19 on Youth Mental Health   | To examine the extent to which youth groups are prone to psychological problems due to COVID-19 and explore the correlation between mental health, PTSD, negative coping styles and sociodemographic variables.  | 584 adolescents and adults (14-35 years old)       | online questionnaire                              | Approximately 40.4% of participants reported psychological problems and 14.4% reported PTSD symptoms.  |
| Makepeace, J.M. (1981)   | Courtship Violence among College Students   | To develop an instrument for measuring courtship violence, estimate its incidence among college students, describe its variations, and identify social correlates.   | 202 adolescents                                    | anonymous questionnaire administered during class | Results showed that most respondents had known someone who had been involved in courtship violence, and one-fifth had personally experienced it.   |
| Malhotra, et al. (2015)  | A Review of Teen Dating Violence Prevention Research: What About Hispanic Youth?  | to provide a critical review of existing research on evidence-based TDV prevention programs and highlight gaps in the literature regarding culturally tailored strategies that may be effective when working with Hispanic teens.                                | 22 articles  | critical review                                   | Only three TDV prevention programs have been developed and evaluated with Hispanic teens, with one showing some positive effects on knowledge, attitudes, and help-seeking but no lasting effects on TDV perpetration or victimization.                                    |
| Martin-Storey, A. (2015) | Prevalence of Dating Violence Among Sexual Minority Youth: Variation Across Gender, Sexual Minority Identity and Gender of Sexual Partners  | The study aims to assess whether sexual minority youth experience higher rates of dating violence and explore variations in prevalence across different measures of sexual minority status.  | 10,493 adolescents                                 | analysis of MA-YRBS survey                        | Results showed that sexual minority youth had a higher likelihood of reporting dating violence compared to heterosexual youth, and this association was partially or fully mediated by peer victimization, risky sexual behavior, binge drinking, and aggressive behavior. |

| Study Authors & Year                  | Title  | Research Objective(s)  | Sample (N) and Demographic       | Measurement(s)/Methods                                | Major Findings  |
|---------------------------------------|--|--|----------------------------------|---|---|
| McKay White, R. & Fjellner, D. (2022) | The Prevalence of Economic Abuse Among Intimate Partners in Alberta  | To study the incidence of economic abuse across society as an independent form of abuse and address two issues: (1) whether economic abuse is a gendered phenomenon and (2) what are the patterns of economic abuse across different demographics.   | 300 adults                       | phone survey  | The results show that about 35% of participants have experienced economic abuse, with Economic Control being the most prevalent subtype.  |
| Mercy, et al. (2017)                  | Interpersonal Violence: Global Impact and Paths to Prevention  | To provide suggestions to address interpersonal violence as a global health issue.   | N/A                              | N/A   | Collaboration across different government sectors and disciplines is critical to fully understand and effectively prevent violence.   |
| Moreno, et al. (2022)                 | Culturally enhancing a group-based motivational interviewing substance use prevention program for Latine youth | 1) To develop a model of how cultural context, family relationships, and adolescent tobacco-related skills/beliefs are associated with smoking and ATP use; 2) Examine the impact of the GMIT-ATP intervention on adolescent tobacco use; 3) Examine whether the GMIT-ATP + P intervention improves family/parenting factors associated with reduced adolescent tobacco use; 4) Examine whether GMIT-ATP + P is more effective than GMIT-ATP in improving adolescent tobacco use; 5) Explore whether essential components of our behavior change model mediate the impact on tobacco use, and 6) Explore whether cultural factors influence the impacts of our intervention. | 80 families                      | Randomly assigned to adapted or standard intervention | The culturally enhanced group-based motivational interviewing substance use prevention program for Latine youth aims to minimize adolescent substance and tobacco use by tailoring interventions to cultural values, language, and specific risk factors.         |
| Mufson, et al. (2015)                 | A pilot study of Brief IPT-A delivered in primary care   | To examine feasibility, acceptability, and preliminary effectiveness for improving depression and global and social functioning posttreatment.   | 10 adolescents (12-19 years old) | Treatment   | The study provides preliminary evidence that BIPT-A may be beneficial in engaging adolescents with mild to moderate depression and impairment in treatment in the primary care setting and that there may be some impact on the reduction in depression symptoms. |
| Murphy, J. & Hardaway, R. (2017)      | LGBTQ adolescents of color: Considerations for working with youth and their families                           | To highlight pertinent considerations for mental health providers when working with LGBTQ adolescents of color.  | N/A                              | literature review                                     | While progress has been made, further research and strides can be made to meet the therapeutic needs of LGBTQ youth of color.   |
| <i>no author</i> (2013)               | Domestic Violence Prevention: A history of milestones and achievements   | To provide a brief history of milestones and achievements as they relate to domestic violence in the United States.  | N/A                              | N/A   | N/A   |
| <i>no author</i> (2017)               | Youth Risk Behavior Survey - Data Summary & Trends Report: 2007-2017   | To summarize the results received from the YRBS questionnaires   | N/A                              | N/A   | N/A   |

| Study Authors & Year                  | Title   | Research Objective(s)  | Sample (N) and Demographic                          | Measurement(s)/Methods   | Major Findings  |
|---------------------------------------|---|--|---|--|---|
| <i>no author</i> (2019)               | What's in a Name? Hispanic, Latino: Labels, Identities  | To explore the differences and the evolution of the various terms used to define Latino/a/s/es in the United States.                       | N/A   | N/A  | N/A   |
| <i>no author</i> (2022)               | CDC Fast Facts: Preventing Teen Dating Violence   | To provide a brief overview of the teen dating violence, its effects, and statistics.  | N/A   | N/A  | N/A   |
| <i>no author</i> (n.d.)               | 'Latinx' And Gender Inclusivity   | To define the term "Latinx" and provide a summary of its formation.  | N/A   | N/A  | N/A   |
| <i>no author</i> (n.d.)               | Why Latinx/e?   | To define the terms "Latinx" and "Latine" and provide a brief summary of their creation.   | N/A   | N/A  | N/A   |
| <i>no author</i> (n.d.)               | Defining LGBTQIA+   | To define the term "LGBTQIA+" as well as the components that make up this umbrella.  | N/A   | N/A  | N/A   |
| <i>no author</i> (n.d.)               | Domestic Violence Timeline  | To provide a brief history of domestic violence in the United States.  | N/A   | N/A  | N/A   |
| Oboler, S. (1995)                     | Ethnic labels, Latino lives: identity and the politics of (re)presentation in the United States | To provide a brief overview of the various ethnic labels related to Latino/a/s/es in the United States.                                    | N/A   | N/A  | N/A   |
| Offenhauer, P. & Buchalter, A. (2011) | Teen Dating Violence: A Literature Review and Annotated Bibliography: (726412011-001)           | To provide a brief history of teen dating violence in the United States.   | N/A   | N/A  | N/A   |
| Pache, S. (2020)                      | A History of Interpersonal Violence: Raising Public Concern                                     | To provide a history of interpersonal violence in the United States.   | N/A   | N/A  | N/A   |
| Patterson, et al. (1977)              | National Communication Network for the elimination of violence against women                    | To provide resources and information to women across the United States who were experiencing intimate partner violence.                    | N/A   | N/A  | N/A   |
| Romano, et al. (2021)                 | Meta-Analysis on Interventions for Children Exposed to Intimate Partner Violence                | To compile a list of emotional and behavioral outcomes of IPV exposure interventions.  | 21 evaluation studies                               | Meta-analysis  | They found that IPV exposure interventions with a child component improved several outcomes, including, but not limited to, specific externalizing and internalizing behaviors, trauma-related symptoms, and social behaviors.  |
| Sabina, et al. (2022)                 | Victimization of Sexual Minority Latinx Youth: Results from a National Survey                   | The study focuses on Latinx youth and examines the differences in victimization types and psychosocial variables based on sexual identity. | 123 adolescents who identified as sexual minorities | Analysis of subsample of cross-sectional data from the Dating Violence among Latino Adolescents (DAVILA) study | Victimized SM youth also experience more depression, anxiety, and hostility, and have lower levels of social support from family and significant others. SM status is associated with an increased count of victimizations but becomes nonsignificant when accounting for social support, depression, and hostility |

| Study Authors & Year                  | Title   | Research Objective(s)   | Sample (N) and Demographic  | Measurement(s)/Methods                     | Major Findings   |
|---------------------------------------|---|---|---|--|--|
| Sacks, D. (2003)                      | Age limits and adolescents  | To provide an accepted definition of adolescence for future researchers.  | N/A   | N/A  | SM status is associated with an increased count of victimizations but becomes nonsignificant when accounting for social support, depression, and hostility.  |
| Schmitz, et al. (2019)                | LGBTQ+ Latinx young adults' health autonomy in resisting cultural stigma  | To explore how LGBTQ+ Latinx young adults navigate their intersecting identities to establish a sense of control over their health autonomy.                    | 41 young adults who identify as LGBTQ and at least partially Latinx | Interview                                  | The study highlights the resilience of this marginalized group and their commitment to self-education and empowerment to promote positive health outcomes.   |
| Shannon, J. (2009)                    | Domestic violence sourcebook: basic consumer health information about warning signs, risk factors, and health consequences of intimate partner violence, sexual violence and rape, stalking, human trafficking, child maltreatment, teen dating violence, and elder abuse: along with facts about victims and perpetrators, strategies for violence prevention, and emergency interventions, safety plans, and financial and legal tips for victims, a glossary of related terms, and directories of resources for additional information and support | To provide health information about warning signs, risk factors and health consequences of various forms of IPV.  | N/A   | N/A  | This book provided definitions, safety plans, emergency interventions, and tips for survivors of IPV.  |
| Stephenson, et al. (2018)             | Psychological Abuse in the Context of Social Media  | To examine how cyber dating abuse is related to the traditional understanding of psychological abuse and how the two differ.                                    | N/A   | Review                                     | There is a high correlation between cyber dating abuse with both perpetration and victimization of psychological abuse. A comprehensive scale is needed that contains all relevant aspects of psychological abuse. |
| Stonard, et al. (2017)                | "They'll Always Find a Way to Get to You": Technology Use in Adolescent Romantic Relationships and Its Role in Dating Violence and Abuse  | To explore the role electronic communication technology (ECT) plays in adolescent romantic relationships and psychologically abusive and controlling behaviors. | 52 adolescents between 12-18 years old                              | Thematic analysis to identify three themes | While technology has had a positive impact on adolescent romantic relationships, it also has had a negative impact on them.  |
| Thibaut, J.W.A. & Kelley, H.H. (1959) | The Social Psychology of Groups   | To describe the patterns that come into play in interpersonal relationships and group functioning.  | N/A   | N/A  | N/A  |
| Tobin, et al. (2021)                  | A Community-Based Mindfulness Intervention Among Latino Adolescents and Their Parents: A Qualitative Feasibility and Acceptability Study  | To assess the feasibility and acceptability of a MBMI among Latino youth and their parents.   | 42 participants (19 adults, 22 youth)                               | intervention                               | The intervention was found to be feasible and acceptable for the desired population.   |

| Study Authors & Year              | Title  | Research Objective(s)   | Sample (N) and Demographic                                    | Measurement(s)/Methods                      | Major Findings  |
|-----------------------------------|--|---|---|---|---|
| Vagi, et al. (2013)               | Beyond Correlates: A Review of Risk and Protective Factors for Adolescent Dating Violence Perpetration | To review the literature to identify risk and protective factors correlated to dating violence perpetration.  | 20 studies  | Systematic review                           | This article found 53 risk factors and 6 protective factors from the studies reviewed.  |
| Verrochi, D. (2020)               | Building Resilience in Gender and Sexual Minority Youth  | To argue that the minority stress model can be useful when working with LGBTQ youth.  | N/A   | N/A   | The minority stress model can help to build resilience in LGBTQ youth.  |
| Walker, L.E. (2015)               | Looking back and looking forward: Psychological and legal interventions for domestic violence          | To review the history of domestic violence and its impact on the family system.   | N/A   | N/A   | This article focused on the various psychological and legal interventions for families where domestic violence/IPV is a factor.   |
| Wilson, C. & Cariola, L.A. (2020) | LGBTQI+ Youth and Mental Health: A Systematic Review of Qualitative Research                           | To provide a comprehensive overview by collating and critically appraising the existing evidence-base of qualitative research studies from 2008-2018.   | 34 studies  | systematic review                           | Most of the research present regarding challenges that LGBTQ adolescents face in society are related to the common themes of isolation, rejection, phobia, need for support; marginalization; depression, self-harm, and suicidality; policy and environment; and connectedness |
| Wincentak, et al. (2017)          | Teen dating violence: A meta-analytic review of prevalence rates.                                      | To determine the prevalence of physical and sexual TDV among adolescents, obtain the rates of TDV separately by gender, and examine the potential moderation effects of age, demographics, and measurement. | 101 studies reporting rates for youth 13-18 years old         | Systematic literature search; meta-analysis | One in five adolescents reported physical TDV and one in ten reported sexual TDV.   |
| Zweig, et al. (2013)              | The Rate of Cyber Dating Abuse Among Teens and How It Relates to Other Forms of Teen Dating Violence   | To investigate the prevalence of cyber dating abuse among youth and its relationship to other forms of dating violence.   | 3,745 adolescents who reported to be in a dating relationship | Interview                                   | The study found that just over a quarter of youth in a relationship experienced cyber dating abuse in the prior year, which is comparable to physical dating violence.  |
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