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Educational intervention on the Use of Zoom for Spanish speaking Families

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CR#2.1. Final Capstone Project Title and Abstract

Educational intervention on the Use of Zoom for Spanish Speaking Families

Rebekah Children Services is a non-profit agency that implements the Family Resource Center to provide additional resources such as workshops and home items, for families in need of child and family behavioral services; especially to the low-income Spanish-speaking families in the Gilroy community. The macro level problem is clients not receiving assistance for their mental health needs. The micro level problem is the decrease in parent engagement with the FRC online services. The purpose of this project is to increase parent engagement with online workshops via zoom. The project will promote the knowledge of technology to be easily accessible to parents that are unsure of how to use these platforms. As a result of this project, parents' knowledge about how to access online services and their engagement in FRC workshops increased by participating more in online workshops and classes. By providing this how to guide video to clients, children and staff.

Keywords: Technology, Engagement, Mental Health, Zoom, Sessions, Workshops

CR# 1.1: Agency information and partnering organizations

Rebekah Children Services is a nonprofit organization that was founded in 1897 as an orphanage and in 1957 began providing services to children referred from the courts due to neglect and abuse. Rebekah Children's Services continues to serve many children and families around Santa Clara County. They use grants from Santa Clara County to offer numerous services including adoption and foster care, culinary academy, family resource center, hospital diversion, outpatient mental health, prevention and education, residential treatment and therapeutic behavioral services (RCS.2020). All these services are currently offered at the agency even through the pandemic.

The agency mission is “We are committed to seeing our community flourish by building pathways to hope, happiness and well-being” (RCS,2020). Their vision is to be the best agency for quality care, education and employment. It is clear that the agency’s facilitators, therapists and managers are very involved and make sure to provide the best care for clients to make life changing impacts on many members of the community.

As the COVID-19 pandemic emerged and restrictions were implemented, telehealth became the standard way used to provide services to clients and keep them engaged. Although there is a struggle to keep younger clients engaged, the agency is trying their best to provide full services for those who need it and make sure that additional needs are met due to changes caused by the pandemic over the past six months. The pandemic has taken a toll on individuals working at the agency, especially with having limited access to the office and other resources to use when meeting with clients. Prior to COVID, FRC offered baby care for infant and toddler care seminars as well as seminars for father and other male caregivers raising children. They also provide resources like immigration workshops which include learning about one’s rights, as well as filling out paperwork, like medical insurance applications. Additional workshops were Abriendo Puertas, the nation’s first evidence-based parent leadership and advocacy training program. It was developed for low-income families with children ages 0-5 and was designed in partnership with parents. They also offer parent support groups that allow them to implement parent skills and become agents

of change to their children. They also provide nutrition, health and wellness programs for the whole family (RCS,2020). The FRC is still doing its best to provide these services although the barrier of technology use is an issue. The team is still doing their best to call parents on a weekly basis to ask how they are doing and helping them navigate through zoom to attend “Cafe con Parents” which is an additional workshop.

Since these difficult times the Family Resource Center has had to cut back on parent engagement. It has been a struggle to inform families and parents about new resources as well as getting feedback from families. RCS do their best to follow all protocols regarding covid-19 such as limiting the number of guests coming through the main doors including staff, always maintaining a six feet distance and wearing masks at all times. They also have designated areas to come in and out as well as screening tools if clients or staff are coming into the Gilroy or Campbell office.

Rebekah Children Services works with schools, courts, family references and the county. This goes for every client that could possibly be in foster care or are dealing with legal guardian changes that are affecting them mentally. Rebekah Children Services provide more than mentoring, they are active individuals guiding their young clients every single step to help heal mental health problems.

Overall, interning at the Family Resource Center program has really shown how they interact with the community, they go above and beyond to inform families about other resources and offer classes like nutritional value and managing children’s online classes. This program maintains a close relationship with the families they serve by reaching out and making sure their questions are answered.

I am very pleased to be a part of an amazing team at the Family Resource Center. I am more than excited to be working with amazing people who go above and beyond to help others. I can’t wait to see what the next year is in store for myself as I keep growing at this agency not just educational but professionally.

CR # 1.2: Communities Served: Demographic Profile and Needs Analysis

Rebekah Children’s Services (RCS) serves the Gilroy community that is a part of Santa Clara County. The agency was initiated in Gilroy, CA and expanded to San Jose. Table1 shows demographics in comparison from the city to the state. From the statistics it is clear to see that the race with the highest percentage is Hispanic in Gilroy CA compared to the state. The table also points out important factors regarding the agency's program Family Resource Center focus group financially and economically.

Table 1. Community Demographics

| Title: Community Demographics | Gilroy, CA | California |
|--|-------------------|-------------------|
| Population estimates, July 1, 2019, (V2019) | 59,032 | 39,512,223 |
| Population | | |
| Population estimates, July 1, 2019, (V2019) | 59,032 | 39,512,223 |
| Population estimates base, April 1, 2010, (V2019) | 48,879 | 37,254,519 |
| Population, percent change - April 1, 2010 (estimates base) to July 1, 2019, (V2019) | 20.80% | 6.10% |
| Population, Census, April 1, 2010 | 48,821 | 37,253,956 |
| Age and Sex | | |
| Persons under 5 years, percent | 6.60% | 6.00% |
| Persons under 18 years, percent | 29.30% | 22.50% |
| Persons 65 years and over, percent | 10.50% | 14.80% |
| Race and Hispanic Origin | | |
| White alone, percent | 74.90% | 71.90% |
| Black or African American alone, percent(a) | 1.50% | 6.50% |
| American Indian and Alaska Native alone, | 0.60% | 1.60% |

| | | |
|--|-----------|------------|
| percent(a) | | |
| Asian alone, percent(a) | 9.40% | 15.50% |
| Native Hawaiian and Other Pacific Islander alone, percent(a) | 0.00% | 0.50% |
| Two or More Races, percent | 5.10% | 4.00% |
| Hispanic or Latino, percent(b) | 59.10% | 39.40% |
| White alone, not Hispanic or Latino, percent | 28.00% | 36.50% |
| Housing | | |
| Housing units, July 1, 2019, (V2019) | X | 14,366,336 |
| Owner-occupied housing unit rate, 2015-2019 | 61.50% | 54.80% |
| Median value of owner-occupied housing units, 2015-2019 | \$663,100 | \$505,000 |
| Median selected monthly owner costs -with a mortgage, 2015-2019 | \$2,925 | \$2,357 |
| Median selected monthly owner costs -without a mortgage, 2015-2019 | \$717 | \$594 |
| Median gross rent, 2015-2019 | \$1,881 | \$1,503 |
| Families & Living Arrangements | | |
| Households, 2015-2019 | 16,126 | 13,044,266 |
| Persons per household, 2015-2019 | 3.49 | 2.95 |
| Language other than English spoken at home, percent of persons age 5 years+, 2015-2019 | 45.90% | 44.20% |
| Computer and Internet Use | | |
| Households with a computer, percent, 2015-2019 | 97.50% | 93.00% |
| Households with a broadband Internet subscription, percent, 2015-2019 | 92.50% | 86.70% |
| Education | | |
| High school graduate or higher, percent of persons age 25 years+, 2015-2019 | 80.10% | 83.30% |
| Bachelor's degree or higher, percent of persons age 25 years+, 2015-2019 | 27.70% | 33.90% |

| | | |
|---|-----------|-------------|
| Economy | | |
| In civilian labor force, total, percent of population age 16 years+, 2015-2019 | 70.30% | 63.30% |
| In civilian labor force, female, percent of population age 16 years+, 2015-2019 | 65.60% | 57.50% |
| Total accommodation and food services sales, 2012 (\$1,000)(c) | 124,616 | 90,830,372 |
| Total health care and social assistance receipts/revenue, 2012 (\$1,000)(c) | 307,111 | 248,953,592 |
| Income & Poverty | | |
| Median household income (in 2019 dollars), 2015-2019 | \$101,616 | \$75,235 |
| Per capita income in past 12 months (in 2019 dollars), 2015-2019 | \$36,122 | \$36,955 |
| Persons in poverty, percent | | |
| | 8.60% | 11.80% |

(Census,2019)

Another important factor to point out about the Rebekah Children Service program is the Family Resource Center (FRC) target population are Hispanics primarily those who are low income. The FRC focuses on this population due to their lack of engagement with the community and challenges faced by those who only speak Spanish. These individuals are afraid to seek additional resources in the community, most are immigrants or are unaware of the help offered. The Family Resource Center provides families with necessities to lower their cost of food to go towards their rent or mortgage payments. They also provide diapers, food harvest, school supplies and backpacks.

By analyzing the data in the category of race from the table it comes clear that many Hispanics need help with resources since it's at a high percent in population by 59.10%/. When comparing the poverty and income from Gilroy to California as a state the numbers are similar. For example, the number of per capital income for t 2019 was around \$36,000 for both city and state. The difference is that the state has a total of 39,512,223 individuals and the city has a population made up of 59,032. The census also states that

the median gross rent in Gilroy is \$1,761; this depends on how many bedrooms and bathrooms the living area has. In order to purchase a property, the median cost for a mortgage is \$2814.00 (Census,2019).

The community's needs have increased for food and school supplies, since the pandemic moved students into online learning. There has also been a need in finding mentors to guide adults through the unemployment process, since many head of households lost their jobs. Many students are now learning at home, and it has been a challenge to provide them with the basic necessities they need like backpacks and supplies along with learning how to navigate their way through technology (Alejandra Arreola, Personal Communication). The FRC alone has already put in place to distribute backpacks due to the high need.

The agency's community is very diverse. The resource focus is mainly low-income families with Latino backgrounds (Alejandra Arreola, Personal Communication). The agency population is similar to the city and state. According to the census, the city of Gilroy is 59% and the state is 39% Hispanic or Latino. The Family Resource Center is a program offered at RCS. The main funding for this program is the First 5 from Santa Clara county. According to the database from the First 5 in 2019, they are currently offering the FRC program at 26 locations which the Gilroy community alone is a total of around 4,330 parents and caregivers who are receiving resources, referral, program and other direct services (First5,2019). The demographics based off who uses the FRCS are 57% Latino. The FRC holds events each year in Santa Clara county including the Gilroy community, there are a total of 656 community events that 36,468 parents receive services along with their 22,409 children (First 5,2019).

On Thursday, September 24,2020 the FRC provided students with backpacks full of supplies and necessities at the RCS campus drive by. By doing so they want to address the ongoing issues of needed supplies as well as providing workshops to guide parents. The problem that could mainly be identified is the lack of technological guidance for the families teaching their kids at home as well as finding the necessary resources to help families that are in need financially (Alejandra Arreola, Personal Communication).

They are currently providing services to around 200 families in the Gilroy community alone (Alejandra Arreola, Personal Communication). Some of the families are also receiving services in other programs at Rebekah's Children Services. The educational level for lack of technology knowledge for Gilroy alone lands at a low 27% for individuals that have a bachelor's degree or higher. The Gilroy community uses the FRC as one of the few resources available to this community, specifically the low-income families (RCS,2020).

In the community, the Unified School District has done a great job of selling laptops at a very low price to students who need them. They have also supplied them with the internet to do their schoolwork. The Gilroy unified has also referred families to RCS for additional services. Parent engagement has been a targeted issue due to COVI-19 and many families are finding ways to meet their everyday needs. Rebekah Children Services is committed to providing the best care for the community.

CR# 1.3: Initial Capstone Project Ideas

The Family Resource Center (FRC) at Rebekah Children Services has given me a broader understanding of all the services they provide to low-income Spanish speaking families. During my time at the agency via zoom and some in-person interactions, it has come to my attention that many families are struggling with providing their children the same education at home as they were receiving in school. This has resulted from a lack of financial support to provide students with laptops and school supplies, and a lack of knowledge and experience with technology to give their children support. The FRC strives to provide parents with workshops and training via zoom to help them eat healthy and stay active during this challenging time. They also provide additional resources such as 24/7 Dad, Abriendo Puertas, SEEDS, and Triple P (First 5,2020). However, even with these resources and services, with the lack of parent engagement, the FRC is struggling to have enough participants in each workshop.

Alejandra FRC manager and mentor has mentioned that many parents they serve do not know how to use Zoom, Google Hangout, Microsoft Teams, and other remote meeting platforms. My capstone project

will provide additional resources for parents to use to be better prepared to participate in workshops and other team meetings. The project will include creating a training that supports parent's needs including developing a video presentation on how to use these various meeting applications and some step-by-step instructions to hopefully re-engage them in FRC's workshops and other training opportunities.

Since my focus group involves only Spanish speaking parents, the video presentation will be developed completely in Spanish. Before developing the training, a pre-survey will be created and sent to a number of families that haven't engaged with FRC in the last 4 months to ask about the reasons. For example, questions such as the following will help the agency understand the obstacles families face and expand services and resources to help: Do you have a laptop or other type of computer or table that your children can use for online educational sessions? Do you know how to access the internet from a mobile device? By answering these questions, it will give a better understanding to the main problem regarding technology. My mentor will guide me as to what specific points I should cover in the video making. My personal role as a mentee will be to call parents as well as gathering data and delivering this video. Alejandra also known as the FRC program manager and mentor will be guiding me to get phone numbers and information regarding the agency. At the end of the project, parents will be sent a follow-up survey to find out if the format/video was easy to follow and if they found it helpful. The capstone project objective is to help parents who don't know how to use technology, to become more competent and comfortable using the various platforms and to help their children.

CR#1.4. Capstone project title, description, & justification

Title: An Online Resource to Access Online Sessions

Project Description/ Intervention/Strategy:

The capstone project is an educational resource that will be used by the Rebekah Children Services agency for their client families to gain technical knowledge and learn how to access additional services via the internet. This project is an educational intervention for Spanish speaking families who lack technology

knowledge, to learn how to navigate the zoom platform. The implementation methods that will be used include developing a curriculum, recruiting participants, confirming logistics of the project activities, developing the educational video and assessing success of the project.

The project will begin with the development and distribution of a pre-survey to families that haven't engaged with FRC for the past six months. The survey will be designed to find out what specific devices such as technological equipment they need help to guide their way through zoom, this can be a computer, laptop or smartphone. The survey will include questions about what devices they currently have, do they have a good internet connection, have they used zoom or other online communication tools from a mobile device. Once the survey data is analyzed, a video presentation will be created that provides instructions in Spanish, guiding individuals on how to use zoom, Microsoft teams, skype, and other communication applications. The video will be provided through the platform YouTube. A link will be sent to those participants' phone numbers. The final component of the capstone project is to distribute a post-survey to ask if the format of the video was easy to follow and if the content helped to make the online learning experience more accessible. The capstone project will be managed by me, this includes talking to individuals from the beginning of the survey as well as delivering the workshop. I will be pre-recording a video where clients will watch at their own time and in a time lapse of a week. I will then be sending out the post survey to get client's feedback.

Project Justification:

Due to the current COVID-19 pandemic restrictions, FRC strives to provide parents with workshops and training via zoom for parents to ensure they are able to continue providing families with health education/promotion messages on eating healthy, staying active, and accessing resources such as the food pantry drive by and diapers for new moms. However, with the lack of parent engagement in the online environment, FRC is struggling to attract enough participants in each workshop. They noticed that one of

the main reasons is that their clients do not know how to use websites or apps (Alejandra Arreola, Personal Communication).

This project mission is to re-engage families and inform families about additional workshops that they can receive through online applications during these difficult times. This project will be used as an additional tool at the RCS agency for the FRC and other programs, including clients receiving services. The agency does not currently offer any resources (e.g., “how-to” videos) to help their clients access and navigate the online environment. Although the platform of zoom does offer free video tutorials on how to use the audio, video and screening sharing people in general are too busy to search for these types of resources (Zoom,2020). In order to better prepare for delivering this project, these additional resources offered by Zoom will be used to educate myself and others. The longer-term goal for the agency as a whole including the FRC is to keep the clients fully engaged in services. This helps the community by reducing mental health problems and advocating for the well-being of everyone. This project will contribute to keeping this non-profit agency running and better serve the community.

Stakeholders:

The stakeholders who will be involved in this project include the agency staff whose programs are experiencing a decrease in client engagement due to the pandemic. These include agency therapists, clinicians, managers, directors, administration, and family specialists who really care about the project and want to help their clients adjust to the world-changing situations that have affected individual’s participation. The agency staff will be offering this video specifically to the Spanish speaking families that struggle technologically.

Benefits:

My mentor and myself strive for a positive outcome for this project. For the agency itself we hope to engage clients and have families become a little more familiar with technology. As for the employees of

RCS that work in different programs, we hope they use this additional resource as a tool for their families when attending workshops or sessions. Overall, the mission for this project really shows the importance of re-engaging families, and the importance of attending workshops and sessions when receiving services at RCS.

CR#1.5. Project implementation plan, scope of work & timeline

Implementation Method

The implementation method for this capstone project is an educational intervention consisting of a workshop to teach parents and families how to navigate Zoom for remote communication with the agency. It will begin with a how to navigate zoom flyer for individuals that are currently taking workshops and need step-by-step help. A video workshop will be developed and will include step-by-step instructions on using zoom. This will be delivered through a link to a YouTube video. In addition, a pre-/post-survey will be developed to determine what specifically do clients know about how to use the zoom application. Participants will also be able to take a survey after the workshop to determine if it was helpful or not. Families will be contacted by phone to recruit 25 people to participate. Due to COVID-19 everything at the agency has been converted to online telehealth. There is minimal face to face interactions and if so, it's at a 6 feet distance with masks. This capstone project will not require any face-to-face interaction as it will all be online.

Participants

The primary participants of the workshop include primarily Spanish-speaking families who have not engaged with the FRC within the past six months. They will be identified by looking at the list of parents who have participated in a workshop in the past and have not taken any workshops currently or didn't finish a series of classes. This capstone project is specifically designed to help low-income Spanish-speaking families. They will learn how to use technology and more specifically to navigate zoom. Many families

from past workshops mention their need for guidance for technology especially when everything is in English (Alejandra Arreola, Personal Communication).

My position for the workshop will be developing the surveys alongside my mentor, as well as facilitating and presenting the video workshop. A flyer has recently been created on how to navigate zoom, for those parents who are currently struggling. The agency will be able to use the instructions on the flyer and the video as an additional resource for their managers, therapists, clinicians, and the board of directors. There will be no consent needed to deliver this resource.

Resources

No resources will be needed to implement this project as the workshop and surveys will be delivered to parents remotely. The agency itself has a zoom account where participants can join with no fee. Clients are only responsible for downloading the app or link for the workshop. Additionally, to the agency's zoom account, FRC will provide contact information for the families who can benefit from this workshop.

Potential Challenges

The main challenge the agency as a whole is facing is lack of engagement by clients, to receive their services. For example, some families are in therapeutic services and are only able to meet with their therapist through telehealth due to COVID; this can include a zoom meeting or phone call. Since offering services to children under the age of 18 parents need to step in their roles as teachers and manage their zoom meetings, with lack of technology knowledge these clients are unable to attend their therapy sessions and affect their mental health in the long run. Another challenge could be the lack of engagement for the workshop itself to engage a minimum of 25 individuals, but unfortunately with life changes and shifted priorities the main concern is they will not participate.

COVID19 Accommodations

Santa Clara County has put in place many stay at home orders with minimal use of the public. “The County’s Mandatory Directive on Capacity Limitations has been updated to reflect current capacity limitations for businesses, entities, and activities under the new Regional Stay at Home Order restrictions”

(SCCGOV,2020). Due to this implementation, the main office in Gilroy is restricted to a limited use. Hosting this workshop face to face is not an option. In order to best follow the safety precautions the video workshop will be online with no interactions.

Scope of Work

The following table outlines the implementation steps for this project from fall 2020 and through spring 2021 when the project will be completed. This capstone project will begin with the development of an informational flyer on how to navigate zoom. Next, there will be a survey on what device the families use more frequently when utilizing zoom, this can be a phone, tablet, computer etc. From there a workshop video will be developed on the steps in using zoom focusing on the device they mostly use. Lastly, doing a post survey to gather data on the effectiveness of the workshop and if they found it useful.

| Scope of Work Template (<i>Sample phases, activities, deliverables, timeline</i>) | | | | | |
|---|-------------------------|-------------------------|---|--|----------------------------|
| Title: Educational intervention on the Use of Zoom for Spanish speaking families | | | | | |
| Project description: Teaching Spanish speaking families how to navigate through zoom. | | | | | |
| Purpose/Primary objective of the project: Increase parent engagement, skills and knowledge through zoom. | | | | | |
| Longer term goal: Improve mental health by re engaging the majority of people that are receiving services. | | | | | |
| Phases | | Activities/Tasks | | Deliverables | Timeline/ deadlines |
| 1 | Select capstone project | 1.1 | Discuss capstone project ideas with mentor and agency staff | Generate a list of capstone project ideas. | Sept 2020 |
| | | 1.2 | Discuss ideas with agency staff | Submit a list of potential ideas to mentor for review/approval | Oct 2020 |
| 2 | Plan project | 2.1 | Develop a flyer in Spanish on the basic steps to navigate through zoom | Submit a flyer template to mentor for review and approval | Nov2020 |
| | | 2.2 | Develop a pre survey to be emailed or texted to families | Submit survey questions to mentor for review and approval. | Feb 2021 |
| | | 2.3 | Get phone numbers and email addresses for contacting/recruiting clients | List of families contacted submitted to mentor | Feb2021 |
| | | 2.4 | Develop content for the workshop on how to navigate zoom. | Submit outline ideas to mentor for review/approval | Feb 2021 |
| | | 2.5 | Develop a post survey to get feedback from families on their experience | Submit survey question to mentor for review and approval | Feb 2021 |
| 3 | Implement project | 3.1 | Text/email the pre-survey to families that will be participating | Submit preliminary pre-survey data analysis to mentor for review | Feb 2021 |

| | | | | | |
|---|----------------------------|-----|--|---|------------|
| | | 3.3 | Send post survey for the workshop | Text/ Email Families that will be participating | April 2021 |
| | | | Call Family for final feedback after using the video | Submit final feedback to mentor for review | April 2021 |
| 4 | Assess project | 4.1 | Gather phone numbers from FRC | Evaluate with mentor by those who lost engagement | Feb 2021 |
| | | 4.2 | Call families after sending out the flyer | Submit feedback and comments to mentor | Feb 2021 |
| | | 4.3 | Review the pre survey | Evaluate with mentor | April 2021 |
| | | 4.4 | Review the post survey | Evaluate with mentor | April 2021 |
| 5 | Report on project findings | 5.1 | Complete reporting requirements | Final agency and capstone reports | |
| | | 5.2 | Prepare capstone presentation in selected format | Present at Dress Rehearsal for grading | |
| | | 5.3 | Final preparation for Capstone Festival | Final Capstone Festival presentation! | May 2021 |

CR#1.6. Problem description & problem model

Introduction

Rebekah Children Services is facing a micro-level problem, which is low participation from families and clients receiving online services. There has been a lack of program participants in the FRC workshops due to lack of technology knowledge to log into workshops via zoom. Covid 19 has shifted life priorities as well and most individuals are having to take care of family, become a teacher to their children or work for additional hours if they are the only breadwinner for the family at the moment. This impacts the agency by not being able to inform families of the resources available. The main consequence of low program participation is that the agency will lose grant funding which will result in a reduction of employees who will lose their jobs.

The community itself is facing life changes every day. It affects many individuals differently, it could be financially, mentally and physically. The toll it is taking in Santa Clara County has been a significant increase in mental health problems which is a priority for the community. That would be considered the macro level issue since many people are not getting the treatment that is needed.

The macro issue is clients are not treated for their mental health. Some consequences of not being constant with treating mental health are prolonging the issues and making bad lifestyle choices. The micro and macro issues affect the community itself and every single person who receives (as well as gives) services. The following figure summarizes the micro and macro level problem.

| Figure 1. Problem Model | | |
|---|--|---|
| CONTRIBUTING FACTORS TO AGENCY PROBLEM | AGENCY-SPECIFIC “MICRO-LEVEL” PROBLEM ADDRESSED BY PROJECT | CONSEQUENCES TO AGENCY |
| Insufficient knowledge of technology | Too few parents engage with FRC due to the COVID-19 pandemic restrictions. | Grant reduction |
| Not having the resources needed to access online services? (e.g., laptop, computer) | | Client lose access to basic necessities and educational resources |
| Covid19 Pandemic has shifted family priorities | | Program shutdown results in employees being laid off. |
| CONTRIBUTING FACTORS TO BROADER PROBLEM | BROADER “MACRO-LEVEL” HEALTH/SOCIAL PROBLEM | CONSEQUENCES TO SOCIETY |
| Covid19 pandemic isolation? | Too many people in Santa Clara County suffer from mental health conditions | Decreased enjoyment of life |
| Past trauma experiences, Genetics | | Worsening symptoms and overall impacts on wellbeing? |
| Lack of access to mental health services | | Increase in risk-taking behaviors including suicide |

Agency-specific micro-level problem

Problem description

The micro-level agency problem is a decrease in parent engagement with FRC. According to the FRC program manager, the agency has experienced a 40 % decrease in parent workshops. In order to have enough participants join workshops the agency needs to provide incentives to engage families (Alejandra Arreola, Personal Communication). Individuals who inquire about workshops and additional resources at

the FRC are Spanish speaking only are not knowledgeable about computers or technology. The agency has also seen a reduction in overall client participation; across all programs including FRC workshops as well as therapy services.

Population affected

The main population that is mainly affected is low-income Spanish speaking parents (Alejandra Arreola, Personal Communication). The FRC provides services primarily to this group because they come to the United States to navigate their way through the American Dream. Most of these families are farmworkers that are starting their families and don't know how to get help financially and learn new ways to parent. This FRC focus group is a subset of the population that the agency serves. The agency as a whole serves many different populations from a range of ethnicities and income levels.

Causes/contributing factors

While most of the agency's families mainly speak Spanish, information for cell phones, tablets, and computers are mostly based in English. Although there are many applications and instructions on translating and multilingual tutorials, not everyone knows how to navigate their way through this information. "In the shift to virtual services, including home-based learning, many clients are learning how to use video conferencing platforms like Zoom for the first time (Switchboard,2020)". Another factor is not having a computer or tablet available to use when participating in the workshops offered. The last factor is the impacts of the COVID 19 pandemic. This current situation has affected many families who participated in the FRC before the pandemic. Some people lost jobs and others are having to homeschool their children without knowing how to help them. According to the Pew Research Center "About half of lower-income adults (52%) say they or someone in their household has lost a job or taken a cut in pay due to the outbreak" (Parker, Horowitz & Brown,2020). Most families are looking for jobs and unable to purchase tablets or laptops. "Eilenberg noted the number of layoffs could have been much higher considering the county's \$200 million-plus shortfall, and the increasing costs of dealing with the COVID-19 pandemic" (Reese,2020). This

shows the need that additional resources are needed like food pantry, diaper distributions and information on helping the community financially.

“Santa Clara County employs about 19,000 people. The layoffs equate to one-third of one percent of the workforce” (Reese,2020). Their priorities have changed, instead of taking workshops on eating healthy and how to be a better parent, they are looking for jobs and trying to make ends meet to have sufficient food for their children and keeping themselves and their children safe from infection by the COVID 19 virus.

Consequences

Having a lack of parent participation in the FRC and other programs at the RCS agency results in a reduction in grant funding. When workshops and meetings are not attended reports need to be sent to the County (funding agency) about the lack of engagement. The grant amount that was initially provided isn't being used which can have a negative impact on the future of the agency and their programs. A reduction in grant funding would result in a decrease in the need for employees to deliver services to clients which would increase the number of employees who will be laid off. Lastly, these workshops and services wouldn't be offered anymore and individuals would miss out on resources that are currently available.

Macro-level health or social problem

Problem Description

The rate of mental health in the community of Santa Clara is too high. “More than one in three adults in Santa Clara County have reported symptoms of anxiety or depressive disorder during the pandemic with an increase in the weekly averages for May (34.5%), June (36.5%) and July (40.1%) (Panchal, Kamal, Orgera, 2020).” The agency RCS as a whole does its best to address the number of mental health problems by joining other non-profit agencies in providing treatment to clients to help them overcome difficulties they are currently facing. Due to the circumstances, most if not all agencies are doing telehealth treatment which

requires clients as well as clinicians to be active in communication to successfully complete their treatment. There is no specific population that is directly affected.

Population

Mental health problems can affect anyone at any age. The age group that RCS treats includes those between 0- 18 years old. For Santa Clara County “Half of mental health conditions begin by age 14, and 75% of mental health conditions develop by age 24” (SCC,2019). So, in reality everyone in the community can be targeted with experiencing mental health currently or in the past.

Contributing Factors

One of the contributing factors that increase mental health is COVID 19. This certain situation has affected everyone differently, this can include feeling more anxious as well as having a stronger fear and feeling depressed (CDC,2020). Other contributors to mental health are genetics. Mental illness itself occurs from the interaction of multiple genes and other factors such as stress, abuse, or a traumatic event that can influence, or trigger, an illness in a person who has an inherited susceptibility to it (Kleber,2019). Life experiences such as environmental factors can contribute as well to mental health, some examples can be a death or divorce, as well as having a dysfunctional family and feeling inadequate (Mayo Clinic,2019).

Consequences

The consequences of the macro-level social problem, with increased mental health, can affect the community as a whole. By not engaging in treating mental health there are a variety of circumstances that can happen which include the individual having negative thoughts such as suicide, worsen their mental health state, and not enjoying what is positive. According to the Treatment of Advocacy Center, “The human, social and economic impact of not treating serious mental illness is beyond calculation”. There is great importance for mental health especially for the focused aged group that RCS is treating.

CR#2.2 Project Assessment Plan

Expected outcome

The expected outcome for this capstone project is to deliver an educational video in a workshop to agency clients to increase their knowledge and skills about how to log into Zoom sessions to access workshops and training. Based on the Spanish-speaking population being served at the FRC department, the video workshop will be in Spanish.

Measures

There will be an assessment of participant’s knowledge/awareness before and after the video. Their experience, knowledge and satisfaction will be measured by asking questions such as. How much do you know about Zoom? How many hours do you spend Online? Which of the following devices do you have at home? And What level of expertise do you expect from this training video?

Method

A pre-/post-questionnaire was used to determine whether clients’ knowledge increased and whether they were satisfied with the video. In order to make the survey accessible, there will be a link provided to the participants by using SurveyMonkey to input their responses.

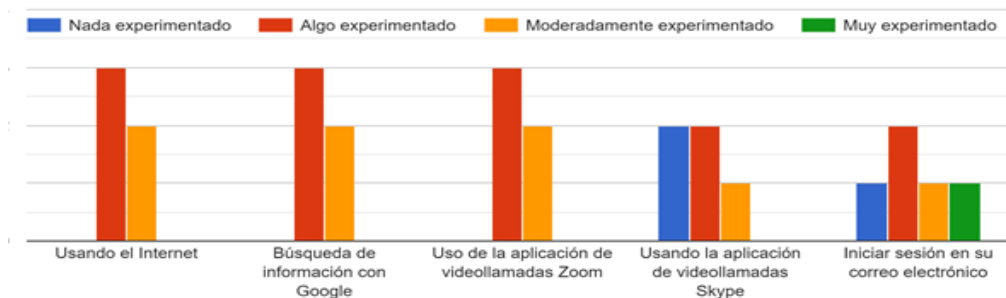
If participants gained knowledge from the video, the agency expects an increase in participation in accessing workshops and re-engaging clients in other departments. Since RCS’s mission is to care for and service clients, the longer-term outcome should be a decrease in the number of mental health problems in young adults.

| Short term outcome(s) | Intermediate outcome(s) | Long-term outcome(s)/Impacts |
|--|---|-------------------------------------|
| Increase client’s knowledge regarding zoom | Increase Client re-engagement with agency Online Services | Decrease mental health rates |

CR#3. Final Capstone Report

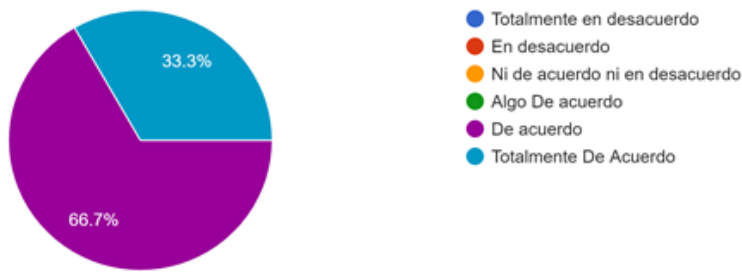
This capstone project has not only challenged me in creating the content and delivering this additional resource. It has also had a big impact on the Spanish community for the Family Resource Center at Rebekah’s children services. This project was developed to have training as an educational intervention that would increase parents’ knowledge technologically who are currently struggling to join a zoom workshop to better enhance their knowledge on parenting. The implementation method that I used was creating and delivering a curriculum in the form of a video to best teach parents in Spanish. By doing so, I was able to monitor if this workshop was successful and how many parents would log into the workshops after watching the video. There was a total of 20 participants that participated in the pre- and post-survey.

¿Cuánta experiencia tiene en el uso de las siguientes aplicaciones en línea?



The project was made successful by having parents contribute to participating more in workshops. Based on the pre- and post-survey, I concluded that most Spanish speakers struggle with logging in and looking for the application specifically. The chart below is in Spanish. This was used for the parents as the pre-survey. The graph explains that most parents are unfamiliar with the use of the internet, looking for information on google, using the application for zoom, using skype, and logging into the e-mail. This made it very important for me to explain how to log into the email and find the zoom invitation step by step in Spanish.

miento al iniciar sesión en una sesión de zoom ha aumentado después del taller.



The graph is from the post-survey, after watching the video 66% of the participants agreed to be in favor of being a lot more familiar with initiating a Zoom session and 33% stated to be in total favor. With the data provided, there is a knowledge increase for parents that are currently taking workshops at the Family Resource Center. It is too soon to tell if the participants are taking more workshops since there is currently only a limited amount offered.

The strengths and successes of this project were the availability of the participants taking the time to fill out the survey and watch the video. As well, as having support from my mentor Alejandra Arreola as she has built great relationships with the staff and parents who go to FRC for additional resources.

Communication is key in any project that is going to be implemented, and with this project at hand, it went smoothly. None of the participants mentioned any technical issues accessing the video or pre-and post-survey. The only downfall of the whole project is not being able to have a live workshop with actual participants at the RCS agency. I would have enjoyed meeting these people and helping them with any additional needs. With life changes and restrictions from COVID-19 that affected not just my project but my peers in general. The method if the project was not affected in any of the project finals outcomes as it was sent through a link via email.

The micro-level issue the FRC faced was having lack of participation from parents to workshops being offered. By addressing the micro issue, the level of knowledge participants had after the video significantly increased. With the data analysis, and correspondence to the increase of knowledge and how helpful the video was. We aspire to continue educating parents who are interested in taking a workshop or

even those individuals who are seeking mental health services via telehealth as Rebekah Children Services continues to serve children with mental health needs. This resource will be used for future needs at the RCS agency, not just the FRC program. As we continue to see world changes, COVID will slowly diminish to the point that Zoom will not be necessary but until that occurs this video will be an essential tool for current and future needs. The advice that I would give to my colleagues working with the RCS agency is searching for new ways to help the population that is a minority in the community. Look beyond what the needs are and find additional ways to better serve our community.

The broader idea to the micro-level is that too many people in Santa Clara are experiencing and suffering from mental health conditions. From the start of COVID-19 and the lack of technology and insufficient knowledge, many children were left to not have the proper care for their mental health. As I focus on the minority group which is Spanish-speaking individuals, the lack of knowing how to adjust so rapidly to world-changing situations has affected many individuals, not just the parents. Not knowing has affected many children to not meet with their therapist at the RCS agency. This has only worsened symptoms through time which encouraged parents to learn and have their children continue their treatment. In hope of parents having more engagement with increasing their knowledge, we aspire that those parents with children receiving services at the RCS agency have learned how to use the telehealth form so their children can continue their services with RCS. I hope many families don't have the right technology due to financial struggles and beyond what this project implemented we hope that organizations like the FRC can provide more additional resources to prepare families through difficult times like these.

Overall, I have learned a lot through the past two semesters of implementing this project for this agency. Although there were a few bumps in the road with changing agencies from the first semester and transitioning in the second semester. I was able to implement this project successfully and have learned a lot throughout the way. This project challenged me in different aspects. First off it challenged me by implementing this project solely in Spanish. Through the video, I stumbled across blanking out on finding the correct word. But with practice and making a script I was able to record the video with minimal errors.

Another challenge that I faced was not being able to be in person at the agency. Although I wish I would have had the opportunity to meet the FRC team and families in person, social distancing was primary for taking care of the community. The most important insight that I learned and gained through my internship experience was the idea of serving the community that needs attention with resources. It was amazing to see that many organizations including the FRC offer an abundance of workshops that can help in many ways. Those include immigration, unemployment, how to parent, and my favorite cafe con padres. The growth that I gained from this internship was taking charge of the overall project and administering all the surveys.

The aspect of this internship that contributed most to my learning goal was administering the project all by myself. Since my concentration is public administration, I wanted to know what it takes to manage, produce and deliver a full project. I was able to experience this at my internship site. It pushed me out of my comfort zone and achieved real results that only benefited the FRC clients that need help with technology. I will remember that I helped out a minority group that needed guidance and help through these difficult times. One of the lessons learned through this internship is to be open in collaboration with mentors. Make yourself available to work being assigned, but also seek other projects to help with if you have the availability. As well as networking, it is important to meet as many people as you can, including other departments of interest. My recommendation to the agency is for them to continue serving their population as there is always a need in the Spanish community. All in all, my experience with the RCS agency at the FRC was very successful and I will continue to use what I gained from this experience in the future.

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Appendix
Survey Questions

Pre-Survey Questions:

1. How much experience do you have using the following online applications ?

| | Not at all experienced | Somewhat experienced | Moderately experienced | Very experienced |
|---|------------------------|----------------------|------------------------|------------------|
| Using the internet | | | | |
| Searching for information using Google | | | | |
| Using the video calling application Zoom | | | | |
| Using the video calling application Skype | | | | |
| Logging into your email | | | | |

2. How many hours do you spend on the internet each day?

-1 Hour -3-5 Hours -6 Hours or More

3. Which of the following devices do you have available to use on a regular basis?

-Desktop computer

-Laptop computer

-Cellphone

Other (Please specify) _____

3. Do they have reliable internet that will work with Zoom?

-Yes

-No

4. What would you like to learn about in this workshop? _____

Post Survey Questions:

1. The instructor explained the course materials clearly.
 - 1 – Strongly disagree
 - 2 – Disagree
 - 3 – Somewhat disagree
 - 4 – Neither agree or disagree
 - 5 – Somewhat agree
 - 6 – Agree
 - 7 – Strongly agree

2. The instructor was well prepared.
 - 1 – Strongly disagree
 - 2 – Disagree
 - 3 – Somewhat disagree
 - 4 – Neither agree or disagree
 - 5 – Somewhat agree
 - 6 – Agree
 - 7 – Strongly agree

3. My knowledge logging into a zoom session has increased after the workshop.
 - 1 – Strongly disagree
 - 2 – Disagree
 - 3 – Somewhat disagree
 - 4 – Neither agree or disagree
 - 5 – Somewhat agree
 - 6 – Agree
 - 7 – Strongly agree

4. Please tell us if you were satisfied with this workshop?
 - 1 – Strongly disagree
 - 2 – Disagree
 - 3 – Somewhat disagree
 - 4 – Neither agree or disagree
 - 5 – Somewhat agree
 - 6 – Agree
 - 7 – Strongly agree

5. Please tell us anything else you would like about your experience with this workshop.
