

Towards a valid Afrikaans-translation of the CASr-SF:

A linguistic and cultural transfer

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ABSTRACT

Globally, and especially in South Africa, we face the reality of linguistic and cultural variation within one nation. Our nation is intricately woven from rich cultural and linguistic threads to create a complex tapestry. It is a beautiful privilege that is, however, not without its obstacles. We often do not have access to psychometric tools that “speak” the language of the respondent that we intend to assess. It is, and should, however, be, our goal to adapt and translate assessments to allow individuals to convey their experience in their language of comfort. This is crucial for psychological assessments' fairness, reliability, validity, and utility.

Intimate partner violence (IPV) severely impacts mental health worldwide. An alarming correlation has been found between exposure to IPV and the development of mental health difficulties. In South Africa, IPV is considered a significant public health issue. Even though South Africa has a population of approximately 60,9 million, of whom an estimated 10.6% are Afrikaans-speaking, there is currently no measure exploring the experiences of IPV available in Afrikaans. Having psychological assessments available in Afrikaans is essential in evaluating the psychological experiences of people seeking mental health services in Afrikaans.

The Composite Abuse Scale (Revised) – Short Form (CASr-SF) is a self-report questionnaire that measures experiences of IPV across three domains: physical, psychological, and sexual abuse. This study aimed to develop a meaningful and relevant Afrikaans translation of the CASr-SF to improve the linguistic accessibility of the measure and afford more ease to Afrikaans-speaking individuals in sharing experiences of abuse.

This study followed a four-step translation design, including forward- and back-translation, a committee approach, and qualitative piloting through cognitive interviews. Participants in this study included four independent translators who were approached by the researcher directly, according to their respective areas of expertise – linguistics and psychology. In addition, three participants were sourced from the target population through snowball sampling to partake in cognitive interviews as a confirmatory step and to potentially substantiate, expand on, and review results gathered during the first three steps of the translation design. The researcher

compared, collated, and analysed the data to identify problematic items. The translation team then discussed these items to refine the translation, and items were corrected to develop the final translation of the Composite Abuse Scale (Revised) – Short Form in Afrikaans. The translation is now ready for quantitative piloting, which is currently underway to establish its psychometric properties.

Key words: Intimate partner violence (IPV), Composite Abuse Scale (Revised) – Short Form (CASr-SF), Afrikaans, translation study

DECLARATION

I hereby certify that this thesis has not been submitted for a degree in any other university and that it is my original work.

Signature of student

A handwritten signature in black ink, consisting of a stylized, cursive letter 'S' followed by a horizontal flourish.

Date: 2024/05/27

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CHAPTER 1: INTRODUCTION

1.1 Background and Rationale

The 1980s sparked a much-needed change within the sphere of psychological assessment in South Africa. Attention turned to fair, equal, and unbiased assessment practices. The 1980s to 1990s were a productive period for procedural guidelines and research within the field of psychological assessments (Laher & Cockcroft, 2014). As psychological assessments were previously used unfairly and discriminatively, the insurgence of the Employment Equity Act (No.55 of 1998) set in motion a re-dress of previously debilitating practices to answer the call for equity (Department of Labour, 1998; Laher & Cockcroft, 2013). Inequality had woven its way into the fabric of society and, the field of psychological assessment, and was addressed by promoting the fair use of psychological assessments. In adhering to these guidelines, assessments must meet strict standards and be proven “reliable, valid, unbiased and fair for all groups in the country” (Laher & Cockcroft, 2013, p. 535). Fair use would include administering the assessment in a language that the individual is suitably proficient in using and would find most comfortable (HPCSA, 2006).

Of specific concern within the South African context, is whether an assessment retains its ability to measure a construct to the same effect when used within a different population. Theorists such as Makhubela (2015), have made this a particular focus. In investigating the cross-cultural utility of the Beck Depression Inventory-second edition (BDI-II) Makhubela (2015, p.iii) found measurement invariance across “qualitatively distinct groups” indicating that the BDI-II can be utilised homogeneously to assess the severity of depressive symptoms across different gender and racial groups in South Africa. Inventories, like the BDI-II, which give an accurate measurement of distress within a short space of time are, as Steele (2003, p.5) suggests, “invaluable to psychological care”.

Having assessments and other psychological services available within someone's primary language or language of comfort, is considered best practice, and, when possible, affords the individual the freedom of having their voice heard within their language (Costa, 2010; HPCSA, 2006). As Costa (2010) explains, language is not

only the mode through which individuals relate to and interact with others, but also the means of organising and making sense of ideas, experiences, and feelings.

While having services available in the primary language of the client is ideal, having a practitioner who is a mother-tongue speaker of the specific language is not always possible, also, the number of bilingual and multilingual practitioners that are available is limited. The alternative is to engage the help of an interpreter to bridge language barriers (Costa, 2010). Interpreters who are trained for mental health work are, however, more difficult to find, and the labour-intensive work involved is expensive, not to mention the additional pressure involved in ensuring the therapeutic or psychological assessment process remains ethical and is fully understood by and consented to by the client (Government of South Africa, 1974; Costa, 2010).

This is especially important when what is shared is sensitive. The nature of the experience to be shared, past experiences with sharing difficult content, as well as the uncertainty of the response, or even the impression that the social reaction to what is shared may not be positive, may impact the willingness to disclose (Bedard-Gilligan et al., 2011; Campbell et al., 2009). Individuals often find it hard to find the words, merely because having to express a sensitive experience is difficult. To then have the option to voice your experience in your mother tongue moves beyond fairness into necessity – to not be in any way restricted in what or how one voices experiences. Having a translation available in what Dewaele (2015) refers to as the client's heart language becomes the key to making measures accessible across populations and in so doing takes a crucial step towards making psychology and psychological services accessible to all (Government of South Africa, 1974).

The focus of this qualitative study is to, through translation, make the Composite Abuse Scale (Revised) – Short Form (CASr-SF), which measures experiences of intimate partner violence, accessible to the Afrikaans-speaking population of South Africa. My study follows the process of translating a psychological measure from the source language (English) into the target language (Afrikaans), providing an interdisciplinary view that integrates psychological theory with translation as a linguistic pursuit. In this section I clarify the reason for translating into Afrikaans

specifically; inform on the reason for translating instead of developing a measure; and delineate the rationale for using the CASr-SF as the chosen scale.

1.2 Contextual framing and research problem.

South Africa has a population of approximately 60,9 million (Worldometer, 2024) of which an estimated 10.6% are Afrikaans-speaking (Statistics South Africa, 2023). Globalisation has increased the need for scales in local languages (Klotz, Swider & Kwon, 2023). In a multilingual context such as South Africa, it is helpful to prepare translations in proportion to the needs identified within the context in terms of the linguistic distribution within the overall population (Chukwuorji & Osundu, 2023; HPCSA, 2006). Having psychological assessments available in Afrikaans is essential in evaluating the psychological experiences of people seeking mental health services in Afrikaans (Bornman & Louw, 2021).

1.2.1 Why translate and not develop?

The development of a psychological measure involves a complex process. Test developers closely consider what they aim to investigate and all factors or constructs that constitute and are involved in the concept (Fenn, Tan & George, 2020). To illustrate, I like to use the analogy of the construction of a building. The foundation or substructure could be likened to the understanding and clarification of what the assessment intends to measure and how that concept is defined (Mishra, 2021; Fenn, Tan & George, 2020) – what one would see or what information one would gain from using the measure – in other words, the conceptualisation of the overarching construct. Once test developers have solidified this understanding, they focus on the factors that would make up a building from the foundation (Mishra, 2021; Fenn, Tan & George, 2020), in other words, which secondary constructs are involved that give insight into the concept under consideration. The secondary constructs would be the superstructure – the ground floor, second floor, and roof, for illustration. Having made sense of the subordinate elements of the measure, the test developers generate items, or building blocks, that represent different parts of the superstructure or factors underlying the broader concept (Mishra, 2021; Fenn, Tan & George, 2020). Some building elements may be used for different facets of the construction – meaning that generated items may represent more than one factor. To ensure that the assessment does measure what it intends to measure (validity) and does so consistently

(reliability), the developers follow a validation process to evaluate the psychometric strength and the factor structure of the assessment through review and factor analyses (Fenn, Tan & George, 2020; Sullivan, 2011).

Therefore, the test development process takes time, specialised expertise, and resources (Fenn, Tan & George, 2020). While that is also true of translation, the translation process takes a measure that has already passed through the development and review process as an established tool to make it accessible to a broader population. Essentially, a measure of value is transferred into another language to bestow its value on a broader audience (Fenn, Tan & George, 2020; House, 2014). As House (2014, p.2) so eloquently explains “Translation has often been described as a builder of bridges, an extender of horizons, providing its recipients with an important service enabling them to go beyond the borders of the world staked out by their own language.”

Translation then becomes a mediator, overcoming a “lingua-cultural barrier” to allow communication and understanding between different populations, societies, and cultures (House, 2014, p.3). The complexity of the translation process lies in the interaction between the linguistic features and the focus on the context. This includes the context of the original text and its authors, as well as the milieu of the target population and the translators (Bassnett, 2005; House, 2014). House (2014, pp.1-2) refers to the two poles within this interaction as the “... inner linguistic-textual and outer extra-linguistic contextual factors” that reveal the multidisciplinary nature of the translation process. One is not only considering how the text is understood linguistically but also deliberating the socio-cultural perspective of the content; thus, language is not the only barrier within the operation. As House (2014, p.2) articulately states: “...other conditioning and constraining factors also impinge on its performance”.

Although few researchers are actively involved in the practice of translating or adapting assessments (Maree, 2010), various psychological instruments have been translated and adapted for use in Afrikaans. Contributions include Isaacs et al., (2018), who translated the Family Resilience Assessment Scale into Afrikaans; Smith and co-authors (2017), who translated and evaluated the Autism Diagnostic Observation

Schedule-2 in terms of cultural appropriateness as well as Dalen et al., (2007) who translated “A Developmental Neuropsychological Assessment” (NEPSY-II) into Afrikaans, this to name but a few. Among other contributions, Savahl et al., (2020) validated the Afrikaans version of the Children’s Hope Scale, finding the metric and scalar invariance defensible using confirmatory factor analysis. The task of translation is, however, not without its challenges.

De Klerk et al., (2009) argue that a measure developed in a different cultural- and or linguistic milieu cannot transfer indiscriminately to a population for which it was not intended. Ensuring cultural fit is a crucial part of creating both a linguistic and cultural transfer. As Venuti (2017) explains foreign text, as well as translation, is a derivative of the original text, which means that the use and interpretations of linguistic and cultural features seen within these texts, did not originate from either the foreign writer or the translator and is therefore a careful reproduction of what is believed to have been intended by the true author.

Translators embark on the translation, recognising that the ideal of the meaning being equal would only have been possible using the same language (Anderson & Ishido, 2020). Within a text lies intra-linguistic meaning - or understandings that are singular to that language and, therefore, are challenging to express beyond that language (Norris, 1985). From numerous potential directions, the translation team singles out a specific direction to take in conveying the message (Venuti, 2017). Within translation studies, it is often the researcher who directs the process of translation. Translation may involve one step or many, depending on the requirements of the text.

1.2.2 Translation methods

Forward Translation: As the initial translation, having a high-quality forward translation streamlines the translation process (Sartorius & Janca, 1996; World Health Organization, nd). Forward translation is a term used to describe the process whereby a translator takes the source text and finds what they deem the most appropriate words and way of conveying the message of the source text in another language, transferring the meaning, but also the essence of the source text, while fully understanding and considering which words or phrases would be appropriate and understandable to the

target population (Steele & Edwards, 2008a). Forward translation may be used as a stand-alone process or as a first step in the translation process (Brislin, 1970), as is the case in this study. The translators involved in producing these initial and other translations are first-language speakers of the target language, with a command of both the source and target languages (Sartorius & Janca, 1996; World Health Organization, nd) and, in addition to this, able to draw on the expertise from their respective fields of specialisation. In this study, having translators who specialise in language and language use, as well as psychological assessments, psychological constructs, and functioning monitoring, allows a broader range of perspectives in producing and evaluating the text (Sartorius & Janca, 1996; World Health Organization, nd). The considerable benefit of producing a translation from English to Afrikaans lies in the fact that the literature and resources that may aid the translation process, including resources on grammar and syntax (Loader, Van Dyk & Human, 2022; Carstens, 2011; Conradie, 2001; Ponelis, 1973) and literature on vocabulary, such as explanatory and bilingual dictionaries (Stadler & Stadler, 2021; Brink, 2011; Louw, 2007), to name but a few, are vast.

At all stages of the translation process, specifically during the initial translation, having linguists and psychologists involved adds a layer of quality control. A language practitioner specialised in language editing and proofreading is fluent in considering the word choice, clarity, spelling, punctuation, and grammar used within a text (Azeez, 2020), whereas psychologists hold command of developing and using psychological assessments, determining the suitability of a specific assessment within a population; and hold an understanding of the overarching and secondary psychological constructs involved in what is actioned and measured by a psychological assessment (Wright et al., 2017). The law also restricts the performance of psychological acts and the use of psychological assessments to protect the public by ensuring that only psychologists and a select few affiliated mental health practitioners are allowed access to and use of psychological assessments (HPCSA, 2021; HPCSA, 2010; Government of South Africa, 1974).

Back Translation: Another way of approaching translation, which is often used as a second stage following the forward-translation is called back-translation. Back-translation is a well-known, if not the most popular method of validating within

translation practice (Tyupa, 2011). As suggested by the term “back”-translation, this stage requires translators to transfer the text (received in the target language – Afrikaans, in this study) back into the source language without prior knowledge of the source text (Matshabane et al., 2023; Matshabane, 2019; Campbell & Young, 2016). Back-translation often serves as the first step in evaluating the forward translation and may even expose the source text if the clarity of the original message is questionable, as it evaluates the comprehensibility of both the source and target texts and evaluates the quality of the translation by allowing the identification of words or phrases that may be ambiguous, confusing, or incorrect (Sartorius & Janca, 1996). Back-translation is a respected and appropriate method within cross-cultural research as it serves to evaluate the correspondence between the source text and the forward translation to determine equivalence, identify problems, and, in managing the discrepancies identified, move toward maintaining the psychometric strength of the measures that are translated (Klotz, Swider, & Kwon, 2023; Steele & Edwards, 2008a). The back-translation may indicate the level of success at which the forward translation conveys the original message (Colina et al., 2017).

Colina and colleagues (2017), in compliment to Brislin’s argument regarding back-translation (Brislin, 1970), warn against depending solely on back-translation as quality control. While Brislin (1970) and Colina and colleagues (2017) respect the role that back-translation may play in identifying discrepancies between the source and forward-translated texts, they both highlight that inconsistencies or even consistencies may be misconstrued as, respectively, revealing inaccuracies and accuracies within the forward-translations that may not be an accurate measure of text quality. According to Brislin (1970), assuming equivalence on back-translations alone may disregard the role the translator’s contribution could potentially play within the assessed quality of the assessment. The back-translator may be able to reach correspondence despite receiving a low-quality forward translation. As they may possess the experience and ability to decipher ambiguous texts, they may use similar rules in translation that may correspond with the sentence in the source text. Also, their understanding of grammar may allow them to reach a similar rendition more easily. It is, therefore, recommended that back-translation is not the final step in the translation process (Brislin, 1970).

Committee Approach: Another method often used, is that of a committee approach, which involves reviewing and discussing different versions of the translation to identify and solve inaccuracies and ambiguities and eliminate elements that may not be appropriate (Campbell & Young, 2016). Committee approaches have been used in a variety of ways, with some researchers deciding to allow discussion of the forward translations and producing a back-translation as a committee (Cha et al., 2007), while others prefer independent forward and back-translation of the texts, and having the committee meet to review and consolidate the different versions – meaning that, the translators who had received a text and rendered an independent translation, meet to compare and discuss the forward-translations to deliberate on the most suitable way of conveying the message of the source text (Furukawa, 2014; Beaton et al., 2007; 2000).

Beaton and colleagues (2007; 2000) state that cross-cultural adaptation requires more than just a linguistic transfer in merely translating a text; translating questionnaires for use in another language and culture requires mindful review to ensure that the target population finds the text appropriate and meaningful. A committee approach allows translators from the target population to discuss the text and adjust until they feel comfortable with the rendition they produce. Furukawa (2014) explains that translation processes run parallel to each other, with independent translators, each rendering a separate translation that, once complete, becomes part of one process. The facilitator oversees the review and debate of the different versions – which finally leads to a combined version that the committee has approved.

Qualitative piloting through Cognitive Interviewing: In conducting translation studies, many opportunities arise for the collection of data, particularly qualitative data. Qualitative research focuses on capturing and making sense of human experiences (Silverman, 2016). The goal is, therefore, not to calculate or reach a statistical estimate but rather to gain information pertinent to the aim of a study (Simpo, 2022; Willis, 2006). In translation research, qualitative data often provides a glimpse of the interpretation or understanding of the translated text. Researchers employ cognitive interviews to collect qualitative data, as these interviews provide a unique opportunity to evaluate the translated text. Cognitive interviewing requires participants to reflect on the translated questionnaire and respond to specific questions – usually on how or

why they gave their specific response to an item – these responses give insight into thought processes in approaching items and interpretations, understandings, and perceptions related to the content under consideration. The goal is to determine whether each item has met the requirements and the intended purpose (Willis & Artino, 2013). When using cognitive interviewing, the researcher records data and observations pertinent to the purpose of the questionnaire, reflective of and relevant to item functioning. Through interpretation or coding, the researcher records how participants experienced the items, noting any patterns or themes that come up regarding item functioning and or relevance, highlighting data that may be indicative of a departure from the original by way of a change in meaning, concept relation, factor loading, operation enacted, or function (Willis & Artino, 2013).

In translation studies, cognitive interviewing may play an additional role in establishing equivalence and exposing specific problems related to either equivalence or cultural relevance (Willis, 2015). This data gathering also allows the researcher to determine whether items are complete, problematic, or unproblematic. Items are evaluated for user-friendliness and are easier to modify accordingly (Egger-Rainer, 2018; Miller, 2003). Observations and information gained from tiny sample sizes remain useful when using interviews as long as researchers remain sensitive to the possible impact of bias in limited samples (Willis & Artino, 2013). The cultural fit and congruence may be found in retaining the intention and meaning of the original text while respecting and acknowledging the culture and cultural understandings and norms of the target audience (Chukwuorji & Osundu, 2023), through equivalence, as discussed in the next section (1.2.3).

Quantitative Piloting: Once finalised, the next step is a quantitative pilot of the translations to evaluate the validity and reliability of the measure. Validity is a term used to describe whether or how well a questionnaire measures what it intends to measure – tapping into the construct of interest as intended and operationalised through the development process (Sullivan, 2011). Reliability refers to the consistency with which a questionnaire measures what it intends to measure. A reliable questionnaire, therefore, remains a meaningful tool for measuring what it intends to measure from one use to the next within a specific context and target population (Sullivan, 2011). Reliability may be determined in various ways, such as: establishing

interrater reliability; test/retest; or establishing the internal consistency of the measure (Sullivan, 2011). Interrater reliability determines whether there is agreement among different raters, meaning that one could depend on the result of the questionnaire regardless of the rater who administers the questionnaire, shown through a percentage of agreement. Test/retest involves multiple questionnaire administrations to determine whether the test renders the same results on different occasions. Internal consistency is determined using Cronbach's alpha to calculate a correlation between items that measure the same concept within the questionnaire (Sullivan, 2011).

While reliability is considered a component of validity, an assessment must also pass through additional steps toward validation (Sullivan, 2011). In this study, the first step towards a valid measure of intimate partner violence in Afrikaans involved a complex translation design to translate and evaluate whether the translation is relevant for use within the target population and is adequate regarding equivalence. Validity shows the alignment between the questionnaire and the theoretical constructs that the questionnaire has been designed to tap into or measure (Mellinger & Hanson, 2020). Translation transfers the meaning and message of a questionnaire in a way that respects the conceptual relationships within the questionnaire (Steele & Edwards, 2008a). Further, the validation process establishes whether the questionnaire holds meaning and helps gather information from respondents related to the construct under consideration using a variety of methods such as factor analysis (Mellinger & Hanson, 2020; Campbell, 2013). Factor analysis provides a view of the psychometric structure of the questionnaire in showing commonalities or interrelation among variables, as they load into factors. The researcher makes sense of the data, by looking at the factor loadings, or how some variables are highly correlated to each other, and are, therefore, grouped. When considering the subordinate domains that the questionnaire measures, it is expected that the items that are representative of the subordinate domains would also correlate in terms of factor loading, in that way showing the relationship among items, and to the overarching construct or concept of interest, of the questionnaire (Mellinger & Hanson, 2020; Campbell, 2013). The four methods used in this study, forward and back-translation, committee approach, and qualitative piloting through cognitive interviews, were applied toward a meaningful and relevant translation of the CASr-SF. The quantitative piloting of the resultant version is currently

underway, which will continue the work towards validation of the Afrikaans version of the CASr-SF.

1.2.3 Types of equivalence

A translation needs to meet requirements for different types of equivalence, including semantic, item, functional, operational, conceptual, and metric equivalence (Bornman & Louw, 2021; Lee et al., 2019; Garrels & Granlund, 2018; Peña, 2007). Semantic equivalence determines whether the meaning conveyed in the translation is equivalent to the meaning conveyed in the source text (Garrels & Granlund, 2018). Translators may find it challenging to convey the same meaning with as few words as the source text (Bornman & Louw, 2021). It is however important as comparable understandings should be reflected between texts.

To complement semantic equivalence, item equivalence seeks comparability on the item level, ensuring that items intended to represent the same concept do just that. Item equivalence would also include omitting items that are not relevant to the target population (Garrels & Granlund, 2018). On a functional level, a measure is equivalent when the same behaviour is actioned in response to the translation (Peña, 2007). In line with this, operational equivalence determines whether the methods used may be compared and would be understandable to the target population, delineating whether the methods are familiar and fair (Garrels & Granlund, 2018). Before the adaptation process, the concepts are conceptualised and evaluated to determine whether they are understood within the cultural milieu of the intended group and would be appropriate for use (Garrels & Granlund, 2018). Equivalence also requires quantitative comparison, attending to the psychometric properties of the source and target text (Kim et al., 2003) in measuring metric equivalence.

Translation is, therefore, complex but holds many advantages. While the process demands resources, time, and money, translation provides access to a measure that otherwise would not have been linguistically available and may be more reasonable in terms of cost than developing a new measure (Chukwuorji & Osundu, 2023; Bornman & Louw, 2021). The need for culturally appropriate and linguistically accessible measures is clear, as the understanding, manifestation, and expression of experiences and distress differ culturally (Fogel et al., 2021; De Klerk et al., 2009).

Many constructs and experiences that are a concern do not have a representative or an appropriate measure available for use in the population that receives care, of which the experiences of Intimate Partner Violence (IPV), is an example.

1.2.4 Why focus on Intimate Partner Violence (IPV)?

Intimate Partner Violence (IPV) severely impacts mental health worldwide. An alarming correlation has been found between exposure to IPV and the development of mental health difficulties (Oram et al., 2022). According to Gass and colleagues (2011, p.2765), IPV is considered “a significant public health issue in South Africa”. Roelens, Verstraelen, and Temmerman (2009) define IPV as the coercion, duress, or oppression of one relationship partner by another, by either psychological, physical, sexual, or economic means. IPV adversely impacts the individual physically, mentally, and emotionally, with risks to the physical, mental, sexual, and reproductive health of the individual. The impact, however, reverberates to affecting others as well, with the negative consequences influencing families, communities, and even culture (Mthembu et al., 2021; Chiesa et al., 2018). Negative consequences stem from individual factors that also have a systemic impact – challenges with mental and physical health, for instance, impact the ability to work or productivity in working, meaning that those who usually take care of their families either physically or financially, or both, may not be able to provide in the ways they used to, which exerts a socio-economic impact; those impacted by IPV may develop adverse relationships to substance use, straining relationships and finances; children who witness IPV may show signs of mental health difficulties and behavioural problems, and this is to name but a few ways in which IPV impacts families (Mthembu et al., 2021; Chiesa et al., 2018). The absence of active intervention against IPV in communities and cultures where unequal power differentials are accepted or condoned may perpetuate problematic perceptions regarding relational expectations and behaviours (Mthembu et al., 2021; Chiesa et al., 2018; Bedard-Gilligan et al., 2012; Liang et al., 2005).

The judicial and legislative system in South Africa acknowledges IPV as “a significant human rights and public health issue” (Mthembu et al., 2021; Government of South Africa, 1998). It is believed to be perpetuated by unequal power dynamics and a perceived need to prove and/or maintain dominance within couple relationships, which

is said to stem from detrimental perceptions and also actions of masculinity (Mthembu et al., 2021; Joyner & Mash, 2011).

The Domestic Violence Act, Act 116 of 1998 (Government of South Africa, 1998, p. 2) acknowledges the gravity of domestic violence, stating:

“Domestic violence is a serious social evil; that there is a high incidence of domestic violence within South African society; that victims of domestic violence are among the most vulnerable members of society; that domestic violence takes on many forms; that acts of domestic violence may be committed in a wide range of domestic relationships; and that the remedies currently available to the victims of domestic violence have proved to be ineffective.” (Government of South Africa, 1998, p.2).

The same act defines a domestic relationship as any situation in which individuals are involved in either a defined or “perceived romantic, intimate or sexual relationship” (Government of South Africa, 1998, p.2). While IPV may also refer to familial relationships, for purposes of this study, the focus will be on the relationships between intimate partners within couple relationships. The prevalence of IPV has, however, increased (Mthembu et al., 2021).

Joyner and Mash (2011) highlight the weight exerted by IPV on the health system in South Africa. As far as 2011, the burden contributed by IPV was second only to HIV and AIDS (Joyner & Mash, 2011). According to Mthembu and colleagues (2021, p.2), “South Africa is among the countries with the highest rates of IPV experienced by women in the world”. It is globally considered a concern to public health (Roelens, Verstraelen & Temmerman, 2009). While IPV used to be considered a private matter not to be discussed (Montalvo-Liendo, 2009), it is increasingly recognised as a severe human rights violation (White et al., 2024). IPV, however, remains alarmingly prevalent globally and in South Africa. Among women who have been in a relationship and are within the age range of 15 to 49 years, globally, an estimated 27% have experienced some form of intimate partner violence.

Miller and colleagues (2024) report an estimated 20-50% lifetime prevalence of IPV among South African women. Studies on the prevalence among men are, however, more challenging to come by as IPV has disproportionately impacted women; IPV does, however, impact all genders (Scott-Storey et al., 2023). According to Scott-Storey and colleagues (2023, p.860), men often choose not to disclose or minimise their experiences, “avoiding help-seeking for IPV due to fear of gender based ridicule, shame or being labelled the initiator of violence.” At its most severe, IPV can be lethal. In South Africa, 56% of murders are categorised as intimate femicide (Miller et al., 2024). Death is, however, not the only cause of silence among those who experience intimate partner violence.

Ullman (2007) and Bedard-Gilligan and colleagues (2012) address inhibitions among those who have experienced IPV, stating that because individuals anticipate that sharing would be difficult or fear an adverse reaction from those they turn to for support, they may decide against disclosing traumatic experiences. Montalvo-Liendo (2009, p. 27) states: “Cross-culturally, women in [circumstances related to] IPV attribute their silence to several factors, such as fear for their own safety, embarrassment, shame, and the readiness to disclose.” The response by those who become aware of such experiences may impact mental and physical health, and negative social responses may increase symptomology (Dworkin et al., 2019). It seems that the nature of the experiences and the cultural norms, stereotypes, and expectations may also impact disclosure (Bedard-Gilligan et al., 2012). Bedard-Gilligan and colleagues (2012) observed an increase in disclosure in cases where trauma involved the use of a weapon or resulted in injury, which was deemed less stigmatising than seems to have been the case in situations where disclosure of interpersonal abuse was involved and, therefore, the abuse that occurred was invisible. As Edwards and colleagues (2015, p. 38) rightly say: “There are complex relationships among IPV disclosure, psychological variables and intentions to end an abusive relationship.” While there is value in the support of friends and family, Campbell and colleagues (2009, p.238) report that, devastatingly, “these positive reactions may not be as powerful as unexpected negative reactions,” which may contribute to increased symptomology and prolonged distress due to experiences of doubt, blame, and judgement. Ullman (2023) argues that victims often bear a second assault in the form of negative reactions. Ullman (2023, p.5) reports that “one to two

thirds of survivors may experience one or more of these negative responses". It is therefore not surprising that many individuals who have experienced IPV do not disclose such experiences.

Liang and colleagues (2005, p.7) relay the limitations caused by past approaches to IPV research that chose a focus on the characteristics of the perpetrator, stating "it rendered invisible the larger sociocultural context in which IPV occurs...ignoring important ways that violence is embedded within social contexts and cultures." How one who has experienced IPV views and defines the experiences shapes decisions. In contrast, the views of the support they turn to vastly shape whether they are likely or comfortable to seek support in the future. This calls all who encounter individuals who experience or have experienced IPV to act by remaining mindful, sensitive, and understanding.

1.2.5 Measuring Experiences of Intimate Partner Violence (IPV)

Even though Selin et al. (2019) suggest that interventions should be aimed specifically at the experience, currently, there is no measure exploring the experiences of intimate partner violence available in Afrikaans. There is, however, a valuable measure available in English. The Composite Abuse Scale (CAS) (Hegarty et al., 1999) aims to measure IPV across three domains: physical, sexual, and emotional abuse. Each of these may be uniquely and equally harmful. Physical abuse alludes to any act intentionally performed to inflict harm, such as hitting, shoving, kicking, pushing, grabbing, biting, or coercion toward carrying out physical violence (Scott-Storey et al., 2023; Breiding et al., 2015). Sexual abuse, in turn, is a term used to refer to a complicated range of experiences that may include any sexual act or sexual touch that occurs in a way that is either unwanted, that is coerced, or inflicted in a degrading way, disregards autonomy or exerts control (Bagwell-Gray, 2015). Psychological abuse describes ways in which an individual may be mentally and emotionally manipulated, threatened, coerced, humiliated, or made to feel less worthy or insecure. It may include belittling, criticism, control, isolation, and blame (Scott-Storey et al., 2023).

The CAS test developers drew from four established assessments in generating items for this new measure: The Conflict Tactics Scale (Straus, 1979), the Measure of Wife Abuse (Rodenburg & Fantuzzo, 1993), the Index of Spouse Abuse (Hudson &

McIntosh, 1981), and the Psychological Maltreatment of Women Inventory (Tolman, 1989). Each of these are described below.

The Conflict Tactics Scale, developed by Straus (1979), consists of 18 items that center around verbal oppression and perpetrating physical abuse (Straus & Mickey, 2012; Rodenburg & Fantuzzo, 1993). Rodenburg & Fantuzzo (1993), who developed the Measure of Wife Abuse, aimed to build on the Conflict Tactics Scale. By using data gathered from restraining orders, they created a measure that would represent all acts that constitute the term wife abuse. Subsequently, the Measure of Wife Abuse consists of 60 items and represents four domains, namely: physical, sexual, psychological, and verbal abuse (Rodenburg & Fantuzzo, 1993). The Index of Spouse Abuse, in turn, was developed explicitly for use in clinical settings. The measure consists of 30 items, and the developers Hudson and McIntosh (1981) included items on physical and non-physical abuse (Cook et al., 2003). Tolman (1989) developed the Psychological Maltreatment of Women Inventory as a measure of psychological abuse directed at women in intimate partner relationships. This measure includes items that describe controlling through psychological means, such as coercive control, isolation, and depredation (Schumacher, Slep & Heyman, 2001). Each of these measures uniquely contributed to the development of the CAS. Items were changed slightly where necessary to ensure gender neutrality and cultural appropriateness (Hegarty et al., 1999). The result was a 30-item scale.

The CAS is not a clinical measure but is commonly used to measure a broad range of abusive experiences (Evans et al., 2016), providing insight into the frequency and consequences of abusive experiences. However, the CAS is quite lengthy, which may burden the participant. Ford-Gilboe et al. (2016) constructed a shorter version of the CAS in response to this critique. As a revision of the CAS, the Composite Abuse Scale (Revised) – Short Form (CASr-SF) is a self-report questionnaire that measures experiences of intimate partner violence across 15 items. The items of the questionnaire that represent physical, psychological, and sexual abuse allow the respondent to share information concerning the severity and intensity of these experiences (Ford-Gilboe et al., 2016).

The CASr-SF, as a brief questionnaire, draws primarily from refocused or adapted items from the larger CAS pool of 30 items. Ford-Gilboe and colleagues (2016) created three new items for the measure (Gasper & Harrison, 2021; Ford-Gilboe et al., 2016; Hegarty et al., 1999). The developers introduced these new items in response to gaps isolated from the literature on IPV and suggestions from specialists in the field. Item 7, “*Choked me*”, was added as an additional item describing physical abuse and supported empirically (Ford-Gilboe et al., 2016). Item 6 “*threatened to harm or kill me or someone close to me*” represents coercive control enacted by intentionally eliciting fear. Item 14 in turn, “*kept me from having access to a job, money or financial support*” exemplifies financial abuse. The last new additions were theoretically substantiated, as contributing to a broader representation of abusive experiences.

The CASr-SF is a shorter, improved measure of IPV that is more user-friendly, taking ten minutes to complete. The measure keeps the strengths of the original CAS with a high internal consistency of 0.94 (Gasper & Harrison, 2021; Ford-Gilboe et al., 2016), which is also seen across the subscales of psychological (0.938), physical (0.847) and sexual abuse (0.884) further demonstrating the reliability of the measure. Both the CAS and the CASr-SF were correlated with measures of depression, post-traumatic stress, and coercive control, demonstrating good concurrent validity with well-established measures of distress in the field. The CASr-SF, as a brief measure of IPV, demonstrates strong evidence as a reliable and valid instrument (Ford-Gilboe et al., 2016). Most recently, an additional 16th item has been added to the brief measure to represent sexual humiliation, based on findings from a sample of 880 Canadian participants ((M. Ford-Gilboe, personal communication, March 1, 2022).

From the above evidence, the CASr-SF is a well-established measure demonstrating defensible psychometric strengths and utility in measuring the severity and frequency of abusive experiences. The CASr-SF, as well as its predecessor the CAS, has shown sufficient transportability, into multiple languages, retaining the psychometric strength of their original counterparts, which would suggest that transportability into Afrikaans is possible (Garrido et al., 2023; Da Rocha et al., 2022). The availability of such a measure, in Afrikaans would make a valuable contribution to understanding and therapeutically remediating experiences of IPV with Afrikaans-speaking clients.

1.3 Situating this research project.

Having provided context and a review of the relevant literature for the study at hand, it is necessary to situate this study, understanding its place within the broader contribution. This study forms part of an overarching project investigating Predictors of Violence in African Couple Relationships in South Africa and Ethiopia by exploring the relational dynamics within partner relationships (Rhodes University Research Ethics Committee reference: 2022-5481-6723, PI: Prof Megan Campbell – Ethics approval letter attached as Appendix A). Intending to collect data on the experiences of individuals from various populations within South Africa and Ethiopia, of which the Afrikaans population in South Africa is, but one, the translation of established relational questionnaires from English to Afrikaans was recognised as important to allow individuals within this population more linguistic freedom in reflecting on and expressing their experiences. Several measures were included in the study: The Relationship Assessment Scale (RAS) by Hendrick (1988); The Conflict Inventory (CI-R) by Ridley and colleagues (2001); The Experiences in Close Relationships Questionnaire (ECR) by Brennan et al., (1998); and The Composite Abuse Scale (Revised) – Short Form (CASr-SF) by Ford-Gilboe and co-authors (2016), along with a section that collects biographical data deemed pertinent to the study.

An analysis of the process and translations of all the sections of the adapted questionnaire is beyond the scope of this dissertation. From the overarching translation, I have chosen to prioritise the analysis of the Composite Abuse Scale (Revised) – Short Form (CASr-SF), describing the process followed to translate the questionnaire from English to Afrikaans, and, subsequently, reporting on the qualitative evaluation of the translation at different stages of the process. One limitation to note is that the quantitative piloting of the resultant translation is currently underway and therefore not included in this thesis. I singled out the CASr-SF as my particular focus as reflecting on and sharing experiences of IPV, which the scale encourages, can be particularly difficult, and making such a scale more accessible, and, subsequently, making screening more attainable, within the Afrikaans population may impact the ease of disclosure of abusive experiences.

In this introductory Chapter, I have started the discussion by situating assessment practices in South Africa within the background necessary to understand where we were and where we want to be in terms of fairness. I have presented a review of the

current literature on translation methods as well as IPV globally and locally, describing how IPV is currently measured. I have presented an argument for the need for IPV assessment tools within the South African context, particularly available in Afrikaans, and singled out the Composite Abuse Scale (Revised) – Short Form as a markedly useful tool. In addition, I have presented an argument for a translation approach in adapting the CASr-SF into Afrikaans.

Chapter 2 elaborates on the research methods and research design followed to meet this study's aim. This study takes a qualitative approach, considering both linguistic and psychological theory to explore the experience of the text throughout the stages of the translation process.

The focus of Chapter 3 is on presenting the results that emerged from the data collection process. I will discuss the selection and role of the multidisciplinary translation team, explain the process followed individually and as a committee, and speak to the evaluation of the text throughout this process.

In Chapter 4 I discuss the key findings which emerged from data analyses throughout the forward and back translation processes, the committee approach, and during, and after the cognitive interviews as steps in refining the text and finalising the Afrikaans translation of the Composite Abuse Scale (Revised) – Short Form.

The concluding remarks are presented in Chapter 5, where I reflect on the original aim of the study, and discuss the key outcomes, limitations, and directions that may be valuable in future research.

CHAPTER 2: RESEARCH AIM, METHODS, AND RESEARCH DESIGN

2.1 Research aim.

This study aims to develop a meaningful and relevant Afrikaans translation of the Composite Abuse Scale (Revised) – Short Form (CASr-SF).

2.2 Research paradigm.

A qualitative approach is used within this study to accommodate an in-depth translation design organising and representing qualitative data. This allows for an understanding of the context of both the text and those involved in the use and translation of the text (Meister, 2018). Disciplines intersect in carrying out the translation process (Hansen, 2013). It requires an interdisciplinary approach at a theoretical level and in data collection and analysis. The process of translation is the objective of this study; subsequently, translation theory will structure and inform this process, while psychological theory will clarify the constructs under consideration within the CASr-SF and explore the tool administration experience, and perceptions influencing engaging with this tool.

To Reiß and Vermeer (2014), the process of translational action is governed by rules of which the skopos rule is at the core and is considered integral to Vermeer's overarching translation theory, the *skopostheorie* (Nord, 2005). According to Nord (2005, p.10), the skopos rule follows that the purpose must determine the action: "It is not the source text...or its effect, that operates the translation process...but the intended function or skopos of the target text as determined by the initiator's needs." In short, the purpose of the target text determines the process and product (Nord, 2005). Along with careful consideration of culture within and in reflecting upon the translation process itself, a contextual angle will also be taken in exploring the psychological constructs measured in the CASr-SF to respond to the need for a meaningful, relevant, and conceptually equivalent Afrikaans translation of the CASr-SF.

2.3 The translation team.

Within a study of this nature, the participants are instrumental in preparing a linguistic and cultural transfer. Studies previously conducted in South Africa (Matshabane, 2019; Campbell & Young, 2016), have, per WHO Translation and Linguistic Evaluation Protocol and Supporting Material (World Health Organization, nd; Sartorius & Janca, 1996), and International Test Commission (ITC) guidelines for Translating and Adapting Tests (International Test Commission, 2017), also acknowledged the value of involving experts from the language and psychology disciplines to ensure that the translation that is gained affords a look from these distinctive perspectives, while also allowing the “voice” of the target population to be heard. In keeping with this objective, the researcher sourced four participants to contribute as part of the translation team and three interview participants to respond to the Afrikaans version of CASr-SF after the translation.

To streamline the process of sourcing translators in line with ITC's (2017; 2016) practical suggestions, the researcher determined basic inclusion parameters. In keeping with these parameters, participants would:

- Be first-language speakers of Afrikaans.
- Command an experiential understanding of the language and context of the Afrikaans-speaking population.
- Have fluency in English.
- Hold the willingness and capability to translate from Afrikaans to English and vice versa.
- Possess expertise in either linguistics or psychology.

These initial parameters served as the backdrop from which the researcher approached linguists and psychologists, informed them of the research study and asked whether they would be willing and comfortable to participate. Translators who agreed to participate completed and signed a form as informed consent (an example of which is attached as appendix B) indicating their willingness to participate in the translation and committee approach and to signify that they are aware of and willing to be audio recorded as part of the data recorded for qualitative analysis. The translation team included two linguists, South African Translators Institute (SATI) registered language practitioners with extensive experience in conducting translations.

These two participants were both Caucasian, one male, and the other female, while they are representative of the age-ranges 31 – 40 years, and 51 – above, respectively. Both linguists were approached specifically for their expertise as language professionals, and have reputable skills and experience in translation, editing, and proofreading, specifically working with Afrikaans and English. One manages a unit tasked with translation, editing, proofreading, and transcription, while the other works as a full-time language practitioner, mainly working with translation, editing, and proofreading. The final two participants were both psychologists, one Counselling Psychologist and one Clinical Psychologist, both registered with the Health Professions Council of South Africa (HPCSA, 2021; HPCSA, 2010; HPCSA, 2006; Government of South Africa, 1974). Both are Caucasian, female psychologists that are used to providing services in either Afrikaans or English. They are representative of the age ranges 31 – 40 years, and 41 – 50 years, respectively. While the Counselling Psychologist also specialises in other areas, she is particularly experienced in relationship therapy, which allowed further insight concerning the Composite Abuse Scale (Revised) – Short Form as the focus of this translation study. The Clinical Psychologist was specifically approached as she holds experience in clinical work, as well as cross-cultural research related to translation and adaptation of psychological assessments, which was invaluable within the translation process. Each translator received monetary reimbursement for their time and input.

While the researcher directly approached translation team participants, the researcher used snowball sampling to allow participants to join the cognitive interviews. Snowball sampling allows participants to be included as the research unfolds, with sampling continuing until enough participants have contributed (Naderifar et al., 2017). The researcher started sourcing participants for the cognitive interviews by inviting an initial, willing participant. This willing participant was sourced at random, considering the inclusion criteria pertinent to this study (Parker et al., 2019). In this study, the inclusion criteria required that the participant be a first-language speaker of Afrikaans and that the participant be above the age of eighteen. While having experience in a relationship with a partner was not added as a criterion, the researcher acknowledged that the minimum target meant that snowball sampling would have to continue until three participants with experience of being in a relationship agreed to participate in the study - as completion of the complete questionnaire depended on whether one had

prior experience within a relationship with a partner. Once one participant from the intended population was sourced, participants were encouraged to introduce other possible participants to the researcher by word-of-mouth so that members of the target population could be reached without direct sourcing. Researchers often employ snowball sampling as a sourcing method in research conducted on populations considered fragile or on topics that deal with sensitive content (Naderifar et al., 2017).

The CASr-SF does confront the reader with sensitive items, necessitating enhanced sensitivity from the researcher not only in navigating possible discomfort experienced by participants in contending with the content of the questionnaire but also in carefully considering the potential impact there may be on participants in putting acquaintances into contact with the researcher. Participants could experience additional pressure, anxiety, or additional vulnerability. For this reason, the researcher emphasised the voluntary nature of becoming involved in participating in the research and in potentially sourcing participants in this way and indicated that sharing or not sharing contact details of the researcher with acquaintances was voluntary and that they did not have to contribute in this way to be able to participate in the study. The researcher informed all potential participants of the purpose and focus of the content. The researcher also highlighted that participants would not receive compensation for completing the Afrikaans version of the CASr-SF or participating in the cognitive interviews. Participants who agreed to participate completed and signed informed consent (an example of which is attached as appendix C) to specify that they were willing to complete the Afrikaans version of the CASr-SF, partake in and be audio-recorded for cognitive interviews, and were willing to allow data captured as part of this research study to be analysed and reported on according to ethical guidelines and legislation. The three participants who agreed to participate in completing the questionnaire and cognitive interviews were all Caucasian, female, and, respectively, fell within the ranges of 18 – 30 years, 31 – 40 years, and 41 – 50 years (Allan, 2011; Government of South Africa, 1974).

Snowball sampling, in its open approach, allows participants to, if willing (which remains voluntary), select whom they approach, which does leave the possibility that a participant who finds themselves within a fragile population may, by design, or unintentionally, reach out to someone from within an equally fragile situation, in the

same way as a participant may also not form part of a fragile population. The target population only being restricted by spoken language and the area in which the research took place – as the interviews were conducted in person – the sampling used within this study did not further restrict who may participate. In cognisance of this, the researcher monitored well-being and was ready to contain and manage any distress, as well as refer in line with ethical procedures and guidelines (Government of South Africa, 1974; HPCSA, 2006; Allan, 2011), if deemed required after participation in the research.

Furthermore, within this study, the broader project and adapted questionnaire, of which the CASr-SF is but a section, explores general experiences within couple relationships, relationship dynamics and, possible predictors of violence, and does not focus solely on abusive experiences. Participation in the study, therefore, contributes to the broader project and not only to the translation of the Composite Abuse Scale (Revised) – Short Form. Participation alone does not, in any way, identify the presence, absence, or potential presence of abusive experiences, and reflections and responses to the questionnaire are treated as strictly confidential (Government of South Africa, 1974).

2.4 The unique role of the translation team

Language is an extension of the society that utilises it, and the way one population uses a word, the connotative and referential meanings found within that *community* are unique to that *community* (Desai & Chaturvedi, 2017; Bassnett, 2005; Herdman et al., 1998). Having a researcher, and translators who are first-language speakers of Afrikaans; who understand the Afrikaans *community*, their use of the language and words in nuanced ways; and who have the additional expertise of weighing the word options to find a way of wording the item that carries the same weight as the original message; while also acknowledging and navigating the emotional burden and possible evocative load of the words is crucial in making sure that the items as they are presented in the target text is understandable to most within the Afrikaans population and is in balance with the original text (Matshabane et al., 2023; Bassnett, 2005). As Bassnett suggests (2005, p.32) "...idioms, like puns, are culture bound". Within the process of translating a sentence that holds affective language or even idiomatic

expression, a literal translation of what is read would not convey the meaning intended by the speaker, instead, the translator looks for an equal affective representation or idiomatic expression within the target language which would serve an equal function – which is where the expertise of the translation team is truly tested (Al-Sofi & Abouabdulqader, 2020; Abdelaal & Alazzawie, 2019; Bassnett, 2005).

The translation team weighs what is needed for the specific purpose of the text. As Pérez (2021, pp. 1-2) relays, translations may then follow the “structure, rhythm, and rhyme” of the original text or be closer to the understanding of the target population, depending on the needs of the text and the rendition of the text at that stage. In so doing, approaching the translation with a degree of flexibility (Steele & Edwards, 2008a). An understanding of the target population is crucial in making these decisions. Desai and Chaturvedi (2017, p.94) convey this sentiment by saying that “...manifestations arise from folk patterns and understanding and present as locally understandable idioms of distress.” While Desai and Chaturvedi (2017) specifically refer to the manifestation of distress, the same may be said of other experiences: the cultural understandings and how experiences are often responded to by a population may largely be influenced by the socio-cultural milieu and normed ways of doing and being within a *community*. Iliescu (2017, p.50) suggests that a *community* may develop a collective “way of speaking” that moves beyond only the use of another language, to having a unique way of using a language. As Iliescu (2017, p.50) remarks “...every different group has its own different culture.”

Finding a natural equivalent within the nuanced language of the target population, therefore, requires the knowledge of how and what is usually said within the *community* (Pym, 2010). This would extend to understanding what is common or uncommon within a population. Ideally, the translator would have a command of both languages that allows them to match, what would be viewed as a common expression in the source language, with an expression that would be deemed common within the target language, and would, likewise, match an uncommon expression in the source language, with an uncommon expression within the target language (Pym, 2010), and in so doing generating, within the target language, a rendition of the original message that is natural in its likeness (Nida & Taber, 1969:33).

Natural equivalence, however, seems to go beyond matching the nature of the expressions or meanings among texts, to understanding the level of similarity or discrepancy that exists between the languages themselves. Panou (2013, p.5) suggests that “Natural equivalence exists between languages prior to the act of translating”. What Panou (2013) seems to refer to here, is the commonalities that may or may not exist among languages on a grammatical-syntactical level – as the convergence or divergence in sentence construction as well as the level of agreement or disagreement in rules related to language and language use, that impact the transportability of the message and the balancing of value in selecting words and meanings within translations.

Panou (2013) even goes as far as saying that, in the absence of natural equivalence, other forms of equivalence, such as grammatical-syntactical equivalence may prove unattainable in cases where the disparity between the languages does not accommodate for the process of translation. This is, however, not the case with the languages that are pertinent to this study. English and Afrikaans, respectively, the source and target languages within this study, are considered Germanic languages with a shared ancestral language often referred to as Proto-Germanic. Proto-Germanic is believed to have derived into dialects, namely: Dutch, English, German, and Frisian (Roberge, 2020). Although similar, in some respects to Dutch, and Dutch dialects, Afrikaans developed during the Eighteenth Century as speakers of a variation of Dutch migrated to what is today considered South Africa. If one were to divide the Germanic languages, Afrikaans, and English, would both be considered West Germanic (Louden, 2020). Hejná and Walkden (2022, p.315) reflect this by relaying that “The West Germanic branch includes Afrikaans, Dutch, Frisian, Yiddish, and English.”

Languages that share roots, often also share linguistic features such as similarities in sentence construction (Roberge, 2020). De Vos (2005, pp.1,153) refers to the coordination and “remarkable correspondence” between English and Afrikaans, speaking with a particular interest in the similarities in constructions. Sentences are comprised of words as constituents (Thomas, 1996). Each language has a basic structure that is most often used to organise constituents, this structure is mainly focused on the positioning of the main verb. In the neutral position, the sentence structure most often found in both Afrikaans and English is that of Subject-Verb-Object

or SVO (Loader, Van Dyk & Human, 2022; Carstens, 2011; Ponelis, 1973; Conradie, 2001). This structure (SVO) has been found to reflect how users of the language report back on experiences – meaning that experiences shape how a group communicates over time. Conradie (2001, p.230) refers to this phenomenon as structural iconicity, suggesting that “the structure of linguistic elements as manifested in their ordering in particular, may be shown to reflect a process or state of affairs extralinguistic reality or our perception of reality”.

In a study by Christensen, and colleagues (2016), findings reiterate that the experience of events may impact how individuals report back on them – in that way influencing the constituent order used when reporting back on types of events. In addition, Christensen et al., (2016) found that individuals show a tendency to align with the way others have reported on events – what they refer to as interactive alignment – and their observations in that way impact constituent order. Lastly, they suggest that individuals tend to conventionalise a way of reporting back on certain types of events in certain ways – showing the conventionalisation of an established constituent order (Christensen et al., 2016). When keeping these findings in mind, we consider the shared ancestry of English and Afrikaans, shared experiences – traced back to those who made use of Proto-Germanic – may have impacted the way of reporting back on events, and over time, this way of reporting back may have been conventionalised and reinforced through interactive alignment to solidify the shared sentence construction of Subject-Verb-Object (SVO), as we still use it in English and Afrikaans today. This, however, is merely a hypothesis.

Both languages, still, allow for some flexibility. Scrambling, for instance, is a quality also shared among West Germanic languages that speaks to the flexible use of word order in sentences (Louw, 2012). This quality makes it possible for the grammatical role that an argument serves within a sentence, to remain intact even if sentence order is changed, allowing more opportunities to write or utter a sentence in a variety of ways. So, while the sentence structure is usually Subject-Verb-Object (SVO), the sentence order is not limited to only the neutral position. In Afrikaans, for instance, the main verb is also often positioned closer to the end of the sentence, with sentences that may be added to the SVO sentence, often being structured as Subject-Object-Verb (SOV). This structure (SOV) is, however, usually not used as an independent sentence (Loader, Van Dyk & Human, 2022; Carstens, 2011; Ponelis, 1973). During

the translation process, it is necessary to limit confounding variables¹ related to the cultural and linguistic characteristics of the source and target populations, as factors that fall beyond the constructs measured within the assessment may influence results (International Test Commission, 2017; Skelly et al., 2012).

Cultural distance between the source and target population, which may include differences in norms, socialisation, beliefs, and values, along with differences within the linguistic features observed within the languages and language use of the populations under consideration, such as the sentence construction and the rules that govern the use of the language, should be carefully considered (Al-Sofi & Abouabdulqader, 2020; International Test Commission, 2017). The reason is that a difference impacting the transferability of the message could impede the translation of the text, if not rectified during the translation process, responses to the text could then potentially be erroneously interpreted as a difference in experience or in how the distinctive populations draw meanings and understandings of the constructs measured, while the differences may have been unrelated to the constructs considered within the questionnaire (Steel & Edwards, 2008a). Using two languages that share the basic sentence structure, and which, therefore, are closer, linguistically, and could, arguably, be considered to have natural equivalence, allows the translation team to focus more on elements such as differences in norms, beliefs, and socialisation while translating the text, as the cultural distance is not limited to only linguistic features.

While it might not be impossible, it is surely not preferable, and may even be viewed as presumptuous, to believe one could render a linguistic and cultural transfer if one does not include in the translation team, a researcher, and participants who themselves, have lived experience of using the language as is done by the population, and who have experienced the ways of doing and understanding of the population for whom the translation is intended (Matshabane, 2019). In keeping with promoting fairness in assessment practices, including first-language Afrikaans speakers in the

¹ “Confounding variables are those that may compete with the exposure of interest (eg, treatment) in explaining the outcome of a study. The amount of association ‘above and beyond’ that which can be explained by confounding factors provides a more appropriate estimate of the true association which is due to the exposure.” (Skelly et al., 2012, p.10).

translation team, was, therefore, non-negotiable, as was the inclusion of first-language Afrikaans speakers in the cognitive interviews (International Test Commission, 2017; Laher & Cockcroft, 2013; Costa, 2010; HPCSA, 2006).

2.5 Conceptualisation of the translation

To communicate and orientate the translation team to the nature of the translation required for this study, the researcher first clarified what type of translation would be appropriate within this text. Within the literature on translation practices, there is some debate on which approach to take to remain faithful to the original text while fully acknowledging the uniqueness of both the source and target population in their needs, understandings, and context (Kadiu, 2019; Bassnett, 2005). Kadiu (2019, p.1) indicates that “The translator has an ethical obligation to indicate the otherness of the foreign text when importing it into the target culture.” From as early as the Roman translation system, translators have weighed the merits of rendering a word-for-word translation, often referred to as a literal translation against a transfer of the meaning gauged from the sentence (Schaeffer & Carl, 2014; Bassnett, 2005). According to Schaeffer and Carl (2014), a literal translation would not only repeat the word order of the original text, but each word within the translated version would correspond with a word in the original text, in that way also remaining true to the word count of the original text. In contrast, Cicero (1949) preferred to conduct the operation of translation as a speaker instead of an interpreter to convey what is understood in the text within the conforms of the language and context of the target population, an early preference that still receives attention in the literature (Guo & Wan, 2022; Rustamova, 2020; Bassnett, 2005; Wright, 2003). As Cicero reflects (1949, p.365) “...I did not think I ought to count them out to the reader like coins, but to pay them by weight, as it were.”

Bassnett (2005) also highlights a concern in considering one word at a time while translating, suggesting that, to the receiver, it may sound unnatural or even coarse. However, sense-for-sense translation, as Jerome (Al-Ali & Majid, 2015) suggests, much like that proposed by Cicero (1949), should be done cautiously to avoid moving beyond the role required of the translator by not allowing the message from the original text to be received in the source language, in the same way that it was intended (Bassnett, 2005). Nord (2016) confronts this challenge by suggesting functional translation as a more appropriate approach. Within functional translation, the purpose of the target text becomes the directive. The commissioner, in this case, the

researcher, provides a brief specification of the purpose of the target text before translation. According to the purpose of the text, the translation team carries out, what Nord (2016, p.569) calls “a communicative activity” that is governed by the “communicative purpose” of the target text.

The purpose of the target text (as communicated to the translation team) is: to render an Afrikaans version of the Composite Abuse Scale (Revised) – Short Form (CASr-SF) that maintains the conceptual, item, semantic, operational, metric, and functional equivalence of the original measure, staying close to the original word count in keeping to the formatting requirements of the questionnaire, but allowing freedom in translating items in the way that they are understood to ensure that the target text is appropriate for use in the target population. To frame how the researcher weighs equivalence within the text, the researcher defines equivalence, as used as a scaffold for the translation, as follows:

- **Conceptual equivalence:** The domains represented within the target questionnaire carry the same weight, in the same way as is the case within the original questionnaire, and the domains share the relation to the overarching construct under consideration (Herdman et al., 1998).
- **Item equivalence:** On the item level – items are relevant for use within the target population and share the same factor loading notwithstanding the population for which the questionnaire is intended, meaning that the items are related to the overarching concepts and the domains in the same way that they were within the original text (Garrels & Granlund, 2018; Herdman et al., 1998).
- **Semantic equivalence:** The meaning of instructions and items remain the same when the original and target text are compared, items are relevant for use within the target language and the language that is used is understandable and relevant to the target population (Garrels & Granlund, 2018; Herdman et al., 1998).
- **Operational equivalence:** The questionnaire requires the same action from the respondent regardless of the language version used – meaning that, the translation has allowed the instructions and format, as well as the methods involved in the measurement and administration of the questionnaire to remain intact (Garrels & Granlund, 2018; Herdman et al., 1998).

- **Metric equivalence:** The translation of the questionnaire is done in such a way as to maintain the psychometric strength of the original questionnaire in its validity, reliability, and utility (Kim et al., 2003; Herdman et al., 1998). Please note that an examination of the metric equivalence of the Afrikaans version of the Composite Abuse Scale (Revised) – Short Form is beyond the scope of this dissertation.
- **Functional equivalence:** The questionnaire serves the function of a brief measure of the experiences of intimate partner violence across languages and populations as the instrument meets the requirements for all types of equivalence mentioned above (Peña, 2007; Herdman et al., 1998).

By explaining the nature of a functional translation, and structuring how equivalence is required within this study, the translation team had a clear directive in approaching the translation, and the researcher, in facilitating the process, had a concrete framework to work from in ensuring that the translation remains in line with the communicative purpose of the target text. These specifications were given to the translation team at the onset of the translation process:

- Reach a functional translation of the Composite Abuse Scale (Revised)- Short Form.
- Complete a translation that is guided by the communicative purpose of the target text in presenting the message – of the source text – as a measure of experiences of intimate partner violence.
- Carry out a translation that is understandable, relevant, and appropriate to the Afrikaans-speaking population.
- Ensure that equivalence is maintained on item, conceptual, operational, semantic, and functional levels.
- Take all reasonable steps to maintain the psychometric strength of the measure, even though quantitative equivalence will not be validated as part of this dissertation.
- Be mindful of the formatting and word count of the questionnaire but allow flexibility when required to ensure that the text is closer in understanding, and therefore, meaningful, to the target population.

The researcher also encouraged the inclusion of remarks on items that may be deemed problematic, irrelevant, or inappropriate for use in the Afrikaans-speaking population of South Africa.

2.6 Tailoring the translation design

The aim of this study is inextricably linked to the method and design, which facilitate the process of refining and evaluating the text, structuring the collection and analysis of data, and allowing participants to share their experience of the translation process and the content. In this way, the translation design contributes to how the intended message of the source text is communicated to and received by the target population. The next section provides a closer look at decisions made regarding the translation design. In the past, researchers, such as Munnik and Smith (2019) in addition to Foxcroft (2011), have noted a lack of consistency observed in the design and methodology followed in the development and validation of some assessments. Chukwuorji and Osondu (2023, p.28), as well as Munnik and Smith (2019), relate the benefit that may be seen in applying a uniform process by following tried and trusted methodological processes and maintaining a level of consistency in making decisions. While this study concentrates solely on the translation of an assessment and does not lend itself to the process of development and validation, the benefits identified would extend to the study at hand.

Although there has been a lack of consensus on the process that should be used to adapt a measure for use within a different language and cultural milieu, repeated, and successful use of the guidelines proposed by the World Health Organization (Sartorius & Janca, 1996) as well as the International Test Commission (2017), suggests confidence in the results that arise from following their proposed stages within the translation of assessments. For this reason, this study follows a tailored version of the methodology and design implemented by previous translation researchers in South Africa who, respectively, translated the Internalised Stigma of Mental Illness (ISMI) scale (Matshabane, 2019), and the Clinical Outcomes in Routine Evaluation – Outcome Measure (CORE-OM) (Campbell & Young, 2016) from English to isiXhosa. These studies followed a five-stage translation design that was influenced by and adapted from the World Health Organization guidelines for translation (World Health Organization, nd; Sartorius & Janca, 1996) and the ITC Guidelines for Translating and Adapting Tests (International Test Commission, 2017). In the next section, the

guidelines and decisions made regarding the translation design will be considered in more detail.

2.6.1 Guidelines in the translation of the CASr-SF

Responsiveness to a population's experiences and needs is crucial within assessment practices. There must, therefore, always be room for flexibility to ensure that the translation rendered is appropriate and relevant to the target population. The International Test Commission (2017, p.12) reflects this requirement by stating, "...the language should feel natural and acceptable; focusing on functional rather than on literal equivalence." Guidelines highlight significant practices in localising a text, reassuring the user that the developer took all reasonable steps to respect the message and characteristics of the original text in balance with speaking specifically to the target population (International Test Commission, 2017; Steele & Edwards, 2008b). Sartorius and Janca (1996) describe the role of the World Health Organization (WHO) in creating the opportunity for different cultures and settings to collaborate on their position regarding healthcare and, in so doing, establish a frame or guide in terms of processes. Commensurate with this role, the WHO (Hudelson, 1994) created an overview of approaches frequently implemented in the pursuit of qualitative research; among others, the overview included procedural guidelines suggested for developing and translating assessments. In line with the aim of collaboration that the WHO strives for, the International Test Commission (ITC) developed guidelines to standardise the process of adapting and translating measures and, in so doing, increase the comparability of results gained from distinct populations (Hernández et al., 2020; International Test Commission, 2017). The table below presents the choice of guidelines adapted from Sartorius and Janca (1996), the WHO (World Health Organization, nd), and the ITC (International Test Commission, 2017) for use, specifically within this study:

Table 1 Guidelines for the translation of the Composite Abuse Scale (Revised) - Short Form

Source	Adapted Guidelines
<i>ITC Pre-condition guidelines</i>	Acquire the written consent from the original developer in keeping with their right to the protection of intellectual property.
	Determine whether the construct as measured within the questionnaire is appropriate for measurement within the target population and is understood in a way that is similar enough to the understanding observed within the source population.
	Remain cognisant of any differences between the populations that may impact the reliability of results - minimise these confounding variables.
<i>Sartorius & Janca; WHO and ITC</i>	Approach experts from the relevant fields (linguistics and psychology) to participate as members of the translation team.
	Undertake that the differences between the source and target populations, such as psychological, cultural, and linguistic differences are considered throughout the text.
	Task first-language speakers of the target language, with a command of the source language with the role of translators within the translation team.
<i>Sartorius & Janca</i>	Grant access to the text for items to be translated into the target language.
<i>Sartorius & Janca; WHO and ITC</i>	Allow the translation team to examine the translated text and consider whether the content and instructions are understood in a similar way within the target population and would be relevant for use within the target population. Also, consider whether the target population would have a command of the rating scales, as the reliability of test results may be influenced by ease of use and relevance.
<i>Sartorius & Janca; WHO and ITC</i>	Task the translation team with identifying problematic items. Utilise problematic items as the starting point for the linguistic evaluation protocol.
<i>Sartorius & Janca, and WHO.</i>	Grant access to the forward-translated text for back-translation by translators that did not see the source text.
<i>Sartorius & Janca</i>	Allow the group translation team to examine the back-translation.
<i>WHO guidelines</i>	Hold a committee meeting that involves all members of the translation team. Compare the back-translations alongside the source text during this committee meeting - this provides an opportunity for the translators to see the different versions of the text while keeping the specifications that were set at the onset of the translation in mind. Reach a consensus on the best way to phrase the target text to convey the message intended within the source text.
<i>ITC Guidelines</i>	Conduct a qualitative pilot on a sample from the intended population to allow the further evaluation of the items and overall reliability of the questionnaire. Make further revisions according to the findings.

2.6.2 The translation design.

In line with the guidelines from Table 1 and previous South African translation studies (e.g., Matshabane, 2019; Campbell & Young, 2016) this study followed a four-step translation design.

Step 1: Forward-translation: The forward translation involved translating the CASr-SF from the source language (English) into the target language (Afrikaans). At this stage,

two translators independently completed the forward translation - one from the field of psychology and the other a linguist.

Step 2: Back-translation: In the next step, the remaining two translators, a psychologist, and a linguist, each received a forward-translated version of the CASr-SF in Afrikaans and were tasked with rendering a back-translation into the source language (English).

Step 3: Committee approach: Next, the researcher – a first-language Afrikaans-speaking intern psychologist, gathered all four translators as a committee to discuss, compare, and review all translated items to identify stumbling blocks, find solutions, and finalise the Afrikaans version of the CASr-SF. The researcher facilitated this process in cognisance of the guidelines discussed in Table 1, keeping in mind the target text's purpose and the target population's needs and considering the sensitive nature of the content. The translation team (committee) allowed careful consideration of the conceptual and linguistic factors while keeping cultural and circumstantial differences in mind (Reiß & Vermeer, 2014; Sartorius & Janca, 1996). This meeting was audio-recorded and transcribed for later analysis.

Step 4: Qualitative pilot: The last stage involved cognitive interviews; a technique used to collect qualitative data on participants' understanding of the translated items (Willis & Artino, 2013). The researcher sourced and invited three first-language Afrikaans speakers to complete the CASr-SF and conduct a cognitive interview. As done in the study by Matshabane (2019) and Miller (2003), the cognitive interviews were conducted in person and each participant reflected on each of the items in the CASr-SF scale, answering two questions:

1. What did the question make you think of?
2. Why did you respond in the way you did to this question?

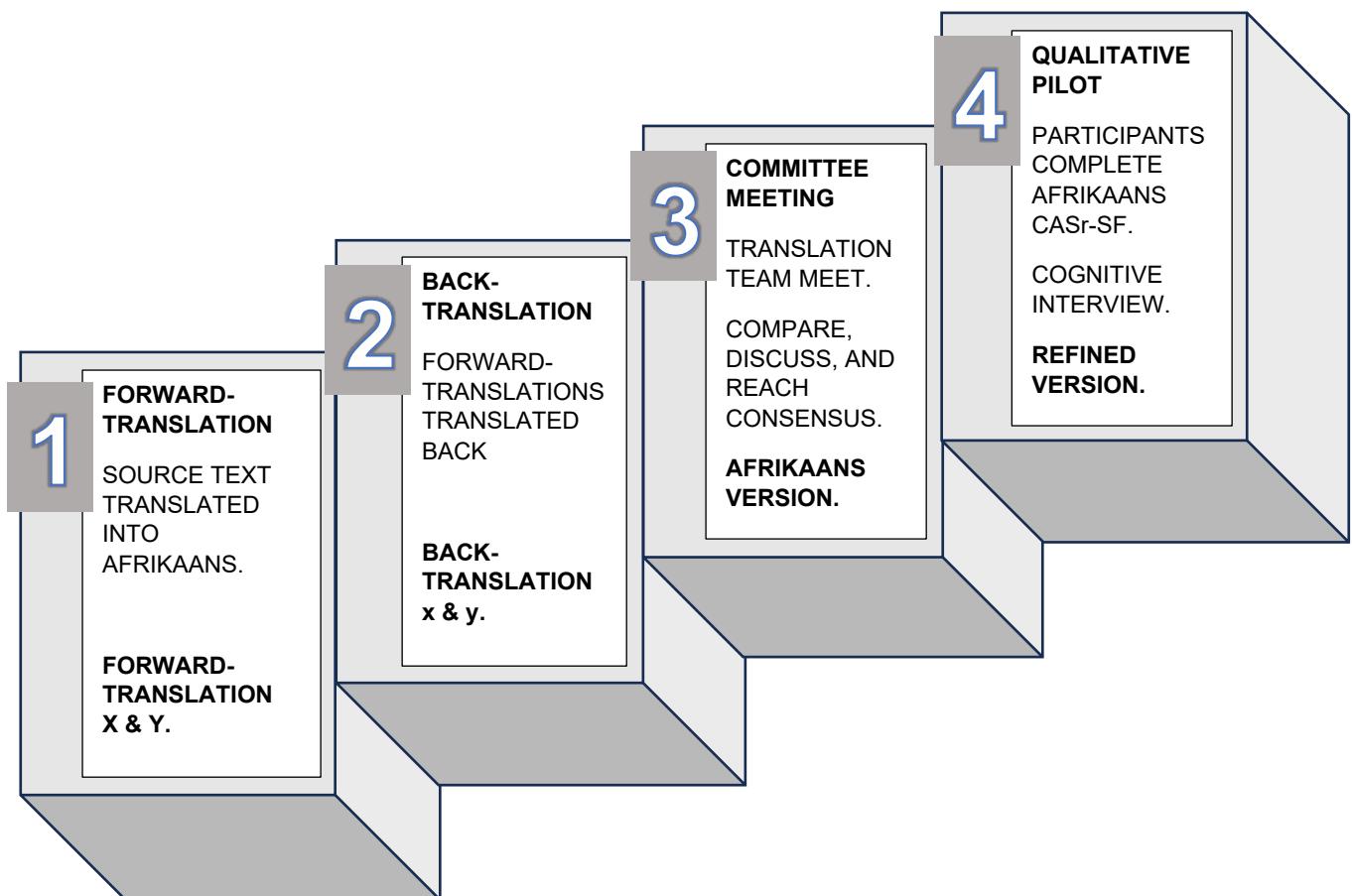
The final, additional question was asked at the end of the cognitive interview to afford a response to the items presented in the scale.

3. Is there another way you have experienced violence or abuse that isn't included here, that you think should be?

The CASr-SF involves sensitive content, which necessitates in-person cognitive interviews. Conducting the interviews in person made it possible for the researcher to provide support while conducting the interviews and devote time to debriefing the participants after the interview. The researcher made notes throughout the cognitive interviews. These interviews were audio-recorded and transcribed for later analysis to understand the participants' responses comprehensively. During the contracting stage, the participants also signed informed consent forms indicating their willingness to participate and providing consent for the audio recording of the proceedings (An example of this consent form is attached as Appendix C).

The researcher tracked the stages of the translation design as depicted in Figure 1 below:

Figure 1 Translation Design for the CASr-SF Afrikaans language version



2.7 Data analysis

This study's data analysis involved the triangulation of the data gathered while following the stages of the translation design. This study employed four different manners of triangulation: method, investigative, theory, and data source triangulation (Carter et al., 2014). Triangulation refers to integrating multiple perspectives, which may include knowledge gained from different individuals through different methods, incorporating different data sets, or utilising different theoretical approaches to reach an informed understanding (Carter et al., 2014). Method triangulation allows data gathering through multiple methods (Carter et al., 2014). The researcher used method triangulation by comparing and combining the data gathered from forward-translation, back-translation, the committee approach, and the cognitive interviews. Investigative triangulation involves more than one researcher or consultant (Carter et al., 2014). In this study, investigative triangulation was evident in the committee approach, whereby the researcher considered the contributions and opinions of a group of individuals when adjusting and drawing conclusions. While theory triangulation usually uses different theories in juxtaposition to extrapolate and gain insight (Carter et al., 2014), this study used two distinct perspectives by involving two psychologists and two linguists in the translation process, and, in this way, allows consideration of both perspectives in rendering a translation that is appropriate for use among the Afrikaans-speaking population of South Africa. Theoretical triangulation was employed practically by allowing the theoretical understandings from the psychologists and the linguists to guide the discussions during the committee approach, and the adjustments and concrete changes made to the translations following the integration of these perspectives. The researcher also utilised theory triangulation by integrating theoretical understandings from both disciplines in setting parameters and criteria to be followed during the translation process, as the background from which the guidelines that were deemed pertinent to this study were selected, and also in working through the data before the committee approaches, to incorporate language rules, and language-related considerations along with the understanding of how the psychometric domains are delineated and, organized and how they function within the questionnaire, to ensure that any discrepancies or errors within the initial translations were picked up and flagged for discussion during the committee approach. This also touches on how the researcher also used data source triangulation, which allows the

integration of multiple perspectives by collecting data from an assorted group of individuals (Carter et al., 2014). In this study, the researcher incorporated various data sources as participants from the respective fields of psychology and linguistics were involved in the data collection, along with a sample sourced from the general Afrikaans-speaking population; in this way, allowing different voices to be represented within the collection of data.

Researchers have proposed distinct criteria for establishing equivalence and quality within translation. For example, the World Health Organisation (World Health Organization, nd: 2) provides a “linguistic evaluation protocol” that may be sent to the WHO for review if followed. Hernández and colleagues (2020, p.395) also developed a criterion checklist inspired by the ITC adaptation guidelines. While Smith and colleagues (2022, p.10) present a “quality of translation and linguistic equivalence checklist”, this is to name but a few. For this study, and in keeping with the aim of a functional translation, the researcher agrees with the view of measuring quality as suggested by Colina and co-authors (2017). According to Colina and colleagues (2017), a translation's quality depends on the text's function and whether the rendition serves that function. Following this argument, the evaluation criteria would then be the directive established by the commissioner – the researcher – at the onset of the translation, revisited throughout the process, and in refining the text to determine whether the specific communicative purpose of the text and, the needs of the project, have been fulfilled through the translation process. In analysing the data and discussing the process followed, the criteria are visited throughout the discussion to illustrate how the researcher and the translation team tested the quality and equivalence of the text using the steps taken as part of the translation design.

At each stage of the translation process, the researcher analysed the responses and observations noted from the engagements with the translators and cognitive interview participants, to identify items interpreted differently from the source text's intention and message. Any patterns or themes were noted, along with observations on emotional responses or comments that somehow convey perceptions relating to the content and its implication in real life.

As the items included in the CASr-SF are sensitive in nature because they reference acts of abuse, the researcher remained cognisant of all ethical considerations throughout the process, which will be discussed in the next section.

2.8 Ethical considerations

According to Allan (2011), research comes with a cost to not only those participating in the collection of data but also to society; for that reason, the value of the research must be found to outweigh the cost for a study to be ethically justifiable. The study must also be deemed feasible and the methodology appropriate for endeavouring (Allan, 2011). To ensure that this study answered these ethical requirements, the overarching study titled: Predictors of Violence in African Couple Relationships was reviewed and approved (Ethics Approval letter attached as Appendix A) by the Rhodes University Human Research Ethics Committee (RU – HREC) on 6 June 2022 [approval number 2022-5481-6723] (Government of South Africa, 1974).

Ethical considerations governed each stage of the translation process (Dalen et al., 2007) and were adhered to in harmony with the principles of ethical conduct for psychologists, and relevant legislation (Allan, 2011). Per the Health Professions Act, Act 56 of 1974, making use of an assessment that involves sensitive content or requires a response from a participant, that may be experienced as anxiety-provoking, embarrassing, or draws on psychological constructs, is considered a psychological act, and, therefore, may only be used by psychologists registered with the Health Professions Council of South Africa or other, suitably registered practitioners (HPCSA, 2021; HPCSA, 2010; Government of South Africa, 1974).²

As the CASr-SF, which is the focus of this dissertation, taps into psychological constructs and encourages reflection on – as well as responding to – particularly sensitive content, the process was supervised and controlled by a Counselling Psychologist, while the data collection and analysis was completed by an intern

² “Certain psychological tests can...be used by psychometrists, psychotechnicians, and other professionals provided that (1) the use of the test has been certified for that category of tester (2) the tester complies with whatever restrictions may be placed on the test’s use relevant to the category of test user that he/she is registered as; (3) the tester seeks mentoring from a psychologist; (4) the tester has been appropriately trained and has achieved the minimum competencies required to use the test (HPCSA, 2010, p.2).”

Counselling Psychologist, both registered with the Health Professions Council of South Africa (2021; 2010; 2006). Permission was obtained from the test developer, Marilyn Ford-Gilboe, and co-authors (Ford-Gilboe et al., 2016), to allow the use of the CASr-SF as the original text within this study (M. Ford-Gilboe, personal communication, March 1, 2022).

In all areas of work, whether it is conducting research or clinical work, there are shared principles that psychologists are bound to. Within this study, the principles of protecting the dignity and autonomy of participants, as well as conducting research with non-maleficence, and justice, were particularly important (Allan, 2011). The rights and dignity of the research participant must always be respected by having a clear understanding of the context in which any psychological act takes place and by being aware of the person and any circumstances that may impact the assessment or the results of the assessment (Government of South Africa, 1974; Dalen, Jellestad & Kamaloodien, 2007).

In sourcing and working with the translation team and the participants in the cognitive interviews, the researcher thoroughly explained the aim of the study, what involvement would entail, and what the data would be used for, explicitly mentioning the nature of the content, and making it clear that participation would be voluntary. To be respectful, keeping in mind the dignity and autonomy of the participants, the researcher allowed time to make an informed decision and encouraged questions regarding the process and aim of the research.

Concerning non-maleficence, the researcher remained cognisant of the sensitive content and the possibility that some participants might experience a sense of embarrassment or anxiety while participating (Allan, 2011; Government of South Africa, 1974). As Allan (2011, p.279) eloquently states: "The information that assessees must provide in response to some test items can be very intrusive...psychologists should therefore use tests with great sensitivity." To avoid harm and to ensure that unavoidable harm is minimised, the researcher conducted the cognitive interviews in person to allow space for debriefing and communicated availability for follow-up in case there were any questions or concerns that were to arise from the content or reflection on the questionnaire after the cognitive interviews were completed (Government of South Africa, 1974; Allan, 2011:). The researcher is

competent in monitoring participants in terms of their well-being and was ready to contain any distress during the interview and to remain observant for any sign of distress to, if necessary, make a referral, in line with ethical practice (Government of South Africa, 1974; HPCSA, 2006; Allan, 2011).

All participants were informed of the purpose and nature of any psychological act involved in this study before signing any agreement. As mentioned, they were granted the opportunity to consider, without any coercion, whether they would be willing to participate in this study. All forms indicated and reiterated the communication they had received that participation is entirely voluntary and that they may, at any stage, decide to no longer participate in this study (Coetzee, 2013). This is in line with Annexure 12 of the Health Professions Act, Act 56 of 1974 (Government of South Africa, 1974, p.58), which sets out the “Rules of conduct pertaining specifically to the profession of psychology” that guides the process of gaining informed consent for research and assessment purposes.

Participants were assured that their identity and all other information used for this study will be protected and will be treated as strictly confidential. As the content of the cognitive interviews was transcribed, the participants were informed, before signing their consent that the cognitive interviews would take place in person but would be audio-recorded (An example of the consent form is attached as Appendix C). They were made aware that the audio recordings would be transcribed by language practitioners beyond the research team. In line with Annexure 12 of the Health Professions Act, Act 56 of 1974, which guides psychologists in the use of interpreters, the researcher took all reasonable precautions to ensure that the language practitioner tasked with the transcription of the audio recordings, was knowledgeable in performing such a task with the declaration of protecting the confidentiality and privacy of the participants (Government of South Africa, 1974).

While all reasonable precautions were taken to safeguard the data and to protect the identity, privacy, and confidentiality of the research participants, the researcher acknowledged, in full, any barriers to confidentiality that may be present due to the research project involving a research team of four translators, a language practitioner completing the transcription as well as the online transfer and storage of data captured for the study (Government of South Africa, 1974). The legislation on privacy,

confidentiality, and records, further stipulates that a psychologist, by law, shall communicate, within the limits of confidentiality, information that an individual would require to have their rights protected. In keeping with this stipulation, the researcher remained mindful of the answers provided by the participants during the cognitive interviews, to ensure that a proper referral could be made if a participant seemed to be at risk of harm (Government of South Africa, 1974; HPCSA, 2006; Allan, 2011).

Individuals who indicated that they were willing to participate, completed and signed written informed consent. This documentation provided all information concerning any psychological acts that form part of this study. Only a select few psychology professionals from the research team involved in the broader project on relational predictors of violence, who are registered with the HPCSA and therefore are bound by confidentiality, will have access to all information provided by participants. This access, and the use of the information provided, will be for the sole purpose of conducting the research which was explained in full within the informed consent obtained (Government of South Africa, 1974; Coetzee, 2013).

Justice, which encapsulates the principle of treating individuals with fairness and equity, not only governed the conduct toward the participants but is also considered paramount in ensuring that the measure that was developed from this research, does not unfairly discriminate and considers the uniqueness of the target population, and how that may impact how constructs are understood and meaning is drawn from items (Allan, 2011). As Foxcroft (2004, p.10) suggests, "Test content is closely aligned to the cultural group for which the test is developed as well as the cultural background of the test developer", or in this case, the translation team, which included the researcher. For the translation team to have a greater understanding of the target population, and, consequently, not contend with an added layer of difficulty when exploring how words or phrases that make up the items in the questionnaire may be interpreted differently or made sense of in a variety of ways, the participants sourced for, and who consented to (An example of the consent form is attached as Appendix B), form part of the translation team, were all first-language speakers of Afrikaans, who were comfortable enough in English to draw meaning from words, translate and critically compare text in Afrikaans and English (Foxcroft, 2004).

The researcher conducted the research per the standards and laws governing the conduct of research in South Africa and abroad (International Test Commission, 2017; Government of South Africa, 1974). The researcher strictly followed guidelines that have been examined and replicated to ensure that the test design and methodology used within this study were backed by translation literature, reduced bias, and allowed the development of a measure that was fair and ready for use (Allan, 2011; Government of South Africa, 1974).

CHAPTER 3: RESULTS

The purpose of this study was to render a meaningful and relevant Afrikaans translation of the CASr-SF in working towards a valid measure of intimate partner violence experiences in Afrikaans. Here, I present a detailed account of the translation process' results.³

The chapter will present the resultant translations from each of the four stages including the forward and back translations, the committee discussions, and the cognitive interviews as the qualitative pilot.

3.1 Stage 1: Forward Translations

In forward-translating the source text, two members of the translation team – a linguist (translator X) and a psychologist (translator Y) – received the English version of the Composite Abuse Scale (Revised)- Short Form as the source text (below):

³ The researcher utilizes translation terminology within the discussion for ease of reading and clarity.

Source Text: The English version of the Composite Abuse Scale (Revised)- Short Form, serves as the original text from which the translators derive and transfer meaning into the foreign language.

Source Population: The English-speaking population toward whom the author of the original text directed the text.

Source Language: English, which functions as the language of the original text.

Target Text: The Afrikaans version of the Composite Abuse Scale (Revised)- Short Form as the translated version of the source text and the aim of the translation.

Target Population: The Afrikaans-speaking population which serves as the translated text's intended audience.

Target Language: Afrikaans, which operates as the intended language into which the study aims to transfer the message of the original text.

Table 2: Source Text: Composite Abuse Scale Revised – Short Form (CASR-SF)

INSTRUCTIONS: These questions ask about your experiences in adult intimate relationships. By adult intimate relationship we mean a current or former husband, wife, partner or boyfriend/girlfriend for longer than one month.

1. Have you ever been in an adult intimate relationship? (Since you were 16 years of age)

- a) Yes
- b) No -- Skip out of remaining questions

2. Are you currently in a relationship?

- a) Yes
- b) No -- Go to Q4

3. Are you currently afraid of your partner?

- a) Yes
- b) No

4. Have you ever been afraid of any partner?

- a) Yes
- b) No

We would like to know if you experienced any of the actions listed below from any current or former partner or partners. If it ever happened to you, please tell us *how often* it usually happened in the past 12 months.

My partner(s):	Has this <u>ever</u> happened to you?		IF YES, how often did it happen in the past 12 months?					
	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily
1. Shook, pushed, grabbed or threw me	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily
2. Tried to convince my family, children or friends that I am crazy or tried to turn them against me	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily
3. Used or threatened to use a knife or gun or other weapon to harm me	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily
4. Made me perform sex acts that I did not want to perform	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily
5. Followed me or hung around outside my home or work	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily
6. Threatened to harm or kill me or someone close to me	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily
7. Choked me	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily

My partner(s):	Has this <u>ever</u> happened to you?		IF YES, how often did it happen in the past 12 months?					
8. Forced or tried to force me to have sex	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily
9. Harassed me by phone, text, email or using social media	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily
10. Told me I was crazy, stupid or not good enough	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily
11. Hit me with a fist or object, kicked or bit me	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily
12. Kept me from seeing or talking to my family or friends	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily
13. Confined or locked me in a room or other space	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily
14. Kept me from having access to a job, money or financial resources	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily
15. Blamed me for causing their violent behavior	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily
16. Made comments about my sexual past or my sexual performance that made me feel ashamed, inadequate or humiliated.	No	Yes	Not in the past 12 months	Once	A few times	Monthly	Weekly	Daily/ almost daily

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE

(Adapted from Ford-Gilboe et al., 2016).

Each translator remained mindful of the specifications to produce a functional translation of the source text (Forward-Translation X and Forward-Translation Y) that stays true to the original message while keeping the understanding and needs of the target population in mind by considering item, semantic, operational, conceptual, and metric equivalence. The translators worked independently to ensure that, at this stage of the translation process, their respective renditions were not influenced by one another, albeit guided by the directive provided by the researcher and aided by any resources required to produce the translation.

Once received, the researcher collated the Source Text with the Forward Translations (X and Y) in an Excel document—a column provided for the original text, followed by Forward-translation X and Forward-translation Y, as seen in Table below, which provides an excerpt from the document (Appendix D).

Table 3: Excerpt of forward-translations

Source Text	Forward-Translation X	Forward-Translation Y
INSTRUCTIONS: These questions ask about your experiences in adult intimate relationships. By adult intimate relationship we mean a current or former husband, wife, partner or boyfriend/girlfriend for longer than one month.	INSTRUKSIES: Hierdie vrae handel oor u ervarings in volwasse intieme verhoudings. Met volwasse intieme verhouding bedoel ons 'n huidige of voormalige man, vrou, lewensmaat of kêrel/meisie vir langer as een maand.	INSTRUKSIES: Hierdie vrae vra oor jou ervarings in volwasse intieme verhoudings. Met intieme volwasse verhoudings bedoel ons 'n huidige of voormalige eggenoot, lewensmaat, of kêrel/meisie vir langer as een maand.
1. Have you ever been in an adult intimate relationship? (Since you were 16 years of age)	1. Was u al ooit in 'n intieme verhouding? (Sedert u 16 jaar oud was)	1. Was jy al ooit in 'n volwasse intieme verhouding? (Vanaf 16 jaar oud)
a) Yes	a) Ja	a) Ja
b) No -- Skip out of remaining questions	b) Nee – Slaan die oorblywende vrae oor	b) Nee – Slaan die oorblywende vrae oor
2. Are you currently in a relationship?	2. Is u tans in 'n verhouding?	2. Is jy huidiglik in 'n verhouding?
a) Yes	a) Ja	a) Ja
b) No -- Go to Q4	b) Nee – Gaan na Vraag 4	b) Nee -- Gaan na V4
3. Are you currently afraid of your partner?	3. Is u tans bang vir u verhoudingsmaat?	3. Is jy huidiglik bang vir jou lewensmaat?
a) Yes	a) Ja	a) Ja
b) No	b) Nee	b) Nee
4. Have you ever been afraid of any partner?	4. Was u al ooit bang vir enige verhoudingsmaat?	4. Was jy al ooit bang vir enige lewensmaat?
a) Yes	a) Ja	a) Ja
b) No	b) Nee	b) Nee

3.2 Stage 2: Back Translations

In the second stage of the translation, the back-translation, the remaining two first-language Afrikaans-speaking translators, a linguist (translator x) and a psychologist (translator y), received a forward-translated text. Translator x received Forward-translation X, whereas translator y received Forward-translation Y. The researcher decided to have translators back-translate objectively, without access to the source text, to remain consistent in following the design used by Matshabane, 2019 and Campbell and Young (2016) and to improve the likelihood that the text produced reflected their understanding of the message communicated by the forward-translation. The translators also did not receive the same text; in this way, each back-translation evaluates the equivalence of the specific forward translation, providing options that may be compared and discussed during the committee meeting.

Once complete, the researcher compiled an Excel document to allow comparison between the source text and each of the back-translations (Appendix E). The level of similarity between the source text and the back-translations may provide information on the level of correspondence reached and, in so doing, the level of equivalence and success of the forward translation. The back-translations also fulfil an essential role within the translation design by motivating the possible elimination of items that, in equivalence, correspond so closely with the source text as to require less discussion time during the committee meeting – which was especially pertinent within this study, as the time available for the committee meeting was used to discuss items from a much longer survey questionnaire, of which the CASr-SF tool is but a section. At this stage of the translation process, the researcher compared the source text with each back-translation, specifically to identify differences and similarities. Perfect correspondence, in other words, items that are identical to the source text show a level of equivalence that does not require as much discussion - the researcher, therefore, eliminated such items from the first discussion during the committee meeting, as presented in subsequent sections.

The tables below compare the Source Text and Back-translation x and y, respectively. As the correspondence was high between the texts, the researcher indicated the differences using a different font colour.

Table 4: Comparison of Source Text and Back-translation x – Instructions

Source Text	Back-translation x
INSTRUCTIONS: These questions ask about your experiences in adult intimate relationships. By adult intimate relationship we mean a current or former husband, wife, partner or boyfriend/girlfriend for longer than one month.	INSTRUCTIONS: These questions are about your experiences in adult intimate relationships. By adult intimate relationship we mean a current or former husband, wife, life partner or boyfriend/girlfriend for more than one month.
1. Have you ever been in an adult intimate relationship? (Since you were 16 years of age).	1. Have you ever been in an intimate relationship? (Since you were 16 years old).
a) Yes	a) Yes
b) No -- Skip out of remaining questions	b) No – Skip the remaining questions
2. Are you currently in a relationship?	2. Are you currently in a relationship?
a) Yes	a) Yes
b) No -- Go to Q4	b) No – Go to Question 4
3. Are you currently afraid of your partner?	3. Are you currently afraid of your relationship partner?
a) Yes	a) Yes
b) No	b) No
4. Have you ever been afraid of any partner?	4. Have you ever been afraid of any relationship partner?
a) Yes	a) Yes
b) No	b) No
We would like to know if you experienced any of the actions listed below from <u>any</u> current or former partner or partners. If it ever happened to you, please tell us <i>how often</i> it usually happened in the past 12 months.	We would like to know if you have experienced any of the actions listed below from <u>any person or persons with whom you are currently or were formerly in a relationship</u> . If this has ever happened to you, please tell us <i>how often</i> it usually happened in the past 12 months.
Not in the past 12 months	Not in the past 12 months
Once	One time
A few times	A few times
Monthly	Monthly
Weekly	Weekly
Daily/almost daily	Daily/ almost daily
<i>My partner(s):</i>	<i>My relationship partner(s) has:</i>
Has this <u>ever</u> happened to you?	Has this <u>ever</u> happened to you?
IF YES, how often did it happen in the past 12 months?	If YES, how often did this happen in the past 12 months?

Table 5: Comparison of Source Text and Back-translation x – CASr-SF items

Version	Source Text	Back-translation x
Item 1	Shook, pushed, grabbed or threw me.	Shaken, knocked, grabbed or thrown me.
Item 2	Tried to convince my family, children or friends that I am crazy or tried to turn them against me.	Tried to convince my family, children or friends that I am crazy, or tried to turn them against me.
Item 3	Used or threatened to use a knife or gun or other weapon to harm me.	Used or threatened to use a knife or gun or other weapon against me to harm me.
Item 4	Made me perform sex acts that I did not want to perform.	Made me participate in sex acts that I did not want to do.
Item 5	Followed me or hung around outside my home or work.	Followed me or hung around outside my home or work.
Item 6	Threatened to harm or kill me or someone close to me.	Threatened to harm or kill me or someone close to me.
Item 7	Choked me.	Strangled me.
Item 8	Forced or tried to force me to have sex.	Forced me or tried to force me to have sex.
Item 9	Harassed me by phone, text, email or using social media.	Harassed me by phone, text, email or using social media.
Item 10	Told me I was crazy, stupid or not good enough.	Told me I am crazy, stupid or not good enough.
Item 11	Hit me with a fist or object, kicked or bit me.	Hit me with a fist or object, or kicked or bit me.
Item 12	Kept me from seeing or talking to my family or friends.	Prevented me from seeing or speaking to my family or friends.
Item 13	Confined or locked me in a room or other space.	Confined or locked me in a room or other space.
Item 14	Kept me from having access to a job, money or financial resources.	Prevented me from having access to a job, money or financial resources.
Item 15	Blamed me for causing their violent behaviour.	Blamed me for causing his/her violent behaviour.
Item 16	Made comments about my sexual past or my sexual performance that made me feel ashamed, inadequate or humiliated.	Made comments about my sexual past or my sexual performance that made me feel ashamed, inadequate or humiliated.
Closing	THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE	THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE

Table 6: Comparison of Source Text and Back-translation y – Instructions

Source Text	Back-translation y
INSTRUCTIONS: These questions ask about your experiences in adult intimate relationships. By adult intimate relationship we mean a current or former husband, wife, partner or boyfriend/girlfriend for longer than one month.	INSTRUCTIONS: These questions ask about your experiences in adult intimate relationships. With intimate adult relationships we mean a current or former spouse, life partner, or boyfriend/girlfriend for more than one month.
1. Have you ever been in an adult intimate relationship? (Since you were 16 years of age).	1. Have you ever been in a mature intimate relationship? (From 16 years old).
a) Yes	a) Yes
b) No -- Skip out of remaining questions	b) No – Skip the remaining questions
2. Are you currently in a relationship?	2. Are you currently in a relationship?
a) Yes	a) Yes
b) No -- Go to Q4	b) No -- Go to Q4
3. Are you currently afraid of your partner?	3. Are you currently afraid of your partner?
a) Yes	a) Yes
b) No	b) No
4. Have you ever been afraid of any partner?	4. Have you ever been afraid of any partner?
a) Yes	a) Yes
b) No	b) No
We would like to know if you experienced any of the actions listed below from <u>any</u> current or former partner or partners. If it ever happened to you, please tell us <i>how often</i> it usually happened in the past 12 months.	We would like to know if you have experienced any of the actions listed below, from any current or former partner or partners. If this has ever happened to you, please indicate how often this has occurred in the last 12 months.
Not in the past 12 months	Not in the past 12 months
Once	Once
A few times	A few times
Monthly	Monthly
Weekly	Weekly
Daily/almost daily	Daily/ almost daily
<i>My partner(s):</i>	My life partner (s):
Has this <u>ever</u> happened to you?	Has this <u>ever</u> happened to you?
IF YES, how often did it happen in the past 12 months?	IF YES, how often has it occurred in the last 12 months?

Table 7: Comparison of Source Text and Back-translation y – CASr-SF items

Version	Source Text	Back-translation y
Item 1	Shook, pushed, grabbed or threw me.	Shaken , pushed, grabbed or threw me.
Item 2	Tried to convince my family, children or friends that I am crazy or tried to turn them against me.	Try to persuade my family, children or friends that I'm crazy, or try to turn them against me.
Item 3	Used or threatened to use a knife or gun or other weapon to harm me.	Used a gun, knife or other weapon, or threatened to use one , to hurt me.
Item 4	Made me perform sex acts that I did not want to perform.	Forcing me to have sex when I didn't want to .
Item 5	Followed me or hung around outside my home or work.	Pursuing me or hanging around home or work.
Item 6	Threatened to harm or kill me or someone close to me.	Threatened to cause me or someone close to me pain - or death .
Item 7	Choked me.	Strangled me.
Item 8	Forced or tried to force me to have sex.	Force me, or try to force me, to have sex.
Item 9	Harassed me by phone, text, email or using social media.	Harassed me by phone, e-mail, text , or social media.
Item 10	Told me I was crazy, stupid or not good enough.	Tell me I'm crazy, stupid, or not good enough.
Item 11	Hit me with a fist or object, kicked or bit me.	Hit me with a fist or object, kicked, or bitten .
Item 12	Kept me from seeing or talking to my family or friends.	Prevent me to see friends or family or communicate with them .
Item 13	Confined or locked me in a room or other space.	Detained me or locked me in a room or other space.
Item 14	Kept me from having access to a job, money or financial resources.	Prevents me from having access to a job, money or financial resources.
Item 15	Blamed me for causing their violent behavior.	Blames me that I cause their violent action .
Item 16	Made comments about my sexual past or my sexual performance that made me feel ashamed, inadequate or humiliated.	Makes comments on my sexual history or sexual behaviour that makes me feel shy, inferior or humiliated.
Closing	THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE	THANK YOU FOR TAKING THE TIME TO COMPLETE THE QUESTIONNAIRE

After the researcher identified the differences between the texts, as depicted in the tables above, the researcher noted the type of difference and indicated the potential impact the difference could be expected to have on the equivalence in changing: either the meaning conveyed by the item (semantic equivalence); the operation actioned by the item (operational equivalence); the factor loading or role of the item in representing a specific domain measured by the instrument (item equivalence)– the weighting of domains; as well as their relation to the overarching construct under consideration (conceptual equivalence); the psychometric strength (that may be determined within the constraints of this dissertation concerning metric equivalence), and/or the function of the text (functional equivalence) to, in that way, evaluate and work on the quality of the translation.

The following tables show the differences with notes on their potential impact on text equivalence.

Table 8: Differences and comments on Back-translation x – Instructions

Back-translation x	Comments
INSTRUCTIONS: These questions are about your experiences in adult intimate relationships. By adult intimate relationship we mean a current or former husband, wife, life partner or boyfriend/girlfriend for more than one month.	Different words: “are”; “more” – meaning maintained. (General note for committee meeting: Discuss whether to use jy/jou or u).
1. Have you ever been in an intimate relationship? (Since you were 16 years old).	Different word - meaning maintained. "adult": not in translation – meaning maintained.
a) Yes	Identical.
b) No – Skip the remaining questions	Different word: “the” – meaning and operation maintained.
2. Are you currently in a relationship?	Identical.
a) Yes	Identical.
b) No – Go to Question 4	“Question” is written out – looks different but does not impact the format, operation, or meaning.
3. Are you currently afraid of your relationship partner?	Extra word: “relationship” – meaning maintained.
a) Yes	Identical.
b) No	Identical.
4. Have you ever been afraid of any relationship partner?	Extra word: “relationship” – meaning maintained.
a) Yes	Identical.
b) No	Identical.
We would like to know if you have experienced any of the actions listed below from any person or persons with whom you are currently or were formerly in a relationship . If this has ever happened to you, please tell us <i>how often</i> it usually happened in the past 12 months.	More words are used than in the source text – impact word count but not format, operation, or meaning.
Not in the past 12 months	Identical.
One time	Different words – meaning maintained.
A few times	Identical.
Monthly	Identical.
Weekly	Identical.
Daily/ almost daily	Identical.
<i>My relationship partner(s) has:</i>	Extra words: “relationship”; “has” – meaning maintained.
Has this ever happened to you?	Identical.
If YES, how often did this happen in the past 12 months?	Different word: “this” - change in meaning.

Table 9: Differences and comments on Back-translation x – CASr-SF items

Version	Back-translation x	Comments
Item 1	Shaken, knocked, grabbed or thrown me.	Grammatical change: tenses – meaning maintained. Different word: “knocked” – change in meaning.
Item 2	Tried to convince my family, children or friends that I am crazy, or tried to turn them against me.	Identical.
Item 3	Used or threatened to use a knife or gun or other weapon against me to harm me.	Extra words: “against me” – change in meaning.
Item 4	Made me participate in sex acts that I did not want to do.	Different word: “participate in”; “to do” - change in meaning.
Item 5	Followed me or hung around outside my home or work.	Identical.
Item 6	Threatened to harm or kill me or someone close to me.	Identical.
Item 7	Strangled me.	Different word: “strangled” - change in meaning.
Item 8	Forced me or tried to force me to have sex.	Extra word: “me” – meaning maintained.
Item 9	Harassed me by phone, text, email or using social media.	Identical.
Item 10	Told me I am crazy, stupid or not good enough.	Different word: “am” – meaning maintained.
Item 11	Hit me with a fist or object, or kicked or bit me.	Identical.
Item 12	Prevented me from seeing or speaking to my family or friends.	Different words: “prevented”; “speaking” – meaning maintained.
Item 13	Confined or locked me in a room or other space.	Identical.
Item 14	Prevented me from having access to a job, money or financial resources.	Different word: “prevented” – meaning maintained
Item 15	Blamed me for causing his/her violent behaviour.	Different word: “his/her” – meaning maintained.
Item 16	Made comments about my sexual past or my sexual performance that made me feel ashamed, inadequate or humiliated.	Identical.
Closing	THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE	Identical.

Table 10: Differences and comments on Back-translation y – Instructions

Back-translation y	Comments
INSTRUCTIONS: These questions ask about your experiences in adult intimate relationships. With intimate adult relationships we mean a current or former spouse, life partner, or boyfriend/girlfriend for more than one month.	Different prepositions used: "By" and "With" - a slight difference in meaning. "Adult": not in translation – meaning maintained. Different word: "spouse"; "more" – meaning maintained "Relationships" (plural form) – slight change in meaning. Extra word: "life" – meaning maintained.
1. Have you ever been in a mature intimate relationship? (From 16 years old)	Different words: "a mature"; "from" - meaning maintained.
a) Yes	Identical.
b) No – Skip the remaining questions	Different word: "the" – meaning and operation maintained.
2. Are you currently in a relationship?	Identical.
a) Yes	Identical.
b) No -- Go to Q4	Identical.
3. Are you currently afraid of your partner?	Identical.
a) Yes	Identical.
b) No	Identical.
4. Have you ever been afraid of any partner?	Identical.
a) Yes	Identical.
b) No	Identical.
We would like to know if you have experienced any of the actions listed below, from any current or former partner or partners. If this has ever happened to you, please indicate how often this has occurred in the last 12 months.	Grammatical change: tenses – meaning maintained. Different words: "this; "indicate" – a slight change in meaning. "last" - meaning maintained.
Not in the past 12 months	Identical.
Once	Identical.
A few times	Identical.
Monthly	Identical.
Weekly	Identical.
Daily/ almost daily	Identical.
My life partner (s):	Extra word: "life" – meaning maintained.
Has this <u>ever</u> happened to you?	Identical.
IF YES, how often has it occurred in the last 12 months?	Different words: "has it occurred"; "last" – meaning maintained.

Table 11: Differences and comments on Back-translation y – CASr-SF items

Version	Back-translation y	Comments
Item 1	Shaken, pushed, grabbed or threw me.	Grammatical change: tenses – meaning maintained.
Item 2	Try to persuade my family, children or friends that I'm crazy, or try to turn them against me.	Grammatical change: tenses – change in meaning. Different word: "persuade" - slightly different meaning. Contraction: "I'm" used in translation – meaning maintained.
Item 3	Used a gun, knife or other weapon, or threatened to use one, to hurt me.	Different word: "hurt" – change in meaning Change in sentence construction; change in word count – conceptually intact.
Item 4	Forcing me to have sex when I didn't want to.	Grammatical change: tenses – change in meaning. Different words: "to have sex when I didn't want" – change in meaning.
Item 5	Pursuing me or hanging around home or work.	Grammatical change: tenses – change in meaning. "outside my" - not in translation – change in meaning.
Item 6	Threatened to cause me or someone close to me pain - or death.	Different words: "cause"; "pain – or death" a slight change in meaning. Change in sentence construction.
Item 7	Strangled me.	Different word: "strangled" – change in meaning.
Item 8	Force me, or try to force me, to have sex.	Grammatical change: tenses – change in meaning.
Item 9	Harassed me by phone, e-mail, text, or social media.	Change in word order – meaning maintained. "using" - not in translation – meaning maintained.
Item 10	Tell me I'm crazy, stupid, or not good enough.	Grammatical change: tenses – change in meaning.
Item 11	Hit me with a fist or object, kicked, or bitten.	Grammatical change: tenses – meaning maintained.
Item 12	Prevent me to see friends or family or communicate with them.	Grammatical change: tenses – meaning maintained. Different word: "prevent"; "communicate" – change in meaning.
Item 13	Detained me or locked me in a room or other space.	Different word: "Detained" – Is context-specific – change in meaning.
Item 14	Prevents me from having access to a job, money or financial resources.	Grammatical change: tenses – change in meaning. Different word: "Prevents" – meaning maintained.
Item 15	Blames me that I cause their violent action.	Grammatical change: tenses – change in meaning. Different word: "action" – change in meaning
Item 16	Makes comments on my sexual history or sexual behaviour that makes me feel shy, inferior or humiliated.	Grammatical change: tenses – change in meaning. Different preposition: "on" – meaning maintained. Different words: "history" – meaning maintained. "behaviour"; "shy"; "inferior" – change in meaning.

Closing	THANK YOU FOR TAKING THE TIME TO COMPLETE THE QUESTIONNAIRE	Identical.
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From the tables above, the back-translation, as used in this study, helped identify correspondence and differences between the source text and forward translations. Many researchers, however, encourage introducing additional steps beyond the back-translation of a text to promote equivalence. As back-translation is only the second stage of this design, the researcher narrowed the material for discussion during the first committee meeting to the instructions and items that - when comparing the comments on back-translation x and y - seemed most problematic and a pronounced threat to equivalence. The following section will discuss the committee approach.

3.3 Stage 3: Committee approach

The committee approach is the third stage in the translation design. The researcher initially experienced challenges finding translators willing to assist in this process. There were quite a few requirements, as the translators had to be from the relevant disciplines, psychology, and linguistics; first-language speakers of Afrikaans with a command of both Afrikaans and English; and not only the competence but also the volition to translate between the languages in question; in addition to being available and willing to commit to 3 hours of discussion as part of the committee –beyond the time spent on translating the texts. When the researcher reached out to the final four translators who agreed to contribute to the study, she had already approached eight translators who could not assist - highlighting the demand for time and skills necessary in following a rigorous translation process. Despite the initial challenges, the researcher had the assistance of four translators, two of whom did not reside in Grahamstown; the committee approach, therefore, was conducted virtually using Zoom as a platform. The four translators, with the researcher as the facilitator of the process and meetings, are referred to in this study as the translation team. All members of the translation team were aware and had agreed to be audio recorded during the proceedings, to, once a transcription of the recordings was available, have a concrete record available that makes the analysis easier. The translators received financial compensation for their time.

Before the committee meeting, the researcher communicated with the translation team to secure a time that would be suitable for all parties involved. The translators agreed to devote 3 hours of their time to participation in the committee meetings in addition to the time required to translate the text received. The researcher held two separate committee meetings; the first focused on rendering a tentative translation, while the second afforded an opportunity to review and refine the tentative translation and discuss any items requiring additional attention. As mentioned, the committee approach allows discussion and review to identify stumbling blocks, find solutions, and finalise the Afrikaans version of the CASr-SF.

3.3.1 The first committee meeting

At the start of the first committee meeting, the researcher, as the facilitator of the proceedings, introduced the translation team members to each other and briefly spoke about the structure of the meeting. The researcher, once again, orientated the translation team to the communicative purpose of the text as a measure of intimate partner violence intended for use among the Afrikaans-speaking population of South Africa, briefly revisited the overarching project, and reiterated the specifications in working towards a linguistic and cultural transfer prepared in cognisance of the item, semantic, conceptual, operational, functional and even metric equivalence. As the researcher had noticed many grammatical challenges in comparing the source text with the back-translations, the researcher added the requirement to consider the grammatical syntactic equivalence when discussing and adjusting the text.⁴

The researcher worked through the entire document from one item to the next, reading through the original rendition in the source text and then turning the attention to the forward translations of that specific item. The team members then had the opportunity to indicate which forward translation seemed closer to the source text, to mention specific challenges, inaccuracies, or ambiguities they noticed, and to discuss different options to find a solution. In some cases, this meant adjusting one of the forward

⁴ Grammatical syntactic equivalence refers to the correspondence or transfer of language rules, sentence construction, and what constitutes a coherent sentence (Aslynn et al., 2020; Steele & Edwards, 2008a).

translations; in other cases, it meant combining sections of both forward translations – whatever was necessary to communicate the original message of the source text in a way that would be most understandable and appropriate for use by the target population.

In any situation that involves more than one person, differences in personality and group dynamics are bound to impact proceedings. As the facilitator, it was essential to ensure that all participants within the translation team could voice their opinions and fully contribute to the discussion. Some team members naturally led conversations, while others faded into the background. In these situations, it was vital for the facilitator (the researcher) to remain aware of this occurrence and navigate these dynamics. The facilitator allowed those who became more prominent in the discussion to raise their opinions and then spoke directly to the other team members to hear their opinions and contributions in making decisions and reaching a consensus. It was also crucial to the facilitator that all team members felt comfortable with each item before discussing the next. The first committee meeting focused on specific items identified from the back-translations to effectively use the time available. In the following section, the items discussed during the committee meeting are each presented as in the source text, followed by the tentative translation and the rationale for specific decisions:

Source text:	Tentative translation:
INSTRUCTIONS: These questions ask about your experiences in adult intimate relationships. By adult intimate relationship we mean a current or former husband, wife, partner, or boyfriend/girlfriend for longer than one month.	INSTRUKSIES: Hierdie vrae handel oor jou ervarings in volwasse intieme verhoudings. Met volwasse intieme verhouding bedoel ons 'n huidige of voorige eggenoot, verhoudingsmaat of kêrel/meisie vir langer as een maand.

The translation team considered the two forward translations.

Forward-translation X:	Forward-translation Y:
INSTRUKSIES: Hierdie vrae handel oor u ervarings in volwasse intieme verhoudings. Met volwasse intieme verhouding bedoel ons 'n huidige of voormalige man, vrou, lewensmaat of kêrel/meisie vir langer as een maand.	INSTRUKSIES: Hierdie vrae vra oor jou ervarings in volwasse intieme verhoudings. Met intieme volwasse verhoudings bedoel ons 'n huidige of voormalige eggenoot, lewensmaat, of kêrel/meisie vir langer as een maand.

The translation team discussed and chose to use "jy/jou" instead of "u" to communicate with a broader audience. While the meaning remains equivalent, "u" is usually used in formal communication or to indicate that the speaker is communicating with an authority figure; "jy/jou", therefore, remains equivalent but lends a more informal communication style. Using "jy/jou" also neutralises potential difficulties in the sentence flow, which the linguists indicated might come up if using "u".

The translation team indicated that distinguishing gender by stating "man, vrou" could be experienced as excluding; for that reason, the translation team decided on using "eggenoot", - which is equivalent in meaning to using both "husband" and "wife", but does not include gender. While "kêrel/meisie" was identified as posing a similar challenge in potentially excluding same-gender relationships, there is no term available in Afrikaans that is free of gender connotations that would be equivalent within this context, for that reason, the translation team decided to use "kêrel/meisie" – also, the use of both – in that way keeps the text broad and unrestricted. The translation team decided to use "verhoudingsmaat" instead of "lebensmaat" as an equivalent to "partner", as "lebensmaat" in meaning, has an additional weight, whereas "verhoudingsmaat" remains equivalent to "partner" and does not presume or distinguish the level of seriousness of the relationship. The translation team decided to use "verhoudingsmaat" throughout the text as an equivalent to "partner". "voormalige" was also changed to "vorige" – equivalent in meaning but perhaps more familiar to the audience.

Source text:	Tentative translation:
3. Are you currently afraid of your partner?	3. Is jy tans bang vir jou verhoudingsmaat?

The forward translations for this item closely correspond.

Forward translation X:	Forward-translation Y:
Is u tans bang vir u verhoudingsmaat?	Is jy huidiglik bang vir jou lewensmaat?

While the researcher had initially indicated this item as part of the discussion, the decisions the translation team made concerning "jy/jou" and "verhoudingsmaat" will be used throughout the text. Therefore, the researcher changed this item accordingly and moved on to discuss the next item.

Source text:	Tentative translation:
4. Have you ever been afraid of any partner ?	4. Was jy al ooit bang vir enige verhoudingsmaat ?

Forward-translation X and Y are almost identical.

Forward translation X:	Forward-translation Y:
Was u al ooit bang vir enige verhoudingsmaat ?	Was jy al ooit bang vir enige lewensmaat ?

The researcher changed this item per the decision made to use “verhoudingsmaat” as the equivalent of “partner” and to use “jy” instead of “u”.

Source text:	Tentative translation:
We would like to know if you experienced any of the actions listed below from any current or former partner or partners. If it ever happened to you, please tell us how often it usually happened in the past 12 months.	Ons wil graag weet of jy enige van die aksies hieronder gelys van enige huidige of vorige persoon of persone waarmee jy in 'n verhouding was, ervaar het. Vertel asseblief <i>hoe dikwels</i> dit in die afgelope 12 maande gebeur het.

The renditions of this instruction differ as seen below.

Forward-translation X:	Forward-translation Y:
Ons wil graag weet of u enige van die aksies hieronder gelys, van enige huidige of vorige persoon of persone waarmee u in 'n verhouding was, ervaar het. As dit al ooit met u gebeur het, vertel ons asseblief hoe dikwels dit gewoonlik in die afgelope 12 maande gebeur het.	Ons wil graag weet of jy al enige van die aksies hieronder gelys, van enige huidige of voormalige lewensmaat of lewensmaats, ondervind het. Indien dit ooit met jou gebeur het, dui asseblief aan hoe gereeld dit in die laaste 12 maande plaasgevind het.

During the discussion of the instruction above, the translation team indicated that “ervaar het” would be a more appropriate equivalent to “experienced” – the meaning remains the same. The translation team changed the position of the main verb following language rules appropriate to Afrikaans. This change impacts the grammatical syntactic equivalence of the rendition, as it no longer follows the same sentence construction observed in the source text. As decided earlier in the committee meeting, “jy” and “jou” are used instead of “u” for a more informal communication style. They preferred the use of “persoon of persone waarmee jy in 'n verhouding was” as an equivalent to “current or former partner or partners” – slightly impacting the word count, as they required more words in the Afrikaans version to convey the message of the source text, with the reasoning that the alternative suggested: “lewensmaat” would be too specific and would restrict the meaning to only partners within a

committed relationship instead of allowing a broader meaning of partners in general. As the changes in this item seemed to impact the word count by requiring more words to equal the meaning conveyed by the source text and a change impeding grammatical syntactic equivalence, the researcher noted this item as requiring further discussion at the next meeting. However, the semantic, item, conceptual, operational, and functional equivalence remains intact – the change in word count also did not impact the format.

Source text:	Tentative translation:
Not in the past 12 months	Nie die afgelope 12 maande nie

There was a close correspondence between the forward translations of this item:

Forward-translation X:	Forward-translation Y:
Nie die afgelope 12 maande nie	Nie in die laaste 12 maande nie

The translation team chose to use “die” as the correct preposition within this sentence; language rules in this way guide the decision.

Source text:	Tentative translation:
Has this ever happened to you?	Het dit ooit met jou gebeur?

Forward-translation X and Y closely correspond as seen below.

Forward-translation X:	Forward-translation Y:
Het dit ooit met u gebeur?	Het hierdie al ooit met jou gebeur?

The translation team considered using either "dit" or "hierdie" as an equivalent to "this." After deliberation, the translation team decided to use "hierdie" as there is a slight change in meaning, with "dit" being more general and "hierdie" being more referential. Afrikaans, therefore, distinguish between "dit" and "hierdie", whereas, in English, the word "this" may be used for either. If the translation team transferred the source text's grammar and syntax, the sentence's coherence would have been affected. For this reason, the translation team changed the position of the main verb. While the grammatical syntactic equivalence is not transferred, the semantic, item, conceptual, operational, and functional equivalence is maintained.

Source text:	Tentative translation:
IF YES, how often did it happen in the past 12 months?	Indien JA, hoe dikwels het dit die afgelope 12 maande gebeur?

There were many differences between the forward-translations on this item.

Forward-translation X:	Forward-translation Y:
INDIEN JA, hoe dikwels het dit die afgelope 12 maande gebeur?	INDIEN JA, hoe gereeld het dit in die laaste 12 maande plaasgevind?

The translation team discussed the use of "dit" instead of "dit in", indicating that "dit in" would be the incorrect preposition, whereas "dit" would be correct. The word "dikwels" was chosen as the more appropriate equivalent to the word "often" as "gereeld" is at times used in other contexts to convey alternative meanings and could be less precise. The word "afgelope" was selected as the more suitable equivalent to "past", and "gebeur" is used as the equivalent for "happen". The semantic, conceptual, item, operational, and functional equivalence remains intact. The Afrikaans version does not present a transfer of grammatical syntactic equivalence as the position of the main verb changes in the Afrikaans rendition. However, this verb position change ensures semantic equivalence and preserves item, conceptual, operational, and functional equivalence.

Source text:	Tentative translation:
Item 1: Shook, pushed, grabbed, or threw me.	Item 1: My geskud, gestoot, gegryp of gegooi.

For this item there was close correspondence between the two forward-translations:

Translation X:	Translation Y:
Item 1: My geskud, gestamp, gegryp of gegooi.	Item 1: Geskud, gestoot, gegryp of my gegooi.

In Afrikaans, the main verb should not be at the start of the sentence; for that reason, translation X places the main verb in a more appropriate position by placing "my" before the verb. There is a change in meaning between "gestamp" and "gestoot"; the word "gestoot" was chosen as it is equivalent to "pushed"; "gestamp" would be incorrect, as it is closer to "bumped" in meaning. Therefore, the semantic, conceptual, item, operational, and functional equivalence remains intact. However, this translation does not maintain the grammatical syntactic equivalence as the position of the main

verb changes in the Afrikaans rendition. In changing the position of the main verb, semantic equivalence is, however, preserved, along with item, conceptual, operational, and functional equivalence.

Source text:	Tentative translation:
Item 3: Used or threatened to use a knife, or gun, or other weapon to harm me.	Item 3: 'n geweer, mes of ander wapen gebruik, of gedreig om een te gebruik, om my seer te maak.

The forward-translated versions of item 3 had significant differences.

Forward translation X:	Forward-translation Y:
Item 3: Gebruik of gedreig om 'n mes of geweer of ander wapen te gebruik om my skade aan te doen.	Item 3: 'n Geweer, mes of ander wapen gebruik, of gedreig om een te gebruik, om my seer te maak

The translation team indicated that the grammar and syntax of forward translation X were incorrect, as the sentence started with "gebruik". Forward translation X was a more literal translation. The translation team used Forward translation Y, where the sentence started with "' n geweer". Considering grammatical and syntactic equivalence, the main verb's position differs from the source text; it is, however, a necessary difference between the translation and the source text. In Afrikaans, the main verb should not be at the start of the sentence. This item also required more words to convey the original message's meaning without allowing incorrect syntax. The change in word count, however, did not impact the format. The meaning of the item, the domain tapped, its relation to the overall construct, and the operational and metric equivalence are maintained. * As Item 3 involved changes to the word count and sentence construction, the researcher noted this for further discussion during the next meeting.

Source text:	Tentative translation:
Item 4: Made me perform sex acts that I did not want to perform.	Item 4: Het my aan seksdade laat deelneem wat ek nie wou doen nie.

The translation team indicated significant differences between the forward translations for Item 4.

Forward translation X:	Forward-translation Y:
Item 4: Het my aan seksdade laat deelneem wat ek nie wou doen nie.	Item 4: My forseer om seksdade uit te voer wat ek nie wou uitvoer nie.

The translation team identified a grammatical change in Translation Y as the position of the main verb is not correct. Subsequently, the translation team decided to use “laat deelneem” as an equivalent to “perform” instead of “uit te voer”, which would not be incorrect. Adding “het” and placing “my aan seksdade” ahead of the main verb is a more appropriate position for the main verb in the sentence. These changes maintain the semantic equivalence of the sentence, but the target rendition does not maintain grammatical syntactic equivalence.

Source text:	Tentative translation:
Item 6: Threatened to harm or kill me or someone close to me.	Item 6: Gedreig om my of iemand na aan my seer – of dood te maak.

The forward translations for item 6 closely correspond to each other.

Forward translation X:	Forward-translation Y:
Item 6: Gedreig om my of iemand na aan my leed aan te doen of dood te maak.	Item 6: Gedreig om my of iemand na aan my seer –of dood te maak.

The translation team's decision to use "seer" instead of "leed aan te doen" was based on linguistic considerations. They found "seer" to be a more appropriate equivalent to "harm" as it conveys the meaning more clearly and requires fewer words, aligning with the researcher's objective of conveying the source message in a way that is understandable to the target population and remains close to the source text. The translation team changed the position of the main verb in the sentence. Therefore, the target text does not maintain the grammar and syntax of the source text to ensure semantic equivalence. This rendition transfers the source text's meaning, concept relation, operation enacted, and function.

Source text:	Tentative translation:
Item 7: Choked me	Item 7: Het my gewurg .

The forward translations of this item were almost identical:

Translation X:	Translation Y:
Item 7: Het my gewurg .	Item 7: My gewurg .

In Afrikaans, alternatives to “gewurg” change the meaning, as choked could also be translated to “verstik”, which does not fit in this context, for that reason, the word

“gewurg” was used to maintain the meaning conveyed by the source text. The translation team indicated that adding “het” impacts the grammar and syntax and would be more appropriate. While this translation does not maintain the grammatical syntactic equivalence, it is a necessary change to ensure coherence and semantic equivalence. In maintaining both coherence and semantic equivalence, the item, conceptual, operational, and functional equivalence remains intact.

Source text:	Tentative translation:
Item 8: Forced or tried to force me to have sex.	Item 8: Het my gedwing of probeer dwing om seks te hê.

There was a significant difference between forward-translation X and Y.

Forward translation X:	Forward-translation Y:
Item 8: Het my gedwing of probeer dwing om seks te hê.	Item 8: My forseer , of probeer forseer, om seks te hê.

The translation team indicated that translation X appropriately positions the main verb in the sentence. In starting the sentence with “my” instead of “het my”, the sentence used in translation Y becomes incoherent. Forward translation Y also uses the word “forseer” as an equivalent to “forced”. The word “gedwing”, seen in forward-translation X, maintains the meaning conveyed, but is a more appropriate word choice than “forseer”. Even though the sentence construction differs, and the grammatical syntactic equivalence is impacted, the change in the sentence construction is necessary to maintain the semantic, item, conceptual, operational, and functional equivalence.

Source text:	Tentative translation:
Item 9: Harassed me by phone, text, email, or using social media.	Item 9: Het my per telefoon, e-pos, teks, of sosiale media geteister.

In the forward translations of item 9, the sentence construction differs significantly.

Forward translation X:	Forward-translation Y:
Item 9: Het my geteister per telefoon, SMS, e-pos of deur sosiale media te gebruik.	Item 9: My per telefoon, e-pos, teks, of sosiale media geteister .

In this item, the translation team removed “te gebruik” to shorten the sentence. The translation team also added “het” at the start of the sentence for clarity and coherence. The sentence construction differs from the source text to keep to the language rules

of Afrikaans by changing the position of the main verb. The meaning, however, remains the same despite the difference in grammatical syntactic equivalence. By prioritizing the semantic equivalence at the expense of the grammatical syntactic equivalence, the translation team ensured that the item, conceptual, operational, and functional equivalence remained intact.

Source text:	Tentative translation:
Item 14: Kept me from having access to a job, money, or financial resources.	Item 14: Het my daarvan weerhou om toegang tot 'n werk, geld of finansiële hulpbronne te hê .

Forward translation X and Y closely correspond on this item:

Forward translation X:	Forward translation Y:
Item 14: Het my daarvan weerhou om toegang tot 'n werk, geld of finansiële hulpbronne te hê .	Item 14: My weerhou daarvan om toegang te hê tot 'n werk, geld of finansiële hulpbronne.

The main verb is in the correct position by placing “het” at the start of the sentence and “te hê” at the end, as in translation X. Even though the sentence construction differs from that of the source text and the grammatical syntactic equivalence is not transferred, the change is necessary for coherence and semantic equivalence, which, in turn, maintains the item, conceptual, operational, and functional equivalence of the text.

Source text:	Tentative translation:
Item 16: Made comments about my sexual past or my sexual performance that made me feel ashamed, inadequate, or humiliated.	Item 16: Het opmerkings oor my seksuele verlede of prestasie gemaak , wat my skaam, onvoldoende of verneder laat voel.

The forward-translation X and Y differed substantially.

Forward translation X:	Forward-translation Y:
Item 16: Het opmerkings gemaak oor my seksuele verlede of my seksuele prestasie wat my skaam, onvoldoende of verneder laat voel.	Item 16: Kommentaar gemaak oor my seksuele geskiedenis of seksuele gedrag wat my skaam, minderwaardig of verneder laat voel het.

In Item 16, the translation team shortened the sentence for clarity by not repeating “seksuele”. The word “onvoldoende” was used as the equivalent for “inadequate”, as it maintains the meaning conveyed by the source text. The word “minderwaardig”, suggested in forward-translation Y, would have slightly altered the meaning, as “minderwaardig” means “inferior”. The addition of “het” at the start of the sentence, followed by “opmerkings oor my seksuele verlede of prestasie gemaak”, places the

main verb in an appropriate position. This rendition does not present a transfer of grammatical syntactic equivalence; the meaning is, however, maintained, and the change in sentence construction and word count does not impact the format of the item. Item, conceptual, operational, and functional equivalence are maintained.

3.3.2 Second committee meeting

Following the first meeting, the committee met to discuss the Tentative Afrikaans version of the Composite Abuse Scale (Revised) – Short Form, to have the opportunity to revisit items that were particularly challenging to reach a consensus on and to discuss a select few items that the researcher had identified for review.

The items identified as particularly challenging during the first committee meeting and prioritised for further discussion during the second committee are the following:

- Instructions: We would like to know if you experienced any of the actions listed below from any current or former partner or partners. If it ever happened to you, please tell us how often it usually happened in the past 12 months.
- Item 3: Used or threatened to use a knife, or gun or other weapon to harm me.

The table below presents the items that were discussed and approved during the second committee discussion:

Table 12: Items approved during the second committee meeting.

Tentative translation after first meeting	Translation after second committee discussion
INSTRUKSIES: Hierdie vrae handel oor jou ervarings in volwasse intieme verhoudings. Met volwasse intieme verhouding bedoel ons 'n huidige of vorige eggenoot, verhoudingsmaat of kêrel/meisie vir langer as een maand.	Approved by the translation team.
4. Was jy al ooit bang vir enige verhoudingsmaat?	Approved by the translation team.
Nie die afgelope 12 maande nie	Approved by the translation team.
Het hierdie al <u>ooit</u> met jou gebeur?	Approved by the translation team.
Indien JA, hoe dikwels het dit die afgelope 12 maande gebeur?	Approved by the translation team.
Item 3: 'n Geweer, mes of ander wapen gebruik, of gedreig om een te gebruik, om my seer te maak.	Approved by the translation team.
Item 4: Het my teen my sin aan seksdade laat deelneem.	Approved by the translation team.
Item 6: Gedreig om my of iemand na aan my seer –of dood te maak	Approved by the translation team.
Item 9: My per telefoon, e-pos, teks, of sosiale media geteister	Approved by the translation team.
Item 10: Het vir my gesê ek is mal, dom of nie goed genoeg nie.	Approved by the translation team.
Item 16: Het opmerkings gemaak oor my seksuele verlede of my seksuele prestasie wat my skaam, minderwaardig of verneder laat voel.	Approved by the translation team.

During the second committee meeting, the translation team made additional changes to the following two items:

Source text:	Tentative translation after first committee meeting:
We would like to know if you experienced any of the actions listed below from any current or former partner or partners. If it ever happened to you, please tell us <i>how often</i> it usually happened in the past 12 months.	Ons wil graag <i>weet</i> of jy enige van die aksies hieronder gelys van <i>enige</i> huidige of vorige persoon of persone waarmee jy in 'n verhouding was, <i>ervaar het</i> . As dit al ooit met jou gebeur het, vertel ons asseblief <i>hoe dikwels</i> dit <i>gewoonlik</i> in die afgelope 12 maande gebeur het.

As the source text shows, the words "hoe dikwels" should be in Italycs. The translation team indicated that "in" is not the correct preposition and should be replaced with "oor." The translation team considered removing the word "gewoonlik" as it seemed redundant; however, they decided to keep it to remain closer to the source text. In the first section of this rendition, which reads "Ons wil graag weet of jy", the grammatical syntactic equivalence is intact. The translation team, however, placed "ervaar het" at

the end of the sentence, which changes the sentence construction from the structure observed in the source text; grammatical syntactic equivalence was thus not reached. This change is, however, necessary to maintain the coherence and semantic equivalence of the text, as well as item, conceptual, operational, and functional equivalence.

This instruction should read:

CASr-SF (Afrikaans):
Ons wil graag weet of jy enige van die aksies hieronder gelys van enige huidige of vorige persoon of persone waarmee jy in 'n verhouding was ervaar het. As dit al ooit met jou gebeur het vertel ons asseblief <i>hoe dikwels</i> dit <i>gewoonlik oor</i> die afgelope 12 maande gebeur het.

Source text:	Tentative translation after first committee meeting:
Item 12: Kept me from seeing or talking to my family or friends.	Item 12: Het my daarvan weerhou om my familie of vriende te sien of <i>met my</i> te praat.

The translation team returned to the forward translations in addressing Item 12.

Forward translation X:	Forward translation Y:
Item 12: Het my daarvan weerhou om my familie of vriende te sien of <i>met my</i> te praat.	Item 12: My daarvan weerhou om vriende of familie te sien of met hulle te kommunikeer.

The translation team indicated that in Forward-translation X, "met my" caused a change in meaning, which was not picked up in Back-translation X, as the translator could deduct the message intended by the text.

Forward translation X:	Back-translation x:
Item 12: Het my daarvan weerhou om my familie of vriende te sien of <i>met my</i> te praat.	Item 12: Prevented me from seeing or speaking to my family or friends.

In the back-translation x, back-translator x, who had received forward-translation X, encountered the phrase "met my". This phrase means "to me"; with their skill level and understanding of the context, the translator realised that the text was conveying a different message. The text conveys that the respondent is kept from seeing or talking to their family and friends – "to my", which would make more sense within the context.

The translation team proposed a correction for the phrase "met my", changing it to "met hul". This item serves as an example of the intricate nature of translation. It perfectly showcases Brislin's (1970) argument on not depending solely on back-translations, as researchers should not overlook the potential influence of the back-translator's skill level on the correspondence reached. In translating item 12, the back translator's skill and experience allowed them to anticipate the intended message, underscoring the necessity of incorporating additional steps in the translation process to ensure the highest quality of work.

This item should read:

CASr-SF (Afrikaans):

Item 12: Het my daarvan weerhou om my familie of vriende te sien of met hul te praat.
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This translation changes the position of the main verb, keeping with Afrikaans language rules and maintaining coherence and semantic equivalence. The grammatical syntactic equivalence of this item is, therefore, not transferred to its translation. The semantic, item, conceptual, operational, and functional equivalence, however, remains intact.

Having completed both committee meetings, the researcher made the changes suggested by the translation team.

Table 13 presents the Afrikaans version of the Composite Abuse Scale (Revised) – Short Form after the committee approach:

Table 13: Composite Abuse Scale Revised – Short Vorm (CASr-SF)

INSTRUKSIES: Hierdie vrae handel oor jou ervarings in volwasse intieme verhoudings. Met volwasse intieme verhouding bedoel ons 'n huidige of vorige eggenoot, verhoudingsmaat of kêrel/meisie vir langer as een maand.

1. Was jy al ooit in 'n intieme verhouding? (Sedert jy 16 jaar oud was)

- a) Ja
- b) Nee – Slaan die oorblywende vrae oor

2. Is jy tans in 'n verhouding?

- a) Ja
- b) Nee – Gaan na Vraag 4

3. Is jy tans bang vir jou verhoudingsmaat?

- a) Ja
- b) Nee

4. Was jy al ooit bang vir enige verhoudingsmaat?

- a) Ja
- b) Nee

Ons wil graag weet of jy enige van die aksies hieronder gelys van enige huidige of vorige persoon of persone waarmee jy in 'n verhouding was, ervaar het. As dit al ooit met jou gebeur het, vertel ons asseblief *hoe dikwels* dit gewoonlik oor die afgelope 12 maande gebeur het.

My verhoudingsmaat(s):	Het hierdie al ooit met jou gebeur?		Indien JA, hoe dikwels het dit die afgelope 12 maande gebeur?						
	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik	
1. My geskud, gestoot, gegryp of gegooi.	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik	
2. My familie, kinders of vriende probeer oortuig dat ek mal is, of probeer om hulle teen my te draai.	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik	
3. 'n Geweer, mes of ander wapen gebruik, of gedreig om een te gebruik, om my seer te maak.	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik	
4. Het my teen my sin aan seksdade laat deelneem.	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik	
5. Het my agtervolg of buite my huis of werk rondgehang.	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik	

My verhoudingsmaat(s):	Het hierdie al ooit met jou gebeur?		Indien JA, hoe dikwels het dit die afgelope 12 maande gebeur?					
6. Gedreig om my of iemand na aan my seer – of dood te maak.	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik
7. Het my gewurg.	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik
8. Het my gedwing of probeer dwing om seks te hê.	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik
9. Het my per telefoon, e-pos, teks, of sosiale media geteister.	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik
10. Het vir my gesê ek is mal, dom of nie goed genoeg nie.	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik
11. Het my met 'n vuig of voorwerp geslaan, geskop of gebyt.	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik
12. Het my daarvan weerhou om my familie of vriende te sien of met hul te praat.	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik
13. Het my in 'n kamer of ander ruimte ingeperk of toegesluit.	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik
14. Het my daarvan weerhou om toegang tot 'n werk, geld of finansiële hulpbronne te hê.	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik
15. Het my blameer dat ek sy/haar gewelddadige gedrag veroorsaak het.	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik
16. Het opmerkings oor my seksuele verlede of prestasie gemaak, wat my skaam, onvoldoende of verneder laat voel.	Nee	Ja	Nie die afgelope 12 maande nie	Een maal	'n Paar maal	Maandeliks	Weekliks	Daaglik/byna daaglik

3.4 Stage 4: Qualitative piloting through cognitive Interviews

The last stage in the translation design involved collecting qualitative data by piloting the translated questionnaire as adjusted and approved by the translation team. In this study, cognitive interviews served as an additional measure of equivalence to determine limitations and improve the translated questionnaire. The researcher sourced three Afrikaans-speaking individuals to complete the CASr-SF and partake in a cognitive interview. What follows is an analysis of the responses received to the three questions asked to respondents during these interviews:

3.4.1 What did the question make you think of?

In answering question 1 about each of the items of the CASr-SF, Participant 1 and 2 both responded with what they believed the item was asking. From their interpretations, they understood and interpreted the items in the way that had been intended by the source text, reflecting equivalence. In answering questions about the instructions and the preliminary questions before starting with the items of the questionnaire, Participant 3 responded by sharing how she understood the question, as her response was in line with the intended message of the source text; this was also reflective of equivalence.

From item 1, however, Participant 3 responded by sharing the thoughts and perceptions from reading each item. While these responses did not clearly show how the participant interpreted or understood the questions, they were valuable to understanding the affective impact. The responses from Participant 3 highlight the emotive content of the questionnaire and the strong responses likely to be elicited from respondents, which underscores the need to use this tool in a compassionate and empathetic way. Table 14 presents key elements from the responses provided by Participant 3.

Table 14: Notes and observation on cognitive interview with Participant 3

CASr-SF (Afrikaans version) item	Participant 3
Item 1: My geskud, gestoot, gegryp of gegooi.	Conveyed her emotive response - angry - in saying "dit maak my kwaad eintlik"
Item 2: My familie, kinders of vriende probeer oortuig dat ek mal is, of probeer om hulle teen my te draai.	Conveyed compassion for those who experience this "shame"
Item 3: 'n Geweer, mes of ander wapen gebruik, of gedreig om een te gebruik, om my seer te maak.	Highlighted the sensation of danger "gevaar"
Item 4: Het my teen my sin aan seksdade laat deelneem.	Conveyed her emotive response - horrified - in saying "gross"
Item 5: Het my agtervolg of buite my huis of werk rondgehang.	Highlighted the sensation "being scared"
Item 6: Gedreig om my of iemand na aan my seer - of dood te maak.	Conveyed her emotive response - angry - in saying "kwaad"
Item 7: Het my gewurg.	Highlighted the sensation of fear - "scared"
Item 8: Het my gedwing of probeer dwing om seks te he.	Conveyed the sensation - "freaked out"
Item 9: Het my per telefoon, e-pos, teks, of sosiale media geteister.	Conveyed her emotive response - irritation - "hy't te veel tyd op sy hande"
Item 10: Het vir my gese ek is mal, dom of nie goed genoeg nie.	Conveyed disappointment towards perpetrator- "he might not be, or might be"
Item 11: Het my met 'n vuig of voorwerp geslaan, geskop of gebyt.	Conveyed disappointment towards perpetrator - "he's a coward"
Item 12: Het my daarvan weerhou om my familie of vriende te sien of met hul te praat.	Conveyed her emotive response - bewilderment - "stupid"
Item 13: Het my in 'n kamer of ander ruimte ingeperk of toegesluit.	Conveyed her emotive response - bewilderment - "mal"
Item 14: Het my daarvan weerhou om toegang tot 'n werk, geld of finansiële hulpbronne te hê.	Conveyed disappointment towards perpetrator - "hy breek af"
Item 15: Het my blameer dat ek sy/haar gewelddadige gedrag veroorsaak het.	Conveyed disappointment towards perpetrator - "he might want to blame himself"
Item 16: Het opmerkings oor my seksuele verlede of prestasie gemaak, wat my skaam, onvoldoende of verneder laat voel.	Conveyed disappointment towards perpetrator - "he's ashamed"

3.4.2 Why did you respond in the way you did to this question?

In answering question 2, all participants provided responses that equated to – “because it is true” or “because that is my understanding of the question” Examples are: “Want dit is waar” and “Want dis hoe ek dit verstaan”.

After completing all items, the final additional question was asked to allow participants to indicate any experience they may have had or be aware of that is not represented in the questionnaire.

3.4.3 Is there another way you have experienced violence or abuse that isn't included here, that you think should be?

In response to this question, Participant 1 indicated that while the questionnaire did include items referring to violent behaviour, it did not include items that referred to a partner behaving violently around you in terms of shaking, throwing, and breaking objects or showing aggression in other ways like slamming doors. The participant considered these acts as just as threatening even when the partner does not voice a direct threat - *“in plaas van om jou te gooi of te skud, goeters rondgooi in die huis en deure klap en em goed omgooi en goed stukkend gooi em, nie noodwendig, dalk omdat hy nie vir jou kan rondruk nie sal hy goeters rondgooi emm, wat ek voel daai is net so bad en net so traumatising.”* Participant 1 also added that the questionnaire does not have items that represent being blamed for cheating, being questioned and distrusted, accosted, feeling controlled, and having the experience of not having freedom of movement and behaviour – *“hy het my altyd beskuldig van goed wat ek nie gedoen het nie soos of beskuldig dat ek rond neuk byvoorbeeld as ek laat werk in die aande en emm jy weet heeltemal uitgefreak oor waar ek is, wat ek doen.”* *“iemand wat jou accost en soos beskuldig van ja, want ek voel dit is ook abuse emm dalk nie fisies nie maar ja.”*

Participant 2 also referred to abusive experiences that were not represented in the questionnaire, stating that, while the questionnaire included items related to physical and emotional abuse, spiritual or religious violence was not included. Participant 2 added that a partner might attack one's religion by trying to force you to behave in ways that go against your religious or spiritual beliefs, adding that, if one were to consider item 8 as an example:

Item 8: Forced or tried to force me to have sex.	Item 8: Het my gedwing of probeer dwing om seks te he.
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An additional item could include forced or tried to force you to behave in a way that goes against your religious beliefs: *"soos wat dit hier sê: het my gedwing om of probeer dwing om seks te hê, dan's dit soos het my gedwing of probeer dwing om uit my geloof uit goed te doen of so iets."*

Participant 2 also added that pornography is often used in harassment, stating that item 9, which refers to harassment could also add a section on pornography:

Item 9: Harassed me by phone, text, email, or using social media.	Item 9: Het my per telefoon, e-pos, teks, of sosiale media geteister.
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"ek weet dit sê nou hier het my per telefoon, e-pos of sosiale media geteister maar dit, daar's baie maniere van teister en pornografie is 'n baie groot verkeerde ding vir iemand om jou mee te teister".

Participant 3 indicated that the intimate partner violence that she has known of had been verbal abuse, primarily individuals being told that they are not good enough, dumb, or crazy, which she felt was covered in the questionnaire – "nee jy het dit nogal eintlik hierso. Dat sy nie goed genoeg was nie die heelyd nie, sy was dom, mal, al daai, so nee, ek dink julle cover eintlik nogal."

The response regarding the Afrikaans version of the CASr-SF was favourable. Participant 2 indicated that the items were stated simply and that having the questionnaire in her mother tongue helped and made her feel more comfortable. Participant 2 also stated that she appreciated the way these items had been phrased, noting that they could have been more graphic or complex in nature, implying that this would have made it more difficult to engage with the items: *"Die vrae is eenvoudig gestel in my moedertaal, wat help, en laat mens gemaklik voel, dit kon moeiliker gevra word."*

Both Participants 1 and 3 seemed uncomfortable while answering the questions. Participant 3 indicated that the items are brutal- *"Dis rowwe vrae"*. Given the sensitive nature of the content, the researcher prepared to manage potential emotional or

negative responses from participants. None of the participants, however, responded negatively. One of the participants, however, required more extensive debriefing following the cognitive interview. The researcher provided contact details to all participants and encouraged them to reach out if needed. A brief check-in was scheduled with each participant to meet again, and during the follow-up sessions with each participant, there was no cause for concern; they were, however, encouraged to contact the researcher if additional support was needed. In addition, each received contact details of mental health support service providers in the area whom they could contact directly or with the researcher’s assistance, depending on what would be most comfortable for them.

The only feedback on the user-friendliness and understandability of the items came from Participant 3, who found item 2 particularly challenging to comprehend.

<p>Item 2: Tried to convince my family, children, or friends that I am crazy or tried to turn them against me</p>	<p>Item 2: My familie, kinders of vriende probeer oortuig dat ek mal is, of probeer om hulle teen my te draai.</p>
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The participant indicated that at first glance, the item was difficult to understand, as it was not clear who was doing the convincing—only when going back to the start, which indicates that the questionnaire refers to “*my partner(s)*,” did the item make sense.

<p><i>My partner(s):</i></p>	<p><i>My verhoudingsmaat(s):</i></p>
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The other participants, however, did not have the same experience. The researcher, therefore, did not pick up a theme regarding problematic items, only an isolated occurrence of an item having been experienced as problematic. This was, however, noted for the final review.

The cognitive interviews provided the opportunity for a trial using the Afrikaans version of the Composite Abuse Scale (Revised) – Short Form. Even though the qualitative pilot only involved a limited number of participants, the participants understood what the items asked and required of them; responses from participants revealed that the purpose of the questionnaire in measuring experiences of intimate partner violence was clear, participants distinguished separate domains, with one participant having even mentioned specific items as representing physical and emotional abuse –

showing that there is a clear delineation between these domains; and one participant reflected on experiencing the questionnaire as comfortable. The cognitive interviews, therefore, played an essential role in establishing equivalence and determining the quality of the translation. Even though one item (2) was identified as problematic by one of the participants. The translated item is equivalent to the source text, and making too many changes to the item would risk changing the meaning; adding the word “het” at the start of the sentence would provide clarity and maintain the meaning. For that reason, the researcher notes the change of Item 2 as follows:

Item 2: Tried to convince my family, children or friends that I am crazy or tried to turn them against me	Item 2: [Het] my familie, kinders of vriende probeer oortuig dat ek mal is, of probeer om hulle teen my te draai.
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Also, when administering the questionnaire, the practitioner should highlight that the items refer to one's partner.

Following the change to item 2, a final review indicated that, for clarity, the word "het" should be added to the items presented in the table below:

Table 15: Items changed following the cognitive interviews.

Item 1: Shook, pushed, grabbed or threw me	Item 1: [Het] My geskud, gestoot, gegryp of gegooi.
Item 2: Tried to convince my family, children or friends that I am crazy or tried to turn them against me	Item 2: [Het] My familie, kinders of vriende probeer oortuig dat ek mal is, of probeer om hulle teen my te draai.
Item 3: Used or threatened to use a knife or gun or other weapon to harm me	Item 3: [Het] 'n Geweer, mes of ander wapen gebruik, of gedreig om een te gebruik, om my seer te maak.
Item 6: Threatened to harm or kill me or someone close to me	Item 6: [Het] Gedreig om my of iemand na aan my seer - of dood te maak.

CHAPTER 4: DISCUSSION

The researcher's directive and main considerations in facilitating the discussions and adjustments presented in Chapter 3 of this thesis, were to ensure that the resultant translation i) conveys the source message, ii) enacts the intended action, iii) aligns with the constructs and domains measured, and iv) stays true to the source text. All this, while keeping in mind the communicative purpose of the target text as a measure of intimate partner violence experiences that is appropriate, and in line with the unique needs and understandings of the Afrikaans-speaking population of South Africa. In keeping with this objective, the researcher communicated this directive as the framework governing the translation process, and, in line with Colina and colleagues' (2017) stance on establishing quality, utilised this as the evaluation criterion according to which the quality of the rendition is to be determined. Along with the adherence to semantic, item, conceptual, operational, and functional equivalence (Lee et al., 2019; Garrels & Granlund, 2018; Herdman et al., 1998; Peña, 2007; Kim et al., 2003; Herdman et al., 1998) as part of this directive, the researcher aimed to take all reasonable steps in maintaining the psychometric strength of the measure, and to remain close to the word count of the questionnaire, but to allow flexibility where necessary to ensure that the text is understandable, relevant and meaningful to the target population. The researcher added to this directive, the evaluation of grammatical syntactic equivalence, as the grammar and syntax may influence the meaning of the sentence (Steele & Edwards, 2008a).

This discussion chapter will evaluate the translation design used in this study following these criteria for equivalence, as presented below in section 4.1, it will also suggest possible improvements to the tool. In section 4.2 the discussion focuses on the affective responses to the tool and what this may suggest for future use.

4.1 Evidence for the equivalence of the CASr-SF (Afrikaans version).

The table below shows the evaluation of equivalence in the Afrikaans version of the CASr-SF:

Table 16: Summary of equivalence evaluation

CASr-SF (Afrikaans version)	Summary of evaluation of equivalence
<p>INSTRUKSIES: Hierdie vrae handel oor jou ervarings in volwasse intieme verhoudings. Met volwasse intieme verhouding bedoel ons 'n huidige of vorige eggenoot, verhoudingsmaat of kêrel/meisie vir langer as een maand.</p>	<p>Semantic: Despite using "eggenoot" as the equivalent to "husband, wife", the meaning remains equal.</p> <p>Item: The translation team used "eggenoot" instead of "husband, wife" reasoning that the target population might experience distinguishing "husband, wife" in their rendition, as excluding. The item is relevant, and the construct has the same meaning to the target population, without changing the meaning of the message intended by the source text.</p> <p>Conceptual: The content as rendered maintains the items' relation to the overarching domains.</p> <p>Operational: The item requires the same action from the respondent.</p> <p>Functional: The item keeps with the communicative purpose of the source text.</p> <p>Grammatical Syntactic: The item keeps to the grammar and syntax of the source text.</p> <p>Metric: There is no reason to believe that the psychometric strength would be impacted.</p>

<p>1. Was jy al ooit in 'n intieme verhouding? (Sedert jy 16 jaar oud was)</p>	<p>Semantic: The meaning is equal. Item: The item is relevant. The translation team left out the word "adult" for clarity, as the addition may have made the sentence confusing to the target population. The construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item keeps to the grammar and syntax of the source text. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>
<p>2. Is jy tans in 'n verhouding?</p>	<p>Semantic: The meaning is equal. Item: The item is relevant, and the construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item keeps to the grammar and syntax of the source text. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>

<p>3. Is jy tans bang vir jou verhoudingsmaat?</p>	<p>Semantic: The meaning is equal. Item: The item is relevant, and the construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item keeps to the grammar and syntax of the source text. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>
<p>Ons wil graag weet of jy enige van die aksies hieronder gelys van <u>enige</u> huidige of vorige persoon of persone waarmee jy in 'n verhouding was, ervaar het. As dit al ooit met jou gebeur het, vertel ons asseblief <i>hoe dikwels</i> dit gewoonlik oor die afgelope 12 maande gebeur het.</p>	<p>Semantic: The Afrikaans rendition required more words to achieve equal meaning, the semantic equivalence has been reached. Item: The item is relevant, and the construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent, the format is also not negatively impacted by the change in word count. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>

<p>Nie die afgelope 12 maande nie</p>	<p>Semantic: The meaning is equal. Item: The item is relevant, and the construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item keeps to the grammar and syntax of the source text. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>
<p>Het dit <u>ooit</u> met jou gebeur?</p>	<p>Semantic: The meaning is equal. Item: The item is relevant, and the construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>

<p>Indien JA, hoe dikwels het dit die afgelope 12 maande gebeur?</p>	<p>Semantic: The meaning is equal. Item: The item is relevant, and the construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>
<p>Item 1: Het my geskud, gestoot, gegryp of gegooi.</p>	<p>Semantic: The meaning is equal. Item: The item is relevant, and the construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>

Item 2: Het my familie, kinders of vriende probeer oortuig dat ek mal is, of probeer om hulle teen my te draai.

Semantic: The meaning is equal.
Item: The item is relevant, and the construct has the same meaning to the target population.
Conceptual: The content as rendered maintains the items' relation to the overarching domains.
Operational: The item requires the same action from the respondent.
Functional: The item keeps with the communicative purpose of the source text.
Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules.
Metric: There is no reason to believe that the psychometric strength would be impacted.

Item 3: Het 'n geweer, mes of ander wapen gebruik, of gedreig om een te gebruik, om my seer te maak.

Semantic: The Afrikaans rendition required more words to reach equal meaning. The translation team reached semantic equivalence.
Item: The item is relevant, and the construct has the same meaning to the target population.
Conceptual: The content as rendered maintains the items' relation to the overarching domains.
Operational: The item requires the same action from the respondent, the format is also not negatively impacted by the change in word count.
Functional: The item keeps with the communicative purpose of the source text.
Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules.
Metric: There is no reason to believe that the psychometric strength would be impacted.

<p>Item 4: Het my teen my sin aan sekse dade laat deelneem.</p>	<p>Semantic: The meaning is equal. Item: The item is relevant, and the construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>
<p>Item 5: Het my agtervolg of buite my huis of werk rondgehang.</p>	<p>Semantic: The meaning is equal. Item: The item is relevant, and the construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>

Item 6: Het gedreig om my of iemand na aan my seer - of dood te maak.

Semantic: The meaning is equal.
Item: The item is relevant, and the construct has the same meaning to the target population.
Conceptual: The content as rendered maintains the items' relation to the overarching domains.
Operational: The item requires the same action from the respondent.
Functional: The item keeps with the communicative purpose of the source text.
Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules.
Metric: There is no reason to believe that the psychometric strength would be impacted.

Item 7: Het my gewurg.

Semantic: The meaning is equal.
Item: The item is relevant, and the construct has the same meaning to the target population.
Conceptual: The content as rendered maintains the items' relation to the overarching domains.
Operational: The item requires the same action from the respondent.
Functional: The item keeps with the communicative purpose of the source text.
Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules.
Metric: There is no reason to believe that the psychometric strength would be impacted.

<p>Item 8: Het my gedwing of probeer dwing om seks te he.</p>	<p>Semantic: The meaning is equal. Item: The item is relevant, and the construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>
<p>Item 9: Het my per telefoon, e-pos, teks, of sosiale media geteister.</p>	<p>Semantic: The meaning is equal. Item: The item is relevant, and the construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>

<p>Item 10: Het vir my gese ek is mal, dom of nie goed genoeg nie.</p>	<p>Semantic: The meaning is equal. Item: The item is relevant, and the construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>
<p>Item 11: Het my met 'n vuus of voorwerp geslaan, geskop of gebyt.</p>	<p>Semantic: The meaning is equal. Item: The item is relevant, and the construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>

<p>Item 12: Het my daarvan weerhou om my familie of vriende te sien of met hul te praat.</p>	<p>Semantic: The meaning is equal. Item: The item is relevant, and the construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>
<p>Item 13: Het my in 'n kamer of ander ruimte ingeperk of toegesluit.</p>	<p>Semantic: The meaning is equal. Item: The item is relevant, and the construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>

Item 14: Het my daarvan weerhou om toegang tot 'n werk, geld of finansiële hulpbronne te hê.

Semantic: The meaning is equal.
Item: The item is relevant, and the construct has the same meaning to the target population.
Conceptual: The content as rendered maintains the items' relation to the overarching domains.
Operational: The item requires the same action from the respondent.
Functional: The item keeps with the communicative purpose of the source text.
Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules.
Metric: There is no reason to believe that the psychometric strength would be impacted.

Item 15: Het my blameer dat ek sy/haar gewelddadige gedrag veroorsaak het.

Semantic: The meaning is equal.
Item: The item is relevant, and the construct has the same meaning to the target population.
Conceptual: The content as rendered maintains the items' relation to the overarching domains.
Operational: The item requires the same action from the respondent.
Functional: The item keeps with the communicative purpose of the source text.
Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules.
Metric: There is no reason to believe that the psychometric strength would be impacted.

<p>Item 16: Het opmerkings oor my seksuele verlede of prestasie gemaak, wat my skaam, onvoldoende of verneder laat voel.</p>	<p>Semantic: The meaning is equal. Item: The item is relevant, and the construct has the same meaning to the target population. Conceptual: The content as rendered maintains the items' relation to the overarching domains. Operational: The item requires the same action from the respondent. Functional: The item keeps with the communicative purpose of the source text. Grammatical Syntactic: The item does not keep to the grammar and syntax of the source text. The translation team changed the position of the main verb per Afrikaans language rules. Metric: There is no reason to believe that the psychometric strength would be impacted.</p>
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As seen in the table above, the researcher found that in rendering an Afrikaans version of the Composite Abuse Scale (Revised) – Short Form, the translation team could maintain semantic, item, conceptual, operational, and functional equivalence. Following the translation design, the forward and back-translation and committee approach were critical in working towards and reaching semantic and conceptual equivalence. The translation team considered item equivalence throughout the process. In contrast, the cognitive interviews were crucial for establishing operational and functional equivalence. The translation team specifically considered grammatical syntactic equivalence during the first three stages of the process. However, problems with coherence are apparent during the cognitive interviews in determining whether the items are straightforward to interpret. The researcher will discuss grammatical syntactic equivalence separately, as the target text did not always transfer the grammar and syntax of the source text.

Following the directive, the translation team prioritised the communicative purpose of the target text, allowing for some flexibility. The translation team made a few adjustments to ensure that the text conveyed the message of the source text coherently and understandably.

In translating the following two items, the translation team required more words to reach equal meaning:

Source text	Afrikaans translation
We would like to know if you experienced any of the actions listed below from <u>any</u> current or former partner or partners. If it ever happened to you, please tell us <i>how often</i> it usually happened in the past 12 months.	Ons wil graag weet of jy enige van die aksies hieronder gelys van <u>enige</u> huidige of vorige persoon of persone waarmee jy in 'n verhouding was, ervaar het. As dit al ooit met jou gebeur het, vertel ons asseblief <i>hoe dikwels</i> dit gewoonlik oor die afgelope 12 maande gebeur het.
Item 3: Used or threatened to use a knife or gun or other weapon to harm me	Item 3: Het 'n geweer, mes of ander wapen gebruik, of gedreig om een te gebruik, om my seer te maak.

However, the translation reached equal meaning and maintained operational equivalence, as the word count did not negatively impact the format.

In translating the instructions:

Source text	Afrikaans translation
INSTRUCTIONS: These questions ask about your experiences in adult intimate relationships. By adult intimate relationship we mean a current or former husband, wife, partner or boyfriend/girlfriend for longer than one month.	INSTRUKSIES: Hierdie vrae handel oor jou ervarings in volwasse intieme verhoudings. Met volwasse intieme verhouding bedoel ons 'n huidige of vorige eggenoot , verhoudingsmaat of kêrel/meisie vir langer as een maand.

The translation team managed to maintain the semantic equivalence, despite having used one word: “eggenoot” as the equivalent to “husband, wife”. The translation team made this decision to ensure relevance, and, subsequently, item equivalence. They reasoned that distinguishing between “husband” and “wife” could potentially be experienced as exclusionary, and would, therefore, not be appropriate for use in the target population.

Also, while discussing the instructions during the first committee meeting, the translation team deliberated on whether to use "jy/jou" or "u" as an equivalent to "you" throughout the questionnaire. It is customary in Afrikaans to use "u" in formal

communication and "jy/jou" when using a more informal communication style. Bosman and colleagues (1984, p.1338) refer to the use of "u" as the "beleefdheidsvorm", which would mean the polite manner or the way to convey courtesy in the way one addresses another. Engelbrecht (2018, p.66) highlights the challenge experienced in translating between English and Afrikaans. Noting that "aanspreekvorm", or the form of addressing someone in Afrikaans, may convey the speaker's level of respect towards the listener, the status of the individual one is speaking to, or the social distance between two in communication. Engelbrecht (2018) refers explicitly to texts in which the familiarity that grows between individuals becomes observable in the gradual shift from using "u" to "jy/jou". While "u" conveys respect, it may also create a sense of formality, which could be uncomfortable or even exclusionary (Engelbrecht, 2018; Bosman et al., 1984). The translation team indicated that using "jy/jou" in the Afrikaans translation of the CASr-SF conveys a sense of familiarity and may serve as a step towards lessening the distance between the respondent and the questionnaire administrator – which is particularly important considering the questionnaire's content. The aim is to reach a broad audience, take all reasonable steps to respect the respondents' burden and be inclusive in the language used.

The translation team omitted the word “adult” in the following item:

Source text	Afrikaans translation
1. Have you ever been in an adult intimate relationship? (Since you were 16 years of age)	1. Was jy al ooit in 'n intieme verhouding? (Sedert jy 16 jaar oud was)

They reasoned that adding the word in the Afrikaans rendition may have been confusing to the target population, as it would be unfamiliar. For this reason, the translation team ensured item equivalence by omitting a word that would not be relevant to the target population.

The following items do not keep to the grammar and syntax of the source text:

Table 17: Items in which grammatical syntactic equivalence is not transferred.

Source text	Afrikaans translation
We would like to know if you experienced any of the actions listed below from <u>any</u> current or former partner or partners. If it ever happened to you, please tell us <i>how often</i> it usually happened in the past 12 months.	Ons wil graag weet of jy enige van die aksies hieronder gelys van <u>enige</u> huidige of vorige persoon of persone waarmee jy in 'n verhouding was, ervaar het. As dit al ooit met jou gebeur het, vertel ons asseblief <i>hoe dikwels</i> dit gewoonlik oor die afgelope 12 maande gebeur het.
Has this <u>ever</u> happened to you?	Het dit <u>ooit</u> met jou gebeur?
IF YES, how often did it happen in the past 12 months?	Indien JA, hoe dikwels het dit die afgelope 12 maande gebeur?
Item 1: Shook, pushed, grabbed or threw me	Item 1: Het my geskud, gestoot, gegryp of gegooi.
Item 2: Tried to convince my family, children or friends that I am crazy or tried to turn them against me	Item 2: Het my familie, kinders of vriende probeer oortuig dat ek mal is, of probeer om hulle teen my te draai.
Item 3: Used or threatened to use a knife or gun or other weapon to harm me	Item 3: Het 'n geweer, mes of ander wapen gebruik, of gedreig om een te gebruik, om my seer te maak.
Item 4: Made me perform sex acts that I did not want to perform	Item 4: Het my teen my sin aan seksdade laat deelneem.
Item 5: Followed me or hung around outside my home or work	Item 5: Het my agtervolg of buite my huis of werk rondgehang.
Item 6: Threatened to harm or kill me or someone close to me	Item 6: Het gedreig om my of iemand na aan my seer - of dood te maak.
Item 7: Choked me	Item 7: Het my gewurg.
Item 8: Forced or tried to force me to have sex	Item 8: Het my gedwing of probeer dwing om seks te he.
Item 9: Harassed me by phone, text, email or using social media	Item 9: Het my per telefoon, e-pos, teks, of sosiale media geteister.
Item 10: Told me I was crazy, stupid or not good enough	Item 10: Het vir my gese ek is mal, dom of nie goed genoeg nie.
Item 11: Hit me with a fist or object, kicked or bit me	Item 11: Het my met 'n vuus of voorwerp geslaan, geskop of gebyt.
Item 12: Kept me from seeing or talking to my family or friends	Item 12: Het my daarvan weerhou om my familie of vriende te sien of met hul te praat.
Item 13: Confined or locked me in a room or other space	Item 13: Het my in 'n kamer of ander ruimte ingeperk of toegesluit.

Item 14: Kept me from having access to a job, money or financial resources	Item 14: Het my daarvan weerhou om toegang tot 'n werk, geld of finansiële hulpbronne te hê.
Item 15: Blamed me for causing their violent behavior	Item 15: Het my blameer dat ek sy/haar gewelddadige gedrag veroorsaak het.
Item 16: Made comments about my sexual past or my sexual performance that made me feel ashamed, inadequate or humiliated.	Item 16: Het opmerkings oor my seksuele verlede of prestasie gemaak, wat my skaam, onvoldoende of verneder laat voel.

In all these items, it was necessary to allow grammar and syntax to differ from that of the source text to maintain coherence and ensure semantic equivalence. Also, by ensuring coherence and semantic equivalence, the translation team was able to, through this translation, maintain item, conceptual, operational, and functional equivalence.

The success of a translation hinges on the transfer of specific linguistic features from the source text to the target text. These features, as Cozma and Jumanca (2023, p.123) suggest, establish a “relation of equivalence with the source text”. The determination of what constitutes an adequate relation of equivalence is a matter of expert discretion.

At the start of this study, the researcher focused mainly on semantic, item, conceptual, operational, functional, and even metric equivalence in the directive that was communicated to the translation team and was used as the frame of reference to return to in determining whether the translation as rendered through the process of the translation design fulfilled the requirements for equivalence and the communicative purpose of the target text. The researcher, however, included grammatical syntactic equivalence as an additional requirement during the translation process, having recognised the potential impact of grammatical syntactic changes on the coherence and meaning of the sentence. As mentioned in section 3.3, a natural equivalence exists between languages (Panou, 2013) when there is a level of understanding found in the sharing of some linguistic features. Germanic languages, such as Afrikaans and English, share roots and linguistic features, including correspondence on the sentence construction level (Roberge, 2020). In both languages, the sentence construction Subject-Verb-Object (SVO) is usually used (Carstens, 2011; Ponelis, 1973; Conradie,

2001), along with the affordance of flexibility with regards to word order, in service of cohesion – that Louw (2012) refers to as scrambling (Louw, 2012). In translating the CASr-SF into Afrikaans, the sentence construction used within items 1 – 16, which did not maintain grammatical syntactic equivalence, maintained the Subject-Verb-Object construction but shifted the position of the main verb as the auxiliary verb "het" was necessary for coherence (Carstens, 2011). In Afrikaans, the movement of the main verb is necessary in cases where the auxiliary verb "het" is necessary to reach an equal meaning to the message conveyed in the source text – as per Afrikaans language rules (Carstens, 2011; Conradie, 2001). Although the sentence construction: Subject-Verb-Object, is shared between English and Afrikaans, as the source and target texts, respectively, there are still syntactic differences that have implications for the translation process – which were addressed within this translation in line with Afrikaans language rules and the directive of rendering a translation that is meaningful, relevant and adheres to the communicative purpose of the target text, even if at the expense of grammatical syntactic equivalence. The priority remains on conveying the source message in a way that is coherent and understandable, and in that way, responds to the needs of the target population. Cozma and Jumanca (2023, p. 128) shared a similar finding from the translation process, stating:

“An important finding is that a particular type of error (...grammatical, in our case) is generally associated with another type, as revealed by the frequent cases when a grammatical[ly] incorrect structure also displays a case of awkward collocation or of a meaning which is not functionally or logically appropriate in that context.”

The statement by Cozma and Jumanca (2023, p. 128) highlights the unique interconnected relationship among different types of equivalence with semantic equivalence (reaching an equal meaning) specifically determining whether the other types – item, conceptual, operational, functional, and metric equivalence – can be maintained. If the translators had maintained the grammatical syntactic equivalence in items 1 – 16 of the Afrikaans version of the CASr-SF, disregarding the syntactic relations at play, and in that way not considering the specific language rules in Afrikaans, the transfer of grammatical syntactic equivalence would have meant the loss of semantic, item, conceptual, operational, functional, and metric equivalence.

While the summary mentioned metric equivalence, a thorough evaluation of metric equivalence is beyond the scope of this dissertation. There is, however, no reason to believe that the psychometric strength of the measure would have been negatively impacted in rendering this linguistic and cultural transfer, as, apart from instances where grammatical syntactic equivalence was not met, the Afrikaans version of the CASr-SF has managed to maintain all other forms of equivalence.

Given the responses to the third question asked as part of the cognitive interview: “Have you experienced violence or abuse in a way not represented in this questionnaire? (“Het jy geweld of mishandeling ervaar op ‘n manier wat nie hier ingesluit is nie?”) the researcher notes that the questionnaire may not currently represent terrorising and threatening behaviours, in the form of aggressive and destructive behaviour, that is acted out in the respondent’s vicinity but not directed at the respondent – such as throwing, breaking, and slamming objects; the exertion of control and restriction to movement and perceived freedom; undue blame and distrust directed towards the respondent; religious attacks and disregard for the religious or ideological beliefs of the respondent, as well as harassment through the use of pornography. The researcher, therefore, contributes the addition of an open-ended question at the end of the scale, to allow respondents to voice any experience of abuse not represented in the questionnaire: “Have you experienced violence or abuse in a way not represented in this questionnaire? If so, please elaborate”. (“Het jy geweld of mishandeling ervaar op ‘n manier wat nie hier ingesluit is nie? Indien wel, brei asseblief uit”). Sharing experiences may be an important part of the therapeutic process, and in addition to the therapeutic benefits of sharing, this questionnaire may provide insight into the abusive experiences that occur in intimate partner relationships that may not always be considered.

4.2 Navigating the affective impact of the questionnaire.

The developers of the CASr-SF, Ford-Gilboe, and colleagues (2016), specifically mention the benefit of the CASr-SF compared to its predecessor, the CAS, in its brevity, clarity, sensitivity to the respondent burden, and cognisance of the emotional safety of the respondent. In having reached an equivalent measure, the researcher is confident that the Afrikaans rendition transfers these benefits. Considering emotional safety and intending to limit respondent burden, in this study, it was clear from the responses provided by Participant 3 during the cognitive interviews that the content

evoked an emotional response in some participants. Sharing and being confronted with sensitive and even distressing content has an emotional impact and burden. In reading through the questions, Participant 3, remarked that the items were weighty: “Dis rowwe vrae”. The participant was willing to participate and was open to sharing thoughts and perceptions in response to items. The participant did, however, report experiencing anger, fear, disgust, and disappointment when thinking about these experiences. The researcher observed some discomfort, and the participant seemed rushed to complete the interview. The participant wanted to contribute but experienced discomfort, perhaps not wanting to think and speak about the content for too long. Participant 1, especially, took time to answer and indicated that, while comfortable answering and participating in the interview, the participant would not have felt comfortable being confronted with the content a few years ago. These responses and observations highlight the sensitive nature of the content in this questionnaire, but even more so, of intimate partner violence as a topic and as an experience.

Some topics are considered taboo and not talked about – in general, and perhaps even more so in some populations. Van Huyssteen (1996), writing from the perspective of an Afrikaans-speaking South African, refers to aspects of sexuality, for instance, as a taboo domain, when one then considers the fact that the CASr-SF not only refers to sexual behaviour but to sexual violence, this may explain the perceived discomfort of participants in responding to these questions. Also, in South Africa and other parts of the world, intimate partner violence and the experiences involved in intimate partner violence have often been categorised as a taboo topic (Band-Winterstein et al., 2021; Dheensa et al., 2020; McCleary-Sills et al., 2016).

McCleary-Sills and colleagues (2016) note how social norms, which in some populations include the acceptance of what is defined by most as intimate partner violence, along with the ridicule, shame, and even negative consequences enforced on those who report, not only keep those who experience IPV from reporting but also keep them, and others from speaking about these experiences, seeking medical and mental health related support, and, subsequently, perpetuates the occurrence of abusive behaviours, as the perceptions remain. Lakoff (2008) notes that stereotypes, specifically gender stereotypes, arise from perceptions regarding the environment established as early as childhood. Lakoff (2008, p. 85) highlights the dangers involved

in this, stating, "Social stereotypes define cultural expectations and create prototypical characteristics, they are often used to make general conclusions." These conclusions may have a positive influence or a negative influence on society. Roelens, Verstraelen, and Temmerman (2009) speak to the unseen element of the experience of IPV, stating that in most cases, those experiencing IPV do not show overt signs or the signs that are there are not necessarily recognised as such – meaning that, if the individual does not, themselves, seek out help, their experiences may go undetected. Reflecting on the questionnaire, Participant 1 stated that emotional abuse breaks one's soul - "*dit breek jou siel af*". Even though results from studies weighing the risk-to-benefit ratio of universal screenings were inconclusive, allowing IPV to remain undetected may be even more detrimental (Roelens, Verstraelen & Temmerman, 2009).

Therefore, active intervention in South Africa to address IPV awareness, prevention, detection, and support is crucial. In this study, the researcher aimed to develop a meaningful and relevant Afrikaans translation of the Composite Abuse Scale (Revised) – Short Form, rendering a linguistic and cultural transfer, and working towards a valid measure. In keeping with this aim, the researcher, with the support of a multidisciplinary translation team, followed a four-stage translation design, which consisted of forward translation, back-translating the forward translations, discussing, integrating, and refining the forward translations through a committee approach to reach consensus on an appropriate Afrikaans version of the CASr-SF, which was then qualitatively piloted with three participants each of whom participated in a cognitive interview. Guided by the directive for the translation established by the researcher at the start of the process, the equivalence of the text was evaluated throughout the process by the translation team, and the adjustments were aligned with the communicative purpose of the target text while remaining true to the message conveyed by the source text. Therefore, the Afrikaans version of the Composite Abuse Scale (Revised) – Short Form meets the requirements for quality and equivalence as determined by the researcher.

CHAPTER 5: CONCLUSIONS

This study aimed to develop a meaningful and relevant Afrikaans translation of the Composite Abuse Scale (Revised) – Short Form, a linguistic and cultural transfer. The researcher, with the support of the translation team, managed to attain equivalence in the Afrikaans version, rendering a transfer of the meaning, concepts, actions, and message of the Composite Abuse Scale (Revised) – Short Form.

5.1 Limitations

This study has shown the challenges faced when embarking on a translation study. While the researcher was able to source four translators to participate in this study, there was an initial challenge in finding translators who were willing and able to devote time to the committee approach in addition to the time required to render the initial forward and back-translations. Even though the original CASr-SF is a brief questionnaire with only 16 items, the translators involved in this study completed the translation and committee approach for the full adapted questionnaire; the committee approach alone took 3 hours. The committee approach followed the independent translations produced by each translator separately; the time required for this ranged from 2 weeks to 3 months as translators had to balance the work on the translations with their respective commitments, as all translators are employed full-time – highlighting the demand in time present in rendering a linguistic and cultural transfer. The study also required substantial financial support to remunerate four translators and one language practitioner who completed the transcriptions of the committee approach, as well as the cognitive interviews. However, the value of having four multidisciplinary translators and transcriptions that allow further analysis of the recorded committee approach and cognitive interviews outweighs the financial weight.

During the translation process, the translation team made decisions and adjustments in line with the directive as the evaluation criteria of the text. The Afrikaans translation of the CASr-SF conveys the message of the source text, enacts the intended action communicated by the source text, aligns with the constructs measured, and maintains the relation of specific items to the domains, and overarching construct in the same way as is observed in the source text, all the while keeping to the communicative

purpose of the target text as a measure of intimate partner violence experiences translated by and for Afrikaans-speaking South Africans—adjustments to the measure attained semantic, item, conceptual, operational, and functional equivalence. To adhere to Afrikaans language rules and reach a coherent translation, the grammar and syntax of the source text were not fully transferred. The loss of grammatical syntactic equivalence is, however, reasonable, as it allowed alignment with the target text's communicative purpose and, subsequently, reached the aim of the study.

Regarding the emotional burden exerted by the questionnaire, the subject matter and content involved in both the original and Afrikaans versions of the CASr-SF remain confronting. Even within a limited sample, responses to the cognitive interviews clearly show the jarring experience of being confronted by the descriptions of intimate partner violence as observed in the Afrikaans CASr-SF. Cognisance of the added weight of potential reminders of personal experiences of abuse understandably asks those who administer the CASr-SF to do so with the utmost sensitivity and clearly shows the importance of this contribution and the dire need for further intervention against the perpetuation of intimate partner violence.

5.2 Contribution and future directions

This study contributes to the measurement of intimate partner violence experiences as the first Afrikaans measure of experiences of intimate partner violence that collects data on the severity and frequency of experiences of physical, sexual, and psychological abuse. This measure will improve access to services, adding comfort in responding and removing the language barrier that the Afrikaans-speaking population may have previously faced in responding to measures of intimate partner violence, not having been adapted specifically for this population. The Afrikaans version of the CASr-SF, therefore, affords the benefits of the original CASr-SF in brevity, clarity, and sensitivity to the emotional safety of the respondent and in limiting burden, and extends these benefits to the Afrikaans-speaking population of South Africa. Responding in one's language of comfort reduces mental and emotional strain, allowing items to feel more familiar, narrowing the perceived distance between the administrator and respondent, and making items feel less intrusive. In addition, following the validation of the measure, it will provide the opportunity to compare the

experiences of intimate partner violence among diverse populations. It may lend itself to providing insight into the unique characteristics of the Afrikaans-speaking population of South Africa as it pertains to intimate partner violence. In the future, this may allow further exploration into perceptions and stereotypes that may perpetuate abuse among the Afrikaans-speaking population of South Africa.

As a linguistic and cultural transfer, translated by and for the Afrikaans-speaking population of South Africa, this questionnaire directly responds to the unique needs and understandings of the intended population, affording opportunities for community-based interventions before a focus on individual needs. Intimate partner violence is a significant cause for concern in South Africa. This contribution will increase awareness of what constitutes abusive experiences. It may be used as a potential screening instrument to ensure that abusive experiences do not go undetected, to increase the understanding of these experiences and compassion for those experiencing IPV, and to promote help-seeking behaviours among the Afrikaans-speaking population and the broader population of South Africa, and the world.

Assessment practices need to become more representative of the South African population. The assessment instruments used in South Africa must represent the South African population. Language barriers should not keep anyone from accessing services. There is still a long way to go in reaching equality in the provision of mental health services – as equal service provision would require provision in all languages, having practitioners available in all languages, as well as having therapy resources and assessment materials rigorously adapted and ready for use in each language used in South Africa, not as a luxury but as a necessity and an aim that practitioners should actively endeavour. This contribution takes but one step in this direction with one assessment. However, the value is clear.

The reasonable next step in intervening and actively working towards IPV awareness, prevention, detection, and support is a large quantitative pilot and rigorous evaluation of the psychometric properties of the Afrikaans version of the CASr-SF, including the open-ended question: *"Have you experienced violence or abuse in a way not represented in this questionnaire? If so, please elaborate/Het jy geweld of mishandeling ervaar op 'n manier wat nie hier ingesluit is nie? Indien wel, brei asseblief*

uit". This question has the potential to enhance the data by capturing experiences that are not currently represented without impeding the questionnaire's psychometric strength. Quantitative piloting should be done to establish metric equivalence and to collect evidence on the reliability and validity of the measure to ensure a valid Afrikaans translation of the CASr-SF as a brief measure of intimate partner violence experiences that is appropriate for use on the Afrikaans-speaking population of South Africa.

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APPENDICES

Appendix A – Ethics Approval Letter

Appendix B – Participant Consent Translation

Appendix C – Participant Consent Cognitive Interviews

Appendix D – Collated Forward Translations

Appendix E – Collated Back Translations



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6 June 2022

Prof Megan Campbell

Email: M.Campbell@ru.ac.za

Review Reference: 2022-5481-6723

Dear Prof Megan Campbell

Title: Predictors of Violence in African couple relationships

Researcher: Prof Megan Campbell

This letter confirms that the above research proposal has been reviewed and **APPROVED** by the Rhodes University Human Research Ethics Committee (RU-HREC). Your Approval number is: 2022-5481-6723

Approval has been granted for 1 year. An annual progress report will be required in order to renew approval for an additional period. You will receive an email notifying you when the annual report is due.

Please ensure that the ethical standards committee is notified should any substantive change(s) be made, for whatever reason, during the research process. This includes changes in investigators. Please also ensure that a brief report is submitted to the ethics committee on the completion of the research. The purpose of this report is to indicate whether the research was conducted successfully, if any aspects could not be completed, or if any problems arose that the ethical standards committee should be aware of. If a thesis or dissertation arising from this research is submitted to the library's electronic theses and dissertations (ETD) repository, please notify the committee of the date of submission and/or any reference or cataloguing number allocated.

Sincerely,

Prof Arthur Webb

Chair: Rhodes University Human Research Ethics Committee, RU-HREC

cc: Ms Danielle de Vos - Ethics Coordinator



PARTICIPANT INFORMED CONSENT DECLARATION

(To be signed by research participant/s)

Project Title: Predictors of Violence in African couple relationships

Constanze Steyn from the Department of Psychology, Rhodes University has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to understand how different people think about themselves and close relationships, particularly how violence emerges in relationships
2. Rhodes University has given ethical clearance to this research project (**Ethics Approval Number 2022-5481-6723**) and I have seen/may request to see the clearance certificate by contacting the Ethics Coordinator (ethics-committee@ru.ac.za)
3. By participating in this research project I will be contributing towards a valid Afrikaans-translation of the CASr-SF
4. I will participate in the project by participating in the translation and committee discussion process
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will be compensated for participating in the research.
7. The following risks are associated with my participation: As the measure holds an emotional burden the administrator will be available to provide emotional support if needed.
8. The Researcher intends to publish the research results in the form of a dissertation and, if needed, subsequent research articles. However, confidentiality and anonymity of records will be maintained and my name and identity will not be revealed to anyone who has not been involved in the conducting of the research, **unless I indicate to the**



contrary/recognize that as a public figure my identity will inevitably be/become known, in which case I agree to accept the loss of anonymity.

9. In terms of the Protection of Personal Information Act (No. 4 of 2013) it remains my right to request the Researcher to provide me with a detailed explanation of exactly how confidentiality and anonymity of the data I provide will be achieved. I may also request to know exactly how my personal information will be stored securely, for how long it will be stored.
10. If any data collected from me for this research project is to be used by the Researcher for any further study, I am to be informed in writing and my written consent requested again. I need not give consent for the new research if it is incompatible with the initial purpose of the present study (POPIA, s15(3)). Equally, I can simply reject the request. In such cases, a formal request needs to be made to me by the researcher via the Ethics Coordinator (ethics-committee@ru.ac.za).
11. In terms of the POPI Act, I possess the right to receive feedback about this research. This will take the form of correspondence unless **I elect not to receive this feedback.**
12. Any further questions that I might have regarding the nature of the research and/or my participation in it will be answered by Constanze Steyn (constanze.steyn@ru.ac.za)
13. By signing this informed consent declaration, I am not waiving any legal claims, rights, or remedies. A copy of this informed consent declaration will be given to me, and the original will be kept on record by the Researcher.
14. I **agree/disagree** (delete inapplicable) to the Researcher's request to take photographs, or videoing me as part of this research project, recognizing that agreement here is likely to raise the risk of compromising my anonymity and that steps will be taken to ensure this will not happen if my consent is given.
15. I **agree/disagree** (delete inapplicable) to the Researcher's use of voice recording of my comments and opinions during interviews, the purpose of which is to ensure the accurate recording of my views/responses. Furthermore, I have the right to request a copy of the interview transcriptions to confirm that my opinions are accurately recorded

I,, have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask, and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.



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Date



PARTICIPANT INFORMED CONSENT DECLARATION

(To be signed by research participant/s)

Project Title: Predictors of Violence in African couple relationships

Constanze Steyn from the Department of Psychology, Rhodes University has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to understand how different people think about themselves and close relationships, particularly how violence emerges in relationships
2. Rhodes University has given ethical clearance to this research project (**Ethics Approval Number 2022-5481-6723**) and I have seen/may request to see the clearance certificate by contacting the Ethics Coordinator (ethics-committee@ru.ac.za)
3. By participating in this research project I will be contributing towards a valid Afrikaans-translation of the CASr-SF
4. I will participate in the project by participating in completing the CASr-SF Afrikaans-version and partaking in a cognitive interview
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
7. The following risks are associated with my participation: As the measure holds an emotional burden the administrator will be available to provide emotional support if needed
8. The Researcher intends to publish the research results in the form of a dissertation and, if needed, subsequent research articles. However, confidentiality and anonymity of records will be maintained and my name and identity will not be revealed to anyone who has not been involved in the conducting of the research, **unless I indicate to the contrary/recognize that as a public figure my identity will inevitably be/become known, in which case I agree to accept the loss of anonymity.**



9. In terms of the Protection of Personal Information Act (No. 4 of 2013) it remains my right to request the Researcher to provide me with a detailed explanation of exactly how confidentiality and anonymity of the data I provide will be achieved. I may also request to know exactly how my personal information will be stored securely, for how long it will be stored.
10. If any data collected from me for this research project is to be used by the Researcher for any further study, I am to be informed in writing and my written consent requested again. I need not give consent for the new research if it is incompatible with the initial purpose of the present study (POPIA, s15(3)). Equally, I can simply reject the request. In such cases, a formal request needs to be made to me by the researcher via the Ethics Coordinator (ethics-committee@ru.ac.za).
11. In terms of the POPI Act, I possess the right to receive feedback about this research. This will take the form of correspondence unless ***I elect not to receive this feedback.***
12. Any further questions that I might have regarding the nature of the research and/or my participation in it will be answered by Constanze Steyn
13. By signing this informed consent declaration, I am not waiving any legal claims, rights, or remedies. A copy of this informed consent declaration will be given to me, and the original will be kept on record by the Researcher.
14. I ***agree/disagree*** (delete inapplicable) to the Researcher's request to take photographs, or videoing me as part of this research project, recognizing that agreement here is likely to raise the risk of compromising my anonymity and that steps will be taken to ensure this will not happen if my consent is given.
15. I ***agree/disagree*** (delete inapplicable) to the Researcher's use of voice recording of my comments and opinions during interviews, the purpose of which is to ensure the accurate recording of my views/responses. Furthermore, I have the right to request a copy of the interview transcriptions to confirm that my opinions are accurately recorded

I,, have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask, and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.



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Date

APPENDIX D – COLLATED FORWARD TRANSLATIONS

Source Text	Forward-Translation X	Forward-Translation Y
INSTRUCTIONS: These questions ask about your experiences in adult intimate relationships. By adult intimate relationship we mean a current or former husband, wife, partner or boyfriend/girlfriend for longer than one month.	INSTRUKSIES: Hierdie vrae handel oor u ervarings in volwasse intieme verhoudings. Met volwasse intieme verhouding bedoel ons 'n huidige of voormalige man, vrou, lewensmaat of kêrel/meisie vir langer as een maand.	INSTRUKSIES: Hierdie vrae vra oor jou ervarings in volwasse intieme verhoudings. Met intieme volwasse verhoudings bedoel ons 'n huidige of voormalige eggenoot, lewensmaat, of kêrel/meisie vir langer as een maand.
1. Have you ever been in an adult intimate relationship? (Since you were 16 years of age)	1. Was u al ooit in 'n intieme verhouding? (Sedert u 16 jaar oud was)	1. Was jy al ooit in 'n volwasse intieme verhouding? (Vanaf 16 jaar oud)
a) Yes	a) Ja	a) Ja
b) No -- Skip out of remaining questions	b) Nee – Slaan die oorblywende vrae oor	b) Nee – Slaan die oorblywende vrae oor
2. Are you currently in a relationship?	2. Is u tans in 'n verhouding?	2. Is jy huidiglik in 'n verhouding?
a) Yes	a) Ja	a) Ja
b) No -- Go to Q4	b) Nee – Gaan na Vraag 4	b) Nee -- Gaan na V4
3. Are you currently afraid of your partner?	3. Is u tans bang vir u verhoudingsmaat?	3. Is jy huidiglik bang vir jou lewensmaat?
a) Yes	a) Ja	a) Ja
b) No	b) Nee	b) Nee
4. Have you ever been afraid of any partner?	4. Was u al ooit bang vir enige verhoudingsmaat?	4. Was jy al ooit bang vir enige lewensmaat?
a) Yes	a) Ja	a) Ja
b) No	b) Nee	b) Nee
We would like to know if you experienced any of the actions listed below from <u>any</u> current or former partner or partners. If it ever happened to you, please tell us <i>how often</i> it usually happened in the past 12 months.	Ons wil graag weet of u enige van die aksies hieronder gelys van enige huidige of vorige persoon of persone waarmee u in 'n verhouding was, ervaar het. As dit al ooit met u gebeur het, vertel ons asseblief <i>hoe dikwels</i> dit gewoonlik in die afgelope 12 maande gebeur het.	Ons wil graag weet of jy al enige van die aksies hieronder gelys, van <u>enige</u> huidige of voormalige lewensmaat of lewensmaats, ondervind het. Indien dit ooit met jou gebeur het, dui asseblief aan hoe gereeld dit in die laaste 12 maande plaasgevind het.
Not in the past 12 months	Nie die afgelope 12 maande nie	Nie in die laaste 12 maande nie
Once	Een maal	Een maal
A few times	'n Paar maal	'n Paar keer
Monthly	Maande-liks	Maandeliks
Weekly	Week-liks	Weekliks

Daily/almost daily	Daaglik/ byna daaglik	Daaglik/byna daaglik
<i>My partner(s):</i>	<i>My verhoudingsmaat(s):</i>	<i>My lewensmaat(s):</i>
Has this <u>ever</u> happened to you?	Het dit <u>ooit</u> met u gebeur?	Het hierdie al <u>ooit</u> met jou gebeur?
IF YES, how often did it happen in the past 12 months?	Indien JA, hoe dikwels het dit die afgelope 12 maande gebeur?	INDIEN JA, hoe gereeld het dit in die laaste 12 maande plaasgevind?
Item 1: Shook, pushed, grabbed or threw me.	Item 1: My geskud, gestamp, gegryp of gegooi.	Item 1: Geskud, gestoot, gegryp of my gegooi.
Item 2: Tried to convince my family, children or friends that I am crazy or tried to turn them against me.	Item 2: My familie, kinders of vriende probeer oortuig dat ek mal is, of probeer om hulle teen my te draai.	Item 2: My familie, kinders of vriende probeer oorreed dat ek gek is, of hulle teen my probeer draai.
Item 3: Used or threatened to use a knife or gun or other weapon to harm me.	Item 3: Gebruik of gedreig om 'n mes of geweer of ander wapen te gebruik om my skade aan te doen.	Item 3: 'n geweer, mes of ander wapen gebruik, of gedreig om een te gebruik, om my seer te maak.
Item 4: Made me perform sex acts that I did not want to perform.	Item 4: Het my aan seksdade laat deelneem wat ek nie wou doen nie.	Item 4: My forseer om seksdade uit te voer wat ek nie wou uitvoer nie.
Item 5: Followed me or hung around outside my home or work.	Item 5: Het my agtervolg of buite my huis of werk rondgehang.	Item 5: My agtervolg of buite my huis of werk rondgehang.
Item 6: Threatened to harm or kill me or someone close to me.	Item 6: Gedreig om my of iemand na aan my leed aan te doen of dood te maak.	Item 6: Gedreig om my of iemand na aan my seer –of dood te maak.
Item 7: Choked me.	Item 7: Het my gewurg.	Item 7: My gewurg.
Item 8: Forced or tried to force me to have sex.	Item 8: Het my gedwing of probeer dwing om seks te hê.	Item 8: My forseer, of probeer forseer, om seks te hê.
Item 9: Harassed me by phone, text, email or using social media.	Item 9: Het my geteister per telefoon, SMS, e-pos of deur sosiale media te gebruik.	Item 9: My per telefoon, e-pos, teks, of sosiale media geteister.
Item 10: Told me I was crazy, stupid or not good enough.	Item 10: Het vir my gesê ek is mal, dom of nie goed genoeg nie.	Item 10: My vertel dat ek gek, dom, of nie goed genoeg is nie.
Item 11: Hit me with a fist or object, kicked or bit me.	Item 11: Het my met 'n vuus of voorwerp geslaan, geskop of gebyt.	Item 11: My met 'n vuus of objek geslaan, geskop, of gebyt.
Item 12: Kept me from seeing or talking to my family or friends.	Item 12: Het my daarvan weerhou om my familie of vriende te sien of met my te praat.	Item 12: My daarvan weerhou om vriende of familie te sien of met hulle te kommunikeer.

Item 13: Confined or locked me in a room or other space	Item 13: Het my in 'n kamer of ander ruimte ingeperk of toegesluit.	Item 13: My aangehou of my toegesluit in 'n kamer of ander spasie.
Item 14: Kept me from having access to a job, money or financial resources.	Item 14: Het my daarvan weerhou om toegang tot 'n werk, geld of finansiële hulpbronne te hê.	Item 14: My weerhou daarvan om toegang te hê tot 'n werk, geld of finansiële hulpbronne.
Item 15: Blamed me for causing their violent behaviour.	Item 15: Het my blameer dat ek sy/haar gewelddadige gedrag veroorsaak het.	Item 15: My blameer dat ek hul gewelddadige optrede veroorsaak het.
Item 16: Made comments about my sexual past or my sexual performance that made me feel ashamed, inadequate or humiliated.	Item 16: Het opmerkings gemaak oor my seksuele verlede of my seksuele prestasie wat my skaam, onvoldoende of verneder laat voel.	Item 16: Kommentaar gemaak oor my seksuele geskiedenis of seksuele gedrag wat my skaam, minderwaardig of verneder laat voel het.
THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.	DANKIE DAT U DIE TYD AFGESTAAN HET OM HIERDIE VRAELYS TE VOLTOOI.	DANKIE DAT U DIE TYD GENEEM HET OM DIE VRAELYS TE VOLTOOI.

APPENDIX E – COLLATED BACK TRANSLATIONS

Source Text	Back-translation x
INSTRUCTIONS: These questions ask about your experiences in adult intimate relationships. By adult intimate relationship we mean a current or former husband, wife, partner or boyfriend/girlfriend for longer than one month.	INSTRUCTIONS: These questions are about your experiences in adult intimate relationships. By adult intimate relationship we mean a current or former husband, wife, life partner or boyfriend/girlfriend for more than one month.
1. Have you ever been in an adult intimate relationship? (Since you were 16 years of age).	1. Have you ever been in an intimate relationship? (Since you were 16 years old).
a) Yes	a) Yes
b) No -- Skip out of remaining questions	b) No – Skip the remaining questions
2. Are you currently in a relationship?	2. Are you currently in a relationship?
a) Yes	a) Yes
b) No -- Go to Q4	b) No – Go to Question 4
3. Are you currently afraid of your partner?	3. Are you currently afraid of your relationship partner?
a) Yes	a) Yes
b) No	b) No
4. Have you ever been afraid of any partner?	4. Have you ever been afraid of any relationship partner?
a) Yes	a) Yes
b) No	b) No
We would like to know if you experienced any of the actions listed below from <u>any</u> current or former partner or partners. If it ever happened to you, please tell us <i>how often</i> it usually happened in the past 12 months.	We would like to know if you have experienced any of the actions listed below from <u>any</u> person or persons with whom you are currently or were formerly in a relationship . If this has ever happened to you, please tell us <i>how often</i> it usually happened in the past 12 months.
Not in the past 12 months	Not in the past 12 months
Once	One time
A few times	A few times
Monthly	Monthly
Weekly	Weekly
Daily/almost daily	Daily/ almost daily
<i>My partner(s):</i>	<i>My relationship partner(s) has:</i>
Has this <u>ever</u> happened to you?	Has this <u>ever</u> happened to you?
IF YES, how often did it happen in the past 12 months?	IF YES, how often did this happen in the past 12 months?

Source Text	Back-translation x
Item 1: Shook, pushed, grabbed or threw me.	Item 1: Shaken, knocked , grabbed or thrown me.
Item 2: Tried to convince my family, children or friends that I am crazy or tried to turn them against me.	Item 2: Tried to convince my family, children or friends that I am crazy, or tried to turn them against me.
Item 3: Used or threatened to use a knife or gun or other weapon to harm me.	Item 3: Used or threatened to use a knife or gun or other weapon against me to harm me.
Item 4: Made me perform sex acts that I did not want to perform.	Item 4: Made me participate in sex acts that I did not want to do .
Item 5: Followed me or hung around outside my home or work.	Item 5: Followed me or hung around outside my home or work.
Item 6: Threatened to harm or kill me or someone close to me.	Item 6: Threatened to harm or kill me or someone close to me.
Item 7: Choked me.	Item 7: Strangled me.
Item 8: Forced or tried to force me to have sex.	Item 8: Forced me or tried to force me to have sex.
Item 9: Harassed me by phone, text, email or using social media.	Item 9: Harassed me by phone, text, email or using social media.
Item 10: Told me I was crazy, stupid or not good enough.	Item 10: Told me I am crazy, stupid or not good enough.
Item 11: Hit me with a fist or object, kicked or bit me.	Item 11: Hit me with a fist or object, or kicked or bit me.
Item 12: Kept me from seeing or talking to my family or friends.	Item 12: Prevented me from seeing or speaking to my family or friends.
Item 13: Confined or locked me in a room or other space.	Item 13: Confined or locked me in a room or other space.
Item 14: Kept me from having access to a job, money or financial resources.	Item 14: Prevented me from having access to a job, money or financial resources.
Item 15: Blamed me for causing their violent behaviour.	Item 15: Blamed me for causing his/her violent behaviour.
Item 16: Made comments about my sexual past or my sexual performance that made me feel ashamed, inadequate or humiliated.	Item 16: Made comments about my sexual past or my sexual performance that made me feel ashamed, inadequate or humiliated.
THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE	THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE

Source Text	Back-translation y
INSTRUCTIONS: These questions ask about your experiences in adult intimate relationships. By adult intimate relationship we mean a current or former husband, wife, partner or boyfriend/girlfriend for longer than one month.	INSTRUCTIONS: These questions ask about your experiences in adult intimate relationships. With intimate adult relationships we mean a current or former spouse, life partner, or boyfriend/girlfriend for more than one month.
1. Have you ever been in an adult intimate relationship? (Since you were 16 years of age).	1. Have you ever been in a mature intimate relationship? (From 16 years old).
a) Yes	a) Yes
b) No -- Skip out of remaining questions	b) No – Skip the remaining questions
2. Are you currently in a relationship?	2. Are you currently in a relationship?
a) Yes	a) Yes
b) No -- Go to Q4	b) No -- Go to Q4
3. Are you currently afraid of your partner?	3. Are you currently afraid of your partner?
a) Yes	a) Yes
b) No	b) No
4. Have you ever been afraid of any partner?	4. Have you ever been afraid of any partner?
a) Yes	a) Yes
b) No	b) No
We would like to know if you experienced any of the actions listed below from <u>any</u> current or former partner or partners. If it ever happened to you, please tell us <i>how often</i> it usually happened in the past 12 months.	We would like to know if you have experienced any of the actions listed below, from any current or former partner or partners. If this has ever happened to you, please indicate how often this has occurred in the last 12 months.
Not in the past 12 months	Not in the past 12 months
Once	Once
A few times	A few times
Monthly	Monthly
Weekly	Weekly
Daily/almost daily	Daily/ almost daily
<i>My partner(s):</i>	My life partner (s):
Has this <u>ever</u> happened to you?	Has this <u>ever</u> happened to you?
IF YES, how often did it happen in the past 12 months?	IF YES, how often has it occurred in the last 12 months?

Source Text	Back-translation y
Item 1: Shook, pushed, grabbed or threw me.	Item 1: Shaken , pushed, grabbed or threw me.
Item 2: Tried to convince my family, children or friends that I am crazy or tried to turn them against me.	Item 2: Try to persuade my family, children or friends that I'm crazy, or try to turn them against me.
Item 3: Used or threatened to use a knife or gun or other weapon to harm me.	Item 3: Used a gun, knife or other weapon, or threatened to use one , to hurt me.
Item 4: Made me perform sex acts that I did not want to perform.	Item 4: Forcing me to have sex when I didn't want to.
Item 5: Followed me or hung around outside my home or work.	Item 5: Pursuing me or hanging around home or work.
Item 6: Threatened to harm or kill me or someone close to me.	Item 6: Threatened to cause me or someone close to me pain - or death .
Item 7: Choked me.	Item 7: Strangled me.
Item 8: Forced or tried to force me to have sex.	Item 8: Force me, or try to force me, to have sex.
Item 9: Harassed me by phone, text, email or using social media.	Item 9: Harassed me by phone, e-mail, text , or social media.
Item 10: Told me I was crazy, stupid or not good enough.	Item 10: Tell me I'm crazy, stupid, or not good enough.
Item 11: Hit me with a fist or object, kicked or bit me.	Item 11: Hit me with a fist or object, kicked, or bitten .
Item 12: Kept me from seeing or talking to my family or friends.	Item 12: Prevent me to see friends or family or communicate with them .
Item 13: Confined or locked me in a room or other space.	Item 13: Detained me or locked me in a room or other space.
Item 14: Kept me from having access to a job, money or financial resources.	Item 14: Prevents me from having access to a job, money or financial resources.
Item 15: Blamed me for causing their violent behavior.	Item 15: Blames me that I cause their violent action .
Item 16: Made comments about my sexual past or my sexual performance that made me feel ashamed, inadequate or humiliated.	Item 16: Makes comments on my sexual history or sexual behaviour that makes me feel shy, inferior or humiliated.
THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE	THANK YOU FOR TAKING THE TIME TO COMPLETE THE QUESTIONNAIRE

Back-translation x	Back-translation y
INSTRUCTIONS: These questions are about your experiences in adult intimate relationships. By adult intimate relationship we mean a current or former husband, wife, life partner or boyfriend/girlfriend for more than one month.	INSTRUCTIONS: These questions ask about your experiences in adult intimate relationships. With intimate adult relationships we mean a current or former spouse, life partner, or boyfriend/girlfriend for more than one month.
1. Have you ever been in an intimate relationship? (Since you were 16 years old).	1. Have you ever been in a mature intimate relationship? (From 16 years old).
a) Yes	a) Yes
b) No – Skip the remaining questions	b) No – Skip the remaining questions
2. Are you currently in a relationship?	2. Are you currently in a relationship?
a) Yes	a) Yes
b) No – Go to Question 4	b) No -- Go to Q4
3. Are you currently afraid of your relationship partner?	3. Are you currently afraid of your partner?
a) Yes	a) Yes
b) No	b) No
4. Have you ever been afraid of any relationship partner?	4. Have you ever been afraid of any partner?
a) Yes	a) Yes
b) No	b) No
We would like to know if you have experienced any of the actions listed below from any person or persons with whom you are currently or were formerly in a relationship . If this has ever happened to you, please tell us <i>how often</i> it usually happened in the past 12 months.	We would like to know if you have experienced any of the actions listed below, from any current or former partner or partners. If this has ever happened to you, please indicate how often this has occurred in the last 12 months.
Not in the past 12 months	Not in the past 12 months
One time	Once
A few times	A few times
Monthly	Monthly
Weekly	Weekly
Daily/ almost daily	Daily/ almost daily
My <i>relationship</i> partner(s) has:	My life partner (s):
Has this ever happened to you?	Has this ever happened to you?
If YES, how often did this happen in the past 12 months?	If YES, how often has it occurred in the last 12 months?

Back-translation x	Back-translation y
Item 1: Shaken, knocked, grabbed or thrown me.	Item 1: Shaken , pushed, grabbed or threw me.
Item 2: Tried to convince my family, children or friends that I am crazy, or tried to turn them against me.	Item 2: Try to persuade my family, children or friends that I'm crazy, or try to turn them against me.
Item 3: Used or threatened to use a knife or gun or other weapon against me to harm me.	Item 3: Used a gun, knife or other weapon, or threatened to use one , to hurt me.
Item 4: Made me participate in sex acts that I did not want to do .	Item 4: Forcing me to have sex when I didn't want to.
Item 5: Followed me or hung around outside my home or work.	Item 5: Pursuing me or hanging around home or work.
Item 6: Threatened to harm or kill me or someone close to me.	Item 6: Threatened to cause me or someone close to me pain - or death .
Item 7: Strangled me.	Item 7: Strangled me.
Item 8: Forced me or tried to force me to have sex.	Item 8: Force me, or try to force me, to have sex.
Item 9: Harassed me by phone, text, email or using social media.	Item 9: Harassed me by phone, e-mail, text , or social media.
Item 10: Told me I am crazy, stupid or not good enough.	Item 10: Tell me I'm crazy, stupid, or not good enough.
Item 11: Hit me with a fist or object, or kicked or bit me.	Item 11: Hit me with a fist or object, kicked, or bitten .
Item 12: Prevented me from seeing or speaking to my family or friends.	Item 12: Prevent me to see friends or family or communicate with them .
Item 13: Confined or locked me in a room or other space.	Item 13: Detained me or locked me in a room or other space.
Item 14: Prevented me from having access to a job, money or financial resources.	Item 14: Prevents me from having access to a job, money or financial resources.
Item 15: Blamed me for causing his/her violent behaviour.	Item 15: Blames me that I cause their violent action .
Item 16: Made comments about my sexual past or my sexual performance that made me feel ashamed, inadequate or humiliated.	Item 16: Makes comments on my sexual history or sexual behaviour that makes me feel shy, inferior or humiliated.
THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE	THANK YOU FOR TAKING THE TIME TO COMPLETE THE QUESTIONNAIRE