

Statement of purpose Due to cultural and psychosocial barriers, immigrant women prefer to exhaust informal resources, including religious leaders, before seeking professional help for intimate partner violence (IPV). Based on research and theory, we used Intervention Mapping to create a virtual simulation training (4 modules, 20 minutes each) for Korean American religious leaders on primary, secondary, and tertiary IPV prevention in their congregation. This presentation discusses the challenges that the COVID-19 pandemic presented to study participation and the evaluation of this intervention.

Methods/Approach During 2020, we evaluated the intervention in a randomized trial (n=100) using online surveys (baseline, 3-month, 6-month). When the first stay-at-home order was issued in mid-March, 95% of participants had finished the baseline survey. However, 53% of the intervention group was still completing the intervention with others at various study stages. The 6-month survey included questions about the impact of COVID-19.

Results The online survey and intervention facilitated participation in the study—47%, and some participants had extra time because church services were closed—27%. However, COVID-19 had numerous adverse effects on program participation and emotional functioning: difficulty answering application questions due to lack of interaction with parishioners—33%, being too busy to participate fully—11%, overwhelmed—23%, uncertain about their church's future—51%, financial strain—30%, unable to invite community organizations to educate the congregation on family violence—60%, reduced opportunities to apply new skills learned from the intervention—45%.

Conclusions The virtual simulation and online data collection facilitated the trial's completion, but the toll of the pandemic reduced opportunities to demonstrate new skills.

Significance Online interventions and evaluations are a safe way to deliver an intervention during a pandemic. The information gathered about the pandemic's emotional and practical impact was fundamental to understanding the program's impact.

Youth violence

0065

'THEY ONLY COME AFTER THE BLACK KID': UNDERSTANDING THE PERCEPTIONS OF DISCIPLINE DISPARITIES AMONG SCHOOL STAFF, PARENTS, AND STUDENTS OF COLOR

¹T Jahangir, ¹K Piper, ¹M Ash, ¹A Elder, ¹T Renfro, ²M Ramirez, ¹B Woods-Jaeger. ¹Emory University Rollins School of Public Health, Atlanta, USA; ²University of Minnesota School of Public Health, Minneapolis, USA

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Statement of purpose Black, Hispanic/Latino, and Native American students are more likely than White students to face harsher disciplinary policies and practices in schools.¹ Such institutional-level policies interact with micro-level forces of racism, increasing the likelihood of race-related traumatic stress.² This study aimed to characterize the experiences of discipline disparities, based on the perspectives of parents/guardians, staff, and students of color. Findings informed the adaptation of a culturally-responsive school-based intervention to address race-related traumatic stress.

Methods/Approach Nine focus groups were conducted with parents/guardians (n=12), school staff (n=27), and students of color aged 11–14 years (n=24) from 12 schools to inform the adaptation of the intervention. Participants were asked open-ended questions about trauma, racism, school support, and intervention recommendations. For this study, transcripts were coded and thematically analyzed to identify factors related to racial disparities in discipline.

Results Racial disparities in disciplinary norms and policing in schools were the two primary themes identified. Parents discussed punitive disciplinary responses to typical behavior, and the resulting family mistrust. Students and staff identified and compared experiences in disciplinary action among students, noting that Black students were disciplined more harshly, relative to White students. Participants also recommended greater parental involvement in disciplinary decisions, conflict de-escalation in classrooms to prevent further disciplinary action, and mitigating interpersonal racism and stereotypes.

Conclusion Interventions aimed at reducing school violence among students of color should address race-based traumatic stress related to disparities in school disciplinary norms, expectations, and actions. Our findings suggest the need to prioritize cultural humility among teachers and staff, alongside stronger school and family relationships.

Significance Discipline disparities correlate with disparities in academic attrition, emotional/behavioral problems, violence victimization, delinquency, incarceration, and recidivism³. Understanding stakeholder perspectives and experiences surrounding discipline disparities can inform targeted interventions designed to address the consequences of race-based traumatic stress, discrimination, and violence disparities in schools.

Firearms

0066

FIREARM INJURY AMONG VA HEALTHCARE-USING VETERANS BY REGION AND RURALITY

R Hood, B Hooker, T Gilbert, S DeFrancesco, L Maxim, K Carlson. U.S. Department of Veterans Affairs, Portland, USA

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Statement of purpose Veterans are more likely to own firearms and have a higher risk of fatal firearm injury than non-Veterans. The patterns of Veterans' fatal and nonfatal firearm injury may vary by region and by rural versus non-rural residence. Research is needed to inform the development of culturally-appropriate firearm risk reduction programs for Veterans who use Department of Veterans Affairs (VA) healthcare.

Methods/Approach Using VA administrative data, we examined firearm injury rates among VA healthcare-using Veterans from 2010–2019, comparing Veterans by state and by rural/non-rural residence (a single state, Oregon, is presented here). Firearm injuries were identified and categorized by intent using International Classification of Diseases diagnosis codes. We examined injury circumstances by conducting electronic health record chart reviews.

Results Among a national cohort of 9.8 million Veterans, 11,380 received care for firearm injuries, with 207 occurring among Veterans in Oregon. Rural Veterans had a higher rate of firearm injuries than non-rural Veterans in Oregon (30.2 versus 22.4 per 100,000 Veteran-years, respectively), but not nationally (24.0 versus 24.5). Unintentional firearm injuries