

## INTRODUCTION

- ❖ Arabic-speaking refugees experience significant traumas in their pre-and post-migration journey to Canada, including the murder of loved ones and the destruction of their homes (Browne et al., 2021; Murray, 2018).
- ❖ These negative experiences can significantly impact the mental health and well-being of refugee parents and children (Patel et al., 2016; Browne et al., 2021)
- ❖ Mindfulness programs have demonstrated wide-ranging benefits, but there is a gap in the literature on providing culturally based mindfulness programs to refugee children and their parents.
- ❖ Therefore, within the context of the pandemic, a mindfulness family-based program called Making Mindfulness Matter (M3) © was adapted for Arabic-speaking newcomers and a process evaluation was completed.
- ❖ A process evaluation plan is a crucial first step in assessing a new program and measuring program success and sustainability (Saunders et al., 2005). It is essential in examining what occurred in the program and how that may impact the program's eventual outcomes
- ❖ **As part of a larger process evaluation study, this poster will focus only on the context factors of the study, as discussed by facilitators. Context provides an explanation for how external events impacted the intervention (Saunders et al., 2005).**



## METHODS

### Participants (N = 4)

- ❖ Female Facilitators

### Making Mindfulness Matter (M3) ©

- ❖ Eight-week concurrent parent and child mindfulness intervention
- ❖ Teaches breathing techniques, mindful sensing, and movement to help with self-regulation and promote social-emotional learning

### Making Mindfulness Matter with Arabic Speaking Families (M3-A) ©

- ❖ The M3© program was adapted for online use and culturally and linguistically adapted for Arabic speaking families; parent curriculum was delivered in Arabic and the child curriculum was delivered in English
- ❖ M3-A© was delivered to families involved in a local community agency for newcomer families



## METHODS CTD.

### Measures and Procedure:

- ❖ After delivering the adapted intervention to three cohorts, the researcher emailed facilitators, inviting them to participate in a focus group about the adaptation
- ❖ Four facilitators consented to participate in the focus group held on a secure videoconferencing platform, Zoom
- ❖ The researchers conducted a focus group with facilitators, investigating the success and challenges of implementing the M3 program with Arabic-speaking newcomers.
- ❖ Facilitators responded to nine open-ended questions related to program delivery, curriculum, and participant engagement to better understand the context factors



A thematic analysis was used to assess facilitators' feedback to:  
***What are the challenges in implementing and delivering the M3-A© program with Arabic-speaking newcomers?***

## RESULTS

**Enrollment and Participation:**  
- Stigma

**Social Context:**  
- Interpersonal

**Program Characteristics:**  
- Age range of child participants  
- Online Platform

## DISCUSSION

### Participant Interest:

- ❖ Facilitators indicated participants were ashamed to enroll and/or participate in a mental health program as mental health is stigmatized in this population.

### Social Context:

- ❖ Facilitators felt that building rapport with participants was difficult, and it took participants longer to open up about challenges.

## DISCUSSION CTD.

### Program Characteristics:

- ❖ Facilitators expressed concerns with the varied age range of child participants.
- ❖ As well, facilitators noted parent participants often multi-tasked during sessions due to the online nature of the program.
- ❖ Facilitators concluded that compared to in-person programming, an online setting impedes participation from this population

## SUMMARY AND CONCLUSIONS

- ❖ The M3© program was adapted for online use for Arabic-speaking newcomer families
- ❖ Families participated in the 8-week pilot program
- ❖ Facilitators were invited to share their perspectives on the adaptation as part of a larger process evaluation study in a focus group
- ❖ Using a context lens, external events impacting the intervention were explored using thematic analysis
- ❖ Results indicated that challenges for implementing and delivering the M3-A © program included: enrollment and participation, social context, and program characteristics

### Limitations:

- ❖ Small sample size
- ❖ Potential for response bias from facilitators

## FUTURE DIRECTIONS

- ❖ Increase the sample size and offer programming to the immigrant Arabic population, including other families outside of the local community agency
- ❖ Implementing the M3-A© program in person

## REFERENCES

