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**A Compendium of Cross-Culturally Valid Intimate Partner Violence Assessment Items for  
North American Spanish Speakers**

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**Author Note**

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### **Abstract**

Intimate partner violence (IPV) is physical, psychological, or sexual abuse by a current or former romantic partner. The long- and short-term consequences can lead to severe repercussions. To prevent these consequences of IPV, we need to screen for it and assess it. Across cultures, IPV is present and should be assessed regardless of linguistic boundaries. Spanish is the most widely used language in the U.S. other than English; therefore, assessment instruments that can reliably capture IPV in Spanish are necessary. Although Spanish-language IPV instruments are available, they may be challenging to understand for Spanish speakers because of linguistic differences. In this study, I aim to create a collection of items that assess IPV that can be understood cross-culturally by Spanish speakers in North America. A systematic search was carried out in the Fall of 2022 for records containing Spanish measures of IPV. To identify items, Spanish IPV items were extracted, initially screened, and organized into categories corresponding to the actions they depicted. Then, the items were further screened to ensure there were no duplicates or items with like or similar wording. The finalized list of items was assessed for comprehensibility by a third-party expert translator who helped revise items based on reading level and regional dialect. The catalogue of items has been published on the BU libraries' open repository and digital preservation service. This study has provided a comprehensive list of Spanish IPV items for enhancing assessment. Next steps include an item response theory analysis to create an IPV measure.

*Keywords:* intimate partner violence, psychological measurement, Spanish assessment, cross-cultural measurement

## **A Compendium of Cross-Culturally Valid Intimate Partner Violence Assessment Items for North American Spanish Speakers**

Intimate partner violence (IPV) is characterized as physical, psychological, or sexual abuse by a current or former partner (Center for Disease Control [CDC], 2015); these subtypes of IPV will be covered further in subsequent paragraphs. It is a pervasive issue across the United States, with 36.4 % of women and 33.6% of men estimated to have experienced IPV within their lifetime (CDC, 2015). Furthermore, this can also be seen as a pervasive issue across many countries as it is estimated 26% of women aged 15 years and older have experienced an instance of IPV at least once within their lifetime (Sardinha et al., 2022).

### **General Risk Factors and Protective Factors**

While it is difficult to predict IPV victimization prior to the onset there can be certain conditions that can exacerbate one's risk for victimization. Common factors associated with IPV victimization risk include low socioeconomic status, higher levels of stress, and previous violence exposure (Capaldi et al., 2012). Similarly, there are conditions that can protect one from victimization, being older, social support, and being married have been found to be protective factors to lead to lower levels of IPV victimization (Capaldi et al., 2012; Yakubovich et al., 2018). The risk factors and protective factors described can amplify or decrease ones risk of IPV, none the less there are no demographic groups that are immune to IPV but could be risk and protective factors specific to Spanish-speaking groups.

### **Cultural Risk Factors and Protective Factors**

Individuals from Spanish-speaking backgrounds (e.g., Spain, Mexico, Columbia, etc.) can experience protective and risk factors unique to them, this is important to understand with the population of Spanish-speaking immigrants increasing substantially (Pew Research Center,

2022). People from Spanish-speaking backgrounds typically see a heightened risk of discrimination and neighborhood safety as risk factors to IPV victimization (Cho et al., 2014). Therefore, interventions which consider cultural nuances and address specific risk factors are essential in protecting Spanish-speaking individuals from IPV. Furthermore, Spanish-speakers who recently immigrated to the United States are more likely to be challenged with social isolation, language proficiency, and misinformation about their rights in the United State as survivors of IPV as risk factors (Zero et al., 2023). Conversely, Spanish-speaking immigrants uniquely can experience ethnic identity and family cohesion as protective factors (Leong et al., 2013). Therefore, while there can be specific challenges that can exacerbate one's risk of IPV victimization it is indicative to understand that there can be protective factors unique to this population against the various subtypes of IPV.

### **Intimate Partner Violence Subtypes**

#### ***Physical Violence***

Understanding the far-reaching impacts that physical violence can have on individuals is important to communicate the urgency to screen and assess for IPV to prevent the most severe consequences. Physical violence in IPV can be defined as the intentional use of physical force causing great bodily harm and includes scratching, using a weapon, use of restraints. These can present differently and can vary by severity, approximately 10 million men and women have experienced a form of physical IPV within a relationship (Breiding et al., 2015). The impact of physical IPV have shown to be more likely to lead to traumatic brain injury, psychosomatic symptoms, and death (Stubbs & Szoeki, 2022). This form of IPV can create serious physical repercussions, while other forms of IPV do not have the same impacts on the survivor it is necessary to understand the impacts of additional forms of IPV to have a holistic understanding.

### ***Psychological Violence***

Psychological violence in IPV while not physically dangerous has severe impacts on a survivor's wellbeing and is very prevalent. Psychological IPV commonly refers to the use of verbal or non-verbal communication to harm or exert control over another person and can often co-occur with other forms of IPV (Breiding et al., 2015). This is can be comprised of threats to harm, isolation of the survivor, and attempts to humiliate (Pico-Alfonso, 2005). Furthermore, psychological aggression in a relationship is experienced by 48.4% of men and 48.8% of women within relationships, being common in IPV this can lead to depression, psychological distress, and anxiety (Black et al., 2011; White et al., 2024). Thus, psychological violence leaves a profound impact on survivors, emphasizing the need to prevent it or intervene immediately.

### ***Sexual Abuse***

The ramifications of sexual abuse extend beyond the immediate physical injuries and impact a survivor accumulates psychologically and emotionally. Sexual abuse is defined as a sexual act committed or attempted without freely given consent by another person, this is can be manifested through unwanted touching, verbal or behavioral sexual harassment, and unwanted filming or exposure to sexual media (Breiding et al., 2015). This has been experienced in approximately 16.9% of women and 8% of men at least once within an intimate relationship (Black et al., 2011). People who have experienced sexual abuse have reported sexually transmitted diseases and PTSD symptoms developing because of victimization (McFarlane et al., 2005). In addressing the impacts and prevalence of sexual abuse, it is imperative to engage in protective measures to prevent these acts within a relationship and protect against short- and long-term effects.

### **General Intimate Partner Violence Effects**

The consequences of IPV impact a survivor's life in both the short- and long-term. The short-term consequences of IPV can pose an immediate risk to a survivors' wellbeing and safety, these can range from injuries of different body parts that can lead to the potential of death (Campbell et al., 2002; Devries et al., 2013). Compared with the long-term consequences that include physical health sequelae (e.g., traumatic brain injuries, sexually transmitted diseases, and hypertension), psychological sequelae (e.g., depressive symptoms), and increased stress (Campbell et al., 2002; Simmons et al., 2018), the immediate symptoms may seem minor when compared to the long-term consequences that can impair a survivors quality of life. Additionally, the long-term financial strain posed on the survivors is exorbitant. A single survivor approximately accumulates a lifetime amount of \$81,960 in expenses related to victimization costs while the cumulative burden of survivors can be in the trillions in the United States (Peterson et al., 2018). For example, the United States government approximately spends a total of \$1.3 trillion in economic aid to survivors, with the budget for aid increasing annually (Office of Violence Against Women, 2023). To combat these effects and prevalence rates of IPV there are various preventative efforts in effect (e.g., public policy, school curriculum, and bystander interventions).

### **Efforts to Combat Intimate Partner Violence**

To combat high prevalence rates and associated impacts to the government the U.S. has implemented federal policies aimed at preventing intimate partner violence. Most notably the Violence Against Women Act (VAWA), a federal law aimed at creating and supporting cost effective resources to various causes including intimate partner violence (Violence Against Women Act of 1994). This federal law has been found to decrease the rates of fatal and non-fatal violence against men and women through increased reporting rates after mandatory arrest laws

went into effect (Modi et al., 2014). While this federal law provides support to survivors and communities through housing, legal assistance, and interventions on ongoing IPV victimization, it is ideal to prevent IPV perpetration before it begins. This can be done through assessment conducted by medical or law enforcement officials to assess for risk factors or ongoing signs through IPV measures (Ramsay et al., 2002). As several interventions and preventions are available to individuals in IPV situations they cannot be utilized if the presence of IPV is unknown, therefore assessment in IPV is essential to provide individuals with effective resources.

### **Assessment in Intimate Partner Violence**

Assessing IPV can provide information not available before that can help practitioners allocate resources to curb IPV. Assessment of IPV through psychological measures can provide a wealth of information in various domains, it can communicate insight into the type and depth of IPV, form of abuse, and risk indicators (Hays & Emelianchik, 2009). Assessment of IPV through psychological measures can reduce IPV occurrence, associated consequences, and increase quality of life (Nelson et al., 2012). While assessment of IPV is vital there are barriers preventing individuals from getting assessed and being provided adequate resources. Barriers to assessment can be separated by categories (e.g., resources, personal, and fears), most notably in patient-related barriers the most common barrier is the patients language interfering with an effective screening (Sprague et al., 2012). Thus, assessing for IPV provides information pertinent to the well-being of an individual at risk or experiencing IPV, but there can be numerous boundaries in assessment. This is especially true in Spanish-language assessment because there are additional factors to consider, including linguist and cultural differences.

### **Extant Measures**

For English speakers, Alexander and colleagues (2023) systematically reviewed IPV measures and established a list of 18 measures with sufficient psychometric evidence to support their use. Conversely, the list for Spanish-speakers is much more limited. Hendershot, Alexander, Torres-Aragón, and Johnson (in press) conducted a systematic review to evaluate psychometric properties and translation methodology of Spanish IPV measures. After collecting 289 Spanish language IPV measures, it was found only 65 measures contained validity information and were eligible to be continued to be assessed. Upon further review, 12 articles met the established criteria of having at least two studies with validity information with eleven of the measures being developed in English and one of the measures being developed in Spanish and further screening revealed only four measures met the criteria of being developed from a well-validated English measure, leaving the measures developed in Spanish exempt from this requisite for a total of five measures being retained. These five measures were further evaluated regarding their psychometric properties using the COnsensus-based Standards for the selection of health Measurement Instruments criteria and reduced the pool of measures to two measures developed in English and from the two only one was able to meet the criteria for translation methodology.

### **Translation in Assessment**

To make assessment of IPV better accessible for native Spanish-speakers a common practice has been translating commonly used English measures into Spanish or utilizing measures developed in Spanish; both methods come with various benefits and considerations essential to understand before moving forward with one method over another. Translating established English measures into Spanish is commonly done by one of the following methods: on-the-fly translation, backward translation, and direct translation (Harkness & Schoua-

Glusberg, 1998; Maneesriwongul & Dixon, 2004). Translating offers a quick and convenient way to get the measure into Spanish but, in the process, risks sacrificing delicate cultural and linguistic nuances that can be found in the Spanish language if not properly translated (Sperber, 2004). Furthermore, to achieve cross-cultural equivalence the method of translation needs to be done carefully.

To achieve cross-cultural equivalence Behr and Shishido (2016) detailed a multi-step approach as being the necessary components to achieve cross-cultural equivalence when translating. This includes a parallel translation from two different parties (i.e., two independently produced translation versions) followed by a team-based review of both versions, this helps uncover differences in the translation and maintains additional cultural and linguistic consideration to arrive at a commonly agreed on translation for a final version. Upon agreeing on a final version, the authors argue for having an empirical assessment of the translated measures. This can come in the form of a qualitative assessment (e.g., cognitive interview) or a quantitative assessment (e.g., pre-test or pilot study) depending on the size of the sample, this assessment component is used for iron out more subtle issues with the translation including cultural nuances, connotations, and misunderstandings within the translated material.

### **Assessment Development**

An alternative to translating can be developing a measure in Spanish that fits the need of the population. While this option allows the developer to address the linguistic and cultural differences within a population, developing measures from scratch in Spanish are often time-consuming and require validation. This is seen throughout the measure development process where addressing the various domains of IPV can be challenging, furthermore additional considerations (e.g., risk factors, culture, and stigma) require items that are sensitive and unique

for the measure to accurately capture IPV. While there can be various methods to achieve an understanding for Spanish-speakers it's nonetheless necessary to validate the measure with target population prior to using it with the population to assess for IPV. This relates to the psychometric soundness of a measure (i.e., reliability and validity), it is crucial to ensure a measure has psychometric soundness to ensure the measure is capturing the construct in its entirety time and time again (Kimberlin & Winterstein, 2008).

This approach is limited in that measures developed in Spanish typically consider a limited number of Spanish speaking regions and hindering the measures' ability to assess for IPV cross-culturally (Rizo & Macy, 2011). While impactful, the current methods to create more equity in IPV assessment have limitations demonstrating a need for a versatile measure that can be used cross-culturally. The use of non-validated measures in psychological assessments poses risks to the efficacy of outcomes where false negatives and positives may occur and can hinder the ability for professionals to provide timely and effective interventions (Hanson, 2009).

Item response theory (IRT) refers to a statistical analysis that posits the performance of an examinee on a test item can be explained by a set of factors called traits (i.e., latent factors or abilities) and the relationship between an examinee's item performance and the set of traits underlying performance can be described by a function called an item characteristic curve that specifies as the level of a trait increases so does the probability that the response is correct on an item (Hambleton et al., 1991). Funk and Rogge (2007) developed the Couples Satisfaction Index (CSI), a measure of relationship satisfaction utilizing IRT to analyze an initial list of 66 items to identify groups of 32, 16, and 4 items that best assess relationship satisfaction. The utilization of this approach created groups of items that have increased precision, improved internal consistency and strong convergent validity with existing relationship satisfaction measures. This

utilization of IRT to develop a measure with increased psychometric properties demonstrates a process while not widely used offers increased insight into items to understand and create measures that can predict the target construct better, this is a process we intend to explore in subsequent studies.

### **Aims**

The lack of well-validated Spanish-language IPV measures poses a serious problem because the assessment of IPV among Spanish-speaking populations continues without validated measures. This can cause IPV to remain undetected or inaccurately assessed. While the creation and validation of a new measure is beyond the scope of this study, the creation of an item bank that may be used for a new more valid measure is the next logical step.

In summary, the goals of the present study are (1) to create a collection of items assessing IPV, (2) to identify all unique items, and (3) to enhance the comprehensibility of items across dialects and levels of education.

## **Method**

### **Search Methodology**

A systematic search was conducted for Hendershot et al. (in press) in February of 2022 through PSYCInfo, PSYCArticles, MEDLINE, HAPI, Chicano Database, Mental Measurements Yearbook with Tests in Print, Social Work Abstracts, Social Sciences Full Text, Sociology Source Ultimate, and PubMed with relevant search terms such as “IPV”, “domestic abuse”, Spanish, Latin\*, measure, instrument, yielding 4,149 records. 51 additional records were found through the reference sections of items reporting their Spanish measures as having been translated or validated in a previous study. Furthermore, 4 additional records were located through a search informed by a review of IPV measures by Gómez Fernández and colleagues

(2019). Following the search, after duplicates were removed, 2,826 records remained for further evaluation. Records were next screened by title for relevance, leaving 2,235. Of these, 1,016 were removed through abstract screening, leaving 1,219 for full-text evaluation. Following a full-text evaluation, 416 articles were identified as having Spanish-language measures of IPV and were included in the current evaluation; from these 416 articles,  $N = 262$  measures were identified as being mentioned in articles.

### **Item Organization**

To find the measures for this study following the screening process, the  $N = 262$  identified measures were organized into a spreadsheet and were further broken down. The first phase involved removing duplicate measures, done through assessing the citation of the measure and their items ensuring there were not two of the same measure ( $n = 47$ ). Following, the measures that could not be found were categorized together, this was done through searching for the measure in the available Binghamton University psychology databases and google scholar and upon not being able to locate a measure it was screened out ( $n = 83$ ). Finally, measures that did not provide a Spanish version were screened out. This was done through searching for the Spanish version of a measure through the available Binghamton University psychology databases and google scholar upon not being able to find a Spanish measure through these means or only finding an English version of this measure it was concluded the Spanish measure was not available ( $n = 83$ ). From this final list of comprised measures ( $n = 49$ ) the items were extracted and placed in an external spreadsheet resulting in 1,498 items.

### **Item Review**

The items were evaluated based on the following: determining item relevance, removal of duplicates, and assessment of item comprehensibility. Following the item relevance screening process the items were sorted into their categories based on actions depicted.

### ***Item Relevance***

Items were assessed to ensure they were appropriate for a general population, discarding items that require a specific condition (e.g., pregnancy, being diagnosed with chronic health condition, being in high school, etc.). Additionally, items were removed if they are unusable (i.e., an item that uses an inapplicable format) (e.g., interview or partial items) and relate to perpetration rather than victimization of IPV,

### ***Duplicate Removal***

Following the initial screening of items, the remaining items were sorted into categories with the corresponding construct the item is assessing (e.g., hitting, hurting, threatening). After the items have been sorted into their respective categories, the items were categorized into the following categories: direct duplicates, conceptual duplicates, and other (e.g., incomplete, unusable, and perpetration items) . The process of duplicate removal excludes items that are word by word duplicates (e.g., ¿Le ha insultado? and ¿Le ha insultado?) and items that express a similar concept using similar prose (e.g., Mi pareja me ha herido con un objeto o arma and Mi pareja me ha golpeado con un palo, cinturón o algo parecido). In other words, the item was excluded if similar words are used ask about the same construct. Additionally, to differentiate between very similarly worded items, more inclusive items encompassing more constructs were kept over their alternative.

**Direct Duplicates.** Items were categorized and sorted out as direct duplicates (i.e., multiple items written out word by word). For example, the list includes multiple items as the

same, they were then categorized as a single item and the additional items were sorted out from the section.

**Conceptual Duplicates.** Items were denoted as conceptual duplicates if they expressed a similar concept with like grammar or vocabulary structure and were sorted out while items that expressed a similar concept in different ways were kept or to highlight a cultural nuance was kept. For example, the list includes several items that described ‘physical harm’ and ‘bodily harm’ in relationships, which were categorized as conceptually similar due to their overlapping meaning.

### ***Item Comprehensibility***

An external translation professional that has worked with us previously was hired to assess the remaining items for compressibility. This person familiarized herself with the target constructs assessed by each measure. The translator was provided with a final list of items after the screening with the associated measures corresponding directions, response options, an instruction page created by our team, and a translator protocol created to aid in the decision of keeping or removing items. The translator protocol outlined criteria by Beaton et al. (2000) and was used to achieve cross-cultural equivalence, this relates to assessing the items in semantic equivalence (i.e., ensuring words have a uniform meaning), conceptual equivalence (i.e., ensuring items are non-specific to a single culture), and experiential equivalence (i.e., ensuring experiences aren’t specific to one region or culture). Additionally, the translator was consulted in the decision of keeping or eliminating items if they could present difficulty in understanding to the larger population of Spanish-speakers in North America by helping eliminate items that contain terminology for a specific Spanish speaking region and are higher than an 8<sup>th</sup>-grade

reading level. Additionally, only minor changes were made to the items to increase clarity (e.g., tense of items, grammar, and punctuation).

### **Results**

Out of the 262 measures that were able to be found  $N = 1,498$  items were pulled for an initial item relevance screening. (i.e., appropriate for the target population,),  $n = 23$  were discarded due to being conditional (i.e., required test-taker to meet a certain requirement), items  $n = 98$  were discarded for being unusable due to being in an unusable format (i.e., interview or not a practical item),  $n = 1$  items were discarded due to being incomplete (i.e., only partial item was given), and  $n = 85$  were discarded for measuring perpetration instead of victimization. Upon completing the initial screening, items were sorted into categories corresponding to the action the item is depicting (e.g., hit, threaten, yell).

Subsequently, they were further screened for being conceptual duplicates and direct duplicates. The screening of direct duplicates sorted out  $N = 242$  items. The screening for conceptual duplicates sorted out  $N = 736$  items. The remaining items went through translator review being assessed through the criteria established by Beaton et al. (2000), detailing best practices to get cross-cultural equivalence. This process led to 15 items being removed where there were  $N = 298$  items remaining as seen in Figure 1. The breakdown of items and the corresponding measure can be seen in Table 1.

### **Discussion**

The purpose of this study was to create an item bank of Spanish items assessing for the presence of IPV that can be understood cross-culturally by Spanish-speakers in the United States. This was done through collecting items assessing IPV from established measures, identifying unique items by removing items not meeting established criteria, and assessing the

comprehensibility of the items through a third-party translator. Through this process,  $N = 298$  unique and comprehensible items were identified. The process focused on ensuring items would be screened systematically to which a reduced item bank would maintain unique items that can be comprehensible to a large population of Spanish-speakers.

Whereas past efforts to have Spanish measures of IPV have been through translating existing measures into Spanish or developing measures in Spanish for a specific population, these methods can fall short. If a rigorous translation method is not followed or the measure is not validated, it can severely impact the measures' ability to detect IPV accurately and cross-culturally (Hendershot et al., in press). To create a measure that can assess IPV across several Spanish-speakers throughout the United States, it is necessary to have items that can appeal to a larger population; this study is the first step in creating a measure that can be used with various Spanish-speaking populations in the United States. The culmination of the items extracted from measures provided the initial item list for a new measure that will be created using item response theory. Additionally, while validation of these items is still necessary, this process will likely create a psychometrically sound measure by accounting for linguistic and cultural differences within the final list of items.

Within Spanish-speaking countries and regions, dialectical and cultural differences in the Spanish language can alter how questions are understood; this can hinder measures of cultural comprehensibility and overall comprehension by a wide range of people. Furthermore, the literature involving the various processes of item cleaning and selection that have been done and proposed, specifically about the process of item retention, needs to be more extensive, leading to establishing *a priori* criteria through a prior understanding of cross-cultural scale development.

## **Limitations**

Although the present study creates greater equity in IPV assessment by creating a bank of items that can be understood across Spanish-speakers there are limitations to consider. The first limitation concerns the challenge of finding relevant literature to establish a process for item screening of the conceptual duplicates. Firstly, the literature for establishing *a priori* criteria to assess for duplicate items qualitatively was limited, this led to the reliance of using prior knowledge of item assessment and cross-cultural scale development to create a process that would help screen out the items. While this process is not ideal the decisions on the established criteria were influenced heavily by the available literature to make informed decisions. Furthermore, the step-by-step detailed outline of the process followed will be useful for researchers following a process of the similar nature. Secondly, the compiled Spanish measures include measures that have been translated for use with a Spanish speaking population. The use of measures translated into Spanish presents the possibility of the items not being understood, this would be dependent on the methodology used to translate these measures as adhering to a strict translation process is necessary for the translated item to be the equivalent of the original item (Hulin, 1987). Furthermore, translation in isolation is not sufficient to have cross-cultural equivalence there needs to be an assessment of the measure prior to use (e.g., pilot test or cognitive interview) to ensure it is comprehensible to the target population. Despite this the comprehensibility assessment ensures that items that would present difficulty in understanding would be detected and either minorly adjusted or deleted from the list of items. Finally, the items require various Spanish dialects and cultures to be encompassed to create a measure that can be understood cross-culturally (Mungas et al., 2005). This is a notable consideration influencing the decision to retain items. It is possible that the selected items may not fully account for the nuanced meanings and usages of words and phrases in different contexts and across cultures,

which could impact the validity of the item list. However, we believe the outlined process is strong and considers these challenges.

### **Strengths**

Despite these limitations there are notable strengths to this study. First, this includes the study's ability to consider conceptual and linguistic differences cross-culturally. The Spanish language is different regionally and culturally therefore creating a list of items that can be understood across different countries is a valuable accomplishment the proposed project would do this. Second, regarding the screening process of conceptual duplicates qualitatively while the literature in this area is scarce the proposed methodology is novel addition in the area where the outlined steps to this process can serve as a roadmap for future research that would require the same level of duplicate screening. Finally, this study uses an interdisciplinary approach by seeking methods in addition from the psychometrics' literature to guide the decision of item retention and comprehensibility. The additional approaches taken from the field of linguistics to guide the criteria of item retention and that of comprehensibility that was utilized by the translator allowed the items to be screened by a holistic approach where cross-cultural comprehension was the focus when creating the list of items.

### **Future Directions**

In terms of future directions, utilizing the collection of items in various ways would be beneficial. First, these items will be available in the Binghamton University libraries' open repository and digital preservation service. This will ensure that the items are accessible to other researchers and clinicians to assess IPV in Spanish-speaking populations. This will help create more significant equity in IPV assessment and increase the reliability of assessment in Spanish-speakers. Second, the remaining measures will be compiled into a measure administered to the

participants. Following, item response theory will be utilized to determine the items most predictive of IPV to create a measure capable of accurately assessing IPV that can be understood across Spanish-speakers in the United States, creating equity in IPV assessment. Finally, the compiled measure must undergo a validation process before being used with populations in different countries, as this measure captures the cultural intricacies within the United States.

### **Conclusion**

This study presents a collection of Spanish IPV items that were collected and assessed for comprehensibility. We were able to create a condensed list of items that can be understood by Spanish-speakers in the United States. Based on this outcome, we can present the list of items to the public to be used for future research and in IPV assessment. This study presents an important addition to the field of IPV assessment, where we are creating greater accessibility and equity in Spanish IPV assessment.

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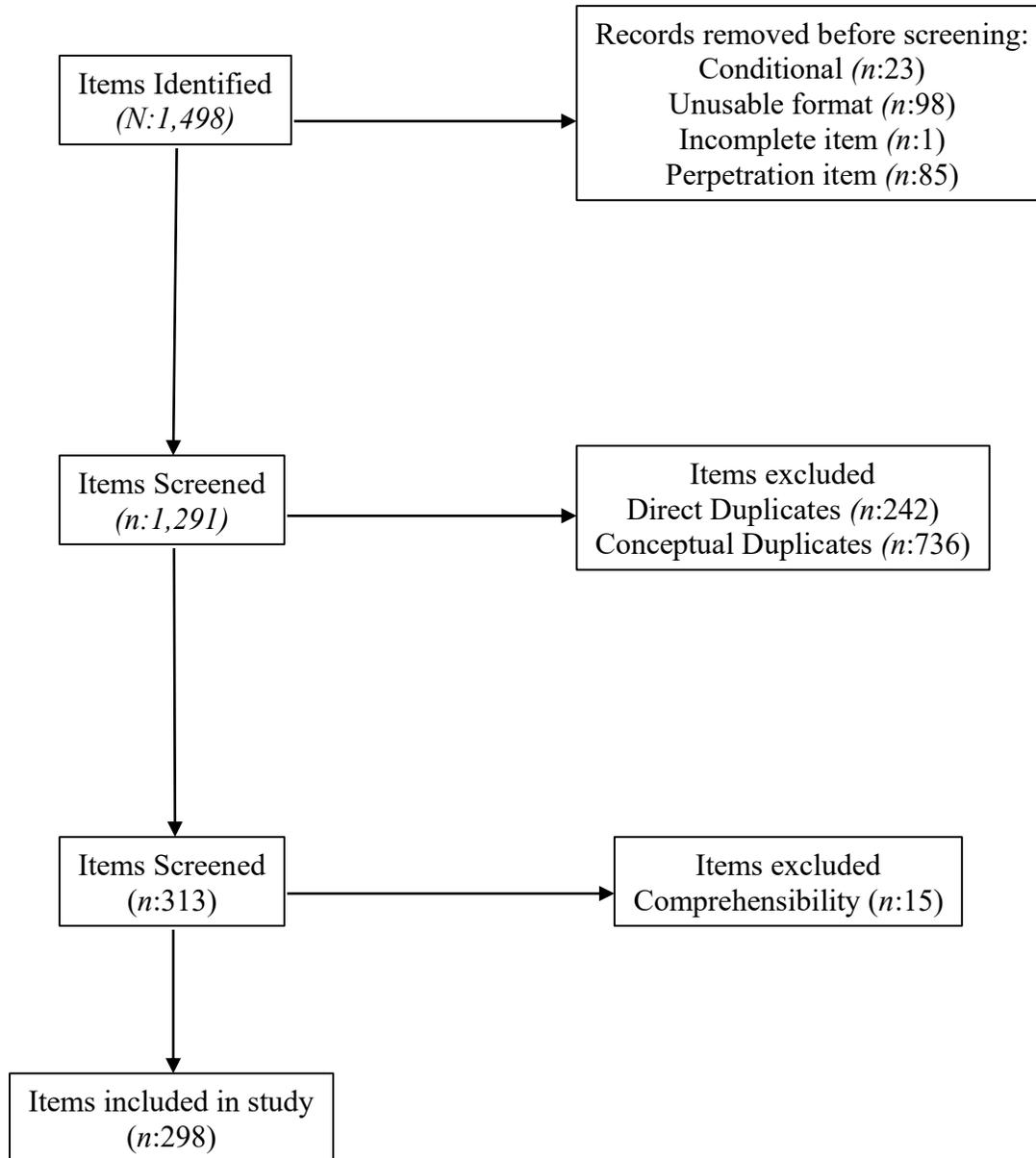
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**Figure 1**

*PRISMA Flowchart of Items*



**Table 1***List of Measures and Number of Items Retained*

| Measure Name  | # of Items | Citation  |
|---|------------|---|
| Escala de Ciber-Violencia en Parejas Adolescentes (Cib-VPA)                         | 4          | Cava, M. J., & Buelga, S. (2018). Propiedades psicométricas de la escala de ciber-violencia en parejas adolescentes (Cib-VPA). <i>Suma Psicológica</i> , 25(1), 51-61.  |
| de Velasco, B. P. (2002)  | 1          | de Velasco, B. P. (2002). <i>Measuring the levels of Marianismo in Hispanic females and the prevalence of domestic violence</i> . Carlos Albizu University.   |
| Dating Violence Questionnaire   | 14         | Bringas Molleda, C., Rodríguez Franco, L., Antuña Bellerín, M. d. l. Á., López-Cepero Borrego, J., & Rodríguez Díaz, F. J. (2012). Tolerance towards dating violence in Spanish adolescents. <i>Psicothema</i> , 24 (2), 236-242.   |
| Conflict in Adolescent Dating Relationships Inventory (CADRI) – version en español. | 14         | Fernández-Fuertes, A. A., Fuertes, A., & Pulido, R. F. (2006). Evaluación de la violencia en las relaciones de pareja de los adolescentes. Validación del Conflict in Adolescent Dating Relationships Inventory (CADRI)-versión española. <i>International Journal of clinical and health Psychology</i> , 6(2), 339-358.   |
| Cuestionario de violencia para novios (CUVINO)                                      | 8          | Rodríguez Franco, L., López-Cepero Borrego, J., Rodríguez Díaz, F. J., Bringas Molleda, C., Antuña Bellerín, M. D. L. Á., & Estrada Pineda, C. (2010). Validación del Cuestionario de Violencia entre Novios (CUVINO) en jóvenes hispanohablantes: Análisis de resultados en España, México y Argentina. <i>Anuario de psicología clínica y de la salud</i> , 6, 45-52. |
| Cuestionario de violencia sufrida y ejercida de pareja (CVSEP)                      | 7          | de la Rubia, J. M., & Sandra, R. B. (2015). Propiedades Psicométricas del Cuestionario de Violencia Sufrida y Ejercida de Pareja. <i>Revista Daena (International Journal Of Good Conscience)</i> , 10(2).  |
| Cuestionario sobre las nuevas tecnologías para transmitir la violencia de género    | 12         | Suriá Martínez, R., Rosser Limiñana, A., & Villegas-Castrillo, E. (2014). <i>Validación de un cuestionario sobre las nuevas tecnologías para transmitir la violencia de género</i> <a href="http://hdl.handle.net/10045/42432">http://hdl.handle.net/10045/42432</a>  |

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| Dominant and Jealous Tactics Scale                                   | 6  | Muñoz-Rivas, M. J., Redondo, N., Zamarrón, D., & González, M. P. (2019). Violence in dating relationships: Validation of the Dominating and Jealous Tactics Scale in Spanish youth. <i>Anales de Psicología/Annals of Psychology</i> , 35(1), 11-18.   |
| Dating Violence Questionnaire-R                                      | 7  | Rodríguez-Díaz, F. J., Herrero-Olaizola, J. B., Rodríguez-Franco, L., Bringas-Molleda, C., Paño-Quesada, S. G., & Pérez-Sánchez, B. (2017). Validación del Cuestionario de Violencia entre Novios-Revisado (DVQ-R). <i>International Journal of Clinical and Health Psychology</i> , 17(1), 1-8.           |
| Escala de abuso psicológico sutil y manifiesto a las mujeres – SOPAS | 21 | Buesa, S., & Calvete, E. (2011). Adaptación de la escala de abuso psicológico sutil y manifiesto a las mujeres en muestra clínica y de la comunidad. <i>Anales de Psicología/Annals of Psychology</i> , 27(3), 774-782.  |
| Escala de violencia de Cienfuegos                                    | 5  | Cienfuegos-Martínez, Y. (2004). <i>Evaluación de conflicto, satisfacción marital y apoyo social en mujeres violentadas: un estudio comparativo</i> (Doctoral dissertation, Tesis de Licenciatura. Facultad de Psicología. UNAM)  |
| Escala de violencia en la pareja                                     | 17 | Cienfuegos, M. Y. y Díaz-Loving, R. (2010). “Violencia en la relación de pareja”, en Díaz-Loving, R. y S. Rivera Aragón (Eds.). <i>Antología psicosocial de la pareja: clásicos y contemporáneos</i> . Miguel Ángel Porrúa, México.  |
| Escala para la medición de la violencia de pareja                    | 3  | Valdez-Santiago, R., Híjar-Medina, M. C., Salgado de Snyder, V. N., Rivera-Rivera, L., Avila-Burgos, L., & Rojas, R. (2006). Escala de violencia e índice de severidad: una propuesta metodológica para medir la violencia de pareja en mujeres mexicanas. <i>salud pública de méxico</i> , 48, s221-s231. |
| Intimate Partner Survey  | 2  | Delgado, A., Aguar, M., Castellano, M., & del Castillo, J. D. D. L. (2006). Validación de una escala para la medición de los malos tratos a mujeres. <i>Atención primaria</i> , 38(2), 82-89.  |
| Intimate Partner Violence to Woman Inventory (APCM)                  | 17 | Aznar, M. P. M., Abella, M. C., & Quevedo, R. J. M. (2001). Validación de un inventario de evaluación del maltrato a la mujer por su pareja: el APCM. <i>Psicopatología Clínica Legal y Forense</i> , 1(2), 5-17   |

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| Inventario de abuso psicológico en las relaciones de pareja (IAP)  | 7  | Calvete Zumalde, E., & Corral, S. (2005). Desarrollo de un inventario para evaluar el abuso psicológica en las relaciones de pareja. <i>Clinical and Health</i> , 16(3), 203-221.  |
| Garcia-Diaz et al., 2018   | 2  | García-Díaz, V., Lana-Pérez, A., Fernández-Feito, A., Bringas-Molleda, C., Rodríguez-Franco, L., & Rodríguez-Díaz, F. J. (2018). Actitudes sexistas y reconocimiento del maltrato en parejas jóvenes. <i>Atención primaria</i> , 50(7), 398-405.   |
| Escala de violencia de género entre adolescentes (ESVIGA)          | 4  | Penado-Abilleira, M., & Rodicio-García, M. L. (2018). Development and validation of an adolescent Gender-Based Violence Scale (ESVIGA). <i>Anuario de Psicología Jurídica</i> , 28, 49-57  |
| Escala multidimensional de violencia en el noviazgo (EMVN)         | 14 | García-Carpintero, M. Á., Rodríguez-Santero, J., & Porcel-Gálvez, A. M. (2018). Diseño y validación de la escala para la detección de violencia en el noviazgo en jóvenes en la Universidad de Sevilla. <i>Gaceta sanitaria</i> , 32, 121-128.   |
| Lista de chequeo de experiencias de maltrato en la pareja - Form A | 30 | Rey-Anacona, C. A. (2009). Maltrato de tipo físico, psicológico, emocional, sexual y económico en el noviazgo: un estudio exploratorio. <i>Acta colombiana de psicología</i> , 12(2), 27-36.   |
| Lista de chequeo de experiencias de maltrato en la pareja - Form B | 14 | Rey-Anacona, C. A., Mateus-Cubides, A. M., & Bayona-Arévalo, P. A. (2010). Malos tratos ejercidos por adolescentes durante el noviazgo: diferencias por sexo. <i>Revista Mexicana de Psicología</i> , 27(2), 169-181.  |
| Macrosurvey of Gender Violence                                     | 14 | Macroencuesta Violencia de Género 2011. Centro de Investigaciones Sociológicas. Ministerio de la Presidencia. Madrid. Disponible en: <a href="http://www.cis.es/cis/opencm/ES/1encuestas/estudios/ver.jsp?estudio=12144">http://www.cis.es/cis/opencm/ES/1encuestas/estudios/ver.jsp?estudio=12144</a> |
| Modified Conflict Tactics Scale                                    | 8  | Muñoz-Rivas, M. J., Rodríguez, J. M. A., Gómez, J. L. G., O'Leary, D. K., & González, M. D. P. (2007). Validación de la versión modificada de la Conflicts Tactics Scale (M-CTS) en población juvenil española. <i>Psicothema</i> , 693-698.   |
| Measure by Delgado et al   | 3  | Delgado, A., Aguar, M., Castellano, M., & del Castillo, JDDL (2006). Validation of a scale   |

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|  |    | for measuring abuse of women. <i>Primary Care</i> , 38 (2), 82-89.   |
| Scale of Economic Abuse-12   | 6  | Johnson, L., Hoge, G. L., Nikolova, K., & Postmus, J. L. (2021). Escala de Abuso Economico: Validating the Scale of Economic Abuse-12 (SEA-12) in Spanish. <i>Journal of family violence</i> , 36(7), 885-897.   |
| Sexual Coercion Scale (ECS)  | 1  | Muñoz-Rivas, M., Redondo, N., Zamarrón, M. D., & Gonzalez, M. P. (2017). “ESCALA DE COERCIÓN SEXUAL”(ECS) EN RELACIONES DE NOVIAZGO: PROPIEDADES PSICOMÉTRICAS EN POBLACIÓN JUVENIL ESPAÑOLA. <i>Psicología Conductual</i> , 25(3), 547-561.   |
| Sexual Relationship Power Scale (SRPS)                                     | 12 | Pulerwitz, J., Gortmaker, S. L., & DeJong, W. (2000). Measuring sexual relationship power in HIV/STD research. <i>Sex roles</i> , 42, 637-660.   |
| The Teen Dating Violence—Victimization and Perpetration                    | 7  | Soriano-Ayala, E., Sanabria-Vals, M., & Cala, V. C. (2021). Design and validation of the scale TDV-VP teen dating violence: Victimization and perpetration [Violencia en parejas adolescentes: Victimización y perpetración] for Spanish speakers. <i>International journal of environmental research and public health</i> , 18(2), 421.                  |
| The Violence in Adolescents Dating Relationships Inventory (Mexican Items) | 3  | Aizpitarte, A., Alonso-Arbiol, I., Van de Vijver, F. J., Perdomo, M. C., Galvez-Sobral, J. A., & Garcia-Lopez, E. (2017). Development of a dating violence assessment tool for late adolescence across three countries: The Violence in Adolescents’ Dating Relationships Inventory (VADRI). <i>Journal of interpersonal Violence</i> , 32(17), 2626-2646. |
| The Violence in Adolescents Dating Relationships Inventory (Spanish Items) | 9  | Aizpitarte, A., Alonso-Arbiol, I., Van de Vijver, F. J., Perdomo, M. C., Galvez-Sobral, J. A., & Garcia-Lopez, E. (2017). Development of a dating violence assessment tool for late adolescence across three countries: The Violence in Adolescents’ Dating Relationships Inventory (VADRI). <i>Journal of interpersonal Violence</i> , 32(17), 2626-2646. |
| VIDOFyP  | 11 | Ruiz, P. T., & Velázquez, E. M. (2002). Relaciones violentas en el noviazgo: un  |

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|----------------------------|-----|---|
|                            |     | estudio exploratorio. <i>Psicología Conductual</i> , 10(2), 389-408.  |
| Woman abuse screening tool | 3   | Fogarty, C. T., & Brown, J. B. (2002). Screening for abuse in Spanish-speaking women. <i>The Journal of the American Board of Family Practice</i> , 15(2), 101-111.               |
| Women's health survey      | 12  | Shuman, S. J. (2014). <i>Intimate partner violence among undocumented Spanish-speaking immigrants: Prevalence and help-seeking behaviors in Philadelphia</i> . Temple University. |
| <b>Total:</b>              | 298 |   |