ACCULTURATION, CIVIC ENGAGEMENT, AND HELP- SEEKING BEHAVIORS

IN THE LATINX COMMUNITY

A THESIS

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ABSTRACT

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This research study examined the impact of civic engagement and acculturation

on the help-seeking behaviors of Latinx individuals living in the United States as well as

examine civic engagement as a mediator between acculturation and help-seeking

behavior. The likelihood of engaging in help-seeking behaviors is related to race and

inversely related to acculturation, with White individuals and more acculturated Latinx

individuals engaged in more help-seeking behaviors than less acculturated Latinx

individuals (Sabina, Cuevas, & Schally, 2012b). Civic engagement entails a similar

process as acculturation by forming social networks within a community and is typically

less present in the Latinx community. A demographic form created by the researcher, the

Acculturation Rating Scale for Mexican Americans-II, Civic Engagement Scale, the

Digital Citizenship Scale, the researcher-created Informal Help-Seeking Questionnaire,

and the Attitudes Towards Seeking Professional Psychological Help were administered

through an online survey in PsychData. Ninety participants completed the survey of

whom 90% identified as women and 10% identified as men. A series of regression

analyses was used to analyze the hypotheses on acculturation, civic engagement, and

help-seeking behaviors. Based on the results, it appeared that there is no significant positive relationship between acculturation and help-seeking behaviors for Latinx individuals. Civic engagement and acculturation did not appear to have a statistically significant positive relationship, therefore, civic engagement was not shown to be a mediator in the relationship between acculturation and help-seeking behaviors. Limitations and implications for theory, research, and practice are discussed.

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CHAPTER 1

INTRODUCTION

Help-seeking pertains to the steps an individual takes to seek help for various problems with their emotion, cognition, and behavior. Help-seeking is generally divided into three separate categories that include one's beliefs towards seeking help, intention to seek help, and actual help-seeking behaviors. Help-seeking is also separated into formal behaviors such as seeing a therapist for depression and informal behaviors such as speaking to friends/family about a personal issue (McCart, Smith, & Sawyer, 2010).

Help-seeking behaviors have been studied in a multitude of contexts including the Latinx population because researchers have shown that the Latinx population generally engages in fewer formal help-seeking behaviors compared to White people (Sabina et al., 2012b). Help-seeking behaviors within the Latinx population often rely heavily on social networks and are considered a cultural process influenced by cultural values and acculturation (Ishikawa, Cardemil, & Falmagne, 2010). Other barriers to help-seeking behaviors for the Latinx population include societal views on immigration, access to culturally-sensitive staff in formal intervention settings, and acculturation stress. For example, anti-immigration rhetoric and a history of political movement that focuses on the legislation targeting undocumented immigrants living in the U.S creates barriers for the Latinx population to engage in help-seeking behaviors and contributes to the fear of deportation as a significant stressor (Reina, Lohman, & Maldonado, 2014). Mental health

care disparities among the Latinx population are also a concern that requires critical attention in order to find appropriate ways to provide crucial treatment interventions and address their engagement in help-seeking behaviors. Latinx individuals with a clinical need for mental health care services tend to utilize informal sources for help as opposed to formal mental health services, particularly for individuals who report high levels of family support (Villatoro, Morales, & Mays, 2014). Additionally, Alexandre, Martins, and Richard (2009) found that Latinx participants receive less adequate mental health services in comparison to their White counterparts. Similar findings have been uncovered concerning Latinx veterans as they report significantly lower health care usage compared to non-Hispanic White non-veterans (De Luca, Blosnich, Hentschel, King, & Amen, 2016). As a result, it is important to examine the factors that impact help-seeking behaviors in the Latinx population as well as potential mediators in the factors that influence help-seeking behaviors.

Acculturation levels have been shown to impact help-seeking behaviors in that high acculturation is associated with higher levels of help-seeking behavior and lower acculturation is associated with a lower likelihood of engaging in help-seeking behavior (Sabina et al., 2012b). The process of acculturation typically involves social networks in which one is attempting to merge their native culture with the host culture (Cano, Castillo, Castro, de Dios, & Roncancio, 2014). Similar to studies on acculturation and help-seeking behavior, structural and institutional barriers create difficulties for the Latinx population in the U.S. as there have been frequent debates over the rights of undocumented immigrants that has negatively charged anti-immigration rhetoric. This is

problematic for the Latinx population as it impacts the experiences they encounter living in the U.S., regardless of the level of acculturation. High and low levels of acculturation both harbor various obstacles that cause significant stress on Latinx individuals.

The relational aspect of acculturation is particularly important to consider because relational networks are present in other factors that influence help-seeking behaviors such as civic engagement. Civic engagement refers to the knowledge, values, attitudes, and behaviors related to involvement in the local community and overall society through knowledge of political systems, social responsibility, and political participation (Guillaume, Jagers, & Rivas-Drake, 2015). Civic engagement is related to acculturation by involving a similar process by which individuals are highly influenced by relationships and one's relationship to the community. Additionally, civic engagement highly attends to a cultural process through participation in religious organizations and local immigrant organizations, similar to acculturation (Ebert & Okamoto, 2013). Civic engagement is also defined through collective behaviors such as online civic engagement, secular and non-secular volunteering, and school-based civic engagement which are particularly important to include when researching the Latinx population since immigration status impacts one's ability to engage in formal political participation (Guillaume et al., 2015; Mora, 2013). Tucker and Santiago (2013) found that civic engagement also has a positive effect on acculturation in the Latinx community. English language proficiency was associated with higher levels of civic engagement and level of education appeared to facilitate civic engagement as participants with higher levels of education tried to each other participants how to get involved in the community (Tucker

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& Santiago, 2013). Participants also discussed their desire to engage in the community but experience barriers due to anti-immigration legislation which highlights the importance celebrating the cultural heritage of Latinx immigrants as well as advocating for immigration reform in order to increase civic engagement levels (Tucker & Santiago).

Researchers have typically explored civic engagement from a religious perspective by examining the ways in which houses of worship facilitate civic engagement for Latinx immigrants. Two reinforcing mechanisms that foster civic engagement in churches include small groups and organizational links that provide intimate contexts for opportunities for civic engagement (Mora, 2013). Further research has also found that immigrant inclusion and access to formal political participation increased the likelihood that civic improvement events will be held by individuals living in the area such as fundraisers and community meetings (Ebert & Okamoto, 2013). Civic engagement within Latinx immigrant community has been impacted by anti-immigration activity by uniting immigrant communities. However, anti-immigration threats at the state level decrease collective efficacy of civic engagement for immigrants because restrictive legislation deters public displays of immigrant communities through celebrations and solidarity events, resulting in a decreased likelihood that Latinx communities will unify against unjust legislation (Ebert & Okamoto, 2013).

Statement of Purpose

The purpose of this study was to explore the relationship between acculturation level and help-seeking behaviors for Latinx individuals and examine civic engagement as a mediator in the relationship between acculturation and help-seeking behaviors. It is

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important to examine the relationship between acculturation and help-seeking behaviors as well as identify civic engagement as a potential mediator in order to provide adequate care for the Latinx community and become better advocates for undocumented Latinx immigrants living in the U.S. It is important to uncover whether civic engagement mediates the relationship between acculturation and help-seeking behaviors in order to formulate intervention strategies and educate communities on the benefits of being politically engaged. Health care practitioners and professionals in the field of psychology can use this knowledge to expand social justice efforts for the Latinx community and provide resources for clients on ways to expand their relational support in the community which can lead to healthy help-seeking behaviors. Furthermore, investigating civic engagement is crucial because it is a factor that can have a significant impact on the experiences of the Latinx population by connect communities together and empowering members of the community to build relational support that may lead to healthy help-seeking behaviors.

CHAPTER II

REVIEW OF THE LITERATURE

Help-Seeking Behaviors

This study specifically focuses on the formal help-seeking behaviors of the Latinx

population as well as how they relate to acculturation and civic engagement. Help-

seeking behaviors is a multifaceted concept that incorporates help-seeking attitudes,

intention to seek help, and actual behaviors geared towards searching for help (McCart et

al., 2010; Li, Dorstyn, & Denson, 2014). Help-seeking can be formal or informal and

each has the potential to foster different outcomes. Formal help-seeking refers to efforts

to seek mental health care services, legal aid, and/or contacting law enforcement

authority. In contrast, informal help-seeking behavior involves reaching out to friends,

family, and other social support systems (McCart et al., 2010). Recently, research has

been done on help-seeking behaviors among the Latinx community, an important

population to study since the Hispanic population is projected to increase from 53.3

million in 2012 to 128.8 million in 2060 (United States Census Bureau, 2012). It is

imperative to conduct research in this area given the unique cultural experiences of the

Latinx community.

Formal help-seeking behaviors for the Latinx population requires its own

conceptualization because their experiences are largely shaped by institutional, structural,

and cultural barriers. For example, Latinas tend to engage in informal help-seeking

behaviors over formal help-seeking behaviors, particularly for instances of sexual,

stalking, and child victimization (Sabina, Cuevas, & Schally, 2012a). The exception is when they are assaulted with a weapon (Sabina et al., 2012a). Reasons for Latinas' tendency to avoid formal help-seeking behaviors until victimization reaches a lethal risk remain unclear and are an area that needs further study. Similarly, Sabina, Cuevas, and Rodriguez (2014) found that about 84% of Latinx teen victims of dating violence did not seek help from formal support such as school personnel, social services, and police. Another research finding regarding help-seeking behavior within the Latinx community suggests that formal help-seeking is associated with higher acculturation levels while low levels of acculturation serve as a hindrance to formal help-seeking (Sabina et al., 2012b). This research finding was hypothesized to be due to more awareness of domestic violence agencies and other social services for individuals that are more accustomed to the U.S. culture (Sabina et al., 2012b).

Help-seeking Behavior in Latino and Non-Latino Men

There is a trend in the way Latino men engage in help-seeking behavior. For example, Latino men tend to utilize informal sources for help, particularly involving family members (Cabassa, 2007). Additionally, Cabassa (2007) reported that Latino immigrant participants preferred counseling over antidepressants. Misconceptions that psychologists and psychiatrists only treat extreme cases of mental illness may serve as a barrier to Latinos utilizing mental health care services (Ishikawa et al., 2010). Additionally, in Ishikawa et al.'s (2010) study, participants spoke about the stigma tied to seeking a counselor or psychiatrist. Participants expressed beliefs associated with marianismo, a female gender role that emphasizes nurturance and self-sacrifice, which

delayed their formal help-seeking behavior because they did not want to burden the women in their family with their own problems.

In research findings regarding predominantly White men's formal help-seeking behavior, Berger, Addis, Green, Mackowiak, and Goldberg (2013) found an association between masculine norms of pursuing women such as dominance over women and appearing physically/emotionally strong and negative reactions to professional help-seeking and therapy, especially when it was suggested by an intimate partner. In addition, the researchers found that men who participated in the study preferred psychotherapy as a form of help for mental health-related issues as opposed to medication and psychiatry (Berger et al., 2013). Although Berger et al. (2013) did not directly study Latino men, similar gender norms concerning masculinity are found in Latino culture through machismo, a male gender norm found in Latinx ethnicities that emphasizes strength and bravery. Since this specific study has not been replicated, more research must be done in order to appropriately identify gender norms that impact help-seeking behavior in Latino men.

Help-Seeking Behavior in Latina Women

Differences in help-seeking behavior among Latinas are evident and important to highlight. For Latina victims of intimate partner violence (IPV), Latina immigrants who share the same nationality with their abuser were found to be more likely to report incidents of domestic violence to police while Latina immigrants with partners of a different nationality had lower odds of reporting to police (Pitts, 2014). A possible explanation for this research finding is that Latinas in mixed-nationality relationships

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may experience the added barrier of isolation and are subsequently less able to rely on their personal networks for help (Pitts, 2014). Mendoza, Masuda, and Swartout (2015) found that Latina undergraduates endorsed more positive help-seeking attitudes than Latino men. This was hypothesized to be due to machismo since Latino men are often socialized to be providers and protectors inevitably hindering Latino men's desire to seek help. In addition, Gloria, Castellanos, Segura-Herrera, and Mayorga (2010) found that class standing was a positive predictor of help-seeking attitudes in undergraduate Latina women. Participants who identified as a junior or senior reported more positive help-seeking attitudes compared to first-year and sophomore undergraduate Latina women (Gloria et al., 2010). In all, these findings indicate that research should continue to be done in order to properly measure specific criteria that impact help-seeking behaviors. It is also important for continuing research regarding help-seeking behavior in the Latinx community to be aware of the differences in experiences for women of various Latin American ethnicities as well as differences regarding social class.

Barriers to Help-Seeking Behaviors

Research regarding victims of interpersonal violence indicates that Latina women generally engage in less help-seeking behavior compared to White women, and when they do, they typically utilize less formal sources to seek help, such as family and friends (Rizo & Macy, 2011). While informal help-seeking behaviors may provide some support for Latinas, they do not typically end in positive outcomes, especially for victims of interpersonal violence (Reina et al., 2014). However, research has shown conflicting findings regarding formal help-seeking behavior and legal advocacy for Latina women,

especially for individuals who are undocumented and experience a wide array of barriers to formal help-seeking.

A significant barrier to formal help-seeking behaviors among Latinas is the fear of deportation and immigration-related issues. Undocumented Latina immigrants continue to be a marginalized group in the U.S. and many of them are at-risk for experiencing IPV. For example, Latina immigrants experiencing IPV are less likely to seek help due to threats of deportation from their abusive partner and unfamiliarity with domestic violence aid available for non-U.S. citizens (Reina et al., 2014). Limited knowledge about the U.S. legal system and distrust of authorities create a barrier for undocumented women, especially those who are fearful of a perpetrator's threat of disclosing their immigration status because they are not aware of the low emphasis placed upon one's citizenship status in domestic violence cases (Reina et al., 2014). Past trauma or negative experiences with police in immigrant women's home countries creates an inadvertent fear of law enforcement in the United States due to generalized beliefs about law enforcement. Furthermore, immigration status is a factor that plays out in the help-seeking behaviors of the Latinx population as shorter residency in the United States has been shown to be associated with lower likelihood that individuals have health insurance (Cristancho, Peters, & Garces, 2016). Cristancho et al. (2016) found that a majority of the participants in their study did not have health insurance and uninsured individuals who had been in the United States for less than 5 years made up 74% of participants.

Additionally, culture creates significant barriers to formal help-seeking behaviors. Marianismo refers to a virginal self-sacrificing mother who is a model for behavior in

women in the Latinx culture (Manago, Brown, & Leaper, 2009). The phenomenon

implicitly socializes the virtues of the Virgin Mary such as self-sacrifice, passivity, and

sexual morality (Hussain, Leija, Lewis, & Sanchez, 2015). Marianismo also idealizes

women to have a sacred duty to family, subordination to men, chastity before marriage,

and erotic repression (Leyva, 2011). In addition, the concept of marianismo may be so

ingrained into the cultural norms of Latina women that reporting abuse within the home

appears irrational because women are socialized to be passive and patient. As a result,

reporting IPV to police or legal authorities may be viewed as a betrayal to the duty of

family and patriarchal service to men. Similarly, machismo creates barriers for women

utilizing formal help-seeking behaviors because it socializes men to embody certain

masculine traits such as bravery, honor, dominance, reserved emotions, and aggression

(Reina et al., 2014). Although machismo encompasses positive masculine traits such as

bravery, it also perpetuates traditional gender roles for women. Therefore, machismo

impacts the likelihood that Latina women will report abusive behaviors by perpetuating a

stereotype that men are supposed to be exhibit aggressive behavior and low affect as well

as normalizing sexist beliefs within the home that can lead to financial and/or sexual

abuse (Reina et al., 2014).

Familismo is also a cultural value found in Latin American cultures in which

women are socialized to maintain family bonds and emphasizes the importance of family

support (Calzada, Tamis-LeMonda, & Yoshikawa, 2012). It reflects the importance of

family loyalty, reciprocity, and solidarity (Reina et al., 2014). While familismo can

contribute positively to one's sense of belonging and family support, it is an added layer

to the cultural norms Latina women face to serve the family and be very passive. A strong sense of familismo may instill a need for Latinas to care for their partners and family members at all costs despite the presence of abuse (Reina et al., 2014). Latinx individuals with a clinical need for mental health care services tend to utilize informal sources or religious services for help as opposed to formal mental health services, particularly for individuals who report high levels of family support (Villatoro et al., 2014). Respect for family also impacts help-seeking through marital status as the odds of using any type of mental health service in the past year are almost twice as high among Latinx individuals who have never been married (Villatoro et al., 2014). Previously married Latinx individuals are twice as likely as married Latinx individuals to use informal or religious services for mental or substance-use related health (Villatoro et al., 2014). In addition, familismo makes it difficult to disclose any patterns of abuse, both formally and informally (Reina et al., 2014). Altogether, marianismo, machismo, and familismo create cultural norms that deter women from speaking out against abuse occurring within the home.

Language proficiency and isolation create another barrier to formal help-seeking behaviors for Latina women because they may not feel connected to specialized agencies in the community. For instance, lack of reliable transportation and inability to read bus routes significantly impact one's ability to travel to certain areas for legal advocacy or mental health care. For immigrant Latinas in the United States, communication with community resource agencies or law enforcement may be very limited or non-existent due to language barriers and isolation (Reina et al., 2014). Lack of bilingual employees in

law enforcement, legal agencies, and mental health care facilities make it difficult for

Spanish-speaking Latinas to receive adequate resources. Cristancho, Garces, Peters, and

Mueller (2008) found research support for this as they discovered a severe shortage of

Spanish speaking mental and health care providers for Latinx individuals living in rural

U.S. areas. Furthermore, those who did service Latinx individuals in mental and health

care settings had limited capacity to understand their cultural beliefs and lacked

interpreters to facilitate patient communication (Cristancho et al., 2008).

In cases in which domestic violence is present, an English-speaking abuser may

increase the amount of isolation and decrease the chance of a victim utilizing formal

help-seeking behaviors by denying abuse allegations to police since their victim is not

able to directly speak to law enforcement. Isolation is an issue closely tied to immigration

because it exacerbates domestic violence and is a major factor in preventing Latinas from

finding community resources. Latinas who are in financially abusive situations are at a

higher risk for experiencing barriers related to language proficiency and isolation since

their abuser may not be willing to help them attain the proper services they need to

advocate for themselves. Moreover, informal help-seeking behaviors in these instances

may not have a positive impact on one's well-being due to stigma from others and fear of

being judged. Lastly, factors mentioned previously also add to the amount of isolation

Latina women experience such as fear of deportation, unstable immigration status, and

cultural norms (Reina et al., 2014).

Fear of stigma also impacts the likelihood of utilizing formal help-seeking

behaviors and highlights the implications of relying on informal help-seeking behaviors

alone. The fear of shame may stem from cultural values against divorce and IPV, both of which are considered private topics that are not shared with others. Emotional and verbal abuse from a partner can also create fear of shame for Latinas because there is significant threat associated with seeking advocacy services. Shame may also come from experiences of discrimination from law enforcement or mental health care services. Discrimination against undocumented Latina women can occur, especially in instances in which they attempt to receive social services for their United States-born children but are categorized as "undeserving" (Reina & Lohman, 2015, p. 484). Tying this experience in with lack of language proficiency also heightens the amount of shame one would expect from reaching out to certain intervention services. Mendoza et al. (2015) found that mental health stigma also impacts Latinx college students in the U.S. as there was a negative association between mental health stigma and recognition of need for psychological services. Participation in prior treatment predicted more positive help-seeking attitudes; however, it was unrelated to confidence in psychological professionals (Mendoza et al., 2015). This research highlights the importance of outreach and educational programs targeting the mental health stigma found in the Latinx community in order to increase the likelihood of help-seeking behaviors and attitudes (Mendoza et al., 2015).

Civic Engagement

Civic engagement is a relatively new topic in research that focuses on the knowledge, values, and attitudes related to the involvement in the local community, and in a broader society which includes knowledge of the political system, a sense of social

responsibility, and prosocial behavior (Guillaume et al., 2015). Civic engagement is

critical to a democratic society as it often fosters individual capacities and promotes

social justice (Ebert & Okamoto, 2013). Furthermore, civic engagement is an essential

aspect of the immigrant incorporation process, where immigrants in the United States

become part of the American society (Ebert & Okamoto, 2013). Available data

concerning immigrants in the U.S. generally display lower levels of volunteerism and

political participation than native-born populations (Mora, 2013). In addition, researchers

have found that areas with a rapidly increasing foreign-born population show reduced

immigrant civic engagement which may be due to new immigrants being less likely to

participate in political activities because of low English-language fluency (Ebert &

Okamoto, 2013). Among the immigrant Latinx community, information concerning civic

engagement is often gathered through survey data to understand patterns in

organizational membership and voting patterns (DeSipio & Uhlaner, 2007). However,

gathering civic engagement information through formal political activity such as voting

excludes Latinx immigrants who are undocumented. Researching civic engagement in the

immigrant community through formal acts of political participation is problematic

because the civic engagement patterns of the undocumented Latinx community are

different than of U.S. citizens. Consequently, scholars have expanded the scope of civic

engagement to include informal engagement and individual civic participation rather than

a collective civic action by members in a community (Ebert & Okamoto, 2013). It is

crucial to continue research among civic engagement in the Latinx immigrant community

because they are not typically included in political processes, resulting in culturally-insensitive and anti-immigration policies.

When researching civic engagement, it is important to determine what is helpful in increasing immigrant involvement in the Latinx community and what is detrimental to the likelihood that the immigrant Latinx community will utilize civic engagement. Contrary to popular belief regarding minority ethnic group populations and civic engagement, a concentration of Asian and Latinx elected officials do not appear to impact civic engagement among immigrants which highlights the importance that promoting civic engagement goes beyond simply encouraging people to vote for certain political officials (Ebert & Okamoto, 2013). Inclusion of immigrants in the formal political process increases the likelihood that civic improvement events such as conferences, lectures, and workshops pertaining to immigration will be held by individuals living in the area. This finding highlights the importance of ensuring that the formal political process is inclusive through bilingual voting ballots and bilingual radio stations (Ebert & Okamoto, 2013). Civic engagement among immigrants in the United States has been shown to increase and galvanize in response to local threats as opposed to state or national threats targeting the immigrant population, such as eliminating bilingual education and blocking immigrants' access to health care. This result is hypothesized to stem from anti-immigration activity in local communities representing only one segment of actions counteracted by local officials, non-profit organizations, and private citizens. Institutional threats, such as those at the state and national levels, typically originate from

a larger political authority and tend to decrease collective efficacy and community improvement events (Ebert & Okamoto, 2013).

Acculturation

Acculturation is defined as changes in cultural, social, and psychological patterns that take place as a result of being in regular contact with a host culture (Valentine & Mosley, 2000). The acculturation process also causes significant changes for help-seeking behaviors. Acculturation in the Latinx community has typically been studied in the context of interpersonal victimization and help-seeking behaviors. Researchers who studied the relationship between acculturation and rates of help-seeking found participants with lower acculturation scores were significantly less likely to utilize help-seeking behaviors when compared to both Whites and higher acculturated Latinos (Sabina et al., 2012b). In addition, acculturation impacts help-seeking due to a variety of factors such as language proficiency, familiarity with community resources, and conflict with Latinx cultural values. Similarly, the theory of marginality hypothesizes that individuals with sustained cultural contact develop a marginal personality, individual characteristics based one one's awareness of their social position between two ethnic groups, that occur between their native and host culture which can lead to social exclusion from both the native and host culture (Kerckhoff & McCormick, 1955; Park, 1928). Instances like these require clinicians to teach appropriate coping strategies to manage intragroup marginalization and assess cultural incongruity in order to create a stronger sense of community for students struggling with acculturative stress (Cano et al., 2014). Structural and institutional barriers in the United States such as societal attitudes,

level of education, and the legal system further creates difficulties for low-acculturated

Latino/as. A lack of bilingual resources and culturally-sensitive staff can negatively

impact the likelihood that individuals with low acculturation will use formal help-seeking

behaviors (Reina et al., 2014). In contrast, high acculturation impacts the Latinx

community living in the United States when cultural values are in conflict. Formal

intervention services may require individuals to share personal information about oneself

and family members which clashes with cultural values such as familismo and the high

regard for family privacy (Sabina et al., 2012b). Additionally, a study on Mexican

American youth experiencing teen dating violence found that less acculturated

adolescents preferred engaging in informal help-seeking behavior and voiced opposition

to helping a peer without being approached first due to cultural values that value privacy

(Rueda, Williams, & Nagoshi, 2015).

Acculturation has also been studied in the context of the societal views and the

negative impacts that has on the Latinx population. Researchers studying acculturation

among Latina sexual minority women found that adapting to the dominant culture

harbored unique stressors such as common experiences with discrimination which was

directly associated with substance use behavior (Mathews et al., 2014). Higher levels of

acculturation were associated with an increased likelihood of engaging in a variety of

substance abuse behaviors which is hypothesized to be due to the increased exposure to

discrimination and microaggressions as acculturation increases.

Theoretical Framework

Through a relational-cultural theory (RCT) framework, the foundation of human development involves relationships, recognizing culture, and an awareness of power differentials present in the nature of various contexts. RCT notes that individuals seek opportunities for meaningful relationships but are dictated by socio-political factors such as social norms and public policies (Walker, 2004). Healthy social functioning is a product of participating in relationships where one can be authentic and have mutually growth-fostering interactions (Lenz, 2016). In help-seeking behaviors, an individual seeks relationships through informal network such as family and friends. These relationships are important to experience authenticity, relational connection, and gratification (Lenz, 2016). Similarly, civic engagement includes one's relationship with the community, pro-social behavior in the one's local community, and participating in political processes. Participation in relationships and the presence of culture are critical focus points when studying the interaction between help-seeking behaviors and civic engagement.

Conclusion

Studies regarding the help-seeking patterns of Latinx communities have uncovered valuable information that is crucial to understanding the barriers they experience while living in the U.S as well as to decide what can be done to promote healthy help-seeking behaviors. Research regarding help-seeking behaviors in the Latinx population generally shows lower engagement in formal help-seeking behaviors, especially for individuals who are less acculturated in the United States (Sabina et al.,

2012b). Additionally, researchers have uncovered that individuals from the Latinx population experience barriers to help-seeking which include structural, institutional, and cultural obstacles that decrease the likelihood of engaging in formal help-seeking behaviors (Mathews et al., 2014; Reina & Lohman, 2015). However, researchers have yet to study the impact of civic engagement in conjunction with acculturation levels on help-seeking behaviors for the Latinx community. It is important to include civic engagement in research regarding Latinx college student help-seeking behavior and acculturation because it is a variable that has the potential to connect Latinx communities with outreach services and empowers the community to build relational support. Since the Latinx community continues to be a marginalized population in the U.S., studying potential variables that could enhance the use of help-seeking behaviors for the population is greatly needed.

This study aimed to fill in some of the gaps in research regarding help-seeking behaviors in the Latinx community by including the role of civic engagement and acculturation in order to better understand how to empower communities to engage in healthy help-seeking behaviors. Lastly, this study provided further insight on the experience of the Latinx community in the U.S. as well as account for differences in gender and immigration status.

Research Questions and Hypotheses

This study examined the following research questions:

R1: Does a relationship exist between acculturation and help-seeking behavior in Latinx individuals?

H1: A positive relationship will be found between acculturation and help-seeking behavior in Latinx individuals.

R2: Does a relationship exist between acculturation and civic engagement in Latinx individuals?

H2: A positive relationship will be found between acculturation and civic engagement in Latinx individuals.

R3: Does civic engagement mediate the relationship between acculturation and help-seeking behaviors in Latinx individuals?

H3: The relationship between acculturation and help-seeking behaviors will be partially mediated when controlling for civic engagement in Latinx individuals.
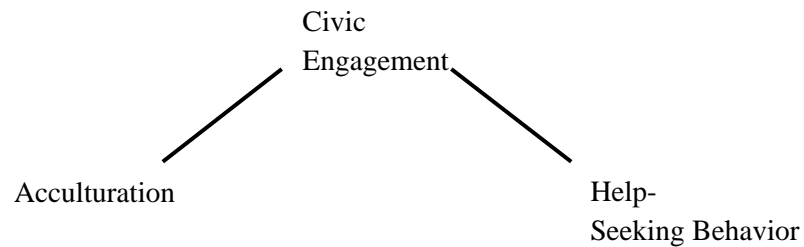
Figure 1. Mediation Model

CHAPTER III

METHOD

Participants

Two hundred and sixty seven surveys were submitted using the university's

SONA system and the use of research participation requests on email listservs via

PsychData. Of those 267 surveys, 90 participants completed the survey in its entirety and

thus were included in the final data analysis. Participants included 81 self-identifying

women and 9 self-identifying men. Participants age ranged from 18 to 55 years old ($M =$

24, $SD = 7.26$) (see Table 1). Participants in the study were English-speaking Latinx

individuals 18 years old or older in the U.S. Confidentiality of participants was

maintained by using a randomized identification number for each participants as opposed

to asking for their name. Participants also answered a screening question asking if they

identify as Latinx, Hispanic, Afro Latinx, or Biracial/Multiracial that includes one of the

ethnicities listed above. Participants who did not self-identify as one of the identities

listed above were thanked for their interest but were not allowed to continue the survey.

In addition, participants were asked for their age in order to ensure they were 18 years old

or older. Participants who identified with one of the listed ethnic identities and reported

being 18 years-old or older, were prompted to a page with the informed consent. An

incentive was used in the form of a drawing for two $25 Amazon gift cards for two

participants who completed the study in its entirety.

Table 1

Demographic Characteristics of Participants

Variables	N	%
Sex		
Female	81	90.0
Male	9	10.0
Sexual Orientation		
Heterosexual	70	77.8
Bisexual	14	15.6
Lesbian	3	3.3
Asexual	1	1.1
Other (Questioning & Pansexual)	2	2.2
Ethnicity		
Mexican	62	68.9
Puerto Rican	4	4.4
Cuban	1	1.1
Salvadorian	5	5.6
Honduran	1	1.1
Ecuadorian	1	1.1
Venezuelan	1	1.1
Biracial/Multiracial	12	13.3
Other (Nicaraguan & Paraguayan)	3	3.3
Level of Education		
High school diploma	43	47.8
Bachelor's degree	22	24.4
Master's degree	9	10
Doctoral degree	3	3.3
Other (Associates)	13	14.4
Type of Institution (If in college)		
4-year institution	73	81.1
2-year college	2	2.2
Not applicable	9	10
Other (Graduate School)	6	6.7
Born in the U.S.		
Yes	78	86.7
No	12	13.3
Fluency with English		
Very Fluent	84	93.3
Somewhat Fluent	4	4.4
Neutral	1	1.1
Immigration Status		

U.S. Citizen	82	91.1
Resident	3	3.3
Undocumented	2	2.2
Other (DACA recipient)	3	3.3
Region in the U.S.		
Northeast	1	1.1
Midwest	3	3.3
South	82	91.1
West	4	4.4

Instrumentation

After completing an IRB approved informed consent, the study participants

completed six psychometric measures: (a) a Demographic Questionnaire, (b) Attitudes

Toward Seeking Professional Help (ATSPPH; Fischer & Turner, 1970), (c) The Informal

Help-Seeking Questionnaire (d) The Civic Engagement Scale (CES; Doolittle & Faul,

2013), (e) the Digital Citizenship Scale (DCS; Choi, Glassman, & Cristol, 2017), and (f)

The Acculturation Rating Scale for Mexican Americans-II (ARSMA-II; Cuellar, Arnold,

& Maldonado, 1995). In order to account for order effects, questions were

counterbalanced to ensure that participant responses were not influenced by the order of

the questions. Additionally, the survey periodically asked participants to answer a

specific response into a question to ensure that participants paid adequate attention to the

survey questions. Participants who did not answer correctly in these specific questions

had their data ruled out which only amounted to a a few participants.

Demographic Questionnaire

The Demographic Questionnaire was created for this study by the primary

researcher and was composed of 11 questions, asking about participants' ethnic

background, age, gender, sexual orientation, immigration-related questions, level of education, and the geographic location of the participant.

Help-Seeking Behavior

The Attitudes Towards Seeking Professional Help (ATSPPH) scale by Fischer and Turner (1970) consists of 29 items and is used to link attitudes towards psychological and psychiatric help-seeking with other variables such as social class, ethnicity, and type of mental health concern. The ATSPPH scale is grouped in four subscales which includes recognition of personal need for professional help, tolerance of stigma associated with seeking psychological help, interpersonal openness, and confidence in mental health professional. The items are rated on a 4-point Likert scale that range from 1 (strongly disagree) to 4 (strongly agree) using questions such as "I would want to get psychiatric attention if I was worried or upset for a long period of time" and "If I believed I was having a mental breakdown, my first inclination would be to get professional attention." Of the 29 items on the ATSPPH, 18 of the items are reverse scored in order to ensure data reflect that a higher score on the ATSPPH signals more positive attitudes towards help-seeking for psychological problems. The ATSPPH was normed on a sample consisting of high school to college-level students. Madianos, Zartaloudi, Alevizopoulos, and Katostaras (2011) calculated a Cronbach's alpha coefficient and found that the ATSPPH had good internal consistency as all four factors produced a combined Cronbach's alpha of .89 in a sample of participants from Greece in their late 20s to early 30s. The ATSPPH computed a Cronbach's alpha of .61 when used in this study.

The Informal Help-Seeking Behaviors and Attitudes Questionnaire (IHSBAQ) was specifically created for this study by the primary researcher since no known informal help-seeking scales currently exist. The IHSBQ consists of 6 items on a 7-point Likert scale that ranges from 1 (strongly disagree) to 7 (strongly agree) to assess behaviors associated with help-seeking such as "I go to friends/family when I am having emotional difficulties." and "I would rather seek help from friends/family for a personal difficulty as opposed to not discussing it with anyone." The IHSBAQ is an adaptation of a few questions in the ATSPPH, but wording was switched in order to encompass attitudes and behaviors towards informal help-seeking. For example, a question on the ATSPPH asks "If I believed I was having a mental breakdown, my first inclination would be to get professional attention" and a question on the IHSBQ asks "If I believed I was having a mental breakdown, my first inclination would be to seek help from friends/family."

Civic Engagement

The Civic Engagement Scale (CES; Doolittle & Faul, 2013) consists of 14 items that measure attitudes and behaviors towards community service, social responsibility, and community issues. Level of agreement was measured on a 7-point Likert scale to from 1 (disagree) to 7 (agree) and level of participation from 1 (never) to 7 (always) using questions such as "I feel responsible for my community." and "I am involved in a structured volunteer position(s) in the community." Doolittle and Faul (2013) tested the reliability and validity of the CES through a sample consisting of a majority of White female participants. The attitudes component of the CES consisting of 8 items was found to have a Cronbach's alpha level of .91 while the behavior component consisting of 11

items had a Cronbach's alpha level of .85 which supports the internal consistency of the scale. Additionally, the attitude component of the CES provided a content validity coefficient of .71 and the behavioral component of the CES provided a content validity coefficient of .65 (Doolittle & Faul, 2013).

The Digital Citizenship Scale (DCS; Choi, Glassman, & Cristol, 2017) is a 26-item five factor scale used to measure civic engagement by acquiring information on an individual's abilities, perceptions, and levels of participation in an internet-based community. A second civic engagement scale was added to the study in order to be inclusive of the informal forms of civic engagement in case participants are not legally able to vote in the U.S. The scale utilized a 7-point Likert scale from 1 (strongly disagree) to 7 (strongly agree) with questions such as "I sign petitions about social, cultural, political, or economic issues online." and "I am more aware of global issues through the use of the internet." The five factors within the DSC include Internet Political Activism (IPA), Technical Skills (TS), Local/Global Awareness (LGA), Critical Perspective (CP), and Networking Agency (NA). Choi et al (2017) found evidence of construct validity through a correlational analysis that produced a significant positive correlation with an internet self-efficacy scale and significant negative correlation with an internet anxiety scale. Furthermore, each factor produced a Cronbach's alphas of .83 for IPA, .84 for TS, .89 for LGA, .80 for CP, and .67 for NA.

Acculturation

The Acculturation Rating Scale for Mexican Americans-II (ARSMA-II; Cuellar, Arnold, & Maldonado, 1995) consists of 48 items and is a revision of the ARSMA Scale

that includes additional measures in order to assess acculturation on an individual level. The ARSMA-II is composed of an Anglo Orientation Subscale (AOS) that includes 18 items such as "I have difficulty accepting some ideas held by Anglos" and a Mexican Orientation Subscale (MOS) that includes 30 items such as "I associate with Mexicans and/or Mexican Americans." The ARSMA-II can be scored from either a linear perspective by subtracting the Mexican Orientation Scale from the Anglo Orientation Scale or an orthogonal perspective which reflects that an individual's adoption of the mainstream culture is independent of their maintenance of the host culture (Bauman, 2005; Lopez & O' Donnell Brummett, 2003). The ARSMA-II is used to measures acculturation by assessing four factors which includes language use and proficiency, ethnic identity and classification, cultural heritage and ethnicity behaviors, and ethnic interaction (Cuellar et al., 1995). The ARSMA-II primarily measures behavioral aspects of acculturation and utilizes a bilingual format (English and Spanish) throughout the scale. Cuellar et al., (1995) found a coefficient alpha of .83 for the AOS scale and .88 for the MOS scale. Test-retest reliability was also calculated with a one week internal and produced scores of .94 for the AOS scale and .96 for the MOS scale (Cuellar et al., 1995). In the ARSMA-II used in this study, the word Mexican was switched for Latino/a in order to be inclusive of the countries of origin the participants may identify.

Procedure

Participants were recruited via e-mail across various universities in the U.S. The study was created on PsychData in order to ensure students were able to easily access and participate in the study. All individuals who agreed to participate in the study were

provided an opportunity to sign an informed consent form and electronically signed to verify that they accepted the risks associated with the study by checking a box asking participants to accept the terms of the informed consent. Once participants completed the study, they were provided the email address of the primary researcher and had the option to request results at the conclusion of the study. At the conclusion of the survey, participants also had the option to input their email address in order to be entered in a drawing to win one of two $25 Amazon gift cards. Additionally, some participants received research credit to fulfill course requirements.

Statistical Analyses

A series of regression analyses were performed to test the hypotheses. A simple linear regression analysis as performed to test whether a positive relationship exists between acculturation and help-seeking behavior and whether a positive relationship exists between acculturation and civic engagement in Latinx individuals. A multiple regression analysis was performed to examine whether acculturation and civic engagement predicted help-seeking behaviors. Help-seeking behaviors were the dependent variable while civic engagement and acculturation were the independent variables. For the purpose of the statistical analysis, the total scores for the help-seeking scales (informal and formal help-seeking behavior) and civic engagement scales (civic engagement and digital civic engagement) were averaged and the average score of each were utilized in the regression and mediation analyses. Exploratory analyses were run to examine significant differences between participants from various parts of the U.S. and to analyze the measures for civic engagement and help-seeking.

CHAPTER IV

RESULTS

Data were checked for normality and the results showed a relatively even

distribution of frequency among scores in each measure. Each scale was also tested for

reliability (see Table 2).

Table 2

Correlations of Scales, Means, Standard Deviations, and Reliability

	1	2	3	4	5	6	7
Acculturation							
1. AOS	-	**-.29****	**-.65****	.19	.16	.06	-.04
2. MOS	-	-	**.97****	.10	.03	-.09	.11
3. ARSMA-II	-	-	-	.00	-.04	-.10	.11
Civic Engagement							
4. DCS	-	-	-	-	**.39****	-.09	.04
5. CES	-	-	-	-	-	-.05	-.13
Help-Seeking Behaviors							
6. ATSPPH	-	-	-	-	-	-	.12
7. IHSBQ	-	-	-	-	-	-	-
M	4.00	3.75	-.26	4.03	4.68	76.73	4.75
SD	.42	.79	1	.87	1.40	9.34	1.42
Cronbach's α	.63	.90	.87	.89	.94	.61	.94

Note. AOS = Anglo Orientation Scale; scores range from 1 to 5, MOS = Mexican
Orientation Scale; scores range from 1 (low acculturation) to 5 (high acculturation),
ARSMA-II = Acculturation Rating Scale for Mexican Americans-II; scores range from -1
(low acculturation) to 1 (high acculturation), DCS = Digital Citizenship Scale; scores
range from 1 (low civic engagement) to 7 (high civic engagement), CES = Civic
Engagement Scale, scores range from 1 (low civic engagement) to 7 (high civic
engagement), ATSPPH = Attitudes Towards Seeking Professional Psychological Help;
scores range from 29 (low help-seeking behaviors) to 116 (high help-seeking behaviors),
IHSBQ; Informal Help-Seeking Behavior Questionnaire; scores range from 1 (low
informal help-seeking behaviors) to 7 (high informal help-seeking behaviors).
**p < .01

The ATSPPH and the AOS were found to have lower Cronbach's α, suggesting that the subscales are unreliable which limited interpretability of the results because correlations and regression analyses may not accurately assess the true relationship between the two variables (see Table 2). The AOS also correlated with the MOS and ARSMA which indicates that the instruments measured similar constructs which is expected as they are all measures of acculturation. Similarly, the DCS and CES significantly correlated which was also expected as they are both measures of civic engagement. Furthermore, inter-item correlations were conducted and found that no items were miscoded.

Acculturation and Help-Seeking Behavior

The first hypothesis predicted that there would be a positive relationship between acculturation and help-seeking behaviors in Latinx individuals. Composite scores of each acculturation and help-seeking scale were computed and averaged together to create one acculturation score. The averaged scores were then converted into z scores for the regression analysis. Additionally, individual scores for each scale were averaged and used in a Pearson correlation. The ARSMA-II can be scored in a unidimensional way, in which the MOS scale is subtracted from the AOS scale and a bidimensional way, in which each subscale is independent from the other. Due to the significant correlates found among the AOS, MOS, and ARSMA, the AOS score was used in the statistical analyses. The correlations outlined that participants appeared to report relatively high acculturation to both American and Latinx cultures. Therefore, subtracting one from the other would decrease the acculturation score for individuals who reported high

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acculturation to both cultures instead of allowing acculturation to each culture to be mutually exclusive from each other. A simple linear regression analysis revealed that the relationship was not significant ($\beta = .01$, $t = .15$ $p > .05$, $R^2 = .00$). A Pearson correlation revealed that the acculturation scores (AOS, MOS, and ARSMA) were not correlated with the help-seeking behaviors scores (ATSPPH and IHSBQ). The results suggests there is no effect on help-seeking behaviors when an individual is highly acculturated.

Acculturation and Civic Engagement

The second hypothesis predicted that a positive relationship would exist between acculturation and civic engagement in Latinx individuals. A composite score was computed for civic engagement by averaging the scores from the DCS and CES. The averaged score was then converted into a z score along with the acculturation z score for the analysis. A Pearson correlation was also conducted to measure the degree to which the acculturation scores and the civic engagement scores aligned. A simple linear regression analysis revealed that the relationship was not significant ($\beta = .17$, $t = 1.56$, $p > .05$, $R^2 = .03$). The results suggest that there is no effect on civic engagement when an individual is highly acculturated.

Civic Engagement and Help-Seeking Behaviors

Civic engagement was hypothesized to mediate the relationship between acculturation and help-seeking behaviors. In Table 2, civic engagement and help-seeking behaviors did not appear to be correlated r (88) = -.08, $p > .05$, r (88) = .04, $p > .05$. The results indicate that civic engagement and help-seeking behaviors are not related.

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Civic Engagement as a Mediator

The third hypothesis predicted that the relationship between acculturation and help-seeking behaviors would be partially mediated when controlling for civic engagement. As no statistically significant relationship was found in the linear regression between acculturation and civic engagement, the third hypotheses was automatically rejected ($t = -1.02$, $p > .05$, $R^2 = .00$). Due to the lack of significance in the relationship between acculturation and civic engagement, it is not useful to run a regression analysis and control for civic engagement as no relationship existed in the model to test and a Sobel test was not necessary.

CHAPTER V

DISCUSSION

The purpose of the study was to report whether civic engagement and

acculturation level had an impact on the help-seeking behaviors of Latinx individuals in

the U.S. This was done by surveying individuals whom self-identify as Latinx using the

ARSMA-II (Cuellar et al., 1995), CES (Doolittle & Faul, 2013), DCS (Choi et al., 2017),

The Informal Help-Seeking Questionnaire, and the ATSPPH (Fischer & Turner, 1970).

Additionally, participants of the study completed a Demographic Questionnaire. Items

throughout the measures were reverse coded so that scores reflected the higher reported

occurrence of each construct. The results of the hypotheses are presented in the direction

each construct influences the other and the collective impact civic engagement and

acculturation level has on help-seeking behaviors. The data sets were analyzed through a

series of regression analyses in order to identify positive and negative relationships. A

simple linear regression was conducted to test whether a positive relationship existed

between acculturation and help-seeking as well as acculturation and civic engagement for

Latinx individuals. In addition, a multiple regression analysis was conducted to examine

whether acculturation and civic engagement predict help-seeking behaviors for Latinx

individuals. The findings of the study revealed that while no statistically significant

relationship was found through a series of linear regressions, researchers should continue

to study these constructs in order to determine whether the issue no longer exists or if the

better measurements would create more accurate results. It should also be noted that a

majority of participants reported being enrolled in a higher education institution (see

Table 1) which may be a reason for the lack of significant results as previous research

used participants from different age ranges such as older Latinx individuals, individuals

who were undocumented, and Spanish speakers. By having college students as

participants, differences in experiences may have emerged as a majority of them (84%)

indicated that they are very fluent with the English language more than half (78%)

reported being born in the U.S. Being a college student also brings a difference in

environment as civic engagement is not as foreign since college campuses often

encourage students to engage in volunteerism, vote in elections, and utilize their student

services such as the student counseling center.

A few differences were found in the means and standard deviations of the scales

compared to means and standard deviations found in previous research. Cuellar et al

(1995) found slight differences in scores for the AOS ($M = 3.82$, $SD =.57$) and the MOS

($M = 3.18$, $SD = .84$) in a sample of Latinx university students in South Texas compared

to the scores of the AOS ($M = 4.00$, $SD = .42$) and MOS ($M = 3.75$, $SD = .79$) in the

present study. This difference may be due to the fact that the scales were developed over

a decade ago and the political climate has resulted in individuals reporting differently due

to more information on acculturation and efforts to encourage Latinx individuals to

acculturate with the American culture. The subscales in the CES generated slightly

different means and standard deviations for the behavior subscale ($M = 4.27$, $SD = 1.39$)

and attitudes subscale ($M = 5.00$, $SD = 1.64$) compared to Sunil & Verma (2018) who

found higher scores in the behavior subscale ($M = 6.83$, $SD = 2.05$) attitude subscale ($M =$

7.41, *SD* = 1.97). Similarly, the ATSPPH yielded different means and standard deviations (*M* = 76.73, *SD* = 9.34) compared to previous studies (*M* = 45.55, *SD* = 12.15; Soorkia, Snelgar, & Swami, 2011). This significant difference in scores is likely due to a difference in sample populations as Soorkia et al. (2011) used a sample of South Asian students living in Britain while this sample utilized Latinx individuals living in the U.S. In addition, the difference in political climates in the United States compared to Britain may also cause a shift in reported help-seeking behaviors and individuals may feel inclined to report help-seeking intentions rather than actual help-seeking behaviors, which was further discussed in the limitations.

Acculturation and Help-Seeking Behavior

The results did not support the researcher's hypothesis that acculturation has a positive relationship with help-seeking behaviors in Latinx individuals. The results indicated that a Latinx individual with higher acculturation levels is not significantly more likely to engage in help-seeking behaviors. While this finding is not consistent with previous research stating that has found high acculturation is associated with high levels of help-seeking behaviors, further research should be conducted in order to re-evaluate the relationship (Sabina et al., 2012b). By continuing research on acculturation and help-seeking behavior, researchers can uncover whether more clarification on the constructs is necessary to fully measure them or if the issues found in previous research are no longer relevant. In addition, existing literature states that Latinx individuals face various obstacles to formally and informally seeking help such as violence,

deportation/immigration-related issues, language proficiency, and culture-related issues (Sabina et al., 2012b).

Impact of Acculturation and Civic Engagement on Help-Seeking Behavior

The results did not support the researcher's hypothesis that acculturation is positively related to civic engagement in Latinx individuals. Therefore, the mediation model is not viable since no predictive relationship was found between acculturation, the independent variable, and civic engagement, the hypothesized mediator. As a result, civic engagement cannot be controlled for in the relationship between acculturation and help-seeking behaviors. These findings in relation to the linear regression analysis imply that acculturation does not have an impact on civic engagement and civic engagement does not have an impact on the relationship between acculturation and help-seeking behaviors for Latinx individuals. As there has been a variety of literature regarding acculturation, civic engagement, and help-seeking behaviors independently, the current study addresses the gap in literature by analyzing all three constructs together. Previous literature on the constructs found that civic engagement is a significant aspect of the immigration incorporation process and adapting to the dominant culture (Ebert & Okamoto, 2013). Although no significance was found between the three constructs, future researchers should consider reaching a greater sample and targeting specific demographics such as undocumented Latinx individuals, Spanish-speaking individuals, and older individuals in order to ensure greater variability in participants. A probable reason why no significance was found in the linear regression analysis may be due to the sample's limited variability.

For example, the majority of participants identified as female and reported age being less than 25 years of age.

Implications for Theory

When thinking theoretically about help-seeking behaviors, psychologists, health care providers, and educators may want to consider viewing it through a relational-cultural lens to analyze the factors that influence whether or not an individual chooses to seek help for a certain problem. As RCT highlights the need to recognize power differentials, researchers can uncover whether individuals experience suppression when it comes to certain behaviors such as seeking help from a professional source, seeking emotional support from friends, and being politically engaged with one's community. Researchers conceptualize help-seeking behaviors as a multifaceted concept that involves attitudes, intentions, and actual behaviors (McCart et al., 2010). In the present study, help-seeking behaviors were broken down to two categories, informal and formal help-seeking behaviors. The concept of acculturation may benefit from viewing it bi-dimensionally, in which acculturation to each culture are mutually exclusive, to ensure that researchers are properly assessing the underlying influences of acculturation and exploring the relationship between two different cultures (Jones & Mortimer, 2014). Lastly, civic engagement is a relatively new construct in mental health research and tools for measuring civic engagement from a psychological perspective are limited. This limitation was particularly relevant for this study as it limited the scope of available measures that encompassed civic engagement patterns relative to all Latinx individuals. Researchers should continue to explore ways of measuring civic engagement and develop

valid and reliable measures that address the various aspects of civic engagement. Theories such as RCT should also continue to recognize its presence due to its emphasize on similar behaviors such as one's relationship with their community and awareness of power differentials in one's environment.

Implications for Research

Research surrounding the help-seeking behaviors, civic engagement, and acculturation levels of Latinx individuals is a relatively new topic in the field of psychology. Future researchers should consider surveying individual demographics such as specific age groups, Latin American ethnicities, and nationalities. In doing so, there may be a higher likelihood of producing generalizable data as well as potentially uncovering more data to better understand the complexities of Latinx individuals living in the U.S. Additionally, since the study did not find support for civic engagement as a mediator in the relationship between acculturation and help-seeking behaviors, future researchers should consider expanding the measurement of civic engagement to entail behaviors accessible to Latinx individuals similar to the digital citizenship scale such as signing petitions online and using the internet to research political issues. The Latinx population in the U.S. is also highly diverse; therefore, future researchers should consider surveying various ethnicities as well as provide easily accessible surveys such as paper surveys for individuals with limited internet access and surveys in Spanish to increase sample. Lastly, future researchers should consider developing valid and reliable measures normed on the Latinx population. There are currently limited measures of civic

engagement and help-seeking behaviors that are also culturally sensitive to the U.S.

Latinx population.

Implications for Practice and Training

The results indicate the need for psychotherapists, health care professionals, and

educators to be aware of the factors such as the help-seeking behaviors, civic

engagement, and acculturation relating to Latinx individuals in order to create more

competent treatment and action protocols. This is particularly crucial due to the ongoing

systematic racism and discriminatory political policies present for Latinx individuals

today. Psychotherapists, health care professionals, and educators should be attentive to

the needs of this vulnerable population in order to advocate for their needs by providing

access to bilingual mental and health care, voting for equitable policies impacting Latinx

individuals, and utilizing culturally sensitive language. Although the study's result

contradict previous literature, the individual constructs have shown to be an important

aspect of the lives of Latinx individuals. Moreover, previous research highlights the need

to increase knowledge and availability surrounding help-seeking behaviors for Latinx

people. A large disparity exists between Latinx individuals and their use of mental and

health care (Sabina et al., 2012a). Future research in this area is needed to determine

whether it continues to be an issue for Latinx individuals or if research is held back by

limitations regarding the measurement of help-seeking behaviors. It is crucial to be aware

of the various factors that may impact Latinx individuals' decision-making regarding

mental and health care to ensure that they are not being overlooked when it comes to

serving community needs. Efforts should be made to educate communities on the

resources available to Latinx individuals in order to encourage the use of informal and formal help-seeking behaviors.

Furthermore, properly educating communities involves providing assistance in Spanish because language proficiency has been identified as a barrier to formal help-seeking behavior for Latinx women (Reina et al., 2014). Educators and health care professionals should become aware of the various factors involved in one's acculturation level such as preferred language, family of origin, and social circle. By ensuring educators, psychotherapists, and healthcare professionals are aware of acculturation in the Latinx community, they can be better able to intervene in situations where there is domestic violence, mental/physical health concerns, and isolation.

Limitations

Several limitations were present during the research process and should be taken into consideration when interpreting the results of the study. There was a lack of diversity among the Latinx participants, as it was not representative of the Latinx population in the U.S. Cubans and Puerto Ricans made up less than 10% of the current sample population combined, significantly lower than the number of Puerto Ricans and Cubans in the United States (United States Census Bureau, 2011). A lack of diversity was present in gender, as 91% of participants identified as women. While no significant differences were found between genders, the sample was not representative of the Latinx population. The lack of diversity in the sample population is important to highlight because of the cultural differences present throughout various Latin American ethnicities. A lack of diversity was also apparent in sexual orientation as a majority (70%) of participants

identified as heterosexual. These limitations indicate that the results of the may not be as generalizable for individuals who do not identify as Mexican and heterosexual. Lastly, 75% of participants fell into the 18-24 year old age group which also highlights a lack of diversity in the sample population.

Another significant limitation of the present study is the possibility that participants responded to the items untruthfully, specifically for items inquiring about participants' help-seeking behaviors as it is difficult to tease apart actual help-seeking behaviors and help-seeking intentions. It is possible that participants responded by noting their help-seeking intentions as opposed to actual help-seeking behaviors they have enacted in the past.

Although help-seeking behaviors are a topic with many years of research, few reliable and valid help-seeking behavior surveys exist. More specifically, there is a lack of help-seeking behavior instruments normed on Latinx individuals. There was a lack of reliability in the ATSPPH which is a significant limitation. Unreliability within research instruments makes it unclear whether correlations and statistical relationships are truly present or not present since it is not clear whether the specific instrument is measuring the construct identified by the researcher. Limitations were also present due to the creating of the IHSBQ as it only consisted of 6 questions therefore it is not possible for the measure to accurately represent the various aspects of informal help-seeking. Similar to the limitation regarding teasing apart help-seeking behaviors and help-seeking intentions, it is unclear whether participants responded truthfully to the self-report survey about their actual informal help-seeking behaviors due to wanting to over report actual

help-seeking behaviors enacted in the past and appear more proactive. There may also be feelings of guilt over not seeking help during moments of emotional hardship.

Additionally, the AOS also had relatively low reliability which may have impacted the results of the study. Although the scale significantly correlated with the civic engagement scales, it produced low reliability score ($\alpha = .63$). A potential cause may be due to the low sample size and fewer number of questions found in the AOS as opposed to the MOS. The AOS also used outdated language such as the word "Anglo" as opposed to "American" which may have impacted how participants responded to questions in that subscale as the scale was developed in the mid-1990s.

Civic engagement is a relatively new construct in the field of psychology; therefore, a limitation of the study is that the measures may not have fully assessed participants' civic engagement level. Currently, limited reliable and valid civic engagement scales exist, especially civic engagement scales normed on Latinx individuals and scales that specifically measure informal civic engagement such as action through online platform and acts that do not involve formal voting.

The number of participants in the present study is another limitation that should be taken into account when interpreting the results. A higher sample population may have increased the amount of variability in ethnicities, demographics, age, and gender.

Another limitation that may have impacted the study is the time period in which data collection took place. Data collection took place during a time frame in which high-profile elections were not present. It is possible that during a time in which a major

election is taking place, individuals might report differently regarding their civic engagement level.

Conclusion

The present study tested whether acculturation had a positive relationship with help-seeking behaviors and whether civic engagement served as a mediator in that relationship. The results of the study found that no relationship exists between acculturation and help-seeking behavior and therefore civic engagement was not tested as a mediator. Although the results are contradictory to previous literature, the constructs should continue to be researched in order to better understand the cultural variations in the lives of Latinx individuals living in the United States. The Hispanic population is a rapidly growing population in the U.S. and their experiences involve unique differences in their behaviors by exhibiting less help-seeking behaviors compared to their White counterparts (Alexandre et al., 2009; Sabina et al., 2012a). As a result, the Latinx population is vulnerable to less adequate mental health care services, domestic violence, and stigma (Alexandre et al., 2009, Ishikawa et al., 2010, Reina et al., 2014). Awareness and acknowledgement about these experiences can serve to better support Latinx individuals and create more effective intervention strategies. By reducing the barriers to help-seeking behaviors and supporting Latinx individuals in seeking sources of support, educators and healthcare professionals can provide services for an oppressed and stigmatized population in the US.

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APPENDIX A

RECRUITMENT EMAIL

Recruitment Email

My name is Josefina Sierra, and I am a Counseling Psychology master's student at Texas Woman's University. Under the supervision of Dr. Claudia Porras Pyland, I am currently conducting a study to help fulfill the requirement of my master's thesis. I invite you to participate in a study examining acculturation, civic engagement, and help-seeking behaviors in the Latinx community. In this study, acculturation level refers to the extent to which an individual has adopted cultural traits and/or social patterns of another group and help-seeking behaviors refers to the efforts to seek mental health care services, legal aid, and/or contacting law enforcement authority and/or effort to seek help from family/friends. Civic engagement refers to the knowledge, values, and attitudes related to the involvement in the local community, and in a broader society which includes knowledge of the political system, a sense of social responsibility, and prosocial behavior.

The purpose of this study is to better understand how acculturation and civic engagement impacts help-seeking behavior in the Latinx community. I am seeking adults (18 and older) within the United States who identify as Latinx/Hispanic, Afro-Latinx, OR Biracial/Multiracial (with one of the ethnic identities being Latinx/Hispanic or Afro-Latinx). This online study should take approximately 30-40 minutes to complete.

At the end of the study, you will have the opportunity to provide your email address to be entered in a drawing to win one of two $25 Amazon gift cards if you are not already receiving research credit for completing the study.

There is a potential risk of loss of confidentiality in all email, downloading, electronic meetings, and internet transactions.

This study has been approved by the TWU IRB.
 Please click the following link to access the study:
https://www.psychdata.com/s.asp?SID=181813

Respectfully,

Josefina Sierra, B. S.
Counseling Psychology Master's Student
Texas Woman's University

APPENDIX B

Screening Questions

Screening Questions

1. As of today, are you 18 years old or older?

    a. Yes

    b. No

2. Do you identify as Latinx/Hispanic, Afro-Latinx, or Biracial/Multiracial (with one
    of the ethnicities being Latinx/Hispanic or Afro-Latinx)?

    a. Yes

    b. No

APPENDIX C

Demographic Questionnaire

Demographic Questionnaire

Please answer the following questions in relation to yourself.

1. What is your age? ____

2. What is your gender?

   a. Female

   b. Male

   c. Transgender

   d. Other ____

3. What is your sexual orientation?

   a. Heterosexual/Straight

   b. Bisexual

   c. Lesbian

   d. Gay

   e. Asexual

   f. Other ____

4. What is your level of education?

   a. High school diploma

   b. Bachelor's degree

   c. Master's degree

   d. Doctoral degree

   e. Other ____

5. If you are currently attending a college/university, what type of institution are you attending?

    a. 4-year institution

    b. 2-year college institution

    c. Other ____

6. What is your ethnic identity?

    a. Mexican

    b. Puerto Rican

    c. Cuban

    d. Salvadorian

    e. Dominicans

    f. Guatemalan

    g. Colombian

    h. Honduran

    i. Ecuadorian

    j. Peruvians

    k. Venezuelan

    l. Biracial/Multiracial

        i. Please list ethnicities

    m. Other ____

7. Were you born in the United States?

    a. Yes

b. No

8. If you were not born in the United States, how old were you when you arrived to the United States? _____

9. How fluent are you regarding reading English?

    a. Very Fluent

    b. Somewhat Fluent

    c. Neutral

    d. Somewhat Un-Fluent

    e. Very Un-Fluent

10. What is your immigration status?

    a. United States citizen

    b. Resident

    c. Undocumented

    d. Other _____

11. What region of the U.S. are you currently living in?

    a. Northeast (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, New Jersey, New York, Pennsylvania)

    b. Midwest (Indiana, Illinois, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota)

    c. South (Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia, Alabama, Kentucky, Mississippi, Tennessee, Arkansas, Louisiana, Oklahoma, Texas)

d. West (Arizona, Colorado, Idaho, New Mexico, Montana, Utah, Nevada, Wyoming, Alaska, California, Hawaii, Oregon, Washington)

APPENDIX D

Attitudes Towards Seeking Professional Psychological Help

Attitudes Towards Seeking Professional Psychological Help

Instructions: Please answer all questions honestly.

Strongly Disagree   Strongly Agree

1_____2_____3_____4

___ 1. I would want to get psychiatric attention if I was worried or upset for a long period of time.

___ 2. There are times when I have felt completely lost and would have welcomed professional advice for a mental health problem.

___ 3. If I were experiencing a serious emotional crisis at some point in my life, I would be confident that I could find relief in psychotherapy.

___ 4. If a good friend asked my advice about a mental health problem, I might recommend that he sees a mental health professional.

___ 5. At some future time I might want to have counseling.

___ 6. A person with a serious emotional disturbance would probably feel most secure in a good mental hospital.

___ 7. A person with a mental health problem is not likely to solve it alone; he (she) is likely to solve it with professional help.

___ 8. I would willingly confide intimate matters to an appropriate person if I thought it might help me or a member of my family.

___ 9. If I believed I was having a mental breakdown, my first inclination would be to get professional attention.

___ 10. It is difficult to talk about personal affairs with highly educated people such as doctors, teachers, and clergymen.

___ 11. It is probably best not to know everything about oneself.

___ 12. There are certain problems which should not be discussed outside of one's immediate family.

___ 13. There are experiences in my life that I would not discuss with anyone.

___ 14. I resent a person- professionally trained or not –who wants to know about my personal difficulties.

___ 15. I would rather live with certain mental conflicts than go through the ordeal of getting mental health treatment.

___ 16. Keeping one's mind on a job is a good solution for avoiding personal worries and concerns.

___ 17. A person should work out his/her own problems, getting counseling would be a last resort.

___ 18. A person with a strong character could get over metal conflicts by himself (herself), and would have little need of a mental health professional.

___ 19. Emotional difficulties, like many things, tend to work by themselves.

___ 20. There is something admirable in the attitude of a person who is willing to cope with his (her) conflicts and fears without resorting to professional help.

___ 21. Considering the time and expense involved in psychotherapy, it would have doubtful value for a person like me.

___ 22. Although there were clinics for people with mental troubles, I would not have much faith in them.

___ 23. The idea of talking about problems with a mental health professional strikes me as a poor way to get rid of mental conflicts.

___ 24. I would rather be advised by a close friend than by a professional, even for a mental health problem.

___ 25. Having been mentally ill carries with it a burden of shame.

___ 26. Having been a mental patient is a blot on a person's life.

___ 27. If I thought I needed help from a mental health professional, I would get it no matter who knew about it.

___ 28. Had I received treatment in a mental hospital, I would not feel that it ought to be "covered up."

___ 29. I would feel uneasy going to a mental health professional because of what some people would think.

APPENDIX E

Informal Help-Seeking Questionnaire

Informal Help-Seeking Questionnaire

Disagree   Agree

1   2   3   4   5   6   7

___ 1. I go to friends/family when I am having emotional difficulties

___ 2. I seek help from friends/family for a personal difficulty as opposed to not

discussing it with anyone.

___ 3. I feel comfortable going to friends/family for personal emotional/psychological

concerns.

___ 4. I would rather work out problems on my own instead of going to friends/family.

___ 5. If I believed I was having a mental breakdown, my first inclination would be to

seek help from friends/family.

___ 6. If I were experiencing a serious emotional crisis at some point in my life, I would

be confident that I could find relief in friends/family.

APPENDIX F

Civic Engagement Scale

Civic Engagement Scale

Disagree   Agree

$\underline{1 \qquad 2 \qquad 3 \qquad 4 \qquad 5 \qquad 6 \qquad 7}$

___ 1. I feel responsible for my community.

___ 2. I believe I should make a difference in my community.

___ 3. I believe that I have a responsibility to help the poor and the hungry.

___ 4. I am committed to serve in my community.

___ 5. I believe that all citizens have a responsibility to their community.

___ 6. I believe that it is important to be informed of community issues.

___ 7. I believe that it is important to volunteer.

___ 8. I believe that it is important to financially support charitable organizations.

Never   Always

$\underline{1 \qquad 2 \qquad 3 \qquad 4 \qquad 5 \qquad 6 \qquad 7}$

___ 1. I am involved in structured volunteer position(s) in the community.

___ 2. When working with others, I make positive changes in the community.

___ 3. I help members of my community.

___ 4. I stay informed of events in my community.

___ 5. I participate in discussions that raise issues of social responsibility.

___ 6. I contribute to charitable organizations within the community.

APPENDIX G

Digital Citizenship Scale

Digital Citizenship Scale

Strongly Disagree   Strongly Agree

         1   2   3   4   5   6   7

___ 1. I attend political meetings or public forums on local, town, or school affairs via online methods.

___ 2. I work with others online to solve local, national, or global issues.

___ 3. I organize petitions about social, cultural, political, or economic issues online.

___ 4. I regularly post thoughts related to political or social issues online.

___ 5. I sometimes contact government officials about an issue that is important to me via online methods.

___ 6. I express my opinions online to challenge dominant perspectives or the status quo with regard to political or social issues.

___ 7. I sign petitions about social, cultural, political, or economic issues online.

___ 8. I work or volunteer for a political party or candidate via online methods.

___ 9. I belong to online groups that are involved in political or social issues.

___ 10. I can use the Internet to find information I need.

___ 11. I can use the Internet to find and download applications (apps) that are useful to me.

___ 12. I am able to use digital technologies (e.g., mobile/smart phones, Tablet PCs, Laptops, PCs) to achieve the goals I pursue.

___ 13. I can access the Internet through digital technologies (e.g., mobile/smart phones, Tablet PCs, Laptops, PCs) whenever I want.

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___ 14. I am more informed with regard to political or social issues through using the Internet.

___ 15. I am more aware of global issues through using the Internet.

___ 16. I think online participation is an effective way to make a change to something I believe to be unfair or unjust.

___ 17. I think I am given to rethink my beliefs regarding a particular issue/topic when I use the Internet.

___ 18. I think online participation in an effective way to engage in political or social issues.

___ 19. I think online participation promotes offline engagement.

___ 20. I think the Internet reflects the biases and dominance present in offline power structures.

___ 21. I am more socially or politically engaged when I am online than offline.

___ 22. I use the Internet in order to participate in social movement/change or protest.

___ 23. Where possible, I comment on other people's writings in news websites, blogs, or SNSs I visit.

___ 24. I enjoy communicating with others online.

___ 25. I enjoy collaborating with others online more than I do offline.

___ 26. I post original messages, audio, pictures, or videos to express my feelings/thoughts/ideas/opinion on the Internet.

APPENDIX H

Acculturation Rating Scale for Mexican Americans-II

Acculturation Rating Scale for Mexican Americans-II

Instructions: Please rate Not at All (1), Very Little or Not Very Often (2), Moderately (3),

Much or Very Often (4), or Extremely Often or Almost Always (5).

1.	I speak Spanish	1	2	3	4	5
2.	I speak English	1	2	3	4	5
3.	I enjoy speaking Spanish	1	2	3	4	5
4.	I associate with Anglos	1	2	3	4	5
5.	I associate with Latino/as and/or Latino/as Americans	1	2	3	4	5
6.	I enjoy listening to Spanish language music	1	2	3	4	5
7.	I enjoy listening to English language music	1	2	3	4	5
8.	I enjoy Spanish language TV	1	2	3	4	5
9.	I enjoy English language TV	1	2	3	4	5
10.	I enjoy English language movies	1	2	3	4	5
11.	I enjoy Spanish language movies	1	2	3	4	5
12.	I enjoy reading (e.g., books in Spanish)	1	2	3	4	5
13.	I enjoy reading (e.g., books in English)	1	2	3	4	5
14.	I write (e.g., letters in Spanish)	1	2	3	4	5
15.	I write (e.g., letters in English)	1	2	3	4	5
16.	My thinking is done in the English language	1	2	3	4	5
17.	My thinking is done in the Spanish language	1	2	3	4	5
18.	My contact with Mexico has been	1	2	3	4	5

19. My contact with the USA has been	1	2	3	4	5
20. My father identifies or identified himself as Latino	1	2	3	4	5
21. My mother identifies or identified herself as Latina	1	2	3	4	5
22. My friends, while I was growing up, were of Latino/a origin	1	2	3	4	5
23. My friends, while I was growing up, were of Anglo origin	1	2	3	4	5
24. My family cook Latino foods	1	2	3	4	5
25. My friends now are of Anglo origin	1	2	3	4	5
26. My friends now are of Latino/a origin	1	2	3	4	5
27. I like to identify myself as an Anglo American	1	2	3	4	5
28. I like to identify myself as a Latino/a American	1	2	3	4	5
29. I like to identify myself as a Latino/a	1	2	3	4	5
30. I like to identify myself as an American	1	2	3	4	5
31. I have difficulty accepting some ideas held by Anglos	1	2	3	4	5
32. I have difficulty accepting certain attitudes held by Anglos	1	2	3	4	5

33. I have difficulty accepting some   1   2   3   4   5

behaviors exhibited by Anglos.

34. I have difficulty accepting some   1   2   3   4   5

values held by some Anglos.

35. I have difficulty accepting certain   1   2   3   4   5

practices and customs commonly

found in some Anglos.

36. I have, or think I would have,   1   2   3   4   5

difficulty accepting Anglos as

close personal friends.

37. I have difficulty accepting ideas   1   2   3   4   5

held by some Latino/as.

38. I have difficulty accepting certain   1   2   3   4   5

attitudes certain attitudes held by Latino/as.

39. I have difficulty accepting some behaviors   1   2   3   4   5

values held by some Latino/as.

40. I have difficulty accepting some values   1   2   3   4   5

held by some Latino/as.

41. I have difficulty accepting certain practices   1   2   3   4   5

and customs commonly found in some Latino/as.

42. I have, or think I would have, difficulty   1   2   3   4   5

accepting Latino/as as close personal friends.

43. I have difficulty accepting ideas held by   1   2   3   4   5

some Latino/as.

44. I have difficulty accepting certain attitudes   1   2   3   4   5

held by Latino/as.

45. I have difficulty accepting some behaviors   1   2   3   4   5

exhibited by Latino/as.

46. I have difficulty accepting some values held 1   2   3   4   5

by Latino/as.

47. I have difficulty accepting certain practices 1   2   3   4   5

and customs commonly found in some Latino/as.

48. I have, or I think I would have, difficulty   1   2   3   4   5

accepting Latino/as as close personal friends.

APPENDIX I

Informed Consent

TEXAS WOMAN'S UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH

Title: Acculturation, Civic Engagement and Help-Seeking Behaviors In The
Latinx Community

Investigator: Josefina Sierra, B.S... Jsierra@twu.edu
Advisor: Claudia Porras Pyland, PhD........... Cporras@twu.edu/940-898-2312

Explanation and Purpose of Research

You are being asked to participate in a research study for Ms. Sierra's thesis at
Texas Woman's University. The purpose of this research is to examine the
relationship between civic engagement, acculturation level, and help-seeking
behavior.

Research Procedures

For this study, you will be asked to fill out a series of questionnaires related to
your demographics, civic engagement level, acculturation level, and help-seeking
behaviors. You will also be asked about how you were referred to the study. Your
maximum total time commitment for the study is approximately 30-40 minutes.
You will be able to fill out the questionnaires at your own convenience, but be
aware that your answers will not be saved to come back to at a later time. Thus, it
is required that you complete the entire set of questionnaires at one time.

Potential Risks

Potential risks related to your participation in this study include the potential loss
of confidentiality. Confidentiality will be protected to the extent that is allowed by
law. There is a potential risk of loss of confidentiality in all email, downloading,
and internet transactions. A participant code number will be used instead of your
real name. Only the investigator and her adviser will have access to the data
collected. All files will be stores on a blank flash drive that will be stored in a
locked file cabinet in the investigator's residence. All data will be deleted within 5
years of the conclusion of this study. It is anticipated that the results of the study
will be published in the investigator's thesis as well as in other research
publications and local and national presentations. However, no names or other
identifying information will be included in any publication.

Another risk of participating in this study is possible emotional discomfort due to
the material of the surveys. If you do experience any emotional discomfort

regarding any aspect of any of the questionnaires, you may stop answering the questions at any time.

The researchers will try to prevent any problem that could happen because of this research. You should let the researcher know if there is a problem and she will help you. However, TWU does not provide medical services or financial assistance for injuries that might happen because you are taking part in this research.

A third possible risk if your loss of time. The instruments were chosen to be quick, using Likert scales as opposed to other methods of data collection. As mentioned previously, all of the questionnaires should take approximately 20-30 minutes to complete. However, you are free to withdraw from the study at any time.

A final risk relates to any coercion or pressure you may feel for participating in this study. Please know that your participation in this study is completely voluntary. Should you feel any pressure please notify the primary investigator and she will make appropriate arrangements to facilitate your comfort. Should you feel that you would like to withdraw from the study, you are free to do so at any time.

Participation and Benefits

Your involvement in this research study is completely voluntary, and you may discontinue your participation at any time without penalty. If you are interested, you may receive a summary of the results of this study, which will be mailed or e-mailed to you upon request. Additionally, after completion of the study, you will have the opportunity to input an email address to be entered in a drawing to win one of two twenty-five dollar Amazon gift cards.

Questions Regarding the Study

If you have any questions concerning this research you may ask the researchers; their phone numbers are the top of this form. If you have any questions about your rights as a participant in this research or the way the study has been conducted, you may contact Texas Woman's University Office of Research and Sponsored Programs at 940-898-3378 or via e-mail at IRB@twu.edu. You may print a copy of this consent form to keep for your records.

By clicking the "Yes, I agree" button below, you acknowledge that you have read this information and are giving your informed consent to participate in this study.