I. Historical and Current Issues Regarding Research Population

A. Contested Definitions

There is not one universally accepted term that refers to the population often described as Hispanic, Latino, or Latinx.

Since the 1970s, Hispanic has been the official US government term identifying people living in the country who are of Latin American and/or Spanish descent. Latino is defined by Merriam-Webster as “a native or inhabitant of Latin American,” or “a person of Latin American origin living in the US”; the origins of the word are from the Spanish language. Some writers point to the advantages of using Hispanic as a way to ensure continued access to government resources, and that using other terms would lead to confusion and restricted access. Other writers suggest that the term Latino is more appropriate because it has a more grassroots origin and because it unifies people of Latin American descent living in the United States, and has emerged from the community rather than being imposed from external sources. In the 2010 Census, the Census Bureau established greater flexibility in its definition, saying “Hispanic or Latino” refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. In practice, the decision on who is considered Hispanic or Latino is left up to the respondent.

Criticisms of the term Latino has come from its gendered nature. Like several other languages, many Spanish words have masculine and feminine versions. When referring to a group of men and women, the masculine term is also used as the term for a mixed-gender group, even if women outnumber men. Some have used Latino/Latina or Latino/a as a way to push back against the male gender dominance. More recently, Latin@ has emerged as an alternative that seeks to incorporate both genders into one word. Another alternative is Latinx, which is inclusive of both traditional genders as well as non-binary individuals. This term, however, has been criticized as a buzzword and a form of linguistic imperialism.

All these terms, however, are oversimplifications. There are profound historic, socioeconomic, and identity differences between people whom the terms describe. For instance, people moving from Cuba to the United States in the late 1950s and early 1960s were often middle- to upper-class, fleeing the political revolution in that country, and were welcomed by the US government. Around the same time, the Chicano Movement was a grassroots push by Mexican-Americans, who were mostly low-income farm workers, already living in the US for economic and political rights. The differences between these groups illustrate the difficulty in grouping together people from vastly diverse backgrounds.

The differences have consequences not just for people’s identities, but also for the outcomes and health-seeking behaviors of each population. Overall data for mental health suggest that Latinx Americans use mental health services less frequently than non-Hispanic whites. However, when the data are separated by place of ancestry and birth, Puerto Ricans and Latinx born in the US use mental health services at higher rates than Mexican-Americans and Latinx immigrants. An intervention to increase use of counseling services among all Latinx people would be inefficient if the goal is to reduce disparities; instead, such an intervention should focus on Mexican-Americans and immigrants.
Self-identity provides no clear solution. A Pew Research Center study found that over half (54%) of Hispanics say they typically use their ancestors’ origins (i.e., Mexican, Dominican, etc.) to describe themselves. A slightly larger share identify as American (23%) than do Hispanic or Latino (20%). When asked specifically about Hispanic or Latino, 50% said they had no preference, 33% preferred Hispanic, and 15% preferred Latino.\textsuperscript{14}

This section is not intended to solve this debate or provide a singular recommendation, but rather, to highlight the varied definitions people use and the ways they identify themselves. The toolkit will use several different terms throughout, typically following the lead of the source being discussed.

B. A Growing Presence in the United States

As defined by the Census, Hispanics already make up a sizable contingent of the US population. In 2014, the Census Bureau estimated there were 55 million Hispanics living in the country, comprising 17% of the total population and making this group the most populous minority. By 2060, the number is expected to top 119 million, with the share of the population growing to 29%.\textsuperscript{15}

C. Health and Other Disparities

The Hispanic population faces many health and socioeconomic disparities. The top-level statistic of life expectancy for Hispanics appears good: compared with non-Hispanic Whites, higher life expectancies exist for both Hispanic men (79.1 years versus 76.5 years) and women (83.8 years versus 81.2 years). Beneath the surface, however, several worrying situations exist. In 2014, median household income for Hispanics was over $20,000 lower than for non-Hispanic Whites, and a much greater proportion of Hispanics were below the poverty line (23.6%) than the national average (14.8%). Hispanic workers in agriculture and construction face an increased risk of heat-related death than their non-Hispanic White counterparts. Additionally, Hispanic youth aged 2-19 are more likely to be obese than non-Hispanic White youth (21.9% versus 14.7%). In 2012, the age-adjusted prevalence of diabetes was 14.8% for Puerto Ricans living in the US, 13.9% for Mexican-Americans, 9.3% for Cuban-Americans, and 8.5% for Central and South Americans; for non-Hispanic Whites, it was 7.6%.\textsuperscript{16}

D. Multiple Sources of Identity

An individual’s ethnic identity should be viewed in the context of multiple identities. In addition to ethnicity, their race, sexual orientation, gender identity, citizenship status, class, and many other aspects influence how they view themselves and their risk and resilience factors for health outcomes. Recognizing these dynamics is a critical step to building relationships with research participants.

E. Participatory Research

Traditional, researcher-led initiatives have often failed to address the needs of Latino/Latina communities. Some researchers have come to Latino/Latina communities, gathered data, and then left, with the community left in the dark about the findings, implications, and uses of the research. As a result, many Latinos and Latinas are hesitant to work with researchers.\textsuperscript{17} A possible response to this situation is to use a community-based participatory approach to one’s research. In participatory research, the population being studied is an active
participant in the research, from problem identification through design, data collection, and analysis, to dissemination. In addition to the normal research goal of advancing knowledge, it adds an additional goal of making practical use of that knowledge. When community partnerships function well, the resulting action can be the spark to identify other problems, starting the cycle over again.\textsuperscript{18} See Section V, Recruitment and Retention Best Practices, for further information.

\textit{F. Translation Services}

Thinking about language is very important for investigators working with Latino/Latina communities. About a third of Hispanics in the US do not speak English well,\textsuperscript{19} making translation necessary for many stages of research. These can include translating flyers, consent forms, and questionnaires from English to Spanish, and translating qualitative research data from Spanish to English. One recommended company is MedEase, http://www.medeaseinc.com/, which provides translation for medicine and many other subjects.

\begin{itemize}
  \item Oboler, p. 4.
  \item Oboler, p. 4.
  \item Oboler, pp. 10, 60.
\end{itemize}
Hispanic and Latino/Latina Populations

18 Mora & Diaz, pp. 6-7.

II. Health and Research Practice

A. Best Practices and Interventions

Characterization of the Hispanic or Latino Population in Health Research: A Systematic Review

Common Themes of Resilience Among Latino Immigrant Families: A Systematic Review of the Literature
https://doi-org.proxy.cc.uic.edu/10.1606/1044-3894.4003

Defining and measuring acculturation: A systematic review of public health studies with Hispanic populations in the United States
https://doi.org/10.1016/j.socscimed.2009.05.011

High-Impact HIV Prevention: CDC’s Approach to Reducing HIV Infections in the United States

The Immigrant and Hispanic Paradoxes: A Systematic Review of Their Predictions and Effects
https://doi.org/10.1177/0739986313499004

Interventions to Improve Quality of Life, Well-Being, and Care in Latino Cancer Survivors: A Systematic Literature Review
https://doi.org/10.1188/16.ONF.374-384

School-Wide Programs Aimed at Obesity Among Latino Youth in the United States: A Review of the Evidence

Sexual Health Behavior Interventions for U.S. Latino Adolescents: A Systematic Review of the Literature

A Systematic Review of Barriers and Facilitators to Mammography in Hispanic Women
https://doi.org/10.1177/1043659614530761

A Systematic Review of Barriers and Facilitators to Minority Research Participation Among African Americans, Latinos, Asian Americans, and Pacific Islanders
https://doi.org/10.2105/AJPH.2013.301706

B. Databases and Other Searchable Resources:

Healthy People 2020 Best Practice Research Search
https://www.healthypeople.gov/2020/tools-resources/Evidence-Based-Resources

CDC Wonder
https://wonder.cdc.gov/
III. National and Local Data

A. General Data

Centers for Disease Control and Prevention: Health of Hispanic or Latino Population
https://www.cdc.gov/nchs/fastats/hispanic-health.htm

Pew Research Center

Key facts about how the U.S. Hispanic population is changing

Maps and Data about the Hispanic Population
http://www.pewsocialtrends.org/2012/03/19/maps-and-data-about-the-hispanic-population/

Statistical Portrait of Hispanics in the United States, 2014
http://www.pewhispanic.org/2016/04/19/statistical-portrait-of-hispanics-in-the-united-states-key-charts/

Office of Minority Health, Health and Human Services: Profile – Hispanic/Latino Americans
https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=3&lvlid=64

US Census Bureau

Changes in Self-Employment: 2010 to 2011

Disparities in STEM Employment by Sex, Race, and Hispanic Origin

Educational Attainment in the United States: 2015

Facts for Features: Hispanic Heritage Month 2017
https://www.census.gov/newsroom/facts-for-features/2017/hispanic-heritage.html

Poverty Rates for Selected Race & Hispanic Groups by State and Place: 2007-11

School Enrollment in the United States: 2011
https://www.census.gov/library/publications/2013/demo/p20-571.html

https://factfinder.census.gov/faces/tablesservices/jsf/pages/productview.xhtml?src=bkmk
B. State and Local Data

Chicago Metropolitan Agency for Planning

Demographic and Housing Trends in Latino Population
http://www.cmap.illinois.gov/about/uploads/-/asset_publisher/UIMfSLnFfMB6/content/demographic-and-housing-trends-in-latino-population

Latino Population Growth Drives Metropolitan Chicago's Population Growth
http://www.cmap.illinois.gov/about/uploads/-/asset_publisher/UIMfSLnFfMB6/content/latino-population-growth-drives-metropolitan-chicago-s-population-growth

Race and ethnicity in the CMAP Region
http://www.cmap.illinois.gov/about/uploads/-/asset_publisher/UIMfSLnFfMB6/content/race-and-ethnicity-in-the-cmap-region


Pew Research Center: Demographic profile of Hispanics in Illinois, 2014
http://www.pewhispanic.org/states/state/il/

http://www.pewhispanic.org/interactives/hispanic-population-in-select-u-s-metropolitan-areas/

Rob Paral and Associates: Chicago Community Area Data
http://www.robparal.com/ChicagoCommunityAreaData.html


US Census Bureau

Chicago Quick Facts
https://www.census.gov/quickfacts/fact/table/chicagocityillinois/HSD410215

Illinois Community Facts
https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkmk

Illinois Quick Facts
https://www.census.gov/quickfacts/IL
IV. Ethical and Regulatory Issues

A. Consent for Participants Who Do Not Read or Write English

When conducting research with Hispanic populations, it is likely that investigators will encounter people who do not read or write English, or who prefer to communicate in another language, most often Spanish. A Pew Research Center report suggests that, though English proficiency is increasing, 1 in 3 Hispanics do not speak English well. Federal regulations require that investigators must either provide an ethical and scientific justification for excluding non-English speakers, or include them in their research. When obtaining consent, researchers can use a translated copy of the consent form or a short form consent document stating that the elements of consent have been described to the participant. The IRB determines which approach should be used, but only the former approach can be used at the UIC College of Medicine. Even after written consent has been obtained, the research team should continue to ensure non-English speaking participants are voluntarily consenting to participate in the research. Additionally, other written materials, such as diagnostic tools and final reports to be shared with the community, should be translated into the participants’ language. See http://research.uic.edu/node/761 for further information.

When translating materials, there are two routes the research team can take. The preferred route is that someone on the team who is fluent in both languages should write the consent in Spanish first. Then, someone else should translate this document into English, and the team can review it to ensure it conveys the information correctly. If no one on the team is bilingual, another person or a translation service can take the English version and translate into Spanish; then, someone who did not do the first translation should translate the document back into English. The research team then compares both English versions of the document. They need not match 100%, but the concepts should remain consistent. Regardless of the method chosen, both the English and Spanish versions should be submitted to the IRB. Additionally, a bilingual research team member should obtain consent, or a professional translator should be present. Having family or friends informally translate is not recommended.

B. Issues Related to Documentation Status

The Pew Research Center estimates that, as of 2014, there were approximately 8.2 million undocumented immigrants from Mexico, Central American, and South America living in the United States. In Illinois, there are over half a million undocumented residents, most of whom live in the northeast area – Chicago, suburban Cook County, and the collar counties. People without legal authorization to live in the country may be reluctant to participate in research, fearing their status will be revealed to immigration authorities. Researchers should take these concerns seriously. They should have data protections in place that reduce the risk of exposure. Documentation status should not be recorded unless it is truly necessary for their research, and then it should be stored separately from identifying information. Investigators who receive funding from the National Institutes of Health can also apply for a Certificate of Confidentiality, which provides an additional layer of protection for participants’ data. These measures, and any threats to privacy and confidentiality, should be communicated to research participants.

UIC investigators are not required to inquire about documentation status for the purposes of providing compensation for participation in research. However, if payments exceed $200 in a calendar year, the
University of Illinois System’s policy is that their tax information should be reported. If payments reach or exceed $600 in a year, a tax form must be filled out. The tax form will depend on whether the participant is known to be undocumented or not. See https://www.obfs.uillinois.edu/bfpp/section-8-payments-reimbursements/payments-human-subjects for a more thorough explanation, including how to contact University Payroll and Benefits for further guidance.

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24 See https://humansubjects.nih.gov/coc/background for more information.
V. Recruitment and Retention Best Practices

A. Community-Based Participatory Research in Latinx Communities

As mentioned in Section I, Community-Based Participatory Research (CBPR) is one method for addressing the hesitation some Latinx people have for participating in research. A major tenet is that community members (either on their own or through organizations) have a real voice in setting the research agenda, planning, implementing the plan, and realizing outcomes. Relatedly, the community should benefit from the process in addition to the generation of knowledge that benefits the researcher. A challenge is that, in order to obtain funding to do research, much of the agenda setting and planning must be done prior to submitting a proposal. One route is to find a funder who is willing to give substantial leeway within a broad framework.25 Another approach is to do the initial relationship building and planning before applying for a grant. Investigators can also begin discussions with community-based organizations and volunteer to fill a need or help with existing projects. Similarly, if researchers have funding for a small, short-term study, this can be a way to build the groundwork for a more substantial partnership.26 These approaches may require more hours for both the researchers and the community partners. Ultimately, though, they can result in a stronger partnership because of the shared commitment that everyone builds together.

After the initial period of relationship building, a few key considerations can help the partnership transition into a robust engagement. Creating a community advisory board (CAB) is essential to the process. Potential members should be committed to the project and be willing to work with their contacts in the community to build further support for the project. Members should come from multiple organizations or places in the community to ensure continuity if one organization reduces its support of the project. Convening a CAB helps bring accountability to the project, but it also is a signal to others in the community that buy-in from their community is already present. Beyond convening the CAB, it is important for the researcher to attend events outside the project, and to be physically present for meetings, to demonstrate their commitment.27

Researchers who embark on CBPR should have or develop certain qualities to make them stronger partners. A willingness to learn as well as to teach is key. They should have access to resources they can share with community partners, whether these are funds, access to facilities, other experts, etc. Additionally, they should be patient and understand that change and ambiguity often come with community work.28 Developing these qualities can increase the chances of a successful project.

B. Considerations for Working in Latino/Latina Communities

While acknowledging the diversity of Latino/Latina communities, some characteristics are common and should be considered when doing research with Latino/Latina Americans. Acculturation is a relevant process for many Latino/Latina Americans. Several models try to explain this process. The unidimensional model sees cultural orientation as a trade-off: as someone becomes more oriented toward one culture, they must become less oriented toward another culture. The bidimensional model positions orientations to different cultures independently. Thus, people could be marginalized (identifying with neither culture), bicultural (identifying with both cultures), or somewhere in between. Complicating this situation is that, within one community, there are likely to be several generations who have spent varying numbers of years in the US and their country of origin (if they have ever been there, in the case of second or later generations).29 Understanding this dynamic
can be useful whether studying acculturation directly, as a component of other analyses, or simply as a way to
gauge their interest in your research.

Another important consideration is where to recruit participants. Previous research has shown that racial and
ethnic minorities are less likely to seek professional mental health support until their symptoms are severe,
instead seeking support from a primary care clinic or informal sources.30 Additionally, Latino/Latina Americans
are the racial/ethnic group least likely to have health insurance.31 Thus, recruiting Latino/Latina research
participants from care settings is less likely to be successful; outreach must be done more broadly.

25 Dorrington, C., & Solis, B. Building Community, Research, and Policy: A Case of Community Health and Central Americans in
27 D’Alonzo, pp. 283-284.
Haworth Press.
30 Furman et al.
VI. Recruitment Templates

General Outreach Templates and Best Practices
http://www.ccts.uic.edu/content/recruitment-templates

FDA Research Volunteer Brochure
http://go.uic.edu/FDA_Research_Volunteer_Brochure

Flyer Templates
Latino Boy: http://www.ccts.uic.edu/sites/default/files/res_flyer__HISP_M_child.doc
Latina Girl: http://www.ccts.uic.edu/sites/default/files/res_flyer__HISP_F_child.doc
Latinx Family: http://www.ccts.uic.edu/sites/default/files/res_flyer_HISP_family.doc
50+ Latina Woman: http://www.ccts.uic.edu/sites/default/files/res_flyer__HPC_F_50.doc

Simplified Recruitment Language
http://go.uic.edu/Simplified_Recruitment_Language

Supporting Enrollment & Engagement in Clinical Research
http://www.ccts.uic.edu/sites/default/files/uploads/Example%203.pdf
VII. Community Engagement Resources

A. Local Organizations

Alivio Medical Center
http://aliviomedicalcenter.org/

Bickerdike Redevelopment Corporation
http://www.bickerdike.org/

Casa Central
http://www.casacentral.org/

Centro Comunitario Juan Diego
www.ccjuandiego.org

Centro Romero
www.centroromero.org

Chicago Hispanic Health Coalition
www.chicagohispanichealthcoalition.org

Christopher House
www.christopherhouse.org

Community Health Partnership of Illinois
www.chpofil.org

Corazón a Corazón NFP
http://www.corazon-chicago.com/

El Valor
www.elvalor.org

Enlace Chicago
www.enlacechicago.org

Erie Neighborhood House
www.eriehouse.org

Healthcare Alternative Systems Inc.
www.hascares.org

Illinois Coalition for Immigrant and Refugee Rights
www.icirr.org
Illinois Hispanic Chamber of Commerce
www.ihccbusiness.net

Instituto
https://www.institutochicago.org/

La Casa Norte
www.lacasanorte.org

Latino Policy Forum
http://www.latinopolicyforum.org/

Latinos Progresando
https://latinospro.org/

Logan Square Neighborhood Association
www.lsna.net

Pilsen Alliance
http://www.thepilsenalliance.org/

Puerto Rican Cultural Center
www.prcc-chgo.org

The Resurrection Project
www.resurrectionproject.org

Universidad Popular
www.universidadpopular.us

B. National Organizations

National Institute for Latino Policy
http://www.nilpnetwork.org/

National Latino Education Institute
http://www.nlei.org/

National Museum of Mexican Art
www.nationalmuseumofmexicanart.org

Unidos US (Formerly National Council of La Raza)
https://www.unidosus.org/
Target Populations Toolkit 2018
Hispanic and Latino/Latina Populations

VIII. Researchers at UIC and C3 Working on the Issue


A. UIC

Xóchitl Bada, PhD
https://lals.uic.edu/lals/people/faculty/x%C3%B3chitl-bada

Christopher Boyer, PhD
https://lals.uic.edu/lals/people/faculty/christopher-boyer

Ralph Cintrón, PhD
https://lals.uic.edu/lals/people/faculty/ralph-cintron

Andreas Feldmann, PhD
https://lals.uic.edu/lals/people/faculty/andreas-feldmann

Lorena Garcia, PhD
https://lals.uic.edu/lals/people/faculty/lorena-garcia

Adam Goodman, PhD
https://lals.uic.edu/lals/people/faculty/adam-goodman

Elena Rebeca Gutiérrez, PhD
https://lals.uic.edu/lals/people/faculty/elena-gutierrez

Patrisia Macias-Rojas, PhD
https://lals.uic.edu/lals/people/faculty/patrisia-macias

Joel Palka, PhD
https://lals.uic.edu/lals/people/faculty/joel-palka

Amalia Pallares, PhD
https://lals.uic.edu/lals/people/faculty/amalia-pallares

Cristián A. Roa-de-la-Carrera, PhD
https://lals.uic.edu/lals/people/faculty/cristi%C3%A1n-a-roa-de-la-carrera

María de Los Angeles Torres, PhD
https://lals.uic.edu/lals/people/faculty/mar%C3%ADa-de-las-angeles-torres
B. Northwestern

Frances R. Aparicio, PhD
http://www.spanish-portuguese.northwestern.edu/people/faculty/teaching-research-faculty/aparicio-frances.html

Héctor Carrillo, PhD
http://www.sociology.northwestern.edu/people/faculty/core/hector-carrillo.html

Henry Godinez, MFA
https://communication.northwestern.edu/faculty/HenryGodinez

C. University of Chicago

Micere Keels, PhD
https://humdev.uchicago.edu/directory/micere-keels

Agnes Lugo-Ortiz
https://rll.uchicago.edu/faculty/lugo-ortiz

Laura Gandolfi
https://newfaculty.uchicago.edu/page/laura-gandolfi

Mauricio Tenorio
http://rll.uchicago.edu/faculty/tenorio

Dexter Voisin
https://www.ssa.uchicago.edu/ssascholars/d-voisin
IX. Measuring Instruments

A. A Note on Measuring Race and Ethnicity

The US Census Bureau recently announced that the 2020 Census will use a two-question format to ask about ethnicity and race, similar to what was used in the 2010 Census. However, the ethnic and racial categories in the Census may not provide sufficient levels of detail for some studies, and they may not match people’s perceptions of ethnicity and race. The Food and Drug Administration suggests that, when appropriate, more detailed categories can be used. Researchers should take care to ensure the categories can be mapped back onto the standard two choices for ethnicity (Hispanic or Latino, or not Hispanic or Latino) and race. An example would be asking research participants about whether they are Hispanic or Latino and offering several categories, such as Mexican, Puerto Rican, Cuban, and other Hispanic/Latino/Spanish origin, as well as no or none. This allows greater precision for one’s study and remains consistent with standard categories.

B. Other Measuring Instruments

Acculturation, Habits, and Interests Multicultural Scale for Adolescents
https://doi.org/10.1177/02731602022003001

Acculturation Rating Scale for Mexican Americans-II
https://doi.org/10.1177/07399863950173001

Adolescent Reports of Academic Support by Mothers, Fathers, Teachers, and Friends in Latino Immigrant Families
https://doi.org/10.1177/0739986304273968

Adolescent Survey-Based Smoking-Related Cognitions Scale
https://doi.org/10.1016/j.ypmed.2004.04.007

The Bidimensional Acculturation Scale for Hispanics (BAS)
https://doi.org/10.1177/07399863960183002

Brief Acculturation Scale for Hispanics
https://doi.org/10.1177/07399863960181004

Brief Acculturation Rating Scale for Mexican Americans-II
https://doi.org/10.1177/0739986305281423

Coping With Acculturative Stress in American Schools (CASAS-A) Scale
https://doi.org/10.1177/1534508413500983

Diabetes Knowledge Scale for Low-Literate Hispanic/Latinos
https://doi.org/10.1177/1524839912474006
Dimensionality and Validity of the Rosenberg Self-Esteem Scale for Use With Latino Adolescents
https://doi.org/10.1177/0739986310387275

Electronic Health Literacy Scale (For Older Hispanic Adults)
http://dx.doi.org/10.1111/jocn.13763

Factor Structure and Psychometric Properties of English and Spanish Versions of the Edinburgh Postnatal Depression Scale Among Hispanic Women in a Primary Care Setting
http://dx.doi.org/10.1002/jclp.22101

Guide to Psychological Assessment with Hispanics

Hispanic Women’s Social Stressor Scale
https://doi.org/10.1177/0739986308316178

Immigrant Barriers to Health Care Scale: Hispanic Version

Measure to Assess Linguistic Self-Esteem in Adolescent Latino Bilinguals
https://doi.org/10.1177/0739986311423354

Measurement Equivalence of the Center for Epidemiological Studies Depression Scale for Latino and Anglo Adolescents
http://dx.doi.org/10.1037/0022-006X.73.1.47

Migrant Stress Inventory
http://dx.doi.org/10.1037/a0018665

Multi-Dimensional Measures of Race/Ethnicity on the Self-Reported Health Status of Latinos
https://doi.org/10.1017/S1742058X15000120

Multidimensional Safety Climate Scale
https://doi.org/10.1016/j.ssci.2012.11.006

Parenting Strategies for Eating and Physical Activity Scale-Diet (PEAS-Diet), Modified
https://doi.org/10.1016/j.appet.2015.12.003

Parental Engagement of Families from Latino Backgrounds
http://dx.doi.org/10.1037/a0036167

Perceived Social Support for Undocumented Hispanic Immigrants
https://doi.org/10.1177/0739986315577894
Personal Growth Initiative Scale-II
http://dx.doi.org/10.1037/cou0000075

The Psychometric Properties of the Generalized Anxiety Disorder-7 Scale in Hispanic Americans with English or Spanish Language Preference
http://dx.doi.org/10.1037/a0036523

The Reliability and Validity of the Brief Sensation Seeking Scale (BSSS-8) with Young Adult Latino Workers: Implications for Tobacco and Alcohol Disparity Research
http://dx.doi.org/10.1111/j.1360-0443.2007.01958.x

Revised 28-Item Racial and Ethnic Microaggressions Scale (R28REMS)
https://doi.org/10.1080/01488376.2014.987944

Social Support Among Spanish-Speaking Immigrant Latino Gay Men
https://doi.org/10.1177/0739986312446290


X. Program Announcements for Grants

A. MSI and HSI Designation

UIC has been designated as a Minority Serving Institution (MSI) based on its full-time undergraduate enrollment. Furthermore, in 2015, it was granted Hispanic Serving Institution (HSI) status. UIC researchers focusing on Latinx populations may qualify for special grants and opportunities. See https://research.uic.edu/minority-serving-institution-status for more information.

B. Grant Programs

The grants programs below expire no earlier than 2019.

The Commonwealth Fund

National Institutes of Health: R21s are listed; links to related R01s can be found on each page.

Collaborative Minority Health and Health Disparities Research with Tribal Epidemiology Centers

Health Promotion Among Racial and Ethnic Minority Males

Health Services Research on Minority Health and Health Disparities

Reducing Health Disparities Among Minority and Underserved Children

Patient-Centered Outcomes Research Institute
https://www.pcori.org/funding-opportunities

Tinker Foundation: Field Research Grants for Study in Latin America
http://www.tinker.org/content/field-research-grants

William T Grant Foundation: Reducing Inequality Grants
http://wtgrantfoundation.org/focus-areas/reducing-inequality
XI. Community Stakeholder Involvement

A. Latino/Latina Specific Resources

UIC Chancellor’s Committee on the Status of Latinos  
http://ccsl.uic.edu/

UIC Integrated PASEO  
http://publichealth.uic.edu/uicip

UIC Latin American and Latino Studies Program  
https://lals.uic.edu/lals

UIC Latin American Recruitment and Educational Services program (LARES)  
https://lares.uic.edu/

UIC Latino Cultural Center  
http://latinocultural.uic.edu/

UIC Resources for Undocumented Students  
http://dream.uic.edu/

B. General Resources for Individuals

National Institutes of Health – Clinical Research Trials & You  
https://www.nih.gov/health-information/nih-clinical-research-trials-you/basics

Research Fundamentals for Activists  
http://www.treatmentactiongroup.org/sites/default/files/201305/RFA%20FINAL.pdf

Research Match (search for clinical trials to join)  
https://www.researchmatch.org/

C. General Resources for Organizations

Alliance for Research in Chicagoland Communities, Northwestern University

Assessing your Organization’s Research Environment and Capacity  

Community-Based Participatory Research 101  
Community-Engaged Research Funding & Grantwriting Tips and Strategies

Community Partner Resources
http://arccresources.net/category/community-partners/

Considering and Developing Your Organization’s Research Purpose

Introduction to Qualitative Research Methods

Introduction to Research Design

NIH Biosketch for Community Partner

Patient and Stakeholder Engagement (PCORI)

University 101

Center for Clinical and Translational Sciences
http://www.ccts.uic.edu/

Recruitment, Retention, and Community Engagement Program
http://www.ccts.uic.edu/content/recruitment-retention

Clinical Trials Database
https://clinicaltrials.gov/

Community Based Participatory Research 101: From a Community Partner Perspective
Harlem Community & Academic Partnership
https://ccph.memberclicks.net/assets/Documents/CNREI/cbpr%20101%20presentation.pdf

A Quick Start Guide to Conducting Community-Engaged Research
Southern California Clinical and Translational Science Institute, Office of Community Engagement
http://oprs.usc.edu/files/2013/01/Comm_Engaged_Research_Guide.pdf

UIC Office of Community Engaged Research and Implementation Science
https://cancer.uillinois.edu/outreach-program
UIC Office of Community Engagement and Neighborhood Health Partnerships
https://oceanhp.uic.edu/
XII. Team Readiness to Work with Special Populations

A. Cultural competency training

Cultural Competence Assessment Instrument (CCAI)

Cultural Competence with LGBTQ Clients
Cultural Competence in HIV Care
http://www.matec.info/programs/illinois

National Research and Training Center (NRTC) Training and Education: Toolkit and Training on Assessing Cultural Competency in Peer-Run Mental Health Programs
http://www.cmhsrp.uic.edu/nrtc/starcenter.asp

B. Team diversity representation

Making sure that the research team has some representation of the target special population group helps establish trust, understanding, and credibility. For example, when conducting research related to cervical cancer in Humboldt Park, having Puerto Rican women as team members can help to build trust and understanding between the research team and community members. This step, however, is not sufficient by itself: other efforts described elsewhere in this toolkit should also be used to garner community support and involvement.

C. Implicit-association test (IAT) – Offers a way to probe unconscious biases

Implicit Association Test (IAT)
http://projectimplicit.net/nosek/iat/

Look Different’s Implicit Association Tests
http://www.lookdifferent.org/what-can-i-do/implicit-association-test

Project Implicit
https://implicit.harvard.edu/implicit/

D. LH-STEP – Helps assess an individual’s capabilities by measuring skills, abilities, and potential for success.


E. Resources to Evaluate Attitudes and Train Skills Necessary for Working with Latinx Communities

Recommendations for Working in Partnership with Latino Communities: A Guide for Public Agencies and Other Social Service Practitioners (form on page 7)
http://anrcatalog.ucanr.edu/pdf/8206.pdf
Citing the CCTS’s Target Population Toolkit

The LGBT Target Population Toolkit was developed by the UIC Center for Clinical and Translational Science’s Recruitment, Retention and Community Engagement Program.

The National Institutes of Health requires that investigators cite the CTSA grant if they used any CCTS services or resources to support their research. The CCTS relies on these citations as a critical performance measure when reporting annual productivity to NIH.

To cite the CCTS, the following text is recommended:

“The University of Illinois at Chicago Center for Clinical and Translational Science is supported by the National Center for Advancing Translational Sciences, National Institutes of Health, through Grant UL1TR002003. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health.”