

6-28-2019

## Community Stakeholder Perspectives Around the Strengths and Needs of Unaccompanied Immigrant Minors

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### NSUWorks Citation

Formoso, D., Suarez-Morales, L., Barbeito, C., Grosse, V. L., Wilson, A. (2019). Community Stakeholder Perspectives Around the Strengths and Needs of Unaccompanied Immigrant Minors. *2019 17th Biennial Meeting of the Society for Community Research and Action (SCRA)*.

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**MAKING AN IMPACT  
ECOLOGICAL PRAXIS:  
SYSTEM COMPLEXITY, CYCLES OF  
ACTION, AND EXTENDING OUR  
METAPHORS WITH  
THE NATURAL WORLD**

**2019 SCRA Biennial  
June 26-29th  
Hosted by  
National Louis University  
Chicago, Illinois**



1886

**NATIONAL  
LOUIS  
UNIVERSITY**



**SCRA**  
SOCIETY FOR COMMUNITY  
RESEARCH AND ACTION

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## Chicago

Community psychology in so many forms, on so many issues, and in so many places, plays a major role in Chicago and Chicagoland. The conference will be held in downtown Chicago, across from the Art Institute (voted in the recent past as the Best Museum in the World) and kiddie corner from Millennium Park and the children's Maggie Daley Park. We will be utilizing the Harold Washington Library, the Chicago Cultural Center, and the Art Institute of Chicago. Chicago has a long community psychology-relevant history of value-driven social institutions, events, artists, thinkers, and those who embrace the idea of community, from Jane Addams to Bobby E. Wright, including Saul Alinsky, Marca Bristo, Gwendolyn Brooks, Jim Charlton, Clarence Darrow, Eugene Debs, John Dewey, Chuy García, Dick Gregory, Luis Gutiérrez, Fred Hampton, Lorraine Hansberry, Elizabeth Harrison, Michelle and Barack Obama, Sylvia Puente, Carl Sandburg, Upton Sinclair, Studs Terkel, and Harold Washington himself. It is a beautiful city that offers rich and diverse treasures in architecture, music, food, and culture.



As President of the Society, and on behalf of the co-chairs of the SCRA Biennial Committee, our hope is that each and every one of you will have safe travels to Chicago, and throughout the conference the city itself while you are here.

We hope you will take time to enjoy all of the city, and all it has to offer.

We know you will find new strength and inspiration from seeing friends again, meeting new colleagues, exchanging ideas, and absorbing the spirit of those who share such deep and vital values.

We look forward to you sharing the best of your connected community's ideas, loves, and practices with the larger collective. We hope you will bring back the best of what you learn to your home communities.

We should all reflect on the diverse meanings of inclusion, meanings deeply connected to being a community psychologist.

SCRA members are quite good at embracing these differences in all their facets, keeping our biases at bay, and treating every individual—standing in a hall or by a poster board—with a smile, and with equal concern for every aspect of well-being and respect; as a friend.

Let's keep continually and critically examining ourselves—our work, our life, and our practices. Let's continue to grow in ways consistent with all of our community psychology values.

Our beliefs and actions can always, throughout our lifetimes, grow to become incrementally more consistent with these values.

We hope the meeting will inspire you to—when you return home even in our most beloved and closely knit communities and traditional families—advocate for the fullest inclusion and defend equal rights for everyone.

Through each other, we can all become greater action-oriented allies, reducing the extent any one person, anywhere, feels a part of a less-than or othered-community.

Most of all we hope you enjoy yourselves immensely.

We are grateful for being able to be present among so many of you talented, engaged, and caring colleagues.

We are looking forward to coming together to help improve communities and change the world.

Best,  
Bradley D. Olson, PhD  
President, Society for Community Research and Action (SCRA)  
Co-Chair, SCRA Biennial 2019, Chicago

## Emergency Contact Information

- On Campus Emergency Dial 3333 for facilities
- Dial 911 from any campus phone: Goes directly to Chicago Police Department and alerts NLU security and facilities staff
- Dial 911 for Chicago Police Department

### Tuesday June 25th

9:00-5:00 Pre-Conference Workshops

### Thursday, June 27th

9:00-11:45 Concurrent Sessions  
 12:00-1:00 Lunch Meetings & Poster  
 1:15-5:30 Concurrent Sessions

### Wednesday, June 28th

8:00-8:50 Breakfast & Meetings  
 9:00-11:50 Concurrent Sessions  
 11:50-1:00 Lunch, Meetings & Poster  
 Poster Sessions  
 1:00-5:15 Concurrent Sessions  
 6:30-9:00 Opening Reception

### Friday, June 28th

8:00-8:50 Breakfast & Meetings  
 9:00-11:45 Concurrent Sessions  
 11:45-1:00 Lunch, Meetings &  
 Poster Sessions  
 1:00-5:15 Concurrent Sessions  
 6:00-9:00 Art Institute Reception

### Saturday, June 29th

8:00-8:50 Breakfast & Meetings  
 9:00-11:50 Concurrent Sessions

## Meals

Breakfast ~ 8:00 am to 8:50 am Wednesday, Friday & Saturday

Box lunches ~ 11:45 am- 12:45 pm Thursday-Saturday

**Opening Reception** ~ Wednesday at the Winter Garden in the Harold Washington Library

**Friday Night Reception** ~ Art Institute of Chicago

We encourage all attendees to bring a water bottle to re-fill

Note: If you are attending meetings or mentoring sessions over lunch or breakfast, please pickup your meal before you head to your meeting.

Ericka Mingo, Committee Co-Chair

Lori Markuson, Committee Co-Chair

Bradley Olson, Committee Co-Chair

Judah Viola

Adrianna Gugliotti

Anastasia Tsarenko

Bianca Taylor

Jack O'Brien

Nicole Hansen-Rayes

Student and Staff Volunteers

Susan Torres-Harding

Yolanda Suarez-Balcazar

Rachel Storage, SCRA Administrative Assistant

Jean Hill, SCRA Executive Director



On behalf of the entire National Louis University Community I want to welcome you to our campus and our city. With its historical roots at the heart of the labor and community organizing movements in the United States, Chicago is a fitting backdrop for the Society for Community Research and Action's 2019 Biennial Conference.

We are thrilled once again to host 900+ SCRA members from around the globe. Having you on our campus brings to us a great intellectual energy and exposure to new ideas. Soon after developing our first and only PhD program at the university, in Community Psychology,

National Louis University co-hosted the 2011 Biennial conference. Now 8 years later we have graduated 68 students and currently have over 70 students engaged in community psychology praxis on their way to earning their PhDs.

Since being established in 1886 as a non-profit teachers' college at the forefront of promoting education as an engine for social mobility, we have continued to adapt to serving the needs of our communities in Illinois and Florida. Today we are proud to be a comprehensive Minority Serving Institution, focused on closing the achievement and leadership gap for first generation students and people from historically disadvantaged groups. We offer over 60 undergraduate and graduate degree programs in the fields of Education, Social and Behavioral Sciences, Health and Human Services, Business and Management, and Culinary Arts and Hospitality to approximately 8,500 students.

Take a moment to talk with some of our students and alumni, who are experts on local social and environmental contexts. Two of these alumni, Ericka Mingo and Lori Markuson, deserve thanks from all of us as co-chairs of this year's conference. Countless other students and alumni have been involved in making this event happen. Don't miss hearing from our own faculty member Brad Olson (current SCRA president) at the opening reception at the Public Library's Winter Garden on Wednesday evening.

While you are here we also encourage you to walk out our doors, cross Michigan Avenue, and enjoy a walk through Millennium Park, Grant Park, and along the beautiful lakefront and museum campus. We also encourage you to hop on the Elevated Trains ("the L") to explore one or more of Chicago's 77 amazing neighborhoods, which hold a myriad of complex challenges and an unfortunate history of racism, segregation, social inequality, but remain rich and resilient, filled with vibrant culture, delicious food, and beautiful people. Here you will also find motivated residents using a variety of strategies to improve health and wellness, equity, neighborhood quality of life, safety, and thriving by improving policies, systems, and environmental change.

Sincerely,

Judah Viola PhD

Dean – College of Professional Studies and Advancement

National Louis University

122 S. Michigan Avenue Chicago, Illinois. 60603



**Acknowledgements**  
**National Louis University**

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Nivine Megahed, President

Marty Mickey, Vice-President Finance

James Fannin, Facilities Manager

James Richards, Photographer

Jason Landrum, Office of the Dean

Faculty and Staff of National Louis University

Students in the Community Psychology Doctoral Program

The National Louis University Community



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COLLEGE OF PROFESSIONAL  
STUDIES AND ADVANCEMENT

SCHOOL OF SOCIAL AND  
BEHAVIORAL SCIENCES

## Doctorate of Philosophy in Community Psychology (Ph.D.)

National Louis University's Doctorate of Philosophy in Community Psychology aims to develop skills necessary for advanced work at the interface of individuals, organizations, communities, and public policy. Students who enter this program gain essential psychological, research, and collaborative skills to address an array of social problems including, but not limited to, poverty, affordable housing, urban education, child abuse, substance abuse, violence, health, and the environment.

### WHAT YOU WILL LEARN

- Quantitative and qualitative methodological training necessary to conduct quality research
- The complexities of working within various community settings and with a variety of stakeholders
- How to view individuals in the context of family, community, and society
- How to build upon the strengths within the community to alleviate concerns defined by the community
- How to facilitate an empowerment process that leads to sustainable results

### WHY NLU FOR COMMUNITY PSYCHOLOGY

Since 1886, National Louis University has been preparing students for success in serving the needs of others. NLU provides a foundation for those who desire to contribute to the needs of their local and global communities through personal attention and coursework that is both practical and proven. NLU's Doctorate of Philosophy program continues to carry out a legacy of community service by educating students toward bringing about community change.

### HOW IT WORKS

Understanding the busy lives of our students, the Ph.D. in Community Psychology is designed in a workable 14-quarter course sequence (42 months). Students may also opt to complete the program in a faster-paced 11-quarter (33-months) sequence by registering for higher credit load in Fieldwork, Consultation, and Dissertation courses in Quarters 8-11.

### CAREER OUTLOOK

Individuals with a Doctorate of Philosophy in Community Psychology from National Louis University can expect to find employment as researchers, educators, advocates, policy analysts, program developers, evaluators, and organizational consultants. Positions for community psychologists are available within governmental agencies, non-profit organizations, research centers and academic institutions.

### ADMISSION REQUIREMENTS

All applicants must meet NLU's general admission requirements as well as additional requirements specific to the Ph.D. in Community Psychology program. Please refer to the appropriate application checklist available online at [nl.edu/applonline](http://nl.edu/applonline).

**Get more information today about enrolling. Talk to your Enrollment Specialist, or call 888.NLU.TODAY (888.658.8632).**

Program Grid Wednesday Morning								
	NLU 4012/4014	NLU 4020	NLU 4022	NLU 5006	NLU 5007	NLU 5008	NLU 5016	NLU 5028
8:00-8:50am				Mentoring Session #1 - Getting a Job as a Community Psychology Practitioner				
9:00-9:50am	001 Investigating Contexts and Constraints in Critical Consciousness Development	002 Theory Informed Practice or Practice Informed Theory? Integrating Research, Theory, and Practice to Improve a Group Mentoring Program	003 Global Alliance Vera S. Paster Award Address: The Ecology of Storytelling in Native America: Using Digital Stories to Empower Cultural and Historical Narratives	004 The Ford-Kavanaugh Hearing: Masculine Jeopardy and Patriarchal Crisis	005 Exploring Residential Stability Among Homeless Subpopulations: Definitions, Factors, and Implications		006 Assessing Nonprofits' Evaluation and Data Capacity	008 Social Support and Risk versus Resilience for College Students from Underrepresented Backgrounds
10:00-10:50am	016 Social Network Methods in Community-Based Research	017 A Window into their World: Coding Complex Youth Mentoring Relationship Processes through Video-Based Direct Observation	018 Global Alliance Max Hayman Award Address: Holhpokunna Hatak Chanspo il Okchanyachi: Transcending Historical Trauma and Living the Dreams Our Ancestors Envisioned For Us	019 Pedagogy, Power, and Praxis in Community Psychology Programs	020 Becoming More Engaged with SCRA: Enhancing and Sustaining the Field of Community Psychology	021 Critical Contexts for Building Safe Spaces and Positive Relationships	022 "I Could Tell She Really Wanted Us to Learn": Strategies to Engage Undergraduate Students and Enhance Learning	023 Building Bridges Between Religions: Interfaith Engagement and Community Psychology
11:00-11:50am	032 Building Evaluation Capacity to Effect Social Change: The Yale Evaluation Capacity Building Mode	033 Managing Long-Distance Collaborations: A Practical Guide to Navigating Community Partner Relationships Across Time and Space	034 Global Alliance Marion Langer Award Address: Professionalism in Unprofessional Times: Reflections of a Polish Social Psychologist and Human Rights Activist	035 Community and Academic Partnerships: Collaborating with Community Members to Host a Day of Dialogue	036 Ending Early Childhood Education Expulsion in Illinois through Collaborative Legislation, Implementation, and Intervention Approaches	037 Ecosystem-Based Youth Leadership Program: Lessons Learned from India	038 Latinas en Accion: Bearing Witness to the Power, Leadership and Resistance of Mujeres	039 Moving Beyond the For Us Without Us Complex: Community Engagement of Community Based Organizations and Inclusion of Community Voice

# Introduction to Community Psychology

**Becoming an Agent of Change**

Edited by

Leonard A. Jason

Olya Glantsman

Jack F. O'Brien

Kaitlyn N. Ramian



Program Grid Wednesday Morning continued									
	NLU 5030	NLU 5031	NLU 6013	NLU 6017	NLU 6036	Palmer House Spire Parlor	Palmer House Water Tower Parlor	Palmer House LaSalle 1	Palmer House LaSalle 3
8:00-8:50am									
9:00-9:50am	009 Examining and Expanding How We Define Justice: Procedural Justice within the Criminal Justice System	010 Intervening to Creating Change in Egypt: Challenges and Opportunities across Diverse Initiatives	011 The Role of Relationships for Readiness: Partnerships at the Foundation of Community Change Efforts	012 Innovations in Trauma-informed Practice with Marginalized Youth and Emerging Adults		013 Empower Yourself to a Career that Fits YOU: Considering a Practice Career	Attending a Conference 101	014 No Health Research About Bronx Patients Without Us: Actualizing The Community Engaged Research Academy	015 Understanding Individuals Living with HIV who Have Fallen Out of Care
10:00-10:50am	024 Community Psychologists Working In, With, and For Schools: Collaborating With Communities to Create Change Within and Outside the School Setting	025 Public Policy 701: A Call to Action to Prevent Climate Change- A Core Competency #15 Workshop	026 From Incarceration to Education: Furthering Understanding of Prison-to-College Education Programs, Identity Struggles, and Research	027 Ideas Not Organizations: Funding People Whose Ideas are Seldom Heard The Street to Scale Trust Based Approach		028 Influencing Social Policy via Empirical Research	029 The Science and Art of Recruiting Hidden Populations	030 Applying a University Coordinated Approach to Addressing Homelessness	031 Social Media: Empowering Marginalized Individuals to Build Community and Advocate for Positive Social Change
11:00-11:50am	040 How to Traverse the Crossroads of Evidence-Based Intervention Outcomes, Community Feedback, and Geographic Location	041 The Influence of Family and School Factors on the Formation of Natural Mentoring Relationships among Black Adolescents	042 Community Psychology Turning Lens Towards International Issues: To Global Well-being, Universal Human Rights, and Partnerships in the Pursuit of Change	043 Teaching Difficult Topics Online: Ethical Challenges and Possible Solutions	044 Demystifying the Publication Process: A Student-Oriented Q and A with the Lead Editor of the American Journal of Community Psychology	045 Building Capacity to Build Capacity: Research Practitioner Partnerships for the Criminal Legal System	046 When Science Isn't Just: Perpetuating Inequality Through the Tools of the Trade	047 Bystander Interventions in Gender-Based Violence: Attending to Opportunity, Context, and Roles	048 Using Community Psychology Practice Competencies to Build Capacity in Egyptian Child Protection Social Workers

Program Grid Wednesday Afternoon								
	NLU 4012/4014	NLU 4020	NLU 4022	NLU 5006	NLU 5007	NLU 5008	NLU 5016	NLU 5028
11:50-1:00pm			Mentoring Session #13 Helping the Undecided Community Psychologist Plan for Different Career Paths	050 Public Policy Committee Meeting	051 Organization Studies Interest Group Meeting	052 Self-Help/Mutual Support Interest Group Meeting	053 Environmental Interest Group Meeting	054 Critical Community Psychology Interest Group Meeting
1:00-2:15pm	Ignite Session 1: Cultural, Ethnic and Racial Affairs	056 Transformative Publication Practices: Using Special Issues to Disrupt the Scholarly Status Quo	057 Interrogating Exclusive Discourses and Borders while Pressing for Justice: Reflections on Three Critical Community-based and Participatory Research Projects with Refugee and Migrant Communities	058 Applied Career Paths for Community Psychologists	059 The Psychology of Peace Promotion		061 Applying Community Psychology Principles to Enhance Public Education	062 New Works Utilizing Community-Level Approaches to Understand and Prevent Multiple Forms of Violence
2:30-3:45pm	072 Promoting Equitable Relationships: A Roundtable Discussion Guided by Indigenous People to Explore Researcher-Community Partnerships	073 Teaching Community Psychology in Class-based Settings : A Playground for Bridging Pedagogy and Practice	074 Veteran Engagement in Research: Lessons Learned from National Integration Efforts	075 Civic Poiesis and the Art of Social Practice: Building Creative Dialogue and Economies through Arts-Based Community Action	076 Theology and Community Psychology: Relevancy to Person-Environmental Fit, Research and Practice	077 Critical Theory and Critical Perspectives in Community Psychology Praxis: Catalyzing Transformational Change	078 Opportunities and Challenges in Using Survey Data in a Systematic Approach to Civic/Community Engagement	079 Lean In and Don't Count Us Out: Intersection of Theory and Practice through the Experiences of the Students of Non-Traditional/Adult Learner Programs
4:00-5:15pm	Ignite Session 2: Criminal Justice	089 Harm Reduction: A Grassroots Social Justice Movement for the Wellbeing and Survival of People Who Use Drugs	090 From the Inside Out: Possibilities, Tensions, and Cost of Working through Institutions for Broader Systems Change	091 Advancing Training in Community Psychology through the Council on Education: Past, Present, and Future	092 Community Psychology, Dying, and Death	093 Understanding and Addressing Homelessness at Multiple Levels	094 Revisiting Collective Histories to Envision and Build Socially Just Futures: From Wakanda to Our Local Communities	
5:30	Presidential Address, Award Presentations & Opening Reception, Harold Washington Library							

# Pacific Oaks College B.A. in Community Psychology program

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Program Grid Wednesday Afternoon Continued								
	NLU 5030	NLU 5031	NLU 6013	NLU 6017	Palmer House Spire Parlor	Palmer House Water Tower Parlor	Palmer House LaSalle 1	Palmer House LaSalle 3
11:50- 1:00pm	055 An Informal Gathering with the SCRA Midwest Regional Coordinators	Year-Long Mentoring Program						
1:00- 2:15pm	063 Assessing and Improving the Livability and Walkability of Urban Neighborhoods for Place Dependent Population Groups	064 A Symposium on Findings from a Longitudinal Study of the Health of Adults Who Are Homeless or Vulnerably Housed in Three Canadian Cities	065 A Call for an Ecological Approach to Understanding Graduate Student Wellbeing	066 Fidelity and Adaptation: The Push-Pull of Culture and Methods in the Statewide Evaluation of the California Reducing Disparities Project (CRDP)	068 Engaging the Decolonial Turn: Transnational Perspectives for Critical Community Psychologies of the Global South	069 Developing Training to Advance Community Systems Science for Health Equity	070 Applying Critical Theory to Research Methodologies that Examine Experiences of Oppression, Microaggressions, and Liberation in the Lives of People of Color	071 Why Do We Need Organization Studies in Community Psychology?
2:30:- 3:45pm	080 From "Why" to "How": Methods, Key Ingredients and Future Directions in Fostering Positive Communities	081 Propelling a Movement for Equitable Justice: Opportunities and Challenges for Community Psychology in Criminal Justice	082 Surf Therapy Around the Globe	083 Promoting Resilience in Children and Adolescents in Adverse Conditions. Research in Community Psychology	084 The Future Existence of Community Psychology as a Discipline	085 "What Are You Going To Do With That Degree?" A Conversation with Early Career Community Psychologists	086 Understanding and Addressing Homelessness: An Ecological Investigation of Policy-Makers, Citizens, Homeless Service Providers and Homeless Service Users in Europe	087 Coping with Serious Mental Illness: Understanding Family, Place, Stigma, and Advocacy
4:00- 5:15pm	095 Victimization Research and Traditionally Underserved Populations	096 Empowering At-Risk Roma Girls Matter through Reproductive Justice in Several European Countries. The ROMOMATTER Project.	097 How Are the Children? Community Factors that Mitigate the Effects of Adversity	098 Capacity Building and Collaboration with Your Community Advisory Board: The POSSE Project Model Working with the House and Ball Community	099 The Psychology of Racial Injustice on Mass Incarceration and its Impact on Social Justice	100 Sharing Our Work: Exploring the SCRA Publication Outlets as Venues for Dissemination	101 Getting to Outcomes: The 20-Year Anniversary of a Community Impact Model	102 School-Based Assessment and Intervention: Capturing Violence, Teacher Experiences, and Restorative Justice Practices



Program Grid Thursday Morning								
Room	NLU 4012/4014	NLU 4020	NLU 4022	NLU 5006	NLU 5007	NLU 5016	NLU 5026	NLU 5030
<b>Breakfast On Your Own</b>								
9:00-10:15am	105 Are We Measuring What We Think We Are Measuring? Using Cognitive Interviewing to Pre-Test Questionnaires in English and Spanish	106 Youth Mentoring on Academic Setting	107 Identifying the Key Nutrients of High-Quality Mentor-Mentee Relationships	108 Refugees Navigating Employment and Career Pathways: Processes, Patterns, and Challenges				
9:00-9:40am	Harold Washington Library 104 2019 Seymour Sarason Award: Mattering at the Intersection of Psychology, Philosophy and Politics Isaac Prilleltensky							
9:45-10:25am	Harold Washington Library 112 2018 Award for Distinguished Theory and Research: Resilience, Coloniality and Sovereign Acts: The Role of Community Activism Irma Serrano-García							
10:30-11:10am	Harold Washington Library 113 Award for Distinguished Contributions to Theory and Research - How Does "Lived Experience" Acquire the Authority of "Experiential Knowledge"? A Tale of Two Health Social Movements—Self-Help/Mutual Aid Groups and Mental Health Consumer-Run Organization Thomasina Borkman							
11:15-11:45am	Harold Washington Library 123 2019 Award for Distinguished Contributions to Practice in Community Psychology: There is a Road, No Simple Highway: Musings on Rural Community Practice Dennis Mohatt							
10:30-11:45am	114 Disrupting the Covert: Multi-level Responses to Interrupting and Eradicating Microaggressions	115 Hip-Hop H.E.A.L.S.: Radical Roles for Rap Music and Popular Culture in Youth Violence Prevention	116 Practicing Anti-Racist Strategies Through Community and Relationship Building	117 The Stigma of a Criminal Record: Theoretical Pathways, Lived Experience and Policy Change		118 Perspectives on Competing for Research Support		

Program Grid Thursday Morning Continued								
Room	NLU 5031	NLU 6013	NLU 6017	NLU 6036	Palmer House Salon 7 (no AV)	Palmer House Salon 12 (no AV)	Palmer House LaSalle 1	Palmer House LaSalle 3
9:00-10:15am					109 Education Reform and Community Psychology Praxis: Improving Schools for Students of Color and Low Income		110 Community-Based Approaches to Progressive Education	111 Coalitions in Community Psychology: Exploring Their Role in the Field and Process for Making Change
10:30-11:45am					119 LGBT Resilience: Minority Identity, Sense of Community, and Organizing for Change	120 Community Organizations Reflect on Transformational Practice: Spirituality, Healing, Well-being & Social Change	121 Youth of Color as Agents of Change: Examining Critical Consciousness among Marginalized Youth in Diverse Settings	122 Campus Sexual and Relationship Violence: Using Research to Inform Policy and Practice

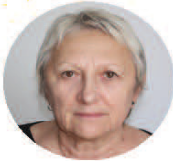
# Congratulations to our 2019 AWARD WINNERS



**Max Hayman Award**  
Karina Walters



**Vera S. Paster Award**  
Jillian Fish



**Marion Langer Award**  
Barbara Malak-Minkiewicz



**GLOBAL  
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and Social Justice*

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Program Grid Thursday Afternoon								
Room	NLU 4012/4014	NLU 4020	NLU 4022	NLU 5006	NLU 5007	NLU 5016	NLU 5026	NLU 5030
12:00-1:00pm				124 Criminal Justice Interest Group Meeting	125 Rural Interest Group Meeting	126 Immigrant Justice Interest Group Meeting	127 International Committee Meeting	129 Undergraduate Lunch and Social Hour
1:15-2:30pm	Ignite Session 3: Children, Youth and Families and LGBT	131 The Global Development of Applied Community Studies	132 Using Improv Comedy as a Method for Social Change: Workshop Demonstrations and Discussion	133 Innovative Methods for Assessment: Reflections on Developmental Evaluation Skills Acquired through the Bronx Community Research Review Board's Community-Engaged Research Academy	134 Innovation in International Community Action Research Collaborations: Art, Science, and Action for Sustainability Transformations in Jacmel, Haiti	135 The Guise of Progress: When Progressive Institutions Fail to Practice What They Preach	136 Immigration, Identity, and Engagement: The Trans-theoretical Model of Empowerment and Resilience (TMER) in Hong Kong, Italy and the U.S.	137 Complicating a Single Story: Understanding the Needs of Adolescents at Risk of Legal System Involvement
2:45-4:00pm	Ignite Session 4: Community Health	147 Engaging Youth in Collaborative Placemaking: Lessons from Four Studies of Youth Experience in Space and Place	148 Engaging Communities in Environmental Action: Examples from Community Psychology	149 Gender-Based Violence in the National Spotlight: Our Experiences Doing Anti-Violence Work in this Unique Cultural Moment	150 Using Social Network Analysis to Understand Community Collaboration	151 Creating Systemic Change to Address Trauma: The Trauma Informed University (TIP)		153 Service-Learning: The Power of Being Proximate
4:15-5:30pm	Ignite Session 5: Community Psychology Education	164 Modeling to Learn: A Participatory System Dynamics Program for System Change in the Veterans Health Administration	165 Make Community Psychology Great Again: Balancing Community Psychology Values in Diverse Political Contexts	166 Neoliberal Influences on Community Psychology: Experiences from Australia, Chile and the United States	167 Community Psychology Careers in Disaster Mental Health	168 Fostering the Citizen Psychologist: Service-Learning Pedagogy Emphasizing Self-Efficacy, Psychopolitical Validity, and Systems-Oriented Thinking	169 Bringing PAR to Campus: Fighting for Social Justice within Institutions of Higher Education	170 Peer Support Workers in the Mental Health System
4:15-5:30pm	<b>Room: Innovation Lab</b> Arts-based Community Praxis: Exploring Community Narratives for Well-being and Community Change							

Program Grid Thursday Afternoon continued								
Room	NLU 5031	NLU 6013	NLU 6017	NLU 6036	Palmer House Salon 7 (no AV)	Palmer House Salon 12 (no AV)	Palmer House LaSalle 1	Palmer House LaSalle 3
	Mentoring Session #2 Surviving & Thriving as a Community Psychologist of Color	Mentoring Session #3 Engaging in Research Collaboration	Mentoring Session #4 Utilizing Methodology and Statistics	Mentoring Session #5 Gaining Research and Publication Experience				
1:15-2:30pm	138 Up the Community Psychologist 2.0	139 Challenges in Applying Community Psychology Values in Research and Practice: Graduate Students Reflecting on Their Journey	140 Prison to PhD Pipeline: Dismantling Barriers to Doctoral Study for Formerly Incarcerated People	141 Getting to the Middle of Nowhere: Technology and Ecological Praxis in Rural Communities	142 Swampscott Plus 54: A Conversation with James Kelly	143 Making Space for Early Career Community Psychology Faculty of Color	144 Fighting Racism, Poverty, and Injustice Through Community-University Collaboration: The Work of Detroit's Urban Learning and Leadership Collaborative	145 Promoting Empowerment, Social Justice and Inclusion for People Living with Disability
2:45-4:00pm	154 Violation of the Field's Ethos: The Paradox of Psychologists Engaged in Torture and Clinical Psychologists Working with Torture Survivors	155 Mental Health Stigma on a Christian College Campus	156 Healing Justice and Community Psychology Praxis	157 Engaging Poetically Through A (re)Search Amid the Diaspora	158 Sustainability in Action; What Does it Take to Sustain? Lessons from Community Coalitions	159 Student Projects: How to Connect Research to Action through Community-Campus Partnerships	160 Sustaining Community or Systems Partnerships in Housing Interventions	161 Placing Race: Racism as Epistemology and its Implications for Local and Social Transformation
4:15-5:30pm	171 Promoting Community Psychology Integration in Clinical Settings	172 The Chicago Anti-Community Violence and Recidivism Research Program: A Fresh Start	173 Systemic Symbiosis: Funders, Human Service-Organizations (HSOs), and the Status Quo		174 Promoting Ecological Praxis by Creating Environments Conducive to Teaching, Learning, and Respecting Diversity: From University to Community	175 Building a Community Advisory Team for Collaborative Action Research: Innovations in Promoting Resilience and Racial Justice in an Urban Public Middle School Community	176 Human Trafficking and Sexual Exploitation: Exploring Cycles of Action in Responding to an Epidemic	177 Challenges and Opportunities for Developing Community Psychology Ethics Codes Across Cultures

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Program Grid Friday Morning									
Room	NLU 4012/4014	NLU 4020	NLU 4022	NLU 5006	NLU 5007	NLU 5016	NLU 5026	NLU 5028	NLU 5030
8:00-8:50am		178 Meeting of the SCRA Research Council: Reflections and Next Steps <b>Starting at 7:30</b>	179 Community Psychology Practice in Undergraduate Settings	180 Aging Interest Group Meeting	181 SCRA Regional Coordinators Meeting	182 LGBTQ Interest Group Meeting	183 Prevention and Promotion Interest Group Meeting		
9:00-10:15am	Ignite Session 6: Children, Youth, Families and Indigenous Communities	185 'Critical Methods' – Reflections on Critical Methods for Sexual Health Research	186 Learning from Indigenous Cosmogonies, Promoting Decolonization, and Building Transformative Solidarity in Academic-Community Partnerships	187 Advancing Community Psychology Education: Collective Reflection on the Future Goals and Activities of the SCRA Council on Education	188 Navigating the Promotion and Tenure Process: A Roundtable Discussion with Representatives of the SCRA Research Council	189 Leaders of Tomorrow - Community Level Challenges in Implementing a School-Based Violence Prevention Program	190 Synergies and Challenges in Trauma-Informed Care Theory and Practice	191 Sustaining Ourselves and Our Communities Through Activism	192 Multisectoral Reflections on a Primary Prevention Framework for Child Trafficking: A Roundtable Discussion
10:30-11:45am	Ignite Session 7: Community Health and Practice	201 The Roles of Social Identity and Supportive Others in Sociopolitical Development	202 Systems of Power and Male Violence: Intimate Partner Violence and Mass Shootings	203 Field Stations: Directly Embedding Academic Programs in the Community for Greater Community Impact?	204 Transitions: From the Justice System to the Community	205 Foregrounding Decolonial Teaching Praxis in Community Psychology	206 Modeling how the Structured Dialogue Method (SDM) Promotes Community-University Collaboration	207 Emergent Strategy in Community Psychology: Teaching for Transformation	208 Cycles of Action: Highlighting Diverse Approaches to Preventing and Addressing Childhood Trauma
11:45am-1:00pm			Mentoring Session #14 Helping You Navigate the Finding of an Ideal and Stabilizing Career When Being Able to Maintain Your Social Justice Values	218 Community Psychology Practice Council 2019-2021	219 Council on Culture, Racial and Ethnic Affairs (CERA) - Business Meeting	220 Women's Committee Meeting	221 Community Health Interest Group Networking Event	222 Indigenous Studies Interest Group Meeting	223 West Region Meeting

Program Grid Friday Morning Continued								
Room	NLU 5036	NLU 6013	NLU 6017	NLU 6036	Palmer House Salon 7 (no AV)	Palmer House Salon 12 (no AV)	Palmer House LaSalle 1	Palmer House LaSalle 3
8:00-8:50am								
9:00-10:15am		193 Do No Harm: How to Discuss and Educate on Trauma without Pathologizing	194 Scaling Up Interventions with Participatory Methods	195 African American Faith-Based Communities and University Partnership: Faith-Based Communities Promoting Mental Health and Recovery	196 How Can SCRA Serve Community Psychology Practitioners Better?	197 Supporting Youth Development and Well-being: A Conversation with Researchers, Practitioners, and Youth Community Stakeholders	198 Rapid Responses to State Violence: Considerations and Possibilities  <b>9:00-11:45 am</b>	199 A Formative Evaluation Approach to Monitoring and Improving a Complex Community Transformation Effort to Advance Social Mobility
10:30-11:45am	209 Meeting for Chairs of Councils, Committees, and Interest Groups	210 Modeling Just Communities: Co-Creating Liberatory Classrooms with Undergraduate Students	211 Facilitators and Barriers to Expanding the Reach of Youth Participation Approaches: Perspectives from Research and Practice	213 The American Journal of Community Psychology: A Meeting with the Editor to Learn About the Journal, Explore Involvement and Ask Questions	214 The Villages That Raise Their Children	215 Racial Justice Action Group: A Decolonial Turn in Praxis		216 Bridging the "Know-Do Gap": Strategies for Implementing Evidence-Based Practices in Community Settings
11:45am-1:00pm	Mentoring Session #6 Applying for and Obtaining Research Funding	Mentoring Session #7 Getting an Academic Job	Mentoring Session #8 Starting and Running a Consultation Business	Mentoring Session #12 Creating a Research Agenda				

# PSY SR

PSYCHOLOGISTS FOR  
SOCIAL RESPONSIBILITY

Program Grid Friday Afternoon									
Room	NLU 4012/4014	NLU 4020	NLU 4022	NLU 5006	NLU 5007	NLU 5016	NLU 5026	NLU 5028	NLU 5030
1:00-2:15pm	Ignite Session 8: Varied	225 Case Studies in Creating Cultures of Sustainability Through Community and Organizational Partnerships	226 Staying True to Our Values by Giving It Away: The Story of the Free Community Psychology Textbook	227 Refugee and Immigrant Newcomer Youth: Strengths, Needs, and Challenges	228 College as a Site of Community Inquiry: Undergraduates Researching Undergraduate Experiences	229 Contested Voices: Challenges in Action Research Investigating Resilience and Engagement	230 Promoting your Work Beyond Community Psychology Circles: Why and How	232 How to Build Community in Community Psychology Graduate Programs: Barriers, Facilitative Factors, and Solutions	233 From Implementation to Sustainability and Adaptation in Between: Interventions in Supportive Housing and Community Mental Health
2:30-3:45pm	241 Analyzing the Role of Objective and Perceived Neighborhood Environments on Adolescents and Adults	242 Studying Asian Americans within Community Psychology: Experiences of Marginalization, Sociopolitical Attitudes, and Civic Engagement	243 The Exercise of Power and Privilege and Community Disempowerment	244 Leveraging Research-Practice Partnerships for Insights into School Climate Experiences and Impacts in Racially Diverse Districts	245 Challenges and Strategies in Multidisciplinary Collaboration to Create Systems Change	246 Research and Action in Community Psychology: Applying Social Justice and Change Frameworks across Three Community Settings	247 Open-Access: How Do We Connect Communities with Advances in Science?	248 Imprisoning a Generation: Casualties of Israeli 's War on the Vulnerable, from Palestine to Chicago and Beyond	249 Participatory Community Action Research in Homeless Shelters: Outcomes for Shelter Residents and Service-Learning Research Assistants
4:00-5:15pm	258 African American and African Women as Leaders/Transmitters of Positive Cultural Values and as Promoters of Community Well-Being	259 Culturally Responsive Research: An Examination of Insider/Outsider Status on Research and Praxis	260 Prefigurative Methodologies in Community Psychology: How Can Researchers Contribute to the Creation of Just Social Change Now?	261 A Vision of the Future for The Global Journal of Community Psychology Practice	262 Architects of a New Community Psychology: Addressing the Community Psychology Industrial Complex	263 Resilience and Resistance among Sexual and Gender Minority People of Color: Meanings, Methods, and Movements	264 Community Violence and Adolescent Functioning in Chicago	265 Advancing Understanding of Child Maltreatment and Child Welfare Through Innovative Community-Based and Systems Research Methods	266 Supporting the Mental Health and Well-Being of All Immigrants: Chicago's Local Response to Increased Distress in the Current Sociopolitical Climate
<b>6:00pm Reception at the Art Institute of Chicago (advanced ticket purchase required)</b>									



Program Grid Friday Afternoon Continued								
Room	NLU 5036	NLU 6013	NLU 6017	NLU 6036	Palmer House Salon 7 (no AV)	Palmer House Salon 12 (no AV)	Palmer House LaSalle 1	Palmer House LaSalle 3
1:00-2:15pm		234 Community Psychology Training: Incorporating Core Competencies to Strengthen Programs	235 Positioning Community Members as Paraprofessional Service Providers to Support Parents in Low-Income Urban Neighborhoods: An Examination of Two Chicago Projects	236 Re-Conceptualizing a More Inclusive Model of Community Psychology Practice	237 Participatory Research and Evaluation: Opportunities and Challenges	238 Co-constructing Decolonial Pedagogy and Building Transformative Solidarity	239 From Research to Impact: Supporting Policymakers' Use of Evidence	240 Is There Room for More? Considering the Need for a Community Psychology Core Competency of Decoloniality
2:30-3:45pm	250 Data-Driven Strategies to Address the Intersection between Child Welfare and Homelessness	251 Underserved Populations and PAR: Fostering Safety in Uncertain Times		253 Promoting Children and Youth's Civic Engagement in Unstable Contexts	254 Community-Based Research Principles in University-Community Partnerships: What are These Principles, How are They Practiced, and How Can They Help Bridge Community-Academic Divides?	255 Seeking Justice for Migrants, Asylum Seekers, and Their Children: How Can Community Psychologists Work to Stop Detention and Deportation?	256 (Un)Restricted Emancipation: Advancing Social Justice for Women Throughout the African Diaspora In Policy, Academia and Practice	257 Identifying Challenges and Supports for Diverse Parents
4:00-5:15pm		267 Equity in Action: Research and Practice for Community Change	268 SCRA 2017-2019 Leadership Development Fellows: Experiences and Needs of Community Psychologists in Settings with Few or No Other Community Psychologists	269 The Future of yPAR: Grounding Innovation in Critical Discourse	270 Channeling Community Psychology Knowledge into Our Teaching	271 Global Mental Health: Meeting the Challenges from the Lancet Report	272 Including Individuals with Lived Experience of Mental Illness and Substance Use Disorders in Research: Case Examples and Lessons Learned	273 Innovative Multiple Methodologies in Participatory Community Health Assessment: How Community-Driven Survey Development, Storytelling, Concept Mapping, and Process Evaluation Can Harmonize for Health Promotion

Program Grid Saturday Morning								
Room	NLU 4012/4014	NLU 4020	NLU 4022	NLU 5006	NLU 5007	NLU 5008	NLU 5016	NLU 5026
8:00-8:50am						Mentoring Session #9 Creating a Research Agenda	Mentoring Session #10 Getting a Teaching Focused Job & CP Teaching and Research in Undergrad Settings	Mentoring Session #11 Navigating a Practice Career
9:00-9:50am	274 Ecological Praxis and the Natural World: Islands of the Pacific-Asia Region	275 Is a Theory of the Problem Sufficient for a Theory of the Solution?: Negotiating Tensions Among Research, Practice, Advocacy and Activism in Serving Immigrant Communities	276 Language Challenges when Working with Linguistically Diverse Communities	277 Getting to Know You: Mentoring Relationships with Undergraduate Students	278 Bridging the Divide: Socio-economic Disparities Between Black Women and Other Groups and the Path to Economic Equality	279 Using Data to Promote Equity	280 Affective-Reflexive Practice: Emotional Life of Community-Based Work	281 Building the Social Infrastructure of Communities for Systemic and Community-Driven Change: A Conceptual Framework
10:00-10:50am	288 Evaluating Moving Stories: A Tool to Foster Empathy and Positive Relationships in Schools for Immigrant-Origin Children	289 Community in the Virtual World: Relationships, Empathy, and the Self in Online	290 Advances in Sense of Community and Sense of Community Responsibility Research	291 Photovoice Flexibility: Modifying Methodology Based on Community Needs	292 Transformative Change through Partners in Policy	293 Exploring Historical Trauma among Black/African Americans: Implications for Communal Trauma and Healing in Our Communities	294 Civic Engagement and Social Context	295 Examining underrepresented college student identities in a changing political climate
11:00-11:50am	302 Community Psychology in the Workforce	303 Collaboration With Hospitals In Community Based Research	304 Experiences of Sexual Abuse for Specialized Populations	305 The Human Causes and Consequences of Disasters: Examining Collective Crises through the Lens of Community Psychology	306 Modeling with Communities		307 Forging Partnerships and Common Priorities with Usual Care and Community Settings: The Indispensable Prep Work Before Community-Based Research Can Start	308 Policy to Practice: The Impact of Legislation and Federal Guidance on Local Systems

Program Grid Saturday Morning Continued					
Room	NLU 5028	NLU 5036	NLU 6013	NLU 6017	NLU 6036
9:00-9:50am	282 A Realist Approach in Community Psychology: Three Applications	283 Perspectives and Insights on Peer Support: An Alternative Approach to Mental Health Promotion	284 Addressing Disparities in Entrepreneurship and Education Enrichment Programs: Strengthening the Community Psychologists Role Supporting Economic Development for Marginalized Groups	285 Empowerment through Building Community Resilience: Collaboration in Education and Research Leading to Action at the Local, State and National Levels	286 Intersections of Community Psychology and Buddhist Philosophies
10:00-10:50am	296 When Political Becomes Participatory: The Impact of Emotion on Collective Action in a Sociopolitical Context	298 Housing Prioritization Methods and Implications for Coordinated Assessment and Entry Policies	299 Capoeira in Praxis: Advancing the Well-Being and Empowerment of Adults with Intellectual Disabilities	300 What, When, How of Calls-to-Action: How "Rapid" Should My Response Be?	301 Reflections on Meaningful Collaborative Research: The Creation of a Community-Based Collective for Domestic Violence Survivors
11:00-11:50am	309 Developing innovative student-centered approaches to youth engagement in secondary education	310 Community Psychology and Cultures of Sustainability	311 Open Science and Community Psychology: Challenges and Opportunities	312 Community Psychology and Aging: Innovative Perspectives and Practice	313 Pathways to Compassion and Civility in Community Engagement Work



Program Evaluation  
 Department of Psychology  
**MICHIGAN STATE UNIVERSITY**

## **Session Abstracts**

## Wednesday Morning Sessions

### 001 Investigating Contexts and Constraints in Critical Consciousness Development

Symposium

**Day:** 6/26/2019 **Time:** 9:00-9:50 AM **Room:** NLU 4012/4014

#### Abstract

Critical Consciousness (CC) is defined as a transformative process in which individuals become aware of systemic inequities, develop a sense of personal agency to engage in social change processes, and act to address such inequities (Watts, Diemer, & Voight, 2011). CC has been tied to positive developmental outcomes for young people (i.e. career aspirations, work salience, and school engagement), particularly for those belonging to historically marginalized communities (Diemer et al., 2010; McWhirter & McWhirter, 2016). At an ecological level, community organizing often consists of CC-building further fostering relational bonding, strategic thinking, and setting level changes (Ginwright & Cammarota, 2007; Ginwright & James, 2002). However, questions remain regarding the development of CC in young people including what key practices, relationships, or activities foster CC. In addition, what are intrapersonal, programmatic, and systemic barriers to CC development? The three studies in this symposium explore CC within different groups of youth across unique settings (i.e. high schools and universities) engaged in diverse activities and programming (i.e. community organizing, participatory research). Study 1 investigates potential antecedent experiences in relation to CC in diverse groups of college students, and facets of the college experiences that relate to CC. Study 2 consists of a mixed method longitudinal design and participatory photovoice project exploring the impact of a cultural leadership and community organizing program for first generation students of color in the domains of CC. Study 3 examines YPAR as a curricular intervention in several high schools in relation to CC development. Discussion and implications will be focused around implementation of CC activities (i.e. program, curriculum, experiences), as well as contextual barriers, considerations, and constraints. Audience input, experience, and insights are welcomed.

#### Chairs:

*Mariah Kornbluh*, California State University, Chico

#### Presentations:

#### Claiming Space for Critical Consciousness Building: An Evaluation of a Cross-Cultural Leadership Program for First Generation Minority Students

*Sherry Bell*, California State University, Chico; *Mariah Kornbluh*, California State University, Chico; *Kristin*

*Vierra*, California State University, Chico

Critical consciousness (CC) has been examined in relation to feelings of personal empowerment, future life course aspirations, and educational engagement (Cammarota & Romero, 2006; Diemer & Blustein, 2006; Watts, Diemer, & Voight, 2011). Furthermore, individuals exhibiting CC are more likely to engage in civic activity, as well as work towards social change and community betterment. Further research is needed to understand the conditions, trajectories, and contexts in which CC develops. In addition, novel mixed-methods are needed to capture these complex processes. This study examines students of color engaged in culturally reflective leadership and community building programming within a university multicultural center in a predominately rural, conservative county in Northern California. Longitudinal survey data (N = 100) has been collected to examine the associations between leadership experience ( $\alpha = .88$ ), civic behavior ( $\alpha = .86$ ), social capital ( $\alpha = .85$ ), and sociopolitical development ( $\alpha = .85$ ). A hierarchical regression was performed identifying leadership ( $B = .41, p < .00$ ), civic behaviors ( $B = .11, p < .005$ ), and social capital ( $B = .34, p < .00$ ) as key predictors of sociopolitical development. Qualitative data via focus groups (16) and photovoice (8 participants) highlights the dynamic role of CC development in relation to navigating, persevering, and recognizing levels of oppression within institutionalized settings for students of color. Furthermore, participants noted barriers or setbacks in CC development (i.e. having their voice and perspective not recognized, oppressive spaces, and grappling with a heightened awareness surrounding inequity). This study is funded by the Spencer Grant Foundation, New Civics Initiative.

#### Critical Consciousness Development in College Students? Longitudinal and Mixed-method Findings from the Social Issues Study

*Rachel Hershberg*, University of Washington Tacoma; *Sara K. Johnson*, Tufts University, Medford Massachusetts; *Sophiya Boguk*, University of Washington Tacoma; *Autumn Diaz*, University of Washington Tacoma; *Sam Larsen*, University of Washington Tacoma

Critical Consciousness (CC) (individuals' awareness of social inequalities and actions taken to change them) is theorized to be an important developmental process to promote in college students (Thomas et al., 2014), yet there is little longitudinal research on 1. how it develops, 2. how it may be related to other central aspects of development (e.g., social identities, well-being), and 3. how differing college contexts might influence it. We

sought to address this gap through a mixed-method investigation of CC among 72 students at a uniquely diverse urban university in the Pacific Northwest (43% White; 21% Asian; 14% Hispanic/Latino; 12% African American; 2% Hawaiian/Pacific Islander; 2% American Indian, and 5% International. Additionally, over 10% are veterans and 56% are first-generation students). Over three years, we collected data about CC, self-esteem, and well-being. Participants completed short-answer questions and semi-structured interviews about on- and off-campus experiences that may have shaped their CC. We conducted repeated measures analyses of variance of mean-level changes in students' CC and well-being, and examined potential differences in these patterns based on the whether students identified with historically marginalized groups. Initial findings suggest that students who identified with four or more marginalized groups had higher CC and lower well-being before college compared to other students. However, aspects of both CC and well-being showed mean-level increases over the three-year period. We are now analyzing qualitative data about how this college context may contribute to CC development and well-being (e.g., class experiences), and exploring relations between the quantitative and qualitative data. Finally, we are conducting in-depth analyses of interviews from 10 participants with varying social group identifications to explore how these identifications may relate to CC development and well-being. Implications of these results for promoting CC and well-being in different groups of students on college campuses will be discussed.

### **Constraints on and Possibilities for Critical Consciousness Development in School-Based YPAR**

*Regina Giraldo-García*, Cleveland State University;  
*Madelaine Herman*, Cleveland State University; *Adam Voight*, Cleveland State University

Youth participatory action research (YPAR) is conceptually rooted in the critical pedagogy of Paulo Freire with the goal of increasing participants' critical consciousness of sociopolitical oppression and effecting structural change. More recently, there have been calls for the implementation of YPAR in K-12 schools (e.g., Kornbluh, Ozer, Allen, & Kirshner, 2015), arguing that the process of issue identification, data collection and analysis, and action inherent to YPAR aligns with academic standards in core content areas. According to these arguments, YPAR, at once, addresses academic requirements and raises consciousness, making it an attractive pedagogical tool for educators interested in addressing equity. This qualitative multi-site case study builds off of earlier research on the implementation and outcomes of YPAR in K-12 school settings (e.g., Ozer, Newlan, Douglas, & Hubbard) to examine how YPAR embedded into the formal curriculum affects the critical consciousness development of participating students. The "case" is a YPAR pilot initiative in three public schools (two high schools and one middle school) in a large Midwestern U.S. city, where teachers incorporated

YPAR into the school day as a non-elective course or project. Using cross-analysis of multiple forms of evidence—open-ended interviews with participating students and teachers, observations, and analysis of program documents—we investigate how YPAR was implemented (e.g., feasibility, fidelity), its effect on participating students' critical consciousness, and what design features facilitated or inhibited the development of critical consciousness. The results will shed light on the constraints and possibilities for YPAR to be critical in K-12 school settings.

### **002 Theory Informed Practice or Practice Informed Theory? Integrating Research, Theory, and Practice to Improve a Group Mentoring Program**

Symposium

**Day:** 6/26/2019 **Time:** 9:00-9:50 AM **Room:** NLU 4020

#### **Abstract**

About one third of all mentoring programs in the U.S. use the group format in which one or more mentors interact with at least two youth to foster positive youth development (Garringer et al., 2017). However, very little research has focused on the group context, leaving researchers and practitioners to speculate about change mechanisms and best practices for this format. Recommendations regarding group structure, curriculum, and mentee training for group mentoring programs (MENTOR, 2015; Sherk, 2006) tend to be based on practitioner experience and have received little empirical support. This symposium will present three papers describing studies that utilize empirical methods to unite theory and practice. Each paper addresses research questions that expand ecological understanding of group mentoring change mechanisms that directly link theory to integration and application. The first presentation will describe a study that examined the relations among four practice-related variables (training, co-mentoring, curriculum, and mentor-to-mentee-ratio), two change mechanisms (mentor-mentee relationship quality and group climate), and positive youth outcomes (school belonging and problem solving). The presentation will focus on channeling knowledge of underlying change mechanisms into direct action. The second presentation will focus on unintended negative consequences of participation in a group mentoring program. This paper investigated the influence of exposure to peers who engage in problem behavior on participants' likelihood of suspensions and attendance. The third presentation will discuss the rationale for reframing group mentoring as not just a program but as a context for intervention, and discuss next steps in building and refining group mentoring programs. Symposium attendees will provide feedback to presenters through a reverse question and answer session where presenters solicit answers from attendees regarding innovations for enacting, practicing, and embodying theoretical and empirical understanding in applied settings.

#### **Chairs:**

*Gabriel Kuperminc*, Georgia State University

**Discussant:***Wing Yi Chan*, Rand Corporation**Presentations:****Evaluating Best Practices in Group Mentoring: A Mixed Methods Study***Katie E. Hale*, Georgia State University; *Gabriel Kuperminc*, Georgia State University

Group mentoring is a commonly used and promising approach to youth intervention. Research identifies group mentoring as resource efficient, culturally relevant for those with minority statuses, and effective for improving socio-emotional and behavioral youth outcomes. Theorized mechanisms of change include mentor-mentee relationships and positive group processes often referred to as group climate (Kuperminc & Thomason, 2013). To date, most studies of group mentoring have focused on direct effects of program participation on youth outcomes; thus, little is known about the program practices and group characteristics that may be associated with mentor-mentee relationship, group climate, and positive outcomes (Kuperminc, 2016). Some potential key practices have been identified in the literature including mentor training, co-mentoring, activity variation, and mentor-to-mentee ratio. In order to develop effective group mentoring programs and deepen understanding of relevant change processes, more research investigating program practices and group characteristics is needed. The purpose of the current mixed-methods study is to begin filling gaps in the empirical evidence for best practices in group mentoring by examining mentoring group characteristics (i.e. mentor training, co-mentoring, activity variation, and mentor-to-mentee ratio) that contribute to positive youth outcomes (i.e. school belonging and problem solving) among 9th grade students at risk for school dropout (N = 114). Utilizing multilevel structural equation modeling and a concurrent triangulation design, this study examines the hypothesis that mentor-mentee relationship quality and group climate mediate the associations between group characteristics and youth outcomes. Preliminary findings reveal that program participants experienced gains in resilience assets and academic outcomes in relation to comparisons. Participants in smaller groups reported more positive mentor-mentee relationships and group climate. Further, gender composition and ethnic diversity of mentees were unrelated to mentor-mentee relationship quality and group climate, indicating program effectiveness across demographics.

**Assessing for Negative Peer Influence in Group Mentoring: Unlikely Iatrogenic Effects***Hannah Joseph*, Georgia State University; *Gabriel Kuperminc*, Georgia State University

Though program goals may differ, the essential characteristic of group mentoring is that youth

participants have the opportunity to foster supportive relationships with and receive constructive feedback from mentors as well as peers. Given the power of peer influence to promote both adaptive and harmful outcomes for youth (Allen & Antonishak, 2008), it is important to evaluate the role that peers have in influencing youth behavior in the context of group mentoring. The current study builds on past research about peer contagion, the indirect process of peer influence implicated in iatrogenic effects of group interventions (Dishion & Dodge, 2005), to examine whether a history of negative behavior among group members can exacerbate behavior problems among group members. A multi-level regression analysis was used to explore group-level influence on individual participant school suspensions and truancy using school administrative data records and mentee questionnaires. The proportion of variance in truancy and suspensions explained by clustering in mentor groups decreased across the years that the youth participated in the program, which indicated that there were no significant group-level effects of program participation on either instructional time or suspensions. The effect of exposure to peers with a history of problem behaviors on both outcomes did not reach statistical significance. Neither quality of mentor relationship nor group climate moderated the effects of exposure to problem behavior on participant truancy or suspensions. The results suggest that grouping youth with a history of poor attendance and suspensions did not inherently increase risk of truancy and suspensions. To pursue the mission of providing safe, evidence-based mentor programming to youth, further research is needed to assess for potential peer contagion effects in other group mentoring programs.

**Group Mentoring as a Context for Intervention: Infusing Small Research-Based Interventions to Promote Targeted Resilience Assets***Gabriel Kuperminc*, Georgia State University; *Katie Hale*, Georgia State University; *Wing Yi Chan*, Rand Corporation

Findings from the outcome evaluation of Project Arrive (PA) yielded exciting, yet puzzling results (Chan et al. under review; Kuperminc et al., under review). The quasi-experimental evaluation showed a strong positive effect favoring PA participants on a range of “external resilience assets,” such as a sense of school belonging and teacher support, and gains in academic achievement. However, there were few effects showing that PA participants made gains in “internal resilience assets,” such as self-efficacy, which are thought to be critical to sustaining and building on program-related academic and behavioral outcomes. In this presentation, we discuss the rationale for reframing group mentoring as not just a program but as a context for intervention, and discuss next steps in building and refining PA. Because PA is offered only at grade 9 due to resource constraints, there is a pressing need to consider how effects can be sustained or even strengthened as youth navigate high

school. Specifically, we discuss strategies for infusing two research-based ‘small’ interventions (1) to foster a growth mindset, a belief that intelligence can be developed through effort (Dweck, 2015), and (2) to enhance participants ability to initiate future mentoring relationships after program participation via empowerment focused training centered on the importance of building social capital networks and interpersonal skills (Schwartz & Rhodes, 2016). In the presentation, we will highlight the conceptual rationale for choosing these interventions and, from a practice perspective, we will discuss how these elements will be built into the existing program using the SAFE (sequenced, active, focused, and explicit) framework proposed by Durlak, Weissberg, & Pachan (2010). Expectations are that subsequent implementations of PA will replicate and extend previous findings, and help youth to establish a foundation for sustained internal and external resilience to academic and social challenges throughout the high school years.

**003 Global Alliance Vera S. Paster Award Address: The Ecology of Storytelling in Native America: Using Digital Stories to Empower Cultural and Historical Narratives**  
Special Session

**Day:** 6/26/2019 **Time:** 9:00-9:50 AM **Room:** NLU 4022

**Abstract**

Bronfenbrenner’s (1979) Ecological Systems Model has long been considered a tried-and-true approach for understanding development in context. Unfortunately, in its current condition, Bronfenbrenner’s model situates factors central to Native American peoples – including culture and history – at the margins of the model, overlooking the impact cultural and historical factors have on development. To address this limitation, this presentation offers a reconceptualization of the Ecological Systems Model that designates culture and history as proximal influences of development; a move that renders it difficult to overlook how experiences with culture and history – both past and present – have much to bear on the present day experiences of Native American peoples. Offering both theoretical and empirical support for the newly reconceptualized ecological systems model, the presenter will draw on data collected as a part of the Native American Digital Storytelling Project – a community-based, participant-created multimedia workshop series that preserves and empowers oral wisdom, and provides rich, culturally relevant first-person narrated accounts of people’s lives through stories. Qualitative analyses of digital stories from the Native American Digital Storytelling Project will be presented, demonstrating the salience of cultural and historical contexts for the development Native American peoples, with an emphasis on domains such as identity and mental health.

**Chairs:**

Jill Fish, University of Minnesota, Twin Cities

**004 The Ford-Kavanaugh Hearing: Masculine Jeopardy and Patriarchal Crisis**

Town Hall Meeting

**Day:** 6/26/2019 **Time:** 9:00-9:50 AM **Room:** NLU 5006

**Abstract**

The concept of hegemonic masculinity is defined by Connell as, “the configuration of gender practice which embodies the currently accepted answer to the problem of legitimacy of the patriarchy, which guarantees (or is taken to guarantee) the dominant position of men and the subordination of women”. Hegemonic forms of masculinity depict men as strong, aggressive, and dominant. The inherent nature of hegemonic masculinity is that it is relational. In order for men to be dominant, there must be an “other” to be dominated. Classically, this “other” is a woman whose role is to be subordinate to these men. The aim of this study was to explore the ways in which hegemonic masculinity was expressed, represented, and enacted during the Kavanaugh hearings. Additionally, this study examined the ways in which Dr. Ford’s was positioned as the “other” to bolster and justify Kavanaugh’s words, emotions, and behaviors. Furthermore, this study examines how different actors and structures, to include Congress, reinforced this masculinity in ways that rendered it normative.

**Chairs:**

*Dessie Clark*, Michigan State University; *Heather Bomsta*, Michigan State University; *Aislinn Langley*, Michigan State University

**005 Exploring Residential Stability Among Homeless Subpopulations: Definitions, Factors, and Implications**  
Symposium

**Day:** 6/26/2019 **Time:** 9:00-9:50 AM **Room:** NLU 5007

**Abstract**

Despite its use in housing and homelessness research, residential stability has not been well defined. It has been given a number of different labels (e.g., housing stability, vulnerable housing, housing security, housing insufficiency) and is inconsistently measured across studies. Further, more innovative measures of residential stability are needed to capture its complexity. Experiences of residential stability have also been unexplored in past studies with different subgroups of the homeless population, including immigrants and refugees. This symposium will present findings from three studies, all of which discuss the experiences of residential stability in the homeless population, focusing on the experiences of single adults, foreign-born homeless families, and the role of social support and community integration in the maintenance of residential stability over time. Study findings will then be situated within the larger research field to identify key knowledge gaps and develop an agenda for future research on residential stability. The goal of this symposium is to position residential instability as a social problem that requires our attention and highlight opportunities for community-based researchers to further our understanding of residential stability and inform the development of strategies that promote



greater stability.

**Chairs:**

*Alexia Polillo*, University of Ottawa

**Discussant:**

*John Sylvestre*, School of Psychology, University of Ottawa

**Presentations:**

**Social support and community integration as predictors of housing stability: A prospective cohort study**

*Ayda Agha*, School of Psychology, University of Ottawa;  
*Tim Aubry*, School of Psychology, University of Ottawa;  
*Rosanne Nisenbaum*, Centre for Urban Health Solutions,  
St. Michael's Hospital; *Stephen Hwang*, Centre for  
Urban Health Solutions, St. Michael's Hospital

Among the homeless, there is a significant number of individuals that despite obtaining housing, experience a recurrence of homelessness. These individuals can face high levels of social isolation and often lack supportive relationships that provide a sense of acceptance, belonging, and self-worth. Having social support can play an important role in achieving and maintaining residential stability. Presented is a prospective study examining if measures of social support and community integration predict residential stability among homeless and vulnerably housed individuals after one year. Data is used from the Health and Housing in Transition (HHiT), a longitudinal cohort study that tracked the health and housing status of approximately 1,200 homeless and vulnerably housed single adults in three Canadian cities (Toronto, Ottawa, and Vancouver) over a 4-year follow-up period (2008-2014). Vulnerably housed individuals included those living in their own room or apartment, but had been homeless or moved more than twice in the 12-months prior to the date of the interview. The current study will look at individuals at the first follow-up interview (FU1), second follow-up interview (FU2), and third follow-up interview (FU3). Multiple linear regressions are used to determine if perceived social support, size of social network, and different types of community integration (i.e., physical, psychological, and social integration) predict housing stability for three different periods after controlling for demographic and health status variables, namely from the FU1 to FU2, FU2 to FU3, and FU3 to FU4. The main outcome of interest is how many consecutive days participants continued to be stably housed following interview. These findings can provide much needed insight on the role of social support and community integration on the maintenance of stable housing over time.

**An examination of lived experience to inform understanding of residential instability**

*Konrad Czechowski*, School of Psychology, University of Ottawa

A sizable proportion of existing literature

operationalizes residential instability as unidimensional, using single indicators such as frequency of moves within a given time period or housing type (e.g., group home, shelter, own housing) to measure instability. However, such unidimensional definitions of residential instability fail to capture the complexity of the construct. This presentation will examine residential instability as a multidimensional process that unfolds over time. This presentation will outline how residential instability was operationalized in previous literature and discuss findings from a qualitative study that specifically examined an essential part of participants' residential instability: their residential transitions. Participants were recruited from the Health and Housing in Transition study (HHiT), a longitudinal multi-city Canadian study tracking the health and housing of 1,192 participants over a 5-year period. Twenty-two participants from Ottawa, Canada were recruited from the larger study to participate in in-depth semi-structured qualitative interviews. Data were analyzed using a general inductive method for the analysis of qualitative data to examine participants' perceptions of their transitions and the instability they experienced. Findings suggest that participants experienced feelings of disconnection from their housing situations; their transitions were characterized as chaotic, unplanned, and initiated by factors outside of their control. Participants attributed their transitions to factors including interpersonal issues, substance use, financial issues, safety concerns, and pests. The present study emphasizes the complexity of participants' precarious housing situations and the multifactorial nature of their instability. Findings from this study contribute to emerging literature aiming to closely examine the experience of residential instability toward a unified, empirically-based understanding of the construct.

**Using timeline mapping to understand residential instability among foreign-born homeless families**

*Alexia Polillo*, School of Psychology, University of Ottawa

Every year, families leave their home countries to start a new life in Canada. When foreign-born families arrive in Canada, they may experience a range of challenges related to adjustment and settlement, such as unemployment, low wages, language difficulties, small social networks, and discrimination. These challenges can prevent some families from securing safe and affordable housing, which may increase their risk of homelessness. As a result, the profiles of homeless families in Canada has seen a dramatic increase in the use of family shelters, and a change in families who use the shelters. Specifically, there has been an increasing presence of newcomers to Canada who are experiencing homelessness. In 2017, 36% of families living in shelters were newcomers to Canada, compared to only 4% in 2014. However, little is known about the needs of foreign-born families, their pathways into homelessness, and how they experience residential instability. Addressing this research gap is critical to identifying

areas for intervention and refining already existing supports. This presentation will examine residential instability and how it contributes to the pathways into homelessness for foreign-born families residing in Ottawa's emergency shelters. Data will be drawn from in-depth qualitative interviews with Canadian-born (n = 13) and foreign-born (n = 23) heads of families. Moreover, timeline mapping will also be used to understand the temporal sequence of events that occur prior to homelessness. This presentation will detail the findings of the study and raise implications for policy and service delivery to understand the issues facing foreign-born families who are experiencing homelessness.

**006 Assessing Nonprofits' Evaluation and Data Capacity**  
Workshop

**Day:** 6/26/2019 **Time:** 9:00-9:50 AM **Room:** NLU 5016

**Abstract**

While there is almost always value to external evaluation, increasing the internal data and evaluation capacity of nonprofits can have a greater and longer lasting impact than hiring one-off external consultants. This workshop will discuss the available literature on nonprofit data capacity, tools to assess data and evaluation capacity, and processes to increase capacity. Particular attention will be paid to customizing our understanding of capacity to ensure our approach both meets nonprofits where they are and does not assert a singular definition of required or ideal capacity. This workshop will leave participants with both an understanding of the previous work completed as well as tools that can be applied to working with nonprofit partners. Discussion will also be employed around other tools and practices that participants have found beneficial.

**Chairs:**

*Jodi Petersen*, Petersen Research Consultants, LLC

**008 Social Support and Risk versus Resilience for College Students from Underrepresented Backgrounds**

Symposium

**Day:** 6/26/2019 **Time:** 9:00-9:50 AM **Room:** NLU 5028

**Abstract**

Underrepresented college students face substantial obstacles to attaining a four-year college degree in the United States. Students from historically underrepresented racial or ethnic minority groups and first-generation college students tend to have lower rates of enrollment in and attendance at four-year colleges and substantially higher rates of dropping out of college (Castleman & Page, 2014; Ishitani 2006; National Center for Education Statistics, 2003). Taken together, these barriers to a college education place marginalized young adults at greater risk of unemployment, poverty, and an array of mental and physical health problems, all of which serve to maintain and widen social inequality. This symposium will present findings from three research projects designed to explore the ways in which

social support might offset these risks, thereby promoting resilience for college students from underrepresented backgrounds. The first study examines the impact of trajectories of perceived stress and trajectories of social support from parents, friends, romantic partners, and natural mentors over the course of underrepresented students' college careers on educational success. The second study explores how students' perceptions of family support influence their personal and academic self-concept, and differences in the influence of family support for students from backgrounds traditionally underrepresented on college campuses. The final study examines how college student perceptions of shared identities with natural mentors are associated with mentoring relationship characteristics, and how associations may differ for on-campus versus off-campus mentors. The discussant will highlight themes common across these papers, as well as the implications of these research findings for real-world programs and policies designed to support colleges students from marginalized communities. In addition, time will be reserved for dynamic discussion between the presenters and audience members regarding the theoretical and practical implications of the study results.

**Chairs:**

*Elizabeth Raposa*, William & Mary

**Discussant:**

*Elizabeth Raposa*, William & Mary

**Presentations:**

**The Role of Trajectories of Social Support in Underrepresented Students' Academic Achievement**

*Audrey Wittrup*, University of Virginia; *Noelle Hurd*, University of Virginia

Although underrepresented (i.e., first-generation, underrepresented racial/ethnic minority, economically disadvantaged) college students in the United States face significant barriers there is also evidence that many succeed academically. This highlights the importance of identifying factors that facilitate educational success. One such resource may be social support. The core research objective of this study was to examine the impact of trajectories of perceived stress and trajectories of social support from parents, friends, romantic partners, and natural mentors over the course of underrepresented students' college careers on educational success. Participants were drawn from an existing study of underrepresented students attending a public, predominately white institution (n = 302). Participants were surveyed during the fall and spring of their first year and again in the spring of their third, fourth, and fifth years of college. The outcomes of interest (i.e., on-time graduation, career plans, and goal setting skills) were self-reported at the fifth time point. Social support and perceived stress were measured across all five times points, and longitudinal latent profiles were estimated based on fluctuations in both variables over time. Initial correlational analyses suggest

a positive association between social support and educational success, as well as a negative association between perceived stress and educational success. Preliminary results of longitudinal latent profile analyses suggest a three-class solution achieved the best fit for the data. Group 1 (45% of sample) reported high perceived stress and low social support. Group 2 (30% of sample) reported average perceived stress and low social support. Group 3 (25% of sample) reported high perceived stress and high social support. Finally, a series of post-hoc chi-squared and MANCOVA tests were conducted to determine if class membership was associated with educational outcomes. Implications of these findings will be discussed.

### **Family Support as a Predictor of Academic and Social Self-Concept Among Underrepresented College Students**

*Nyx Robey, William & Mary; Elizabeth Raposa, William & Mary*

Research suggests that family support can be important in young adults' adjustments to the rigors of college life (Valentiner et al., 1994; Friedlander et al., 2007). This support may be particularly protective for students from underrepresented backgrounds (St. Clair-Christman, 2012), who face additional challenges in transitioning to college, including stereotypes (Steele, 1997), exposure to microaggressions (Demianczyk, 2016), and a reduced sense of belonging (Fisher, 2007). The current study explored how students' perceptions of family support influenced their personal and academic self-concept, and whether this differed for students from backgrounds traditionally underrepresented on college campuses. Participants included 290 college students entering their first semester of their freshman year with 51% of the students from underrepresented backgrounds (i.e., racial/ethnic minority, low-income, or first-generation college). All students completed self-report surveys about their expectations entering college, including the Personal and Academic Self-Concept Inventory (Fleming, & Whalen, 1990), which contains 7 subscales: social acceptability, academic ability, verbal ability, math ability, physical appearance, physical ability and social anxiety. Regression analyses showed that family support predicted a more positive personal and academic self-concept overall ( $b = 14.91$ ,  $SE = 3.35$ ,  $p < .001$ ). When subscales were examined, family support predicted a more positive sense of one's social acceptability ( $b = 1.50$ ,  $SE = .69$ ,  $p < .05$ ), academic ability ( $b = 1.47$ ,  $SE = .62$ ,  $p < .05$ ), and physical appearance ( $b = 1.40$ ,  $SE = .63$ ,  $p < .05$ ). Underrepresented students had lower perceptions of their verbal ability ( $b = -1.73$ ,  $SE = .48$ ,  $p < .0001$ ) and academic ability ( $b = -1.39$ ,  $SE = .49$ ,  $p < .01$ ). However, there were no interactions between underrepresented status and family support in predicting self-concept. Findings have important implications for harnessing family support for freshman students entering college, particularly those from family

backgrounds that are traditionally underrepresented on college campuses.

### **Natural Mentoring Relationships Among College Students: Do Shared Mentor-Mentee Identities Matter?**

*McKenna Parnes, Suffolk University; Lidia Monjaras-Gaytan, DePaul University; Bernadette Sanchez, DePaul University; Sarah Schwartz, Suffolk University*

Research demonstrates mentors serve as role models and sources of support, particularly in the context of youth identity development (Rhodes, 2005). However, little research has explored how these processes may be influenced by similarities and differences in mentor and mentee identities. This study examines how college student perceptions of shared identities with natural mentors are associated with mentoring relationship characteristics, and how associations may differ for on-campus versus off-campus mentors. Participants included 248 students from two urban, private universities. Mean age of participants was 20.64 ( $SD = 3.57$ ), 69% were female, 34.7% first-generation college students (FGCS), 9.7% Asian, 7.3% Black, 15.1% Latinx, 2.0% Middle Eastern/North African, 50.8% White, 1.2% Other and 12.9% Mixed Race; 36.3% had on-campus mentors and 38.3% had off-campus mentors. Surveys assessed natural mentoring relationships and shared identities (race/ethnicity, socioeconomic status (SES), gender, and academic goals). Hierarchical linear regressions were conducted examining associations between shared identities and mentoring relationship characteristics, controlling for student age, gender, race, and FGCS status. Perception of shared identities with off-campus mentors were associated with various relationship characteristics. Specifically, similar racial/ethnic identity was associated with feeling understood, relationship value, and viewing mentor as a role model ( $p$ 's  $< .01$ ); similar academic goals were associated with feeling understood, college guidance, and relationship value ( $p$ 's  $< .05$ ); similar SES was associated with feeling understood, closeness, tangible support, guidance, relationship value, and viewing mentor as a role model ( $p$ 's  $< .05$ ); and similar gender was associated with feeling understood, relationship value, and viewing mentor as a role model ( $p$ 's  $< .05$ ). In contrast, no significant associations emerged based on shared identities with on-campus mentors. Results suggest the importance of examining multiple aspects of identity and how shared identities may influence mentoring relationships for college students, including how associations differ based on context.

### **009 Examining and Expanding How We Define Justice: Procedural Justice within the Criminal Justice System Symposium**

**Day:** 6/26/2019 **Time:** 9:00-9:50 AM **Room:** NLU 5030

#### **Abstract**

The criminal justice system is the series of agencies, institutions, and processes established by governments

to control crime and impose penalties on those who violate criminal law (The National Center for Victims of Crime, 2008). Though ‘justice’ appears in its name and suggests all people be treated equal before the law, be entitled to equal protection by the law, and be treated with dignity and respect, the criminal justice system has operated in ways that reinforce systems of oppression. Procedural justice offers a framework for examining processes and procedures within the criminal justice system, and the extent to which they are perceived as fair by those subjected to them. In this symposium, presenters will share how procedural justice has been employed and examined in their work, in both the criminal and juvenile justice systems. The first presentation will discuss how procedural justice has been used in one community to inform a multidisciplinary, coordinated response to sexual assault. The second presentation showcases a recent qualitative study on how defendants of color in two communities describe their experiences of procedural justice in the criminal justice system. The third presentation will examine the relationships between critical consciousness, procedural justice, and other and self-directed violence within the context of a gender-responsive, social justice oriented, community-based advocacy program (ROSES) delivered to adolescent girls who are juvenile justice system involved.

**Chairs:**

*Jessica Shaw*, Boston College

**Discussant:**

*Shabnam Javdani*, New York University

**Presentations:**

**Procedural Justice as an Orienting Lens for Multidisciplinary Coordinated Responses to Sexual Assault**

*Jessica Shaw*, Boston College

Sexual assault survivors’ needs are multifaceted: survivors may need medical care, services that help ensure their immediate and long-term safety, a means to hold their perpetrators accountable, and assistance in understanding what resources are available and how best to navigate through complex systems to obtain them. A collaborative approach that brings together and coordinates efforts among sexual assault responders from a range of systems and agencies is considered best practice for meeting survivors’ myriad needs. Coordinated, multidisciplinary teams or taskforces are frequently assembled to ensure representation from a range of systems (e.g., criminal justice, medical systems) and service providers (e.g., rape crisis centers, civil legal assistance centers). Yet, within these groups, conversations on how best to respond to sexual assault are frequently dominated by the needs of the criminal justice system, with successful prosecution regarded as the key indicator of success and justice served. A focus on criminal justice outcomes persists even though the vast majority of sexual assault cases never enter into the criminal justice system, and those that do don’t progress

to prosecution. Procedural justice offers an alternative, and complementary lens through which justice can be pursued for sexual assault survivors. First, we’ll define procedural justice, review how it relates to other justice types and settings, and briefly explore the history of procedural justice. The presenter will then discuss how procedural justice came to be a key orienting lens for a multidisciplinary taskforce examining system responses to adolescent sexual assault in one state, and how this framework gained traction across various agencies.

**What do Defendants Really Think? Procedural Justice and Legitimacy in the Justice System**

*Andrew Martinez*, Center for Court Innovation; *Sienna Walker*, Center for Court Innovation; *Rachel Swaner*, Center for Court Innovation; *Cassandra Ramdath*, Center for Court Innovation

In the last decade, reformers have sought to strengthen the legitimacy of the United States criminal justice system by embracing the concept of procedural justice (PJ), which refers to the fairness of justice procedures and interpersonal treatment of people going through the criminal justice system. Despite decades of research on procedural justice, scant research has examined how commonly used procedural justice principles are conceptualized by defendants. This presentation highlights a recent qualitative study of how justice-involved individuals operationalize the procedural justice concepts of respect, voice, understanding, and neutrality, based on their encounters with the police, courts, and the corrections system. Semi-structured interviews were conducted with 102 participants, mostly Black and Latinx, in Cleveland and Newark. Interviews were transcribed, and qualitative data were coded into the PJ domains using a grounded theory approach. Overall, our findings show that participants provided both favorable and negative views of criminal justice agents (e.g., police, judges). Participants discussed a range of interpersonal experiences with system actors that conveyed respect or disrespect (e.g., physical abuse, non-verbal cues) and limited defendants’ voice (e.g., dismissiveness). Participants also reported a lack of understanding of criminal justice processes (e.g., not understanding legal jargon, arbitrary prison rules). Finally, results underscore a myriad of ways in which participants view decision-making processes as biased. The presentation will end with a broader discussion concerning the interface of procedural justice concepts and Community Psychology. Implications for research, practice, and policy will be discussed.

**Critical Consciousness, Procedural Justice, Perceived Police Injustice, Other and Self-directed Violence, and ROSES**

*Sukhmani Singh*, New York University; *Machalyne Carter*, New York University; *Diamond Garcia*, New York University; *McKenzie Berezin*, New York University; *Sarah Peralta*, New York University; *Genevieve Sims*, New York University; *Raquel Rose*,

New York University; *Shabnam Javdani*, New York University

Adolescent girls comprise a growing proportion of youth in the juvenile justice system. Research suggests that girls who have initial contact with the juvenile justice system are at increased risk for more serious legal challenges, and engagement in self-directed, and other-directed violence. The literature on procedural justice largely focuses on adults within the criminal justice system, and rarely examines the influence of gender. Furthermore, scholarship that bridges the literatures on critical consciousness, procedural justice and self and other-directed violence is missing. This study aims to understand the relationships between these constructs with a participant pool who are part of a study about the effectiveness of a gender-responsive, social justice oriented, community-based advocacy program called ROSES. This paper uses data collected from the original 2-arm randomized control trial evaluation of ROSES. Specifically, this study examines the degree to which girls' perceptions of critical consciousness and procedural justice predict their engagement in, other and self-directed violence. Additionally, this study will also seek to understand if these processes vary for girls who are of immigrant-origin and girls who are from non-immigrant households. Results will a) inform and an emerging literature on procedural justice for youth, b) advance knowledge around the influence of youths' levels of critical consciousness and understandings of procedural justice on serious mental health challenges related to violence, and c) inform intervention and policy for a population experiencing the highest levels of legal disparity – young women of color.

### **010 Intervening to Creating Change in Egypt: Challenges and Opportunities Across Diverse Initiatives**

Symposium

**Day:** 6/26/2019 **Time:** 9:00-9:50 AM **Room:** NLU 5031

#### **Abstract**

This symposium looks at some of the unique opportunities and challenges faced in promoting change in Egypt. Two initiatives promoted change by implementing the participatory approaches; the other two used surveys and interviews to assess the need for change. All four aimed to design change programs that were sensitive to local contexts. Across all of the social problems addressed, there was a need to raise basic awareness, to develop local leadership, and to address multiple social and psychological barriers. The first paper examines the problem of sexual harassment in Egypt through an assessment of its impact on adolescent girls. Despite the fact that the girls were aware that sexual harassment was harmful and violated their rights, the social acceptability and victim-blaming that surround harassment in Egypt increased the harm and made it difficult for them to respond effectively. The second paper addresses the problem of bullying in schools which is widespread and little understood. An assessment of teachers' views of bullying found that they lacked a clear understanding of bullying and

needed support across systems for intervening in bullying incidents. In the third paper, a positive deviance approach was used to address the very low rates of breastfeeding in Egypt. There are numerous obstacles to breastfeeding in Egypt that include poor healthcare practices, lack of social support, and lack of policy. By placing women who breastfeed despite these obstacles at the center of social change efforts, culturally-appropriate and successful intervention is more likely. And finally, the last paper describes how the use of empowerment evaluation in a regional leadership development program was important to the program's sustainability as it enhanced sense of community and supported the integration of a learning organization approach. Discussion will focus on identifying common and different challenges in implementing change efforts both within and across cultures.

#### **Chairs:**

*Nada Shalabi*, American University in Cairo

#### **Discussant:**

*Carie Forden*, American University in Cairo

#### **Presentations:**

##### **An Assessment of the Psychological and Social Impact of Sexual Harassment on Adolescent Girls in Egypt**

*Farah Shash*, HarassMap; *Hana Fahmy*, American University in Cairo

This presentation describes a study conducted for Save the Children Egypt to understand the impact of sexual harassment on adolescent girls in two informal settlements in Cairo and Giza. The main objective of the study was to examine the psychological impact of sexual harassment on young girls and their wellbeing, including their sense of agency and decision-making. It also examined the impact on their capacity to resist other forms of violence and on their access to services and rights. Qualitative data was gathered from a sample of 62 girls, through a workshop of utilizing a risk mapping tool, focus group discussions and structured interviews. It was found that there was a strong negative impact on their individual wellbeing, their socialization, and their behavior and attitudes toward their future adult roles. In addition, the participants showed high levels of fear, anxiety and a lack of a sense of safety while accessing the public sphere. There was also a strong relationship between the prevalence, social acceptability of sexual harassment and victim blaming on: a) self-perception; b) difficulties forming interrelationships with the other gender, c) probability of accepting other forms of violence, and d) their choices of dress and relationship with their bodies. Finally, the main cost that was imposed on the girls due to sexual harassment is that even though they understood the gendered nature of sexual harassment and were aware that it was a violation of their rights, they still did not have enough agency, or the supportive environment, to break the cycle of violence and reduce its consequences. The implications

of these results for creating social change around sexual harassment will be discussed.

### **An Assessment of Teachers' Views of School Bullying in Egypt**

*Nada Shalabi*, American University in Cairo

Egyptian children are no exception to their peers worldwide in facing bullying. However, bullying has been poorly researched in Egypt (Goryl, Neilsen & Sweller, 2013). Bullying is commonly defined as an aggressive behavior that is intentional, repeated for a long time and involves an imbalance of power. It can have negative effects on children's physical and psychological health and can even escalate to the tragedy of suicide. Teachers often serve as students' first line of defense against bullying. Therefore, the purpose of this research was to study Egyptian teachers' perceptions of bullying in order to better understand how they deal with it. Elementary teachers in a private school in Cairo responded to a survey on knowledge and attitudes toward bullying (n = 90) and an additional twelve teachers were interviewed regarding their knowledge and attitudes. Findings showed that most teachers had misunderstandings about the criteria for bullying and how to identify it, but they showed good awareness of the factors that influence bullying behaviors. Teachers implemented a variety of bullying intervention strategies with punishment being the most common strategy. They experienced many challenges, such as lack of support from parents, that made them hesitant to intervene in bullying situations. While the school did not have anti-bullying policies, teachers were eager to attend training workshops about bullying and gave many suggestions for improving bullying prevention. Based on these findings, a bullying prevention training was developed to create social change by providing education and promoting self-efficacy for teachers faced with the challenges dealing with school bullying.

### **Taking a Positive Deviance Approach to Creating Change in Breastfeeding Practices**

*Ayah Sarhan*, American University in Cairo

Egypt is 36th in the world when it comes to child malnutrition, with high rates of stunting and wasting. This may be in part because only 16% of babies under six months of age are breastfed. Breastfeeding is an important tool for primary prevention of morbidity and mortality in childhood, with benefits for mothers as well (Kuman & Singh, 2015). Despite the well-known advantages of breastfeeding, breastfeeding initiation and continuation rates are very low in Egypt, and new mothers who want to breastfeed face many challenges. These challenges include unsupportive hospital settings and practices, lack of trained medical staff available to coach mothers, lack of legislation to support mothers who work outside of the home, media misrepresentation of human milk substitutes, and common social practices,

misconceptions and fears around breastfeeding. This paper will describe the use of a positive deviance approach to create social change around breastfeeding. In this approach, mothers who are breastfeeding (positive deviants) meet together in a group to discuss their reasons for breastfeeding and to identify the factors that have enabled them to overcome the barriers to breastfeeding. Once these factors have been identified, the ones that can be most easily adopted by other mothers are selected, and then the group of positive deviants creates strategies for promoting these factors among other women. The benefits of applying a positive deviance approach to creating social change around breastfeeding in Egypt include 1) using local knowledge and experience to identify effective interventions; 2) empowering positive deviants to advocate for breastfeeding; 3) enabling local health organizations to develop breastfeeding promotion action plans that are appropriate to the community context.

### **Using Empowerment Evaluation to Build Capacity in a Leadership Development Program**

*Hana Shahin*, Kansas State University

The Lazord Foundation supports the design, implementation, and development of experiential and educational programs for young professionals in the Arab and Mediterranean region. As part of these programs, it funds the Lazord Fellowships, which create leadership and professional development opportunities for recent college graduates by connecting them with local internships, trainings, mentoring, and professional networks. The fellowships are currently in three countries: Egypt, Jordan, and Tunisia. As part of unifying processes across the three countries, we have been working collaboratively to develop an evaluation system for the program which includes three strategies; professional placement, capacity building and mentoring. This was done through an empowerment evaluation approach. Lazord chapter coordinators were a part of the design and contributed the tools they had been using. A collection of the existing tools was combined, and some needed tools were developed to the design of process, outcome, impact and summative evaluations. The team would further refine these tools and develop a strategy for implementing and integrating them into the program. While the evaluation will help with assessment of overall success and guide the future of the fellowship; the process of developing the evaluation method aimed to enhance sense of community and ownership and to empower the organization to evaluate itself and continuously develop. Participant reflections on the process indicate that it was valuable to engage them while also indicating some challenges related to the correct dosage and amount of change that is beneficial. Lessons learned and effective practices from the process will be shared.

### **011 The Role of Relationships for Readiness: Partnerships at the Foundation of Community Change Efforts**

Symposium

**Day:** 6/26/2019 **Time:** 9:00-9:50 AM **Room:** NLU 6013

#### **Abstract**

Community health is impacted by interactions between multiple ecological levels. Therefore, innovations that aim to impact communities often require collaborative relationships. This symposium presents three projects that demonstrate the importance of such relationships for reaching outcomes. We will provide examples of how fostering partnerships is important both from initial implementation through spreading and sustaining interventions. The relationships described include cross-sector healthcare partnerships, police partnering with communities, and community coalitions building partnerships to spread their initiatives. The R=MC2 (readiness = motivation x innovation-specific capacity x general capacity) model for organizational readiness is used to conceptualize and measure readiness for partnerships and collaboration. Partnership-specific additions to this framework will be described. Overall, this symposium relates to impactful and transformative community research and action through the topic areas of community organizing, coalition-building, and civic engagement. All of the projects described also aim to impact social determinants of health, including the impact of partnerships on access to behavioral healthcare and community safety.

#### **Chairs:**

**Tara Kenworthy**, University of South Carolina and Wandersman Center

#### **Discussant:**

**Jim Cook**, University of North Carolina Charlotte

#### **Presentations:**

##### **Evaluating Readiness for Community-Based Cross-Sector Partnerships to Integrate Care: Tool Development and Implementation to Improve Partnership Effectiveness**

*Leslie Snapper*, University of North Carolina Charlotte; *Victoria Scott*, University of North Carolina Charlotte and Wandersman Center; *Tara Kenworthy*, University of South Carolina

Partnerships are needed when a social issue cannot be solved solely by an organization. Defined as a formal alliance between two or more organizations representing different sectors of society, cross-sector partnerships are complex and often difficult to navigate due to marked differences in organizational characteristics (culture, structure, and function) among partnering organizations. Despite these challenges, cross-sector partnerships present a unique opportunity to address complex, enduring social issues, such as lack of access to behavioral health care. Evaluating readiness among partners at various stages of the partnership process can help improve partnership effectiveness by surfacing strengths and challenges to partnering across sectors. During this session, we will discuss our collaborative efforts with the Eugene S. Farley, Jr. Health Policy

Center to assess state-wide readiness to advance cross-sector partnerships to improve the integration behavioral health services. Using the evidence-based R=MC2 (Readiness = Motivation x Innovation-specific Capacity x General Capacity) framework and literature review of cross sector partnerships, an assessment tool was developed and implemented with organizations and agencies across a state. By engaging in this type of evaluation, specific factors that influence an organization's readiness to partner can be identified and then targeted for improvement from the very early stages of partnership formation. These efforts have the potential to increase partnership effectiveness as well as partnership outcomes. They facilitate data-informed decision-making, which enables stakeholders to optimize decisions about the allocation of limited organizational resources. For systems change efforts, this may aid in improving partnerships to integrate behavioral health and increase favorable outcomes. In this session, we will discuss the implications of our work from a practice and policy perspective. We will also invite participants to share their experiences and insights with working across sectors to improve community health.

#### **Applying Readiness and Relationships to Police and Community Collaborations**

*Kassy Alia Ray*, Serve & Connect and Wandersman Center; *Jose Soler*, Serve & Connect; *Lauren Hajjar*, Suffolk University; *Abe Wandersman*, Wandersman Center

The distrust in police experienced by communities of color is historical, grounded in generations of mistreatment and inequity in the criminal justice system, and magnified by recent high profiling shootings of unarmed black men. The frayed relationships have been associated with heightened trauma among marginalized communities and reduced access to resources for promoting community safety. Serve & Connect is a nonprofit organization that is engaging community psychology values and skills with the aim of improving relationships between police and marginalized communities. Based in Columbia, SC, the mission of the organization is to improve community safety, resilience and well-being through transformative police and community partnerships. In this presentation, we describe how an understanding of readiness and relationships is being applied towards fostering greater collaborations among police, members of the community and partnering organizations (e.g., nonprofits, schools). We dive into a case example located in an area that is known for high rates of socioeconomic, health, and crime disparities where the model is being used to engage police and community members around enhanced coordination of services and strategies for reducing youth engagement in criminal activity and promoting youth empowerment. The presentation will share lessons learned from this work and will also reflect on implications for applying this

model towards facilitating collaboration in other areas where trust may be fragile.

### **Spreading Ideas by Building Community-Based Partnerships: Lessons from SCALE**

*Jonathan Scaccia*, The Institute for Healthcare Improvement and Wandersman Center; *Brittany Cook*, The Institute for Healthcare Improvement and Wandersman Center

Community coalitions are built on partnerships and relationships. These become even more important as coalitions grow and help to spread good ideas on a larger scale. The presentation will talk about our supportive work with Spreading Community Accelerators for Learning and Evaluation (SCALE), a national community-based initiative helping community coalitions implement improvement and relational skills designed to improve health, wellness, and equity. Convened by the Institute for Healthcare Improvement and supported by the Robert Wood Johnson Foundation, we will present findings and bright spots from phase II of the project. In Phase II, coalitions were expected to take the skills they had learned in Phase I (January 2015-April 2017), and spread these skills and values regionally to new partners. We will take about the spread process, and how the relationship building process was deliberately emphasized and supported.

### **012 Innovations in Trauma-informed Practice with Marginalized Youth and Emerging Adults Symposium**

**Day:** 6/26/2019 **Time:** 9:00-9:50 AM **Room:** NLU 6017

#### **Abstract**

The increasing use of technology in prevention and community mobilization brings up important questions for trauma-informed research and practice. Over the last few decades, community-based researchers and practitioners working with Latino and other marginalized communities in the United States have come to value methods that emphasize participation and partnership; however we acknowledge that the changing political landscape calls for innovative ways to reach individuals, connect families, educate, and support community mobilization. Dialogue between presenters and symposium participants will explore evolving questions for the use of technology and media in research, practice, and community partnerships. In the first presentation, Dr. Macias and Dr. Whitson will provide a summary of the existing evidence for mobile-based technology in addressing educational disparities among college-bound youth and young adults, and provide preliminary findings from an applied mixed-method study conducted in a diverse college town in New England. The second presentation focuses on the development of cultural-specific models for mobile-based intervention with Latino youth and young adults. Dr. Rodriguez and Dr. Serrata will describe the process of developing culturally relevant content for domestic violence prevention as part of a multidisciplinary team

of researchers and community practitioners. In the final presentation, the presenters facilitate a viewing of two video productions by a fifth grade ESL class, "Families Belong Together" and "Remembering Hurricane Maria," where students voice their opinions of the current injustices facing their Latino community. Presenters currently partner with the local neighborhood in practice (facilitating an after school program) and research (conducting a needs assessment of displaced residents following Hurricane Maria). In this symposium, participants and presenters will engage in dialogue about the role of community psychologists in tech-based advocacy, and discuss ethical and cultural considerations for innovations in trauma-based research and practice.

#### **Chairs:**

*R. Lillianne Macias*, University of New Haven; *Rebecca Rodriguez*,

#### **Discussant:**

*Melissa Whitson*, University of New Haven

#### **Presentations:**

### **Stress, Coping, and Perceptions of Mobile-based Prevention among College Students**

*R. Lillianne Macias*, University of New Haven; *Melissa Whitson*, University of New Haven

This study extends the promising research on mobile-based interventions like text messaging and "apps" as a means of communicating practical knowledge on registration, financial aid, and student resources to college-bound students, particularly first generation and other students at risk for "summer melt" or dropping out. Survey data collected for the present study will inform the development of mobile-based psychoeducational content on dating violence, substance use, mental health, healthy coping and resources for college students. Focus groups held in the winter of the 2018-2019 academic year will be analyzed to explore stress and coping among college students and the use of mobile technology to support wellbeing. A second quantitative survey study examines data from individuals between the ages of 18 and 29 recruited from 4-year universities in the Northeast United States to explore the use of technology in accessing social support, sources of stress, coping behaviors, and experiences of adverse childhood events (data collected will close in January of 2019). The survey includes a demographic questionnaire, previously validated scales to measure ACEs, the Brief COPE, and measures of four dimensions of wellbeing identified by Renshaw & Bolognino (2016): college gratitude (CGS), school connectedness (SCS), satisfaction with academics (SAS), and academic efficacy (ASES). A deductive analysis of focus group data describes the coping behaviors of students reporting a history of ACEs, including (1) seeking emotional support, (2) humor, and (3) actively dealing with problems. In addition to barriers to navigating university and financial aid systems, stressors like childhood adversity and current



financial stress likely impact students of ethnic minority status and with lower socioeconomic backgrounds disproportionately. Mobile technology offers a novel way to provide college students support and to build on existing strengths and social supports.

### **Developing a Smartphone Application to Prevent Intimate Partner Violence Among Young Latino Immigrants in the U.S.**

*Rebecca Rodriguez*, Casa de Esperanza; *Josephine Serrata*, Serrata & Hurtado, Inc.; *Rosa Gonzalez-Guarda*, Duke University School of Nursing; *Janice Humphreys*, Duke University School of Nursing

Latino emerging adults in the U.S. are more likely to own and use smartphones to access health information than their non-Hispanic white counterparts. The uptake of mobile technologies among young adult Latinos provides a promising platform for delivering interventions that would typically not reach this population by other means. Young Latino immigrants in the U.S. are disproportionately affected by intimate partner violence (IPV), yet few culturally-specific and evidence-based prevention strategies are widely available to target the unique needs and strengths of this population. The purpose of this formative research study is to describe opinions and preferences for a smartphone application (“app”) to prevent intimate partner violence among young adult Latino immigrants in the U.S. The spiral technology action research (STAR) model which guides the development of the app uses an action-research approach to integrate community expertise with theory, quality improvement, and community mobilization. The study utilizes a community-university partnership Casa de Esperanza National Latin@ Network, a national technical assistance provider to community-based organizations providing IPV services to Latino and immigrant communities and Duke University to develop the app. Online recruitment of service providers from diverse community-based organizations across the U.S. as well as Latino immigrant end users between the ages of 18 through 29 have participated in online focus groups and interviews. Qualitative data elicits community perspectives regarding desired characteristics and features of the app. Results will inform the development of a smartphone application that will address known risk and protective factors for IPV among young adult immigrants and identified preferences described by IPV service providers and Latino young adult end users. Researchers will discuss the preliminary findings and the broader application of the STAR model in developing technology-based interventions addressing violence prevention for Latinos in the U.S. and other high-risk populations.

### **“We Have to Come Together”: Latino Youth Call to Action**

*Kaylyn Taylor*, University of New Haven; *R. Lillianne Macias*, University of New Haven

Immigration, citizenship, and displacement are among the social issues affecting Latino communities in Connecticut, especially during a year where over a thousand individuals relocated to the state following the devastation of Hurricane Maria. In Fair Haven, CT, where Latinos comprise 67% of community members, disparities in housing, employment, and other basic needs were exasperated by an influx of displaced families from Puerto Rico following the storm. In times where natural or unnatural forces lead to collective trauma, existing community partnerships provide a valuable seat for promoting advocacy and policy change. In the fall of 2018, a fifth grade ESL class at Fair Haven Elementary School created videos voicing their opinions of the current injustices facing their community, including separation of families at the US borders and the lack of response from the federal government for Hurricane Maria. The videos illustrate a trend in the use of technology to amplify the voices of community members impacted by collective trauma. At the time they were asked to disseminate the videos, the authors were involved in partnerships with the Fairhaven community both in research and practice; one as a community psychology student intern working with a Latino-specific community organization, and both working as part of a team conducting a needs assessment with displaced members of the local Puerto Rican community. As one fifth grader stated “finally, for other families to be reunited, we have to come together and do protests,” illustrating the collective sense of urgency to act and mobilize in response to political trauma. Presenters will facilitate a discussion following a viewing of “Families Belong Together” and “Remembering Hurricane Maria,” to further explore technology as a means to take social action, and explore the role of educators and research partners in supporting youth processing individual and collective traumas.

### **013 Empower Yourself to a Career that Fits YOU: Considering a Practice Career**

Roundtable Discussion

**Day:** 6/26/2019 **Time:** 9:00-9:50 AM **Room:** Palmer House The Spire Parlor

#### **Abstract**

This candid, interactive discussion (an update of one that was well attended and enthusiastically received at the 2015 biennial) will be facilitated by two well-known community psychology (CP) practitioners, focusing on students (both MA and PhD) and early career community psychologists facing choices about their future career paths. Results from repeated surveys of (and anecdotal information from) CP graduate students report that many students are routinely discouraged from practice careers. The clear message imparted is that practice careers are “second tier,” for those who could not “make it” in academia. Even faculty who support their students’ interest in practice careers lack their own practice experience and connections, and are ill-equipped to provide guidance to their students to navigate the practitioner job market. While recent

bridges have been built between practitioners and academics within SCRA, students continue to report that negative attitudes persist about pursuing a practice career. We will solicit examples of barriers students and early career community psychologists face in considering a full range of career options. We will brainstorm ways for students to empower themselves to make their graduate training work for them in the practitioner job market. We will suggest several diverse career paths in CP; discuss how to tailor one's training and experiences to prepare for a chosen path (drawing on SCRA's competencies); describe how to find and apply for practice jobs; and identify supportive resources including mentoring from community practitioners. The outcome will be to instill confidence in and comfort with the decision to forego an academic career and forge a productive CP path. Since community psychologists change systems, we will brainstorm methods for changing participants' graduate training, including the organization of mutual support among students, so our training programs will be more responsive to the interests and passions of CP students and recent graduates.

**Chairs:**

*Gloria Levin*, Community Practitioner, Glen Echo, MD;  
*Susan Wolfe*, Susan Wolfe and Associates

**014 No Health Research About Bronx Patients Without Us: Actualizing The Community Engaged Research Academy**

Workshop

**Day:** 6/26/2019 **Time:** 9:00-9:50 AM **Room:** Palmer Salon 12

**Abstract**

For two years we, an interdisciplinary collective comprised of members of a community-based Institutional Review Board, patients, caregivers, organizers, psychologists, and public health researchers co-coordinated the Community Engaged Research Academy (CERA). CERA was a grassroots patient-centered learning space. It was designed to unsettle the 17-year gap between research and evidence-based practice, by catalyzing transformative health research literacy among Bronx patients and caregivers. We also provided rigorous research ethics education to co-nurture participants' capacities to conduct independent participatory research projects and community-based ethics review of scientific studies. Classes were literally facilitated on the margins of: office spaces of local politicians, community colleges, and community-based organizations. Using Kinloch's (2018) notion of necessary disruptions, we knew that our academy had to be: interstitial, accessible to multiple stakeholders, mobile, resist the toxic ways of interaction that have shamed, excluded and discounted the expertise of racialized, marginalized and minoritized peoples in schools (Ford & Airhihenbuwa, 2010; Paris & Winn, 2013; Richardson, 2018; San Pedro, 2018; Smith, 2013; Author, 2013). Thus far 35 community experts graduated from the 2017 and 2018 Community Engaged Research Academy. In, this interactive workshop we

showcase how we were able to document complex ecological understandings of health inequities in the South Bronx, by sharing back our CERA toolkits with SCRA attendees. Our toolkits are more than a how-to manual, they highlight the labor and products of CERA, our participatory steering committee, the humanizing, healing-centered andragogies, activities, and dissemination strategies we used to redress the experience of research as a site of humiliation and trauma for Bronx patients. We will assist workshop participants with replicating CERA in communities across the globe. The Community Engaged Research Academy was funded by a Patient Centered Outcomes Research Institute Eugene Washington Engagement Award #3422.

**Chairs:**

*Monique Guishard*, Bronx Community College, The City University of New York; *Justin Brown*, LaGuardia Community College, The City University of New York; *Albert Greene*, The Bronx Community Research Review Board; *Allison Cabana*, The CUNY Graduate & University Center; *Marcia Stoddard- Pennant*, The Bronx Health Link

**015 Understanding Individuals Living with HIV who Have Fallen Out of Care**

Symposium

**Day:** 6/26/2019 **Time:** 9:00-9:50 AM **Room:** Palmer Salons 6&7

**Abstract**

Looking at the national HIV care continuum, nearly 50% of individuals are lost to care (Grimes et al., 2016). There is an imperative to re-engage individuals living with HIV back into care, but literature is limited on re-engagement efforts (Higa & Mullins, 2016). This symposium reflects on lessons learned from efforts in Honolulu to address this gap in research and care by re-engaging individuals back into care using an innovative case management intervention and leveraging community psychology values. The symposium will a) characterize who is falling out of care with particular attention to their service access/use/needs as compared to individuals already in care, b) consider their quality of life and psychosocial outcomes from a number of quantitative measures, c) explain what barriers have affected these individuals most using qualitative data, and d) explore what protective factors to care maintenance may be leveraged with community psychology values in intervention.

**Chairs:**

*Devin Barney*, University of Hawai'i at Manoa

**Presentations:**

**Beyond the medical model: A broad view of needs and characteristics of people with HIV/AIDS in Hawai'i**

*Joy Agner*, University of Hawai'i at Manoa; *Jack Barile*, University of Hawai'i at Manoa

Current advances in medical treatment are allowing people living with HIV (PLWH) to live healthier and longer lives. Access to PrEP (pre-exposure prophylaxis) and opportunities for viral suppression are drastically reducing the likelihood of HIV transmission via sexual contact. States that are leading the way in treatment and prevention have bold goals to reduce the number of transmissions by successfully engaging and maintaining individuals in treatment. For example, Hawai'i aims to eliminate all new cases of HIV while identifying a cure ("Hawai'i to Zero"). However, it is increasingly clear that reaching these ambitious goals will require an approach that goes beyond the standard medical model of treatment. Even those who have been linked to HIV care still face significant social and material needs that threaten their ability to remain in care. Evidence suggests that individuals who are out-of-care differ along lines of race, age, housing status, mental health, and substance abuse, indicating systemic and social causes for HIV health disparities. This presentation will utilize data from a statewide HIV needs assessment (n=398) to paint a broad picture of PLWH in Hawai'i in terms of sociodemographics, access to care, satisfaction with care, service needs (and difficulty or ease meeting those needs) and care providers. Where analogous data is available, PLWH who are currently in care are compared to those who have fallen out of care. This presentation will conclude with recommendations for community-based service enhancement to meet the needs of those engaged in care, and to improve health and quality of life of all PLWH.

#### **HIV Treatment as Prevention: Quality of Life and Psychosocial Outcomes of Individuals Fallen from Care**

*Shoshana Cohen*, University of Hawai'i at Manoa; *Devin Barney*, University of Hawai'i at Manoa; *Emily Badillo*, University of Hawaii at Manoa; *Jack Barile*, University of Hawai'i at Manoa

A systematic review between 1996-2014 was unable to identify a single study on an intervention designed to re-engage individuals into HIV care (Higa & Mullins, 2016). To address this gap, an intensive case management program was introduced to individuals (n=25) with a history of HIV treatment noncompliance and chronically detectable viral loads (VL > 200). With a mixed-methods approach, this ongoing study of the program seeks to identify who has fallen out of care, consider what barriers they face for re-engagement, and assess the efficacy of the intensive case management in re-engaging individuals in treatment. This presentation will describe the intervention strategy and characterize who has fallen out of care-- using baseline self-report quality of life and psychosocial outcomes as well as clinician and case manager assessment data. In summary, participants were characterized by low quality of life, perceived health, and social support; and high perceived stress, participation in high risk activity, and substance use. No one in the sample was considered

self-managing their needs. The majority of participants (42%) were assessed to be of intensive need. This need included: stable housing; mental health support, assessment and treatment; attention to debilitating non-HIV related illnesses; and treatment of substance use impacting adherence. Findings suggest that HIV medication adherence proves secondary to the challenges of unresolved daily life needs. Thus, recommended intervention strategies included methods that necessarily consider the whole person's life experience and connectedness with others.

#### **HIV Treatment as Prevention: Barriers and Protective Factors to Engagement**

*Cassidy Webb*, University of Hawai'i at Manoa; *Shoshana Cohen*, University of Hawaii at Manoa; *Beth Bouwkamp*, University of Hawaii at Manoa; *Devin Barney*, University of Hawai'i at Manoa

Individuals not engaged in HIV treatment are more likely to come from disadvantaged backgrounds, experiencing difficulties across several life domains that may make any treatment engagement challenging. Our study identified individual vulnerabilities to re-engagement in HIV treatment, as well as barriers against and protective factors to maintaining treatment for people living with HIV who have fallen out of care in O'ahu, HI. We present the qualitative findings of an ongoing study aimed at identifying the barriers, protective factors, and best methods to meet the needs of people living with HIV as they try to re-engage in treatment. These bi-monthly, one-to-one qualitative interviews were conducted with (n=25) individuals with a history of HIV treatment noncompliance and chronically detectable viral loads (VL > 200). Based on a preliminary thematic analysis of interviews with those who had fallen out of care, an overall theme of life instability emerged as an encompassing barrier to integrating and continuing later engagement with treatment. Sources of life instability that made re-engagement difficult included, but were not limited to, instability in housing, employment, transportation, social support, and mental health services, and instability in each of these domains were associated with difficulties in integration and re-engagement with treatment. Preliminary findings also suggest that individuals who received case management and reengaged in HIV care benefited from increased stability across these life dimensions. Attention to individual priority needs across these health-related life domains provides data to inform future approaches and interventions for HIV care retention and plausible re-engagement of individuals previously lost to care.

#### **016 Social Network Methods in Community-Based Research**

Symposium

**Day:** 6/26/2019 **Time:** 10:00-10:50 AM **Room:** NLU 4012/4014

**Abstract**

The social network perspective presents a unique theoretical and methodological framework - appropriate for studying relational dynamics - that allows community psychologists to more effectively examine transactional dynamics. This paradigm allows us to learn how an individual interacts and influences their networks, and conversely how a network influences an individual. In recent years, research on social networks in the field has increased and has been applied to different phenomena important to community psychologists. The presenters in this symposium will discuss how they utilized social network methods to examine the social dynamics of recovery homes. The discussant is an expert in this area of study (Jason). He will explore the implications of utilizing social network methods for the development of theory, research, and applications in community research.

**Chairs:**

*Mayra Guerrero*, DePaul University

**Discussant:**

*Leonard A. Jason*, DePaul University

**Presentations:**

**Recovery home residents with a higher quality of life tend to form friendships with those with a lower quality of life**

*Nathan J. Doogan*, Ohio State University; *John M. Light*, Oregon Research Institute; *Edward B. Stevens*, DePaul University

Improved access to housing and recovery support is a low-cost, high-potential opportunity to help recovering alcohol and substance users sustain their recoveries. Oxford House recovery homes represent a recovery-favorable social environment for at least some people, but it is still unclear which resident characteristics and existing network structures affect the social embedding of residents. In the current study, Oxford House residents in three geographic locations completed social network data at three time points over a period of a year. Findings indicated that those with a higher quality of life tended to form friendships with those with a lower quality of life, and vice versa. This finding would not have been predicted based on relationship mechanisms typical of broader social contexts, where homophily (similarity-based assortativity) is common. Self-governed Oxford House residences, however, reinforce an interdependence structure more conducive to such a result. Relationships resulting from this dynamic may then serve as recovery-supportive social capital for newer or more at-risk residents.

**Small Group Network Trends in Recovery Home Settings**

*Gabrielle Lynch*, DePaul University; *Edward B. Stevens*, DePaul University; *Mayra Guerrero*, DePaul University

Social network research has been primarily conducted on large groups (e.g., schools, organizations). Network

studies on groups consisting of a few people ( $n > 20$ ) are rare. We conducted a social network analysis of 42 recovery homes with an average of 6 residents. This exploratory study was conducted to identify trends and outliers across these small-group networks. We measured three theoretical relationships: friend; mentor; and loan. We ran network statistics (e.g., vertices, mean degrees, density, reciprocity, and APL) for each type of relationship to identify network trends. We selected 9 houses that represent the average networks, the most saturated networks, and the least connected networks. We found that friend was the densest relationship type – with the highest reciprocity and no isolates in the friendship networks. Loan and mentor relationships were more uni-directional with low reciprocity. Additionally, these types of relationships had network centrality and isolates. Our findings provide insights into small-group dynamics. Presenters will discuss the implications for recovery settings.

**Social Network Cohesion among Military Veterans in Recovery**

*Mayra Guerrero*, DePaul University

A social network is considered cohesive to the extent that its members are connected to others in the network, and to the degree that pairs of the network's members have multiple social connections within the group. Shared attributes (i.e. social identity) are important for the development of connections between individuals. Veteran status is a significant point of connection and important for homophilic friendship formation. However, the tendency for veterans to form bonds based on surface-level homophily, may hinder the formation of cohesive ties with non-veterans. This study examined the social networks of veterans living in recovery homes based on house composition (e.g., houses with 2 or more veterans, and houses with only 1 veteran). Our study assessed whether veterans living with other veterans have more cohesive social networks compared to veterans living with non-veterans, and whether more cohesive networks were associated with higher quality of life. Preliminary findings show that veterans living with other veterans reported having more close friendships and reciprocated ties compared to veterans living with all non-veterans. Findings for this study will contribute to our understanding of how recovery homes can better meet the needs of military veterans with histories of substance use problems to improve recovery outcomes.

**017 A Window into their World: Coding Complex Youth Mentoring Relationship Processes through Video-Based Direct Observation**

Workshop

**Day:** 6/26/2019 **Time:** 10:00-10:50 AM **Room:** NLU 4020

**Abstract**

Evidence consistently points to the critical role of adult allies in the positive life trajectories of vulnerable young people. Indeed, relational interventions, like youth

mentoring, are founded on this premise and widely implemented as a solution to reduce growing inequities in youth wellbeing outcomes. Unfortunately, the effects of such attempts are variable. Half of program-mediated youth mentoring relationships terminate earlier than expected (Spencer, 2012) and early termination can lead to deleterious effects for youth mentees (Grossman & Rhodes, 2002). The “mentoring-as relationship” hypothesis affirms that program impact is contingent on the quality of mentor-mentee bonds (Cavell & Elledge, 2014) but mentoring research has largely relied on hugely limited self-report measures of relationship quality. Relationship science has taught us that when we engage in close relationship interactions, our perspective is restricted by our field of vision and experience. Third party observations of contextualized communication behaviors not recognized by individuals immersed in these interactions offer a different and more nuanced perspective that predicts important outcomes (Gottman, 1998). Direct observation methods thus provide a unique window into the mentor-mentee world and enable researchers to hone in on specific communication and support behaviors that distinguish flourishing vs. floundering relationships. This methods-focused workshop will begin with an overview of the Youth-Adult Partnerships Observational Study, the first to use a laboratory-based direct observation paradigm from relationship science to identify the interactional features of mentoring relationships that lead to important relationship and youth wellbeing outcomes. Using mock videos created from composites of actual mentor-mentee interactions, we will train workshop participants to code complex dyadic interactions using a mentor attunement coding schedule developed for this study. In addition to broadening the participants’ methods knowledge base, we will demonstrate how we are using this methodology to refine important theoretical constructs and directly inform reflective practice in youth mentoring.

**Chairs:**

*Kelsey Deane*, University of Auckland; *Hilary Dutton*, University of Auckland; *Pat Bullen*, University of Auckland; *Julia Pryce*, Loyola University Chicago

**018 Global Alliance Max Hayman Award Address:  
Holhpokunna Hatak Chanspo il Okchanyachi:  
Transcending Historical Trauma and Living the Dreams  
Our Ancestors Envisioned For Us**  
Special Session  
**Day:** 6/26/2019 **Time:** 10:00-10:50 AM **Room:** NLU 4022

**Abstract**

American Indian community discourse suggests that historical trauma can potentially become embodied in risk behaviors and that these factors may play a significant role in present-day health inequities. Historical trauma which consists of traumatic events targeting a community that cause catastrophic upheaval, have been posited by Native communities to have pernicious intergenerational effects through a myriad of mechanisms from biological to behavioral. Consistent with contemporary societal determinants of health

approaches, the impact of historical trauma calls upon researchers to explicitly examine theoretically and empirically how these processes become embodied and identify how these factors affect the magnitude and distribution of health disparities. Moreover, consistent with our tribal systems of knowledge, it is critical that we identify health promotion approaches rooted in the strengths of our tribal knowledges and vision of life, wellness, and health held for us by our ancestors in designing health promotion interventions that are sustainable in indigenous communities. This presentation provides an overview of community-based intervention approaches designed to address historical trauma at varying systems levels. Additionally, this presentation will provide an overview of the design and development of Yappalli Choctaw Road to Health, a culturally derived, strengths-based outdoor experiential obesity-substance abuse risk prevention and health leadership program designed to develop 150 Choctaw women health leaders throughout Choctaw territory. Highlights include our theoretical innovation in creating a Choctaw-specific health promotion model for behavioral change grounded in our ancient teachings and the vision that our ancestors held for us in transcending historical trauma.

**Chairs:**

*Karina L. Walters*, University of Washington

**019 Pedagogy, Power, and Praxis in Community Psychology Programs**

Symposium

**Day:** 6/26/2019 **Time:** 10:00-10:50 AM **Room:** NLU 5006

**Abstract**

Academic departments within higher education institutions are communities straddling two spheres: The geographical context and surrounding community in which they’re housed, and the broader community of professionals with whom they affiliate. Community psychology programs are unique settings which must negotiate university policies, promote academic and research rigor, implement appropriate pedagogical principles, and train students to meaningfully engage in communities beyond the Ivory Tower. The praxis of these programs is a dynamic lesson for community psychologists to navigate levels of policy and expectation while adhering to the (at times conflicting) ethics and principles of our field. This symposium will explore the ecological context of a clinical-community psychology program through demonstrations of key doctoral student-led initiatives. Each initiative strives to (a) empower students to shape the department priorities and culture, (b) engage in negotiations of power in traditionally unequal professor-student relationships, (c) relate the activities of a department to both the community in which they’re located and the professional community to which they are affiliated, and (d) connect the unique learnings from this program to implications for other community psychology programs. This symposium strives to demonstrate how the principles we use in our research and practice can, and should, be

applied to reflect and improve upon our own professional environment.

**Chairs:**

*Ariel Domlyn*, University of South Carolina

**Discussant:**

*Bret Kloos*, University of South Carolina

**Presentations:**

**Empowering Students and Negotiating Department Dynamics: The Psychology Student Advisory Board**

*Michelle Abraczinskas*, REACH Institute, Arizona State University; *Ariel Domlyn*, University of South Carolina; *Melanie Morse*, University of South Carolina; *Tara Kenworthy*, University of South Carolina; *Nicole White*, University of South Carolina; *Shannon O'Connor*, University of South Carolina

The Psychology Student Advisory Board (PSAB) was created by clinical-community and school psychology doctoral students at University of South Carolina in 2014. This organization seeks to empower students by advocating for, and facilitating implementation of, programmatic changes. PSAB takes a systems approach to change, functioning as a mesosystem impacting the organizational and individual levels within the academic programs and broader department. The connections PSAB created have facilitated greater communication and attainment of changes within the department, such as changing content and timing of courses. A primary impetus for the creation of PSAB was to assist in implementation and evaluation of Getting to Outcomes (GTO) in clinical practice within the departmental training clinic. As GTO became streamlined within the clinic, PSAB shifted its primary focus to continue to work on important student-generated project ideas including creation of a peer mentoring program, bi-monthly work/life balance events, and implementation of professional development workshops. As students' involvement grew, it became clear that additional support to foster collaboration among programs (both graduate and undergraduate) aligned with PSAB initiatives. Thus, PSAB applied for and was awarded funding from the SCRA Council on Education to (1) fund student research focused on bridging the clinical-community and school psychology programs, (2) create a sustainable partnership between graduate and undergraduate psychology students, and (3) support PSAB's growing peer mentorship program. Ongoing data collection suggests that PSAB has contributed to positive changes in the department culture and climate. As PSAB continues to grow and change with student needs, it hopes to expand the reach within the psychology department to foster continued empowerment and collaboration. This presentation will outline the origin and mission of PSAB, describe the successes and challenges of the organization's efforts for department culture and climate, and share lessons pertinent to fellow community psychology training programs' faculty and students.

**Crossing Traditional Boundaries: Collaboration Beyond Disciplines**

*Tara Kenworthy*, University of South Carolina; *Rachel Bridges*, University of South Carolina

The PSAB was awarded funding through the SCRA Education Mini-Grant to enhance inter-departmental collaboration. Some funds were allocated for a collaborative project between students from the University of South Carolina's Clinical-Community (CC) and School Psychology (SP) graduate programs. A Request for Proposals was sent to graduate students in these programs, and faculty blind-reviewed submissions. The awarded project aimed to increase knowledge sharing and partnership between programs through the creation of a user-friendly toolkit of resources for students from both programs and initiation of presentations focusing on integrating CC and SP at the psychology department's weekly colloquium series. Ultimately, this toolkit and presentation series were expected to enhance graduate students' abilities to conduct research and practice that better serves their communities. A needs assessment was conducted via focus group with graduate students from both programs to ascertain what they would like to know about the other program and what expertise they believe their program could offer. Five CC students and three SP students participated in the focus group. Participants indicated need for more resources about definitions of each program and field, additional resources from professors in each program, and additional training in intervention and psychopathology. Overall, participants wanted easily digestible and easy to access resources that could be integrated with the program culture. They also suggested several resources that each program could offer to the other. Given the identified needs, we created a user-friendly toolkit of resources in the form of a shared drive accessible to students from both programs. Examples of existing collaborative projects between CC and SP students are included in the toolkit and were presented during the department's colloquium series. Additionally, faculty agreed to provide resources about their areas of expertise. Plans for sustaining this collaborative toolkit and integrating it within program culture will be discussed.

**Peers Empowering Excellence through Positive Support (PEEPS): A Graduate Student Initiative**

*Ariel Domlyn*, University of South Carolina; *Melanie Morse*, University of South Carolina; *Tara Kenworthy*, University of South Carolina; *Michelle Abraczinskas*, REACH Institute, Arizona State University

Peer support has been identified as a critical factor for graduate student success (Ryan et al., 2012). The facilitation of students' development as applied researchers and community-engaged scholars is a key component of the University of South Carolina psychology department's Peers Empowering Excellence through Positive Support (PEEPS) program. Founded by

clinical-community psychology students, PEEPS intends to promote a sense of community and program involvement as well as tiered connections between students across academic years. A dynamic and expanding program, since 2015 PEEPS has matched advanced and junior graduate students in the psychology department with peer mentors that complement their professional interests. Using formative evaluation methods, APA ethical guidelines, and best practices in training and support, PEEPS has adapted their mentor training and member support to ensure that participants are successful in both providing and receiving mentorship. This presentation will overview the key activities of PEEPS, qualitative and quantitative data on the successes and challenges of the program, future directions, and guidance for developing and maintaining a successful peer mentorship program within a community psychology department. Ryan, M. M., Yeung, R. S., Bass, M., Kapil, M., Slater, S., & Creedon, K. (2012). Developing research capacity among graduate students in an interdisciplinary environment. *Higher Education Research & Development*, 31(4), 557-569. doi:10.1080/07294360.2011.653956

**020 Becoming More Engaged with SCRA: Enhancing and Sustaining the Field of Community Psychology**  
Roundtable Discussion

**Day:** 6/26/2019 **Time:** 10:00-10:50 AM **Room:** NLU 5007

**Abstract**

Our field is continuously enriched and sustained by the research, practice, policy and advocacy, and participatory work of many individuals who identify as community psychologists. One significant source of support for these diverse activities and areas of work is our professional organization: the Society for Community Research and Action (SCRA). SCRA provides an infrastructure of committees, councils, interest groups, grants, awards/recognitions, leadership/professional development, mentoring, journals, and opportunities for networking and relationship building. The work and commitment of individual SCRA members provides enhanced capacity and competencies in research and action reflective of core principles of community psychology. Individual engagement in SCRA is critical for fostering and sustaining the infrastructure that supports and enhances our community psychology work. This engagement in turn builds leadership, capacity, and connection. SCRA work is collaborative and action-oriented, grounded in our unique and strong identity as community psychologists. It is also done in the spirit of furthering our collective effort toward diversity, inclusion, and social justice. The presenters of this roundtable will share their experiences, challenges, and advice on how to access and capitalize on opportunities to become more engaged in leadership roles within SCRA; benefit from SCRA resources; and integrate one's perspective and work to continuously enhance SCRA. Presenters include Student Representatives, Leadership Development Fellows, SCRA Award winners,

Members-at-Large, Council Chairs, and active members of committees and interest groups. The roundtable will be structured to stimulate questions and exploration with participants about how they might envision becoming more involved as well as their perspectives and ideas about how SCRA can better support their engagement and integration of essential work grounded in our values, practice in addition to research, and spaces that foster more inclusivity, diversity, and equity.

**Chairs:**

*Noé Rubén Chávez*, Charles R. Drew University of Medicine and Science; *Erin Godly-Reynolds*, University of North Carolina-Charlotte; *Jessica Shaw*, Boston College; *Melissa Strompolis*, Children's Trust of South Carolina

**021 Critical Contexts for Building Safe Spaces and Positive Relationships**

Symposium

**Day:** 6/26/2019 **Time:** 10:00-10:50 AM **Room:** NLU 5008

**Abstract**

Adolescents and emerging adults benefit from safe spaces and positive relationships, yet the mechanisms to promoting safety and connections are unclear. This presentation will discuss three diverse strategies. The first paper presents research on a structured, formal service-learning experience called Campus Connections in which college students mentor youth in the community. This study tests the impact of specific experiences within the program (i.e., opportunities to belong, support for self-efficacy and mattering, supportive relationships and mentoring alliance) on emerging adults' level of flourishing (i.e., meaning in life, social connections, and positive outlook). Due to the unique vulnerabilities of first generations students, this paper also presents how the impact of some experiences is greater for first generation college students. The second paper presents research on a semi-formal program that utilizes counterspaces, which affirm people of color in order to mitigate race-related stress. This paper describes how general counseling techniques and the philosophy of humanism are applied to facilitate the African American Student Network. The third paper presents case studies on informal, naturally-occurring mentoring relationships for lesbian, gay, bisexual, and transgender youth. Results give insight into potential pathways for connecting LGBTQ youth with natural mentors and holds important implications for school and non-affirming religious contexts. Together, these three papers present strategies for building social networks and positive relationships for diverse populations of adolescents and emerging adults.

**Chairs:**

*Lindsey Weiler*, University of Minnesota

**Presentations:**

**The Role of Service-learning Experiences in Promoting Flourishing among College Student Mentors**

*Alyssa Maples*, University of Minnesota; *Lindsey Weiler*, University of Minnesota; *Shelley Haddock*, Colorado State University

Many college students do not find community or mattering on campus and as a result, fail to succeed or flourish (Freeman et al., 2007). This is particularly true for first-generation students. Flourishing is defined as having meaning in life, social connections, and a positive outlook about the future (Diener et al., 2010). Finding opportunities to belong outside the classroom, such as through service-learning, can promote belonging and well-being (Bringle et al., 2010). Utilizing data from a community-university mentoring program where college students serve as youth mentors, the purpose of this study was to identify whether students' experiences within the program (i.e., opportunities to belong, support for self-efficacy and mattering, supportive relationships and mentoring alliance) were associated with flourishing post-intervention. Participants included 320 college students (86% female; 20% first-generation) enrolled in a 3-credit service-learning course during the 12 week youth mentoring program. Flourishing (Wirtz et al., 2009) was measured at baseline and program end. The Youth and Program Strengths Survey (Search Institute Inc., 2016) measured opportunities to belong, support for self-efficacy and mattering, and supportive relationships at week 9. Mentoring alliance (Cavell et al., 2009) was measured at week 6. Mentoring alliance, opportunities to belong, support for self-efficacy and mattering, and supportive relationships were positively associated with flourishing ( $r = .25 - .35, p < .001$ ). After controlling for baseline flourishing, results indicated a significant relationship only between mentoring alliance and supportive relationships and flourishing. First-generation status, however, moderated ( $\beta = .11, p < .05$ ) the relationship between belonging and flourishing, such that the relationship was stronger for first generation students and non-significant for non-first generation students. Results suggest that college students' experience matter for increasing flourishing and that sense of belonging is particularly important for first generation students.

#### **Counterspaces to Mitigate Race-related Stress among African American Emerging Adults**

*Tabitha Grier-Reed*, University of Minnesota

For many, now is a time of profound psychological and racial anxiety culminating in an increased need for safe, validating spaces. For the second year in a row, hate crimes in the United States have increased by record numbers. Moreover, the election of Donald Trump as President has been viewed as a backlash to multiculturalism that has emboldened White supremacism and White nationalist groups. Racial tensions found in the larger society are also found on college campuses. In fact, institutions of higher education are microcosms of society, where issues of prejudice, racism, and discrimination also play out. The literature is replete

with accounts of race-related challenges that African American students face at predominantly White institutions, including openly expressed racial prejudice and discrimination, more subtle racial microaggressions, and the navigation of deficit-oriented cultural narratives and stereotypes. These encounters and their subsequent burden are linked with numerous adverse outcomes among African American students. Yet, as understanding of the negative impact of racial marginalization has grown, so has the recognition that many students do not succumb to adverse psychological and academic effects of marginalization. Protective factors can promote resilience in the face of racism and race-related stress, but much of this work has focused on individual-level factors; far less is known about spaces and settings that may facilitate adaptive responses among African American college students. Recently, the concept of counterspaces that affirm people of color has begun to receive attention in the literature, particularly with respect to mitigating race-related stress. Counterspaces affirm the racial and cultural identities of people of color; however, there is little guidance in the available literature on how to create these identity-affirming settings. This paper describes how general counseling techniques and the philosophy of humanism are applied to create/facilitate one such counterspace—the African American Student Network (AFAM).

#### **Affirming Natural Mentors: A Critical Relationship for LGBTQ youth**

*Kay Burningham*, University of Minnesota; *Lindsey Weiler*, University of Minnesota

On average, LGBTQ youth are more at-risk for experiencing a myriad of negative health outcomes compared to their heterosexual and cisgender peers (Human Rights Campaign, 2012). One of the largest contributing factors placing LGBTQ youth at-risk is the experience of rejection, a lack of support, or a lack of acceptance in their familial, and particularly their parental, relationships (McConnell, Birkett, & Mustanski, 2016; Ryan, Huebner, Diaz, & Sanchez, 2009). Connecting LGBTQ youth with nonfamilial, affirming adults (McConnell, Birkett, & Mustanski, 2015), such as a natural mentor, is one way to buffer the potential effects of harmful family experiences. A mentoring relationship can be a corrective experience for youth with a history of poor relationship quality (Rhodes, Spencer, Keller, Liang, & Noam, 2006). However the vast majority of formal mentoring programs are not tailored to provide for the needs of LGBTQ youth (Rummell, 2016) and some may be non-affirming (Beadle, 2002). According to one report, only 11% of LGBTQ youth report having a formal mentor (Mallory, Sears, Hasenbush, & Susman, 2014). However, research suggests that LGBTQ youth seek natural mentoring relationships more often than their heterosexual or cisgender peers (Gastic & Johnson, 2009). A recent meta-analysis found that, despite risk-status, natural mentoring is associated with positive outcomes for youth—a promising finding for at-risk



LGBTQ youth (Van Dam et al., 2018). Currently, no research that provides guidance on how to connect LGBTQ youth with affirming natural mentors. By highlighting certain experiences shared in several case studies, this presentation will provide insight on effective pathways that may connect LGBTQ youth with natural mentors. The information in this presentation is especially helpful for school and non-affirming religious contexts. Additionally, specific characteristics and actions LGBTQ youth notice in adults prior engaging in natural mentoring relationships with will be discussed.

**022 "I Could Tell She Really Wanted Us to Learn":  
Strategies to Engage Undergraduate Students and  
Enhance Learning**

Symposium

**Day:** 6/26/2019 **Time:** 10:00-10:50 AM **Room:** NLU 5016

**Abstract**

Community psychologists are encouraged to consider praxis in relationship to research, but all too often this reflexive approach does not extend into the classroom. In the same way that we attend to cycles of research, values, and action within our research, so too can we utilize this process to improve our teaching. How do we, as community psychologists, implement our values in the classroom in ways that facilitate student learning? How do we gauge the success of these practices and act on our findings? This symposium includes presentations given by four members of SCRA's Undergraduate Teaching Interest Group who will each present on the development and results of a strategy used to facilitate learning in undergraduate courses. The first two presentations focus on helping students move from a place of social awareness and critical consciousness to action. The first presentation offers a strategy based on the principle of small wins, in which students are empowered to identify their sphere of influence and execute an individualized action plan based on an issue of personal significance. The second presentation focuses on infusing the concept of action research throughout courses that might not usually have such a focus, including social psychology, health psychology, and industrial-organizational psychology. The third presentation offers a teaching strategy focused on student goal setting and ways that instructors can encourage student engagement by explicitly incorporating students' goals into classroom activities and assignments. The fourth presentation will expand on strategies for student engagement with a discussion of virtual engagement tools, such as classroom polling technologies. Across topics, each presenter will speak to implementation strategies, pitfalls to avoid, and evaluation of effectiveness. Time will be saved for session attendees to share their own teaching practices to engage with one another and with presenters around strategies for effective teaching.

**Chairs:**

**Rachael Goodman-Williams**, Michigan State University

**Presentations:**

**"What can I do about it?" Empowering student  
action through class projects**

*Ashlee Lien*, State University of New York at Old Westbury

It can be difficult to foster a classroom environment in which students feel safe to have critical conversations about social issues, specifically those that are of personal significance. Instructors may deem it a success if students are able to apply course concepts to social issues and constructively discuss them in an academic setting. During conversations, however, the inevitable question arises: "What can I do about it?" The emphasis then shifts to helping students identify ways to make meaningful changes in their own environments. This presentation will explore the implementation of action projects conducted in two courses: Psychology of Prejudice and Psychology and Social Justice. The projects are individualized for the students to deal with a topic of personal significance. The author uses questionnaires and one-on-one meetings to guide students to their specific topic, assist with identifying environments in which they have influence, and create an action plan that is executed during the semester. Based on the principle of small wins, students frequently feel empowered by the achievability of their project. The presentation will conclude with reflections and recommendations for implementation.

**Process is the Content: Teaching Through Action  
Research**

*Jen Wallin-Ruschman*, The College of Idaho

Working at an undergraduate focused institution does not often afford the opportunity to teach community psychology (CP) specific courses. However, the community psychology competencies offer useful skills that could well serve undergraduate students in a range of future endeavors. One of the ways I have endeavored to integrate these competencies into non-CP courses is through action research projects. In this session, I briefly review three course-based action research projects. First, I discuss the action research proposal project I have been using in a Social Psychology course. Next, I discuss two different campus-based action research projects. The first occurred in a Health Psychology course and involved the class designing and collecting survey data, which was then used to organize a community health and wellness event for our campus. The second project was developed in an Industrial-Organizational Psychology course. Students developed a mixed methods study, conducted observations, focus groups, and surveys which were used to inform the redesign of the campus library. My discussion of each project will center on the learning outcomes, assignment guidelines, benefits and challenges of implementation, and student identified project takeaways. Through designing and, in some cases, completing these action research projects, undergraduates are exposed to and able to practice many CP competencies. Further, the very process of working

on the projects serves as the primary mechanism for teaching the ecological perspective, sociocultural competence, community partnership, reflective practice, group process, collaboration, and participatory community research. Students do not develop expertise in any competency but are exposed to an alternative way to conduct psychology research and contribute to community change.

**"Your Question About T-Tests Reminds Me of Your Goal...": Motivating Student Learning by Connecting Course Content to Personal Goals**

*Rachael Goodman-Williams, Michigan State University*

As instructors, it is easy to assume that our students' goals start and end with a 4.0. Some students' goals, however, may be a 3.0 or a 3.5 and we lose the opportunity to congratulate them for meeting their goal when we don't know what it is. Simultaneously, when we operate under the assumption that the primary goal of all students is to achieve a 4.0, we assume that students earning this grade are achieving their goals when, in fact, their goal for the course could be to improve their writing skills, decide what they want to major in, or gain the skills needed to work in a research lab. When we don't know our students' goals, we miss out on the opportunity to help them reach those goals and connect with them as instructors. What's more, we lose the opportunity to engage students in course material by explicitly connecting the material to their individual goals. This presentation will share the development and implementation of a goal-setting strategy used in two 25-student research methods lab sections, in which the author solicited information about student goals on the first day of class and worked to incorporate those goals into course lectures and correspondence with individual students. The presentation will include instructor reflection, quantitative and qualitative feedback from students, and tips for implementing similar strategies in your classrooms.

**Increasing student engagement with classroom polling technology**

*Amber Kraft, University of Illinois at Chicago*

Classroom polling technologies, or student response systems, are increasingly used to increase student engagement and participation in undergraduate courses. When used effectively, they can support active learning, enhance discussion, facilitate interpolated testing, and provide instant feedback to the instructor about students' experience of the material. However, incorporating polling technology into the classroom for the first time can be intimidating, particularly if it necessitates a financial cost, however small, to the student or university. Furthermore, expanding the use of classroom technology alone can occasionally be mistaken as a replacement, rather than an enhancement, for other effective teaching strategies. This can lead to frustration

for both instructors and students. This presentation will offer examples from a 200-level psychology course of multiple teaching strategies that can be facilitated or enhanced by the use of polling technology, and tips for avoiding common errors when using these technologies for the first time. It will also review the primary considerations for choosing between Student Response Systems such as iClicker/Reef, Poll Everywhere, and Tophat to help instructors choose the appropriate tool for their classroom.

**023 Building Bridges Between Religions: Interfaith Engagement and Community Psychology**

Symposium

**Day:** 6/26/2019 **Time:** 10:00-10:50 AM **Room:** NLU 5028

**Abstract**

Incidents of "social hostilities involving religion" in the United States have increased overall from 2007 to 2016 (Pew Research Center, 2018). Shootings at a Jewish synagogue (2018) and Sikh Gurdwara (2012), "Muslim bans," vandalism at houses of worship, hostile political rhetoric, and everyday interfaith prejudice and discrimination: the need for community psychology interfaith work is clear. As the field promotes well-being, empowerment, social justice, and resilience at multiple levels, community psychologists are well-suited to engage in this important research and practice work (Todd, 2017). With our ecological approach to analyzing social issues, we can also understand and promote interfaith engagement at individual, congregational, community, and societal levels (McCormack, 2013). However, research and practice on interfaith engagement has been limited (McCormack, 2013; Todd, 2017). Presentations will examine the ecological praxis of three interfaith engagement settings: 1) a university campus; 2) local parishes by Roman Catholic clergy leaders (ordained deacons); and 3) the development of a U.S. church's denominational policy, theology, and action on interfaith. The three presentations exemplify how interfaith engagement must be framed and practiced contextually, amidst the boundaries, limitations, possibilities, and values present in each setting. A discussant will comment and facilitate audience participation, examining lessons, implications, and challenges for community psychologists' involvement in research and practice on interfaith engagement. References McCormack, M.M. (2013). Interfaith relations in the United States: Toward a multilevel community psychology approach. *Journal of Community and Applied Social Psychology*, 23, 171-186. doi: 10.1002/casp.2107 Pew Research Center. (2018). Global Restrictions on Religion, 2007-2016 [Data file and code book]. Retrieved from <http://pewresearch.org/datasets/> Todd, N. R. (2017). A community psychology perspective on religion and religious settings. In M.A. Bond, I. Serrano-García, C.B. Keys, & M. Shinn (Eds.), *APA handbook of community psychology: Theoretical foundations, core concepts, and emerging challenges*. (pp. 437-452). Washington: American Psychological Association. <https://doi.org/10.1037/14953-022>

**Chairs:***Jennifer J.F. Hosler*, UMBC**Discussant:***Nathan R. Todd*, University of Illinois at Urbana-Champaign**Presentations:****A Social Justice Framework for Cultivating Interfaith Engagement in Higher Education***Ashmeet K. Oberoi*, University of Miami

Most interfaith efforts in higher education institutions use either a social justice framework that aims to highlight issues of power and privilege or an interfaith cooperation framework that aims to create religious pluralism (Goodman, Geiss, & Patel, 2019). This presentation will describe the efforts of a multi-sectoral team (including faculty, administration, and chaplains) to combine the two frameworks for developing initiatives to enhance interfaith cooperation that also address issues of distributive and procedural justice on campus. Specifically, I will explore the role of interfaith dialogue and engagement in creating a “Culture of Belonging” that envisions an institution where differences across cultures, races, sexual orientations and religions are celebrated, promoted, and used as “an antidote to inequality.” I will also discuss ways in which my identity as a community psychologist and a scholar-activist informs my role as a founding member of this task force for interfaith engagement. Finally, I will examine the selective challenges of taking an intersectional and social justice orientation to promoting interfaith cooperation at a higher education institution. References Goodman, K.M., Giess, M.E., & Patel, E. (Forthcoming January 2019). *Educating about Religious Diversity and Interfaith Engagement: A Handbook for Student Affairs*. Sterling, VA: Stylus Publishing.

**Catholic Deacons: Ministers with a Mission to Serve Interfaith Groups***Joseph R. Ferrari*, DePaul University

Since Christianity began, “deacons” have existed. Over time, their role to be ministers of charity and social justice working with the community’s marginalized, poor, and disenfranchised were reduced for more clerical ministers. In 1968, the Roman Catholic tradition reinstated the Permanent Diaconate. These men [married, 93%; fathers, 92%; employed in the community, over 80%) are ordained clergy “living the lay lifestyle.” Despite over 46,000 deacons globally, and over 18,000 in the US alone, limited research on this population was recorded, until the author engaged recently in a national survey with almost 2000 respondents. Among the sample, 1,210 deacons wrote experiences to an open-ended question about their role supporting ecumenism (Ferrari, 2017). Deacons explained how Christian chaplaincy is a main venue for interfaith engagement. All Catholic deacons may hold

interfaith group liturgies and educational activities in their parish (including Bible Study, prayer meetings weekly or monthly, religious services where a specific faith discusses their rite, like a Seder dinner). Deacons facilitate/participate in “common events” with members of other faiths, on social issues, service, or dialogue. With Jewish communities, 64 deacons (5.2%) reported engaging the following: funeral and wedding services with rabbis, classes on the Torah/Old Testament passages, mental health ministries, and religious educational programs on the Holocaust and the High Holy Days. With Muslim congregations, another sample of respondents, 50 deacons (4.1%), stated they collaborated in chaplaincy, joint prayer service, Catholic & Muslim youth in joint services, or rented parish space (a meeting room, an ex-convent) to a Muslim community for worship. This study demonstrates that Catholic clergy, specifically permanent deacons, are community agents who practice interfaith engagement. Discussion will include misperceptions of Catholic clergy. References Ferrari, J.R. (2017, March). “Ecumen... what?” Unifying the Church does not mean uniformity in approach. *Deacon Digest*, 18-19.

**Laying the Foundation for Interfaith Engagement: Institutional Capacity Building in a Christian Denomination***Jennifer J.F. Hosler*, University of Maryland, Baltimore County

As a community psychologist and pastor within the Church of the Brethren, a Christian Historic Peace Church, I practice interfaith engagement in religious settings at multiple ecological levels: interpersonal, congregational, and institutional. With my background in interreligious peacebuilding in Nigeria and community psychology training, I was appointed to a task force to write a position paper on ecumenical and interfaith engagement for the Church of the Brethren’s Annual Conference. This yearly conference and its delegates are the church’s highest decision-making body (as a non-hierarchical, congregation-based church); pastors and congregations must adhere to theology and practice established by it. While many Church of the Brethren members were already involved in Christian ecumenism, interfaith engagement remained foreign for the broad majority, according to surveys I conducted. Additionally, I used participant observation to understand constituent experiences, views, and concerns with interfaith engagement. My involvement with the task force helped to 1) culturally and contextually frame interfaith engagement; 2) translate relevant social science and peacebuilding knowledge; and 3) bring an ecological focus to the paper’s recommendations, starting points, and guidelines for church members’ involvement. We made arguments from past denominational polity—basing on the precedent of church policies and practices—and from Church of the Brethren religious identity and biblical interpretation. The paper passed in July 2018 (Annual Conference, 2018). The Church of the Brethren now officially

supports and encourages interfaith engagement at multiple levels—individual, congregational, district (regional governing body), and denominational (nationwide). This case study highlights 1) the need for religious and theological framing to legitimate interfaith engagement and 2) the opportunity for continued research into potential barriers and roadblocks for interfaith engagement by Christians. References Church of the Brethren Annual Conference. (2018). Vision of Ecumenism for the 21st Century. Elgin, IL: Church of the Brethren. Retrieved from <http://www.brethren.org/ac/2018/business/UB/UB-1-Vision-of-Ecumenism-for-the-21st-Century.pdf>

#### **024 Community Psychologists Working In, With, and For Schools: Collaborating With Communities to Create Change Within and Outside the School Setting**

Roundtable Discussion

**Day:** 6/26/2019 **Time:** 10:00-10:50 AM **Room:** NLU 5030

##### **Abstract**

Schools are often a centrally-located, widely-used, and integral social institution within the communities that they serve. Given these strengths, schools can be an important and useful setting for creating social change for students, parents, and community members. For instance, schools can integrate school-based health centers and targeted afterschool programs to promote the health and well-being of students. Alternatively, the work of community-based organizations can have a greater impact for social change by aligning their work within school systems. By connecting the work of schools and community-based organizations, impacts can occur across the a community's entire ecosystem. While schools can be powerful settings for creating social change, they are also complex systems that require unique considerations and appropriate methods. The purpose of this roundtable is to explore the topic of schools as critical levers for social change among scholars working in, with, and for schools. The authors will facilitate a participatory discussion for scholars to consider the common opportunities, challenges, and approaches across various settings in which they work. Suggested topics for discussion include: trust and relationship building within the school setting, effectively communicating with school staff and personnel, and engaging with schools in a meaningful way that does not place burden on staff, students, and families. This roundtable will provide an opportunity for scholars to listen and learn from one another through critical reflection and discussion. Furthermore, the authors hope to set the foundation for a network of community psychologists that collaborate with schools to create social change.

##### **Chairs:**

*Sara Stacy*, Michigan State University; *Ignacio Acevedo-Polakovich*, Michigan State University; *Jennifer Gruber*, Michigan State University; *Camren Wilson*, Michigan State University; *Taylor Crisman*, Michigan State University

#### **025 Public Policy 701: A Call to Action to Prevent Climate Change- A Core Competency #15 Workshop**

**Day:** 6/26/2019 **Time:** 10:00-10:50 AM **Room:** NLU 5031

##### **Abstract**

In October 2018, the UN Intergovernmental Panel on Climate Change issued a report on global warming (UN Panel 2018). The Report found grave consequences of extreme weather, rising sea levels and diminishing Arctic ice. It concluded that to limit global warming to 1.5 degrees C requires “rapid and far reaching” transitions in land, energy, industry, buildings, transport and cities (IPCC Press Release 2018, p. 1). The Workshop’s focus is on energy: promoting citizen participation in use of renewable energy (RE) to reduce carbon emissions. This workshop is for CPs concerned about climate change and willing to act at individual and community levels, reducing greenhouse emissions through prevention, a core value of community psychology (CP). Other core values: second order change; advocacy, empowerment and citizen participation (Heller et al. 1984). Given Panel findings, transition to RE is urgent. This Workshop supplements Public Policy 601, presented in Ottawa, with greater focus on intervention at individual level, recognizing the most effective advocates for renewable energy are those that use it themselves. Also, subsequent to Public Policy 601, new opportunities to use RE are available, especially Community Solar. This opens RE to more socio-economic classes, including those who rent-- and RE typically costs less than utility service. The Workshop also addresses a not well understood benefit of RE: RE empowers citizens to escape mandated electric service, and potentially transportation costs, as utilities are government mandated to offer RE options. This empowers customers to shop for electric supply, creating environmental and economic benefits-- as they are no longer held hostage to monopoly utility service. This workshop is a continuation of Public Policy Workshop series offered at SCRA Biennials since 2005: Public Policy Workshops 101-601 (SCRA Conference Programs 2005-2017) and builds on related preventing climate change articles Corbett (2017; 2018), The Community Psychologist 50(4) and 51(4).

##### **Chairs:**

*Christopher Corbett*, Independent Researcher

#### **026 From Incarceration to Education: Furthering Understanding of Prison-to-College Education Programs, Identity Struggles, and Research**

Symposium

**Day:** 6/26/2019 **Time:** 10:00-10:50 AM **Room:** NLU 6013

##### **Abstract**

The population of formerly incarcerated individuals is one that is heavily stigmatized, leaving minimal research and resources for transitioning back into society. Focusing on the transition to education, there is a limited amount of research on prison-to-college education

transitions, and even more limited is the research pertaining to the effectiveness of these programs. After reviewing the literature available on this subject, we identified different factors that influence the transition from incarceration to education. Subsequently, we located six different prison-to-college programs and evaluated them based on the identified factors. Due to the limited amount of research we found pertaining to prison-to-college transitions, we extended our research to other invisible marginalized identities such as the LGBTQ community, individuals with disabilities, veterans, and addicts. We then looked at how barriers that these invisible marginalized face as they navigate the education world may align with the formerly incarcerated individuals seeking education. To research and better understand this population, community-based participatory action research (CBPAR) was implemented. CBPAR is a common methodology used by researchers, which often involves the process of forming a community advisory board (CAB). This advisory board's mission is to ensure that researchers are adequately identifying the issues that the population faces. We enlisted the help of a CAB to further assist in our creation of a prison-to-college pipeline. This panel will consist of discussion pertaining to successful prison-to-college programs and the factors that make these programs effective, an examination of other invisible marginalized identities and what can be applied to formerly incarcerated individuals. Finally, we will discuss construction of a community advisory board, and implementation and facilitation of CBPAR in a research setting.

**Chairs:**

*Lillian Lampe-Martin*, University of Washington, Tacoma

**Presentations:**

**Do the Pipes Align: Evaluating the Effectiveness of Prison-to-College Programs**

*Lillian Lampe-Martin*, University of Washington, Tacoma

The surge of mass incarceration is as prominent as ever and the question of what to do as people reenter society is of concern. Education is a viable solution that plays a key role in lower recidivism rates (Pryor & Thompkins, 2012). Although there is not a large volume of research on the topic of post-prison to college programs, the available research does produce some common factors that affect the transition to these programs. Those factors include the criminal history box on applications, an easy transition from education programs during incarceration to post-incarceration education programs, social support, stigma, provided resources, academic and career advising, the effect of labels, and the choice of privacy about one's past. Then, six programs were evaluated based off of the common factors found from the research. Based off of the evaluations, most of the programs had elements of each factor to some degree though some parts of the programs could be strengthened by highlighting the factors more.

Implications for future research include most research on the costs of post-prison education in comparison to future incarceration due to recidivism, the applicability of these programs in juvenile institutions, and the effectiveness of individualized versus community-based programs.

**Comparing Educational Barriers Between Marginalized Invisible Identities and Formerly Incarcerated People**

*Hailey Casey*, University of Washington, Tacoma

Students often maneuver through secondary education whilst enduring many academic and non-academic challenges, reducing the number of successes toward completing a degree. Furthermore, transitioning into a space as a person not socially viewed as typical or normal, such as formerly incarcerated persons, may result in additional barriers during the process. The limited amount of literature on transitions from prison to college proposes the idea of identifying other marginalized identities and observe how their experiences are impacted during the process. Other hidden marginalized identities in question furthering their education were the LGBTQ community, addicts, veterans and individuals with disabilities. If faculty, students, and stakeholders in the community are aware of the restrictions imposed on other identities, we can learn to understand those challenges and create opportunities to promote the success of the transition processes for formerly incarcerated individuals. After analyzing the focused identities, a series of themes emerged such as stigma, attitudinal barriers, resources, identity acceptance, and transformation. From such findings, we are able to translate transitional barriers to those who are formerly incarcerated with a desire to further their education. A knowledgeable and supportive campus environment contributes heavily to the academic successes of students. Given the results, future research might focus on creating and implementing a positive campus network and a pipeline for individuals to gain awareness of resources and support toward enhancing their lives and furthering their education.

**Action Research Infrastructure: A Process for Creating and Implementing CBPAR Advisory Board Post-Prison Education Research**

*Jordan Lankford*, University of Washington, Tacoma

Community based participatory action research (CBPAR) is a research method frequently used in community psychology to answer research questions and enact action and change within a community through a cyclical and iterative process. This process allows researchers to work within the community rather than researching them from a distance. This process often involves enlisting the help of a community advisory board to ensure the research questions adequately reflect the problems within the community or population being researched. The individuals within the board are key stakeholders who are chosen because of their involvement within the community. The process of

CBPAR and forming a community advisory board are outlined and discussed with regard to their usage by the Post-Prison Education Research Lab at University of Washington Tacoma.

**027 Ideas Not Organizations: Funding People Whose Ideas are Seldom Heard The Street to Scale Trust Based Approach**

The Innovative Other

**Day:** 6/26/2019 **Time:** 10:00-10:50 AM **Room:** NLU 6017

**Abstract**

Street to Scale (S2S) is being incubated by two small social enterprises, Owls (Dr Nina Browne) and Ratio (Dr Micahel Little). Our shared values are: • Trust; we want to invest in the ingenuity and energy of citizens, young and old, and • Knowledge; we believe that learning from people, unencumbered by the constraints of public systems or organisations, will inform the future of social innovation. Street to Scale evolved from a street based innovation called Problem Solving Booths that came to fruition in November 2016. S2S is dedicated to tackling structural barriers to social innovation. It does this by trusting small amounts of funds to give power to citizens to improve their communities. Giving them micro funding that they decide how to spend, free from organisations. The intervention is two-fold: i) funding citizens not organisations ideas ii) the trust and agency created. The value in investing in organisations is self-evident but in some cases, over-ride the potential for innovation and impact. A structural consequence of this arrangement is to restrict the pool of intellectual expertise and the citizen voice is not contributing as much as it could to the development of social innovation thinking, and there are social, class and cultural divides between those that solve and those that experience social problems. There is increasing recognition that civil society comprises much more than voluntary orgs. Many, for example, are asking the question, 'With so much outreach into our communities how did we miss the deep social divisions that have become manifest in the politics of Brexit?'. The presentation will encourage an active debate about trust, based on learning from setting this up with a group of marginalised young people from London tackling serious youth violence. Video context will be used to support an interactive international session.

**Chairs:**

*Nina Browne*, The Owls Organisation (Owls); *Michael Little*, Ratio (Previous Dartington Social Research)

**028 Influencing Social Policy via Empirical Research**

Roundtable Discussion

**Day:** 6/26/2019 **Time:** 10:00-10:50 AM **Room:** Palmer House The Spire Parlor

**Abstract**

One aspect of SCRA's strategic plan is to support valuable work in research and policy domains. For social scientists, there are clear and consistent barriers to engaging in policy work, and those barriers may be

particularly pronounced among those from marginalized backgrounds. In addition, the path to policy for social scientists can be a bit ambiguous. Do I have to work for the government? Can I still conduct research? Do I have to leave academia? This roundtable discussion focuses on how we—as scholars, scientists, and students—can engage with the policy world. We also examine the different avenues in which social scientists can engage in policy work, both in graduate school and beyond. This discussion will be led by team members of the Research-to-Policy Collaboration, a model aimed at connecting scientists, practitioners and public officials to support the use of research in public policy. Discussion groups will be organized based on attendees' career interests in working in or outside of academia. Topics of conversation will include: Reflecting on obstacles to engaging in policy work; Reflecting on how our own research is relevant to policy; How to translate research findings to policy implications. After engaging in dialogue from different perspectives, attendees will then engage in an activity amongst their groups, that will require them to 1) identify a policy issue of interest, 2) translate their current research into policy implications, 3) highlight their desired avenue for policy engagement (e.g., university research, think tank, government work, etc.), and 4) reflect on the desired impact of their work on the vulnerable communities that they serve. The goal of this roundtable discussion is for attendees to gain an understanding of the role of empirical research in policy and how their own work can contribute meaningfully to addressing important social issues.

**Chairs:**

*Chelsea Crittle*, Tufts University; *Taylor Darden*, University of Maryland, Baltimore County; *Taylor Scott*, Research-to-Policy Collaboration

**029 The Science and Art of Recruiting Hidden Populations**

Roundtable Discussion

**Day:** 6/26/2019 **Time:** 10:00-10:50 AM **Room:** Palmer House The Water Tower Parlor

**Abstract**

Far too often academic scholars present research findings but leave their target audiences with little understanding of the strategies (e.g., gaining trust, building rapport, identifying key stakeholders) enabling them to enter specific communities. This is particularly relevant to research examining 'hidden populations', which are difficult to recruit due to a variety of social, economic and contextual factors including stigma, discrimination, and possible engagement in illicit activity. Furthermore, epidemiological studies with hidden populations face unique methodological challenges as they lack sampling frames, and therefore, can benefit from research designs and strategies that strengthen participant recruitment and retention (e.g., respondent-driven sampling, hiring diverse research staff, purposive sampling). This roundtable discussion convenes a diverse panel of researchers whose work focuses on hidden populations. More specifically, the roundtable will include researchers who conduct studies

with the following groups: young illegal gun carriers in New York City, Black and Latinx trans women and gay/bi/queer men, illiterate and functionally illiterate parents, undocumented immigrants, incarcerated and formally incarcerated individuals, and persons recovering from substance abuse disorders. The panel will begin with a discussion about the risks and benefits of conducting research when community entry is limited (e.g., generalizability, implications for interventions). Next, the discussion will review scientific methodologies, recruitment strategies, and challenges and opportunities when conducting research with hidden populations. In accordance with the conference theme (i.e., ecological praxis), the roundtable will end with a discussion concerning training the next generation of community-based researchers to lead studies with and for hidden populations.

**Chairs:**

*Andrew Martinez*, Center for Court Innovation; *Pamela Valera (Discussant)*, Rutgers University School of Public Health; *Anjie Camacho*, Center for Court Innovation; *Darnell N. Motley*, Center for Interdisciplinary Inquiry and Innovation in Sexual and Reproductive Health (Ci3), University of Chicago; *Jon Majer*, Harry S. Truman College; *Luz M. Garcini*, Rice University; *Judy Primavera*, Fairfield University

**030 Applying a University Coordinated Approach to Addressing Homelessness**

Symposium

**Day:** 6/26/2019 **Time:** 10:00-10:50 AM **Room:** Palmer Salon 12

**Abstract**

A lack of affordable housing, increasing housing costs, and the eviction epidemic (Badger & Bui, 2018; Graham 2018; Leopold et al. 2015), have all contributed to a nationwide increase in homelessness (Weber and Mulvihill, 2017). Universities have been called upon to be relevant by contributing to the public good (e.g. Boyer 1990; 1994), with some institutions promoting community engagement as a goal for faculty (Ottinger et al. 2012). Issues of homelessness and housing represent an opportunity for universities to engage in cross-disciplinary efforts around a pressing problem. As community psychologists, we strive to utilize systemic and ecological approaches to address social inequities. While universities can play contentious and at times hierarchical roles when engaging in community-based efforts, they can also provide unique opportunities for community psychologists to engage in scaling-up efforts, systemic change, and interdisciplinary collaboration. The following presentations highlight universities located in diverse geographic and political contexts engaged in efforts to address homelessness (specifically the criminalization of homelessness, barriers to housing, and negative public discourse). These presentations will include: 1) descriptions of university models and approaches towards addressing homelessness, and 2) in-depth case studies comparing and contrasting similar projects within unique

geopolitical contexts. Additionally, we aim to foster a lively and interactive discussion on how others are working with universities and other entities to develop collaborative and innovative approaches to addressing homelessness through research and action.

**Chairs:**

*Greg Townley*, Portland State University; *Mariah Kornbluh*, California State University- Chico

**Discussant:**

*Beth Shinn*, Vanderbilt University

**Presentations:**

**Development of the Portland State University Homelessness Research & Action Collaborative**

*Greg Townley*, Portland State University; *Marisa A. Zapata*, Portland State University

Homelessness is particularly salient in Portland, Oregon, as it is in many West Coast cities, as rising costs of living and reduced funding for housing and health services create a uniquely complex homelessness crisis (Beitsch, 2015). The 2017 point-in-time count for Multnomah County estimates that 4,177 individuals experience homelessness on a single night, with 9,522 people living in “doubled-up” situations (Krishnan & Elliott, 2017). While nearly everyone agrees that homelessness is a pressing issue to address, there are diverse definitions of the term, vastly different ways to measure homelessness, divergent ideas about the best solutions, and multiple hidden attitudes that affect all of these. The short-term challenge is to understand and address conflicting ideas about homelessness that result in inaction. The long-term challenge is to promote action on successful interventions to end homelessness. In line with its motto, “Let Knowledge Serve the City,” Portland State University recently announced the creation of a new research center, the Homelessness Research & Action Collaborative (HRAC), focused on addressing the challenges of homelessness in Portland, the west coast, and beyond. The HRAC brings together the expertise and skills of faculty and staff from a range of disciplines and will collaborate with people experiencing homelessness, advocates, service providers, policymakers, and other stakeholders. Planned activities include reducing homelessness among students and staff at Portland State; creating a public education campaign to reframe how community members think about and act to end homelessness; examining alternative forms of shelter (e.g., Tiny Home villages); and documenting the health impacts and associated costs of homelessness. This presentation will describe the development, scope, and purpose of the HRAC and describe a range of social-contextual factors that impact the projects in our local community. We look forward to learning from audience members about university-community partnerships that address homelessness in their own communities.

**From the Ground Up: Interdisciplinary Efforts to Address Homelessness in Northern California**

*Mariah Kornbluh*, California State University, Chico;

*Jennifer Wilking*, California State University, Chico; *Susan Roll*, California State University, Chico; *Holly Brott*, California State University, Chico; *Lindsay Banks*, California State University, Chico

Almost half (49% or 91,641 individuals) of all of the unsheltered people in the country in 2017 lived in California (U.S. Department of Housing and Urban Development, 2017). Local municipalities are struggling to balance limited resources, varying political agendas and a lack of concrete data in trying to find solutions to this complex problem. With a homeless population of over 1,000 individuals, the City of Chico struggles to find tenable solutions in an atmosphere of scarce resources, and heightened political discourse. Furthermore, rural communities have been historically understudied (Cloke, Milbourne, & Widdowfield, 2000; Brott & Kornbluh, forthcoming; Wilking et al., 2017). Thus, solutions generated in urban areas ought to be refined and modified in order to adapt to these unique ecological environments. These conditions and local events inspired an interdisciplinary, community-based participatory research (CBPR) course, and faculty-community based research initiative. Students and faculty across three disciplines (Community Psychology, Social Work, and Political Science and Criminal Justice) and community partners (Butte county community-wide continuum of care task force) are using research to inform local policy solutions surrounding homelessness. This initiative has yielded multiple projects focused on piloting Point in Time data collection, challenging policies criminalizing homelessness, increasing access to public health resources, and disseminating data to inform local injustices. In this presentation, we will highlight recent projects examining the impact of a sit-lie ordinance (ticketing individuals for sitting or lying in public areas) on the homeless community, as well as conducting a city-wide needs-based assessment. Second, we will discuss the evolution of the structure of our initiative, particularly partnering with local groups within the community, and reaching out to local officials. Third, we will discuss preliminary efforts and lessons learned when engaging in systemic level change efforts within both the university and local government.

#### **Filling the Research Gaps in Ever-changing Policies and Practices in Homelessness Services**

*Molly Brown*, DePaul University; *Martina Mihelicova*, DePaul University; *Camilla Cummings*, DePaul University; *Quinmill Lei*, DePaul University

Current initiatives for policy and practice in homelessness services are far outpacing the availability of research evidence to inform them. For example, at the policy level, there is a federal mandate to implement communitywide coordination of housing services—referred to as coordinated entry—in which individuals are prioritized for housing resources based upon an assessment of their level of need and vulnerability (U.S. Department of Housing and Urban Development, 2015). However, best practices for implementation and

evidence-based assessment tools for coordinated entry are not yet developed. At the practice level, providers often seek to improve their services by adopting popular models of care; yet, such models often lack research on their application within the context of homelessness service settings. The Homeless Advocacy, Research, and Collaboration (HARC) Lab at DePaul University is working to address these gaps in the research-to-policy and research-to-practice pipelines. This presentation will provide an overview of three lines of research we have undertaken to this end, with an emphasis on their germination through community collaboration. First, we will describe a case study of the coordinated entry system in Seattle, WA that aims to understand the barriers and facilitators to implementation identified by an array of stakeholder groups in the community. Second, our efforts to inform the evidence base for assessment tools utilized within coordinated entry systems will be described. Third, we will discuss our efforts to identify organizational policies and practices for trauma-informed care in homelessness service settings. Finally, HARC Lab is situated within DePaul University, a Vincentian institution with a community service-driven mission. Institutional efforts to address homelessness at local and international levels will be highlighted.

#### **031 Social Media: Empowering Marginalized Individuals to Build Community and Advocate for Positive Social Change**

Symposium

**Day:** 6/26/2019 **Time:** 10:00-10:50 AM **Room:** Palmer Salons 6&7

#### **Abstract**

Social media has impacted many facets of society, including the ways people create communities and interact with their social and political systems. Since its emergence, community psychology has committed to core values of social justice, empowerment, and promotion of systems-level change through citizen participation in research and action. Digital platforms now complement activist, consciousness-raising, and mutual help groups as new ways to uphold these values. Despite the growing prevalence of social media use, technology's role in empowering marginalized individuals to build community and advocate for positive social change remains under-studied in the field of community psychology. This symposium will explore the work of three researchers considering the intersections of social media, social justice, and representation of marginalized groups. The primary goal of the symposium is to engage the audience in a discussion of the ways social media can facilitate social justice work and decrease barriers to social participation. We will review three studies that utilized differing methodologies and social media sub-groups. The first study examined the effects of positive and negative valenced emotions on inspiring action via Instagram. The presenter will describe the link between specific emotions and level of community engagement in social issues. The next study analyzed posts from Twitter and



Tumblr with hashtags relating to mental health disorders. This study explored the function and types of self-disclosures made, as well as the online community's response. A final study explored the motivations and experiences of social justice bloggers on Tumblr through a content analysis. Results include the impact of social justice blogging at multiple levels of analysis and the relation between digital and traditional forms of advocacy. Symposium presenters will facilitate a discussion about the ways researchers and community members can utilize social media to promote community psychology values.

**Chairs:**

*Jessica Hartl Majcher*, Bowling Green State University; *Catherine Stein*, Bowling Green State University

**Presentations:**

**Inspiring Social Action on Social Media**

*Christina Athineos*, Suffolk University; *Debra Harkins*, Suffolk University

Social networking sites represent a growing portion of social movements, as the Internet provides greater opportunities for communication and mobilization on a global scale. With the growth of these movements online has come a surge of offline activism. Previous social movements, such as the Egyptian Revolution of 2011, revealed that social media should no longer be seen as merely supplemental to offline activities. These findings support the social diversification hypothesis that online behavior holds the potential to not only complement, but reinforce offline behavior. However, the success of a social movement is highly dependent upon how well nonprofits mobilize their followers, making the communication process critical. Although little is known about what type of content best motivates citizen participation in promoting social causes, research suggests that to effectively use social media, one must engage their followers' emotions. The presenter will discuss a preliminary study that examined the effects of positive and negative valenced emotions (such as guilt and pride) on inspiring action via Instagram. Symposium attendees will learn about what specific emotions led to the greatest level of social involvement, as well as what types of content elicited this activity. This presentation will be especially beneficial for those seeking to use the power of social media to promote global social movements.

**#MentalHealth: Expression, Disclosure and Community Response on Social Media**

*Frances Griffith*, Bowling Green State University; *Catherine Stein*, Bowling Green State University

Social media is increasingly relevant to the community building of marginalized groups, especially people with a mental illness (Kazdin & Rabbitt, 2013). Social media platforms can provide accessible spaces for peer support otherwise unavailable in person. Research suggests that people with psychiatric diagnoses post on social media

to cope with problems and gain social support (Petko et al., 2015). However, there are relatively few studies on the features of social media posts related specifically to psychiatric diagnoses and the nature of responses to these posts made by online communities. There is also little research that systematically examines both the effects of the process of writing expressive posts on the writer (self-effects) and the effects from the online community response to the writing product (reception-effects; Valkenburg, 2017). In this presentation, we discuss research that examined the public Twitter and Tumblr posts of people self-identifying with a psychiatric diagnosis. Specifically, researchers scraped a subset of archival posts identified with general mental health hashtags, such as #mentalhealth, and commonly posted symptom and diagnosis hashtags, such as #bipolar. This study explored the most common diagnoses and symptoms of people who disclose in these online communities as well as differences in the content or frequency of posts as a function of the users' self-identified diagnoses. The study also classified categories of posts by content and assessed the frequency and types of online community responses produced by different kinds of #mental health posts. Implications of these findings for community psychologists will be discussed.

**Digital advocacy: The evolution of citizen participation**

*Jessica Hartl Majcher*, Bowling Green State University; *Catherine Stein*, Bowling Green State University

It is estimated that 67% of Americans use social media as a news source (Shearer & Gottfried, 2017). Social media is also responsible for new ways of mobilizing people to participate in politics and advocate for social change (Rainie, 2017). Community psychologists have noted the importance of consciousness-raising in the development from uninvolved to active citizen participants. However, the role of online consciousness-raising efforts to promote citizen participation has received relatively little attention in community psychology. The mainstream perspective is that social justice blogging is better described as "slacktivism," despite preliminary evidence that online political engagement is positively related to traditional forms of citizen participation (Boulianne, 2015). The experiences of digital advocates and how they conceptualize their online work within the greater context of their civic activities has yet to be explored. In this presentation, attendees will learn about a qualitative study that examined the motivations and experiences of 60 social justice bloggers on Tumblr, a social media platform known for its social justice community. These bloggers reported engaging in a variety of advocacy activities both online and offline. Study participants shared their views about blogging as a form of activism and their personal reasons for blogging on Tumblr. Participants' views of positive and negative experiences in advocating for social justice online and their sense of identity within this greater social justice community are discussed. Symposium attendees will develop a better

understanding of the role of digital advocacy in the larger context of citizen engagement as told through the lived experiences of these social justice bloggers. The presenter will challenge attendees to critically reflect on their own views about political blogging and will lead a discussion about slacktivism and activism based in empirical evidence. Implications for digital consciousness-raising efforts are discussed.

**032 Building Evaluation Capacity to Effect Social Change: The Yale Evaluation Capacity Building Model**  
Symposium

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** NLU 4012/4014

**Abstract**

For almost 40 years, The Consultation Center at Yale has worked with nonprofit organizations and government agencies to build and sustain their evaluation capacity. During that time, we have developed a capacity building model that draws on community psychology values by targeting social determinants and inequities. This model has helped foster a sustainable culture of evaluation and continuous learning in many types of organizations -- health and wellness, education, social services, sports and recreation, arts and culture -- to effect social change. In this symposium, we provide a comprehensive look at the Yale Evaluation Capacity Building Model and its successful adaptations in several initiatives over the past 10 years in the greater Philadelphia region. The symposium, which contains elements of a workshop by providing skill-building opportunities for participants, will include presentations by three senior community psychologists who are part of a larger team of community psychology faculty, fellows, and staff at The Consultation Center at Yale who have led this work. The first presentation offers an overview of the model, including its grounding in community psychology values and principles. The presentation includes examples of several applications of the model in diverse contexts. The second presentation describes how partnerships with philanthropy, especially The Scattergood Foundation, have been critical to the model's success over the past 10 years in greater Philadelphia. This presentation also describes how these partnerships led national funders to invest in local initiatives to build capacity. The final presentation describes how a central focus of the model -- diversity, equity, and inclusion -- is incorporated into the work in different organizations and at multiple levels to effect social change.

**Chairs:**

*Jacob Tebes*, Yale University

**Presentations:**

**Overview of the Yale Evaluation Capacity Building Model in Diverse Contexts**

*Jacob Tebes*, Yale University; *Cindy Crusto*, Yale University; *Samantha Matlin*, The Scattergood Foundation & Yale University; *Amy Griffin*, Yale

University; *Elizabeth Grim*, Yale University; *Joy Kaufman*, Yale University

This presentation provides an overview of the Yale Evaluation Capacity Building Model, its grounding in community psychology values and principles, and its alignment with the mission of The Consultation Center at Yale: to promote health and wellness, prevent mental health and substance abuse problems, and enhance equity and social justice. The model has been used with state agencies and community organizations in several states, but the focus of this presentation will be on its use over the last 10 years in the greater Philadelphia region as a vehicle to effect social change. For organizations whose mission is social change, the model aligns well with that mission and focuses efforts to strengthen organizational capacity for change. For organizations that do not explicitly focus on social change, the model helps organization consider how social determinants and social inequities intersect with their mission. This has enabled organizations to build an organizational culture of evaluation and continuous learning that also takes into account multiple levels of analysis and impact. In this presentation, we present core elements of the model -- collaborative, interdisciplinary, strengths-based, comprehensive, data-driven, culturally-situated, systems-oriented -- and illustrate their use through specific examples. These include: an arts-based intervention to revitalize distressed neighborhoods, a city-wide food access collaborative to reduce food insecurity, a coalition-led initiative to build a trauma-informed community, and regional initiatives that involve over 100 organizations to build and sustain evaluation capacity in nonprofit organizations. Included is a description of how the model can nurture a culture of evaluation and continuous learning in organizations and through participation in an alumni learning collaborative. We summarize strategies and outcomes from these initiatives using examples drawn from trainings, videos, reports, testimonials, and data visualization tools as a way to illustrate how implementation of the model can effect social change.

**Establishing Partnerships with Philanthropy to Address Social Inequities**

*Samantha Matlin*, The Scattergood Foundation & Yale University; *Joe Pyle*, The Scattergood Foundation; *Alyson Ferguson*, The Scattergood Foundation; *Cindy Crusto*, Yale University; *Jacob Tebes*, Yale University

Philanthropy increasingly understands that nonprofit organizations need training, consultation, and other supports to build capacity to collect, analyze, interpret, and use data to enhance organizational performance. These funders frequently ask grantees to collect data to show program impact, but often do not adequately support this work. The public also expects programs to have a positive impact, particularly on matters related to social inequities, but may not understand the constraints nonprofit organizations face to implement programs and

services with fidelity. This presentation focuses on the role of philanthropy in forging partnerships among community organizations, professionals, applied researchers and evaluators, public officials, and community stakeholders to effect social change. The presentation describes a unique partnership established 10 years ago between The Scattergood Foundation and The Consultation Center at Yale in the greater Philadelphia region to build evaluation capacity in nonprofit organizations. We describe how this partnership led to several initiatives over this period to build and sustain evaluation capacity in local nonprofit organizations that serve vulnerable populations. These initiatives were made possible by blending support from local and national funders. By leveraging the support of philanthropy at the local and national level, this partnership has begun to enhance evaluation capacity in organizations throughout the region. This presentation describes how such a partnership developed, its impact, and how it can be replicated to build and sustain evaluation capacity elsewhere to address social inequities.

#### **Incorporating Diversity, Equity, and Inclusion into the Capacity Building Process**

*Cindy Crusto*, Yale University; *Joy Kaufman*, Yale University; *Samantha Matlin*, The Scattergood Foundation & Yale University; *Amy Griffin*, Yale University; *Elizabeth Grim*, Yale University; *Jacob Tebes*, Yale University

Central to the Yale Evaluation Capacity Building Model is considering issues of diversity, equity, and inclusion when implementing and evaluating a program or service. When this is done, the work is more likely to be culturally-situated, that is, to take culture into account so as to be more responsive to the diverse needs of individuals served and the local community in which services are provided. Programs that take culture into account also are more likely to be successful in achieving desired outcomes, or when outcomes are not achieved, culture is less likely to have been a barrier. Many community organizations seek guidance on these issues not only to become more culturally and linguistically competent, but also to have a direct effect on social inequities that may be a by-product of their program. This presentation illustrates how issues of diversity, equity, and inclusion can be incorporated into evaluation capacity building to effect social change. We describe how incorporating these issues with a wide variety of organizations is possible after first establishing a collaborative partnership with the organization, and then offering group training, individual consultation and coaching, and feedback about data collection and use. We also provide examples of considerations needed to ensure services and related evaluations are culturally sensitive and responsive, and how to make culturally-responsive changes to a program or evaluation when needed. Finally, we describe the types of organizational structures and processes that can help ensure that issues of diversity, equity, and inclusion

are continuously and routinely incorporated into program and evaluation activities.

#### **033 Managing Long-Distance Collaborations: A Practical Guide to Navigating Community Partner Relationships Across Time and Space**

Workshop

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** NLU 4020

##### **Abstract**

Many community psychologists value relationships with communities and community partners. However, this work becomes more challenging when these communities and their respective stakeholders might not be in the same city, state, or country. Today's technology and academic/professional mobility make research at a distance possible, probable, and even valuable. However, managing research at a distance also has potential pitfalls. This presentation will focus on strategies for designing distance evaluations and projects, building equitable relationships across time and space, managing and checking data, and using technology strategically. The presentation will explore the experiences of four different long-distance projects as case studies. Through these case studies good outcomes and the approaches that ensured them will be discussed. Additionally, pitfalls encountered and strategies used to mitigate disasters will be presented. Following the presentation, attendees will split into working groups and discuss various project phases, identify respective challenges, and brainstorm around these focal issues. Groups will then come back together, share ideas, and address any specific questions attendees have.

##### **Chairs:**

*Heather Bomsta*, Michigan State University; *Dessie Clark*, Michigan State University

#### **034 Global Alliance Marion Langer Award Address: Professionalism in Unprofessional Times: Reflections of a Polish Social Psychologist and Human Rights Activist**

Special Session

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** NLU 4022

##### **Abstract**

A challenge faced by social scientists is assuring that their professional goals are not compromised by political, economic or social circumstances, especially when norms and laws protecting freedom of professional activity are not functioning. These periods could be called "unprofessional times." A social psychologist, I will share my experiences in dealing with obstacles during the "unprofessional times" in Communist Poland. As a professor and activist of the social movement of Solidarity, I helped to overcome Communism. I have also been involved in helping construct the education of future citizens in former Communist countries. I will discuss three examples of my work. First is my work with students on issues related to rights of individuals in the Communist state, with a focus on discrimination against minorities. Since discrimination did not

officially exist in the Communist state, we had to conduct research on different aspects of the social and individual identity of persons. In this way, we uncovered problems faced by members of specific groups. Second, I will discuss the Worker University where I taught elements of social psychology to activists of the trade union Solidarity. Classes included group functioning, decision making, consensus-building and compromise in instances when group objectives were contradictory. We explored strategies for negotiating with authorities, dealing with the language of propaganda and resisting manipulation by organizations such as the secret police. Importantly, we also discussed how to deal with the anger, fear and humiliation caused by threats from authorities. Finally, I will discuss my work with colleagues from former Communist countries to build civic education for the post-Communist reality, with an emphasis on education of teachers of civic and citizenship and empowerment of educational and psychological researchers. Although none of these activities have fully succeeded, they provide lessons for situations when professional norms and standards are threatened.

**Chairs:**

*Barbara Malak- Minkiewicz*, IEA Secretariat, The Netherlands

**035 Community and Academic Partnerships:  
Collaborating with Community Members to Host a Day of Dialogue**  
Workshop

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** NLU 5006

**Abstract**

Esprene Liddell Quintyn (MA, University of Miami) & Guerda Nicolas (PhD, University of Miami) Universities in the US are often seen as ivory towers often working on communities instead of working with communities. Research shows that intentionally collaborating with communities aid in bridging the division between community partners and universities which then fosters better community engagement (Calleson, Jordan, & Seifer, 2005; Saltmarsh, Giles, Ward, & Buglione, 2009). Ultimately, such a process leads to projects that are more in alignment with community needs and beneficial to community needs. Through these collaborations, a mutually beneficial relationship is established in which academics and community partners can create a shared learning environment where ideas and resources are exchanged. Essentially, when academic and community members form partnerships, they are able to achieve more than if they worked in silos. In Miami, for the past nine years, community partners working on different social issues are invited to attend a Day of Dialogue with the opportunity to work collectively on first choosing a topic of interest to planning and executing the Day of Dialogue. Through such dialogues, community partners are able to build alliances and develop some shared vision for addressing social issues in their respective communities. This workshop will provide attendees with specific skills on

how to 1) engage communities, 2) create an effective environment for dialogue, 3) develop common areas of interests, 4) explore questions and issues, and 5) move from dialogue to action. The opportunity to put some of these skills into practice will be provided during the workshop.

**Chairs:**

*Esprene Liddell-Quintyn*, University of Miami; *Guerda Nicolas*, University of Miami

**036 Ending Early Childhood Education Expulsion in Illinois through Collaborative Legislation, Implementation, and Intervention Approaches**  
Symposium

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** NLU 5007

**Abstract**

Nationwide, 17,000 preschoolers are expelled each year, a rate higher than that in elementary or secondary schools. Given the important foundation the first five years of life play in setting children on a trajectory of academic success and well-being, this staggering level of educational exclusion has caught the attention of policy makers and advocates. This crisis is compounded by the large racial disparities, with young boys of color being suspended and expelled at disproportionately high rates. This symposium presents three different views of Illinois' approach to reducing the rate of and disparities in early childhood expulsion. Paper one outlines the multi-year process of building a coalition of stakeholders to lobby for and write the rules for a statewide legislative ban on expulsion, IL Public Act 100-0105, passed in August of 2017. Paper two presents preliminary findings of a mixed-method process evaluation of the implementation of this new legislation. This evaluation focuses on the risk of unintended consequences and the practitioners' knowledge of and utilization of different assets to reduce expulsion risk. Paper three presents findings from an ongoing evaluation of one of the best known expulsion interventions – mental health consultation (MHC). MHC is a systemic intervention aimed at raising program and practitioner awareness of and adaptation to the needs of children displaying challenging behaviors, respecting the ecological contributions to children's social and emotional behaviors. Our discussant, an expert in culturally responsive early childhood interventions and MHC program evaluation, will employ a racial equity lens to situate these Illinois-based discussions within the national conversation of systemic reform to address early childhood education disparities. Together these papers provide a panoramic view of the complexities and necessity of coordinated multi-level approaches to system change. Advocates, policy-makers, practitioners, and researchers all play critical roles in ensuring access and equity in early learning opportunities.

**Chairs:**

*Kate Zinsser*, University of Illinois at Chicago

**Discussant:**

*Eva Marie Shrivvers*, Institute for Child Development Research & Social Change

#### **Presentations:**

#### **Ending Early Childhood Expulsion through Advocacy, Legislation, and Collaborative Rule Writing**

*Allison Lowe-Fotos*, The Ounce of Prevention Fund

Over a dozen states have made policy changes to help curtail rates of expulsion in early childhood education, but relatively few have taken legislative action. Illinois stands out for recently passing one of the most coordinated and far reaching legislative bans on expulsion in the country; a law expected to reduce the overall rates of and racial disparities in disciplinary practices. This presentation will outline the multi-year process of building a coalition of stakeholders to lobby for and write the rules for a statewide legislative ban on expulsion as well as practice dynamic, reflective policy work moving forward in the early childhood realm. The law, effective January 1, 2018, applies to nearly every program serving children birth-to-five statewide, and requires that programs make every effort possible to retain a child and that removal cannot be the first or only option explored. Rules currently being drafted will stipulate requirements around documenting and reporting programs' uses of resources, services, and interventions (e.g., infant/early childhood mental health consultation) as well as adoption of critical training (on implicit biases, family engagement, etc.). The passage of this law represents an important step forward in eliminating expulsion, but its passage cannot be the end of the story. As rooted in best practice and intentional as a policy can be, it will impact people in different ways and its effects may change over time. What works now may not always as systems change, funding changes, communities change, and people change. A reflective and systemic approach must be used in today's policy-making. This presentation will describe efforts to anticipate and accommodate such changes over time.

#### **Creating a Research, Practice, and Policy Coalition to Evaluate the Illinois Early Childhood Expulsion Legislation Implementation Process**

*Kate Zinsser*, University of Illinois at Chicago; *H. Callie Silver*, University of Illinois at Chicago; *Qaswa Hussaini*, University of Illinois at Chicago; *Courtney Zulauf*, University of Illinois at Chicago

In response to high rates of and racial disparities in preschool expulsion (U.S. Department of Education, 2016), the state of Illinois recently passed a law which prohibits the expulsion of children from any licensed or publicly funded early childhood education (ECE) program. Although, this legislation is one of the most progressive in the nation and is expected to curb rates of expulsion, there is currently no means by which to evaluate historic or future ECE disciplinary rates, assess

the legislation's impact, or any potential unintended consequences. This presentation will report baseline findings from an ongoing evaluation of the law's implementation devised and carried out with support from a coalition of key stakeholders (e.g. community partners, policy experts, and program administrators). A survey of Illinois ECE program administrators (N=185) captured program characteristics and knowledge and concerns regarding the law's implementation. Follow-up interviews conducted with a sub-sample of administrators (N=40) were stratified to capture the voices of those in urban and non-urban parts of the state along the continuum of law familiarity and expulsion history. Interviews probed for resource familiarity and utilization as well as anticipated and experienced issues meeting new documentation, reporting, and transition planning requirements. These qualitative data are currently being analyzed. Preliminary analysis of survey data indicates that: administrators varied widely in knowledge of the legislation (Figure 1), expulsion is fairly common (with 35% of programs reporting at least one expulsion in the past 12 months), and administrators who reported more expulsions were significantly more familiar with the law ( $M = 3.52$ ,  $SD = 1.06$ ) than those who had reported no expulsions ( $M = 2.76$ ,  $SD = 1.31$ ),  $t(169) = 3.9$ ,  $p < .05$ ). Mixed-methods analyses will also be presented covering variation in expulsion rates, resource utilization, and compliance by program type, funding, child demographics, and geography.

#### **Responding to High Rates of Expulsion: Early Findings from an Implementation Study of an Early Childhood Mental Health Consultation Initiative in Illinois**

*Julie Spielberg*, Chapin Hall at the University of Chicago; *Tiffany Burkhardt*, Chapin Hall at the University of Chicago; *Carolyn Winje*, Chapin Hall at the University of Chicago

Early childhood mental health consultation (MHC) is viewed as a promising approach to reducing high rates of expulsion in early care and education (ECE) programs. MHC is a multi-level preventive intervention in which a mental health professional develops a supportive, consistent, and trusting relationship with ECE providers—supervisors, teachers, and home visitors—to improve their understanding of and skills in responding to young children's and parents' social and emotional behaviors. In turn, providers, families, and children will experience more positive interactions and better social and emotional outcomes. (See Figure 1.) A growing body of research indicates that providing MHC in ECE center-based programs not only increases teachers' ability to respond appropriately to children's challenging behaviors, but also reduces stress and increases job satisfaction (e.g., Hepburn, Perry, Shivers, & Gilliam 2013). This presentation will describe preliminary findings from a pilot study of a universal approach to MHC developed by the Illinois Children's Mental Health Partnership, a public-private entity. Because the model is intended to be implemented in a

range of publicly-funded ECE settings, including home visiting, child care, and state pre-K programs, across Illinois, it is essential to understand all of the factors that influence implementation success before planning any scale-up effort. The mixed-methods evaluation began in early 2018 and uses a multiple baseline comparison group design involving 24 program sites—16 intervention and 8 comparison—in two urban and two rural/suburban communities. Quantitative and qualitative data—surveys, interviews, and program observations—are being collected at baseline, 6, 12, and 18 months from mental health consultants, program supervisors, teachers, and home visitors. The presentation will focus on findings from the first two waves of data collection, highlighting variations in organizational contexts, implementation processes, and the potential effects of the MHC pilot on program staff, children, and families.

### **037 Ecosystem-Based Youth Leadership Program: Lessons Learned from India**

Workshop

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** NLU 5008

#### **Abstract**

Urie Bronfenbrenner (1979) argues that how ecological systems contribute to human development and how systems are inter-related to another in the developmental process. However, it is also important to notice that participation of individuals in the systems that their folded with and choices which they are making to find their own places. If the young people are recognized well in the society, young people may not be involved in the violence or self-harm and suicide attempts. In order to address these pressing youth problems in India, Trust for Youth and Child Leadership(TYCL) introduced the Ecosystem-Based Leadership(EBL) to the most vulnerable young people from different communities such as youth from the orphanage, slum community, rural and tribal communities. This workshop is based on the experience and lessons learned from Indian youth. The proposed leadership model will allow participants to understand the systems around them such as family, friends, relatives, school, community, society, politics, and, environment to make better choices in their own life. The structured-activity-based 12 modules of the gamified curriculum provide an active and joyful learning opportunity. EBL helps young people to consciously navigate themselves towards positive wellbeing in their own surroundings/community. The systemic clarity about young people's actions in the day to day life and it navigate them to make better choices in their own life, situations with people and planet around them. Which is not only creates a larger impact on the people in the community, and also it impacts the environment largely. At the end of the workshop participants will get a basic understanding of how young people from the marginalized communities can be developed to consciously observe their own past, present, and design their future in a sustainable perspective to lead themselves and world around them.

#### **Chairs:**

*Siva Mathiyazhagan*, Trust for Youth and Child Leadership(TYCL)

### **038 Latinas en Accion: Bearing Witness to the Power, Leadership and Resistance of Mujeres**

Symposium

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** NLU 5016

#### **Abstract**

The current U.S. sociopolitical context has unearthed and amplified racist, sexist, nativist and oppressive discourses, as well as sociolegal policies and hegemonic practices against some of the most already marginalized and institutionally disenfranchised communities. Latinx communities, given their socio-historical and political racialized othering, as well as their intersectional experiences of oppression in the U.S., have endured rising threats of criminalization, deportation and violence. Amidst these accounts of Latinx terrorization, mujeres Latinas in particular have been the most active in organizing, mobilizing, and rising above the hate to agitate and educate for transformational social justice and change. The presentations in this session each offer a unique account of Latinas en accion -- of mujeres claiming their power, leadership and resistance. As community-engaged researchers, educators, Latinas, women and daughters, as well as practitioners, allies and organizers, we each beared witness to the fortitude and agency of these mujeres and madres within schools, neighborhoods, and health care settings. The first presentation discusses how Latina mothers provided community cultural wealth to their children in schooling contexts of educational inequity. In drawing from focus groups with Latina mothers, this presentation engages the concept "emotional intelligence capital" to describe how these women navigated difficult situations in productive ways to promote their psychological well-being. The second presentation reflects upon a community-based participatory action research (CBPAR) collaboration with the Madres Emprendedoras, a collective of Mexican immigrant mothers in a gentrified community, and how they developed three interconnected action-projects to raise awareness about community needs and concerns. Similarly, the third presentation also engages CBPAR, however within a different context and purpose. The topic of this presentation focuses on how a team of licensed clinical psychologists engaged CBPAR to provide psychological evaluations, trauma support resources and legal advocacy and counsel to Central American women experiencing legal and family/domestic violence.

#### **Chairs:**

*Jesica S. Fernandez*, Santa Clara University

#### **Discussant:**

*Jesica S. Fernandez*, Santa Clara University

#### **Presentations:**

**Tomando cartas en el asunto: Latina Immigrant Mothers and a Community Cultural Wealth Model**

*Bianca Guzman*, California State University, Los Angeles; *Ireri Bernal*, California State University, Los Angeles

The purpose of this presentation is to report on how Latina mothers provide community cultural wealth to their children. Social science research with Latinas generally report that many Latina mothers are unformed, unconcerned and lack the educational tools to assist their children to persist in higher education despite research that suggests that Latino students who complete college degrees, including advanced degrees often cite their mothers as the one single source of support that was key to them completing their college education. We conducted two focus groups with a total of 22 mostly foreign born monolingual Latino parents to ask them about how they thought they contributed to their child(ren's) educational endeavors. We used Tara Yosso's community cultural wealth model to serve as a guide to the types of community cultural wealth capitals that have been primarily been ascribed to Latino students. The six capitals described are: aspirational, linguistic, familial, social, navigational, and resistant. Our main question was how did these successful Latino students get these capitals? Our thought was their mothers must have some input however research rarely focuses on how mothers might hold and transmit cultural wealth to their child(ren). Another question we had was could mothers have additional capitals not described in Yosso's model? We learned that mothers did indeed exhibit all the capitals proposed by Yosso and they described the ways in which they transmitted their capitals to their child(ren). Aspirational capital was the most common form of capital mothers described, while mothers demonstrated linguistic capital for themselves and their children. Finally, we coined the idea of mothers having emotional intelligence capital- a capital not previously described that included mothers being able to navigate a challenging/stressful situation in a positive and productive manner to promote psychological well-being.

**Madres Emprendedoras: Reflections Community-based Participatory Action Research Project with Mexican Immigrant Madres in the Silicon Valley**

*Jesica S. Fernandez*, Santa Clara University; *Alma R. Orozco*, Santa Clara University; *Patricia Rodriguez*, Guadalupe-Washington Community Madres Emprendedoras; *Irene Cermeño*, Santa Clara University; *Laura Nichols*, Santa Clara University

Despite the technology innovation, entrepreneurialism and cultural diversity of the Silicon Valley (SV), the area is also characterized by growing low-income and mixed-status immigrant communities. These communities are most impacted by the inequitable economic opportunities and physical growth of tech industries. The purpose of this presentation is to describe the development and implementation of a community-based participatory action research

(CBPAR) course and community-driven action projects with a group Mexican immigrant madres (mothers) whose lived experiences were intrinsically tied to the neoliberal and economic tech structures of the SV. We focus on the personal, political and economic experiences of Mexican immigrant madres, who describe themselves as *madres emprendedoras* (entrepreneurial mothers). The following questions guide our work: What are the personal, political and economic challenges of Mexican immigrant madres in a neighborhood undergoing gentrification in the SV? How did the madres engage experiences from their everyday lives in the development of their community-based action projects? To engage these questions, we discuss a CBPAR course collaboration and three interconnected action projects, developed in collaboration with eleven Mexican immigrant madres. We reflect upon and highlight how the lived experiences of Mexican immigrant madres surfaced in the development of their action projects. All three projects were rooted in the Mexican immigrant madres' community experiences, and reflected their personal, political and economic challenges. The three interconnected action projects included the following: 1) identifying resources for students with special and diverse learning needs; 2) documenting housing insecurity and resources for affordable housing; and 3) public safety. Via these action projects, Mexican immigrant madres demonstrated their leadership, agency, hope and resistance to increasing systemic inequities. We conclude with implications for engaging in CBPAR, as well as lessons learned from this university-community centered collaboration.

**Tomando el futuro en nuestras manos: Narratives of asylum seekers from Central America**

*Yvette G. Flores*, UC Davis

In the past few weeks media reports have been filled with images of men, women, and children walking thousands of miles in hopes of reaching the United States to apply for asylum. At the same time, the current US president demonizes these individuals as potential criminals and threats to democracy. What is the impact of these images on asylum seekers in the U.S. who face a precarious future as recent policy changes instituted by Jeff Sessions reduced the eligibility of asylum seekers. Now excluded are survivors of intimate or family violence and those fleeing persecution from gangs. This presentation will address how a team of licensed clinical psychologists have utilized CBPR practices to support, engage, provide psychological evaluations, address trauma, prepare for hearings and advocate for immigration relief for women survivors of state and family violence. Likewise, the presentation will address how these women's narratives serve to sensitize, inform, and guide immigration attorneys who represent these clients.

**039 Moving Beyond the For Us Without Us Complex: Community Engagement of Community Based Organizations and Inclusion of Community Voice**

Town Hall Meeting

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** NLU 5028

#### **Abstract**

Research has explored partnerships between universities and communities (e.g. Goodman, Thompson, Johnson, Gennarelli, Drake, Bajwa, Witherspon and Bowen 2017), however there is limited research on community engagement practices of community-based organizations (CBOs) that are not academic in nature. Community based organizations work directly with communities to address specific issues. The disconnect is created when CBOs are not inclusive of community voice within program design and implementation thus resulting in the “For Us Without Us” complex. The following session will explore practical strategies to enhance the impact of CBOs through community engagement across the perspective of community stakeholders, CBO staff, and community psychologists. Format Town Hall Process or method of how you will engage the audience Participants will respond to the following questions using

<https://www.polleverywhere.com/> The responses to the questions will be seen live. The session organizers will facilitate additional dialogue. Discussion Questions 1. How can the field of community psychology help bring awareness to For Us Without Us approach? 2. How can community psychologists collaborate with CBOs to improve community engagement practices? 3. Share examples of community based organizations that were successful in engaging with community members. What community engagement practices contributed to the success of initiatives? 4. Share examples of community based organizations that were unsuccessful in engaging with community members. What learnings took place? 5. How can funders of CBOs help with improving community engagement of CBOs? 6. Is civic engagement and community engagement intertwined? Why? Why not? 7. How can CBOs and community psychologists plan to fully engage community voices (i.e., spend a significant amount of time getting to know the community, building trust, and learning what the community needs) when projects are limited by grantor expectations and financial resources?

#### **Chairs:**

*Amber Kelly*, Community Engagement Collective; *Katie McAuliff*, Einstein College of Medicine; *Rafael Rivera*, Rivera Consultants, Inc.

#### **040 How to Traverse the Crossroads of Evidence-Based Intervention Outcomes, Community Feedback, and Geographic Location**

Workshop

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** NLU 5030

#### **Abstract**

The SFBHN Youth Substance Use Prevention System of Care seeks to make a Collective Impact (Tamarack Institute, 2017) on youth and families in South Florida that includes decreasing the number of youth who use alcohol, tobacco and other drugs; decreasing risk factors

that are associated with use; increasing protective factors known to mitigate use; and enhancing community resources to build capacity of local communities to enact sustainable progress. In 2018 BSRI conducted a community-level needs assessment, methods were derived from participatory action frameworks and the Communities that Care model (Hawkins, Catalano, et al., 1992). BSRI ultimately used the Getting to Outcomes (GTO) (Fisher, Imm, Chinman, & Wandersman, 2004) guidelines for planning and coordination of the needs assessment. A comprehensive community needs assessment for substance use prevention allows stakeholders to identify what substances are most problematic in their communities, where problems are most prevalent, what the effects of such problems cost communities across sectors, the most prevalent risk and protective factors and the resources within the community that can mitigate risk factors and promote protective factors. This process was also a step in the ongoing cycle of the Strategic Prevention Framework as the information captured guided future decisions regarding organizational/community capacity. This session will explore the needs assessment process in South Florida, the convergence of quantitative and qualitative data compared across geographically defined areas, and how this system of care is measuring the impact of prevention throughout region. Creating and managing collective impact requires one or more separate organizations with staff and specific skills to serve as the backbone for the entire initiative and coordinate participating organizations (Kania, et al., 2011). Thus, the funder, evaluator, a coalition, and a direct service provider will be represented to highlight multiple roles and perspectives throughout this process.

#### **Chairs:**

*Megan Hartman*, Behavioral Science Research Institute; *Angela Mooss*, Behavioral Science Research Institute; *Lina Castellanos*, South Florida Behavioral Health Network; *Carline Nozile*, Gang Alternative; *Susan Moore*, Monroe County Coalition

#### **041 The Influence of Family and School Factors on the Formation of Natural Mentoring Relationships among Black Adolescents**

Symposium

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** NLU 5031

#### **Abstract**

Natural mentors are non-parental adults in adolescents' pre-existing social networks who provide youth with support and guidance. Findings of previous research suggest that among Black adolescents, the presence of natural mentoring relationships (NMRs) promotes resilient outcomes. The proposed symposium applies an ecological framework to investigate potential factors that contribute to the formation of NMRs among Black youth. The three papers in this symposium each utilize quantitative and qualitative data from multiple sources (e.g., youth, primary caregivers, additional familial adults) to explore the role of microsystem level factors (e.g., family, school) in the development of NMRs



among Black youth. Paper one assessed whether youths' sense of familial communalism predicted youths' quantity of natural mentors and whether this association may have been moderated by youths' socioeconomic status. Thematic analyses of qualitative data sought to explicate the mechanisms through in which socioeconomic disadvantage appeared to diminish the association between communalism and quantity of NMRs. Paper two examined associations between secure caregiver-adolescent attachment and the quantity of NMRs via youths' perceptions of adults as helpful and trustworthy. Open-ended interview data were leveraged to further examine the nature of attachment in Black families and the ways in which attachment with caregivers influenced adolescents' openness to forming relationships with non-parental adults. Paper three explored the influence of teacher-based discrimination on youths' perceptions of the trustworthiness of adults and in turn, whether perceiving adults as trustworthy predicted having more NMRs. Qualitative analyses explored negative interactions between youth and teachers with specific attention to youths' perceptions related to unfairness and trust. An established scholar with expertise in the area of positive youth development among Black adolescents will discuss implications of the findings. Audience members will be encouraged to participate in a discussion regarding strategies for capitalizing on family and school factors to better promote NMRs among Black youth.

**Chairs:**

*Janelle Billingsley*, University of Virginia

**Discussant:**

*Aerika Brittian Loyd*, University of Illinois at Chicago

**Presentations:**

**Contributing and Qualifying Factors that Influence the Formation of Natural Mentoring Relationships among Black Youth**

*Janelle Billingsley*, University of Virginia; *Ariana Rivens*, University of Virginia; *Noelle Hurd*, University of Virginia

Research suggests that Black adolescents with natural mentoring relationships (i.e., mentoring relationships that develop naturally with supportive adults in their everyday lives) demonstrate enhanced social-emotional well-being and fewer health-risk behaviors relative to their peers who lack these relationships. Although researchers have found associations between natural mentoring relationships and positive outcomes among Black youth, less is known about factors that influence the formation of these relationships. One factor worthy of investigation is familial communalism, an Afrocultural social ethos characterized by interdependence, relationality, and social obligation. Greater orientation towards collectivist values may, for example, help influence youths' motivation to form close relationships with non-parental adults. The current study utilized quantitative and qualitative data from

multiple sources to explore the potential relationship between communalism and the number of natural mentoring relationships held by youth. Given links between socioeconomic positioning and reports of communalism and natural mentor presence among youth, we also were interested in examining how socioeconomic status may moderate the association between communalism and quantity of natural mentoring relationships. We surveyed a sample of 217 Black youth and interviewed a subsample of twenty-five participants along with their primary caregiver and a close familial non-parental adult to learn more about their family dynamics. We found that communalism was positively associated with the quantity of natural mentors, but only among youth who did not indicate socioeconomic disadvantage. Results of thematic analyses of qualitative data focused on better understanding the role of socioeconomic disadvantage as a moderator of the influence of communalism on natural mentor relationship formation will also be presented. Implications of study findings for the promotion of natural mentoring relationships among Black youth will be discussed.

**My Solid Foundation: Associations between Caregiver-Adolescent Attachment and Natural Mentoring Relationships Among Black Adolescents**

*Bianka Charity-Parker*, University of Virginia; *Andrea Negrete*, University of Virginia; *Noelle Hurd*, University of Virginia

An integral change that occurs during adolescence is the development of independent close relationships outside of the immediate family unit. During this time, adolescents take with them the "internal working models" (IWMs) templates they first developed in relationships with their primary caregiver(s). Bowlby's attachment theory (1979) offers that such IWMs are the essence of parent-child attachment and shape the foundation of an individual's ability to regulate themselves and operate in non-caregiver relationships across the lifespan. This theory suggests that the nature of relationships with caregivers influences central beliefs about others, including the extent to which others may be trustworthy and helpful. Thus, parent-child attachment may influence the development of other meaningful relationships by changing individuals' worldviews about other people. In addition to relationships with peers, adolescents are commonly engaged in natural mentoring relationships (NMRs). NMRs are authentically formed mentoring bonds between youth and adults in their pre-existing social networks (Hurd & Zimmerman, 2010). Growing empirical evidence points to psychosocial benefits of these relationships among Black youth. In an effort to better uncover factors that contribute to the development of NMRs among Black adolescents, the current study examined associations between adolescents' attachment to their caregivers and the quantity of NMRs via perceptions of adults as helpful. Survey data from 217 Black adolescents and interview data from a subsample

of twenty-five participants and their primary caregivers were utilized. Our quantitative findings indicated that after accounting for socioeconomic status and youths' extraversion, more secure caregiver-adolescent attachment predicted increases in adolescents' quantity of NMRs indirectly via increases in their perceptions of adults as helpful. Furthermore, thematic analyses of interview data were conducted with the goal of more comprehensively documenting how caregiver-adolescent attachment is experienced among Black families and the ways in which attachment may shape adolescents' willingness to pursue supportive relationships with non-parental adults.

**The Influence of Negative Teacher-Student Interactions on Black Youths' Relationships with Other Adults**

*Aisha Griffith*, University of Illinois at Chicago; *Audrey Wittrup*, University of Virginia; *So Jung Lee*, University of Illinois at Chicago; *Noelle Hurd*, University of Virginia

School-based discrimination can have adverse consequences for Black adolescents. Discrimination and other negative interactions with teachers may alter Black adolescents' perception of adults more generally. This mixed-methods study explored whether teacher discrimination may have negatively influenced the number of adults youth go to for support (i.e., natural mentors) by influencing youths' perceptions of the trustworthiness of adults. Data from open-ended interviews were used to investigate how negative interactions with teachers unfold. Using survey data from 216 Black adolescents, results of path analyses suggested that teacher discrimination was negatively associated with quantity of natural mentors via perceptions of adults as trustworthy. To better understand these findings, we analyzed semi-structured interviews with a subset of twelve youth, their parents, and another familial adult for any negative experience described between the youth and a teacher. Preliminary qualitative analyses of these negative scenarios (n=14) indicated that negative experiences with teachers seem to undermine youths' perception of adults' capacity for justice and fairness. This includes youth perceiving teachers: (a) had favorites, (b) singled out youth, or (c) reprimanded youth for no reason. In some cases, perceptions of teacher unfairness led youth to disengage from school by arguing with teachers, skipping class, or leaving the school. Although interviewees did not attribute these experiences to being Black, findings may suggest why teacher discrimination was associated with fewer natural mentors among participants in the larger sample. Outside of their family, school is where youth primarily interact with adults. Perceiving one's teachers' actions as unfair may lead youth to disengage from school, which may decrease opportunities for positive connections to school-based adults. Findings from analyses of reports on student-teacher interactions (negative, neutral, positive) from 25 triads will be presented. Discussion of study findings will center on

the role of teacher fairness in cultivating youths' trust in adults.

**042 Community Psychology Turning Lens Towards International Issues: To Global Well-being, Universal Human Rights, and Partnerships in the Pursuit of Change**  
Roundtable Discussion

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** NLU 6013

**Abstract**

We live in an ever increasingly global community where we must consider the global context to address the root causes of local social problems. Forces such as imperialism, capitalism, colonialism and its various manifestations of racism in our societies. Unfortunately, as long as there is imperialism in the world, permanent peace is impossible. Therefore, if we are truly committed to transforming communities, changing lives, and promoting equity and justice through action, we must gain an understanding of how power manifests within the global context. We believe a more explicit and accessible global education that allows for cycles of action through shared dialogue between social justice movements can awaken liberatory knowledge practices. There are places where psychological trauma and bodily harm from power and repression are immediate and explicit. If we acknowledge our fate is tied to theirs, we must understand these phenomena. U.S. imperialism in the Middle East is involved in the fight against Israeli settler occupation in Palestine and can be argued to be similarly causing pain among many other oppressed groups around the globe. Since the colonial intrusion, African countries have been struggling to regain their pristine origin, deprived of their true Black identity. Every dark skin is subject to this unsettling racial injustice shared across generations and conditions Africans living in America to remain in survival behavior mode. How can we access our indigenous resources to rid ourselves of global forces acting as malicious and foreign toxins to our communities? This roundtable session will be a space for practitioners to educate each other on the transcontinental psychological social innovations available and documented in foreign literature, discuss existing resources for global knowledge transfer, and consider ways we can further connect so we can organize to address global problems, and access indigenous remedies that have the potential to empower.

**Chairs:**

*Hana Masud*, National Louis University; *Hana Masud*, National Louis University; *Tiffeny Jimenez*, National Louis University

**043 Teaching Difficult Topics Online: Ethical Challenges and Possible Solutions**  
Roundtable Discussion

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** NLU 6017

**Abstract**

Online classroom settings require innovative approaches to teaching to both engage students and encourage

learning and development. Unique challenges arise, however, when teaching online about “difficult” or nuanced topics, like privilege and oppression or gender-based violence. As online mediums of education become increasingly popular across universities, it is crucial that community psychologists engage in an open discussion about the possible ethical challenges instructors may face. For example, is it responsible to teach about sexual victimization when the instructor is not physically present to gauge the reaction of students? How can online instructors ensure their students are processing difficult information in a healthy way? To tackle these issues, this session will foster a discussion on these possible ethical dilemmas online instructors may face and ways to encourage honest and intentional student learning of sensitive topics. Discussants will provide strategies of teaching challenging subjects in online classroom settings and select examples will include ways to set up and moderate discussion boards and a sample syllabi disclaimer. We will encourage conversation about how bringing one’s ecological identity to the table as an instructor can benefit students in navigating new and sensitive territory. Those in attendance will be welcome to share personal experiences with and strategies for teaching difficult topics online.

**Chairs:**

*Hannah Feeney*, Michigan State University; *Lauren Vollinger*, Michigan State University; *Rachael Goodman-Williams*, Michigan State University

**044 Demystifying the Publication Process: A Student-Oriented Q and A with the Lead Editor of the American Journal of Community Psychology**

Roundtable Discussion

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** NLU 6036

**Abstract**

In the 2018 SCRA needs assessment we found that gaining research and publication experience was students' number one priority for professional development. While publishing in peer-reviewed journals should not be the only measure of success in community psychology, the message to students pursuing an academic career is clear: the number of publications you have and where you publish matters. Because of these implicit or explicit pressures, the publication process is often fraught with anxiety, and many students are unsure how to improve the likelihood of their work being accepted in peer-reviewed journals. This roundtable is meant to demystify the publication process by offering an opportunity to speak with the editor of the American Journal of Community Psychology, Dr. Nicole E. Allen. Come with questions, and expect a welcoming environment for discussion. This roundtable is geared towards students and facilitated by the SCRA student representatives, however early career professionals who would like to join are welcome to attend.

**Chairs:**

*Joy Agner*, University of Hawai‘i at Manoa; *Nicole E. Allen*, University of Illinois at Urbana-Champaign; *Erin Godly-Reynolds*, University of North Carolina at Charlotte

**045 Building Capacity to Build Capacity: Research Practitioner Partnerships for the Criminal Legal System**

Roundtable Discussion

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** Palmer House The Spire Parlor

**Abstract**

Recent research has focused on building partnerships between researchers and practitioners in the criminal legal system. These studies usually focus on characteristics of successful partnerships, tips for building relationships, and factors that may interfere in the development of the partnership. However, current funding mechanisms are now frequently calling for research partners for grant submissions, which may not exist prior to being awarded grant funds. This roundtable will discuss the development of an innovative community-based reentry program from the lens of the researcher and practitioner partners involved in the program design, implementation and evaluation. The Baltimore Police Department’s reentry program seeks to provide evidence-based case management services in collaboration with best practices in community supervision for young men who are identified as medium to high risk and have prior criminal records. We highlight strengths and challenges of developing and evaluating a reentry program that requires participation and collaboration across state and local government and community-based agencies. We also discuss recommendations and suggestions for building capacity to build capacity in the criminal legal system.

**Chairs:**

*Bronwyn Hunter*, University of Maryland Baltimore County; *Tholyn Twyman*, Baltimore Police Department; *Elaina McWilliams*, University of Maryland Baltimore County; *Munazza Abraham*, University of Maryland Baltimore County; *Shawn Flower*, Choice Research Associates

**046 When Science Isn't Just: Perpetuating Inequality Through the Tools of the Trade**

Roundtable Discussion

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** Palmer House The Water Tower Parlor

**Abstract**

Social justice and empirical grounding are among the core values of Community Psychology. Therefore, we must do good science and report sound findings while also promoting the health and welfare of historically marginalized communities. The formulaic method of scientific writing ensures that our findings are presented consistently, clearly, and concisely. However, when describing experiences of marginalized and oppressed groups, this formula and the accompanying methodologies (e.g., quantitative) used to explore social

problems may have harmful, unintended consequences. For example, researchers often use racial or ethnic identifiers as proxies for other experiences of disadvantage or oppression (e.g., poverty and disenfranchisement), rather than measure indicators of disadvantage or oppression directly. As a result, we draw mathematical connections between racial/ethnic groups and social problems. This can be highly problematic as it has broad sweeping negative implications for how we discuss social issues that impact marginalized groups (e.g., racial disparities in experiences of violence). This can lead to representing certain populations as 'risk factors' for a social problem rather than representing populations as vulnerable to systems of oppression. Furthermore, such approaches can render certain populations completely invisible when research ignores the intersectionality of identities and related oppressions (e.g., trans women of color's experiences of violence), resulting in a dearth of resources for those potentially most vulnerable which further perpetuates inequality. As a response to this issue, we will discuss the following: How do we unintentionally perpetuate systemic inequality in our own research and practice? How can we, as Community Psychologists, work to combat this harmful phenomenon? How can we strive to uphold principles of social justice while conducting rigorous science? We hope that all attendees leave with concrete tools for preventing the perpetuation of systemic inequality in the research process.

**Chairs:**

*Robyn Borgman*, Georgia State University; *Tracy Hipp*, The University of Memphis; *Dominique Thomas*, University of Michigan; *Jacque-Corey Cormier*, Georgia State University; *Alexandra Bellis*, ICF

**047 Bystander Interventions in Gender-Based Violence:**

**Attending to Opportunity, Context, and Roles**

Symposium

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** Palmer Salon 12

**Abstract**

Approaches to gender-based violence (GBV) have evolved from methods such as the “rule of thumb” (prohibiting the use of sticks wider than a thumb for hitting wives in the 1700s) to laws with stricter prohibitions that recognize women’s right to violence-free lives. More recently, activists and scholars have argued that ending GBV also requires critical shifts in cultural values, norms, and practices. To contribute to this shift, bystander intervention programs (BSI) are being adopted across multiple contexts in a manner that is highly consonant with social ecological principles, i.e., to foster environments where GBV is not tolerated. Bystander activation expands responsibility for ending GBV from courts to communities by transforming the role of bystander from passive to active and by increasing awareness, commitment, and capacity for effective involvement of community members. To date, BSI has been studied primarily as a strategy to address

sexual assault on college campuses. As BSI takes root in other settings (e.g., public spaces, work places) as a method for combating other forms of GBV (e.g., harassment, microaggressions), researchers and practitioners must attend to distinctive ecologies of each environment. We will present three papers exploring BSI in different environments. The first describes a study using a community-based sample vis-à-vis sexual assault discussing how opportunity to intervene shapes BSI efforts. The second discusses BSI in everyday bias (i.e., microaggressions) in academia considering distinct aspects of this environment (e.g., hierarches, roles, histories, power differentials). The third focuses on role expectations for bystanders in various environments (e.g., workplaces) and how BSI programs can help them negotiate their role so as to best address GBV. The discussant will divide the audience into groups based on setting of interest (e.g., public spaces, workplaces, schools) to elicit ideas for research and/or practice in their environment and facilitate discussion of each groups’ ideas.

**Chairs:**

*Meg A. Bond*, UMass Lowell

**Discussant:**

*Christopher Allen*, Kennesaw State University

**Presentations:**

**Gender-based violence in the community: Putting bystander opportunity into context**

*Andrew Rizzo*, University of New Hampshire; *Alexis M. Giacco*, University of New Hampshire; *Katie M. Edwards*, University of New Hampshire; *Victoria L. Banyard*, Rutgers University

While gender-based violence (GBV) prevention through bystander intervention programs receives much attention in college samples; general adult community samples receive comparatively little study. Furthermore, an understanding of bystander opportunity (i.e. do certain people see different kinds of GBV more often and thus have more opportunity to help?) is also lacking. The goal of this study is, therefore, to explore in a community sample of adults whether their various identities and demographics (sex, relationship recency, income, race/ethnicity, and age) relate to how frequently during the past year they encountered six -situations (victim blaming, hearing a fight next door, seeing a couple fighting, seeing an intoxicated person left alone, seeing a sexual assault, and helping a survivor post-assault). Data used in this analysis were collected as part of the baseline collection wave of a larger multi-site longitudinal evaluation study of a community-based bystander intervention program. Participants (N = 1,694) in four semi-rural/micropolitan-sized towns in New England completed a mail survey in Spring 2016. Female participants are more likely to overhear victim-blaming language and more likely to know someone experiencing GBV compared to male participants. Participants who recently were in a relationship also are

more likely to know someone experiencing GBV, and additionally are more likely to witness a couple fighting on the street, compared to participants not recently in a relationship. Participant income is negatively related to seeing a couple fighting on the street, but not related to any other opportunities. Finally, age is negatively related to all six bystander opportunity rates. Future studies of bystander intervention must take into consideration situation-specific bystander opportunity for action, in addition to the typical overall bystander behavior rates. Prevention education designers can use our findings to select which scenarios and related skills should be their focus depending on their target audience.

#### **Activating faculty bystanders in the academy: Contextual understanding vs. prescribed behaviors**

*Meg Bond*, University of Massachusetts Lowell;  
*Michelle Haynes-Baratz*, University of Massachusetts Lowell

Active Bystander Training is a well-established, effective intervention strategy to address multiple social issues (sexual assault, harassment, bullying) in several contexts (college campuses; k-12 education). More recently, researchers have recognized the opportunity to adapt this paradigm for dealing with subtler forms of bias and discrimination within the workplace (e.g., Ashburn-Nardo, Morris, & Goodwin, 2008; EEOC, 2016; Nelson, Dunn, & Paradies, 2011). However, rather than a one-size-fits-all approach, contextual features – related to both how subtle bias manifests itself and to qualities of the organizational context within which it occurs - are critical determinants of how to approach the substance and process of such an intervention program. In this presentation, we will describe the development of an active bystander program in a particular organizational context - the academy. Bystander workshops are a signature initiative of our 5-year, NSF funded ADVANCE institutional transformation grant aimed at promoting gender equity and respect in how faculty treat and evaluate one another. The distinctive features of the academy as an organization are many: often-foggy criteria for success, the tendency for many to remain in the organization for lengthy periods of time, the often-diffuse accountability structures, and the formal and informal power differentials among faculty that can shift over the course of their careers. These contextual features, and how they impact numerous interpersonal and organizational dynamics, led us to develop the get “A (collective) GRIP” model. Rather than a prescriptive set of behaviors, the model provides a framework for faculty to consider various situational, personal, and organizational factors surrounding an incident of subtle bias (i.e., Goals, Relationships, Institutional Context, and Power) in order to inform how to enact an active bystander stance when witnessing subtle biases and microaggressions at work.

#### **From campuses and public spaces to workplaces: Halting harassment one voice at a time**

*Lynn D. Bowes-Sperry*, Western New England University; *Beth A. Livingston*, The University of Iowa; *Stacie Chappell*, Western New England University

We examine the success of bystander intervention (BSI) programs on college campuses (e.g., Green Dot for Colleges) and in public spaces (e.g., Hollaback!) through the conceptual lens of role theory (e.g., Blumer, 1969) with an eye toward developing effective BSI programs in the workplace. Although BSI programs did not gain traction in work organizations until recently (EEOC, 2016), research on workplace sexual harassment (SH) has contributed to the success of BSI programs in the two domains described above. Our ultimate goal is to discover synergies across academic disciplines and BSI programs to improve strategies for eradicating SH across all three domains. Three social roles can exist in SH situations – harasser, target, and bystander. Our understanding of the social context and interpersonal dynamics surrounding SH is limited by the omission of bystanders from much research on workplace SH. Management scholars have long argued that bystanders play a pivotal role in SH and developed models and typologies to improve our understanding of bystander decision processes, types of actions available to them, and factors that encourage or inhibit their intervention (e.g., Bowes-Sperry & Powell, 1999). Symbolic interactionists (e.g., Stryker & Statham, 1985) argue that roles are malleable; therefore, individuals are able to ‘negotiate’ the behaviors associated with their role, which in turn modify behavioral expectations for individuals occupying other roles. Bystanders’ actions can create behavioral expectations that discourage would-be harassers from engaging in SH, thus altering the social context and interpersonal dynamics of the situation (Bowes-Sperry & O’Leary-Kelly, 2005). BSI programs such as the Green Dot Initiative and Hollaback! provide bystanders with knowledge, skills, and tools which enable them to change not only the role they play in SH but also contribute to the essential changes in community and organizational norms identified by Banyard et al. (2018).

#### **048 Using Community Psychology Practice Competencies to Build Capacity in Egyptian Child Protection Social Workers**

Symposium

**Day:** 6/26/2019 **Time:** 11:00-11:50 AM **Room:** Palmer Salons 6&7

#### **Abstract**

This symposium addresses the enactment of four community psychology practice competencies: cultural competence; prevention/promotion; reflective practice; and mentoring. These competencies were central to implementing a four-year project to build capacity in Egyptian child protection social workers conducted as a collaboration between the American University in Cairo, UNICEF, and the Egyptian Ministry of Social Solidarity. The first and second papers discuss assessments that formed the basis for the development

of training modules and other capacity-building resources. The first paper presents results from a study of the social workers' attitudes and knowledge related to sexuality and gender roles. These results were used to guide the development of a culturally appropriate two-day training on sexual and gender-based violence. The second presentation focuses on an assessment of job-related stress in the social workers and examines the role religion and social support played in their coping strategies. The results of this assessment also formed the basis for training materials and for additional online and printed resources. The third and fourth papers discuss training strategies that were used to build capacity. The third paper describes an evaluation of a training approach designed to strengthen social workers' reflective practice skills. And finally, the fourth paper explores the use of mentoring to develop local trainers who could deliver curricula with fidelity. All of these papers will be used as a basis for a general discussion of how community psychology practice competencies may serve as a foundation for building capacity.

**Chairs:**

**Carie Forden**, American University in Cairo

**Presentations:**

**Assessing Attitudes and Knowledge of Sexual and Gender-Based Violence Among Egyptian Social Workers**

*Germeen Riad*, American University in Cairo

Despite governmental and legislative efforts (Hassanin, 2008), societal tolerance of gender-based violence is widespread in Egypt, even among many health professionals (Rasheed, 2011). Moreover, there is a lack of understanding of human sexuality, misconceptions about sexual anatomy, stereotypical views of gender roles, and a lack of openness to talking about sex. Such misconceptions and lack of understanding contribute to harmful practices such as female genital mutilation/cutting, childhood marriage, and child sex abuse (WHO, 2010), all of which are common in Egypt. Child protection social workers must be equipped to deal with children who have been victims of such practices and be able to provide the sex education that is necessary for prevention of such practices. A survey of 86 child protection social workers and eleven in-depth interviews were conducted in order to better understand how they viewed and dealt with sexuality, gender roles and sexual and gender-based violence. It was found out that female social workers overall were less tolerant of gender based violence, more supportive of gender equality and had fewer misconceptions related to sex compared to male social workers. Male social workers who were married were more likely to hold attitudes supportive of women facing sexual and gender-based violence, had more flexible views of gender roles and lower double standards, and were more open to gender equality, than male social workers who were single. Based on these results, recommendations are made for

culturally appropriate training to build social workers' capacity for addressing sex and gender issues in their child protection practice.

**Prevention of Work-Related Stress in Child Protection Social Workers: The Role of Religion and Social Support**

*Yasmine Sabala*, American University in Cairo

Social workers encounter higher levels of job-related stress and burnout than any other helping profession (Lloyd, King, & Chenoweth, 2002). Egyptian child protection social workers face multiple challenges in their work including low status, low pay, lack of case supervision, inadequate training, few opportunities for advancement, and heavy caseloads, all making them especially vulnerable to experiencing unhealthy levels of stress. There is a clear need to better equip them with the skills and resources they need to cope effectively with stress, and an assessment of training needs among 340 Egyptian child protection social workers found that the most requested area for training was on how to manage job-related stress. Prior to developing such a training or other resources, it was important to understand how social workers were currently coping with stress. Using the results from an assessment of stress and coping among Egyptian child protection social workers, this paper discusses the protective role that religion and social support can play in mitigating the effects of burnout and compassion fatigue, and addresses the potential mediating effects of compassion satisfaction. Recommendations for the development of culturally appropriate online and printed resources to assist Egyptian child protection social workers in effectively managing their job-related stress will be presented.

**Developing Reflective Practice Skills in Child Protection Social Workers**

*Carie Forden*, American University in Cairo; *Nada Shalabi Farhat*, American University in Cairo

Egyptian social workers are educated in a university system that emphasizes lecturing and memorization, and when they move into the workforce, there is no provision for practice supervision. This means that there is little opportunity for them to develop reflective practice skills. A three-week soft skills training, developed to build capacity in Egyptian social workers, incorporated instruction in reflective practice through discussion questions and daily reflection questions. Trainees kept journals on the daily reflection questions and 25 of these journals were analyzed for development of reflective practice. A rubric developed by Powell (1988) and refined by Richardson & Maltby (1995) was used to assess levels of reflective practice across eleven daily responses. Similar to other studies of reflective practice, it was found that the most common form of reflection was also the most basic: observation, discussion and description of experience. Higher levels of reflection involving assessment, evaluation, and

judgement were rarer, constituting only 23% of the responses across all of the questions. There was no pattern of increasing depth of reflection as the course went along, which may have been a function of the content of the day's material, the construction of the reflection questions, or the short training time. Challenges in achieving reflective practice competence are not unique to the Egyptian context, and the implications of this research for assessing and supporting reflection during training will be discussed.

### **Building Capacity in Social Work Trainers through Mentoring**

*Yasmine Saleh*, American University in Cairo; *Khadiga Alsherif*, American University in Cairo; *Carie Forden*, American University in Cairo

In order to be able to widely implement a three week soft skills training in Arabic for Egyptian social workers, a training-of-trainers (ToT) was delivered to 20 local recruits, resulting in a final cohort of nine certified trainers. Due to educational practices in Egyptian universities, both the training content and the active learning approach were new to the trainers. As a result, it was necessary to instruct, monitor and mentor them intensively over a period of three months in order to ensure implementation fidelity. Active learning techniques and co-training were modeled by the ToT

instructors, and the trainers were observed and given daily feedback and support as they implemented the training. In-depth interviews were conducted with the nine trainers after the three month period was completed, in order to understand how the training and mentoring had impacted them. They stated that the experience had improved their training skills and had broadened their perspectives and approaches. Specifically, they felt the training and mentoring process had improved their understanding of how a training curriculum should be constructed, had introduced them to the benefits of working with a co-trainer, improved their presentation skills, and led them to value active learning. The trainers also stated that the educational content of the curriculum had impacted other areas of their work and personal lives, including ethical and reflective practice, self-care, self-efficacy and self-affirmation, and program planning and evaluation. In addition, some of the trainers were considering widening the scope of their expertise to include a focus on psychological issues, social work, and child rights. While the ToT instructors faced numerous challenges in building the trainers' capacities, the ToT was successful. The nine trainers went on to train over 300 social workers and to serve as trainers and mentors themselves in the next round of ToT.

## Wednesday Lunch

### **050 Public Policy Committee**

Committee/Council/Interest Group Meeting

**Day:** 6/26/2019 **Time:** 11:50-1:00 PM **Room:** NLU 5006

#### **Abstract**

The Public Policy Committee's mission is to encourage two-way communication between community psychologists and policy makers; to encourage collaborative relations with other groups to work on policy activities; to assure that the experiential and empirical knowledge base of community psychology is used to make substantive contributions to contemporary policy debates at the state and federal levels; to create opportunities for training; and to encourage academicians and others who lack policy experiences to familiarize themselves with the policy process through both traditional (classroom) and field-based (internship/externship) training experiences.

#### **Chairs:**

*Taylor Scott*, Penn State University

### **051 Organization Studies Interest Group Meeting**

Committee/Council/Interest Group Meeting

**Day:** 6/26/2019 **Time:** 11:50-1:00 PM **Room:** NLU 5007

#### **Abstract**

Interested in Organization Studies? Come and meet with the co-chairs and other organization studies members to talk about our future and how the group can best meet our needs. Hot topics for discussion include projects, publications, conference participation, conference calls, and member engagement.

#### **Chairs:**

*Neil Boyd*, Bucknell University

### **052 Self Help & Mutual Support Interest Group Meeting**

Committee/Council/Interest Group Meeting

**Day:** 6/26/2019 **Time:** 11:50-1:00 PM **Room:** NLU 5008

#### **Abstract**

The Self Help & Mutual Support Interest Group will meet to share about our work being done in this area and discuss future plans for the interest group. All are welcome!

#### **Chairs:**

*Gregory Townley*, Portland State University

### **053 Environmental Justice Interest Group Meeting**

Committee/Council/Interest Group Meeting  
**Day:** 6/26/2019 **Time:** 11:50-1:00 PM **Room:** NLU 5016

#### **Abstract**

The Environmental Justice Interest Group brings together people within community psychology who are interested in the issues of environmental degradation, climate change, sustainability, environmental justice and racism, and creating flourishing environments and the connection of these topics to community psychology. After a relatively quiet two years, the purpose of the meeting is to reinvigorate the group and look for new leadership given that the current co-chairs are both no longer available to serve in this role. We will also review that the value of this group is to members and how we can maximize that value. We are especially excited to welcome new members to this group.

**Chairs:**  
*Manuel Riemer*, Wilfrid Laurier University

#### **054 Critical Community Psychology Interest Group Meeting**

Committee/Council/Interest Group Meeting  
**Day:** 6/26/2019 **Time:** 11:50-1:00 PM **Room:** NLU 5028

#### **Abstract**

Please join the Critical Community Psychology Interest Group luncheon which we will use both as a meet and greet and as a space for us to review and further carve out our goals and plans as a new interest group going forward. All are welcome!

**Chairs:**  
*Natalie Kivell*, University of Guelph

## Wednesday Afternoon Sessions

#### **056 Transformative Publication Practices: Using Special Issues to Disrupt the Scholarly Status Quo**

Roundtable Discussion

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4020

#### **Abstract**

Special issues in peer-reviewed journals are an under-used strategy for both advancing research knowledge and helping to shift the scholarly status quo. Accordingly, this roundtable will elucidate the process of initiating, conceptualizing, and disseminating special issues on participatory research, as well as, offer guidance to attendees who are interested in developing their own special issues for peer-reviewed venues. Current and future journal editors will learn how to use special issues to enhance the impact and reputation of their journals. Our team produced the special issue, "Transformative Collaborations: Participatory Research and Evaluation Approaches in the Field of Gender-Based Violence" (GBV) for the Journal of Family Violence. The issue explored and highlighted how researchers, evaluators, and activists use community-based, participatory approaches to prevent GBV, support survivors, and transform communities impacted by GBV. This collection of articles and commentaries were the first of their kind to document— within a peer-review journal— transformative community-based participatory research processes, practices, methods, and outcomes within the GBV field. The editorial team curated the issue to detail all aspects of the participatory research process, including establishing partnerships, building trust and rapport, creating collaborative research designs, developing meaningful outcomes, and assessing community impact. By including commentaries from both adult and youth practitioners, in addition to

empirical studies, the editorial team aimed to use participatory processes in the special issue's production. During the roundtable, the journal editor and special issue editors will detail the strategies, benefits, and challenges in developing a special issue that is also in alignment with transformative values. The conversations will focus on: publishing community-based versus community-placed studies, IRB concerns for researchers outside of the academy, publishing with young people as authors, review processes that engage academics and non-academics, the inclusion of practitioner commentaries, and open access challenges and solutions.

**Chairs:**  
*Carrie Lippy*, National LGBTQ Institute on IPV; *Nkiru Nnawulezi*, University of Maryland Baltimore County; *Rebecca Macy*, University of North Carolina at Chapel Hill; *Josephine Serrata*, Prickly Pear Therapy & Training; *Rebecca Rodriguez*, National Latin@ Network, Casa de Esperanza

#### **057 Interrogating Exclusive Discourses and Borders while Pressing for Justice: Reflections on Three Critical Community-based and Participatory Research Projects with Refugee and Migrant Communities**

Symposium

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4022

#### **Abstract**

The human rights and well-being of migrant and refugee families and the broader community are threatened daily. Community psychologists are well-positioned to address these experiences through participatory action research (PAR) with migrants, refugees, and sending



and receiving communities. Such PAR processes may include documenting violations and generating evidence that can be used to encourage schools, governments, and other powerful entities to also press for justice. Knowledge(s) constructed through PAR may also challenge dominant discourses of “migrant,” “refugee,” and “citizen,” and transgress the borders that patrol belonging and exclusion. This symposium describes three collaborations wherein migrants, refugees, and their allies pressed for more just communities. Each paper also interrogates discourses of belonging and exclusion, and discusses PAR challenges (e.g., partnerships evolving in response to changing threats, such as detention practices). Paper one describes a campus-community partnership documenting how a detention center in Washington is impacting the community. Findings from interviews with previously detained migrants and community meetings will be presented regarding (1) human rights violations and (2) community members’ emerging awareness of the contradiction vis-a-vis the city’s identity as a “Welcoming City” and one that hosts the center. Paper two applies cultural and structural violence frameworks to (1) analyze who averts their gaze after eyewitness accounts of a deportation raid (shared at a city council meeting) went unreported in the local press; and, (2) report on a local school’s failure in leadership in response to a yPAR project. Drawing on transnational feminist and decolonial perspectives, paper three describes violent actions that followed from legislative changes in Northeastern India, in which large swaths of the population were abruptly robbed of their citizenship. This paper suggests citizenship and migrant be reconceptualized to address this violence. Time will be reserved for feedback from our Discussant, and discussion among presenters and colleagues about shared experiences/challenges.

**Chairs:**

**Rachel Hershberg**, University of Washington Tacoma

**Discussant:**

*M. Brinton Lykes*, Boston College

**Presentations:**

**Displacement, Detention, and (re)Integration: Coalition-building, Research, and Actions in Tacoma, Washington in Response to Increased Detention**

*Rachel Hershberg*, University of Washington Tacoma; *Vanessa deVeritch Woodside*, University of Washington Tacoma; *Sophiya Boguk*, University of Washington Tacoma; *Steffany Duran*, Tacoma Community House

Tacoma, Washington is home to the fourth-largest detention center in the United States, which is privately owned and operated by the GEO Group Inc. This past year, the Pacific Northwest Region has seen a significant uptick in deportation raids resulting in more people who have been living in the region for decades being detained at the Northwest Detention Center (NWDC).

These raids as well as increases in wrongful detentions contribute to growing fear and vulnerability among migrant and refugee communities as well as in higher education institutions (which include thousands of DACA-mented and undocumented students). The Displacement, Detention, and (re)Integration Project was developed by a community-based research partnership between interdisciplinary researchers at the University of Washington Tacoma and four immigrant-serving community-based organizations in the area as one response to these realities. We seek to document the impact of the NWDC on individuals, families, communities, and organizations, including the University, while developing actions that promote and protect the well-being of migrant and refugee youth, families, and communities. Initial analyses of 11 interviews with formerly-detained and/or undocumented migrants and feedback meetings with community partners point to numerous and unaddressed human rights violations of detainees (such as physical violence and labor exploitation) and to the many ways in which the center’s presence contradicts our city’s identity as a “Welcoming City” that seeks “to create more welcoming, immigrant-friendly environments that maximize opportunities for economic growth and vitality.” Having initiated processes that document structural violations at individual, community, and corporate levels, our collaboration is challenged to discern next steps in a context that demands structural and systemic changes that may be beyond the reach of our collaboration and require social movement building and/or legislative interventions. How these challenges are being addressed and plans for moving forward will be discussed.

**Dangerous Seeing after ICE Raids: The Context and Consequences for a yPAR Program**

*Regina Langout*, University of California Santa Cruz

This paper uses a violence framework (Galtung, 1990) to describe an ICE (Immigration and Customs Enforcement) raid, and the subsequent cultural and structural violence that played out in one community after the raid. Cultural violence is any aspect of culture that can be used to justify violence, such as language and ideology. Structural violence is the production, maintenance, and reproduction of oppression, usually based on race, gender, immigration status, etc. Mechanisms include the erasure of the origins of social problems and percepticide, or the forced looking away (often through implicit collaborators) that makes a population silent, deaf, & blind to a violent situation (Taylor, 1997). Cultural and structural violence are examined in two contexts. The first examines testimonios given about the raids at two subsequent city council meetings compared to how the raids were characterized in the local paper after the city council meetings. The second examines how the elementary school leadership responded when 9-12 year olds in the yPAR after-school program decided to focus their project on the ICE raids, in terms of the accountability

of the Department of Homeland Security officers and police to the local community. I describe the “dangerous seeing” (Taylor, 1997) the yPAR researchers engaged in, to decode fictions about violence in order to create a rupture for action.

### **Rethinking Migration, Citizenship, and Belonging: A Decolonial Perspective**

*Urmitapa Dutta*, University of Massachusetts Lowell

This paper draws upon transnational feminist and decolonial perspectives to interrogate dominant conceptualizations of migration and citizenship. It will illuminate the cultural violence inherent in discourses that problematize specific kinds of migration/migrants, which are systematically reified and reinforced through social science research. Consistent with a decolonial approach, my engagement with the politics and ethics of problem (re)definition will center historical and ongoing oppression (e.g., colonialism, slavery, neoliberalism, and imperialism). How do erasures of historical memory serve to legitimize violence against and dehumanization of those who are categorized as immigrants and refugees? How might we reframe contemporary conceptualizations of “refugee crises” if migration is recognized for what it is in the 21st century global context, that is, the norm rather than the exception? What are some ethical imperatives for community psychologists who accompany or hope to accompany communities struggling with material and psychosocial realities of forced migration, detention, and/or deportation? I will examine these questions in the particular context of Northeast India. Given the violent histories of nation making, migration is a hugely complex issue in this postcolonial context and does not map onto dominant Euro-American registers. This disconnect has intensified with the establishment of a National Register of Citizens, in a bid to identify “Bangladeshis” or “foreigners.” Through this state-sanctioned mechanism, four million people were recently designated as “doubtful citizens” based on religious (Muslim) and ethnolinguistic (Bengali) identities. These “doubtful citizens” have to “prove” their citizenship or risk detention. Yet, the “proof” is a moving target as government issued identification documents are considered inadequate. As religious and ethnolinguistic persecution are increasingly sanctioned by the state, we need to reconceptualize migration and citizenship and their import for human relations. As importantly, we need to radically reimagine what actions are possible in these contexts. Implications for translocal solidarities will be discussed.

### **058 Applied Career Paths for Community Psychologists Symposium**

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 5006

#### **Abstract**

Students of community psychology know they can work in academia as faculty. However, many are interested in exploring more "applied" career paths, but are not fully

aware of their options. This Symposium will present three distinct career path options. (1) Evaluation Consulting; (2) A research cooperative startup; (3) Public Health at the Federal Level, and Nonprofit work. Each presenter will discuss their career path, how others can design or find a job, and the day-to-day work across settings. In recent years there has been increasing interest in documenting career options for community psychologists, demonstrated through an edited book, *Diverse Careers in Community Psychology* (Viola & Glantsman, 2017) and book chapters in *The Handbook on Community Psychology* (McMahon & Wolfe, 2017) and *Community Psychology: foundations for Practice* (McMahon, Jimenez, Bond, Wolfe, and Ratcliffe, 2015). This symposium will include perspectives from both an Italian and U.S. context and cover findings from survey research as well as share stories of the lived experience from the session presenters. The presenters will engage the audience in dialogue to share their knowledge and experiences across work sectors and national boundaries.

#### **Chairs:**

*Judah Viola*, National Louis University; *PATRIZIA MERINGOLO*, University of Florence & LabCom

#### **Presentations:**

### **FROM RESEARCH TO ENTERPRISE IN COMMUNITY PSYCHOLOGY: THE “BUSINESS MODEL” OF AN ITALIAN ACADEMIC SPIN-OFF**

*CAMILLO DONATI*, Labcom

In recent years the Italian universities, including University of Florence, have developed a number of tools to promote research-based innovation in order to strengthen the relationship between university research teams and external bodies. Spin-off is one of these opportunities, regulated by law, which lets application of the best outcomes of studies within the local communities’ interventions. What University provides to start ups: advice, mentoring, networking, which means training for becoming a spin-off, services during the “incubation” to pass from research to business, development of young entrepreneurship, relationships with local stakeholders. In our case, we have developed models for offering our clients (Third Sector, Local Authorities, Educational Institutions...) products as Action Research; operational models, coming from theoretical models; psychosocial training; management of participatory events and living labs; Community Impact evaluation. In our presentation we will describe our business model, strengths and weaknesses of this kind of work, and our future perspectives.

### **Diverse Career Options to Impact the Community**

*Judah Viola*, National Louis University

As part of the Society for Community Research and

Action book series *Diverse Careers in Community Psychology* (Viola & Glantsman, 2017) an edited volume, is built on three foundations: a career survey of over 400 respondents, which provides quantitative information about the different types of settings in which individuals with community psychology training find themselves. Findings suggest that community psychologists work in a variety of settings such as government, academia, research centers, mental health agencies, NGOs, consulting companies, community development, and more. This presentation will include a summary of the lessons learned from the research for this book as well as the lived experience of the presenter in the roles of external evaluation consultant, university-based researcher, university administrator and hiring agent.

#### **Lessons Learned in the search for Applied Community Psychology Careers**

*Amber Kelly*, Community Engagement Collective;  
*Chanel Phillips*, Centers for Disease Control and Prevention

The presenters in this session will share lessons learned from their lived experience in the community psychology job search process. Their collective experiences include applying for and landing positions within: university-based post doctoral research, community-based nonprofit program evaluation work, federal public health (CDC), and nonprofit development. The presenters will engage the audience through asking them questions and they will share tips, suggestions, and strategies for framing the community psychology practice competencies toward a variety of setting and positions. They will also discuss networking, where to look for position postings, the interview process and considerations in selecting positions to support career goals.

#### **059 The Psychology of Peace Promotion**

Symposium

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 5007

##### **Abstract**

This symposium builds on previous work of peace and community psychology, extending their contribution by drawing on peace and community research and practice in five locations as well as discussing emerging interdisciplinary and disciplinary theories and actions. These presentations will demonstrate, through theory and applications, the intellectual and heuristic leadership of psychologists engaging in promoting and sustaining peace activities. Over the past few decades, several current psychology of peace projects have focused on the concept of peace as an absence of issues such as violence, conflict, war, prejudice, and discrimination. Our presentations are consistent with a turn in the peace psychology literature toward peace promotion. We believe that peace is a basic human rights issue, involving the promotion of human dignity, altruism, empathy, communication, sense of community, sense of

control, fairness, wellness, environmental harmony, environmental safety, and the satisfaction of basic needs, such as food and shelter (United Nations, 1948). We hope these presentations will increase the audiences' knowledge of how to promote and sustain peace in varied settings, and each of our presentations will provide opportunities for audience interaction and dialogue. Our symposium will provide an opportunity to share research and ideas between the presenters and the audience.

##### **Chairs:**

*Leonard Jason*, DePaul University

##### **Discussant:**

*Mary Gloria Njoku*, Godfrey Okoye University

##### **Presentations:**

#### **Promoting a Peaceful Generation through Parenting, Education, and Community Engagement**

*Erin Paavola*, Private Practice

Erin Paavola's presentation will indicate that now more than ever a peaceful generation is needed in our modern-day world. The art of helpful and adaptive parenting, education, and civic engagement are key factors in raising a generation that can promote harmony within themselves and between others. This presentation draws upon the fields of psychology, counseling, and community psychology to identify how self-awareness, emotional regulation, parenting practices, social support, and community building can be in the service of fostering a peaceful mindset in youth.

#### **Restorative Justice in Creating More Peaceful Schools**

*Mikhail Lyubansky*, University of Illinois, Champaign-Urbana

In this presentation, Mikhail Lyubansky asks the provocation question: "What's working and what isn't working in our school justice systems?" After problematizing exclusionary discipline and other forms of punishment, Mikhail describes (a) the principles of restorative justice, (b) the challenges associated with implementing a school-wide restorative system (e.g., getting buy-in, addressing power dynamics), and (c) what we might reasonably expect from such a system in terms of utilization, resistance, and outcomes. Mikhail will use case-studies to illustrate the concepts and stimulate discussion.

#### **Developmental Psychology and Peace**

*Gabriel Velez*, University of Chicago; *Maria Cecilia Dedios*, London School of Economics and Political Science

This presentation reviews research dating from the 1960's and shows that as children age, their understandings and conceptions about peace change along with cognitive and social development. This work

highlights the importance of context, interpersonal relationships, and cognitive capabilities in how children develop ideas and behaviors related to peace. The literature draws from three theoretical bases to situate peace attitudes within ontological development: socialization theory, Piaget's cognitive stages of development, and social-cognitive theory. Using these frameworks, empirical findings demonstrate that children generally move from concrete and material notions (i.e., negative peace) to abstract, norm-related concepts that incorporate interpersonal dynamics. At the same time, these processes vary due to factors like cultural norms, historical context, and gender. The presenters argue that an ecological model—Spencer's PVEST (Spencer et al., 1997)—provides an effective conceptualization of how individuals process historical and cultural contexts in developing understandings of peace and becoming peacemakers. They present empirical evidence gathered in Colombia to demonstrate this approach's utility and suggest that an ecological framework would provide a more effective guide for peace education programs and policies.

### **Creating an Edible Dialogue for Peace: Community Gardening, Horticulture and Urban Fruit Tree Orchards**

*August Hoffman, Metropolitan State University*

August Hoffman's presentation addresses the psychological and community benefits of interdependent and collaborative community growth projects. An important component of his research addresses the psychological need for people to feel as though they have something to contribute to a shared community experience. Peace, growth, and prosocial advancement can only occur when communities provide opportunities for growth and development to occur. A shared growth experience enhances peace because we see what common themes bring us together in a less divisive manner. These topics are covered in this presentation, along with suggestions for community development and shared growth in an increasingly polarized and hostile world.

### **Social Networks that Promote Peace**

*Ted Bobak, DePaul University; Mayra Guerrero, DePaul University; Ed Stevens, DePaul University; Leonard Jason, DePaul University*

This presentation indicates that those most in need of the refuge of peace are the very same groups that have the most difficulty attaining it. This adversity can be attributed to living in war-torn countries or within certain violence-prone organizations or communities. For example, prisons and jails are social settings where punishment is often the objective, rather than restorative justice or the development of peace-oriented skills and dispositions. In addition, when people leave prison, jail, or substance abuse treatment settings, they are in need of employment and a safe place to live; however, most do

not receive these necessities. Some return to social networks of friends and family members that are abusing substances or engaging in illegal activities. Confronted with such maladaptive types of social networks, few are able to escape these influences. Therefore, low-cost but effective ways of replacing maladaptive social networks with ones that feature individuals who are employed in legal activities and do not abuse substances are needed. Mutual help systems, like Oxford House recovery homes, can facilitate access to supportive networks that are in the service of health, altruism, and peace. Identifying these types of inexpensive settings through which social networks can produce social justice outcomes can contribute to restructuring and improving other community-based settings that can promote peace.

### **061 Applying Community Psychology Principles to Enhance Public Education**

Symposium

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 5016

#### **Abstract**

School contexts and classroom settings provide opportunities for students to develop cognitively and social-emotionally (Durlak et al., 2011). However, schools often have limited resources to address students' social-emotional needs and, because they largely focus on individuals' educational attainment, educators often have difficulty conceptualizing broader changes in school practices, programming, or environments that can contribute to this development (Durlak et al., 2011). This presentation describes community-university partnerships working to enhance student social-emotional functioning. Charlotte-Mecklenburg Schools (CMS) currently implements over 15 school-wide initiatives, with the aim of improving student psychological and social-emotional development. Many of these efforts are guided by the notion that enhancing the school environment and improving social-emotional development will improve students' engagement and commitment to school, academic achievement, self-efficacy, and behavior (Durlak et al., 2011). The Community Psychology Research Lab (CPRL) at UNC-Charlotte partners with CMS and nonprofit organizations to address community needs through evaluation and capacity building efforts. Applying a community psychology perspective, the CPRL-CMS partnership has been able to develop sustainable data collection tools, evaluate CMS initiatives, and incorporate non-traditional stakeholders in the development and evaluation process. Presenters will describe two collaborative research efforts designed to enhance CMS' capacity to serve students. The first presentations will demonstrate the impacts and lessons learned from a two-year project in partnership with CMS, which aimed to increase data capacity, improve social-emotional instruction, and strengthen the support provided to pre-k teachers. Then, presenters will explain an effort to help CMS administrators assess important aspects of the school environment and utilize school environment data to guide interventions and improve

student outcomes. Presenters will also suggest avenues for strengthening community-university partnerships by engaging additional stakeholders and community partners. Audience members will have an opportunity to engage in discussions related to the material presented through the use of accessible, online question and answer programming.

**Chairs:**

*Khalil Salim*, UNC Charlotte

**Presentations:**

**Using an Enhanced Coaching Model to Improve Pre-K Teachers' Instruction**

*Caitlin Simmons*, UNC Charlotte; *Andrew P. Gadaire*, UNC Charlotte; *Khalil Salim*, UNC Charlotte; *James R. Cook*, UNC Charlotte; *Ryan P. Kilmer*, UNC Charlotte; *Laura M. Armstrong*, UNC Charlotte; *Julie Babb*, Charlotte Mecklenburg Schools; *Lindsay G. Messinger*, Charlotte Mecklenburg Schools

As part of an effort to maximize children's potential benefits from publicly-funded early childhood education programs in Charlotte, NC, the Community Psychology Research Lab (CPRL) at UNC-Charlotte partnered with Charlotte-Mecklenburg Schools (CMS) to enhance the implementation of early childhood best practices and help improve the social-emotional development of pre-k students. In 2013-2014, the CPRL evaluated the Bright Beginnings program (the largest CMS pre-k program) to better understand curriculum implementation and student outcomes. Based on findings from that evaluation, the CPRL and CMS partnered to develop and pilot an enhanced coaching (EC) model to better support pre-k teachers, with the overall goals of strengthening curriculum implementation and improving student outcomes. The EC model was developed in collaboration with pre-k administrators, coaches, and school principals, and was piloted in the 2017-2018 school year. This presentation will discuss the impact of the EC model based on data collected through observations of pre-k classrooms, focus groups with coaches and principals, surveys completed by teachers, coaches, and principals, and teachers' social-emotional ratings of pre-k students. Results demonstrate that teachers in EC classrooms performed significantly better than comparison teachers on classroom observations at the end of the year. Findings suggest that the EC model improved instruction in pre-k classrooms. Moreover, students in Enhanced Coaching classrooms were rated significantly higher on social-emotional domains than other students at the end of the year, though these students were rated more highly at the beginning of the year as well. Qualitative feedback suggested that the EC model helped coaches provide more targeted feedback to their teachers and promote greater collaboration among teachers, coaches, and principals. Presenters will discuss the implications of these results for coaching of pre-k teachers, as well as limitations and suggestions for further study.

**Assessing the Predictive Sensitivity of Early Childhood Screening Variables to Improve Pre-K Eligibility Decisions**

*Andrew P. Gadaire*, UNC Charlotte; *Ryan P. Kilmer*, UNC Charlotte; *James R. Cook*, UNC Charlotte; *Margaret M. Quinlan*, UNC Charlotte; *Julie Babb*, Charlotte Mecklenburg Schools; *Cher Holcomb*, Charlotte Mecklenburg Schools

High-quality early childhood education such as pre-kindergarten (pre-k) can help children develop the early academic and social-emotional skills they need to succeed in school. Pre-k can be especially important for students at risk of starting elementary school behind their peers, helping them "catch up" to their peers by the time school begins and setting them on more positive educational and developmental trajectories. Because most school systems lack the capacity to provide universal pre-k, programs frequently have eligibility priority areas and criteria and, in turn, seek to understand children's school readiness concerns and admit children with the greatest need. This goal is achieved by collecting information about the child's functioning, experiences in the home, and family. While there is ample research connecting early childhood risk factors to school readiness, there is no standard method for using multiple risk factors to determine which children have the greatest need for pre-k and, therefore, should be accepted into a pre-k program. This presentation will explain a study designed to improve Charlotte-Mecklenburg Schools' (CMS) ability to predict children's school readiness, which was conceptualized as early language development (i.e., receptive vocabulary) and social-emotional functioning. Using hierarchical multiple regressions, this study assessed the extent to which early childhood variables collected during the CMS pre-k screening process predict children's receptive vocabulary and social-emotional functioning at the beginning of pre-k. Study findings guided data-informed revisions to the CMS pre-screening process and the development of a revised eligibility formula, which determines eligibility based on the factors that are most predictive of school readiness. In addition to explaining the study's participatory methods and findings, this presentation will discuss implications of the project for CMS and other publicly-funded pre-k programs.

**Challenges, Barriers, and Lessons Learned in a Community-University Partnership to Improve Social-Emotional Development of Pre-K Students**

*Khalil Salim*, UNC Charlotte; *Victoria Galica*, UNC Charlotte; *Andrew P. Gadaire*, UNC Charlotte; *Caitlin J. Simmons*, UNC Charlotte; *James R. Cook*, UNC Charlotte; *Ryan P. Kilmer*, UNC Charlotte; *Laura M. Armstrong*, UNC Charlotte; *Julie Babb*, Charlotte Mecklenburg Schools; *Lindsay G. Messinger*, Charlotte Mecklenburg Schools

In recent years, there has been a growing interest in the

development of meaningful relationships between higher education institutions and communities. Such collaborations allow for the examination of local problems and have the potential to yield meaningful changes and positive outcomes. Notwithstanding their potential for facilitating change, these collaborations can also be complex and time intensive, and they have the potential to generate tension among members of the group. Diverse ecological factors can influence such partnerships, and community and university members may be challenged because of the time needed for their regular day-to-day responsibilities, they may speak different languages, and they may have different interests and priorities (e.g., Kilmer et al., 2009). This presentation will discuss a community-university partnership between the Community Psychology Research Lab (CPRL) at UNC-Charlotte and Charlotte-Mecklenburg Schools (CMS) to use data-guided innovations to promote better student outcomes. Specifically, the presenters will discuss a recently piloted intervention designed to improve the social-emotional development of pre-k students by (a) providing teachers with individualized information about children's social emotional development, (b) using observations to provide structured feedback to teachers, and (c) increasing principal and administrator involvement in pre-k. The presentation will use the pilot effort as a case study to highlight challenges and barriers in community-university partnerships, as well as lessons learned. Presenters will discuss challenges related to lack of resources, staff turnover, staff workload, and competing interests among various stakeholders (e.g., literacy coaches, principals, and pre-k administrators). The presenters will also discuss how these varied factors influenced the implementation of the intervention, as well as efforts to sustain it. Finally, presenters will provide recommendations for community-university partnerships, focusing on collaborations with local school systems to design and implement sustainable interventions that improve student outcomes.

**The Importance of Community Building Practice within a Coordinated, Long-Term Effort to Improve School Environments**

*Rachel Siegal*, UNC Charlotte; *Erin Godly-Reynolds*, UNC Charlotte; *James R. Cook*, UNC Charlotte; *Virginia Covill*, Communities in Schools of Charlotte-Mecklenburg; *Lindsay G. Messinger*, Charlotte-Mecklenburg Schools

Recognizing that school environments impact students' outcomes, the Every Student Succeeds Act requires schools to choose and report an indicator of "School Quality or Student Success" as part of their accountability systems. Only six states have chosen to report school climate or culture (Templin & Harper, 2017), possibly due to confusion about which constructs to include and the best way to measure them. Despite the lack of construct clarity, positive youth and staff perceptions of their school climate and culture have been linked to positive student outcomes, such as

improved behavior, academic achievement, and psychological and social-emotional functioning (e.g., Wang & Degol, 2016). Charlotte-Mecklenburg Schools (CMS) serves 146,000 students across 170 schools, and currently implements 15+ school-wide initiatives. Many of these initiatives aim to improve aspects of school climate and culture, but school stakeholders decide whether or not and how to measure these constructs. By developing a standardized measure for school environment, this project will help CMS evaluate these initiatives district-wide. Presenters will outline this project, led by a local nonprofit, Communities in Schools of Charlotte-Mecklenburg (CIS), and conducted in partnership with CMS, with support from the Community Psychology Research Lab (CPRL) at UNC-Charlotte. With strong community ties and a foundation of supporting the whole school, CIS is well-positioned to lead efforts to create and implement a school environment measure. Currently in the early stages of this multi-year effort, partners are focused on defining the key elements of school environment, identifying observable indicators of those elements, and developing items that capture them. Researchers have employed a community psychology approach, including committing to engaging various stakeholders in each stage of the measure development process. Presenters will discuss the partnership's progress in conducting focus groups with non-instructional school staff to capture diverse perspectives, and how these perspectives inform the measure development process.

**062 New Works Utilizing Community-Level Approaches to Understand and Prevent Multiple Forms of Violence**  
Symposium

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 5028

**Abstract**

Violence, one of the nation's leading public health problems, takes numerous forms. This symposium will focus on several types of violence; sexual violence, violent crime, youth violence, and violent extremism. While researchers across domains recognize there are various levels of influence on violent behavior, recently, experts in the field have gone further to recognize that many forms of violence stem from overlapping root causes. Thus, we further recognize that there are shared avenues to the prevention of various forms of violence and that, in order to make significant strides toward the prevention of all forms of violence, researchers and practitioners must reorient their efforts to include multiple factors at multiple levels of the social ecology. At present, violence researchers, particularly in the fields of community psychology and public health, have begun to focus their efforts on community-level factors—both in order to better understand the etiology of various forms of violence as well as to identify new and promising avenues for prevention. To this end, this symposium presents four new efforts to address violence at the community level. Work by Hipp and colleagues takes a first step toward understanding community-level factors that influence risk of sexual violence (as well as other violent crime), by investigating the influence of

high-risk businesses on local communities. DeCant will discuss a new collaboration between a rape crisis center and Public Health Department, developing and implementing a comprehensive, community-level sexual education and violence prevention program. Wendel and colleagues will share their work to prevent youth violence through a new project facilitating youth sociopolitical engagement while challenging white supremacy. And Wilson proposes a new model of violence prevention that facilitates grassroots change through community-leadership and behavior change strategies seeking to prevent radicalization. Baker will then foster a discussion regarding the benefits of multilevel/multimethod approaches to violence prevention.

**Chairs:**

*Tracy N. Hipp*, University of Memphis

**Discussant:**

*Charlene Baker*, University of Hawaii, Manoa

**Presentations:**

**Community-Level Influences on Sexual Violence and Violent Crime: New Work Reveals the Risks Strip Clubs Pose to Communities**

*Tracy N. Hipp*, University of Memphis; *Robyn A. Borgman*, Georgia State University; *Devin Gilmore*, Georgia Family Connection Partnership

In spite of repeated calls to identify community-level influences on sexual violence, the field has yet to make substantial advancement toward this goal. As rates of sexual violence have not subsided in recent decades, novel approaches intended to identify community-level risks, and therefore opportunities to intervene and prevent sexual violence, are vital. Past research has identified strip clubs as one type of high-risk business with potential negative effects on surrounding communities. Yet, despite the highly sexualized nature of these businesses and community concerns about their safety, research on their potential risks is limited and few studies have examined their direct associations with community-level rates of sexual violence in particular. The current study addresses gaps in this research by drawing on a large body of publicly available data to determine the effect of strip clubs per capita on county-level rates of sexual violence and other violent crime reported to police in 926 counties across 13 U.S. states. In addition, we examined whether and to what extent certain risk characteristics of clubs influence rates of sexual violence and other violent crime. Results indicate that the per capita rate of strip clubs is significantly associated with rates of non-sexual violent crime, but not sexual violence, at the county level, controlling for alcohol outlets per capita and poverty. However, counties with greater proportions of “high-risk” strip clubs—those with greater days and hours of operation, drink specials, and private rooms—have higher rates of both sexual violence and other violent crime. Counties with more fully nude clubs had higher rates of sexual

violence but not violent crime. For each unit increase in one of the risk characteristics assessed, county-level rates of sexual violence increased between 7% and 18%. Findings from this study can inform community efforts to improve the safety of sexually oriented businesses.

**Bridging the Gap between Sexual Education & Violence Prevention- A Community-Level Approach**

*Kayla DeCant*, Rape Advocacy and Counseling Center

Sexual Violence Prevention has utilized the public health model in discussing prevention efforts, but partnerships have not been fully utilized with Public Health offices. This workshop will bridge the conversations between sexual education and prevention by discussing the mutual theoretical underpinnings of these programs--the socio-ecological model and the public health approach--as well as overlapping risk and protective factors. Best practices for community collaboration will be discussed along with the benefits and barriers of this work. Some unintended outcomes, as well as preliminary data, will be shared.

**Changing the Narrative: Challenging White Supremacist Norms and Structural Inequity to Prevent Youth Violence**

*Monica Wendel*, University of Louisville; *Monique Williams*, University of Louisville; *Maury Nation*, Vanderbilt University; *Marlena Debreaux*, Vanderbilt University

Traditionally youth violence prevention has implicitly suggested that the primary causes of youth violence are located within youth themselves, emphasizing a focus on various cognitive and behavioral interventions. However, a variety of theories and frameworks including ecological theory, critical theory, and social determinants of health suggests that many of the causes of youth violence are embedded in social and structural inequities that marginalize youth, and expose them to a variety of developmental risks. In this presentation we describe a project that addresses youth violence through a) a social marketing campaign that is designed to promote sociopolitical development among youth, and b) social and civic activities that challenge racist narratives and encourage racially just policies and practices. In this presentation we will provide an overview of the conceptual model, and focus on the first round of the social marketing campaign, discussing the challenges and lessons learned as the project has progressed. Participants will review a sample of campaign materials (including video, audio, and social media elements). The campaign is designed to provoke discussion, so audience members will have an opportunity to react and discuss the content of the campaign as well and other aspects of the project.

**Toward the Development of a Multi-level Counter Terrorism Prevention Strategy: What Public Health Prevention Frameworks Can Teach Us**

*Rebecca Wilson, Georgia State University*

Since the fall of the twin towers in 2001, acts of terrorism and the behavior of insurgent groups has significantly changed. Academics continue to struggle to understand the success behind extremist recruitment and the loyal association elicited by groups like ISIS. In 2011, the Obama administration created a new national security policy initiative which has since been referred to as countering violent extremism (CVE). Based on, and informed by criminal justice frameworks, CVE efforts have been conducted predominately by law enforcement. This specific prevention/intervention strategy has been fraught with problems. One particularly salient issue is utilizing techniques like surveillance and military or police intervention has the unintended effect of acting as recruitment tools for terrorists who propagandize those efforts. These prosecutorial techniques provide an easy argument for terrorists to expound on the “western war against Islam” and the division of local Muslim communities and their non-Muslim community members. After years of unsuccessful government-led strategic CVE campaigns, policymakers are now focusing on empowering credible voices at the grassroots level to expand their communications reach among individuals and communities vulnerable to the appeal of violent extremism. While this is a crucial beginning to preventing radicalization, it is a singular approach to a problem that requires a multi-level response. Using an empirically grounded framework of behavior change (the Information-Motivation-Behavioral skills model), we seek to further prevention programming development by returning to fundamental theories of behavior change and prevention in order to understand and redirect adherence to violent extremist behavior.

**063 Assessing and Improving the Livability and Walkability of Urban Neighborhoods for Place Dependent Population Groups**

Symposium

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 5030

**Abstract**

There is growing interest in the livability and walkability of urban neighborhoods and their potential to promote residents' well-being. Livability is a broad term often used in urban planning to describe a wide variety of community characteristics, including affordable housing, public transportation, local shops and services, and amenities such as parks, green space and leisure activities. Walkability can be considered a particularly important aspect of livability, capturing the density of local destinations and the extent to which local roads are pedestrian friendly. Livability and walkability are thought to contribute to residents' well-being by facilitating access to goods and services and by providing opportunities for physical activity and social exchange. Livability and walkability may be particularly important for people with relatively less mobility due to physical limitations or social, language or income

constraints. This symposium groups four papers addressing livability and walkability for specific population groups that are more likely to be dependent on the local environment: the elderly; low-income language-minority group members; and refugee families with young children recently arrived in a new host country. These papers illustrate how walkability and livability are inherently ecological concepts that seek to capture the complexity of the interaction between people's daily needs and the availability of resources in the local environment. Results will be discussed in relation to practical efforts to improve the livability and walkability of urban neighborhoods.

**Chairs:**

*Liesette Brunson, Universite du Quebec a Montreal*

**Discussant:**

*Sonia Daly, Avenir d'enfants*

**Presentations:**

**Community Livability for Aging in Place: Initial Lessons from “Age-Friendly Lowell”**

*Andrew J. Hostetler, University of Massachusetts Lowell; Michelly P. Santos, University of Massachusetts Lowell; Karen Devereaux Melillo, University of Massachusetts Lowell; Robin Toof, University of Massachusetts Lowell; Sabrina E. Noel, University of Massachusetts Lowell*

This paper documents our efforts to engage older adults in an age-friendly initiative in Lowell, MA, with particular focus on improving key dimensions of livability. The objectives of “Age-Friendly Lowell: A Planning Grant” are to: 1) Build capacity and develop a framework for an age-friendly community assessment to support active aging and aging in place, and 2) develop and pilot test evaluation tools to be used in a future city-wide initiative. As part of our team, we established an Advisory Committee of key stakeholders from the community, including three Lowell-area seniors (Elder Ambassadors), to guide the development of the framework and evaluation tools. The Advisory Committee identified an age-friendly framework based on the WHO's Livability Domains, including outdoor spaces/buildings, transportation, housing, social participation, etc., adapted to the needs of Lowell. We conducted three focus groups with 8-10 participants each. Focus group moderators led participants in a discussion of framework domains to provide a deeper understanding of lived experience in relation to current policies, programs, and infrastructures related to healthy aging. We also conducted 15 key informant interviews with community leaders to improve our understanding of organizational barriers to developing new programs and policies and to identify gaps in current infrastructure. Data were recorded, transcribed, and coded for themes using NVivo. Findings reveal barriers and challenges both unique to Lowell and broadly shared in urban communities. In addition to ubiquitous complaints about public transportation, Lowell seniors



express concern about the location of subsidized senior housing in dangerous, age-unfriendly areas, the risks associated with being “over-housed” in difficult-to-maintain homes, and neighborhood safety and walkability, particularly in the winter months. Unfortunately, many seniors also report being unaware of local benefits available to them, such as discounts on water and waste bills and free tuition at the local university for those over 60.

### **Refugee parents’ perceptions and use of resources in their local neighborhood : Implications for livability assessments**

*Caroline Clavel*, Universite du Quebec a Montreal;

*Liesette Brunson*, Universite du Quebec a Montreal

Quebec has recently increased the number of refugees and asylum seekers on its territory. Of these newcomers, 25% are children accompanied by at least one parent. Studies suggest that a fundamental task ensuring family well-being is to construct a sustainable daily routine (DR), a task that may be facilitated when local neighborhood resources are perceived as accessible and welcoming. However, no research has specifically looked at refugee families’ perceptions of their local neighborhood and how the environment they live in affects their efforts to establish and maintain stable daily routines. This study explored recent refugee mothers’ connection to their neighborhood: neighbors, shops, places of activity and the role and influence of these living environments on their families’ well-being. 15 in-depth interviews were conducted with mothers of children aged between 0 and 5 who immigrated to Canada under refugee status from Middle Eastern countries. Open-ended interview questions addressed their parenting values and objectives, typical family activities, neighborhood perceptions and experiences as well as resources, challenges, and general mental well-being. Data were analyzed using Braun and Clark’s (2006) method of thematic analysis. Preliminary results suggest refugee mothers manage to organize a sustainable DR. They appear to be particularly dependent on the local neighborhood for services and for social ties, and they report both positive and negative their neighborhood experiences. We discuss these results in relation to what they reveal about the environments refugee parents live in, how they respond to those environments, how they influence them in return, and how livability assessments may be implemented with this population.

### **The Role of a Neighborhood Walkability Initiative in Planning and Advocacy for Built Environment Improvements In Chicago Neighborhoods**

*Adam B. Becker*, The Consortium to Lower Obesity in Chicago Children at Ann and Robert H. Lurie Children’s Hospital of Chicago; *Lucy Gomez-Feliciano*, The Consortium to Lower Obesity in Chicago Children at Ann and Robert H. Lurie Children’s Hospital of Chicago; *Gladys Hansen Guerra*, The Consortium to

Lower Obesity in Chicago Children at Ann and Robert H. Lurie Children’s Hospital of Chicago

In an effort to support Chicago neighborhoods to identify and address obstacles to physical activity in the built environment, the Consortium to Lower Obesity in Chicago Children created its Neighborhood Walkability Initiative (NWI). The NWI begins with community organizing to build a team to focus on walkability. The team conducts walkability assessments using a tool adapted from several audit instruments developed and validated for walkability research. The tool includes indicators related to driver behavior, street and sidewalk conditions, and other transportation infrastructure (e.g., signage, lighting). Observed indicators are matched with short- and long-term strategies to reduce or eliminate obstacles to walking, biking, and other forms of active transportation. An action planning phase involves prioritization of obstacles to address and strategies for addressing them. After several years of experience with Chicago neighborhoods utilizing the tool, items were added to include an assessment of crime and violence as potential deterrents to outdoor physical activity and active transportation. This paper describes the development of the tool and the role that implementation of the initiative has played in important transportation advocacy and improvement strategies in Chicago. These improvements include traffic calming around a large city park, healthy lifestyle promotion in three lower-income neighborhoods of color, community organizing for transportation improvements in Chicago’s densely populated China Town, a multi-site transit oriented development initiative, and Chicago’s Vision Zero effort to eliminate traffic-related pedestrian fatalities by 2026.

### **Walkability Engagement: From Ecological Praxis to Civic Engagement**

*Yolanda Suarez-Balcazar*, University of Illinois at Chicago; *Amy Early*, University of Illinois at Chicago; *Claudia Garcia*, University of Illinois at Chicago

Urban neighborhoods’ suitability, safety, and pleasantness for walking has been identified as a particular concern by minority urban dwellers. Strong evidence indicates that walking is associated with several benefits including health and emotional (Mitchell et al., 2016) as well as with increases in sense of community and social connectedness (Roger et al., 2011). The purpose of this presentation is to discuss how a concern identified by a community of residents in an urban neighborhood resulted in two walkability research and action projects followed by acts of civic engagement. Once residents identified walkability safety as a concern, researchers in collaboration with community partners who were part of a coalition conducted direct observation of traffic safety utilizing the Neighborhood Walkability Assessment Tool. In addition, we collected survey data from residents to assess walkability engagement, perceived safety, perceived pleasantness and satisfaction with neighborhood. Presenters will discuss the acts of civic

engagement that resulted from this research and action project in trying to achieve systems change and bringing attention to the issue of walkability safety in the community. Often minority populations living in high density urban neighborhoods, live in at risk contexts that can threaten their quality of life, safety and their overall health. They regularly experience situations of marginalization that are easily ignored by systems of power. These and other implications will be discussed.

**064 A Symposium on Findings from a Longitudinal Study of the Health of Adults Who Are Homeless or Vulnerably Housed in Three Canadian Cities**

Symposium

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 5031

**Abstract**

The health and housing in transition (HHiT) study is a prospective cohort mixed method study that investigated the health and housing status of a representative sample of single adults who were homeless or vulnerably housed from three Canadian cities. A representative sample of 1192 individuals were recruited from shelters, meal programs, licensed rooming houses (Ottawa and Toronto), and single room occupancy hotels (Vancouver). Structured in-person interviews were conducted with HHiT participants at study entry and at one-year intervals over a period of four years. The interview protocol was made up of validated scales and questions collecting data on physical and mental health functioning, quality of life, social support, and housing history. In-depth qualitative interviews were conducted with 64 HHiT study at the four-year follow-up focusing on their perceptions of their living situations and its impact on their health and well-being. The proposed symposium will present three papers on findings from HHiT. Tim Aubry will present findings from a study examining risk factors and resources contributing to housing stability using a resilience framework. Stephen Hwang will discuss results from HHiT research that links interview data and administrative provincial health service utilization data to investigate the relationship between housing status and health care consumption and associated costs. John Sylvestre will present the results from qualitative interviews with HHiT participants on their perceptions of their housing or shelter place and the relationship of these settings on their well-being. Each of the presenters will discuss policy implications of the findings from their study. Beth Shinn will serve as a discussant, providing the perspective from an external researcher with expertise in the area. Audience participants will have an opportunity to provide comments and ask questions.

**Chairs:**

**Tim Aubry**, University of Ottawa; **John Sylvestre**, University of Ottawa

**Discussant:**

**Mary Beth Shinn**, Vanderbilt University

**Presentations:**

**Identifying Factors Predictive of Housing Stability Among Single Adults Who Are Homeless or Vulnerably Housed in Three Canadian Cities**

*Tim Aubry*, Centre for Research on Educational and Community Services, University of Ottawa; *Ayda Agha*, Centre for Research on Educational and Community Services, University of Ottawa; *Anita Palepu*, Department of Medicine, University of British Columbia; *Rosanne Nisenbaum*, MAP Centre for Urban Health Solutions, Li Ka Shing Knowledge Institute, St. Michael's Hospital, Unity Health Toronto; *Arnaud Duhoux*, Faculté des sciences infirmières, Université de Montréal; *Susan Farrell*, Royal Ottawa Health Care Group; *Matthew To*, MAP Centre for Urban Health Solutions, Li Ka Shing Knowledge Institute, St. Michael's Hospital, Unity Health Toronto

The presentation will discuss the findings of a study that examines risk factors (i.e., age, sex, presence of health problems and substance use problems), individual resources (i.e., level of education and employment), interpersonal resources (i.e., perceived social support and size of social network), and community resources (i.e., income & subsidized housing) as predictors of achieving housing stability among single adults who are homeless or vulnerably housed. The health and housing in transition (HHiT) study is a longitudinal observational study that examines the health and housing status of a representative sample of homeless and vulnerably housed single adults in three Canadian cities (Toronto, Ottawa, and Vancouver). Participants (N=1192) were randomly selected from shelters, meal programs, rooming houses, and single-room occupancy hotels and interviewed annually over a four year period. Based on a resilience model, structural equation modelling will be used to test a set of predicted relationship between resources, risk factors, housing quality, and housing stability. The model will be tested in each of the four panels of the HHiT study allowing for the identification of relationships in a rigorous manner. Results will be interpreted in the context of previous research. Policy implications will be discussed.

**The effect of housing status on health care utilization and costs among homeless and vulnerably housed persons in Ontario.**

*Kathryn Wiens*, MAP Centre for Urban Health Solutions, Li Ka Shing Knowledge Institute, St. Michael's Hospital, Unity Health Toronto; *Stephen Hwang*, MAP Centre for Urban Health Solutions, Li Ka Shing Knowledge Institute, St. Michael's Hospital, Unity Health Toronto; *Rosanne Nisenbaum*, MAP Centre for Urban Health Solutions, Li Ka Shing Knowledge Institute, St. Michael's Hospital, Unity Health Toronto; *Ewa Sucha*, The Institute of Clinical Evaluative Sciences (ICES); *Tim Aubry*, Centre for Research on Educational and Community Services, University of Ottawa; *Arnaud Duhoux*, Faculté des infirmières, Université de Montréal; *Susan Farrell*, Royal Ottawa Health Care Group; *Anne Gadermann*,

School of Population and Public Health, University of British Columbia; *Anita Palepu*, Department of Medicine, University of British Columbia

**Background:** Individuals who are homeless often have complex health care needs, which can lead to frequent use of health services and incur high costs to the health system. The objective of this study was to investigate the association between housing status and the rate of health care utilization and associated costs among homeless and vulnerably housed persons. **Methods:** Survey data from the Toronto and Ottawa sites of the Health and Housing in Transition Study (HHiT) were linked with provincial administrative health records, providing longitudinal information on participant characteristics, housing status, health care encounters, and individual health care costs over a 4-year period. Generalized estimating equations for count data, and linear mixed models for repeated measures, were used to estimate the average effect of housing status on health care utilization and costs, controlling for relevant covariates. **Results:** The proportion of individuals who were housed during each follow up period increased from 37% during the first year to 69% during the fourth year. The rate of emergency department (ED) visits was on average 1.48 (95%CI: 1.03, 2.12) times higher during periods of homelessness compared to periods of housing. While homeless, individuals expended \$237 (95%CI: \$74, \$400) more in annual ED costs and \$2205 (95%CI: \$37, \$4372) more in annual total health care costs than individuals who were housed over the same period, averaged over 4 years of follow up. **Conclusions:** Periods of homelessness were associated with higher ED visits and associated health care costs among homeless and vulnerably housed adults. Acquiring housing can have a positive impact on reducing health care costs. Targeted housing approaches for subgroups who require additional supports may further maximize the benefits of housing.

#### **A Qualitative Study of Health and Housing among People with Histories of Precarious Housing**

*John Sylvestre*, Centre for Research on Educational and Community Services, University of Ottawa; *Konrad Czechowski*, Centre for Research on Educational and Community Services, University of Ottawa; *Alexia Polillo*, Centre for Research on Educational and Community Services, University of Ottawa; *Evie Gogosis*, MAP Centre for Urban Health Solutions, Li Ka Shing Knowledge Institute, St. Michael's Hospital, Unity Health Toronto; *Fran Klodawsky*, Department of Geography and Environmental Studies, Carleton University; *Ayda Agha*, Centre for Research on Educational and Community Services, University of Ottawa; *Stephen Hwang*, MAP Centre for Urban Health Solutions, Li Ka Shing Knowledge Institute, St. Michael's Hospital, Unity Health Toronto

Among people who have histories of homelessness and unstable housing, securing good quality housing is very difficult. With limited incomes, restricted social

networks, and health and social challenges, they may instead only be able to access housing that further compromises their health and well-being. This presentation examines the perceptions of people who have histories of precarious housing and how they perceive the housing or shelter they manage to acquire. The findings come from the Health and Housing in Transition study (HHiT), a longitudinal multi-city study (Ottawa, Toronto, Vancouver) that examined the housing and health trajectories of people with histories of unstable housing over a four-year period. The current study involved qualitative interviews with 64 HHiT study participants at the four year follow-up to learn about how they perceive their housing or shelter situations, and the impact of these settings on their health and well-being. The findings from an analysis of the interview transcripts suggested that for many individuals, finding housing did not lead to improvements in their health or living conditions due to the poor quality of the housing they were able to obtain. For some, there was a trade-off between living in housing they could afford and living in shelters, with life in housing offering more privacy and security but leaving them with less money for food and other necessities. Whether housed or living in shelters, participants continued to face barriers of poverty, social marginalization, inadequate and unaffordable housing, violence, and a lack of access to services to meet their needs.

#### **065 A Call for an Ecological Approach to Understanding Graduate Student Wellbeing**

Roundtable Discussion

**Day:** 6/26/2019 **Time:** 1 PM **Room:** NLU 6013

##### **Abstract**

Research suggests that graduate students experience poor mental health and high levels of stress (Barreira et al., 2018; Evans et al., 2018; Mazzola et al., 2011). Evans and colleagues (2018) found that graduate students in their study were more than six times as likely to experience anxiety and depression than the general population. Within graduate student populations, women and transgendered students may be more likely to experience depression and anxiety than their male counterparts, and first generation college students are more likely to have consistently high cortisol levels and negative emotions than those whose parents attended college (Stephens et al., 2012). A recent study has suggested that the growing rates of mental illness in graduate student populations indicate a “mental health crisis” in higher education (Evans et al., 2018). Much of the research examining graduate student mental health and wellbeing focuses on micro-level issues, such as imposter syndrome (Pishva, 2010), perfectionist-related characteristics and behaviors (Cowie et al., 2018), mentor-student relationships, and perceived work-life balance (Evans et al., 2018). Not surprisingly, suggested interventions often target the individual level, such as interventions that seek to change graduate student coping behaviors. In this roundtable, we turn to a broader, ecological discussion of graduate student

experiences. We will discuss systemic-level issues that impact graduate student wellbeing, particularly for community psychology graduate students. For example, academic values of speed (finishing in a timely manner), competitiveness, and funding priorities are often at odds with community psychology values and practice, and navigating this mismatch has implications for mental and physical wellbeing. In addition to discussing multilevel impacts on graduate student wellbeing, this roundtable will discuss potential department strengths that can mitigate these impacts and future directions for researching and addressing this issue.

**Chairs:**

**Shoshana Cohen**, University of Hawaii Manoa; **Anna S. Pruitt**, University of Hawaii Manoa; **Joy Agner**, University of Hawaii Manoa; **Devin Barney**, University of Hawaii Manoa

**066 Fidelity and Adaptation: The Push-Pull of Culture and Methods in the Statewide Evaluation of the California Reducing Disparities Project (CRDP)**

Symposium

**Day:** 6/26/2019 **Time:** 1 PM **Room:** NLU 6017

**Abstract**

Funded through the passage of the Mental Health Services Act in 2004, the California Reducing Disparities Project (CRDP; 2009-2016) aims to reduce mental health disparities in five priority populations (e.g., African American, Latino, Asian Pacific American, Native American, and LGBTQ) in the state. Although still in its early stages, the multi-year evaluation of the CRDP Phase 2 (2016-2022) is an example of impactful and transformative community research and action in two SCRA priority areas: (1) Participatory Action Research (PAR) and other mixed and multi-method and other empowering approaches to research, and (2) Collaboratively advancing well-being of vulnerable communities through innovative prevention and wellness programs. The proposed symposium focuses on the statewide evaluation of CRDP Phase 2 as an example of ecological praxis, with cycles of iterative community feedback reflecting competing pulls of fidelity and cultural adaptations for both local and initiative-wide evaluation. Lessons learned to be highlighted include the following: (1) The development of measures and methods that are culturally-responsive and use community-based participatory practices is possible within a large, complex, state-funded initiative but requires consideration of the time, relationships, and resources needed to engage in intensive iterative cycles of feedback. (2) A statewide evaluation mandate to engage in both culturally-specific, local evaluation and comparative cross-site evaluation requires a delicate balance between fidelity to existing measures and methods as well as boldness and creativity to address cultural, linguistic, and community issues. (3) Community-driven evidence practices are diverse, creative, and reflective of the cultural values and community characteristics of the priority populations

served. A culturally-responsive, participatory evaluation approach can honor and reflect these values. In addition to a Q&A session after the presentations, audience members will be invited to respond to presentation material through the use of Poll Everywhere, which uses cell phone-based input to create word clouds.

**Chairs:**

**Jennifer Abe**, Loyola Marymount University

**Discussant:**

**Rafael Colonna\*** (\*tentative discussant upon CDPH approval of funding), California Department of Public Health/Office of Health Equity

**Presentations:**

**The California Reducing Disparities Project (CRDP): An evaluation overview**

**Cheryl Grills**, Psychology Applied Research Center at Loyola Marymount University; **Sandra Villanueva**, Psychology Applied Research Center at Loyola Marymount University

In November of 2004, the people of California passed Proposition 63 (the Mental Health Services Act or MHSA) that funded CRDP Phase 2 to improve mental health access and outcomes among five historically unserved, underserved, and inappropriately served communities by offering Prevention Early Intervention (PEI) Direct and Indirect Programs. The proposed presentations focus on CRDP Phase 2 which must demonstrate the extent to which the \$60 million investment administered by OHE-CDPH contributed to the following five goals: (1) Reductions in the severity of mental illness for five priority populations; (2) Systems changes in county PEI level operations, (3) A return on investment (business case), and; (4) Changes in state/county mental health policies and practices. Thus, the evaluation of CRDP 2 is noteworthy for several reasons. First, it represents a unique pilot demonstration of promising practices within priority populations, and will serve to showcase the value-added utility and effectiveness of community-defined evidence practices as an approach to reducing mental health disparities within and across these priority populations. Second, it represents a large-scale opportunity to develop and implement new methods to gather data in a way that is participatory, community-based, and culturally responsive within and across priority populations. And finally, CRDP will serve as an example of achieving system changes through coordinated, concerted efforts. This presentation gives a brief overview of the CRDP as the context for its local and statewide evaluation.

**Articulating culture in community-defined evidence practices (CDEPs): Development and use of the "Culture Cube"**

**Jennifer Abe**, Psychology Applied Research Center at Loyola Marymount University; **Cheryl Grills**,

Psychology Applied Research Center at Loyola Marymount University

One of the issues that emerged fairly quickly for the CRDP was the absence of conceptual and methodological approaches to identifying key cultural elements of the community-driven evidence practices (CDEPs) that represent prime examples of practice-based evidence. In addition, organizations that delivered culturally-based interventions were not necessarily used to articulating precisely how, what, and where these cultural elements were embedded in their CDEP approaches. The “culture cube” was developed for three reasons: (1) to reveal and articulate the operative worldview and culturally-grounded frameworks underlying the different priority population CDEPs to identify the links between cultural beliefs and values, community needs, and intervention design; (2) to guide the methods used to assess and evaluate CDEPs to align outcome indicators and process measures with community-defined cultural values, and; (3) to encourage and facilitate communities’ use of their own indigenous epistemological frameworks to establish credible evidence. The culture cube framework will be presented, along with some of the issues that emerged in its development and application in the early stages of the CRDP Phase 2.

#### **Cultural Adaptation: Issues in cross-site survey design and community-informed development**

*Sandra Villanueva*, Psychology Applied Research Center at Loyola Marymount University; *Diane Terry*, Psychology Applied Research Center at Loyola Marymount University

One of the statewide evaluation tasks for the CRDP was to develop a business case for the community-defined evidence practices which requires demonstration of the value-added benefit of CDEPs relative to the use of mainstream mental health services. As such, the statewide evaluation involved the development of a core measure for assessment of common outcomes across all priority populations. To the fullest extent possible, items were derived from existing validated mental health outcome measures in order to enable comparisons with other populations that access existing services. At the same time, however, items were added/dropped/changed, response formats were revised, and/or administration processes adapted to respond to the cultural, linguistic, and population needs of each specific community. Thus, the core measure went through several stages of review at multiple levels, including within each community (micro-), within each priority population (meso-), and across populations (macro-). The macro- level review and tensions were exemplified in an independent, state-level IRB process. Examples of issues and responses at each level will be provided in the presentation.

#### **Measuring Sexual Orientation and Gender Identity (SOGI): Where intersectionality meets community**

*Negin Ghavami*, Psychology Applied Research Center at Loyola Marymount University; *Jennifer Abe*, Psychology Applied Research Center at Loyola Marymount University

Digging deeper into a specific issue that emerged in the cross-site evaluation of the CRDP, we focus on the development of items to assess sexual orientation and gender identity (SOGI) among different priority populations. This required close collaboration between the statewide evaluation team, the California Department of Public Health, technical assistance providers, and community-based organizations to identify and respond to the cultural, linguistic, and community issues that emerged for different groups within priority populations. The presentation will focus on the examples from API and LGBTQ communities in particular, to illustrate changes to item wording, informed consent, and administration processes that were made for different communities. As such, the process of developing the SOGI items, the specific issues that emerged, as well as particular responses taken to address these concerns are the focus of the presentation.

#### **068 Engaging the Decolonial Turn: Transnational Perspectives for Critical Community Psychologies of the Global South**

Roundtable Discussion

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** Palmer House The Spire Parlor

#### **Abstract**

This international roundtable brings together panelists whose scholarship seeks to (re)imagine and work toward community psychologies (CP) of the Global South. In the process of working toward CP of social justice, liberation and wellbeing, we collectively and relationally reflect critically upon our respective engagements with the decolonial turn across various contexts and facets of our professional trajectories. We build upon the decolonial turn, which refers to the theoretical, methodological and epistemological contributions of Global South scholars toward the deconstruction of knowledge, power and being (Maldonado-Torres, 2018). This project requires rooting de/coloniality within the sociohistorical legacies of colonialism and racialization. In this roundtable, panelists and audience members will consider questions about coloniality and its implications for community, research, and action. We will explore the implications of the resurgent decolonial turn from our respective contexts and positionings by responding to pertinent questions: - How have people engaged with the decolonial turn? - What does decolonization mean in different contexts? - How does decolonial work diverge/converge with other critical projects evident in community and applied social psychologies? - What are shared and unique epistemological, methodological and applied resources and how are these mobilized for emancipatory CP? - How is decolonial praxis enacted in

and outside the university, at the community university interface or other institutionalized contexts? - What are the tensions and challenges, possibilities/impossibilities between our values and decolonial orientation, given institutional pressures and expectations (e.g., academic structures, higher education bureaucracies etc.)? By attending to these questions the roundtable collective will push CP disciplinary regimes in the goal of working toward new perspectives of the field. Decolonial epistemologies that honor and credit the body of scholarship from the Global South will strengthen the field as it strives toward intersectional, transnational, and transdisciplinary paradigms that can lead to social justice, liberation, and wellbeing.

**Chairs:**

*Christopher Sonn*, Victoria University; *Jesica Fernandez*, Santa Clara University; *Ronelle Carolissen*, Stellenbosch University

**069 Developing Training to Advance Community Systems Science for Health Equity**

Roundtable Discussion

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** Palmer House The Water Tower Parlor

**Abstract**

There is increasing attention to the complexity of health outcomes that are not only contextually contingent but also adaptive over time. Linear approaches traditionally used to guide public health analyses and related interventions fail to adequately capture the interdependencies, dynamics, and emergent properties of systems that shape opportunities for health especially among marginalized populations disproportionately burdened by disease. The goal of this roundtable is to open dialogue about core learning competencies needed to support training in community systems science to promote health equity. The roundtable will feature five presenters: Kimberly Bess, Pennie Foster Fishman, Darcy Freedman, David Lounsbury, and Lindsey Zimmerman. Each presenter has experience applying system dynamics modeling, agent based modeling, simulation modeling, and social network modeling within different projects that address diverse health determinants (i.e., upstream and downstream) and health outcomes (i.e., chronic disease, infectious disease, behavioral health, wellness promotion). Participants attending this interactive session will have a chance to share insights about training goals and pedagogical approaches related to community systems science including application in undergraduate, graduate, and post-graduate levels. The session, conducted in partnership with the Community Level Health Interest Group, is designed to begin a conversation to advance opportunities for the Society for Community Research and Action to support new models of teaching and learning that take into account the complexity of health outcomes.

**Chairs:**

*Darcy Freedman*, Case Western Reserve University;

*Kimberly Bess*, Vanderbilt University; *Pennie Foster-Fishman*, Michigan State University; *David Lounsbury*, Albert Einstein College of Medicine; *Lindsey Zimmerman*, VA Palo Alto Health Care System

**070 Applying Critical Theory to Research Methodologies that Examine Experiences of Oppression, Microaggressions, and Liberation in the Lives of People of Color**

Symposium

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** Palmer Salon 12

**Abstract**

Critical theory emphasizes a continual questioning of the status quo around psychological knowledge, a focus on understanding the whole person in their context, a consideration of the historical context of research and ideas, and an analysis of the ways in which research can be conducted to support societal and individual transformation. A key component of this critical perspective is to privilege the voices and experiences of people of color. Critical theory and critical race theory approaches were integrated into the development of the theory of racial microaggressions, and using critical perspectives is very important in understanding people of color's experiences of everyday, subtle racism and microaggressions. This symposium will discuss the benefits and challenges of applying critical approaches to understanding the lives and experiences of people of color, including understanding individuals' experiences of racial microaggressions, including using both qualitative and quantitative methodologies. Additionally, presenters will discuss how these methodologies and research can lead to empowerment and inclusion of perspectives from people who have traditionally been absent from psychological research.

**Chairs:**

*Susan Torres-Harding*, Roosevelt University

**Discussant:**

*Deveda Francois*, National Louis University

**Presentations:**

**Integrating a Critical Perspective to give Voice to People of Color in Quantitative Microaggression Research**

*Susan Torres-Harding*, Roosevelt University; *Nathan Brown*, Roosevelt University

Susan Torres-Harding and Nathan Brown will discuss the benefits and challenges of using quantitative approaches to support the values of critical theory and critical race theory. While, traditionally, qualitative research has been traditionally highly valued because of the advantage of giving voice to people of color, quantitative approaches using a contextual approach may also contribute to empowerment and voice. We will discuss the benefits and challenges of using quantitative approaches to give voice to Spanish-speaking Latinos who may experience microaggressions, using data from

an ongoing study examining these experiences. We will discuss how critical approaches informed the development and psychometric evaluation of English and Spanish-language versions of a microaggressions scale. Additionally, we will discuss how critical approaches to research might be used to address critiques of microaggression theory that use a reductionistic and de-contextualized approach.

**Qualitative Methodology: A Values-based Approach for Black Women to Tell Their Stories around Race, Class, Sex and Gender Issues**

*Patricia Luckoo*, National Louis University

Dr. Patricia R Luckoo will discuss the importance of the use of mixed methodology quantitative and qualitative approach to have a deep understanding of the intersectional struggles that Black women face around race, class and gender issues. However, her discussion emphasizes the qualitative approach as fundamental to understanding the dimensions that embody Black women and their experiences. Though quantitative methods offer crucial insight into the pervasiveness of microaggression, the qualitative approach gives Black women a voice in the telling of their stories and provides a framework from which to understand how race, sex, class, and gender converge and are a catalyst for widespread racial stereotyping. Additionally, she will discuss how ethnic identity serves as a buffer against microaggressions.

**Using a Critical Race Theory Lens for Engagement and Liberation with Black Maternal Activists**

*Deidra Somerville*, National Louis University

Deidra Somerville will discuss the use of critical race theory as a tool for engagement, liberation and strategic involvement with communities. Her current research emphasizes the critical roles of Black maternal activists within various systems and at various levels of local, regional, and national movements. She will discuss the role of critical race theory in the development on her theories of Black maternal activism and developing a critical lens for renaming, reclaiming and repositioning the social, gender, political, and spiritual location of Black women as movement leaders. The tradition of critical race theory among Black women activists will be discussed and the process she has developed to bring critical race theory into practice with Black maternal activists in North Lawndale.

**071 Why Do We Need Organization Studies in Community Psychology?**

Symposium

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** Palmer Salons 6&7

**Abstract**

This 75-minute symposium session will highlight new theoretical insights from a group of scholars who have

been publishing work on organization studies in community psychology and/or community psychology in organization studies. The session will begin with three brief presentations of recent scholarship, and will then turn to a guided open dialogue with audience participants on the current state and future direction of organization studies in community psychology.

**Chairs:**

*Branda Nowell*, North Carolina State University

**Discussant:**

*Marc Zimmerman*, University of Michigan

**Presentations:**

**EMPOWERING A VARIETY OF COMMUNITY ORGANISATIONS THROUGH PARTICIPATORY MULTIDIMENSIONAL ORGANIZATIONAL ANALYSIS**

*DONATA FRANCESCATO*, ASPIC ROME ITALY

In the first part of the presentation I will discuss how as community psychologists we can empower community associations and organizations using Participatory Multidimensional Organizational Analysis (PMOA). The PMOA methodology explores four interconnected organizational dimensions: structural-strategic, functional, psychodynamic and cultural, and psycho-environmental. The first two dimensions aim to make the organization more empowered, helping members to select reachable strategic goals and to implement the most efficient organization of functions needed to reach these goals. The last two dimensions focus on making the organization more empowering, exploring organizational culture and climate, and other psychosocial variables to improve fit between organizational aims and employees' desires, and augment personal, relational and collective wellbeing using innovative technique such as movie scripts, group drawing, jokes etc. In the second part, I will present the results of a series of 50 case studies, we conducted using PMOA with three different types of community organizations: a) volunteer and non profit b) for profit small and medium business and c) public sector organizations. I will discuss strong and weak points that emerged in each type and the crucial variables that we have to focus to make different kinds of organizations become more empowered and empowering.

**The challenges of getting multiple organizations to pursue a common vision: The case of a Charter School for Dropouts**

*Fabricio Balcazar*, University of Illinois

I have been a board member for a charter school for dropouts for 20 years. The school oversees 19 small schools that provide high school education and multiple support services to 3,600 students. Many of the small schools are associated with local community agencies and have their own boards of directors. A main

challenge over the years has been to convince the schools to follow a unified vision for the charter and a model that incorporates multiple components like autonomous learning, community-based retention and supports, competence-based learning, dual enrollment, employment experiences and civic engagement. I will describe some of the challenges the Charter has faced in the process of getting the small school sites to buy into the overall vision for the school.

### **Opening Pandora's Box: Why Community Psychology Needs Organization Studies**

*Neil Boyd*, Bucknell University; *Branda Nowell*, North Carolina State University

So why are organization studies needed in Community Psychology? First, organizational settings dominate our existence including places where we work, play, and volunteer. Most of us exist within multiple overlapping organizational systems. Our homes, neighborhoods, and communities may no longer be the places where we spend most of our time. Much of our daily interaction occurs within and in relation to organizations. Marginalized and oppressed individuals, who we often seek to help, are dependent on government organizations, nonprofits, and corporate social

responsibility of for-profit firms. As Boyd and Angelique (2002) noted, we all may be living in organizational communities, where organizations are functioning as our professional neighborhoods. Second, from a scholarly perspective, the collective works of Keys & Frank (1987), Boyd (2014; 2011), Boyd and Angelique (2002; 2007), and Nowell & Boyd (2016, 2014) have shown that organization studies and community psychology are complementary fields. Community psychologists have much to share with individuals in fields related to the study of organizations, and to the organizational literature at large. Community scholars have knowledge, skills, and abilities in a variety of content areas including empowerment, sense of community, stress and coping, diversity, ecological analysis, and prevention. Content expertise, methodological skill, and a humanistic worldview are things that community scholars can share with organization researchers. Similarly, organization scholars can share concepts, skills and abilities with community psychologists that can be fruitful for the development of the community literature. Organization scholars can share both micro and macro approaches with community psychologists, and can help community researchers better understand systems dynamics which can help ameliorate the micro/macro gap that has existed in the field for a long time.

## **Ignite Session #1: Cultural, Ethnic and Racial Affairs**

### **Ignite Session 1: 'Black Twitter': Exploring Social Media Use and Online Counterspaces as Means of Resistance and Healing**

Ignite Presentation

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4012/4014

#### **Abstract**

The current zeitgeist highlights the growing role of social media in both our social and political worlds. In addition to functioning as online spaces for connection, social media and social networking sites have increasingly become avenues for sociopolitical engagement and grassroots activism. The increased opportunities for connection, also bring new avenues for repeated exposure to online experiences of racism and marginalization. In response to these experiences of harm, online communities of color consistently emerge across social networking sites engaging in acts of resistance that foster connection and establish counternarratives. The presentation will make the case for applying critical community psychology concepts to social media use of communities of color (focusing on African-Americans) and the potential utility of online spaces as counterspaces for healing amidst oppressive social contexts.

**Chairs:**

*Danyelle Dawson*, University of Illinois at Urbana-Champaign

### **Ignite Session 1: Connecting Color to Community Social Disorder and Mental Health Disparities**

Ignite Presentation

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4012/4014

#### **Abstract**

Background: Previous research found that Afro-Latinx subgroups fared worse economically and lived in more segregated, predominantly minority communities—two predictors of poor mental health outcomes; however, this work was limited by its reliance on self-classifications as Afro-Latinx rather than interviewer-measured skin tone. Method: Using a sample of Latinx Americans in a Chicago community sample (N = 259) as well as a nationally representative sample (N=522), cross-sectional analyses examined differences in neighborhood social disorder (e.g., signs of graffiti, vandalism, dilapidated housing, and perceived crime) and depressive symptoms using interviewer ratings of skin tone on a continuum. Results: Darker-skinned subgroups lived in communities with more signs of social disorder and skin tone was more strongly associated depressive symptoms among Latina women rather than Latino men. Conclusions: Since neighborhood social disorder predicts depressive symptoms, these outcomes may explain mental health



disparities among lighter- and darker-skinned Latinx Americans.

**Chairs:**

*Ekeoma Uzogara*, West Chester University of Pennsylvania

**Ignite Session 1: I am Happy to See That the World is a Good Place: Concepts of Happiness Among Low-Income, Racial/Ethnic Minority Youth Living in Chicago**

Ignite Presentation

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4012/4014

**Abstract**

There is a large body of research focused on how adolescents, particularly White, middle-class adolescents, conceptualize happiness. This work has identified elements of happiness such as personal achievement and esteem, leisure, and family. However, relatively little is known about how low-income youth and youth of color conceptualize happiness. Too often research conducted with such samples uses a deficit model, highlighting stressors and negative outcomes while ignoring youths' strengths and resilience. This study fills this gap by exploring how a sample of low-income, racial/ethnic minority adolescents talk about happiness in the context of their own lives. Data from this qualitative study come data from 431 Chicago youth who responded to the open-ended question, "What makes you happiest in life?" Of these youth, 54% were female. The majority of youth were African American (69%) and Latinx (25%). On average youth were 15-years-old ( $SD = .80$ ) and had a lifetime income-to-needs ratio of .88 ( $SD = .66$ ; where 1 is the federal cutoff for poverty), indicating that they had lived in poverty for the majority of their lives. Two independent raters used grounded theory to identify major themes and sub-themes in a sub-sample of cases and develop a coding framework (Table 1). We are currently in the process of using this coding frame to code all responses. Upon completion, interrater reliability will be calculated. The initial coding frame reveals some commonalities with and divergences from prior research on adolescent happiness. For example, in keeping with prior work, youth discuss mothers and education as sources of their happiness. However, new dimensions related to security and service also emerged. These findings emphasize the numerous assets that these young people have in their lives while also offering insight into the ways that contextual stressors may shape the way that young people see and value the world around them.

**Chairs:**

*Taylor Lay*, University of Illinois at Chicago; *Samatha Villasanta*, University of Illinois at Chicago; *Amanda Roy*, University of Illinois at Chicago

**Ignite Session 1: Impact of Culturally-Responsive Domestic Violence Prevention Programs on Strength and Well-Being Outcomes of Latino Families**

Ignite Presentation

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4012/4014

**Abstract**

The purpose of the following study is to evaluate the impact of Caminar Latino, a family-based domestic violence (DV) prevention program offering culturally-relevant services to Latino families in Atlanta, Georgia. Caminar Latino provides separate but concurrent weekly group sessions for Latina women who have experienced violence at the hands of their partners, Latino men who have used violence against their families, and their children. This evaluation addresses the following question: Does the program improve the participating families' well-being, feelings of safety and competency, and general understanding of survivors' rights and options? In total, 32 families (32 women, 21 men, and 40 children between the ages of 8 and 14 years) are currently participating in the evaluation. Participants already completed self-report measures at the beginning of their second sessions and will complete follow-up surveys at the mid-point and the end-point of a full 24-session program. Surveys included measures selected for demonstrating reliability and validity in Latino samples, as well as new measures developed in partnership with community members. Based on the assessment of their baseline scores, both men and women displayed limited knowledge of what constitutes DV. Women indicated poor confidence in their parenting abilities, while children reported unwillingness to confide in their parents. Men varied in their ability to take responsibility for their use of violence and to identify non-violent alternatives to conflict. The participants' subsequent scores will be compared to their baseline results in order to document and improve on the program's DV services. Furthermore, the study will provide a better understanding of the strengths and challenges experienced by DV-affected Latino families. This comprehensive evaluation is the first of its kind to be conducted with the urban, largely immigrant Latino population in Atlanta, and it will serve as a replicable model for other community-based DV prevention programs.

**Chairs:**

*Wojciech Kaczkowski*, Georgia State University

**Ignite Session 1: Racial Identity and the Future Perspectives of Black Male Youth**

Ignite Presentation

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4012/4014

**Abstract**

Middle school is a critical period of adolescence in which self-concept expands and future goals are examined. However, the literature illustrates that Black male youth are less likely to set long term, future goals than their female peers. Racial and ethnic identity are salient components to the future orientation of Black youth. Yet, historical factors, lack of academic support, and discrimination may cause youths to believe that academic and career failures are unavoidable for those who look like them. A group of Black, male youth (aged 12-14) were interviewed on their perceptions of race and

ethnicity and how or if these factors impact their future abilities and goals. Youth in the study completed the Multidimensional Inventory of Black Identity-Teen, which examines private and public racial regard and racial salience. In addition to demographic items, participants completed an interview addressing future goals and conceptualization of possible selves (representations of goals, fears, and motivations). The researcher will examine whether there are differences in possible selves reported depending on current academic status and level of racial identity. The researcher will present several youth narratives that combat modern beliefs that the United States is a post-racial society. Additionally, the utility for increased teacher education and Afrocentric curricula will be discussed.

**Chairs:**

*Keyondra Brooks*, Wichita State University

**Ignite Session 1: Re-Member MOVE: A Black Tragedy in the City of Brotherly Love**

Ignite Presentation

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4012/4014

**Abstract**

In this IGNITE presentation, we explore the injustices inflicted on the mostly Black members of the MOVE Organization of Philadelphia. These included: questionable incarceration, invasive surveillance, police brutality, and, at its peak, the 1985 bombing of the MOVE house at 6221 Osage Avenue in Philadelphia that left 11 dead, including 5 children. We describe some of the necessary steps to racial justice and healing the harms of the past such as release from prison for five of the MOVE members and clemency of sentences for all of the MOVE9 members. A thorough investigation of the events leading to the bombing in 1985 is required in addition to working with the MOVE family towards reconstruction and reconciliation.

**Chairs:**

*Ulysses Slaughter*, Chester Housing Authority; *Pauline Thompson-Guerin*, Pennsylvania State University

**Ignite Session 1: Restricted Agency: The Impact of Street Harassment on Women's Daily Routines**

Ignite Presentation

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4012/4014

**Abstract**

Gender-based violence (GBV), including domestic violence, sexual assault, and sexual harassment, is a pervasive social problem in the United States and internationally. GBV is experienced by people of all genders, racial-ethnic identities, and social class categories (Black et al., 2011), and contributes to broad patterns of power and control by reifying societal norms about traditional gender-roles through individualized acts. All forms of GBV impede a victim's autonomy, whether through restricting the ability to work, enact decisions, or move freely through one's community. Decades of scholarly attention to domestic violence,

workplace sexual harassment, and sexual assault have contributed to a large body of literature on these topics, and scholars have identified impairing physical, emotional, and psychological health related outcomes for survivors of these abuses. However, we know much less about the experiences of and impact on victims of chronic, "everyday" gender-based violence such as street harassment, often colloquially referred to as 'catcalling'. The current study examined 419 undergraduate women's endorsements of street harassment experiences within the previous 12 months using a self-report survey. This presentation will specifically address the extent to which women report modifying their routines in response to street harassment, and will describe some of the methods women use to achieve this goal. This understanding can be used as a foundation for further inquiry into the ways these experiences may inhibit the movement of marginalized populations, as well as to inform future intervention strategies.

**Chairs:**

*Hope Holland*, University of Illinois Urbana-Champaign; *Nicole Allen*, University of Illinois Urbana-Champaign

**Ignite Session 1: The Strength of Grassroots: Community and Academic Collaboration in The Muslimah Project**

Ignite Presentation

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4012/4014

**Abstract**

Background: Muslim women in Canada face a unique reality of discrimination based on their religious, racial, and gender identities (Helly, 2012; Mohanty, 2003; Zine, 2008). Grounded in an understanding of Intersectionality in practice (Hill Collins & Bilge, 2016), The Muslimah Project centers the voices of Muslim women in discourse surrounding their experiences of discrimination. Methods: In The Muslimah Project, a team of community leaders, advocates, and researchers came together to explore intersections of discrimination experienced by Muslim women. Impacts of discrimination on mental health, sense of belonging and wellbeing were central topics of investigation. Focus groups made up of 8-12 Muslim women were conducted to understand the unique experiences of women from diverse backgrounds. These methods allowed participants to share their experiences and testimonies with other women in a welcoming and non-judgmental space. The partnership between members of the grassroots organization The Coalition of Muslim Women of Kitchener Waterloo (CMW) and researchers from Wilfrid Laurier University (WLU) was essential for obtaining rich systematic data from meaningful focus group dialogue between Muslim Women. Thematic analysis was informed by the lived experiences of CMW members in combination with extensive research experience of WLU academics. This partnership allowed for deeper understanding of the impacts of intersectional discrimination on Muslim women's sense of belonging, mental health, and wellbeing. Relevance: Utilizing a

community-based participatory action approach, this research was able to break new ground within Waterloo Region in Ontario, Canada. Results from this study can be used to inform the creation of long-reports and infographic resources for use at the community level. Findings also help to inform guidelines and recommendations for regional programming and service delivery. This project sparks meaningful dialogue about the realities and needs of Muslim women, and shines a light on the transformative potential of community/academic partnership.

**Chairs:**

**Brianna Hunt**, Wilfrid Laurier University; **Ghazala Fauzia**, Coalition of Muslim Women of Kitchener Waterloo

**Ignite Session 1: What the Heck Does Equity Mean? A Framework to Move from Knowing Better to Doing Better**  
Ignite Presentation

**Day:** 6/26/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4012/4014

**Abstract**

In the public health and social service spheres, equity (especially racial equity) has become a major focus in recent years, from the HealthyPeople national health objectives to the missions and funding priorities of major private foundations. A variety of definitions and heuristic techniques for conceptualizing equity have been created and applied by and within these efforts. Yet “equity” remains one of those terms that many seem (or claim) to understand at some visceral level, but for which few can provide a clear, comprehensive, shared

definition. Even when such a definition exists, both individuals and organizations often struggle to determine how to best apply it towards activities that will have an impact. This presentation will therefore first be centered in a multi-pronged definition of equity designed to direct attention to racism/oppression at each of four levels: structural, institutional, personally-mediated, and internalized. Arguing that the achievement of equity requires strategies that are congruent with each level, the presentation will provide a framework for assessment and strategic action at the institutional level. Due to the need for multi-level systematic change, organization systems theory is commonly used to structure and design antiracism and equity interventions in organizational settings. Proponents believe that time and resources must be invested not only to develop new programs, policies, and procedures, but also to systematically identify and intentionally dismantle the ways that racism/oppression are expressed in daily activities. These equity-centered approaches remain the exception rather than the norm, however, with many institutions lingering in “diversity” and “inclusion” initiatives that fail to address root causes of racism and other forms of oppression. Thus this presentation will be relevant to those involved in organizations of all types and in all roles, who have an interest in advancing equity within their institutions.

**Chairs:**

**Megan Renner**, DePaul University; MER Consulting & Coaching

**072 Promoting Equitable Relationships: A Roundtable Discussion Guided by Indigenous People to Explore Researcher-Community Partnerships**

Roundtable Discussion

**Day:** 6/26/2019 **Time:** 2:30-3:45 PM **Room:** NLU 4012/4014

**Abstract**

The integrity of community research rests on a foundation of equity between the research institution and participating community members. This is especially important when partnering with Indigenous communities; educational institutions have historically functioned to erase Indigenous peoples, cultures and ways of knowing. Ongoing discourse among scholars have generated a breadth of knowledge and research frameworks (such as CBPR and YPAR) that have led to more equity for communities through increased involvement in the research process. However, the principles and frameworks for equitable community research may still be primarily shaped by academic researchers with evident tension between benefit for community and researcher/academia (e.g., co-authorship). If equitable research includes community partners in the research process, should it not also

include community partners in the theoretical discourse guiding that process and related ethics? This roundtable discussion will explore community-researcher partnerships by centering the perspective of Indigenous community partners. The four lead discussants, Indigenous community members with research experience, will speak from their own involvement in a research partnership between the American Indian Center of Chicago and Northwestern University. The project aims to incorporate and restore Indigenous knowledge systems into Chicago’s contemporary cityscape through community-based programming. These Indigenous knowledge systems reflect ecological praxis and their restoration empowers Native people to sustain their land-based practices within Chicago. Dr. Walden, an Indigenous community psychologist, will serve in a supporting role, assisting the discussion in order to generate and improve strategies to strengthen community psychologists’ research partnership in Indigenous communities. This roundtable will serve as a space for community members and researchers to reflect on their experiences with research. We hope scholars will gain new insight through this discussion and think about ways to refine their approach to community research.

**Chairs:**

**Forrest Bruce**, Northwestern University; **Fawn Pochel**, American Indian Center of Chicago; **Cynthia Soto**, University of Illinois at Chicago; **Adam Kessel**, Cook County Forest Preserve; **Angela L. Walden**, University of Illinois at Chicago

**073 Teaching Community Psychology in Class-based Settings : A Playground for Bridging Pedagogy and Practice**

Symposium

**Day:** 6/26/2019 **Time:** 2:30-3:45 PM **Room:** NLU 4020

**Abstract**

Community psychology (CP) distinguishes itself by adopting a macroscopic level of analysis and by subscribing to certain values that guide its actions: social justice, health, self-determination, participation, and diversity (e.g., Nelson & Prilleltensky, 2010). CP aims to promote well-being, conscientización, and the liberation of marginalized and oppressed groups. A fully realized community psychologist has a reflective practice fuelled by his or her core values (Lavoie & Brunson, 2010). To become a community psychologist, one must master an interdisciplinary understanding of social problems and different ways to act for social change (Langhout, 2015); which makes CP distinctive in an individualistic field like mainstream psychology. With this innovative approach to psychology comes innovative ways to learn and to practice. This symposium will examine the bridge between practice and pedagogy. Each presentation describes innovative ways to approach community psychology training in the university setting and how those training approaches will have an impact on the ideal practice of a community psychologist. The first presentation will explore active pedagogy techniques used to teach CP in a critical way to better promote student empowerment in the classroom. The second presentation will advocate for a more practical use of conscientización as a pedagogy in the CP curriculum of North American programs. The third presentation will show results of a participatory research done with undergraduate students and how those students developed the competencies of CP practice through this project. The closing presentation will describe how community psychology practice is introduced to students at the undergraduate level and mastered at the graduate level in one CP program, focusing on the key role of relationships between graduate and undergraduate students in passing along knowledge of CP practice.

**Chairs:**

**Elizabeth Brunet**, Université du Québec à Montréal; **Francois Lauzier-Jobin**, Université du Québec à Montréal

**Presentations:**

**Active pedagogy techniques to promote student empowerment**

*François Lauzier-Jobin*, Université du Québec à Montréal; *Carl Mörch*, Université du Québec à Montréal

Community psychology (CP) is a subdomain of psychology which distinguishes itself by its values (including social justice), level of analysis (person-in-environment) and practices (Dalton et al., 2001; Nelson & Prilleltensky, 2010). Because of its complexity, teaching CP raises many questions, especially to large groups of psychology undergraduates. One of the main challenges is on how to integrate the core values of CP in a class setting: social justice, participation, diversity, self-determination, etc. The aim of this presentation is to present some techniques that have been implemented to promote student choice, participation, and power (based on active pedagogy techniques). Three main techniques have been used: negotiate the lesson plan, group exercises, and the alternation of theory and practice. Participation is key to empowering practices. In order to promote participation real participation from students different techniques have been implemented from the negotiation of the lesson plan to interactive word clouds. Individual and group exercises are strategies in which students can connect with others as well as reflect and apply concepts to their lives or their practice (depending on their level). Finally, the back and forth between theory and practice need a strong theory-based framework that is illustrated with life-based examples, and open a critical reflection. In this presentation, teaching CP will be treated as a specific practice. The authors will begin by introducing their rationale and theoretical background to teach CP in a critical way which is based on CP writings (Prilleltensky & Nelson, 2002; Lavoie & Brunson, 2010) and active pedagogy (e.g., Daele & Sylvestre, 2013). Then, the three techniques will be supported by concrete examples. After presenting some of the lessons learnt; this presentation will highlight some of the remaining challenges.

**Concientización In Northern American Classrooms : How The Classroom Can Become A Tool To Raise Critical Consciousness**

*Elizabeth Brunet*, Université du Québec à Montréal; *Liesette Brunson*, Université du Québec à Montréal

One of the core tools of community psychologists is conscientización (Nelson & Prilleltensky, 2012). Originating from the writings of Paolo Freire, conscientización is a pedagogical tool used to raise consciousness about the different forces of oppression lived by certain groups (Freire, 1974). Providing an opportunity to better understand oppression and its impact, conscientización is a critical part of a community psychologist's toolbox and thus of a community psychologist's training. Given its importance, we must wonder what place it takes in the teaching of community psychology in the northern hemisphere, also called core capitalist countries (CCC).

Neither the educational system nor the institutional context of CCC are optimal for the practice of *concientización* (Burton, Kagan, 2009) But due to its importance as mentioned above, its proper teaching is essential. This presentation advocates for the integration of a practical experience of *concientización* in the curriculum of undergraduate and graduate studies in community psychology. This presentation also suggests new ways to use the classroom to incorporate a more hands-on learning by using *concientización* as the pedagogy itself. To do so, we use the technique for literacy development of Paolo Freire (Freire, 1974). To better adapt it to the context of CCC, we integrate the MAG focus group animation technique (Van Campenhoudt, Franssen, Cantelli, 2009) and the transformative framework of pedagogy (Brown, 2004). We chose to explore those techniques because of their respect of the tradition of *concientización* and also for their adaptability to the pedagogical context of CCC. Thus, this presentation aims at practical resources for teaching the practice of *concientización* in CCC.

### **Research and Practice Competencies in Undergraduate Settings**

*Ana Baker-Olson*, Rhodes College; *Elizabeth Thomas*, Rhodes College

Over the last decade, community psychologists have elaborated an understanding of research and practice competencies for our field, as well as the types of academic training and field experiences students need to develop these competencies (Dalton & Wolfe, 2012; Haber, Neal, Christens, Faust, Jackson, Wood, Scott, & Legler, 2017). These conversations have largely focused on graduate education, describing effective models and generating ideas for building capacity within masters and doctoral programs (Faust, Haber, Christens, & Legler, 2017). In this presentation, we will discuss the Community Narrative Research Project (CNRP), an undergraduate research project grounded in a participatory community research model that has evolved over time, including the voices of undergraduate student leaders in the Bonner Scholars program and undergraduate researchers. We will share how undergraduate students who participate in this collaborative project build the community psychology research and practice competencies that are often understood to be part of graduate student development. Through dialogic partnerships with Bonner students and leaders, students engage in Community Inclusion and Partnership and Participatory Community Research competencies. As we use our findings to promote sustainable programmatic and institutional changes, students develop skills in Program Development, Implementation and Management as well as in Consultation and Organizational Development. In keeping with the community psychology practice competency of Ethical Reflective Practice, students build shared understandings of confidentiality and routinely consult Bonner team members regarding data collection and the ethics of our practice. These

competencies are facilitated not only through our work with our community partner, but also through our work with one another within our community of practice (Langhout, 2015), so we will conclude with reflections on peer mentoring and power sharing within our team, as well as the interpersonal dynamics of our campus community work.

### **Teaching Community Psychology Practices in the Canadian Academic Context**

*Alexis Gilmer*, Wilfrid Laurier University; *Liesette Brunson*, Université du Québec à Montréal; *Colleen Loomis*, Wilfrid Laurier University

This portion of the symposium will briefly present a framework for describing community psychology practice in terms of core work activities (e.g., evaluating interventions; implementing and managing interventions; building capacity; analysing and diagnosing problems and settings; analyzing public policy; accompanying social action) and typical change strategies (e.g., action research; facilitation of participatory processes; knowledge mobilisation; consultation; training; community education), as are discussed in Brunson, Gilmer, & Loomis (under review). In this framework, core work activities are seen as a way of framing what community psychologists engage in doing in relation to an objective or a mandate, while change strategies represent different tools, techniques, and approaches that can be used to create change. An applied example will discuss how community psychology practice is introduced to students at the undergraduate level and mastered at the graduate level at Wilfrid Laurier University in Ontario, Canada. For instance, while students have the opportunity to enroll in an undergraduate community psychology course, the master's program provides a deep immersion into community psychology practice. However, as the master's program is less recognized as a mainstream program by undergraduate students, much of the knowledge of community psychology practice is passed on to undergraduate students through relationships and leadership from graduate students and peers. An experiential account of how these teachings have been applied in graduate-undergraduate student mentorship will be provided. As community psychology is still an emerging and less common field of psychology within Canada, discussion will be facilitated with other speakers and audience members focusing on strategies to engage undergraduate and prospective students in community psychology values and practice. This symposium provides a unique opportunity for academics from both inside and outside of Canada to share their experiences of integrating community psychology practice into undergraduate learning, and to learn from each other's stories.

### **074 Veteran Engagement in Research: Lessons Learned from National Integration Efforts**

Town Hall Meeting

**Day:** 6/26/2019 **Time:** 2:30-3:45 PM **Room:** NLU 4022

#### **Abstract**

The Veterans Health Administration (VHA) in the last few years has increasingly made efforts to engage with Veterans to improve the system and services. This is true of Health Services Research & Development in VHA as well, who has supported the development of Veteran Engagement Groups (VEGs) in VHA across the country. These VEGs provide a mechanism to increase Veteran input into health research, as well as to promote and disseminate participatory research. One of the first VEGs established was a joint effort between two research centers based in Denver. The Denver VEG was created for Veterans to systematically engage and impact research projects all along the research engagement continuum—from relatively minor input to shared leadership for community based participatory research (CBPR). As other VEGs launched throughout the VHA system, the Denver VEG has provided consultation to assist new VEGs in developing successful research engagement practices. We will review lessons learned in the initial formation of the Denver VEG, as well as from national dissemination and consultation. This talk will focus on the role of preparation for meaningful engagement—of Veterans, researchers, and administrators. We have found that preparing all parties is critical to supporting empowerment and respect of the Veteran voice in research. Our efforts have demonstrated that stakeholder engagement and community based participatory research concepts can be integrated even in large complex research systems. We will facilitate a dialogue with the audience on the benefits and challenges of pursuing stakeholder engagement in large and complex systems health systems. Our objective will be to explore through presentation and discussion practical strategies to move the culture of a healthcare system towards CBPR practice.

#### **Chairs:**

**Leah Wendleton**, Dept. of Veterans Affairs; **Kelty Fehling**, Dept. of Veterans Affairs

#### **075 Civic Poiesis and the Art of Social Practice: Building Creative Dialogue and Economics Through Arts-Based Community Action**

Symposium

**Day:** 6/26/2019 **Time:** 2:30-3:45 PM **Room:** NLU 5006

#### **Abstract**

This symposium brings communities together concentrating creativity through both physical density and human relationships. The first presentation looks at the relationship between the Los Angeles River and some Angelino communities along the river. It shares the relationship between communities and the place (city and river) drawing from diverse perspectives about the interconnectedness of community, coloniality, history, environment, and the Indigenous ways of living in nature. The other three presentations

show how art as intervention and connector can have a multiplier effect within community. Art is a powerful catalyst and center-point to unify community. Through collaborations in the arts, individuals, organizations, and communities become collectively empowered to impact the world around them. The collaborative work with the community in Los Angeles near the L.A. River and work in Orange County's City of Santa Ana exemplifies the power of these design processes to address local issues to improve the lives of individuals and communities. Without an intentional collaborative network, it is difficult for communities to face the critical challenges that confront our otherwise fragmented towns, cities, and regions in the 21st Century. Dedicated to building collaborative design models and multi-sector collaborations based on the importance of dialog and the critical understanding of history, our community arts and culture collaborative aspires to bring greater joy and a deeper sense of spirit and purpose to cities seeking to create vibrant, sustainable, and thriving places where we all want to live and raise our children. When we started this work, only five years ago, we discovered that the task of creating successful coalitions was very challenging. Many energetic and well-meaning groups were struggling and failing. Therefore, these stories are a source of inspiration and wisdom to be shared with more communities, network, listen to their stories, and learn to thrive collectively through the arts.

#### **Chairs:**

**Madeleine Spencer**, Pacifica Graduate Institute; **Maryam Tahmasebi**, Pacifica Graduate Institute

#### **Presentations:**

##### **Emerging dialogues around a complicated relationship between some Angelino communities and the Los Angeles River**

*Maryam Tahmasebi*, Pacifica Graduate Institute

This work explores the multifaceted relationship among communities living around the L.A. river and the relationship they have with it. The L.A. River is 51 miles and passes through 17 cities. For the purpose of this study, I focused on 3 places located on the headstream, middle, and lower river. I participated in community meetings about updating the L.A. River Master Plan in Canoga Park and Cudahy. I also conducted dialogues with a community activist and organizer residing in the Elysian Valley or Frog Town. Some of my research questions were: How and in what ways did L.A.'s history of coloniality and oppression impact the river itself as well as the communities around it? How does it impact the current gentrification that displaces lower-income Latino communities away from the shores of the river? I applied participatory methods immersing myself in the place and becoming a witnessing participant. I paid attention to the voices to see who is visible and who is invisible in these relationships with nature (the L.A. river) and the built environment (L.A.). The findings suggested that the

main complexities existing in this relationship deal with removing Indigenous people, gentrification, water pollution, and marginalization. The main population affected is people from Mexican ancestry who have lived for generations around the river. Being in dialogue with the communities and the place (city and river) gave me a new perspective toward the interconnectedness of community, coloniality, history, environment, and the Indigenous ways of living in nature that existed before the modernist paradigm prevailed. This work concluded viewing the L.A River as a microcosm that is interconnected with the city of L.A. and that is impacted by its history of coloniality and oppression. Yet the people of Frog Town (Elysian Valley) are admirably resisting gentrification.

### **Rounding Up the Arts in Community**

*Ryan Smolar, Downtown Incorporated*

Artists, arts organizations, and patrons of the arts collectively asked a problem posing question: How could we work together to create a more inclusive and equitable arts community in the City of Santa Ana? The answer to this question came about in a collaborative design process. The group worked together and proposed three recommendations to guide them in establishing inclusion and equity in the arts: (1) Develop a map of Santa Ana's arts opportunities; (2) Create a shared index of our most valuable artist resources, and (3) Get all Santa Ana artists into an Online Artists Registry. This was the beginning of the Arts Roundtable Initiative which dovetailed with the City of Santa Ana's Arts and Culture Master Plan that was approved by the city council. The master plan was one way in which residents voiced support to expand arts and cultural programming to engage all populations throughout the community. Private sector groups began working together, conforming a grassroots movement, and providing the tools that the artist community was asking for in the first roundtable. The main goal was to connect assets and resources and give our local artists work and a registry that would help in fueling the city's creative economy. This presentation will discuss how this collaboration created a comprehensive culture map and artist directory. This is the first-ever registry of 150 out of 300 art community members who participated in the first roundtable. The online registry currently contains the locations, portfolios, and pictures of the artists for the networking website. Artists of all genres, mediums, and work roles – including writers, performance artists, musicians, photographers and more – are included and now all our arts institutions and others seeking artists have a place to find them within our city rather than looking for outside artists.

### **Organizing the arts in the public-school district**

*Robyn MacNair, Santa Ana Unified School District*

This presentation will address how one city's Business

Improvement District unified, collaborated, and activated the arts community to identify and connect all the key infrastructure, players, and efforts that needed to be unified into a more synergistic whole to have a broader impact on the community and the creative workforce development. This was accomplished finding new ways of creative partnering and leveraging arts organizations in the community, increasing advocacy language and tools, and helping art students connect to the creative economy pipeline and feel connected to their community. We explored resources and networking strategies and found our arts leadership voice. Innovation is essential to today's economy where the market value of products and services is increasingly determined by a product's uniqueness, performance, and aesthetic appeal. More companies are seeking employees with creativity, problem solving, and communication skills. Business location decisions are also influenced by factors such as the availability of a creative workforce and the quality of life available to employees. The talent that drives the creative economy provides a competitive advantage that reaches across almost every industry in the Los Angeles region. Regions acquire a competitive advantage when they attract creative employees because creative thinkers encourage innovation, which fosters economic growth. Furthermore, the creative talent pool in a region is not as vulnerable to going "offshore." Historically, the development of advanced technologies that increase productivity was seen as a pathway to better jobs, but that is no longer necessarily true. Many advanced technologies can be replicated across the world using cheaper labor. Original artistic creation, innovative design and other higher-level creative work cannot be outsourced easily. Creativity builds both brand awareness and attracts talented people to a dynamic environment. Moreover, cultural spaces can become hubs for civic engagement, often a powerful community revitalization asset, especially in economically distressed neighborhoods.

### **The Art of Building Literacy in Community**

*Madeleine Spencer, Pacifica Graduate Institute*

This presentation will discuss art and literacy as community intervention and a bridge to greater cohesion. For the past two years the Downtown of the City of Santa Ana and its School District have together hosted an annual art and literary event called Boca de Oro: OC Art & Literature Fringe Festival at the center of the city. The event brings in a diverse mix of some of the finest local and visiting writers, poets, thinkers, artists, and musicians who are able to share their creativity in our Downtown for a day. This festival hosted over 100+ authors in 30 venues as well as 500+ home grown emerging visual and performing artists in the month of March. The community benefits of this event are many such as: it builds a culture of literacy in the City of Santa Ana; it increases community advocacy, language, and tools, and helps local students connect to the larger creative economy pipeline and

feel connected to their community. Furthermore, it connects the city to a regional art scene. Our project is also working diligently to raise literacy rates as a community empowerment intervention for otherwise underserved residents.

**076 Theology and Community Psychology:  
Relevancy to Person-Environmental Fit, Research  
and Practice**

Symposium

**Day:** 6/26/2019 **Time:** 2:30-3:45 PM **Room:** NLU 5007

**Abstract**

In many religious environments, the longevity of the faith practice requires dissemination of theology. Not only does the teaching of theology promote the ways to practice a religious faith, theology also has some influence on the behaviors of its followers outside or beyond the religious settings. The relationships between theological teaching and people of faith put those messages into practice provide opportunities to explore the ways theology and religious behaviors may relate to mental health outcomes. Unfortunately, some community psychologists know very little about theological orientations and even less about how to identify religious behaviors that may be influencing how members of faith communities actualize social justice, belonging, or definitions of human diversity. Overlooking these relationships, the mental health strategies possibly embedded in some religious teachings also suffer egregious neglect. To redress the lack of serious attention to religious teachings in community psychology research, the proposed symposium discusses theological orientations to identify person-environmental fit issues applicable to both community psychology research and practice. Paper one will describe the African American Protestant Faith Communities Scale which examines church climate. Paper two examines the role of theology as a moderator between religious beliefs and marijuana usage among African American college students. This paper will also discuss interventions addressing interventions with college students. The third paper examines theology as a moderator between stress and depression among emerging adults. All of the papers will address the importance of community psychology moving beyond traditional indices of religiosity to examine the role of theology in the daily lives of African Americans.

**Chairs:**

*Pamela Martin*, Prairie View A&M University

**Discussant:**

*Nathan Todd*, University of Illinois Urbana-Champaign

**Presentations:**

**Theology and Black Churches: African American Protestant Faith Communities Scale**

*Salim Salim*, Prairie View A&M University; *Pamela Martin*, Prairie View A&M University; *Sheretta Butler-Barnes*, Washington University-St. Louis;

*Logan Yelderman*, Prairie View A&M University

The African American Protestant Faith Communities Scale (AAPFCS) has been developed for use with African American populations and is initially comprised of three dimensions. This scale assesses church climate by examining the theological context of a particular church. In this scale development study, we examined the internal consistency and the structural validity of scores on the African American Protestant Faith Communities Scale (AAPFCS; Martin, 2001; Martin, Worrell, Butler-Barnes, & Robinson, 2009). Participants consisted of 215 African American adolescents and 205 adults. Structural validity analyses yielded three factors in both samples, labeled Biblical Principles, Social Legacy, and Otherworldliness. Although not identical, the factors were similar across samples with coefficients of congruence in the .90 range. Internal consistency estimates were moderate ranging from .69 to .82. A new iteration of the scale will be presented to assess the underlying dimensions using a sample of 322 African American adults. Implications of the findings for improving the AAPFCS will be discussed as well as usage of the scale in understanding person-environmental fit issues among congregants.

**A Potential Protective Factor, But Why?:  
Moderating Influence of Fear and Other-Worldly  
Theology on the Relationship Between Religion and  
Substance Use**

*Ariel McField*, Prairie View A&M University; *Pamela Martin*, Prairie View A&M University

Historically, religion has proven to be a protective factor for substance use. However, limited literature examines specific factors that contribute to religion being a protective factor. In addition to the minimal research, issues exist regarding the various ways in which religion or religiosity may be defined. Moreover, there is a paucity of literature that examines religion as a multidimensional concept. More specially, theological orientation (i.e., religious messages) and/or emotions that may influence attitudes toward substance use. The purpose of this proposed study is to examine whether fear and other-worldly theology moderate the relationship between intrinsic religiosity and marijuana use (blunts) among a sample of African American college students. Findings will hopefully inform and improve interventions geared toward substance use treatment.

**The Relationship Between Theological Orientations  
and Mental Health Symptoms**

*Katina Harris*, Prairie View A&M University; *Pamela Martin*, Prairie View A&M University; *Logan Yelderman*, Prairie Veiw A&M University

The transitions and challenges of emerging adulthood places some individuals at high risk for adverse mental



health outcomes. Specifically, emerging adults reportedly experienced the highest level of stress compared to all other adult age groups (APA, 2017). Stress has been implicated in diminished psychological well-being including feelings of overwhelmed and symptoms of depression and anxiety. While mental health researchers have extensively explored the significance of religious practices, such as church attendance, very few research studies explore theological orientations (i.e., religious messages) and mental health outcomes among African American emerging adults. The current study explored relationships between theological orientations stress, depression, and anxiety. Findings and implications will be discussed.

### **077 Critical Theory and Critical Perspectives in Community Psychology Praxis: Catalyzing Transformational Change**

Symposium

**Day:** 6/26/2019 **Time:** 2:30-3:45 PM **Room:** NLU 5008

#### **Abstract**

One of the stated goals of Community Psychology is to utilize research and action to transform systems and structures that create limitations for the well-being of individuals, groups, communities, and society. We begin from this position that as they currently stand, our systems, structures, and communities do not function for the well-being of the majority of people; as Community Psychologists we play a role in understanding and dismantling these systems and structures of oppression. While transformation is often discussed in the field, few examples and applications exist to demonstrate how it is done and what the role of theory is in informing our transformational efforts. In this symposium presenters will position the concept of transformation in the ‘critical’, and work to deepen our understanding of how and why critical theory is important in our ability to create and sustain transformative changes within and between levels of analysis. Using theoretical and action oriented examples we will convoke the complexities of transformation as an actionable process and attainable outcome. Through discussions of critical theories, critical perspectives, and critical methodologies we will demonstrate the importance of infusing critical perspectives and critical theory into our collective efforts in order to transform societal structures and conditions by addressing structural injustices, and structural violence. This symposium will be made up of short presentations by each panelist, a facilitated process with session participants addressing key questions and connections between their own work and the concepts presented in the session, and finally, an engaged discussion to build on the ideas presented to position this continued work going forward.

#### **Chairs:**

*Natalie Kivell*, University of Miami

#### **Discussant:**

*Holly Angelique*, Penn State Harrisburg

#### **Presentations:**

### **Critical Theory for/against/with Community Psychology**

*Tod Sloan*, Global Center for Advanced Studies

This presentation lays out the core purposes of critical social theory (as developed by the Frankfurt School) and examines how well community psychology, fulfills these purposes in theory, research, and action. Critical theory can 1) explain the causes of social suffering and constraints on human agency, 2) indicate the actors capable of effecting change, and 3) provide criteria for criticism/evaluation and practical goals of transformation. The aim of critical theory is emancipation from systems of domination, with capitalism, racism, and sexism identified as the main causes of exploitation and oppression through 500 years of colonialism, imperialism, and globalization. In light of this analysis, scholar-activists can link with social movements to foster the development of a deeply democratic socialist feminist decolonial political-economic organization of society. Community psychology is much less specific than this about its political-economic goals, and even ‘critical community psychology’ rarely discusses the organizing strategies it might engage in to accompany and support radical social transformation. For good reasons, CP tends to focus on local projects or policies and attempts to foster participation to achieve change, but it neglects to address the mechanisms of power in the macro-system that maintain social injustice at the local level. Ironically, community psychology also tends to ignore the complex ways in which subjective/affective processes at the individual level are mediated by macro-level ideological processes that pass through the local interpersonal and group level of analysis and action. The consequence of ignoring this key move in critical theorizing is that community psychologists can only document and describe the social action they observe and hope to influence, but do not understand it deeply enough to contribute much as scholar-activists in collective struggles. The basic recommendation then is for scholar-activists to develop a synthesis of political-economic and subjective/affective analyses to inform every project and action plan.

### **Participatory Theory Development: Constructing an actionable and grassroots theory of Transformation in partnership with organizers and activists**

*Natalie Kivell*, University of Miami

In this presentation I will outline my dissertation study that used critical theory, critical epistemology and critical action to address the gap between how we think about and how we do transformation in Community Psychology. This study created a contextually-based, grassroots-developed, and academically informed theory of transformative change that was developed in

partnership with five community co-researchers in a recent Critical Participatory Action Research (C-PAR) study; a study that connected epistemic injustice, the invocation of transformation, and critical methodologies to better understand what transformation IS and HOW to do it. To develop this community driven theory of transformation, I constructed a custom methodology called Participatory Theory Development (PTD). This methodology was built on (1) the tenets of C-PAR, (2) the centering of marginal knowledge(s), and (3) literature on the decolonization of research and hierarchies of knowledge. After a participatory research design process and multiple rounds of data collection, myself, in partnership with community co-researchers engaged in participatory data analysis and theory building processes to construct a theory driven by the community and informed by academic literature. First, through iterative rounds of participatory analysis and theory building we created an aspirational model of transformation. Community co-researchers decided it was just that – aspirational. To ensure a useful and actionable theory we engaged in a critical theorizing process proposed by Weis and Fine (2004), to disrupt our aspirations and rebuild a model grounded in a critical understanding of practice. I will provide a brief overview of the findings of this study and position them as a proposed theory of transformation identifying mechanisms of, and collective practices for transformative change in the field.

#### **A transformative paradigmatic orientation to the study of relational empowerment**

*Erin Ellison*, California State University, Sacramento

Relationships are central to empowerment processes and contexts, and are required to build the sociopolitical power needed to make change (Christens, 2012; Maton, 2008). Thus, the work of relationship-building, maintenance, and repair, is integral to building power among groups lacking an equal share. Building on social reproduction theory, these central activities are considered relational labor. Within diverse organizing groups – and many other settings – relational labor includes engaging with the critical challenges of difference, and disrupting the reproduction of inequitable social structures (e.g., racism, sexism, classism, ableism). This empirical study of relational empowerment examined the distribution of relational resources (i.e., access to social, emotional and instrumental support) and burdens (i.e., providing relational labor) involved in navigating and resolving the reproduction of oppression, as well as organizational operations broadly, within an organizing setting. Participants were 29 labor organizers. Using social network analysis (SNA) and qualitative interview data, I examined the degree to which the organizing setting can be considered empowering, and explored the lived-experiences of organizers attempting to create a collaboratively competent, empowering organizing

setting. In this symposium, I share findings from this research, and focus on how my interactions and experience within social movement and labor organizing in California, paired with engagement with critical theory, shaped my understanding of empowerment, and equipped me to make a feminist intervention into the empowerment literature, thereby providing actionable research. Central to these experiences and epistemological insights, I discuss paradigmatic orientations to community psychology research, and the utility of a transformative approach to psychological science.

#### **Critical Community Theory and its Use In Chicago Mayoral Campaigns**

*Brad Olson*, National Louis University

This presentation uses critical community theory as it relates to the presenter's role as chief of policy in two different Chicago mayoral campaigns (2011 and 2019), supporting two progressive candidates from the West Side of Chicago. "Theory" toward transformative change should not be divorced from political action. Theory should be a guiding framework in a variety of real-life situations. It should be a practical tool that can help us understand something as complex as a large city, one that is not simply a large system, but a diverse set of systems. A mayoral campaign covers large geographic, ethnic, economic, and sets of political issues that go beyond specialization, beyond a specific research or evaluation project or prevention or program intervention; or issue content (e.g., gun control, immigration, mass incarceration). A large city is represented by communities within communities, and politics steeped in power differentials, economic disparities, backdoors, loot and clout, and racism. Is it naïve to think critical community psychology theory could play an important role within a campaign—its operations, platform issues, social media, press work, and debates? Can critical community theory be an engine of praxis toward transformation? How does critical community theory in a campaign match up to our far more common positive, strengths, or asset-based community psychology? Do we need both types of theories in community psychology to guide us at different times in different contexts, and if so, in what times and contexts does each work most effectively?

#### **078 Opportunities and Challenges in Using Survey Data in a Systematic Approach to Civic/Community Engagement**

Symposium

**Day:** 6/26/2019 **Time:** 2:30-3:45 PM **Room:** NLU 5016

#### **Abstract**

This symposium considers ways in which Chicago (and young people's engagement in its diverse communities) has played a role in understanding how to foster positive civic commitment (rather than alienated attitudes). This goes back nearly five decades. The

IEA's International Civic Education Surveys (the data source for two presentations) had its roots at about the time in the 1970s when Judith Torney-Purta and Chris Keys were on the faculty at the University of Illinois Chicago and developed its undergraduate community psychology program. Judith subsequently became a leader in IEA's four multi-nation studies collecting data in more than 40 countries in 1972, 1999 (CIVED), 2009 (ICCS09) and 2016 (ICCS16). Two presentations will use these data, available through CivicLEADS (ICPSR). The first presentation will investigate whether roots of the intolerance for minorities and immigrants among many adults today can be partially traced back to adolescents' attitudes assessed in 1999. Analyses of CIVED99 data from nationally representative samples in the U.S., Australia and England are included. The second presentation will analyze data from the two administrations of ICCS from Colombian 14-year-olds to examine trust, self-efficacy and perceptions of corruption. The third and fourth presentations have a local connection and present data from program evaluations of two large civic engagement programs working with Chicago students—a program of the Constitutional Rights Foundation-Chicago and of the Mikva Challenge (Soapbox Project). The symposium's purpose is to illustrate how the collection of data (either from large scale surveys or evaluation assessments) has an important role in understanding what motivates young people to be active in positive ways in their communities and in improving systematic program design. What obstacles are faced by these programs (and how can they be overcome)? The audience will be invited to suggest lessons from similar projects and from other sources of data.

**Chairs:**

*Judith Torney-Purta*, University of Maryland

**Discussant:**

*Chris Keys*, DePaul University

**Presentations:**

**Adolescents' Attitudes Twenty Years Ago as Precursors of Collective Resentment among Today's Adults in the U.S., Australia, and England**

*Judith Torney-Purta*, University of Maryland; *Frank Reichert*, Hong Kong University

Advances in community research and action have been weakened by an unanticipated surge of collective resentment among adults. This resentment is expressed against immigrants and minority group members (who are participants in many community psychology initiatives). This resentment has become visible in election campaigns and in cuts for some community programs. This has been true in the United States and England, and to some extent in Australia. Could psychologists have foreseen how resentment of immigrants and minorities among adolescents might contribute to this political situation 20 years later? To address this we examine data from students tested in 1999 when they were 14. They represent the generation

now in its thirties. We use latent class analysis to examine profiles of political attitudes with data from the IEA CIVED 1999 Study of nationally representative samples of 14 year olds. We focus on 3 of 28 countries surveyed. Latent class analysis identified five profiles of attitudes among adolescents. The Activists (with positive attitudes toward minorities and immigrants and a belief in citizen's participation in the community) constituted only 15%; another 15% supported rights (especially women's rights) but they were not especially likely to participate in the community. The Indifferent profile, with scores near the attitudinal means, constituted about 33%. Of concern are two profiles groups identified as Disaffected (25%) and Intolerant (11%). These adolescents were characterized by anti-immigrant attitudes, as well as negative perceptions of ethnic groups and women's rights. Some showed low government trust. Disaffected adolescents were over represented in the United States. Individuals from this generation, now in their early thirties, appear to have formed the core of those expressing collective resentment in recent U.S. elections and in the Brexit vote. We briefly discuss how community and school contexts might minimize collective resentment and widen support for community psychology programs.

**Using Data from Multiple Methods Across Ecological Systems to Support Colombian Adolescents' Prosocial Civic Engagement**

*Gabriel Velez*, University of Chicago; *Ryan Knowles*, Utah State University

Civic self-efficacy is a dimension of civic engagement important in adolescence, and it is linked to sociopolitical contexts in communities and schools. Data analysis using international datasets in a systems-oriented approach has demonstrated the importance of micro-level variables like democratic school climate, as well as broader macro-level international trends. However, investigations using international datasets have seldom been situated within national socio-political developments. In this study, we delve into the case of Colombia to explore how international data sets can be used to understand changing adolescent civic engagement within national political contexts. Colombia has a long history of armed conflict. The Colombian government recently signed peace accords with the oldest and largest guerrilla group, but this process has been accompanied by growing political polarization and several corruption scandals. We use the ICCS09 and ICCS16 data to investigate differences in trust, civic self-efficacy, and acceptance of corruption between these two cohorts. Colombian adolescents demonstrated higher levels of civic self-efficacy in 2016, but also lower levels of institutional trust and greater acceptance of corruption. To demonstrate how these international datasets can be made relevant to local contexts, we triangulate these quantitative findings from the two IEA survey data collections with data from interviews with Colombian

adolescents across the country. This integrative multi-method approach provides an enriched understanding of how to support young people's positive civic commitments. Interpreting these results, young people's civic development can be understood as embedded within multiple ecological systems (e.g. local community and school, national events such as peace processes, and international trends like changes in adolescents' institutional trust and attitudes toward conventional citizenship). We identify policy choices that could be more attentive both to young people's psychological development and to broader community and national trends and processes.

**Action-Based Communities: The Opportunities and Outcomes of a Policy-focused Civic Engagement Project in Chicago and Feedback from Evaluation Data**

*Tiffani Watson*, Constitutional Rights Foundation  
Chicago

The Constitutional Rights Foundation Chicago (CRFC) engages fourth to eighth grade students across Chicago in a civic-education curriculum that focuses on students "civic learning through doing within community public or school policy and then formulating challenges to selected policies. CRFC participating teachers begin by assessing student civic knowledge and understanding of issues through a pretest. Then participating students explore their community with structured and unstructured methods, identify problems and potential root causes, conduct research, write about their selected problem, and then consider public policy options. Next, students design and implement a civic project presentation related to the problem, share their recommendations with local community leaders, business experts and policy makers, and reflect on what they have learned. Finally, student knowledge is assessed at the conclusion of the project. The panel presentation will discuss the strengths, opportunities, and outcomes of implementing a civic education project with these parameters across a large metropolitan area. Ways of using data from the plans for these projects and from the civic knowledge and understanding tests will be examined.

**School-based, Civic Engagement Research Involving Chicago Public School Students: Outcome Data, Opportunities and Challenges**

*Molly Andolina*, DePaul University; *Hilary Conklin*, DePaul University

This presentation discusses challenges and opportunities associated with implementing and analyzing an action civics program developed by a youth-focused, Chicago-based organization -- Mikva Challenge. In Fall 2015, we collected quantitative and qualitative data from students and teachers who participated in Mikva Challenge's Project Soapbox;

this is a public speaking curriculum situated in a community setting in which students choose and learn about an issue of importance to them. They then develop and deliver a speech on that topic. We will describe what students report gaining from their participation in Project Soapbox, and the ways in which the curriculum encourages the development of competencies useful in community settings and more broadly. We illustrate how a multi-method, multi-sample (students and teachers) research design allowed us to better understand the impact of the curriculum and feed that back to those implementing the program. We will consider issues we encountered with both replicating measures from large, national surveys and employing newly-developed indicators. Finally, we provide an assessment of the challenges faced by scholars interested in school-based and community-focused civic education/engagement (and some routes to overcoming them).

**079 Lean In and Don't Count Us Out: Intersection of Theory and Practice Through the Experiences of the Students of Non-Traditional/Adult Learner Programs**

The Innovative Other

**Day:** 6/26/2019 **Time:** 2 PM **Room:** NLU 5028

**Abstract**

The most popular theory within the discipline of Community Psychology is sense of community theory. The incorporation of the four (4) key pillars of the theory, membership, Influence, Integration & fulfillment of needs and shared emotional connection (McMillan & Chavis, 1986) among non-traditional/Adult learner student captures a unique element of understanding and progression. The adult students rigorous andragogical process and practical engagement of theory ensures increased diversity in institutional thought leadership, academic engagement, professional development, networking and support for defining or redefining best practices. Along with well-structured recruitment and retention aligned with persistence and success, Wlodkowski & Kasworm (2003) asserts that a sense of community in adult learners is also key in their success inside and outside of the classroom. The facilitators and discussants of this session are all non-traditional/adult learner current or former students providing insight on multidisciplinary approaches in various aspects of careers through a global community psychology lens, from corporate trainers, non-profit leaders to academic administrators and subject matter experts.

**Chairs:**

*Janet Jamison*, National Louis University; *Deveda Francois*, National Louis University; *Geraldine (Geri) Palmer*, Adler University; *Patricia Luckoo*, National Louis University; *Hana Masud*, National Louis University; *Tonya Roberson*, National Louis University; *Lori Markuson*, National Louis University; *Moshood Olanrewaju*, National Louis University;

*Jacqueline Samuel*, National Louis University; *Norma Seledon*, National Louis University

**080 From “Why” to “How”: Methods, Key Ingredients and Future Directions in Fostering Positive Communities**

Symposium

**Day:** 6/26/2019 **Time:** 2 PM **Room:** NLU 5030

**Abstract**

Until recently, research and practice in positive psychology have mostly focused on the individual level. Indeed, the potential of positive psychology for the benefits of communities, including marginalized, oppressed and underprivileged groups, has mostly been ignored. In fact, most studies in positive psychology have been conducted in western, educated, industrialized, rich and democratic societies (Henrich, Heine, & Norenzayan, 2010). The application of their findings is therefore limited to the privileged. Nevertheless, critical research on the importance of cultural and contextual factors of well-being is rapidly growing (e.g., Rao & Donaldson, 2015) and practical use of positive psychology through community interventions are increasing (see Lomas, 2015). While a discussion has been started at the last SCRA biennial regarding the integration of community and positive psychology in the promotion of well-being (see Coulombe et al., 2017), few exemplary methods, guidelines and recommendations have been proposed. This symposium aims at reflecting together on the current methods and challenges of positive psychology interventions in the context of communities. With a participatory presentation, we hope to solicit the experience and expertise of the audience in order to discuss how to effectively foster positive communities. References Coulombe, S. [session organizer]. (2017, June). Integrating community psychology and positive psychology for promoting well-being: Intersections, complementarities and challenges. Symposium conducted at the Biennial Conference of the Society for Community Research and Action, Ottawa, ON. Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, 466(7302), 29. Lomas, T. (2015). Positive social psychology: A multilevel inquiry into socio-cultural wellbeing initiatives. *Psychology, Public Policy, and Law*, 21(3), 338-347. Rao, M. A., & Donaldson, S. I. (2015). Expanding opportunities for diversity in positive psychology: An examination of gender, race, and ethnicity. *Canadian Psychology/Psychologie canadienne*, 56(3), 271.

**Chairs:**

*Janie Houle*, Université du Québec à Montréal

**Presentations:**

**Positive Community Interventions : Review of Current Practices**

*Corentin Montiel*, Université du Québec à Montréal

While the field of positive psychology has made great progress in the development of interventions aimed at promoting individual well-being, increasing efforts to apply socially-focused well-being interventions are undergoing (Wall et al., 2009). This introductory presentation will lay the groundwork for the three subsequent lecturers. Based on a short review of the scientific literature, recurring methods, ethical issues, and praxis will be discussed to provide an overview of the current state of the research on positive communities.

**The Good Community: How Mattering Connects Fairness with Wellness**

*Isaac Prilleltensky*, University of Miami

The author will argue that the good community consists of three fundamental pillars: fairness, wellness, and mattering. Wellness, as an outcome, depends on social and psychological processes. Fairness is a social process, whereas mattering is a psychological one. There is evidence that fairness and mattering affect wellness independently. The presenter will argue that mattering mediates between fairness and wellness. Fair or unfair exchanges enhance or diminish the sense of mattering of citizens, which, in turn, is going to affect their levels of wellness. For communities to flourish, they must attend to the roles of wellness, fairness, and mattering, and to the interactions among these three factors. Evidence will be provided that workplaces, communities, and nations with higher levels of fairness achieve higher levels of physical, psychological, and social well-being. To promote a society where all members feel like they matter, and all experience high levels of wellness, we must devote resources to fairness, which, in many ways, is the cause of the causes of suffering and well-being. Lack of fairness is the cause of many interpersonal, organizational, and community problems. Unprecedented levels of inequality, resulting from lack of fairness, are causing the rise of nationalism and suffering. Fairness will be defined as the practice of distributive and procedural justice. Mattering will be defined as the experiences of feeling valued and adding value. Wellness, in turn, will be defined as a positive state of affairs in interpersonal, community, occupational, physical, psychological, and economic well-being. To foster a good community, we must educate children, adolescents and adults about the connection among these three factors, and we must enact policies and practices in families, schools, communities and nations that seek to foster wellness with fairness.

**Merging Knowledge and Sharing Power as Key Ingredients to Positive Communities**

*Janie Houle*, Université du Québec à Montréal;  
*Stephanie Radziszewski*, Université du Québec à Montréal

In order to reduce social health inequalities and

improve well-being of underprivileged populations, community-based participatory research addresses the power differentials existing between researchers, stakeholders and community members (Israel et al., 2018). However, there often remains an unfair gap between those who make the decisions and those who must live with the consequences, undermining social justice and the sense of mattering for these populations. Our research team has encountered such challenges in two current research projects conducted in public housing in the province of Quebec, Canada. Flash on my neighborhood began in 2014 and is deployed in six sites throughout the province (Houle et al., 2017). The tenants were involved following the peer-research method (Roche, Guta, & Flicker, 2010) to increase their power in the research process. Although some results were achieved with regards to improving well-being and the tenants' residential environment, structural obstacles limited the tenant researchers' scope of undertaking. Lessons learned through this first project led to Synergy, an innovative study that will allow for tenant researchers to co-create health promotion initiatives with senior executives of four domains (health and social services, municipal, housing, and community organizations). This new project is underway in a first site with the intention of scaling up to three additional sites in the provinces of Quebec and Ontario, Canada in the next few years. Concrete examples from the two research projects will be used to illustrate the methodological, ethical, and praxis challenges as well as related opportunities. The lecturer will conclude the presentation with recommendations on ways we could improve the methods and processes of fostering and researching positive communities.

#### **Where do Communities Flourish? The Need to Consider the Complexity of Person-Place Transactions in Order to Foster Wellbeing**

*Simon Coulombe*, Wilfrid Laurier University

While positive psychology has been criticized for its focus on individual interventions to promote wellbeing, community psychology intends to offer an alternative, more comprehensive perspective taking into account the multiple layers of social ecological factors that may impact wellbeing. However, among these factors, space-related ones (although pervasive in our everyday life) are still often neglected or not fully considered by most psychologists, including community psychologists. In that presentation, the speaker will argue that for interventions to be truly social ecological and more effective, greater attention needs to be devoted to understanding the ways wellbeing experiences and health promotion activities are embedded in and influenced by people's transactions with the physical and symbolic aspects of space. The presenter will highlight illustrative findings on the relation between experiences of space and wellbeing from research in environmental psychology, architecture and design, urban planning, public health,

and medical geography. Based on the integration of the Psycho-Environmental Potential model (Jutras, 2002; Steele, 1973) and the notion of Geographically-Based discrimination (Fleury-Bahi & Ndobbo, 2017), the presenter will also propose an integrative framework highlighting how due to structural injustices several marginalized communities experience negative transaction with space (even in settings said to be "safe", such as clinical contexts or private spaces) that are hindering the satisfaction of their basic psycho-environmental needs such as identity, privacy, pleasure, and growth-related needs. Building on his work and experiences in schools, workplaces and residential spaces, the presenter will offer recommendations on individual and environmental interventions and community-based processes that can be implemented to work with communities towards reducing environmental injustices and promoting flourishing 'in space'.

#### **Discussion**

*Stephanie Radziszewski*, Université du Québec à Montréal; *Kadia Saint-Onge*, Université du Québec à Montréal

A collective exercise inspired by Group level assessment (Vaugh & Lohmueller, 2014) will enable participants to reflect on the theme of the symposium. Participants will be asked to move across the room to answer four questions facilitated by the presenters: 1) What are the other types of exemplary methods you know about or use in your practice/research? 2) What are the current challenges you see in using positive psychology to promote well-being in communities? 3) What is the future you wish for the field? 4) What should be done to get there? The questions will allow the participants to focus on the challenges and opportunities currently faced in the research concerning positive communities. They will also be asked to suggest directions to follow to enable the field to have a flourishing future. References Vaughn, L.M., & Lohmueller, M. (2014). Calling all stakeholders: Group-level assessment (GLA) - a qualitative and participatory method for large groups. *Evaluation Review*, 38(4), 336-355.

#### **081 Propelling a Movement for Equitable Justice: Opportunities and Challenges for Community Psychology in Criminal Justice**

Roundtable Discussion

**Day:** 6/26/2019 **Time:** 2:30-3:45 PM **Room:** NLU 5031

#### **Abstract**

Throughout history, issues related to the criminal justice system have been intricately linked with inequity and social injustice. Community psychologists hold unique potential to affect change in this arena. However, community psychology is less frequently identified as resource for those embedded in criminal justice research and practice. In this roundtable, we explore opportunities for community psychologists to

stimulate transformative change in criminal justice-related topic areas. We will begin by a brief presentation from several criminal justice interest group members showcasing examples of how community psychologists are engaging in research and practice related to the criminal justice system. Next, we will invite attendees to engage in a group discussion reflecting on the opportunities and challenges associated with applying community psychology values in this area. The discussion will encourage reflection of tensions that may emerge both personally and professionally when seeking to balance frequently divergent and sometimes divisive perspectives. This conversation is the first step in a process of crosswalking community psychology values with criminal justice issues and defining a roadmap for community psychologists to promote enhancements in equitable justice for marginalized populations.

**Chairs:**

*Kassy Alia Ray*, Serve & Connect; *Jessica Shaw*, Boston College; *Rachael Goodman-Williams*, Michigan State University

**082 Surf Therapy Around the Globe**

Symposium

**Day:** 6/26/2019 **Time:** 2 PM **Room:** NLU 6013

**Abstract**

Over the past fifteen years, surf therapy programs have developed around the globe as a means of promoting physical and mental health through combining psychoeducation, peer support, and surf instruction through an inclusive social environment. While research on surf therapy is emerging, benefits of surf therapy have been experienced by a wide variety of populations. Surf therapy represents both a supplement and alternative to traditional psychotherapy. The recent emergence of the International Surf Therapy Organization (ISTO), committed to the collaboration of practitioners and researchers, presents an interesting opportunity for community psychology practitioners and researchers to become involved in the collaboration. In this symposium, the discussant will introduce the concept of surf therapy and provide a context for the presentations. The first presentation will describe the collaborative development of ISTO as well as the benefits and challenges associated with sharing data across different programs and populations. The other three presentations will highlight benefits to participants from three programs currently conducting research with different populations - Presentation 2 will focus on at-risk youth, presentation 3 will focus on youth with Autism Spectrum Disorder and presentation 4 will focus on active duty service members. An interactive discussion exploring the universal benefits of surf therapy with session attendees will follow the presentations. And, since this is the introduction of surf therapy to the field of community psychology, there will also be time for questions toward the end of the session.

**Chairs:**

*Gregor Sarkisian*, Antioch University Los Angeles, Jimmy Miller Memorial Foundation, International Surf Therapy Organization

**Discussant:**

*Kris Primacio*, International Surf Therapy Organization, Jimmy Miller Memorial Foundation

**Presentations:**

**The International Surf Therapy Organization (ISTO): Development of a Global Coalition.**

*Matt Mattila*, International Surf Therapy Organization, Waves4Change

The Surf Therapy community found success in working with a number of beneficiary groups including Veterans with PTSD, people on the Autism spectrum, youth dealing with trauma from violent communities, and many other psychological challenges. From South Africa to Scotland, researchers from leading organizations collected findings on the psychosocial benefits of surf therapy. Until recently, evidence was limited and hard to find. Several programs came together under a collective impact framework to help build and share the evidence base for the Surf Therapy sector. These programs collected, organized, and shared a list of peer-reviewed publications for surf therapy. They committed to regular workshops and communications to collaborate on research projects. The collective also developed a set of data collection tools for programs to help establish their own evidence and contribute to the sector knowledge. This paper will review the process of establishing the International Surf Therapy Organization (ISTO), explore the evidence they've collected thus far, and propose potential next steps for the group. As Surf Therapy organizations matured, they began collecting data to improve their programs, track participant progress, and contribute best practices to the sector. Most programs could only compare progress against themselves. When programs did learn of peers in the Surf Therapy sector, some were reluctant to share findings with programs they were unfamiliar with. Several leading programs worked to launch a collaborative effort to connect any programs who collected and were willing to share evidence. Over the past year, ISTO has added over 30 organizations to commit to openly sharing research across the sector. The organization hosts an annual conference to share best practice and continue improving the standards of the sector. With a declaration, website, and open sourced tools; the organization is prepared to launch a large-scale collaborative research effort.

**A Day of Surfing with the Jimmy Miller Memorial Foundation and Hope Among At-Risk Youth**

*Gregor Sarkisian*, Antioch University Los Angeles, Jimmy Miller Memorial Foundation, International Surf Therapy Organization

The Jimmy Miller Memorial Foundation (JMMF) ocean therapy program was first implemented in 2005 to increase perceived self-efficacy and physical activity among at-risk youth through engagement with the ocean environment. The program is designed to provide an inclusive and supportive social environment where participants can reflect on the process and experience of acquiring new skills in a safe but unpredictable ocean environment. The one-day ocean therapy program includes 1) an opening circle where participants share their experience around a given theme, 2) a surf lesson on land, 3) a surf lesson in the ocean, 4) lunch, and a closing circle with opportunity to reflect on the theme of the day and other learnings. The current study reports on data collected from summer 2017. The methodology included a mixed-method approach. Qualitative data included drawings and associated text reflecting participants' experience of the day. Drawings and associated text were coded based on prior research by Benninger and Savahl (2016) exploring what youth find beneficial in social programs. Based on the coding of 73 drawings, 95% expressed experiencing opportunities for learning and fun, 90% expressed a positive attitude about their self-identity or self-concept, 64% expressed feeling safe, and 62% expressed experiencing social support and inclusion. Quantitative data included a pre-test, post-test design using Snyder, et al.'s (1997) Children's Hope Scale, a six-item measure that defines hope as including pathways and agency as they relate to future goals. A paired samples t-test was conducted to compare mean scores on Children's Hope before and after participating in ocean therapy (N=71). There was a statistically significant increase in mean scores on the Children's Hope Scale (Before: M=26.6, SD=6.7; After: M=28.1, SD=6.6;  $t(70)=-3.70, p=0.000$ ). These results suggest that ocean therapy positively affects Children's Hope.

#### **Simplified Surfing as a Therapeutic Tool for Children Diagnosed within the Autism Spectrum Disorder (ASD)**

*Giovanni Martinez*, Surf4Dem, Inc., International Surf Therapy Organization

In an effort to develop alternative methods of intervention for children with an ASD diagnosis, a pilot study that measured the social and communication skills acquired after sessions of surf therapy were evaluated in a pre-test and post-test. The surveys of the study indicate that the average scores for all the skills evaluated in the post-test are greater than those of the pre-test. When comparing test scores, significant differences were found between participating of the surf intervention and the following skills ( $p < .05$ ): The social communication skill that reported the greatest change was "offers help to people who need it" (93.5%), "spontaneously converses with other people" (92.6%), "likes to share in social activities" (84.0%), "shows sympathy towards other people, socialize" (83.2%), "provide information and ask questions when

you talk" (79.8%), "looks at the face of the person with whom he talks" (79.0%), "understands when someone needs help" (75.0%), "speaks in a normal tone" (62.0%), "had previous experience with alternative therapy" (58.7%), and "responds to his name" (50.0%). The results of the study showed that the post-test scores were almost three times higher (73.9%) than those of the pre-test. This provides the necessary scientific evidence to affirm that the study participants showed great progress in the execution of the participants after been exposed to the surf intervention. Based on the results of this study, it is concluded that there is scientific evidence necessary to establish the sport of surfing as an alternative non-traditional method very effective in the development and stimulation of social and communication skills in children with the Autism Spectrum Disorder.

#### **Changing the Tide: Psychological Outcomes among Active Duty Service Members Following a Surf Therapy Program**

*Kristen Walter*, Leidos, Naval Health Research Center, International Surf Therapy Organization; *Nicholas Otis*, Leidos, Naval Health Research Center; *Travis Ray*, Leidos, Naval Health Research Center; *Lisa Glassman*, Leidos, Naval Health Research Center; *Alexandra Powell*, Leidos, Naval Health Research Center; *Mathew Humphreys*, Naval Health Research Center; *Betty Michalewicz-Kragh*, Naval Medical Center; *Cynthia Thomsen*, Naval Health Research Center

Surf programs for individuals with psychological conditions exist; however, data evaluating such programs are limited. **PURPOSE:** This study examined psychological outcomes among active duty service members participating in a surf therapy program at Naval Medical Center San Diego. **METHODS:** Seventy-four active duty service members completed self-report questionnaires before and after the 6-week program and before and after each surf therapy session. **RESULTS:** Multilevel modeling results demonstrated that total scores for symptoms of depression ( $\beta = -2.31, p < .01$ ), anxiety ( $\beta = -3.55, p < .001$ ), posttraumatic stress disorder (probable PTSD subgroup only;  $\beta = -14.55, p < .001$ ), and negative affect ( $\beta = -6.40, p < .001$ ) significantly decreased from pre- to post-program, while positive affect significantly increased ( $\beta = 9.46, p < .001$ ). Within each session, depression/anxiety symptoms significantly lessened ( $\beta = -3.35, p < .001$ ) and positive affect significantly improved ( $\beta = 8.97, p < .001$ ). Within-session changes did not differ across sessions ( $p > .05$ ). Results for subgroups with probable PTSD or major depressive disorder were comparable to those of the full sample. **CONCLUSION:** Immediate benefits of surf therapy included significantly reduced depression/anxiety and increased positive affect. As a complementary intervention, surf therapy may improve depression, anxiety, and PTSD symptoms, with potentially unique benefits on affect. This study was funded by the Navy



Bureau of Medicine and Surgery. Clinical trials registration number NCT02857751.

**083 Promoting Resilience in Children and Adolescents in Adverse Conditions. Research in Community Psychology Symposium**

**Day:** 6/26/2019 **Time:** 2:30-3:45 PM **Room:** NLU 6017

**Abstract**

Living in adversity is certainly difficult especially to vulnerable populations, who are at risk of social exclusion due to poverty, illness, trauma and orphanhood. Researchers and practitioners have focused for decades on deficits and hardships, where it would be more empowering and effective to focus on resilience and coping abilities. This symposium addresses promoting the resilience and coping abilities of children and adolescents living in hardships in Egypt, India, Nepal, Italy, and South Africa. The first paper assesses the resilience of adolescents raised in institutional homes in Cairo, Egypt and identifies the factors that facilitate resilience. The second paper describes a trauma healing and resilience framework utilized with adolescent and young adult survivors of sexual exploitation (SE), labor trafficking, abuse and those at risk in India and Nepal. The third paper describes an intervention in a pediatric hospital in Italy to promote resilience, with teachers who are working with hospitalized children. The fourth paper discusses the way in which children's self-concept is influenced by the socio-cultural-political environment and how this further impacts children's strategies for resilience in Cape Town, South Africa. And the fifth paper discusses promoting resilience of underprivileged adolescents through using a resilience methodology. Across the papers there are common themes of how at risk children and adolescents facing social exclusion, oppression, poverty, and trauma, are able to gain resilience and cope with their difficult situations. And how resilience is promoted through self-concept, self-efficacy, opportunities for escape, development of strengths and skills, having a sense of cohesiveness and social responsibility and the availability of social support.

**Chairs:**

*Noha Emam Hassanin*, The American University in Cairo

**Discussant:**

*Hana Shahin*, Wichita State University

**Presentations:**

**Assessing the Resilience of Adolescents Raised in Institutional Homes in Cairo, Egypt**

*Noha Emam Hassanin*, The American University in Cairo

Orphans in Egypt face discrimination at school, in the workplace and when finding a marriage partner. They also are at risk for developing physical, emotional and intellectual delays as a result of residing in an

orphanage. The small amount of research conducted on orphans in Egypt has focused on these deficits and the hardships. However, it may be more empowering and more effective to focus on the strengths and capabilities of these youth. In particular, during adolescence when Egyptian orphans must leave their institutions, it is especially important to understand how to promote resilience and give them the tools they need to handle the coming challenges of life, particularly in the context of the stigma they will face. The current study assessed the resilience level of youth who resided in orphanages between the ages of 16 and 21, using the Arabic validated version of the CYRM-12 (The Child and Youth Resilience Measure). Those youth who scored the highest on this scale were then interviewed in order to investigate the factors that enabled their resilience. Forty-one youth were surveyed with a mean resilience score of 48.68, indicating high resilience. The youth who were interviewed emphasized the importance of having close supportive relationships especially with a caring adult, and they appreciated having access to material resources especially education. They also had a sense of cohesiveness inside their orphanages, and a sense of social responsibility toward their communities, their places of worship and other orphans. The interviewees were exposed to discrimination, but were able to navigate their way through this challenge using the support from the close relationships, their faith and religion, accepting who they were as orphans, and not caring about what others thought of them. They displayed high levels of self-efficacy and felt in control of their own situations and lives.

**Youth Resilience and Human Trafficking in South Asia**

*Samantha Kinkaid*, Pacifica Graduate Institute

It is a widely known survivors of child sexual exploitation (CSE) and trafficking do not have adequate access to care, the length of treatment is not sufficient given the level of trauma, and the type of care provided - largely therapy that is focused on cognitive and behavioral challenges, often with medication that merely dampens symptoms - does not result in sufficient healing and restoration for the success and well-being of the survivor long-term. This study posits community models of trauma healing and building resilience—informed by indigenous psychologies and ecopsychology—are better suited to support the short-term and long-term health and well-being of the child survivor. The Trauma Healing and Resilience (THR) framework is an example of an accessible psychophysiological model that addresses both the surface symptoms and deeper layers of trauma in the body-mind-spirit of a survivor and is being utilized currently in South Asia with survivors and NGOs who support this population.

**School in Hospital. A Project for Improving Resilience in Teachers**

*Moira Chiodini*, University of Florence & LabCom (Community Psychology Social Enterprise); *Elisa Guidi*, University of Florence & LabCom (Community Psychology Social Enterprise); *Patrizia Meringoloo*, University of Florence & LabCom (Community Psychology Social Enterprise)

The technique of storytelling, and of the photovoice, which uses the ability to build stories from images, was used in the "School in hospital" project, for improving teachers' resilience skills. Supporting a child who is living the tragic experience of the illness and hospitalization, the trauma of leaving the house, school, and friends, requires the development of teachers' resilience. Helping adults to discover their strengths allows them to build a resilient relationship with the children they work with. Storytelling allows merging the elements coming from stories, or games, in order to foster a transformation and the children ability to face the critical issues. The same event can lead to opposite outcomes. The emotional state of a person who suffered a great trauma can range from shame to anxiety, to depression, but even to pride and self-esteem for having overcome a difficult experience. Through the construction of stories of resilience, teachers become aware of their resources and skills, and able to increase the energies of children, families, individuals and communities. Promoting resilience with children in the hospital means – for teachers – to be a steady reference point for them (and for their families); give positive messages as suggestions for the future; be able to get help in critical situations; and, above all, improve flexibility that is the main feature of resilience.

#### **Children's Discursive Construction of the "Self"**

*Elizabeth Benninger*, Case Western Reserve University; *Shazly Savahl*, University of the Western Cape, Cape Town, South Africa

The ways in which children construct and assign meaning to the 'self' could have an impact on their social and emotional well-being, including their coping skills, relationship formation, and behavior. Furthermore, a child's understanding of the 'self' could influence the way in which they make meaning out of their experiences and internalize these experiences as a means of understanding one's abilities and self-worth. Conditions of poverty and oppression could negatively impact the development of the self-concept and a child's overall well-being. Such conditions exist in South Africa, where the aftermath of apartheid system of structural racism continues in the form of social inequity, poverty, and violence. This study utilized a child participation framework to explore children's discursive constructions of and meanings assigned to the 'self' within two urban communities of the Western Cape, South Africa. Eight focus group discussions were conducted amongst fifty-four children between the ages of nine to twelve. Thematic and discourse analysis were used to analyze the findings. The themes of

childhood, social connectedness, and children's spaces were identified as influences on a child's self-concept. Four underlying discourses emerged within the themes as central to the participant's self-constructions. These included; (1) 'forfeited childhood,' (2) 'vulnerability and helplessness,' (3) 'preserving the integrity of the self,' and (4) 'opportunities for escape.'

#### **Working with Adolescents in Underprivileged Communities in Cairo, Egypt**

*Rasha Salem*, Save the Children

Within diverse underprivileged communities in Cairo, Egypt adolescents share similar need for character building, self-awareness and interpersonal skills to make decisions and solve problems with respect to their contexts. As part of Save the Children staff, I find the resilience manuals giving the opportunity for social workers, facilitators and psychologists to meet these needs but with a tool which allows for ongoing tailoring and audience analysis. The Save the Children Resilience Methodology presents the importance of being age, gender and culturally sensitive while conducting field-based trainings. In this falls the strength of grasping individual differences which can be hidden within groups. When training with resilience manuals and methodology the trainer has the eye for noticing differences and treating the trainees with respect to such differences. This enriches training and allows the youth and adolescents to feel that they are learning in a safe environment. Safe learning environments are essential for trainings to have an impact on this specific age group. Another impact which resilience brings to the training field is the need for trainers to conduct on-going analysis. This would imply that changes are welcomed to respond to the reactions of the trainees. The manuals contain the preparatory analytical sessions which allow for the trainees to go through activities of self-awareness and to express themselves. This allows trainers to learn about trainees and tailor their material accordingly.

#### **084 The Future Existence of Community Psychology as a Discipline**

Roundtable Discussion

**Day:** 6/26/2019 **Time:** 2:30-3:45PM **Room:** Palmer House The Spire Parlor

##### **Abstract**

This roundtable discussion focuses on the future of Community Psychology as a discipline when Community Psychology faculty are migrating to departments other than Psychology and doctoral degree granting programs are increasingly becoming interdisciplinary or concentrated in practice-, rather than research-, focused universities. This session brings together scholars from the U.S., Canada, Japan, Italy, Australia and South Africa to discuss what Community Psychology training looks like in these six countries. After a description of each country's training, audience members will be invited to respond and share their own

experiences. The facilitator will then guide the discussion towards how community psychology can best position itself to survive as a discipline within the changing, and perhaps shrinking, contexts. Questions will include such issues as the future of Community Psychology as a discipline when programs are closing, becoming interdisciplinary, and faculty are in departments other than Psychology. This roundtable includes participants from countries with varying levels of Community Psychology education. For instance, Australia has only one masters level Community Psychology program left nationally, that is accredited by the Australian Psychology Accreditation Council. While Italy has more Community Psychology programs and coursework in Community Psychology is embedded into the general requirements for undergraduate Psychology students. In contrast, Japan has no official Community Psychology programs at either the undergraduate or graduate levels despite the large membership (500+) in their Community Psychological organization and many college-level Community Psychology courses offered. By comparing and contrasting the existence (and perhaps endangerment) of the discipline in a variety of countries, and including facilitated audience discussion, we aim to draw attention to our pressing needs as a field and the ways in which we can promote our success – or at least prevent our extinction. This round table connects to the theme of: Practice, professional development, and core competencies of CP.

**Chairs:**

*Stephanie Reich*, University of California, Irvine; *Ronelle Carolissen*, Stellenbosch University; *Donata Francescato*, University of Rome; *Manuel Riemer*, Wilfred Laurier University; *Toshi Sasao*, International Christian University; *Christopher Sonn*, Victoria University

**085 “What Are You Going To Do With That Degree?” A Conversation with Early Career Community Psychologists**

Roundtable Discussion

**Day:** 6/26/2019 **Time:** 2:30-3:45 PM **Room:** Palmer House The Water Tower Parlor

**Abstract**

Many students pursuing degrees in community psychology often wonder, “What am I going to do with this degree after I graduate?” Given the immense number and variety of careers held by community psychologists (O’Donnell & Ferrari, 2000), students may be unclear about, or overwhelmed by their options. The purpose of this roundtable is to convene early career community psychologists (1-5 years post-graduation) to highlight the diverse career paths that they followed in an effort to provide concrete examples of careers that budding community psychologists may pursue, as well as advice for how to get there. The roundtable will feature six early career community psychologists who hold a variety of positions and work in settings including community-based centers,

government offices, museums, and universities. The presenters are diverse in terms of their education backgrounds and include Bachelors-level, Masters-level, and Doctoral-level community psychologists. Each presenter will open with a brief description of their current position and the trajectory that led them to their career. Then, the discussant will facilitate a Q&A session during which audience members will have the opportunity to ask questions they have for the presenters. The session will end with concluding remarks from the discussant. Audience members will leave with a handout of career development resources and advice the presenters found to be helpful in their own career development as community psychologists.

**Chairs:**

*Alison Mroczkowski*, Museum of Science and Industry, Chicago; *Christopher Beasley*, University of Washington - Tacoma; *Kylon Hooks*, Howard Brown - Broadway Youth Center; *Jaclyn Houston Kolnik*, Illinois Criminal Justice Information Authority; *Carlos Luna*, Green Card Veterans LULAC Council #5310; *Gloria Segovia*, Museum of Science and Industry, Chicago; *Shannon Williams*, University of Illinois, Chicago

**086 Understanding and Addressing Homelessness: An Ecological Investigation of Policy-Makers, Citizens, Homeless Service Providers and Homeless Service Users in Europe**

Symposium

**Day:** 6/26/2019 **Time:** 2:30-3:45 PM **Room:** Palmer Salon 12

**Abstract**

Housing First is an evidence-based practice that more effectively reverses homelessness and promotes recovery than traditional services (i.e., Continuum of Care; Staircase; e.g., Busch-Geertsema, 2014; National Alliance to End Homelessness, 2016). The European Commission recently endorsed the implementation of ‘housing-led’ strategies like Housing First at national, regional and local levels (European Commission, 2013). However, in Europe, only a minority of programs have reconfigured their services toward Housing First or implemented new Housing First services. “Homelessness as Unfairness” (Home-EU) is a multi-country, longitudinal project funded by Horizon2020, the European Commission’s largest research and innovation program. The overarching goal of Home-EU is to use evidence-based research to influence homeless policies and practice. This interdisciplinary project takes a capabilities and ecological approach to understanding how European citizens, policymakers, and stakeholders respond to and address homelessness as an extreme form of social inequality and injustice. We aimed to map the readiness of eight European countries: France, Ireland, Italy, the Netherlands, Poland, Portugal, Spain and Sweden, to mainstream the Housing First approach. Since 2016, our partners have been compiling qualitative and quantitative data on social policies on homelessness,

citizens' attitudes to homelessness, and service providers' and service users' experiences of homelessness. This symposium will consist of four presentations that describe results from three studies completed by Home\_EU partners: 1) a citizens' survey on attitudes toward homelessness and willingness to pay for homeless services; 2) a study of service users' experiences; and 3) a study of service providers' experiences. In the fourth presentation, the ways in which we will use our findings to influence European homeless policies will be discussed. Using the example of Home-EU, we hope to spark a conversation with the audience about the challenges of and opportunities for using social science to shape social policy in North America and Europe.

**Chairs:**

*Jose Ornelas*, ISPA - Instituto Universitário

**Discussant:**

*Tim Aubry*, University of Ottawa

**Presentations:**

**European citizens' positive attitudes toward homeless people and willingness-to-pay for homelessness reduction**

*Sandrine LOUBIERE*, Department of Research and Innovation, Support Unit for clinical research and economic evaluation, Assistance Publique – Hôpitaux de Marseille, 27 Boulevard Jean Moulin, 13385 Marseille, France; *Aurélie TINLAND*, Department of Psychiatry, Sainte-Marguerite University Hospital, 13009 Marseille, France; *Junie PETIT*, Aix-Marseille Univ, School of Medicine, EA 3279: CEReSS, Department of Health Service Research and Quality of Life, Marseilles, France; *Pascal AUQUIER*, Aix-Marseille Univ, School of Medicine, EA 3279: CEReSS, Department of Health Service Research and Quality of Life, Marseilles, France

There is little research on European citizens' understanding of homelessness as an extreme form of social inequality. In the present study, we measured citizens' knowledge, attitudes, and practices (KAP) about homelessness and support for the Housing First model in eight European countries. In a large, representative sample ( $n = 5,631$ ), we assessed knowledge of the national prevalence of homelessness and funding levels for homeless services; attitudes toward homeless people's capabilities, empowerment, community integration; beliefs about the main causes of homelessness; attitudes toward government spending; personal inclination to address homelessness through donations or volunteering; and willingness-to-pay (WTP) for Housing First programs. Using multiple correspondence analysis, we identified a cluster of 30% of respondents who shared views that their government spends too much on homelessness; that homeless people are homeless by choice and should be responsible for their own housing; and who believed homeless individuals held capabilities (e.g., meal preparation, family contact, and access to work). A

second cluster of 58% of participants objected to the existence of homelessness, shared a willingness to pay taxes to decrease homelessness, welcomed a shelter in their neighborhood, and believed that some capabilities are denied to homeless people (e.g., agreed that they are discriminated against in hiring decisions). Using a generalized linear model adjusted for key demographic characteristics, we found that self-reported practices (e.g., donations and volunteering) strongly predicted positive attitudes toward homeless people and actions to decrease homelessness. In addition, we found that 42% of respondents were willing to pay taxes for Housing First programs. Significant differences across countries were observed, however, and will be discussed in the context of difference in the countries' social welfare systems. Together, our findings reveal a high level of public support for homeless people and present opportunities for new social initiatives to address homelessness.

**Understanding Homeless Service Users' Experiences: Housing First Predicts Greater Housing Stability, Fewer Psychiatric Symptoms, and More Community Integration**

*Ronni Michelle Greenwood*, Psychology Department, University of Limerick, Castletroy, Co. Limerick, IRELAND; *Rachel M. Manning*, Psychology Department, University of Limerick, Castletroy, Co. Limerick, IRELAND.; *Branagh R. O'Shaughnessy*, Psychology Department, University of Limerick, Castletroy, Co. Limerick, IRELAND

Housing First offers immediate access to independent accommodation with no treatment conditions and client-led, recovery-oriented support services. In 2013, the European Commission (EC) released a report in which it criticized the staircase system for not meeting the needs of homeless people, for prolonging long-term homelessness, and unnecessarily exposing people to stress and dislocation. The EC encouraged member states to adopt housing-led approaches like Housing First because of its superior outcomes for homeless people and its cost-effectiveness. Despite this call, only Finland, and now Ireland, have implemented national Housing First programs. There are many reasons why policy makers are reluctant to promote evidence-based social policies. One reason is the belief that a program developed in one context will not work in a different context. In the present research, we aimed to demonstrate that Housing First does work to achieve its key aims in seven different European contexts that have implemented Housing First programs. These countries represent diverse economic and social contexts and different historical patterns of homelessness. We compared participants enrolled in Housing First ( $n = 242$ ) to participants enrolled in traditional services ( $n = 243$ ) on time spent in private accommodation, psychiatric symptoms, and community integration. We found that Housing First participants reported better outcomes on all three indicators, and that choice in housing, satisfaction with services, and housing quality,

all of which are key features of the Housing First model, were additional independent predictors of these three outcomes. Findings will be discussed in terms of their implications for larger-scale rollout of Housing First programs in these and other European countries.

**Profiling homeless services to promote their efficacy: Cross-country validation of the SER PRO questionnaire and its relation with providers' experience**

*Michela Lenzi*, Department of Developmental Psychology and Socialisation, University of Padova, Italy; *Marta Gaboardi*, Department of Developmental Psychology and Socialisation, University of Padova, Italy; *Francesca Disperati*, Department of Developmental Psychology and Socialisation, University of Padova, Italy; *Alessio Vieno*, Department of Developmental Psychology and Socialisation, University of Padova, Italy; *Massimo Santinello*, Department of Developmental Psychology and Socialisation, University of Padova, Italy

Since its initial implementation in North America, the Housing First (HF) approach to addressing homelessness has spread across the world. Although some key factors characterize most of the services that adopt the HF approach, the ways in which services are delivered can vary widely across programs and geographical areas. This variation can be attributed not only to differences in philosophical approaches, but also to the broader context in which the service is provided. It is important to identify the characteristics of HF services that predict their effectiveness, compared to other, traditional staircase services. The aim of the current research was to develop and validate a questionnaire to identify different profiles of organizations that work with homeless people in relation to their effectiveness in reaching programs' goals. The questionnaire, which was developed to gain Service Providers' perspective (SE-PRO) includes several measures of program characteristics believed to be critical to functioning: external characteristics such as relationships with other services in the community; internal characteristics such as system values; and individual characteristics such as work-life balance. A first set of items was developed through a content analysis of photovoice projects conducted with service providers in eight European countries. Through discussion, these items were reduced to a set of 100. This 100-item version of the SE-PRO was administered in those eight countries. Preliminary analyses showed good internal consistency for most of the subscales included in the questionnaire. A confirmatory factor analysis partially confirmed the hypothesized structure of the questionnaire in most countries. A theoretical model linking the organizational profile of the organizations to providers' well-being (in terms of burnout, work engagement and capabilities) was also evaluated. The potential benefits of profiling homeless services in order to identify their strengths and

weaknesses and promote their efficacy will be discussed.

**Upscaling Housing First Programs in Europe and influencing policy (in)formation: The Contributions of the HOME\_EU Project**

*Maria Joao Vargas-Moniz*, Applied Psychology Research Center Capabilities and Inclusion (APPSyCI), ISPA – Instituto Universitário, Rua Jardim do Tabaco, 34 1149-041 Lisboa, Portugal; *José Ornelas*, Applied Psychology Research Center Capabilities and Inclusion (APPSyCI), ISPA – Instituto Universitário, Rua Jardim do Tabaco, 34 1149-041 Lisboa, Portugal

Long-term homelessness is complex, and so identifying effective and contextually sensitive solutions about its reversal is far from straightforward. The overall aim of the HOME\_EU Consortium was to contribute to the development of a new generation of European evidence-based public policies and social programs that effectively tackle long-term homelessness through the mainstreaming of Housing First. Research for the HOME\_EU project was completed in eight countries across four ecological levels (citizens, service providers, service users, and policy makers). In this presentation, we will reflect on how, and to what extent, the Consortium partners achieved the HOME\_EU aims. We will also reflect on the key challenges the Consortium partners overcame in order to achieve these aims. Among these challenges, The HOME\_EU Consortium is highly interdisciplinary: Consortium members come from diverse academic backgrounds, including psychology, public health, social work, medical sciences, political sciences, communication and management. In order to coordinate our activities and achieve our objectives in eight different countries, we had to first negotiate and integrate these diverse perspectives and orientations to research and practice. Because data were collected in eight different languages and cultures, the project demanded a high level of cultural sensitivity, particularly in the translation and administration of the measures. Finally, the project design was mixed-method, and finding ways to integrate and synthesize over multiple ecological levels was challenging. Despite these challenges, from our findings, the HOME\_EU consortium is delivering effective research documents, accessible information, and valid assessment tools that may be used to inform and improve social policy on homelessness at national and European levels.

**087 Coping with Serious Mental Illness: Understanding Family, Place, Stigma, and Advocacy**

Symposium

**Day:** 6/26/2019 **Time:** 2:30-3:45 PM **Room:** Palmer Salons 6&7

**Abstract**

Despite increased social awareness and improvements in mental health care over the past 40 years, individuals

and families coping with mental illness continue to face social marginalization, discrimination, and limited access to resources. Community psychology has a long-standing commitment to research and action designed to help adults with psychiatric disabilities live satisfying and meaningful lives in the community. This symposium brings together researchers focused on critical issues in the study of mental illness from multiple levels of analysis. Our overarching goal is to engage audience members in a dialogue about how to advance research that describes individual, familial, and social factors to facilitate positive outcomes for adults with psychiatric disabilities. The symposium begins by briefly introducing salient issues in the study of serious mental illness from a community psychology perspective. A set of two presentations will describe the impact of mental illness from the perspective of family members, using findings from a study of 226 siblings from across the United States who report having a brother or sister with mental illness. This research focuses on connections between well siblings' reports of familial relationships, sibling caregiving, social stigma, advocacy, and individual well-being. A third presentation focuses on the influence of neighbor relationships on loneliness and sense of community; while a fourth examines the role of urbanicity in moderating associations between stigma, sense of community, and psychiatric distress. These two presentations come from a national study examining the influence of environmental factors on community participation among 300 adults with serious mental illnesses. Ample time will be allotted for attendees to share their views about mental illness research. Symposium presenters will facilitate discussion about the seeming lack of progress in changing social conditions for adults and families coping with mental illness. Presenters will encourage candid discussion about possible new directions for community research.

**Chairs:**

*Catherine H. Stein*, Bowling Green State University;  
*Greg Townley*, Portland State University

**Presentations:**

**Family Matters: Parental Relationships and Siblings' Intentions to Provide Care for Adults Coping with Mental Illness**

*Erin B. Dulek*, Bowling Green State University; *Sarah Russin*, Bowling Green State University; *Melissa F. Rudd*, Bowling Green State University; *Frances J. Griffith*, Bowling Green State University; *Catherine H. Stein*, Bowling Green State University

Given limited community mental health resources across the United States, family members are often the main source of caregiving for their relatives with mental illness. Although parents typically serve as primary caregivers, siblings are often expected to provide future care. Yet, little is known about family factors related to siblings' intentions to provide care for their sibling with mental illness. Previous studies

suggest that adults who perceive a cohesive family environment generally report higher quality relationships with their ill siblings. Research also suggests that well siblings' reports of personal loss as a result of having a sibling with mental illness is generally related to higher levels of caregiving intentions. The present study examined well siblings' views of parental interactions and their intentions to provide care to their sibling with mental illness. The sample consisted of 113 well-siblings who reported that their parents provide support for their ill sibling. The study examined siblings' perceptions of practical support received and reciprocal closeness in parental relationships, feelings of personal loss, and intentions to provide future care to their ill sibling. Results suggest that siblings' reports of parental support and relationship reciprocity were positively related to their intentions to provide care. Personal loss due to the sibling's mental illness was significantly positively related to intentions to provide care. However, personal loss was differentially related to participants' caregiving intentions as a function of perceived level of parental support and reciprocity. Participants with low levels of parental support and reciprocity reported being less likely to provide future care for their ill siblings as personal loss increased, whereas participants with high levels of parental support and reciprocity were more likely to report that they would provide care for their ill siblings as personal loss increased. We will discuss the future research and practice implications of present findings.

**Adults' Views of Social Stigma and Advocacy Engagement When a Sibling has a Mental Illness**

*Kevin Walker*, Bowling Green State University;  
*Lindsey T. Roberts*, Bowling Green State University;  
*Jessica Hartl Majcher*, Bowling Green State University; *Catherine H. Stein*, Bowling Green State University

Research suggests that family members often experience stigma as a result of having a relative with mental illness. In community psychology, theories of citizen participation posit that perceived oppression can be a motivating factor to engage in social activism. Among stigmatized groups, engagement in activism has been associated with a greater sense of personal well-being and self-efficacy. Yet, little is known about the extent to which family members of adults with mental illness engage in advocacy activities or possible links between perceived stigma and activism. The present study examined perceptions of stigma and engagement in advocacy activities among 226 adult siblings of individuals with mental illness. Participants reported their perceptions of their sibling's experiences of stigma ("sibling stigma") and their own experience of stigma as a family member ("family stigma"). Participants described their engagement in advocacy for their sibling's treatment ("treatment advocacy") and social activism for mental health issues. Overall, participants reported that their siblings experienced

moderate levels of stigma, and participants reported family stigma to a somewhat lesser degree. Adults reported engaging in more treatment advocacy than they did social activism. Participants' views of family stigma generally differed as a function of their siblings' psychiatric diagnosis. Well siblings reported more family stigma, treatment advocacy, and activism if their sibling had experienced a psychiatric hospitalization. Participants' reports of family stigma were moderately correlated with self-reported activism but weakly related to self-reported treatment advocacy. Similarly, self-reported sibling stigma was weakly associated with participants' reports of activism and not significantly correlated with reported engagement in treatment advocacy. Well-siblings who were primary caregivers reported having more sibling and family stigma and reported engaging in more activism and treatment advocacy. Implications for community research and action are discussed.

### **The Role of Neighbors in Combatting Social Isolation and Enhancing Sense of Community among Adults with Serious Mental Illnesses**

*Greg Townley*, Portland State University; *Liat Kriegel*, Washington State University; *Eugene Brusilovskiy*, Temple University; *Mark S. Salzer*, Temple University

Social networks are regarded as an asset to community integration of adults with serious mental illnesses (SMI). While family and friends provide important sources of support, lesser known acquaintances—or “familiar strangers”—such as neighbors can facilitate support through anonymous, but meaningful interactions. Among individuals with SMI, these interactions can help offset the negative impact of increased social isolation and smaller networks of close peers. This study examines differences in neighbor relationships between individuals with and without SMI and explores whether neighbors can play a unique role in decreasing loneliness and bolstering a sense of community among individuals with SMI. Participants in the study were drawn from two samples: 1) 300 individuals with SMI receiving services at outpatient community mental health centers throughout the United States; and 2) 300 adults without SMI recruited from the Truven Health Analytics' PULSE survey. Independent-samples t-tests were performed to compare neighbor relationships between individuals with and without SMI. Multiple regression analyses were conducted to examine associations between neighbor relationships, sense of community, and loneliness. As hypothesized, individuals with SMI reported weaker relationships with their neighbors, as well as higher levels of loneliness and lower levels of community connectedness compared to individuals without SMI. For participants in both groups, the quality of neighbor relationships was significantly associated with their loneliness and sense of community regardless of how many neighbors they reported feeling close to. This finding supports and expands on research indicating that diverse and active

social networks are positively associated with health and well-being. Service providers might capitalize on the utility of neighbors by helping their clients identify and cultivate relationships with individuals in their proximal neighborhood environments.

### **Urbanicity as a Moderator of the Relationship between Stigma and Well-being Outcomes for Individuals with Serious Mental Illnesses**

*Emily Leickly*, Portland State University; *Greg Townley*, Portland State University; *Eugene Brusilovskiy*, Temple University; *Mark S. Salzer*, Temple University

Where housing for people with serious mental illness (SMI) has historically clustered around urban service areas, as city centers become more expensive, affordable housing is being increasingly pushed to non-urban regions. Investigation is needed on the experiences of people with SMI in these regions. While non-urban settings may offer some benefits, such as quieter neighborhoods and a more tight-knit community, people with SMI may also perceive more intense stigma. Perceived stigma may be associated with negative outcomes such as higher psychological distress and lower sense of community, both of which can have deleterious effects on the health and well-being of people with SMI. Three hundred adults with SMI living in urban (69%) and non-urban (31%) counties were surveyed on their perceptions of stigma, psychological distress, and sense of community. Initial exploratory analyses found significant correlations between perceived stigma and psychological distress, and perceived stigma and sense of community. Additional investigation to be completed by spring 2019 will determine whether these associations are moderated by urbanicity. It is expected that findings may prompt researchers to re-examine assumptions about the types of environments most likely to support well-being for people with SMI, as well as encourage a closer look at the effects of gentrification and population growth on this vulnerable and often marginalized population. Several avenues could be taken to reduce perceived stigma against mental illness in non-urban areas. Mental health services could be further integrated into primary care such that people with SMI can discreetly receive services. Barriers to social integration, which is believed to reduce stigma via Allport's contact hypothesis, could be addressed through improved transportation and civic planning designed to foster social contact. If the barrier of increased perceived stigma is addressed, non-urban areas have unique characteristics that could offer an improved quality of life for people with SMI.

### **089 Harm Reduction: A Grassroots Social Justice Movement for the Wellbeing and Survival of People Who Use Drugs**

Town Hall Meeting

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 4020

**Abstract**

The prohibitionist policies of the War on Drugs have not only failed to remove drugs from the human environment, but they have arguably caused harms and made drugs more dangerous. In the midst of an opiate overdose crisis that killed 72,000 people in the United States last year, it is essential to find solutions beyond the old abstinence-only models. We believe community psychology is well positioned to adopt harm reduction as a framework for addressing drug use, as it is empirically supported, incorporates grassroots organizing, provides a critical analysis of drug policy, promotes collective care, is grounded in multiculturalism and social justice, incorporates prevention, and has a clearly defined set of values and ethics (consistent with many of the conference's themes). We will argue that harm reduction is the most well equipped approach to address a range of problems people who use drugs PWUDs face, including Hepatitis C and HIV/AIDS, overdose, stigmatization, discrimination in healthcare, and criminalization. We will present data demonstrating the effectiveness of a range of harm reduction interventions, including syringe and naloxone distribution and harm reduction psychotherapy, while also highlighting the role of PWUDs in those efforts. We will facilitate a town hall discussion that encourages self-reflection and critical thinking. Participants will be challenged to explore assumptions and biases about people who use drugs, addiction, and harm reduction. We will apply a critical theory lens to break down myths and contradictions in popular beliefs about drugs, addiction, people who use drugs, treatment, and prevention. We will also explore why this area of theory and practice, which aligns so closely with the values and practices of community psychology, is not often discussed in community psychology settings. Finally, participants will discuss the ways community psychology can be further applied to reduce the negative outcomes of drug use.

**Chairs:**

*Geoff Bathje*, Adler University; *Benjamin Wegner*, Chicago School of Professional Psychology; *Annalise Sorvillo*, Adler University

**090 From the Inside Out: Possibilities, Tensions, and Cost of Working Through Institutions for Broader Systems Change**

Symposium

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 4022

**Abstract**

Institutional change is an opportune target to move broader systems change and promote conditions for communities to flourish. This work, which takes place in many settings, is not without great tension and possibility for reproduction of unjust and oppressive systems and related outcomes. Academic research teams promoting innovative community interventions, legacy organizing networks expanding in the face of contemporary challenges, and leadership training programs growing institutional leaders can all benefit

from critically interrogating how justice work can be done in these settings while not colluding with existing oppressive structures. Four cases will be presented that critically reflect on challenges and opportunities in different initiatives working at the institutional change level. Discussions will surface learning from current efforts and explore implications for community-based work. Participants will engage in reflection and small group discussions to deepen shared understanding of these types of efforts.

**Chairs:**

*Alisa Pykett*, University of Wisconsin-Madison

**Discussant:**

*Paula Tran Inzeo*, University of Wisconsin Population Health Institute Mobilizing Action Toward Community Health Group

**Presentations:**

**Growing as Scholar of Color: Critical reflections on community-engaged research training and academic colonialism**

*Ethen Pollard*, University of Wisconsin-Madison

Inequities in health are often outcomes of state sanctioned violence against people of color carried out through forwarding of oppressive social systems and institutions. Strategic collaborations between university researchers and community organizing groups have been increasingly recognized as an important strategy for addressing health inequities. Critical examination of the role of university-based research in initiatives intended to support community organizing is necessary to move research practices away from collusion with oppressive structures and toward health equity. Calls for transformative and culturally responsive approaches to research in community contexts are growing. Models have arisen with intentions of addressing power imbalances between researchers and communities in university research processes, however, many seek only to balance power between colonizers (researchers) and marginalized communities, not shift control of research practices and their outcomes to communities. Dominant orientations ignore the fundamental position of university research as a colonizing force driving academic enterprise and supporting white supremacy. Understanding colonialism as an ongoing reproductive process rather than a historical event can help frame how university-based research on community organizing, even when well-intended, may work to exploit those experiencing health inequities. This discussion will use a settler colonial framework (Glenn, 2015) to illustrate how university-based research initiatives intended to support community organizing may be understood as academic colonialism. This case study will describe experiences from various university research initiatives intended to promote health through funding and offering technical assistance to community organizing initiatives operating as colonizing forces through the commodification and exploitation of community leaders, the organizations they support, and



those most impacted by health inequities through processes of containment, exclusion, terrorism, and ultimately, their erasure and removal.

**Changing institutions of community organizing:  
The role of culturally specific organizing in  
transforming congregation-based community  
organizing networks**

*Victoria Faust*, University of Wisconsin, Population Health Institute Mobilizing Action Toward Community Health Group

Many principles and processes of institution-based organizing were established at a time when urban areas were the epicenter of organizing activity. Congregation-based organizing networks, in particular, were built through diverse inner-city congregations and mobilized around problems faced by residents. In recent decades, however, these organizing networks have faced decreased local control over issues, increased jurisdictional complexity of policy changes, weakening of other participatory bodies, and dominance of global economic forces. A study of the field of community organizing found that in response to these challenges, institution-based organizing networks have employed adaptations and innovations, such as geographic expansion, engagement in higher level political arenas, mergers, coalitions and collaboratives (Wood, Fulton, & Partridge, 2012). These innovations and adaptations create possibility, and also heighten the need to understand the intricacies and interactions of different approaches to organizing (Smock, 2004). Elements such as self-determination and collective action are common to many community organizing traditions, however specific traditions can be understood as a product of a particular context and culture. Culture affects how power is fundamentally understood by an organizing group and what processes and strategies a group may employ to foster its development (Young Laing, 2009). The application of organizing strategies and tactics to build power outside of the context and culture from which they are generated may result in unintentional harm toward groups most impacted by inequities and require deeper consideration (Rivera, 2017). This presentation will reflect on two qualitative studies that explored the development of contextually and culturally distinct organizing efforts that were supported by a congregation-based community organizing network. It will explore observed tensions that arose among the different organizing traditions, how the new groups impacted the organizing network's transformation, and the benefits and costs accrued to participants in the process of trying to build power together.

**The Wisconsin Population Health Service  
Fellowship: Growing health equity leaders to drive  
institutional change from the inside out**

*Sweta Shrestha*, University of Wisconsin, Population Health Institute Mobilizing Action Toward Community

Health Group

To advance health equity, institutional and organizational change are promising targets for broader social change. Building capacity of current and new leaders around power and systems change, especially those that impact health equity, is a strategy to move inside/outside change. The Wisconsin Population Health Service Fellowship Program, a 2 year service and training program, has designed its curriculum around health equity practice, collaborative leadership, and reflective practice. The 14 year old program has supported 72 graduates in over 40 placement sites. The program provides advanced training to the next generation of public health leaders while, concurrently, providing service to community partners to address Wisconsin's most pressing public health challenges. Fellows and the organizations in which they are embedded advance their capacity to plan, implement, and evaluate innovative strategies for population health improvement. Systematic training around health equity and collaborative leadership allows for trainees to build their capacity in framing their work through the lens of health equity. The new curriculum includes historical perspectives on the role of policies in shaping health inequities, coalition capacity building, grassroots partnership development skills, and reflective practice. This session will reflect on the tensions related to growing leaders that understand power and who are working in current public and governmental institutions. It explores the nuances of developing a training program based on experiential learning that does not perpetuate the extractive practices and systems that has contributed to the current inequities present in society. This session will explore how leadership and growth is articulated and supported in different spaces and the fundamental question of how to survive in systems while you are trying to change them and how this approach has very specific implications for those individuals that said systems have been designed to oppress.

**The anchoring role of the cohort in navigating  
inside/outside institutional tensions in a justice-  
focused form of national service**

*Alisa Pykett*, University of Wisconsin-Madison

Traditional pathways into public service and nonprofit leadership often lack access points for those most impacted by inequitable conditions. This presentation focuses on a justice-oriented form of national service working to build a diverse leadership base for community work, increase capacity of community-based organizations (CBOs), and influence the culture around the kind of knowledge and leadership privileged in addressing public issues. Grounded in a cohort experience, the program model and leadership curriculum emphasize justice-informed core values and practices. The program places primarily young adults in apprenticeships in CBOs that reflect a range of philosophies and approaches to promoting community

well-being (i.e. direct service, education, research, justice-centered approaches). Compared to other national service programs, the program has a more explicit focus on justice and equity. As a national service program, federal and state institutions partially fund the program and place restrictions on the allowable activities in which participants can engage as their part of their service. For example, the federal institution prohibits, as countable service hours, participation in protests or union organizing. The restricted activities reflect a type of civic action that often places actors in direct conflict with institutions of power. While participants engage in trainings and discussions on the role of power in community issues and the impact of the systemic oppression, they also have constraints on participating in some forms of direct action as part of their service hours. At one level, program participants complete apprenticeships in CBOs that have varying levels of overlap with the program's justice- and equity-informed values. At a broader level, the justice-oriented leadership program itself operates within the institution of national service. Drawing on participant interviews, this presentation will focus on the anchoring role of the cohort and the perspectives and insights of participants navigating these inside/outside tensions.

**091 Advancing Training in Community Psychology Through the Council on Education: Past, Present, and Future**

Symposium

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 5006

**Abstract**

In this symposium, members of the Society for Community Research and Action Council on Education (COE) will describe the Council's activities to promote the health and sustainability of community psychology training programs and professional development. The past, present, and future efforts presented in the symposium integrate elements of research, reflection, and action to develop a knowledge base and implement strategies to advance the well-being and goals of community psychology training programs. To set the stage for subsequent presentations and discussion, the symposium will begin with a brief presentation of a proposed definition of community psychology program health, including three dimensions to be discussed: sustainability, diversity, and rigor. Subsequently, papers will discuss recent and ongoing efforts to develop and apply knowledge on community psychology training program health in these areas, including: 1) a consultation with a training program on developing opportunities to learn practice skills, as outlined in the Competencies for Community Psychology Practice (Dalton & Wolfe, 2012), and increasing networking and professional service opportunities to support early careers of students; 2) an assessment of the current health of training programs, examining levels of and interrelationships among indicators of program health in two COE-led surveys of graduate training in community psychology; 3) efforts

to use knowledge from the surveys as well as consultations with the field such as a planned COE Biennial pre-conference to develop a program health monitoring and support system. Members of the COE will then engage participants in a discussion of next steps in these efforts as well as strategies for the COE to engage more fully and apply the rich experience of community psychology educators toward improving the health and sustainability of community psychology training.

**Chairs:**

*Mason Haber*, Judge Baker Children's Center, Harvard Medical School; *Simon Coulombe*, Wilfrid Laurier University

**Presentations:**

**The SCRA Consultation with Pacifica Graduate Institute: What we Learned Six Years Later**

*Gregor Sarkisian*, Antioch University Los Angeles; *Nuria Ciofalo*, [nciofalo@pacific.edu](mailto:nciofalo@pacific.edu)

During the 2011-2012 academic year, Gregor V. Sarkisian, Ph.D. and Tom Wolff, Ph.D., conducted a program consultation through SCRA to support the development of opportunities to learn practice skills in graduate education programs. Nuria Ciofalo, Ph.D., was a core faculty member during the consultation and worked closely with the consultants before, during, and after the consultation. The Community, Liberation, Indigenous, and Eco-psychology (CLIE) Specialization within the M.A./Ph.D. in Depth Psychology Program at Pacifica Graduate Institute was one of the two programs chosen for the consultation initiative. The CLIE Specialization identified three areas of focus which included 1) Curriculum, 2) Student careers, and 3) Student learning outcomes and program review. In addition to reviewing the curriculum before the site visit, consultants worked with program faculty to integrate more opportunities for practice into existing and new courses. Consultants also worked with faculty and students to promote greater involvement of students in SCRA to increase networking and professional service opportunities to support the early careers of graduates. And, consultants worked with faculty to incorporate CP practice competencies into the program's assessment efforts. In July 2017, Gregor V. Sarkisian, Ph.D. served as the external reviewer of the CLIE Specialization and conducted a review of program developments, informal interviews with faculty, and focus groups with students during a two-day site visit. This session will focus on program development successes and ongoing challenges, as well as the role of SCRA in graduate education.

**Findings on the Health of Community Psychology Training from the COE Surveys of Graduate Programs in Community Psychology**

*Mason Haber*, Judge Baker Children's Center, Harvard Medical School

This paper uses a three-part model of program health to summarize findings from the two most recent SCRA COE Surveys of Graduate Programs and share results and implications of these findings for each part of the program health model. Findings are presented on levels of and interrelationships among indicators of the three dimensions of the model: sustainability, diversity, and rigor. The survey identified community psychology programs through multiple methods and screened all programs to verify their community psychology emphasis. Of the 56 programs contacted, 52 returned completed surveys including data on overall perceptions of health, indicators of sustainability and challenges to sustainability, diversity of training opportunities (e.g., top career destinations of students), and rigor (program self-ratings on levels of training in community psychology competencies for research and practice). Overall, results show that community psychology programs vary widely on their overall self-assessments of health and the specific indicators studied, with substantial minorities of programs reporting significant challenges, either with respect to broad perceptions of health (e.g., 30% identified themselves as struggling or failing) or on specific dimensions of health. Findings further indicate weak associations between different types of health indicators, such that highly rigorous programs may struggle with sustainability or conversely, programs with few challenges to sustainability may show weaknesses in areas of importance (e.g., provide excellent research but relatively weak practice training). These results suggest pressing needs to improve the knowledge base on community psychology training program health, develop interventions to address the significant difficulties identified by many programs, and identify approaches to promote improved sustainability, diversity, and rigor throughout the field.

#### **The current roles of the Council of Education in promoting healthy and sustainable Community Psychology education programs**

*Simon Coulombe, Wilfrid Laurier University*

Building on the previous presentations of the symposium focused on the work that the Council of Education (COE) and its collaborators have conducted in the past, this paper aims to present the current projects and future plans of the COE to support the health and sustainability of community psychology education programs in the US and internationally. The main current and near-future activities that we support or collaborate to are: 1) a pre-conference (i.e., Biennial) program director workshop that aims to gather the perspective of the community of community psychology program directors with regards to the challenges their programs face, their needs and priority areas of action to further community psychology education, 2) the development of a program health monitoring system, including a survey composed of a

set of indicators of program health, in terms of sustainability, diversity and rigor (Haber et al., 2018); 3) a comprehensive inventory of strategies (e.g., consulting with programs) and materials that SCRA, the COE and community psychology programs themselves can use to enhance program health and sustainability, and 4) other several means (e.g., publications, online material) to further the visibility of community psychology in graduate and undergraduate education programs across the globe. The presentation will address the opportunities and challenges faced in these different projects. The presentation will also include a call for action from community psychologists to ensure the sustainability of our education programs and our field.

#### **092 Community Psychology, Dying, and Death**

Symposium

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 5007

##### **Abstract**

In this symposium we describe three different projects where community psychology research and practice skills were used to understand death and dying. Each project was guided by community psychology values of social justice, autonomy, and empowerment with a focus on key issues such as social isolation, physician-assisted death, and ethical dilemmas associated with death and dying. Additionally, our hope is that the symposium helps to bring awareness regarding the importance of end-of-life issues to the field of community psychology. Specifically, the first presentation describes integrating creativity in research design for vulnerable participants, and shares results from a longitudinal interview study of five people living in an assisted-living facility with a terminal diagnosis. The second presentation describes the use of participatory research in understanding the perspective of the person dying on electing physician-assisted death. The third examines ethical dilemmas at the end of life with a focus on patient-centered practice. Overall, the symposium is in line with the themes of the conference as it is focused on how we can make an impact with a focus on ecological praxis within the lives of persons with life-limiting illness and the systems that surround them. In order to ensure interactivity and audience participation, the presenters will adhere to a strict time-limit, we will take one to two questions after each presentation, and the chair will then moderate a discussion with audience members.

##### **Chairs:**

**Brett Boeh Bergmann**, University of Illinois Urbana Champaign

##### **Discussant:**

*Andrew Hostetler*, University of Massachusetts Lowell

##### **Presentations:**

#### **Leveraging Creativity to Design and Implement Research at the End-of-Life**

*Brett Boeh Bergmann*, University of Illinois, Urbana

Champaign; *Nathan R. Todd*, University of Illinois, Urbana Champaign

Community psychologists aim to encourage diversity, empowerment, and social justice in both research and practice. Additionally, many community psychologists are interested in promoting the inclusion of the people that are most vulnerable and have historically been excluded from decision-making. At times, balancing working towards these values while also including people that are historically most vulnerable, requires researchers to creatively design studies that encourage participation and enhance participant well-being. In this presentation, we describe our experiences designing and implementing a longitudinal study with adults with terminal illness. Additionally, we will discuss some of the findings of work, including the role of isolation, meaning-making, and social supports for adults with terminal illness. We will begin by describing some of the decision we made when designing the study to accommodate the needs of people with terminal illness. Namely, we will discuss our aims to enhance (a) the meaning-making process by creating generativity documents, (b) the role of creating and maintaining a relationship between the researchers and the participants, and (c) the opportunity for the researchers to be visible in the assisted-living community as engaged volunteers in addition to conducting individual interviews with participants. Second, we will discuss initial findings from the ongoing longitudinal interviews with five participants. Finally, we will describe lessons learned and our next steps in working in this setting. Overall, we hope this work will promote efforts to develop research protocols that are sensitive to the needs of vulnerable participants. Moreover, we hope this work brings attention to the role that community psychology in understanding the death and dying process.

#### **Who Gets to Decide How We Die? Using Participatory Research to Aid in Policy Making**

*Kari M. Nilsen*, KU School of Medicine- Wichita

“Physician Assisted Suicide” (PAS) is the voluntary termination of one's own life with the direct or indirect assistance of a physician, who providing a competent patient with a prescription for life-ending medication (Medicinenet.com, 2017). Physician assisted suicide is currently legal in Switzerland, the Netherlands, Belgium, Colombia, Canada, Luxembourg, Oregon, Montana, Washington, Vermont, California, Hawaii, Colorado, and Washington DC (Holmes, Wiebe, Shaw, Nuhn, Just, & Kelly, 2018). In the United States, less than 20% of physicians report having received requests for PAS, and 5% or less have complied. In Oregon and Washington, less than 1% of licensed physicians write prescriptions for PAS per year since laws were passed. In the Netherlands and Belgium, 50% of physicians reported having received requests, and only 60% of those have ever written prescriptions for PAS. Typical patients are older, white, and well educated, and more

than 70% of cases involved patients with cancer. A large portion of PAS patients in Oregon and Washington were enrolled in hospice or palliative care, as were patients in Belgium. There is no evidence that vulnerable patients have been receiving PAS at rates higher than those in the general population (Emanuel, Onwuteaka-Philipsen, Urwin, & Cohen 2016). The project included in this study related to a recommendation of “neutral” regarding PAS to the American Academy of Family Physicians (AAFP) on behalf of the Kansas Academy of Family Physicians (KAFP). However, this recommendation was made without getting feedback from the potential patients, the population that would be most affected by any policy made by the AAFP or the KAFP regarding PAS. The goal of this project was to obtain feedback regarding patients' opinions and beliefs for themselves and others with respect to PAS in order to make a recommendation for medical policy changes. Implications for this project will be discussed.

#### **Dying in Home or Hospital in the Case of Natural Death - Ethical Reflections**

*Michael Anjello Jothi Rajan*, Tamil Nadu State Council for Science and Technology; *R. Srinivasan*, Tamil Nadu State Council for Science and Technology; *Arockiam Thaddeus*, Jayaraj Annapackiam College for Women (Autonomous)

Death is a reality but hard to accept. When one accepts the fear of death disappears. Dying is an essential part of life just as birth. We encounter ethical dilemmas on a daily basis, based on end of life decisions. The decision making at the end of life should be grounded on the patient choices, preferences, and personal values. Considering the meaning of dilemma, it is an embarrassing situation having at least two difficult or painful solutions. When people approach end of lives, they and the families face various simple or complex situations, responsibilities, feelings and decisions. Reflection is a process which allows practitioners to echo their thoughts and feelings on a particular situation (Jones, 2007). This reflection of ideas gives us a better understanding of the situation and this will enhance us to think more realistically and purposefully to deal with a difficult situation like end of life. Reflections on death and the ethical dilemmas are based on the understanding of bioethics in conjunction with humility, responsibility, and competence. Even the dying person has to make some difficult decisions for them or for the family. These decisions might have complex components such as spiritual, psychological, legal or medical aspects. In this presentation the authors explore the views of dying persons whether to die at home or in the hospital with reference to the principles of bioethics.

#### **093 Understanding and Addressing Homelessness at Multiple Levels**

Symposium

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 5008

**Abstract**

Community Psychology has long acknowledged the influence of settings, systems, and societal structures in shaping human behavior and community health (O'Donnell, 2006). The discipline largely arose as a reaction against overly individualistic explanations for social problems. Despite these values, community psychology methods and approaches often focus on individual level data and do not capture the contextualized understandings that we seek to generate (Luke, 2005). Like many complex social issues, homelessness plays out across multiple levels and thus, understanding this prevailing social issue and addressing it effectively requires research that addresses multiple levels. This symposium will include presentations on research and interventions that approach homelessness from varying levels and use innovative methods to capture context. The first presentation will include an analysis of dominant cultural narratives on homelessness—a macro-level approach. The second presentation will discuss a study that used geographic information systems analysis to examine homeless service gaps in rural Maine. The third zooms in to community-level considerations by examining the impact of a community's homelessness crisis on a law enforcement diversion program. The last presentation focuses on program-level factors by examining different trajectories of persons in a Housing First program. Taken together, these presentations highlight the complexity of homelessness and emphasize the need for research and interventions that reflect an ecological understanding of the issue.

**Chairs:**

*Anna Pruitt*, University of Hawai'i at Mānoa; *Kristen Gleason*, University of Southern Maine

**Presentations:****Dominant Cultural Narratives on Homelessness: A Narrative Analysis of Local Media Coverage on O'ahu**

*Anna Pruitt*, University of Hawai'i at Mānoa; *Shoshana Cohen*, University of Hawai'i at Mānoa; *Eva McKinsey*, University of Hawai'i at Mānoa

Dominant cultural narratives can influence policy decisions as well as attitudes and beliefs about social issues, such as homelessness (Iyengar & Kinder, 2010). As “overlearned stories communicated through mass media or other large social and cultural institutions and social networks,” dominant cultural narratives have much power in defining what holds true for a culture and communities (Rappaport, 2000, p. 4). One way that community psychologists can promote a more equitable society is by intervening in the types of messages and narratives people in communities receive. In order to produce healthier and more accurate narratives, researchers must first understand existing narratives (Bond, 2016; Rappaport, 2000). This presentation will discuss findings from a study that examined dominant cultural narratives related to homelessness on O'ahu

between 2012 and 2017. During this time, O'ahu experienced a precipitous climb in numbers of persons experiencing homelessness, and local media coverage on homelessness mirrored this increase (Pruitt, forthcoming). While research suggests that U.S. national-level media coverage has promoted sympathetic narratives regarding “the homeless” and has focused on structural-level causes and solutions (Buck et al., 2004; Lee et al., 2010), local-level media tends to produce more individual-deficit narratives and narratives on disorder and destruction (Forte, 2002; Pascale, 2005). Using thematic narrative analysis of a random sample of 648 articles of local media coverage, this study found that while homelessness often was portrayed as a structural problem requiring structural-level solutions, the majority of narratives associated “the homeless” with criminality and portrayed them as threats to economy, tourism, and public safety/health. Importantly, very few narratives contained perspectives of people who were experiencing homelessness. This presentation will discuss these conflicting narratives and will suggest implications for further research and macro-level interventions.

**Geographic Needs Assessment for Rural Homeless Services in Maine**

*Kristen Gleason*, University of Southern Maine;  
*Matthew Dube*, University of Maine at Augusta

Risks and resources are often unequally distributed across our communities. This unevenness can be a particular concern in states with large rural areas, many of which are resource poor. For community scientists, having a methodology that is able to document unjustly distributed resources that are out of sync with community need can be a powerful tool in helping stakeholders address these issues. This exploratory study examined the geographic distribution of population characteristics that are thought to be indicative of a high need for homeless mitigation and prevention services. Geographic Information Systems (GIS) techniques were used to compare the locations of risks and resources related to homeless service within different communities in the State of Maine. Publicly available data from the Census Bureau were used to examine the distribution of poverty rates, rental costs, unemployment, single-women headed households, and housing quality throughout the State of Maine. These data indicators were chosen to point areas of economic distress in the state and were geographically matched with the location and capacity of homeless services using (GIS) analyses. Because comparatively little research has explored risk of homelessness in rural areas, the population characteristics listed above were extracted from two sources 1) peer-reviewed quantitative studies that matched community indicators to rates of homelessness in urban areas and 2) peer-reviewed qualitative studies that discussed risk factors related to homelessness in rural areas. The needs assessment was designed to examine the distribution of homeless services in the state in relation to need. In

large sections of the state there are high rates of rural poverty and housing distress but few service supports. Better understanding the extent and location of areas of high need that are resource poor can help service and funding agencies to plan for the more efficient and effective distribution of services.

**Law Enforcement Assisted Diversion (LEAD): A national program adapting to the needs of the local community in Hawai‘i**

*Sophie Gralapp*, University of Hawai‘i at Mānoa; *Eva McKinsey*, University of Hawai‘i at Mānoa; *Anna Pruitt*, University of Hawai‘i at Mānoa; *Philippe Busse*, University of Hawai‘i at Mānoa; *John Barile*, University of Hawai‘i at Mānoa

To be effective, programs need to be adapted to meet unique community contexts and interacting needs. Although this flexibility is important to program success, adaptations can also result in unique challenges and can threaten program fidelity. This presentation will focus on challenges and successes associated with adapting the Law Enforcement Assisted Diversion (LEAD) program to address homelessness in Honolulu, Hawai‘i. LEAD is a community-based, pre-arrest diversion program in which law enforcement officers connect low-level, non-violent offenders or individuals at high-risk of arrest with social service providers in lieu of arrest (About LEAD, n.d.). While “LEAD-HI” initially was a response to the State of Hawai‘i’s need to address high recidivism rates and overcrowded correctional facilities, the program quickly adapted to respond to the overlapping issue of homelessness. Indeed, homelessness and incarceration are related social issues as chronic homelessness can be both a cause and consequence of incarceration (Fischer, Shinn, Strout, & Tsemberis, 2008; Greenberg & Rosenheck 2008). In Hawai‘i, an estimated 30% of the jail and prison population have ‘no fixed address’ (Thornton, Koshiba, & Lee-Ibarra, 2017). At referral, the large majority of LEAD-HI participants were currently experiencing homelessness (91%) and reported needing housing (88%). Therefore, while LEAD is not technically a housing program, LEAD-HI has adapted to address the demands of the community, which is overwhelmingly the need for housing. This presentation will discuss the challenges and successes associated with adapting a non-housing related program to address a community’s homelessness issue. Because community needs are not discrete, understanding program adaptations to address overlapping needs is important for community intervention research.

**Diverse Experiences in a Housing First Program on O‘ahu: Using Latent Class Growth Analysis to Capture Unique Trajectories**

*John Barile*, University of Hawai‘i at Mānoa; *Anna Pruitt*, University of Hawai‘i at Mānoa; *Eva McKinsey*, University of Hawai‘i at Mānoa

Often community intervention researchers focus primarily on identifying generalizable program outcomes, assuming equal effectiveness for all participants. This narrow focus neglects program participants’ diverse needs and outcomes. This presentation will focus on the diverse experiences of participants in a Housing First program on O‘ahu. The Housing First model eliminates traditional housing prerequisites (e.g., sobriety, psychiatric treatment), with the aim of moving program participants into permanent, supportive housing as quickly as possible (Tsemberis, Gulcur, & Nakae, 2004). The Housing First model has a strong evidence base and is deemed an effective approach to addressing homelessness, even in the presence of mental illness and substance abuse (Padgett, Gulcur, & Tsemberis, 2006). Despite widespread adoption of the model and considerable research on program outcomes, minimal research has examined within-setting differences experienced by Housing First participants. The current study tested a series of latent class growth models to identify unique trends over a four-year period. Monthly-reported quality of life data, participant histories, community engagement, and service delivery were used to identify the participants who followed unique trajectories over the course of the program. These findings have aided our work by identifying how services delivery can be amended to meet the specific and diverse needs of program participants and opened the door to pursuing new qualitative investigations. Our presentation will 1) highlight the diversity of participants entering the Housing First program; 2) demonstrate how their unique characteristics may have impacted their success in the program; and 3) recommend program adaptations that address the diverse needs of Housing First participants.

**094 Revisiting Collective Histories to Envision and Build Socially Just Futures: From Wakanda to Our Local Communities**

Symposium

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 5016

**Abstract**

One of the alchemies of domination, including legacies of colonialism, slavery, capitalism, and state terror, is the erasure of the histories of marginalized groups (The Latina Feminist Group, 2001). Such erasures create distortions in perception. Deficit-based understandings of who historically marginalized groups are and what is possible in our society is contained within dominant narratives that aim to silence. Through storytelling/narratives, art, and testimonio, counter memory works against the grain of power to bring together that which has been fragmented or split in order to build toward liberation (Coutin, 2016; May, 2015; Watkins & Shulman, 2008). The first talk presents an analysis of the 2018 film *Black Panther*, which takes place in the thriving fictional country of Wakanda in Sub-Saharan Africa. This film portrays lush fictional historical narratives and context, which provides not only an ability to explore the nature of

collective trauma induced by oppressive social structures, but also examples of collective healing and empowerment. The second talk is based on a youth participatory action research (YPAR) project that aims to facilitate the critical examination of social problems and lived experiences with Latinx children. This talk proposes the use of social biography to democratize knowledge production and revive historical memory among youth. The final talk presents study results from a dissertation that explores the daily, subtle, forms of resistance enacted by Latina women and their dreams for social change as connected to personal narratives and memories. These three talks illustrate the importance of resurrecting memories (i.e. counter memory) of collective trauma, resistance, and resilience, as well as exposing histories of oppression as created rather than innate to society, to compel the imagination of what is possible for the future (May; 2015; Tuck & Yang, 2014; Watkins & Shulman, 2008).

**Chairs:**

**Christine Rosales**, University of California, Santa Cruz

**Discussant:**

**Brenda Perez**, Pacifica Graduate Institute

**Presentations:**

**“Wakanda Forever”: Themes of collective trauma and healing in Marvel’s Black Panther**

*David L. Gordon, Jr.*, University of California, Santa Cruz

Studies have demonstrated that trauma can be transmitted across multiple levels of analysis (micro-, meso-, and macrolevels), as well as transgenerationally, contrary to frequent discussions of trauma as an individual experience (Doucet & Rover, 2010; Hartmann & Gone, 2016; Lehrner & Yehuda, 2018; Viñar, 2012). In this paper, I use deductive and inductive coding to explore depictions of collective trauma in popular culture. Collective trauma of this nature is not only observable through personal narratives, but has also been illustrated through various forms of art and media, such as in the 2018 film *Black Panther*. This film tells the story of a newly crowned king of the fictional country of Wakanda, as well as that of his family and their responses to various forms of trauma; inflicted both directly and through the enduring impacts of colonialism and coloniality. *Black Panther’s* story, however, is not one of damage, but rather one of hopefulness for the future based in communal strength. Attention to historical narratives and context provides not only an ability to better understand the nature of collective trauma induced by oppressive social structures, but also a basis for collective healing and empowerment. For example, the damaging impact of isolation from decision making garners a revolutionary response from Prince N’Jobu, leading to his fatal interaction with then-king T’Chaka and mirroring the response of the Jabari to isolation within Wakanda. In this paper, I explore themes of collective trauma and healing present in the film *Black*

*Panther*, identify implications for similar artistic representations of marginalized groups, and provide suggestions for future research.

**Using social biography in a YPAR program with 9-12 year olds to democratize knowledge production**

*S. Sylvane Vaccarino*, University of California, Santa Cruz

In the U.S., Latinx children are not often treated as contributors to political or social discussions nor do they have access to many spaces to engage in the co-construction of knowledge. One goal of participatory action research (PAR) projects that are grounded in liberation frameworks is to democratize knowledge production and revive historical memory (Gaventa & Cornwall, 2001; Montero & Sonn, 2009). In our YPAR program, we use tools to facilitate the critical examination of social problems and lived experiences with Latinx children (Kohfeldt & Langhout, 2011). Yet, there are few studies that document tools used with youth to share or examine their histories. We have recently included a social biographical (Acido, Custodio, & Lee, 2017) activity prior to deciding research topics with Latinx youth. Social biography is the practice of situating one’s history within a larger collective narrative through storytelling methods (Acido et al. 2017). This study analyzes ethnographic field notes to assesses how the addition of social biography facilitated broader critical dialogue in the problem definition stage.

**Exploring the Hidden Worlds of Resistance Enacted by Latina Women**

*Christine E. Rosales*, University of California, Santa Cruz

How do women navigate oppression in their daily lives? Social scientists have observed that when people are forced to live or work in oppressive circumstances they may respond by practicing subtle and creative forms of resistance in their daily lives. This is known as everyday resistance or “how people act in their everyday lives in ways that might undermine power” (Vinthagen & Johannson, 2013, p. 1). Additionally, resistance is connected to people’s hopes and dreams for social change providing a blueprint for what people want to build, rather than just what they want to knock down (Kelley, 2002). One such example is the sharing of cultural wisdom through story-telling in a context where there are strong efforts to erase or minimize the cultural knowledge of historically marginalized groups. Everyday resistance is understudied, especially in psychology and we know very little about how Latina women engage in everyday resistance. This research project focuses on Latina women’s everyday resistance and explores its benefit to themselves and their community’s well-being in the service of their hopes and dreams for social change. This work utilizes testimonio (oral and written) to illuminate how

personal and collective histories inform desires for the future. In addition to testimonio, participants are asked to write letters to a loved one about their dreams for social change. The audio and written data for this project will be thematically analyzed to uncover subtle daily forms of resistance.

### **095 Victimization Research and Traditionally Underserved Populations**

Symposium

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 5030

#### **Abstract**

Research on victimization can help to inform policy, practices and programming. However, many studies rely on convenience or help-seeking samples that may miss the voices of individuals who are traditionally underserved or marginalized. This symposium brings together three distinct presentations on the victimization experiences of traditionally underserved and marginalized groups. The first presentation will draw from three studies about the victimization and PTSD experiences of individuals who are incarcerated. The second presentation will present findings from a study to examine individual, interpersonal, and community factors affecting victim disclosure decisions, help-seeking experiences, and coping of LGBTQ+ victims of crime. The last study is from a multipart study about children and youth experiences with victimization and help-seeking following these experiences to inform a statewide demonstration initiative to link systems of care for children, youth, and families who have experienced violence. Participants will learn more about the victimization experiences of these underserved victim populations and how programming can be structured to better meet victims' needs. Following this session, participants will better understand the importance of adapting programming to meet the needs of underserved populations that often experience unique challenges when seeking and engaging in services. The presenters plan to engage participants in a conversation about how research design can work to include voices that are traditionally under-represented in research and ways in which such engagement can be more meaningful.

#### **Chairs:**

*Jaclyn Houston-Kolnik*, Illinois Criminal Justice Information Authority

#### **Presentations:**

##### **Young Victims Study**

*Paola Baldo*, Illinois Criminal Justice Information Authority; *Amanda Vasquez*, Illinois Criminal Justice Information Authority

Research demonstrates that a substantial number of children and youth in Illinois are victims of crime and the negative effects of such experiences, including psychological and physical symptoms, and impacts on healthy development and academic success, on children

and youth have been well-documented. Illinois is one of four states selected by the Office for Victims of Crime to carry out a statewide demonstration initiative to link systems of care for children, youth, and families experiencing violence and victimization in their homes, schools, and communities. Qualitative research interviews were conducted with young adults and parents and caregivers of children and youth impacted by violence in Illinois (N = 60) to better understand their experiences with victimization and help-seeking following these experiences to inform the project. In addition, written notes from meetings hosted by project staff with service providers and stakeholders (N = 50??) were analyzed to offer additional insight into gaps in services, barriers to service delivery, opportunities to expand services. Analyses have revealed that a multi-layered approach to service delivery, where victimization is recognized, survivors are connected to services, and are then engaged in meaningful programming, is needed to meet the holistic needs of children and families impacted by violence. The important role of relationships between survivors and service providers as well as among service providers will be highlighted, including ways in which relationships facilitate victim identification, referrals, and service support. The audience will be encouraged to reflect upon the role of relationships in their work and to discuss how a relational approach to service delivery can be utilized to improve the response of service providers to children, youth, and families impacted by violence.

#### **LGBTQ+ Victimization and Help-Seeking Experiences**

*Amanda Vasquez*, Illinois Criminal Justice Information Authority; *Jaclyn Houston-Kolnik*, Illinois Criminal Justice Information Authority; *Anne Kirkner*, University of Illinois at Chicago

A statewide needs assessment of crime victims in Illinois revealed that individuals who were LGBTQ+ were significantly more likely to experience a violent victimization than heterosexual individuals and research suggests LGBTQ+ victims of crime experience significant barriers when seeking help. To explore the needs and help-seeking experiences of LGBTQ+ victims, the Illinois Criminal Justice Information Authority's Center for Victim Studies convened members from victim service and LGBTQ+ advocacy agencies throughout Illinois, who serve diverse LGBTQ+ communities (e.g., racial/ethnic minorities, urban/rural locales) to inform and design a research study. The study's purpose is to examine individual, interpersonal, and community factors affecting victim disclosure decisions, help-seeking experiences, and coping. This presentation will explore the current research available about LGBTQ+ victims of crime in Illinois and findings from interviews with LGBTQ+ victims and a statewide survey of Illinois LGBTQ+ victims. The researchers will also discuss their lessons learned and suggestions for how to form



practitioner-researcher partnerships that are respectful, informative, and collaborative.

### **Incarcerated Individuals as Underserved Victims of Crime**

*Jessica Reichert*, Illinois Criminal Justice Information Authority

Exposure to violence and trauma, as well as diagnoses for posttraumatic stress disorder, is higher among inmates in correctional facilities than in the general population. Prevalence of PTSD is on par with combat war veterans. The presenter will share her prior research in this area which found high prevalence of inmates with PTSD—from 21% of men in prison to 61% of women in prison. A majority of were prior victims physical assault and additionally for women inmates, prior victims of sexual assault. The presenter will draw from three studies she conducted in Illinois with samples of 1) 163 women in prison, 2) 613 men in prison, and 3) 117 detainees in Cook County Jail. Attendees of the roundtable will discuss and be able to: 1) compare the extent and type of victimization experiences of those incarcerated; 2) understand how correctional facilities may trigger or contribute to victimization and trauma; 3) identify evidence-based practices and programs that can help those incarcerated with victimization and trauma histories, and related mental health and substance use disorders.

### **096 Empowering At-Risk Roma Girls Mattering Through Reproductive Justice in Several European Countries. The ROMOMATTER Project**

Symposium

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 5031

#### **Abstract**

Roma, Europe's largest ethnic minority, have been historically marginalized, and systemic discrimination has sustained their poor reproductive health status. Well-intentioned European and national policy efforts have been weak, and in part this has been attributed to the failure to engage Roma women in significant roles. This can be observed in the pervasive challenges related to teenage motherhood. Motherhood among Roma girls in Spain impoverishes their lives, puts them at risk of health problems, makes them vulnerable to domestic violence, precipitates school dropouts and condemns them to precarious jobs. Usually this is attributed to cultural patterns--based on patriarchal values that push them to adopt roles such, wives, mothers and the perpetuation of Roma legacy through generations. Overwhelming evidence affirms that the conditions of oppression, poverty and exclusion have a very important explanatory weight. Our research proposes that adolescent motherhood can be prevented through adolescent empowerment processes that link their community recognition and influence to values of reproductive justice. We understand that reproductive justice as the defence and protection of the rights of women to decide freely and responsibly their sexual

identity, the children they wish to have, access to the information and means necessary to do so, as well as to reach the highest level of sexual and reproductive health. This symposium will present and discuss the main components of ROMOMATTER, a Community Based Participatory Action Research being developed in five European countries (Spain, Bulgaria, Rumania, England, and Hungary) focused on (a) a conceptual framework of Roma Girls mattering linked to reproductive justice and strengthening their gender rights; (b) a community-based participatory research led by Roma girls to advocate for their gender and reproductive rights; and (c) an empowerment evaluation framework to ensure the influential involvement of all significant stakeholders in order to assure sustainable changes at systemic level.

#### **Chairs:**

*Manuel Garcia-Ramirez*, Universidad de Sevilla;  
*Daniel La Parra*, University of Alicante

#### **Presentations:**

### **Roma Girls' Mattering and Reproductive Justice. A Community Psychology Conceptualization.**

*Manuel Garcia-Ramirez*, University of Seville - CESPYD; *Daniel La Parra*, University of Alicante; *Maria Eugenia Gonzalez Angulo*, FAGA; *Iskra Stoykova*, Trust for Social Achievement; *Diliana Dilkova*, Natsionalna Mrezha Na Zdravnite Mediatori; *Raluca Tomsa*, University of Bucharest; *Raluca Negulescu-Balaci*, Fundatia Policy Center for Roma and Minorities - PCRM; *Margaret Greenfields*, Buckinghamshire New University; *Kia Goolesorkhi*, Healthcare Leadership and Management Development Institute; *KAMIRA Mujeres Gitanas*, KAMIRA

Roma mattering is linked to motherhood which has been associated to perpetuate a patriarchal legacy. We propose to link Roma girls mattering to reproductive justice. Roma teenage motherhood (RTM) is deeply embedded in a tangle of multiple discriminations used by society to validate the stereotyping and rejection of Roma people. It is common to attribute Roma girls' motherhood to "cultural patterns" in which their mattering is anchored to the roles of wife and caretaker. Mattering is understood as the process of psychosocial development through which the adolescent girl "perceives and feels valued". Therefore, mattering implies social recognition and influencing others. Our research maintains that the discrimination suffered by at-risk Roma girls can be reversed through a process of analysis and empowerment linking their mattering to sexual and reproductive justice. We understand "reproductive justice" as the recognition and protection of women's rights to decide how many children they want to have, where and when to have them, have information and means to do so, and the right to reach the highest level of reproductive health. Roma girls' mattering linked to reproductive justice involves all relevant domains for their psychosocial development. First, it involves acquiring critical thinking and

knowledge through reflection and evaluation. This step promotes the identification of multiple life narratives, different social roles, and new possibilities to interpret motherhood and decision making. Critical thinking also entails learning and realizing that their life conditions can change and are not determined by nature. This agency allows for new interpretations and narratives on motherhood, mothering, cultural values and practices. Second, this process allows Roma girls to imagine new possibilities, new resources, learn new roles, and build new networks without losing respect from their communities. Finally, this process enables them to actively advocate for constructing safe and healthy contexts for them and their families.

### **Community-based Participatory Action Research to Empower Roma Girls' Mattering Linked to Reproductive Justice**

*Daniela Miranda*, University of Seville - CESPYD;  
*Maria Jesus Albar Marin*, University of Seville - CESPYD

Addressing health disparities and promoting health equity for Roma has been a challenge. Current strategies based on ameliorative and top-down approaches have resulted in paradoxical effects that solidify health disparities since they do not effectively address the problems of vulnerable Roma groups, especially Roma women. The problem of Roma motherhood has generally been linked to programs designed by non-Roma experts without including Roma women. We propose a community-based participatory action approach based on the premise that girls have the talent and capacity to design their lives and carry out actions led by them. Inspired by the principles of Wolff et al. and adapting the strategy developed by Foster-Fishman et al. , we propose a framework in order to tackle imbalances in power relationships and generating synergies among a group of key community health providers, Roma and other stakeholders in marginalized contexts. This contribution presents a methodological approach comprising a four-phase process: (1) Identifying and building alliances between the Roma community, community organizations, policymakers, community service providers and Roma girls, (2) building Roma competence among all stakeholders involved in the process, (3) building advocacy capacity among Roma girls through CBPAR, and (4) developing a common agenda where both groups frame Roma health disparities as a consequence of their unjust social and economic conditions, and agree to prioritize a set of initiatives to advocate against those disparities. We will highlight best practices that provide a foundation for advocacy processes built upon redistribution of power, creating empowering community settings and mobilizing the leadership of the Roma community itself.

### **Building Empowerment Evaluation Capacity among Roma Girls and their Communities**

*Katty M. Caverio*, University of Seville - CESPYD;  
*Virginia Paloma*, University of Seville - CESPYD

Despite the enormous effort made in Europe to reverse the inequality of Roma women reproductive health, the result is very hopeless. This has been attributed to the lack of adequate evaluation techniques and participation of Roma population. We propose a model of empowerment evaluation to improve the situation in which the Roma community assess, monitors and improves all decision making processes to assure the relevance, rigor and impact of the initiatives. We will develop and adapt training guidelines using a community based participatory research (CBPR) approach. It will train and monitor facilitators as evaluators at the local community level whom in turn will train and monitor Roma girls in their community-based actions. This method will use an interactive learning model in which all agents, at an equal level, will share their expertise to create common knowledge in order to best work within the community. Evaluation in the ROMOMATTER will include participation of all members as follow: (a) Process evaluation will entail the degree on which planned activities and logistics were considered to set up and run the participation of Roma girls. (b) Implementation evaluation will focus on assessing the identification of meaningful figures, satisfaction with the tasks, techniques and procedures for their involvement, and opportunities for sustainability. (c) Outcomes evaluation will assess the results and consequences of Roma Girls participation throughout the project focusing in evaluating personal networks and community impact. A main objective of this model is to provide tools and resources that Roma girls can use to advocate for their own reproductive rights. This evaluation process will produce guidelines that will set up the work for future participatory initiatives led by Roma girls focusing on their own problems based on their reality and needs while at the same time allowing flexibility to engage new participants with different realities.

### **Think Tank for the ROMOMATTER Project**

*Isaac Prilleltensky*, University of Miami; *Pennie Foster-Fishman*, Michigan State University; *Yolanda Suarez-Balcazar*, University of Illinois at Chicago

The violation of gender, sexual and reproductive rights has been identified as a main and pervasive source of suffering, inequities and misery of humanity. The Gutmacher–Lancet Commission denounces that this is a consequence of "weak political commitment, inadequate resources, persistent discrimination against women and girls, and an unwillingness to address issues related to sexuality openly and comprehensively (Lancet Commission, 2018). Sexual and reproductive inequities of girls in Europe in one of the most significant examples of these challenges. Coopted cultural values for secular mechanisms of oppression, many Roma teenagers find in early motherhood their

way to obtain recognition and influence in their communities despite violating their rights to "be girls" and jeopardises their children's rights to enjoy parental care that ensures their own development. From the values, principals and methodologies of community psychology, the ROMOMATTER project is inspired by Prilleltensky's proposal on mattering, meaning-making and thriving; Foster-Fishman's youth reACT for social change methodology and Suarez-Balcazar's empowerment evaluation model to shed light and respond to this challenge. These frameworks are seminal sources of initiatives to overcome similar challenges suffered by ethnic minorities in the United States but it is necessary to strengthen community psychology influence in the international landscape in order to advance the discipline across the globe. Isaac, Pennie and Yolanda will propose ideas, criticisms, proposals that will instigate reflection and discussion among the audience in order to enrich our discipline and at the same time to build shared knowledge which will be incorporated to the ROMOMATTER project.

**097 How Are the Children? Community Factors that Mitigate the Effects of Adversity**

The Innovative Other

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 6013

**Abstract**

Adverse childhood experiences (ACEs) are traumatic events that occur prior to the age of 18. This adversity can affect brain development, which can result in long-term negative health and social outcomes. Research indicates that community factors play a strong role in buffering the effects of childhood adversity. Aspects of community, such as capacity, sense of connectedness, trauma-informed practices and cultural understanding can mitigate poor academic and work effects and both mental and physical health outcomes. Moreover, availability of community programs that provide social connections for youth such as sports and arts activities are reportedly beneficial to those who experience childhood trauma. Community level elements interact with known individual resilience factors in complex and dynamic ways. However, research in this area is scarce and can often be conflicting. This innovative session will briefly present findings from two on-going projects in the U.S. which explore the effects of ACEs. Findings highlight multiple perspectives on community level factors and ACEs. As part of the learning and interactivity of the session, the leaders will ask attendees to read out loud research participants' (de-identified) stories. Research findings will serve as a starting point to engage in a formal discussion on how to translate results into community-based policy and action. First, participants will break into smaller groups where they will introduce themselves and discuss their interest in and/or work with childhood adversity. Next, discussion leaders will have a series of questions to consider, such as "How do we build better community capacity?" and "How do we reach those not connected to care systems?" Each small group will

create a list of recommendations based on discussion. As a larger group, participants will consider the pros and cons of each approach with the goal of generating actionable recommendations for building community-level resilience and strength.

**Chairs:**

*Eylin Palamaro-Munsell*, Northern Arizona University; *Suzette Fromm Reed*, National Louis University; *Melissa Strompolis*, Children's Trust of South Carolina; *Aditi Srivastav*, Children's Trust of South Carolina

**098 Capacity Building and Collaboration with Your Community Advisory Board: The POSSE Project Model Working with the House and Ball Community Workshop**

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 6017

**Abstract**

The POSSE Project is a community-level intervention that adapted the Popular Opinion Leader intervention for use with House and Ball Communities (HBC) in Philadelphia and Chicago. The House and Ball Community is an underground community consisting of primarily LGBTQI people of color. As such, members of the community have multiple social identities and can experience multifaceted and intersectional oppression. HBCs exist in most major cities in the United States and in some cities abroad, but exist in a network wherein houses will have chapters in multiple cities. The Community Advisory Board (CAB), an essential core element of this intervention has provided crucial insights, access and expertise to the POSSE research staff. Traditionally, the relationships between the CAB and the research institution is unidirectional, with the CAB assisting the researchers with recruitment, best practices, and translating the science for the larger community. In this traditional relationship marginalized communities often have a seat at the table but their voices are rarely heard when expressing what their communities truly need and want. This workshop will present the model used in POSSE to retain, engage and build capacity with an HBC CAB. Included in this workshop are 1) overview of the theories drawn from to guide the model; 2) a sample of the Research 101 curriculum created for the CAB; 3) participation in goal setting and needs assessment activities and 4) strategies for identifying and engaging community partners for expanded capacity building opportunities. Activities and strategies are generalizable and can be used with other LGBTQI and marginalized communities. There will opportunities to share and explore strategies. Learning Objectives: 1. Facilitate strategic planning activities with a CAB or other community group. 2. Create CAB appropriate research curriculum. 3. Understand the characteristics and social structure of the House and Ball Community,

**Chairs:**

*Bevin Gwiazdowski*, Children's Hospital of

Philadelphia; *Marne Castillo*, Children's Hospital of Philadelphia; *Tori Gillis*, POSSE Project Community Advisory Board; *Kortez Davis*, Stroger Hospital of Cook County; *Gary Harper*, University of Michigan School of Public Health; *Christopher Balthazar*, Stroger Hospital of Cook County; *Richard LaBoy*, Children's Hospital of Philadelphia; *Sybil Hosek*, Stroger Hospital of Cook County

### **099 The Psychology of Racial Injustice on Mass Incarceration and its Impact on Social Justice**

Roundtable Discussion

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** Palmer House The Spire Parlor

#### **Abstract**

Mass incarceration has been a continuing epidemic that has been the topic of many political conversations. The incarceration of men and women can create domino effects on whole families. There is a prevalent absence of strong male figures in homes and communities, and the lack of presence of these strong male role models in the African American community is a major problem, particularly when fathers are not able to play an intricate part in the growth and development of their children. In the past two decades, women have been incarcerated at even more alarming rates. Mass incarceration has been on the rise consistently and it has been at the forefront of many conversations as it relates to racial justice. This roundtable will discuss how mass incarceration has been plagued with systemic racial issues that have seriously impacted the way in which individuals from disenfranchised communities continue to be placed into the cycle of mass incarceration. We will examine the implications of how the strategic injustice of incarceration has had significant impacts on the socio-economically disadvantaged. Our roundtable will discuss the role of Community Psychology as it relates to Social Justice and Social Change centered around Mass Incarceration. We will also talk about how community organizing, and community activism plays a significant role in how we can change the face of Mass Incarceration.

#### **Chairs:**

*La'Shawn Littrice*, National Louis University; *Donna Woods*, National Louis University; *Bradley Olson*, National Louis University; *Dan Cooper*, National Louis University; *Judah Viola*, National Louis University; *Tiffney Jimenez*, National Louis University

### **100 Sharing Our Work: Exploring the SCRA Publication Outlets as Venues for Dissemination**

Special Session

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** Palmer House The Water Tower Parlor

#### **Abstract**

In this session, each editor will share information about the publication they represent that will include what types of articles or books they accept and how to submit your work. The brief presentations will be

followed by a question and answer session where attendees will have an opportunity to ask questions and learn how and where they may disseminate their work or share their expertise. Time Request: 60 minutes  
Format: Roundtable Discussion

#### **Chairs:**

*Susan M. Wolfe*, Susan Wolfe and Associates, LLC; *Nicole Allen*, University of Illinois; *Robin Lin Miller*, Michigan State University; *G. Anne Bogat*, Michigan State University

### **101 Getting to Outcomes: The 20-Year Anniversary of a Community Impact Model**

Symposium

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** Palmer Salon 12

#### **Abstract**

In 1999, the Getting To Outcomes (R) was developed by a professor and two graduate students in the clinical-community program at the University of South Carolina. The work began as a way to provide planning and evaluation tools for prevention coalitions who typically had little access to local resources they could use to evaluate their own programs or community-based strategies. The GTO model is based on a series of 10 accountability questions that includes elements of effective planning, implementation, and evaluation. The first GTO manual was piloted and revised for dissemination for the drug-free communities grantees. This session will discuss the further development and refinement of the GTO model which includes training modules and a technical assistance system. The presenters will highlight the various GTO manuals that have been developed including those for underage drinking prevention, pregnancy prevention, youth development, home visiting, and sexual assault prevention in military settings. The developers will describe the evaluation of the GTO system over the last 20 years including how the technical assistance system has been tested using experimental designs. There will be an emphasis on how the system has evolved with input and lessons learned from community practitioners and providers who have used GTO. Data on the community impact of GTO will be discussed including how the work has been integrated into community organizations, state systems, foundations, education settings, military settings and in other countries. The presenters will discuss how the the cycles of reflection and action in the GTO system can occur in complex systems where the focus on accountability is prioritized.

#### **Chairs:**

*Pamela Imm*, Wandersman Center

#### **Discussant:**

*Ray Lorion*, Towson University

#### **Presentations:**

**Overview of the Getting to Outcomes Model**

*Pam Imm*, Wandersman Center; *Matthew Chinman*, The RAND Corporation; *Abraham Wandersman*, Wandersman Center

The Getting to Outcomes model was developed as a way to bridge the gap between research and practice. This gap was observed by community psychologists who were working in the area of substance use prevention in communities where knowledge and skills about effective prevention and evaluation were not readily available. As evaluators for the coalitions, the community psychologists developed the initial "how-to" manual in which the GTO accountability questions were used as the core components of a manual in which information about evidence-based programs, tools about planning, process and outcome evaluation worksheets, and drug use prevention surveys were included. The first Getting to Outcomes manual for prevention was made available through CSAP to the first recipients of the drug-free communities and support program. Since that time, the authors have been involved in the development of more than 10 GTO manuals including those developed for underage drinking prevention, youth development, pregnancy prevention, home visiting, and sexual assault prevention in military settings. The authors will describe how the manuals are developed and initial grant opportunities they have used to evaluate and monitor the use of the manuals. Examples as to how the larger GTO system has been implemented into various systems such as local and state systems, health foundations, and military settings will also be provided.

#### **The Evidence Base for Getting to Outcomes (GTO)**

*Matthew Chinman*, The RAND Corporation

This presentation will describe community research that has been done on the GTO system over the last 20 years, highlighting how GTO has helped community providers implement prevention programs. This presentation will also describe how the research has helped improved implementation of GTO's key components - manuals, training, and technical assistance. Funded by NIAAA, CDC, NIDA and states, GTO research has been conducted in a variety of settings including coalitions, community-based organizations, afterschool programs, and in state-level systems. Dr. Chinman will describe the variety of quasi-experimental and experimental studies evaluating how well GTO improves capacity among providers/staff, enhances fidelity of evidence-based programs, and contributes to positive outcomes. For example, early GTO studies involving groups of different prevention programs showed that providers who used GTO more increased their capacity and ability to implement programs well. Later studies involving only one evidence-based program showed that those randomly assigned to receive GTO ran programs with better fidelity and achieved better individual outcomes. Data on the relationship between

the provision of technical assistance and increased capacities and program fidelity will also be presented.

#### **Adapting GTO to improve global health: The Development of GTO-Thailand**

*Ariel Domlyn*, Wandersman Center; *Andrea Lamont*, Wandersman Center; *Abraham Wandersman*, Wandersman Center; *Sue Levkoff*, University of South Carolina

Funded by the NIMH Global Mental Health Program, the Partnership in Implementation Science for Geriatric Mental Health (PRISM) project represents a unique application of Getting To Outcomes (GTO). In this randomized controlled trial, we adapt GTO for the Thai context, with the goal of improving planning, implementation, evaluation, and continuous quality improvement of a physical activity intervention for older adults with dementia. The infrastructure of the health care delivery system in Thailand differs greatly than that in the United States. This study holds particular significance as a test of implementation science methods within a context that currently lacks such methodology. The adaptation of this model into GTO-Thai is being performed using a participatory lens, where each level of the Thai community will be involved in co-designing the study and ensuring its relevance. It is also unique in its use of the R=MC2 readiness framework to design research support provided by GTO experts to the Thai colleagues. This application of R=MC2 is novel and holds promise as an evidence-informed method of providing technical assistance. In this presentation, we will explain the study and context, discuss preliminary findings about the cross-cultural relevance of GTO, outline the support network in place for implementing GTO in Thailand, and provide recommendations for the application of GTO internationally.

#### **Using Getting to Outcomes (GTO) to Improve Family Engagement in Schools**

*Brittany Cook*, Wandersman Center; *Abraham Wandersman*, Wandersman Center

Family engagement in schools is essential for successful school reform and for the improvement of student development and achievement. There is recognition on both the Federal and state level that engaging families is important for improving both school and student outcomes, particularly for schools serving at risk populations of youth (e.g., low income, English language learners, students with disabilities, minority youth, homeless youth, youth in foster care, and migrant children). South Carolina, which currently ranks in the bottom quarter for overall child well-being, is one of only a handful of states receiving federal funding through the Every Student Succeeds Act to implement a plan to strategically improve family engagement within high need schools across the state. More strategically planned, implemented, and

evaluated family engagement programs should increase the school-family-community partnerships in high need schools in South Carolina, leading to better outcomes for students. A statewide Family Engagement Center will provide capacity-building support through training for Getting To Outcomes® (GTO) for regional liaisons who will work with individual schools to improve their family engagement plans, as well as community partners. The center will also provide technical assistance and tools to help support the use of GTO, which will in turn be used by the regional liaisons to support the schools in their family engagement processes.

**102 School-Based Assessment and Intervention: Capturing Violence, Teacher Experiences, and Restorative Justice Practices**

Symposium

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** Palmer Salons 6&7

**Abstract**

In this symposium, we will present empirical findings on school violence and intervention from three projects: a national study in the United States, a national study in Chile, and an intervention study that spans five high-suspending schools in Brooklyn, New York. These studies attempt to understand the ecologies of schools, and how school factors influence teachers' experiences and implementation of interventions. Using both qualitative methods (e.g., interviews with school staff, student focus groups, observations) and quantitative methods (e.g., teacher surveys, administrative data), we take a close look at teachers' perspectives regarding their experiences with violence, school bonding and school climate, aggression toward teachers from student and parent perpetrators, and restorative justice practices. We will also delve into discipline issues, teacher training, norms, and leadership practices. McMahon and colleagues will describe results from a content analysis of 475 teachers' experiences with parent perpetrated violence and aggression using a school climate framework. Varela and colleagues will present findings based on individual and school level influences on 9,144 Chilean teachers' school bonding using hierarchical linear modeling. Martinez and colleagues will describe the role of resources, staff-buy-in, school norms, and perceived benefits in the implementation of restorative justice practices in New York city schools. Presenters in this symposium will suggest implications for theory, research, practice, and policy. Zimmerman, our discussant, will derive overarching themes across presentations based on his extensive experience with school intervention and evaluation. We are also interested in engaging in a discussion with audience participants regarding their experiences and ideas in order to facilitate moving the field forward in a way that honors our community psychology values, action orientation, rigorous methodology, and orientation toward social justice and effective intervention in schools.

**Chairs:**

*Susan McMahon*, DePaul University

**Discussant:**

*Marc Zimmerman*, University of Michigan

**Presentations:**

**Parent-Perpetrated Violence Toward Teachers: A School Climate Lens**

*Susan McMahon*, DePaul University; *Kailyn Bare*, DePaul University; *Cori Tergesen*, DePaul University; *Kayleigh Zinter*, DePaul University; *Yesenia Garcia*, DePaul University; *Gabrielle Lynch*, DePaul University; *McMahon Katie*, University of Pittsburgh; *Jacqueline Davis*, DePaul University; *Eric Peist*, DePaul University

Teachers frequently experience acts of aggression in schools, negatively impacting their well-being, job satisfaction, and retention, as well as student outcomes. Parents are the second most common perpetrators of teacher-directed violence behind students, but little research has been conducted to investigate this issue. School climate may provide a helpful lens from which to examine violence in schools more generally, and teacher experiences more specifically. In the current study, an anonymous online survey was completed by teachers from 48 states (n=2,998). The survey included quantitative and qualitative questions about teacher's victimization experiences. A subset of this sample (n=475) indicated that their worst experience with violence was perpetrated by parents. Using Wang and Degol's (2016) school climate framework, we analyzed open-ended survey responses. We elaborated upon and further specified the four domains of school climate (safety, community, academics, and institutional environment) and corresponding dimensions by identifying common themes through content analysis. In term of safety, socio-emotional distress (fear, intimidation), discipline (parent or student disregard of policies), and physical aggression (assault) were common themes. Regarding community, quality of relationships (blaming, disagreements with parents about accountability) and poor relationships with parents, staff and students were themes. Within the academic domain, themes included leadership (lack of administrative support), teaching (diminished quality of instruction), and professional development (lack of job security, teacher motivation to remain). In terms of institutional environment, themes included environment (settings where violence occurred), structural organization (systems level policies), and lack of institutional resources. Teachers recommended improved communication practices, stricter school policies, and increased administrative support to reduce parent-perpetrated violence. Findings suggest that school climate plays an important role in understanding teachers' experiences with parent-perpetrator violence. Our results provide insights into how we might best approach the complex issue of school violence.

Implications for research, intervention, and policy will be discussed.

### **Exploring Online and Face to Face Victimization Against Teachers in Chile: A National Study**

*Jorge Varela*, Universidad del Desarrollo, Chile; *Mariavictoria Benavente*, Universidad del Desarrollo, Chile; *Valeria Guerrero*, Universidad del Desarrollo, Chile; *Rodrigo Quiroz*, Universidad del Desarrollo, Chile

Aggressions against teachers have been a topic of growing interest for researchers (Mooij, 2011, Kauppi & Pörhölä, 2012, Chen & Astor, 2009). Previous studies distinguish between active aggressions such as physical violence, vandalism and insults and passive aggressions like hiding in the classroom or refusing to cooperate (Chen & Astor, 2009, Kauppi & Pörhölä, 2012). More recent studies recognize the use of technology against teachers using text messages, e-mails or telephone calls (Kauppi & Pörhölä, 2012). Yet, less is known about digital and online aggressions compared to traditional formats. Considering the importance of social media for adolescents, we examined the negative effect of different types of student aggression on teacher's school bonding in Chile. We examined national data from the 4th National Survey of School Violence in Chile, using a sample of 9,144 teachers from Chile (58,4% female) from 738 schools. We used hierarchical lineal modeling to examine the relationship between individual and school level variables on teacher's school bonding. We found a significant relationship with school bonding at level 1 with: victim school violence in general ( $\beta = -.08$ ), face to face aggressions of rumors ( $\beta = -.18$ ) and threats ( $\beta = -.31$ ), and teasing using a web page ( $\beta = .70$ ), controlling for age, sex, and years of experience. At the school level, we found a significant relationship for type of school ( $\beta = -.10$ ) and size ( $\beta = .06$ ). Our results highlight possible differences for teachers' school bonding based on the type of aggression and the online format students used. For the most part, face to face aggressions are the most important for teachers' school life. We need to explore this type of aggression further considering their presence in students' life's and risky violent behavior in order to support prevention programs for teacher emotional support.

### **Using Restorative Justice Practices to Address School Discipline and Safety: A Process Evaluation**

*Andrew Martinez*, Center for Court Innovation; *Lina Villegas*, Center for Court Innovation; *Lama Hassoun Ayoub*, Center for Court Innovation

Exclusionary discipline practices (e.g., school suspensions) have been linked to a range of negative student outcomes including lost class time, lower academic performance, and contact with the juvenile justice system (Fenning & Rose, 2007; Skiba & Rausch, 2006; Wald & Losen, 2003). Additionally, over thirty years, research has documented racial disproportionality in exclusionary discipline. In response, restorative practices, which focus on improving and restoring relationships, have gained nationwide momentum as an alternative to discipline and to ensure school safety. Despite this trend, rigorous studies examining the implementation and concomitant impact of school-based restorative practices are scant. The current study is a process evaluation and is part of a larger randomized controlled trial testing the impact of a restorative justice program on school suspensions and school climate. More specifically, this study examines the implementation of restorative practices across five high-suspending schools in Brooklyn, NY. Data were collected using an assortment of data collection strategies, namely interviews with school staff (n=85), student focus groups, observations of restorative circles (n=67), student surveys (n=399), and administrative data across approximately 1,600 restorative circle sessions. Study findings reveal a variety of factors playing a role in the implementation of restorative practices including resources (e.g. staff, time), staff buy-in, training, school norms concerning discipline, and compartmentalization and staff misperceptions of restorative practices. Perceived benefits of the intervention are also discussed. Based on these findings, we discuss the role of implementation as it relates to desired outcomes. In accordance with the conference theme (i.e., ecological praxis) we also discuss the importance of varied data collection strategies to appropriately capture 'school ecologies' and better understand implementation processes. The presentation will end with a broader discussion concerning training the next generation of community psychologists within school-based research-practice partnerships.

## **Ignite Session #2: Criminal Justice**

**Ignite Session 2: Assessing Policing Tactics in Transactional Sex Work-Related Arrest Reports: A Qualitative Analysis of Chicago Police Department Records**  
Ignite Presentation

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 4012/4014

### **Abstract**

Purpose In 2006, the City of Chicago Mayor's Office

issued guidance regarding law enforcement's response to transactional sex work, including a recommendation to focus on individuals driving demand in the sex trade (i.e. clients, arrangers) rather than sex workers. We analyzed arrest report data from the Chicago Police Department (CPD) to assess CPD's approach to policing transactional sex work a decade after this guidance. Methods Through a series of Freedom of Information Act (FOIA) requests, arrest reports were requested from the CPD for all adults arrested by the CPD in 2015-2017 under transactional sex work-related statutes. Demographic data were extracted from the "Offender" section of the report. The "Incident Narrative" sections of the reports were coded independently by two research staff members ( $Kappa=0.87$ ) to identify themes in arrestee characteristics, policing strategies, and types of evidence cited. Results Of 575 total arrest reports, 64.7% of arrestees were identified in the report as "Black," 15.0% as "Hispanic," and 71.5% as "Female." Mean age was 34.8 (SD=11.0). Qualitative analysis revealed a number of themes around CPD's practices regarding transactional sex work. Sex workers, rather than clients or arrangers, were primarily the targets of arrest. Targeted and patrol-based arrests were both common. Targeted arrests often involved undercover officers soliciting services from sex workers. Patrol arrests often cited profiling-based evidence as a justification for arrest, including that the arrestee was "a known prostitute," in an "area known for prostitution," "flagging down vehicles," or "transgender" "transsexual," or "crossdressing." Conclusion Despite government guidance to focus on curtailing demand, CPD's practices continue to primarily target sex workers through undercover officers and profiling-based tactics during patrol that may particularly impact Black women and sexual/gender minorities. Examining policing strategies regarding sex work can enrich understandings of the systems and socio-ecological structures navigated by individuals in the sex trade.

**Chairs:**

*Clair Fuller*, University of Chicago; *Kris Rosentel*, University of Chicago; *Shannon M.E. Bowers*, University of Chicago; *Darnell Motley*, University of Chicago; *Brandon J. Hill*, Planned Parenthood

**Ignite Session 2: Examining the Relationship Between Colorblind Racial Ideology and Servant Leadership Among Police Recruits**

Ignite Presentation

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 4012/4014

**Abstract**

Objective: The current study chose to explore the possible association between racial ideologies and leadership styles in police recruits. We investigated the relationship between colorblind racial ideology (CBRI) and servant leadership (SL) styles to better understand the relationship. Method: Two-hundred and five police

recruits were recruited for this study. We administered three surveys to study colorblind racial ideology and servant leadership within the sample. Results: Pearson correlations reported significant negative relationships between certain factors of CoBRAS and RSLP as well as CoBRAS and different demographic factors. Hierarchical multiple regressions showed that significant amounts of the variation in the two factors of SL examined were attributed to the factors of CBRI and the demographic factors of sex and race. Conclusions: Findings helped to extend our understanding of how racial prejudices relate to leadership styles in law enforcement. This relationship between colorblindness and servant leadership implies that a possible means of combating prejudice in police recruits may be through the leadership styles that are emphasized. Since this study involved only self-reported survey data, future studies should focus on including different measures of ideologies with possible more experience police officers as well.

**Chairs:**

*Sara Groth*, University of Illinois

**Ignite Session 2: Legal Cynicism Among Youth: An Examination of the Influence Of Police Contact and Neighborhood Context**

Ignite Presentation

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 4012/4014

**Abstract**

Legal cynicism (LC) is the perception that the legal system or its actors are illegitimate. High levels of LC diminish support and trust of citizens towards legal actors and have been linked with decreased cooperation with police and lower willingness to obey the law or report crimes (Gau, 2011). Previous research on LC has focused primarily on adult populations and structural correlates of LC. This study expands the current literature by examining LC among youth, while accounting for both individual and community-level influences. Specifically, using data from the age 15 assessments of the Fragile Families and Child Wellbeing Study (a longitudinal study of 4898 children born between 1998-2000 in 20 large cities), we aim to understand the relationship between situational characteristics of police contact (type of contact, satisfaction with contact, intrusiveness of contact, perceptions of procedural justice, contact outcome) with levels of youth-reported LC in neighborhoods characterized by different levels of collective efficacy and danger. Using multi-model selection based on AIC values we evaluated multiple GLMs testing the relationship between LC and our predictors. After controlling for demographic factors and youth's self-reported delinquency, results showed that more intrusive stops increased LC ( $p<0.001$ ), while higher levels of perceived procedural justice reduced LC ( $p<0.001$ ). Moreover, personal police contact, whether rated as satisfactory or not, was always associated with higher levels of LC than vicarious police contact



( $p < 0.001$ ). Finally, an interaction between neighborhood profiles and contact outcome emerged. In dangerous neighborhoods with low collective efficacy, police contacts that resulted in inaction or ticketing by the officer resulted in higher LC than contacts that resulted in warnings or being taken to the police station. In safer neighborhoods with high collective efficacy, police contacts were associated with overall lower and less variable levels of LC regardless of the encounter's outcome ( $p < 0.05$ ). Implications are discussed.

**Chairs:**

*Meret Hofer*, University of Virginia; *Sean Womack*, University of Virginia; *Melvin Wilson*, University of Virginia

**Ignite Session 2: Needs Assessment of a Tri-County Human Trafficking Task Force**

Ignite Presentation

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 4012/4014

**Abstract**

Human trafficking is a global crime involving the use of force, fraud, and coercion to exploit individuals for commercial sex and labor. Survivors of human trafficking have physical health, mental health, and other life needs that must be addressed to give them opportunities to rebuild their lives. There are few organizations that offer comprehensive services to meet all these needs which forces survivors to seek out services from multiple organizations in the community. Survivors of human trafficking are forced to navigate a "patchwork of care" and run the risk of not having their needs met. Organizations that assist human trafficking survivors face many barriers that limit their ability to adequately address the needs of survivors in their community. These barriers must be identified and addressed to facilitate optimal service provision and coordination among organizations. This presentation will discuss the findings of a needs assessment of organizations serving human trafficking victims that identified barriers and generated potential solutions to service provision challenges. Implications for policy and practice will be discussed.

**Chairs:**

*Lauren Vollinger*, Michigan State University

**Ignite Session 2: Optimizing Family-Level Protective Factors Among Juvenile Delinquent Substance Users**

Ignite Presentation

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 4012/4014

**Abstract**

Substance use among delinquent youth is an issue of immediate concern in the area of juvenile corrections and rehabilitation. At a national level, an estimated 85.4% of detained youth reported using substances in the six months prior to their arrest (Mulvey, 2010;

McClelland, Teplin, & Abram, 2004). Past research has highlighted how contextual factors, such as neighborhood crime, elevate youth's risk of using substances (Mulvey, 2010). However, less is known regarding how protective factors, such as strong family attachment, mitigate the relationship between youth substance use and neighborhood crime rates. The present study examines how family attachment moderates the relationship between neighborhood-level crime prevalence and substance use among juvenile offenders. Analyses draw upon a sample of 2,074 delinquent youth recruited from a large county in Mid-Michigan from 2004 to 2018. ZIP codes are used to identify violent and property crime arrest frequencies relative to participants' neighborhoods. Additionally, Geographic Information Systems (GIS) analysis will be used to track patterns of neighborhood crime in the county area over time. Self-reported substance use behavior and family attachment are captured by the Youth Level of Service (YLS), a risk assessment instrument used by the juvenile court. Substance use behavior here refers to both the frequency of usage and extent to which usage interferes with the youth's life. Family attachment is measured by consistent parenting, quality of parental relationships, and strength of family management. We hypothesize that neighborhood crime will be associated with higher levels of youth substance use. However, we also hypothesize that this relationship will be moderated by family attachment, such that strong family attachment buffers youth substance use, even when neighborhood crime levels are high. Results yielded highlight the value of family- and neighborhood-level intervention in reducing substance use among delinquent youth.

**Chairs:**

*M.K. Kitzmiller*, Michigan State University; *Jen Gruber*, Michigan State University; *Cait Cavanagh*, Michigan State University; *Kas Anderson-Carpenter*, Michigan State University

**Ignite Session 2: Policing in a Multiracial Society Project (PMSP)**

Ignite Presentation

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 4012/4014

**Abstract**

Year after year there are reports about a Black men or women who have been killed at the hands of a police officer. Black people are more likely than their white counterparts to be racial profiled. Motivating researchers to explore more on police racial attitudes. Policing in a Multiracial Society Project (PMSP) was created in 2012, committed to create a police force that is honoring and addressing the values of social justice, equity, and fairness. The purpose of the study is to increase police awareness of their own social identities and racial belief, knowledge about the theories and researches that is related to police misconduct and the historical information about racial minorities in the community and criminal justice

system, and their ability to use what was learn in their police training such as communication and their basic police skills in a culturally informed way. We conducted a study on police recruits color-blindness racial ideology. Color-blindness racial ideology is define in two interrelated dimension related to color-blindness (Neville, Awad, Flores, & Bluemel, 2013). The first dimension is color-evasion define as being in denial of racial difference by emphasizing that everyone is the same. The second dimension is power-evasion is define being in denial of racism emphasizing that everyone have the same opportunities to succeed regardless of race. We did a 10 hour multicultural education across two studies. Investigating police recruits' racial belief and their engagement to the multicultural education training. In the first study we found that greater endorsement of power-evasion color-blindness racial ideology (CBRI) is associated with lower levels of cognitive with the three education modules among the 81 police recruiters. In study two found a similar pattern, however these findings was not replicated for color-evasion CBRI. We was able to identified helpful and hindering aspects of the education modules.

**Chairs:**

*Abisola Smith*, Univerity of Illinois at Urbana-Champaign

**Ignite Session 2: Returning to Community After Incarceration: Evaluating Circles of Support and Accountability's Role in Promoting Within-Person Change**

Ignite Presentation

**Day:** 6/26/2019 **Time:** 4:00-5:15 PM **Room:** NLU 4012/4014

**Abstract**

The number of people returning to communities after a period of incarceration (hereinafter, "Returning Citizens") is on the rise (Carson & Golinelli, 2013).

Recent research has highlighted the importance of community and contextual factors in successful reentry and reintegration, challenging widely-held notions that desistance is primarily a function of individual characteristics (Stahler, Mennis, Belenko, Welsh, Hillder, & Zajac, 2013). Though service agencies provide essential resources to support Returning Citizens, they are unable to aid them in developing the critical element necessary for long-term desistance: a personally meaningful life that is incompatible with criminal behavior (Ward & Maruna, 2007). According to the Good Lives Model (GLM), a theoretical framework focusing on the importance of well-being in promoting desistance, many Returning Citizens need social support to create such lives (Ward & Gannon, 2006). Circles of Support and Accountability (CoSA) programs address this need by connecting Returning Citizens to a network of volunteers from the community to which they are returning. Previous efforts to evaluate CoSA programs have been hindered by methodological challenges common to research focusing on hard to access populations (e.g. small sample size, lack of control/comparison group, non-representative sample, etc). The current study applies single-case design (SCD) methodology, commonly used to assess individual-level effects in educational psychology, to quantitatively assess Returning Citizens' development of pro-social life characteristics during their participation in a CoSA program. Results suggest that CoSA participation promotes development of pro-social life characteristics (e.g., sense of community, social capital) among Returning Citizens during their process of reintegration. Implications for evaluations of CoSA programs and future research will be discussed.

**Chairs:**

*Christopher T. Allen*, Kennesaw State University; *Kim Yeasir*, THRIVE Communities of Massachusetts; *Ekaterina Mathes*, Kennesaw State University

**Thursday Morning Sessions  
Breakfast on Your Own**

**104 2019 Seymour Sarason Award: Mattering at the Intersection of Psychology, Philosophy and Politics**  
Special Session

**Day:** 6/27/2019 **Time:** 9:00-9:40 AM **Room:** Harold Washington Library, Winter Garden

**Abstract**

Mattering is an ideal state of affairs consisting of two complementary psychological experiences: feeling valued and adding value. Human beings can feel valued by, and add value to, self, others, work, and community. To make sure that mattering is distributed

fairly among the population, we must balance feeling valued with adding value. Moreover, we must balance adding value to self with adding value to others in the community. Unfortunately, the dominant neoliberal philosophy does not support the values required to ensure that mattering is distributed fairly among the population. Whereas a healthy and fair society would require equilibrium among values for personal, relational, and collective well-being, the dominant philosophy in many parts of the world favors personal values at the expense of relational and collective values. Dominant neoliberal philosophies and economic policies have resulted in diminished sense of mattering for millions of people who, ironically, support xenophobic, nationalistic and populist politics in an effort to regain a sense of mattering. To make sure that everyone matters, we must align the psychology, philosophy and politics of mattering.

**Chairs:**

*Isaac Prilleltensky*, University of Miami; *Geoff Nelson*, Wilfrid Laurier University; *Laura Kohn-Wood*, University of Miami

**105 Are We Measuring What We Think We Are Measuring? Using Cognitive Interviewing to Pre-Test Questionnaires in English and Spanish**

Workshop

**Day:** 6/27/2019 **Time:** 9:00-10:15 AM **Room:** NLU 4012/4014

**Abstract**

Cognitive interviewing is a tool used during the instrument design stage of a research project to help maximize the validity of survey questions. A central aim of cognitive interviewing is to ensure that participants understand the questionnaire content to mean what the researchers intend it to mean. It is also helpful for ensuring that questionnaire design choices enhance rather than hinder data quality. Cognitive interviewing is worthwhile in any research study, but it is particularly helpful when designing a questionnaire for use with unique populations. We use cognitive interviewing in research with English- and Spanish-speaking intimate partner violence (IPV) survivors. We recruit English and Spanish-speaking IPV survivors to give their feedback on language-specific versions of the survey instrument. In the session, we systematically collect information on what they think the question is asking, the thought process they use to arrive at their answers, difficulties they had answering the questions, and anything else requiring attention. We use the information to refine the survey instruments to ensure that they are culturally and contextually appropriate. We find cognitive interviewing to be an invaluable tool in our research and will use this forum to share what we've learned. In this workshop, we will explain the purpose and methods of cognitive interviewing, share examples from our work, and give attendees the opportunity to practice key cognitive interviewing techniques. Attendees will leave the workshop with a basic understanding of cognitive interviewing methods

and resources to use the technique in a future research study.

**Chairs:**

*Adrienne Adams*, Michigan State University; *Gabriela Lopez-Zeron*, Michigan State University; *Maria Bilbao*, Michigan State University

**106 Youth Mentoring on Academic Setting**

Symposium

**Day:** 6/27/2019 **Time:** 9:00-10:15 AM **Room:** NLU 4020

**Abstract**

Community psychologists are interested in understanding the processes through which social interventions might help in improving youth's life and promote their academic progress and well-being. Mentoring has been shown to be an excellent avenue through which disadvantaged youth can gain access to knowledge, resources and opportunities that otherwise would not have been available for them (Larson, Walker, & Pearce, 2005). The purpose of this symposium is to present research findings from four quantitative studies examining critical issues of both programmatic and natural mentoring relationships (MNR). Research findings from these studies will address important gaps in youth mentoring research. The first presentation uses a quasi-experimental approach to examine the combined effects of student's school connectedness and Project Arrive school-based group mentoring program, on 9th graders educational outcomes. The second presentation explores mentoring quality protective role from the potential negative effects of cultural mistrust on students' educational outcomes. The third presenter will show findings on academic, psychological and adaptive functioning from a randomized-control trial, of 6th grade students participating in the Cities Mentor Project. The fourth presentation looks into students' high school connectedness experiences as predictors for the development of new NMR while in college and its effects on college outcomes. Overall, this symposium will present research finding that will contribute to the understanding of critical yet less explored issues of mentoring relationships. In addition, this symposium will illustrate diverse quantitative methodological approaches to learn about mentoring predictors, mentoring interventions, interaction with contextual factors and educational outcomes. This proposal suggests a session length of 75 minutes. At the end of the symposium, the discussant will take 5 minutes to summarize key findings and 15 minutes to engage the audience for asking questions and discuss about ways these finding may be used to improve the life of young people and promote their well-being.

**Chairs:**

*Luciano Berardi*, DePaul University

**Discussant:**

*Fabricio Balcazar*, University of Illinois at Chicago

**Presentations:**

### **Increasing Connection to Reduce Academic Risk: The Role of School-Based Group Mentoring.**

*Claudia Delbasso*, Georgia State University; *Nancy Nava*, Georgia State University; *Gabriel Kuperminc*, Georgia State University; *Wing Yi Chan*, Rand Corporation

Project Arrive (PA) is a school-based group mentoring program for 9th grade students identified as being at risk for school dropout. We showed previously that participation in PA is associated with increases in school belonging and support from teachers (Authors, under review) and improved academic functioning (Authors, under review). Drawing on research with youth who exited formal education without a high school diploma, the Center for Promise (2015) concluded that expanding the supports available to vulnerable students may be the most powerful approach for helping young people achieve their academic potential. The current quasi-experimental study extends previous findings by examining whether school connectedness, the belief that the adults and peers in their school care about them and their learning (Centers for Disease Control, 2009), mediates the associations of PA participation with academic performance and attendance. This study included 114 9th graders attending high schools that offered PA, and 71 9th grade students attending a district high school that did not offer the program. The sample was predominantly male (53%), Latinx (62%), and economically disadvantaged (75%). Using a partially-nested multilevel model to account for clustering of program students in groups, we examine school belonging and teacher support as mediators in the associations of PA participation during 9th grade with school grades, progress toward graduation, and attendance at the end of 10th grade. Preliminary analysis revealed a significant indirect effect of PA participation on grades through its association with teacher support,  $b = .16$ ,  $s.e. = .09$ ,  $CI [.02, .37]$ , and a significant indirect effect of PA participation on credits earned toward graduation through its association with teacher support,  $b = 1.77$ ,  $s.e. = 1.01$ ,  $CI [.27, 4.08]$ . These findings support the expectation that increasing a sense of connection to school through group mentoring can promote academic success among vulnerable students.

### **Do Cultural Mistrust and Natural Mentoring Relationship Quality Predict Academic Outcomes?**

*Alex O'Donnell*, DePaul University; *Maria Valenzuela*, DePaul University; *Lidia Monjaras-Gaytan*, DePaul University; *Bernadette Sánchez*, DePaul University

As the proportion of Latinx students in the public-school system increases, awareness of the complex racial dynamics faced by Latinx students being taught by predominantly White teachers will become more apparent. Previous research has indicated that cultural mistrust was negatively associated academic performance and motivation among African American

undergraduates (Caldwell & Obasi, 2010). The purpose of this study was to examine the association among cultural mistrust, mentoring relationship quality, and academic outcomes. We hypothesized that (a) higher cultural mistrust in 9th grade will predict lower intrinsic motivation and GPA in 10th grade, and (b) relationship quality will moderate this association among students who reported a mentor. Data were collected from 347 Latinx high school students from two low-income schools in an urban, Midwestern school district. Students were surveyed at both 9th and 10th grades. Preliminary regression analyses revealed that cultural mistrust in 9th grade did not predict intrinsic motivation in 10th grade ( $\beta = -.04$ , ns) or GPA ( $\beta = -.02$ , ns) while controlling for intrinsic motivation and GPA in 9th grade, respectively. No significant findings were found for the moderation analyses. Perhaps the data did not support our hypotheses because youth in the early years of high school are still adjusting to their school environment and developing a stronger ethnic/racial identity. Once Latinx students have established a solid identity, they may develop cultural mistrust as racial dynamics become more salient to them.

### **Preliminary Evaluation of the Cities Mentor Project.**

*Sophia Duffy*, Dominican University; *Kathryn Grant*, DePaul University; *John McGill*, DePaul University

There are disparities in academic achievement between youth residing in low-income urban communities and those residing elsewhere. Underlying the academic problems are socio-emotional and behavioral problems that impede learning. At the root of these inter-related problems are increased exposure to stress and reduced support at individual, interpersonal, and systems levels. The Cities Mentor Project (CMP) is a culturally grounded intervention program for urban youth residing in low-income communities with exposure to chronic stress to address deficits in supports at each level. Youth were paired with college-age mentors, received weekly trauma-informed coping training alongside mentors, and engaged in after-school activities. As part of a pilot randomized-control trial, 35 6th grade Black youth were randomly assigned to receive the intervention ( $n = 16$ ) or usual care ( $n=19$ ). This evaluation explored psychological, behavioral and academic outcomes post program implementation, and after 3 and 12 months of optional booster sessions. Teachers, parents and youth completed the Behavioral Assessment System for Children – 2nd Edition questionnaires on psychological, behavioral and adaptive functioning. Final academic grades in mathematics and reading were collected. Youth in both conditions were compared along these outcomes at all time points. Within group differences were explored for youth within the intervention based on the amount of intervention received. Results showed intervention youth exhibited higher reading achievement post-intervention. Further, dosage effects illustrated lower

parent-reported behavioral symptoms at post-intervention. Dosage effects were observed at follow-up time points with lower youth-reported school problems, internalizing problems, inattention/hyperactivity problems, and emotional problems at three-month follow up. Those who received higher dosages of the intervention reported higher parent-reported adaptive functioning at 12-month follow up. These findings suggest preliminary evidence that CMP is an effective program in reducing negative outcomes associated with the lack of support at the individual, interpersonal and systems level caused by chronic poverty and stress.

### **High School and College Mentoring Experiences Effects on the Transition to College.**

*Luciano Berardi*, DePaul University; *Claudia Cortes*, DePaul University; *Bianca Pagan*, DePaul University

There is a scarcity of research examining the development of newly formed natural mentoring relationships (NMR), although studies have shown evidence of youth and young adults reporting relationship with natural mentors and on the benefits of such relationships (DuBois & Silverthorn, 2005). There is a need to better understand the way in which these relationships are formed and if they have any positive effects on young adults' educational progress (Berardi, Sanchez & Kuperminc, under review). This study explores the role played by student's school connectedness factors, such as school sense of belonging and perception of teachers support, and student's mentoring experiences during high school, on the development of new NMR during the first year of college. Participants of this study are 250 first year college students, 58% females, 41% ethnic minority, who completed an on-line survey at the end of their first year in college. Using Analyses of Variance (ANOVA), we tested our first hypothesis, looking for differences between students that develop new NMR (0 to 5) and their high school experiences. Results showed a significant differences in students teacher's support  $F(5, 250) = 4.79; p = .00$ , the number of reported mentors at school  $F(5, 213) = 6.22; p = .00$ , and students sense of school belonging  $F(5, 250) = 4.79; p = .00$ . Specifically, students with more NMRs had significantly higher levels of school connectedness, than students with fewer NMRs. Finally, using SEM analysis, we tested a predictive pathway model effects from school connectedness factors to the number of new NMR, and if the number of NMR acts as a mediators in the relationship between school connectedness factors and students college outcomes. Based on these findings, presenters will discuss potential approaches/intervention for supporting first year college students, imprecation for mentoring theory and recommend future research on mentoring.

### **107 Identifying the Key Nutrients of High-Quality Mentor-Mentee Relationships**

Symposium

**Day:** 6/27/2019 **Time:** 9:00-10:15 AM **Room:** NLU 4022

#### **Abstract**

There is increasing evidence that youth mentoring can be a transformative community initiative, particularly among less-resourced youth. Although research consistently demonstrates that the relationships mentors form with youth are catalytic agents of youth well-being, less is known about the critical processes that enhance the mentor-mentee bond. The purpose of this symposium is to take attendees on an international voyage that will enrich their understanding of the nutrients needed to cultivate high-quality mentor-mentee relationships and ultimately enhance youth outcomes. This voyage begins with presenting data from a large study of a campus-community initiative at Colorado State University, Campus Connections. The goal of this presentation is to identify the processes associated with high quality mentoring relationships and youth's sense of belonging within the program. In the second presentation, data gathered with community partners in Auckland New Zealand is utilized to explore mentor self-disclosure as a process for supporting quality mentoring relationships. Next, using a critical strengths-based approach, parents/caregivers' perspectives of the approaches and experiences of highly effective mentors participating in a community-based youth mentoring program in Auckland New Zealand is presented. In the final presentation, the Mentoring FAN, an innovative and rigorous training model used to build interpersonal attunement among mentors and staff in relationships with youth in mentoring is presented. This presentation will draw on training data gathered via university-community collaborations in Illinois. Guided by praxis, the compass of this voyage is to generate opportunities for discussion that help nurture youth well-being via supporting and training reflective mentoring and community practitioners.

#### **Chairs:**

*Pat Bullen*, University of Auckland

#### **Presentations:**

##### **Critical Processes Associated with Youth-Mentor Alliance and Sense of Belonging**

*Vaida Kazlauskaitė*, University of Minnesota; *Lindsey M. Weiler*, University of Minnesota; *Shelley Haddock*, Colorado State University

Many mentoring models position high-quality relationships as the key change mechanism. Yet, the context in which the mentoring relationship is established and maintained can vary considerably. In site-based models of mentoring, the relationship is situated within a larger program setting that includes other matches and may have pre-planned goals or activities. As such, youth participants' sense of belonging is conceptualized as an additional change mechanism. Using data collected from a large study of

the Campus Connections (CC) program, the goal of this paper was to identify processes associated with (a) high quality mentoring relationships and (b) youth's sense of belonging within the program. Youth participants (N=76, Mage=14.07, 36.8% female) were selected based on level of self-reported mentoring relationship quality (MRQ) and sense of belonging and interviewed individually at the program end. We stratified youth into four groups (i.e., low MRQ/low belonging, high MRQ/high belonging, low MRQ/high belonging, high MRQ/low belonging). Interviews were coded for dyadic experiences of empathy, authenticity, closeness, acceptance, collaboration, disclosure, and sage mentoring. We also coded experiences within the larger setting based on youth settings theory (i.e., positive regard, skill building, structure, positive social norms, mattering, and supportive relationships). Results indicated that several processes distinguished one group from the next. Mentor authenticity, mentor empathy, and collaboration were more likely to appear in high quality MRQ groups, irrespective of sense of belonging. The degree to which youth felt comfortable disclosing to their mentor was highest in the high MRQ/low belonging group. Program experiences also varied by group. Overall positive regard and opportunities for skill building were reported more frequently in the high belonging groups, regardless of MRQ. Sage mentoring and supportive relationships were rarely discussed in the low MRQ/low belonging group. Key findings will be presented with implications for mentor training, support, and monitoring.

**Peeling Layers of the Onion: Self-Disclosure, Relationship Quality, and Applying Social Penetration Theory to Youth Mentoring**

*Hilary Dansey Dutton*, University of Auckland

Youth mentoring is an adaptable, responsive intervention which invites innovative approaches to best meet the needs of the communities programs serve. At its heart, mentoring largely remains relationship focused. Research has shown that relationship quality is positively associated with the effectiveness of youth mentoring (e.g., DuBois, Holloway, Valentine & Cooper, 2002) and there is significant interest in understanding processes that cultivate quality relationships so programs can support vulnerable youth effectively. Self-disclosure has been theoretically and empirically identified as an essential part of interpersonal relationships. Social Penetration Theory (SPT; Altman & Taylor, 1973) argues for self-disclosure as the primary process through which individuals establish closeness in personal relationships and has influenced understandings of interpersonal relationships in diverse contexts. Notably, an onion metaphor has been used to describe SPT, imagining that self-disclosure is the process of peeling the layers of an onion, with subsequent layers becoming gradually more intimate. Individuals thus develop closeness and intimacy with others through the systematic use of self-disclosure over time. Despite being a relational intervention, there is little research conducted on self-

disclosure in the mentoring context and how it may promote characteristics of high quality relationships. This presentation will explore mentor self-disclosure as a process for supporting quality mentoring relationships, guided by SPT and the onion metaphor. Using data from a study conducted with community partners in Auckland, New Zealand, it will include an overview of SPT and how SPT influenced the development of a novel instrument for measuring mentor self-disclosure. The development and testing of a theoretical model which, informed by SPT and analyzed using self-report questionnaire data, illustrates the link between mentor self-disclosure and relationship quality will also be presented. Reflections on informing praxis will conclude the presentation, focused on feedback for youth mentoring organizations and mentor training.

**A Critical Strengths-Based Approach to Understanding High Quality Mentoring Relationships Through a Caregiver's Eyes**

*Pat Bullen*, University of Auckland; *Kiri Wilder*, University of Auckland; *Kelsey Deane*, University of Auckland

Critical theories in youth mentoring are challenging questionable metanarratives that situate young people and their families from marginalized communities as problematic, powerless and in need of saving (Weistin-Serdan, 2017). Indeed, recent research highlights the important and positive role parents/caregivers play in youth mentoring relationships (e.g., Basualdo-Delmonico & Spencer, 2016). Positioning parents as assets creates opportunities to draw on their knowledge and skills to help inform and improve critical mentoring processes. The relationships mentors form with youth is noted as a critical process of program effectiveness. While there has been some progress in understanding the factors that underpin more successful mentoring relationships, much of our understanding is based on mentor and/or mentee perspectives. Further, because relationships are heavily influenced by broader social contexts, understanding how these processes play out in diverse cultural contexts is critical. Thus, data were drawn from a larger in-depth qualitative interview study of the approaches and experiences of highly effective mentors participating in a formal mentoring program in New Zealand which included interviews with parents/caregivers. Highly effective mentor-mentee pairs were identified by program staff and in-depth qualitative data from six caregivers (four mothers, one aunt, and one father) whose youth participated in a community-based mentoring program in Auckland were analyzed. Guided by a critical mentoring framework, caregiver narratives positioned mentors as extended family members who enhanced rather than replaced mentees' existing social networks. Key qualities included mentors who considered the needs of the whānau (extended family), were trustworthy, caring and non-judgmental. Examining caregivers' own accounts of their youth's mentoring

relationships points to the potential power of more strengths-based approaches to parental involvement and ones that engage parents more fully as partners and allies in the mentoring process. Practical implications and recommendations on how to create more inclusive strengths-based practices for youth and their families will be discussed.

### **The Nature and Examination of Adult Attunement in Mentoring Relationships**

*Julia Pryce*, Loyola University Chicago; *Linda Gilkerson*, Erikson Institute; *Montserrat Vazquez Sanchez*, Loyola University Chicago; *Luke Bandyk*, Loyola University Chicago

Youth mentoring is an increasingly popular youth development intervention that now serves approximately 4.5 million youth in nearly 6,000 programs throughout the United States (MENTOR, 2014). Mentoring programs are typically offered to youth from vulnerable communities, living amidst myriad risk factors ranging from living in poverty, to single-parent households, to parental incarceration (Herrera, DuBois, & Grossman, 2013). Such programs match a non-parental adult volunteer to the youth in a “mentoring match.” Programs typically employ staff to support the match through in-person, and/or virtual or phone-based efforts at match support. Although mentoring remains a widely known intervention, not all mentoring programs and matches are equally effective, and certain practices and processes are associated with more favorable outcomes (DuBois et al., 2011). Research supports the importance of close connections across the ecological system of mentoring relationships, between mentoring staff, mentor, youth, and parent, to facilitate the positive outcomes most aspired to by those who implement this intervention (Keller, 2005). To date, however, innovative and rigorous methods of training for the staff who support mentors, and for the mentors themselves, are limited (Kupersmidt & Rhodes, 2014). We present such a model, focused on results from trainings through university-community collaborations on the Mentoring FAN (Facilitating Attuned Interactions; Gilkerson & Pryce, under review; Pryce & Gilkerson, 2018), used to build interpersonal attunement among mentors and staff in relationships with youth in mentoring programs. Based on training conducted across program sites and cultural contexts, findings suggest value in promoting attunement to strengthen staff-mentor relationships by increasing staff empathy, collaboration, confidence, and commitment. This presentation also explores the concept of attunement in more detail, both in terms of measurement and cultural relevance. Through case-based illustrations, we examine the role of reflective practice and theories of interpersonal communication in youth mentoring, as well as other relationship-based interventions.

### **108 Refugees Navigating Employment and Career Pathways: Processes, Patterns, and Challenges.**

Symposium

**Day:** 6/27/2019 **Time:** 9:00-10:15 AM **Room:** NLU 5006

#### **Abstract**

Employment for refugees has been a source of concern both within refugee communities and as a matter of policy in the U.S. Policy drives the urgency of the process of job finding by setting limits on the length of time economic support is provided to these families to make the transition to life in the new country. Circumstances facing different refugee groups differ considerably, however, with respect to social and educational capital brought with them, presence/absence of co-ethnic community to ease aspects of the transition, and options for re-entering the same kind of job held in their country of origin before fleeing. This symposium provides qualitative and quantitative accounts of how diverse refugees cope with the issue of employment and self-sufficiency after arriving in the United States. The diversity of experience reported highlights the importance of understanding the employment process as embedded in the specific social and cultural context of the context of reception. First, Ms. Maria Fernanda Garcia, LMFT, begins the symposium by presenting select findings from a large cross-sectional quantitative study of the job development over time of over 600 refugee adults from Vietnam and from the former Soviet Union. Ms. Alexandra Lane next discusses the challenges facing highly skilled refugees in Miami with respect to job searching and its themes. Ms. Wendy de los Reyes focuses on a more specific population of refugee physicians from Cuba and their coping with the complications of the process of resuming the physician role in the United States. Finally, Ms. Miryam Haarlemmert reports on interviews with a sample of primarily Central and South American women refugees in Miami whose employment options compete with varied other life demands related to the resettlement process. The presentations will be followed by a discussion of findings and their implications for policy and community psychology research.

#### **Chairs:**

*Dina Birman*, University of Miami

#### **Presentations:**

##### **Former Soviet and Vietnamese Refugee Work Trajectories: Patterns and Predictors**

*Maria Fernanda Garcia*, university of Miami; *Dina Birman*, Univeresity of Maimi; *Ashmeet Oberoi*, University of Miami; *Ed Trickett*, Univerity of Miami

While employment has oft been cited as critical to adaptation of refugees, few studies that follow the job trajectories of refugee adults have been reported (Vinokurov, Birman, & Trickett, 2000; Vinokurov, Trickett, & Birman, 2017). Here we discuss the job trajectories and predictors of job success among a sample of 453 Soviet and 185 Vietnamese adult refugees to the United States. Our goals were both

descriptive and predictive. Descriptively, we were interested in the job finding process, number and time spent in varied jobs, and whether successive jobs represented economic advantage over older ones. Predictively, we were interested in how acculturation and social integration affected both the status of and satisfaction with jobs and how jobs are found. With respect to specific findings, a vast majority of both samples (85%) had been consistently employed during their time in the United States. For both groups, the role of the initial job the refugees obtain after arriving in the country is important both in its own right and as a predictor of the status of future jobs. However, in other ways the economic adjustment of the two groups is strikingly different. Soviet refugees start with higher prestige jobs and the job prestige increases over time, whereas Vietnamese adults are more likely to start with lower prestige jobs and not improve their status to the same degree over time. However, job satisfaction with current job was equivalent in the two groups. With respect to the job finding process, while Russian friends and family play a consistent role in the job finding process over time, family and friends play an even greater role in the Vietnamese community. With respect to predictors, various aspects of American acculturation and social integration predicted both job status and job satisfaction, depending on the group involved.

#### **Heart Waste: Occupational adjustment of foreign educated Cuban physicians**

*Wendy de los Reyes*, DePaul University; *Dina Birman*, University of Miami; *Miryam Haarlammert*, University of Miami

Newly arrived immigrants and refugees often hold jobs far below their educational training (Vinokurov, Birman & Trickett, 2000). This study used an exploratory qualitative approach to identify, from an ecological perspective, the various pathways, barriers, and facilitators experienced by Cuban foreign-educated physicians (FEPs). Extreme case sampling (Miles & Huberman, 1994) was used to focus on outliers and cases of Cuban FEPs at various levels of integration. Semi-structured interviews were conducted in Spanish (recruited via snowball sample) with 10 Cuban FEPs who varied in age, gender, employment status, and amount of time in U.S. As there is scarce academic literature depicting the process of FEPs' integration into the U.S. medical field, there was a rich description of the data via thematic analysis (Braun & Clarke, 2006). Findings map the various pathways of Cuban FEPs, including the contextual barriers that led participants to find alternative careers within the medical field (e.g. family responsibilities, lack of social support, and recertification policies). The overarching theme of professional identity (described by participants as tied to their sense of "being" and "purpose") was key in understanding their hope to find a connection to the field--likely due to their training experience. Cuban medical education emphasizes the

humanitarian component of physicians and disapproves of the profession as an avenue for upward mobility, rooted in the belief that earnings deemphasize the importance of improving public health for vulnerable communities (Huish, 2009). In addition, unlike FEPs from other Latin-American countries, remnants of Cold War policies between the U.S. and Cuba disallowed participants to access information on the recertification process prior to leaving the island--affecting their pre-migration understanding of the feasibility of continuing their profession after arrival. In contrast, similar policies provided access to refugee services that aided participants' transition.

#### **Career Transitions of Highly Skilled Immigrants – Strengths and Challenges**

*Alexandra Lane*, University of Miami; *Debbiesiu Lee*, University of Miami

The United States makes use of an international pool of talent within most of its specialized professions. Yet highly skilled immigrants often face many obstacles in gaining recognition for their skills and credentials in the United States. The specific stressors and protective factors at play in the life transitions of this population is still little understood. In this presentation I will discuss two phenomenological case studies conducted to understand and describe the lived experience of highly skilled immigrants as they adapt to new careers in the United States. The first case, Juan, was a male clinical psychologist retraining for a master's level credential and licensure as a psychotherapist. The second case, Dolly, was a female specialist medical doctor from East Asia completing a second residency to obtain medical licensure in her specialty. Both were married to US citizens, though only Dolly had a child. Three stressors and three protective factors emerged as themes during analysis. Stressors included loss of professional community and status, lack of voice in their new professional realm, and frustration with U.S. education and regulatory systems that suppressed the recognition of credentials and professional authority. A protective factor that was identified across both cases was pride in their vocation, similar to the professional identity theme identified in Wendy de los Reyes' study of Cuban physicians. Case specific protective factors were family, for Dolly, and breadth of US career opportunities, for Juan. Findings suggest that highly skilled immigrants would benefit from greater agency and recognition for previous professional achievements even as they accommodate themselves to US regulatory systems. Better access to information about the steps towards professional licensure could aid this group to reduce their frustration and increase their sense of having a voice in the recertification process.

#### **Refugee Women and Employment: A Grounded Theory Study**

*Miryam Haarlammert*, University of Miami



This grounded theory project focused on understanding how employment fits into the larger ecology of the lived experiences of refugee women. Investigating employment and job-search activities early on in their resettlement journeys was important because the Refugee Act of 1980 emphasizes obtaining any job as soon as possible as the goal refugees should achieve. To achieve this goal, refugee service providers offer employment guidance when refugees initially arrive in this country. Interviews with eleven refugee women from Latin American countries living in Miami, Florida and one refugee resettlement service provider revealed women dealt with disorientation and then prioritized their needs and goals in a manner that would help them find a sense of stability. These women, with one exception, are all parents, arrived in the U.S. between four months and five years ago, six are married, six have university degrees, and none speak English. When they arrived, they focused on finding housing, dealing with disabilities, enrolling their children in school, and securing safe and reliable care for their children. Although all women acknowledged finding a job at some point was important, for most women, it was not a top priority when first resettling. The implications of this theory for practice is that service providers may want to reconsider a “one-size-fits-all” approach to jobs. They can consider being open to the possibility that the process of employment assistance may need to be adjusted and to looking at the diversity of priorities refugee women have for themselves. In addition to orientations already provided as one-time sessions by agencies, they can continue to provide orientation advice to refugee women as they move along their resettlement journeys.

**109 Education Reform and Community Psychology Praxis: Improving Schools for Students of Color and Low Income**

Roundtable Discussion

**Day:** 6/27/2019 **Time:** 9:00-10:15 AM **Room:** Palmer House The Spire Parlor

**Abstract**

In congruence with the conference theme, this roundtable discussion will examine the issue of community psychology praxis in education reform at multiple levels of analysis (Shinn, 1990). The session will review the results of 2 studies that examined classroom- and school-level issues, and the lessons learned from the implementation of a pilot project that worked to connect schools and their local communities. The first study (classroom level) examined the relationship between teachers’ cultural competence and the extent to which they exhibit a liberating teaching style. The second study (school level) explored the influence of student-teacher interactions in the classroom on the students’ school experience by using a social constructionist perspective to understand how students perceive both. Finally, an exemplar of community-academic engagement will be described. The Pathways to Success project worked with three high schools in the Bronzeville neighborhood of

Chicago to build connections with local colleges and universities, businesses, and community based organizations. This project is now being replicated in another Chicago neighborhood (Belmont-Cragin). These community-based research and action projects exemplify key aspects of praxis in community psychology including participatory action research (Jason, Keys, Suarez-Balcazar, Taylor, & Davis, 2004) and community collaboration (Rappaport & Seidman, 1999). In order to maximize audience participation after presenting the results of these projects, community members from the Belmont-Cragin neighborhood and representatives of Chicago Public Schools will engage with session presenters and audience members in a discussion about the need to examine the challenges of school improvement at the classroom, school, and community levels.

**Chairs:**

**Raymond Legler**, National Louis University; **Peggy Hicks**, National Louis University; **Sonji Jones**, National Louis University

**110 Community-Based Approaches to Progressive Education**

Symposium

**Day:** 6/27/2019 **Time:** 9:00-10:15 AM **Room:** Palmer Salon 12

**Abstract**

Progressive education is a process of learning that encourages exploration, collaboration, reflection, and community-building (Dewey, 1916). Ecological in its approach to promoting civic engagement, critical thinking, and social responsibility, progressive education offers a mechanism for embodied and action-oriented learning. Opportunities for progressive education span boundaries of age, discipline, and setting, united in a commitment to democracy and pragmatism in the learning process. This symposium examines school and community-based approaches to progressive education that also address local sociopolitical issues. Presentations in this symposium include a case study of a school-based youth participatory action research (YPAR) initiative in an urban school district, an ethnographic account of a feminist elective course co-developed with Latinx high school girls, a longitudinal analysis of a placed-based curriculum for urban middle school students, a critical qualitative examination of the pedagogical practices of youth workers in community settings, and a study of undocumented Mestiza community coalition members engaging educational institutions. The presentations examine the use of progressive education methods for community change as well as changes in educational institutions and systems. They also highlight both identity development and the challenges that racism and inequality can pose to democratic education. Moreover, each presents a different strategy for research-practice partnerships with regard to progressive education. The symposium will conclude with a discussion of how pedagogical practices can

contribute to more robust democracy, how democratic engagement can enhance education, and how engaged research can contribute to and document these synergistic processes.

**Chairs:**

**Katy Morgan**, Vanderbilt University; **Brian Christens**, Vanderbilt University

**Discussant:**

**Brian Christens**, Vanderbilt University

**Presentations:**

**Bridging Community Psychology with Women of Color Feminisms: One Classroom's Path of Conocimiento**

*Janelle Silva*, University of Washington Bothell

Schools are a place where students can become leaders over their education and begin to understand their identities (Portillo, 2013). Unfortunately, systemic and institutional barriers often result in young people who become disengage by their inability to create change in meaningful ways (Camino & Zeldin, 2002; Zeldin, Gauley, Barringer, & Chapa, 2018). Community psychologists have found that youth participatory action research (YPAR) programs and/or classes increase in students' motivation to work toward change and increased participatory behavior (Ozer & Douglas, 2013; Nieto, 1996). This "youth-driven" approach to research promotes students' increase sense of self and general attitude toward their education (Mitra, 2004; Zeldin, et al, 2018). Moreover, education researchers suggest that youth driven approaches, when connected to topics that embrace the "whole student", may also play an important role in increased academic achievement, sense of belonging, and community engagement of students from marginalized groups (hooks, 2004; Portillo, 2013). This presentation is a case study of one high school elective class that utilized YPAR to bring together Latinx high school girls and a group of Latinx undergraduate students to collaborate on an identity-community action based curriculum. Connecting women of color feminisms with community psychology practice and values, I use Gloria Anzaldúa's (1987) "path of *conocimiento* [path of knowledge]" to describe this process. Focusing on stage one of the path called "El Arrebató," or "the rupture," we use ethnographic fieldnotes and student testimonios to narrate this process, analyzing the tensions that arose with administration, and the importance of mentorship from both the university collaborator and undergraduate students invited to teach the high school students CP skills as they built the course. The presentation concludes with findings from the first year of the class.

**A Southwestern Mexican (Mestiza) Community Coalition: Advocating and Mobilizing toward Equitable Educational Opportunities**

*David Lardier*, The University of New Mexico; *Ybeth Iglesias*, The University of New Mexico; *Janelle Garcia-Cole*, The University of New Mexico

Context: Community coalitions are transformative in promoting voice and outward sharing of resources. This is important for those minoritized communities who have historically negative educational experiences. The process of social change centers on the 'power to do', bringing to the forefront the need for action-oriented approaches that empower the community to engage educational institutions to rupture the ways in which schools serve their youth. This process of activism may help to heal from oppression and outwardly focus on social change. Limited research has examined the community coalitions as a venue of transformative educational change. Purpose: Through the voices of undocumented Mestiza community members from the Southwestern U.S. (N = 9), this study examined the ways in which this coalition advocates and intervenes in their community to change how community members engage educational institutions serving their children. Furthermore, this study unpacks how this coalition serves as a bridge to other resources in their community to help to reimagine education beyond the borders of the school. Research Methodology: In-depth individual interviews and a focus-group were conducted in Spanish and transcribed verbatim. Data were analyzed using a constant comparative approach, which allowed team members to develop an inductive understanding of data. Summary of Findings and Conclusion: Two broad themes emerged: Empowering Parents to Advocate for Children and A Bridge toward Community Change. Within this latter theme, aspects of outward voice (being the voice of the community) was also present. Community coalitions can be a bridge to resources and a space for promoting collective voices. This study illustrates the ways in which a community coalition engages community members to advocate on behalf of their children and rupture the ways educational institutions serve their children. This coalition also serves as a space for "help[ing] people and mak[ing] the community knowledgeable about resources ...educat[ing] the community."

**"Things Get Shut Down:" Exploring How Community-based Youth Organizations Disrupt and Reproduce Racial Harm**

*Bianca Baldrige*, University of Wisconsin Madison; *Marlo Reeves*, University of Wisconsin Madison

While schools are consistently included in national and local discourse about race and educational opportunity, community-based educational spaces (e.g. after school programs, community-based youth organizations) and the strategies they employ are overlooked in the ways they challenge, disrupt and/or reproduce racial inequality and harm for minoritized youth (Baldrige, Beck, Medina, & Reeves, 2017). Drawing on concepts in racial liberalism and scholarship on whiteness and white fragility in education, this study examines how broader racial discourses inform the pedagogical practices of youth workers and how community-based spaces might serve as a buffer for Black youth against racial harm. Employing a critical qualitative research

design (Madison, 2005) with interviews from youth workers of color working across multiple organizations and discourse analysis of print media and public events, this study explores the racialized discourses surrounding Black youth and educational opportunity in a predominantly white mid-western self-proclaimed “liberal” college town. The presentation will focus on preliminary findings from the first two phases of study: discourse analysis and interviews with youth workers. Findings from observing public events focused on eliminating racial disparities in the city indicate that while the broader community is aware of racial disparities, they do not connect those disparities to structural inequalities present in the city or state exacerbated by opportunity and resource hoarding among white community members (Lewis-McCoy, 2014; Lewis & Diamond, 2015), rather individual explanations for inequality are frequently offered. Findings from interviews reveal the presence of hyper paternalism and white fragility as an impediment to direct conversations about race and a lack of action against the disparities experienced by Black youth. Findings also show that these spaces may actually reproduce racial inequality due to a reliance on paternalism and colorblind approaches to social problems in their work, resulting in their inability to address issues of race and power.

**The Civic and Democratic Outcomes of Youth Participatory Action Research in K-12 Secondary Schools**

*Madeline Herman*, Cleveland State University; *Adam Voight*, Cleveland State University; *Regina Giraldo-García*, Cleveland State University; *Matthew Linick*, Cleveland Metropolitan School District

This study begins with an argument that youth participatory action research (YPAR) can serve as an organizational framework for combining three current trends in secondary education: (a) problem based learning (PBL); (b) culturally responsive (or sustaining) pedagogy (CRT); and (c) civics education. These three movements aim to engage students on deeper level than traditional direct instruction and may have particular importance for students in urban schools facing a range of structural challenges like high poverty rates, racism, and housing instability. YPAR is rooted in the critical pedagogy of Paulo Freire and typically engages young people in a cycle of identifying a sociopolitical problem in their schools and communities, collecting and analyzing data that answer a question related to the problem, and using the new knowledge to inform action and change. YPAR is typically implemented in out-of-school settings, but there are more and more instances of it occurring in K-12 schools, often as a leadership elective course or extracurricular activity. Some scholars, though, have begun drawing connections between YPAR pedagogies and core content area academic standards. Our research question concerns how participating in school-based YPAR influences students’ civic outcomes and how the democratic engagement inherent to YPAR enhances

students’ academic outcomes. We argue and provide preliminary empirical evidence that, in addition to aligning with certain academic standards, YPAR is also an efficient and effective strategy for accomplishing the goals of PBL, CRT, and civics education. Our qualitative case study of a YPAR initiative in three urban secondary schools brings interview, observation, survey and document analysis data to bear on understanding why and how students’ do and do not develop civic and academic competencies through their involvement. This project occurred under the auspices of an education research-practice partnership, and we discuss the dynamics of implementing YPAR in such a partnership as well.

**Design Your Neighborhood: Effects of Local Design-based Education in Urban Middle Schools**

*Katy Morgan*, Vanderbilt University; *Brian Christens*, Vanderbilt University; *Melody Gibson*, Nashville Civic Design Center

Schools and their surrounding neighborhoods are strongly interrelated, and inequalities in the urban environment are linked with educational and health inequities (Cohen & Schuchter, 2013; Rankin & Quane, 2002). Neighborhoods are also constantly being reshaped by market forces, urban policymaking, and the decisions of individuals and groups. This combination of historical imprints and perpetual reinvention provides a rich context for implementing progressive forms of civic, geographic, historical, and social science education. Moreover, although they are often excluded from decision-making, young people have a stake in their neighborhoods, and can exert influence when effectively engaged (Checkoway, 1998; 2013). The present study explores Design Your Neighborhood (DYN), a school-based education initiative that engages urban middle school youth in addressing community issues through planning and design of the built environment. DYN teaches the principles of community design, social determinants of health, and civic engagement and empowers youth to address inequity within the urban environment. The approach to progressive education taken by the DYN curriculum fuses several pedagogical practices, including place-based education, experiential learning, and youth participatory action research. This presentation will detail preliminary qualitative findings from the first year of a longitudinal, quasi-experimental mixed methods study of DYN in an urban school district. We will also examine and compare student trajectories on key civic variables (place attachment, psychological empowerment, critical consciousness) and education variables (school importance, school connectedness, lifelong learning) between treatment and control groups within the first cohort.

**111 Coalitions in Community Psychology: Exploring Their Role in the Field and Process for Making Change Symposium**

**Day:** 6/27/2019 **Time:** 9:00-10:15 AM **Room:** Palmer Salons 6&7

**Abstract**

Coalitions are often used to address a wide range of community psychology issues, including substance use, youth violence, and health promotion; however there is much to learn about how these entities function and ways to continue improving them. In this symposium, we will consider three current studies involving the processes by which coalitions operate. The first presentation will discuss the findings of a systematic review exploring what a coalition is in the community psychology context. It will include three types of coordination that characterize the type of work community psychologists most frequently describe in coalitions and ways future research and practice can engage with them. The second presentation examines developmental trajectories of coalition functioning and the role of initial readiness in a sample of substance use prevention coalitions in Mexico. The third presentation will discuss coalitions focused on suicide among veterans, especially the factors contributing to and detracting from shared goals. The session will conclude with a discussion of the current state of coalition research in community psychology, lessons learned for practice, and future directions for research.

**Chairs:**

*Louis Brown*, University of Texas Health Science Center at Houston (UTHealth); *Jennifer Lawlor*, Michigan State University

**Discussant:**

*Abe Wandersman*, University of South Carolina

**Presentations:****What is a coalition in community psychology: A systematic review**

*Jennifer Lawlor*, Michigan State University; *Kyle Metta*, Michigan State University; *Zachary Neal*, Michigan State University

Coalitions have a long history as part of the field of community psychology. While community psychologists often work with coalitions, these entities engage in a wide range of activities and structures that are not well defined within the field. In this presentation, we explore the following questions: (1) What are the characteristics of coalitions that community psychologists study? (2) What are the themes in the way authors define coalitions in their work? To address these questions, we conducted a systematic review of articles about coalitions in journals serving community psychologists. Findings suggest coalitions can be characterized by a focus on local level community issues around health and wellness and include a diverse group of stakeholders. Coalitions are defined by a focus on three types of coordination: knowledge coordination, negotiated coordination, and action coordination. Each of these types of coordination are used to address specific problems coalitions encounter and define the goals and techniques appropriate for resolving them.

**Initial conditions and functioning over time among community coalitions in Mexico**

*Louis Brown*, University of Texas Health Science Center at Houston (UTHealth); *Rebecca Wells*, University of Texas Health Science Center at Houston (UTHealth); *Sarah Chilenski*, Pennsylvania State University

Developing and sustaining community coalitions is critical to actualizing their potential for public health improvement. The purpose of this study was to measure how substance use prevention coalitions in Mexico functioned across their first four years, as well as to test associations between initial community readiness and subsequent coalition functioning. Data derived from five waves of coalition member surveys. Due to different coalition founding dates, the sample comprised of 19 coalitions at founding, six, and 18 months, and seven coalitions at 36 and 48 months. We tested for changes in coalition functioning using paired t-tests and Cohen's d effect sizes. Regression models predicted coalition functioning with measures of initial coalition readiness. In the first 18 months, measures of member engagement increased (role involvement Cohen's d = .75; time invested Cohen's d = .74), as did coordinator skill (Cohen's d = .80), and participatory leadership style (Cohen's d = .97). Coalition functioning remained stable from 18 to 36 months, at which point initial funding and technical assistance ended. During the sustainability phase from 36 to 48 months, member engagement declined (role involvement Cohen's d = -.93; time invested Cohen's d = -1.72) yet coalitions increased in coordinator skill (Cohen's d = .92), efficiency (Cohen's d = .78), and community support (Cohen's d = .89). Among the measures of initial coalition readiness, community support for prevention and community champions predicted several measures of process competence, but only community champions predicted community support for coalitions ( $\beta = .57$ ) and community improvement ( $\beta = .52$ ). Findings suggest community champions and community support for prevention may support later coalition success. Further, although member engagement may decrease when coalitions lose external funding, improved process competence and community support bode well for coalition sustainability.

**Lessons learned in coalition building to better support veteran led community suicide prevention**

*Leah Wendleton*, U.S. Department of Veterans Affairs; *Carl Lofaro*, U.S. Department of Veterans Affairs; *Sarah Beehler*, University of Minnesota Medical School, Duluth Campus; *Nathaniel Mohatt*, University of Colorado Denver

Community coalitions can be instrumental in pushing forward new initiatives and changes in a community. Many times, they bring together disparate stakeholders that may not normally work together around a single

concern that is important to everyone involved. Together With Veterans (TWV) is a US Dept. of Veterans Affairs Program for community-based, Veteran suicide prevention in partnership with rural communities. This program applies a public health model to increase access to care and reduce suicide among rural Veterans by collaborating with Veteran leaders and their communities. TWV builds community coalitions led by Veterans and including various local stakeholders such as health, mental health, law enforcement, veteran organizations, and social services agencies. We then support the coalition in creating a community action plan to implement multiple evidence-based practices for suicide prevention while enhancing local sustainability and effectiveness of efforts. We will describe the first three communities involved in the Together With Veterans program and the characteristics of how these coalitions operate. We will discuss factors contributing and detracting from the shared coalition goals. We will also describe how we refined the program based on lessons learned and how we adapted our methods to better support the communities' work.

**112 2018 Award for Distinguished Theory and Research: Resilience, Coloniality and Sovereign Acts: The Role of Community Activism**

Special Session

**Day:** 6/27/2019 **Time:** 9:45-10:25 AM **Room:** Harold Washington Library, Winter Garden

**Abstract**

Puerto Rico is a U.S. colony since 1898. For the past decades, it has been mired in public debt and stagnant development, pervasive social problems, massive migration and ineffective governance. In 2017, the island was hit by two hurricanes in the course of a couple of weeks. Irma (Category 3) and María (Category 5) devastated our country tearing apart its infrastructure, its communications networks, physically isolating communities and taking more than 3,000 lives. After the initial days of the event, the term "resilience" began to emerge in the media and social networks, as well as in political discourse, until it became ubiquitous. Labeling Puerto Ricans' capacity to tolerate misfortune and suffering, and to bear the worst living conditions, as "resilient" gave our people a false sense of hope and offered both the U.S. and Puerto Rican governments a pretext to postpone or inequitably dispense aid. So called "resilience" also allowed Puerto Ricans to avoid the impact of both colonialism and coloniality on the preexisting conditions the hurricanes highlighted. In this context, community activism has played a major role, not only in rescuing communities, but in challenging the tenets that define resilience as individual survival and resistance. Community organizations provided the most active and constant aid in the initial stages of the debacle. They have generated chains of solidarity and initiated "sovereign acts" – efforts to regain power, combat dependency and albeit in fragmented ways seek, consciously or not, strategies to overcome coloniality and generate community

resilience. Many of these efforts are guided by principles and values of community psychology. As community psychologists, in Puerto Rico and abroad, it is our responsibility to contribute to these efforts which jointly with others can free our island from its political colonialism, ideological coloniality, economic dependence and purely individual constructions of resilience.

**Chairs:**

**Irma Serrano-García**, University of Puerto Rico; **Meg Bond**, University of Massachusetts - Lowell; **Chris Keys**, DePaul University

**113 Award for Distinguished Contributions to Theory and Research - How Does "Lived Experience" Acquire the Authority of "Experiential Knowledge"? A Tale of Two Health Social Movements—Self-Help/Mutual Aid Groups and Mental Health Consumer-Run Organization**  
Special Session

**Day:** 6/27/2019 **Time:** 10:30-11:10 AM **Room:** Harold Washington Library, Winter Garden

**Abstract**

Recent research on patient's illness and disability experiences has increased theorizing about lived experience and questioned how epistemologically it can attain the status and authority of "experiential knowledge." Our paper (2019) showed how the lived experiences of many participants are collectivized through group processes of sharing stories over time resulting in deep experiential knowledge in self-help/mutual aid groups and among long term seasoned members. In contrast, mental health consumer-run initiatives in the U.S. appear to be operating with lived experience, not experiential knowledge. The differences in the history of these two social movements have resulted in contrasting goals, definitions of peer, recovery technologies, and organizational structures which are sketched and may help explain impediments to converting lived experience into experiential knowledge .

**Chairs:**

**Thomasina Borkman**, George Mason University; **Louis Brown**, The University of Texas Healthy Science Center

**114 Disrupting the Covert: Multi-level Responses to Interrupting and Eradicating Microaggressions**  
Symposium

**Day:** 6/27/2019 **Time:** 10:30-11:45 AM **Room:** NLU 4012/4014

**Abstract**

Microaggressions are verbal or non-verbal communications that occur at multiple ecological levels which invalidate those with non-dominant group identities. Although microaggressions are not always perpetrated with ill-intention, their occurrence strengthens social inequities. Microaggressions are symptoms of pervasive social problems that are

intimately tied to systems of privilege, power, and oppression across all dimensions of human diversity. Scholars have documented the types, frequency, and impact of microaggressions. Even the most seemingly innocuous microaggression can cause lasting negative health consequences for targets. However, less is known about how microaggressions may be reduced or resolved -- especially from the perspective of targets. To address this gap, this symposium highlights four studies that centered targets of microaggressions to inform multilevel responses to eradicating microaggressions. The first presentation describes a qualitative study that used focus groups with human service organizations (HSO) clients to understand how an HSO free of microaggressions would be structured. These findings will inform the development of a microaggression simulation that can be integrated into trainings for HSOs. The second presentation examines racial microaggressions that students of color report in therapy, and whether these microaggressions were successfully resolved. The third presentation explores the state of the literature on microaggression interventions and presents findings from an on-going evaluation of a multilevel intervention to reduce microaggressions perpetrated by STEM university faculty. The final presentation investigates weight-related stigma and the role of the Health at Every Size (HAES) movement in reducing microaggressions in health communities. Together, the presentations will generate conversation about ways to prevent, reduce, or eradicate microaggressions and other 'isms.' Given the recent debate about the existence of microaggressions as a valid concept, audience members will be encouraged to share perspectives about the microaggressions research program, as well as perspectives from their experience or work regarding ways to reduce or eradicate microaggressions.

**Chairs:**

*Surbhi Godsay*, University of Maryland Baltimore County

**Discussant:**

*Nkiru Nnawulezi*, University of Maryland Baltimore County

**Presentations:**

**Strategies for Reducing and Interrupting Microaggressions in Human Service Organizations**

*Surbhi Godsay*, University of Maryland Baltimore County; *Lamont Stanley Bryant*, University of Maryland School of Medicine; *Taylor Darden*, University of Maryland Baltimore County; *Nkiru Nnawulezi*, University of Maryland Baltimore County

Microaggressions are interpersonal and environmental communications that convey hidden messages to a target person that they are not wanted or respected. Microaggression perpetration is especially problematic in human service organizations (HSO) because they undermine the fundamental mission to support and improve the well-being of individuals and

communities. While HSO staff might agree that microaggressions of all kinds undermine their mission, few know how to reduce or eradicate them. Indeed, there is a paucity of scholarship about how to interrupt microaggressions within and outside of HSOs. Diversity trainings and immersive simulation activities are common and effective strategies to reduce prejudice and bias, while simultaneously increasing intercultural awareness, reflexivity about privilege, and awareness of structural inequality. However, there are no simulations in the published empirical literature that are specifically designed to reduce microaggressions. Moreover, to our knowledge, published simulations were not designed by centering the experiences of targets of microaggressions. The present study addressed this gap by exploring how a microaggression simulation designed for HSOs should be constructed from the perspective of HSO clients. The researchers investigated: 1) how a HSO free of microaggressions would be structured from the perspective of clients, and 2) what elements should be included in an effective microaggression simulation from the perspective of clients? The research team conducted six focus groups with adults who received services from HSOs in the Baltimore City metropolitan area within the past two years. Participants described several individual, interpersonal, and group dynamics that would facilitate or hinder an effective microaggression simulation. The findings will help increase understanding about the types of microaggressions HSO clients experience by their providers or others in the HSO setting. It will also highlight the knowledge, awareness, and skills staff need to reduce or eradicate microaggressions, which will ultimately inform the development of a microaggressions simulation.

**Therapy Clients' Perceptions of Culturally Respectful Strategies to Address Therapeutic Racial Microaggressions**

*Elaine Yeo*, Roosevelt University; *Susan Torres-Harding*, Roosevelt University

Despite an emerging research into understanding the racial microaggression experiences of people of color in everyday life, little is known about the effectiveness of responses that perpetrators of microaggressions may engage in to repair the harm of racial microaggressions after they occur, and whether these repair strategies will protect the individual and relational well-being of people of color. People of color may experience therapy racial microaggressions when receiving clinical or counseling services, and White therapists may inadvertently be perpetrators of these microaggression experiences. If microaggressions occur in the therapeutic setting, these experiences may be harmful to the development of a positive client-therapist relationship and negatively impact the quality of care that people of color receive. This presentation will review results obtained from a study using a mixed quantitative-qualitative methodology examining the occurrence of racial microaggressions and other forms

of client cultural mistreatment in therapy and their impact on the respondents' well-being. Results will be presented from a content analyses of the client's own perceptions of microaggressions in therapy and what strategies their therapist might have used to either successfully or unsuccessfully address these microaggressions when they occurred. These responses will help therapists and mental health interventionists to become aware of and avoid engaging in these racial microaggressions. Additionally, the client's perspectives around what was helpful and what should have occurred will help inform strategies that will be beneficial and culturally respectful when an interventionist inadvertently engages in such behavior. In turn, this will allow therapists and interventionists to respond in a way that supports the health and well-being of people of color, as well as support the maintenance of positive social relationships.

#### **Microaggressions in the Workplace: A Review and a Case Study**

*Tugba Metinyurt*, University of Massachusetts Lowell;  
*Meg A. Bond*, University of Massachusetts Lowell;  
*Michelle Haynes-Baratz*, University of Massachusetts Lowell

Microaggressions have been defined as brief and commonplace verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile or derogatory slights and insults towards members of oppressed groups. Both microaggressions – and their close cousin subtle biases -- stand in the way of an inclusive organizational culture and adversely affect diversity within an organization. There is evidence that both microaggressions and subtle biases do harm to mental and physical well-being and also to job satisfaction and turnover. Despite the negative impact of microaggressions in the workplace, few systematic interventions have been implemented to address them and even fewer have been carefully evaluated. The proposed paper will provide a systematic review of published interventions that have been designed to reduce microaggressions based on race/ethnicity and gender in the workplace as well as comment on the state of efforts to evaluate these interventions. After summarizing the state of the literature vis-a-vis real-world workplace interventions that address microaggressions and subtle bias, we will share an overview of a multileveled intervention being implemented at a northeastern university to reduce microaggressions among faculty, particularly within male-dominated fields of science, technology, engineering and math (STEM). Recent research suggests that microaggressions, as a particular expression of subtle biases, have a powerful, cumulative negative impact on access to research support and advancement. This comprehensive intervention was specifically designed to address microaggressions by challenging patterns at the individual, interpersonal, organizational, and policy

levels. We will include results of our ongoing evaluation.

#### **Reducing Weight Related Microaggressions in the Medical and Behavioral Health Communities**

*Michelle Ronayne*, Charles River Counseling Center

There has been a growing body of literature aimed at understanding microaggressions and weight-related bias in the medical and behavioral health community. There has been more focus on medical doctors, but behavioral health providers are prone to it as well. These biases are important to understand and reduce because it can delay health care for individuals in larger bodies. Additionally, we know that shaming people for their bodies does not motivate change and can, in fact, perpetuate the internalized stigma. The rise of movements such as Health at Every Size (HAES) and Fat Acceptance has brought more attention to the issue. The purpose of this paper is to explore the nature of continued weight-related stigma and the role of HAES and Fat Acceptance in reducing microaggressions in both the medical and behavioral health communities.

#### **115 Hip-Hop H.E.A.L.S.: Radical Roles for Rap Music and Popular Culture in Youth Violence Prevention Workshop**

**Day:** 6/27/2019 **Time:** 10:30-11:45 AM **Room:** NLU 4020

##### **Abstract**

Modern Rap music and its related Hip-Hop culture have recently emerged as the one of the most popular dynamic influences among youth in the United States as well as around the world. For example, Billboard magazine, USA Today, and other music industry periodicals have proclaimed 2018 as the "year of Rap" given the recent sales reports confirming that Rap music has now surpassed Rock music as the most popular musical genre across all consumers in the United States since 2017. Parents, providers, and other concerned adults are now confronted with the reality and pervasiveness of a musical genre that has often been misunderstood and sensationalized as "thug music" with little (if any) redeeming qualities. Although certain elements and artists in Rap/Hip-Hop definitely convey negative and destructive messages, Hip-Hop H.E.A.L.S. (Helping Everyone Achieve Liberation and Success) is an innovative model of violence prevention that employs strategically-selected songs, videos, and other popular media components from Rap music and Hip-Hop culture to promote prosocial strategies - as opposed to reinforcing antisocial ones. This program is implemented through collaborative partnerships rooted in academic-community partnerships that include collaborative design, development, and dissemination in multiple neighborhoods of major cities around the country. This Hip-Hop H.E.A.L.S. workshop will provide participants with practical techniques and exemplars for employing Rap/Hip-Hop-related songs, videos, movies, music production, spoken word, choreographed dance,

and graffiti art to illustrate and reinforce evidence-based violence prevention strategies. In addition, this workshop will highlight the role of Rap/Hip-Hop in addressing the need for integrating trauma-informed techniques into community-based violence prevention programs as a means of improving engagement and outcome with urban youth from low-income, ethnic/linguistic minority, and violence-exposed neighborhoods. Workshop attendees will participate in hands-on experiences, small group discussions, "lessons learned" reviews, and real-world applications of the Rap/Hip-Hop model using actual music videos and other media materials.

**Chairs:**

*Jaleel Abdul-Adil*, University of Illinois at Chicago

**116 Practicing Anti-Racist Strategies Through Community and Relationship Building**

Workshop

**Day:** 6/27/2019 **Time:** 10:30-11:45 AM **Room:** NLU 4022

**Abstract**

There is much difficulty in addressing racism from within academia, given the reality that academic institutions are overwhelmingly white-dominant. So, how does one talk about race in the absence of people of color? RACE TALKS--Uniting to Break the Chains of Racism, is a Portland, Oregon-based community dialogue group that hosts monthly dialogue forums, affording complete strangers an opportunity to come and engage in meaningful conversations about race. Portland faces a similar problem to academia-- it is a white-dominant city. RACE TALKS affirms that you cannot engage in a meaningful discussion about race with another party without first establishing some foundation of connection and trust. The first step to having open dialogue about race is to have the courage to talk about race and admit 'I don't know what I don't know' (Singleton, 2015). "Having courageous conversations serves as a strategy for deinstitutionalizing racism" (Singleton, 2015, p. 26). In the spirit of praxis, Sensoy and DiAngelo's (2009) open letter to faculty colleagues provides directions that may help institutions form a cohesive unit when working toward social change. These suggestions can be taken outside of academic institutions to be adapted and applied in personal interactions with friends, family, acquaintances, as well as non-academic colleagues. Establishing an initial relationship is essential to engaging in race dialogue, be it within the community you work or live. Here participants will build confidence to establish commonality as a strategy to cultivate foundational relationships, practice interruptions, and utilizes micro/macro aggressions as an opportunity to build relationships. These engaging and interactive activities will positively benefit ALL participants through thoughtful reflection, sincere dialogue, a commitment to mutual respect, and building community among diverse groups. Intergroup dialogue can influence higher understanding between diverse perspectives, generate public engagement, and create a

space for constructive conflict.

**Chairs:**

*Donna Maxey, MEd*, RACE TALKS Uniting to Break the Chains of Racism; *Shaina Pomerantz, JD, MSOL*, RACE TALKS- Uniting to Break the Chains of Racism; *Carlos Covarrubias*, RACE TALKS- Uniting to Break the Chains of Racism; *Stephanie Lam*, RACE TALKS- Uniting to Break the Chains of Racism; *Steven Sterling Mitchell*, James P. Timilty Middle School

**117 The Stigma of a Criminal Record: Theoretical Pathways, Lived Experience and Policy Change Symposium**

**Day:** 6/27/2019 **Time:** 10:30-11:45 AM **Room:** NLU 5006

**Abstract**

One in five people in the U.S. may experience informal and legalized discrimination based on their criminal record (Gubernick, 2017; Logan, 2013). This may include being viewed with suspicion and disdain by others (Maclin & Herrera, 2006; Madriz, 1997), turned down by landlords and employers (HUD, 2016; Pager, 2003, 2009), denied the right to vote (Uggen & Shannon, 2010), and told they are ineligible for financial and food assistance (Maur, 2015). Research frequently discusses criminal record-related stigma and discrimination, but there is a paucity of studies that thoroughly document the incidence and impact of these experiences. In addition, few studies examine how individuals respond to criminal record-related stigma and discrimination—including their resilience levels and coping responses—and how these experiences impact their overall quality of life. Beyond this individual-level focus, there has been limited attention within academic spheres to opportunities for systemic change. This symposium explores the impact of criminal record-related stigma and discrimination on individual quality of life, as well as the strategies that individuals use to overcome these challenges. In alignment with the core values that underlie community psychology as a discipline, this symposium will highlight systemic-level interventions—including policy change initiatives—that may reduce the barriers that individuals with criminal records experience as they strive toward wellbeing and meaningful community engagement. The discussants are individuals with lived experiences in the criminal legal system, who will connect the research in this presentation to their lived experiences. We will engage and draw knowledge from the audience using immediate-feedback texting technology and an interactive call-to-action to highlight ways that community psychologists can promote indiscriminate wellness and justice for those marginalized by the criminal legal system.

**Chairs:**

*Elaina McWilliams*, University of Maryland Baltimore County; *La'Shawn Littrice*,



**Discussant:**

*Christopher Beasley*, University of Washington

**Presentations:**

**Research for Policy Change: Experienced Discrimination and Rejection Due to a Criminal Record**

*Bronwyn Hunter*, University of Maryland Baltimore County

Research and policy consistently highlight the stigma that is associated with a criminal record. This stigma is driven by policies and laws that allow for discrimination against individuals who have felony and/or misdemeanor convictions. For example, the recently updated Collateral Consequences Inventory (Council of State Governments, 2018) lists more than 44,000 laws and policies across local, state and federal levels of government that allow for discrimination against individuals who have criminal records. These laws and policies include access to education, employment, healthcare, and public benefits, among others. In addition to discrimination, individuals who have criminal records often experience rejection from others. Unfortunately, there are no data that examine the specific discrimination and rejection experiences or the frequency with which these challenges occur among individuals who have criminal records. This presentation uses data from a national, online survey of individuals who had a criminal record, including felony and/or misdemeanor convictions. More than 200 participants were recruited using social media and email, and all were compensated with a \$30 money order for completing the survey. We used several validated measures to assess discrimination and rejection, and these scales were modified to reflect these experiences in relation to a criminal record. In addition, we created a measure to assess specific types of discrimination and rejection in several broad domains, including access to healthcare, benefits, education, employment and social exclusion by family and friends, which uniquely impact those who have criminal records. The results from this study have important implications for policy changes given the vast number of individuals who are affected by the criminal legal system. We discuss efforts to change policy in light of discrimination and rejection that our participants, with suggested recommendations for policy change at the local, state and federal levels.

**A Theoretical Pathway from Criminal Record Stigma to Quality of Life: The Impact of Perceived Stigma, Internalized Stigma, Discrimination, and Coping Approaches on Quality of Life**

*Elaina McWilliams*, University of Maryland Baltimore County; *Bronwyn Hunter*, University of Maryland Baltimore County

Stigma can propel and magnify the adversities faced by individuals with criminal records, fueling

discrimination against them (Pager, 2003; Tyler and Brockman, 2017); negatively impacting their self-concept and mental health (Moore et al., 2016b), motivates maladaptive coping responses (Winnick and Bodkin, 2008); and impeding their community adjustment post-incarceration (Moore et al., 2016a). Additionally, people of color are disproportionately impacted by criminal record-related stigma and women are often under-represented in criminal record related research (Pager, 2003; The Sentencing Project, 2016). Across multiple stigmatized groups, research suggests that stigma impacts individuals through a sequential pathway: one first perceives societal stigma (Link et al., 1997); then they may define themselves according to stigma-related stereotypes (i.e. internalized stigma) (Corrigan et al., 2006, 2016) and experience discrimination (Link et al., 1989, 1997); finally, they may respond with coping-oriented behaviors that impact multiple psycho-social life outcomes (Link et al., 1989, 1997; Markowitz, 1998; Winnick & Bodkin, 2008). While numerous studies have supported individual links within the above process, no study has evaluated a model representing this entire sequence. Furthermore, it is unknown whether these empirically-supported links are significant among individuals with criminal records. This study utilized cross-sectional data from an online survey of 200 racially and gender diverse adults who had felony criminal records. We tested a serial mediation model representing the path by which criminal record-related stigma impacts individuals: from perceived stigma; to both internalized stigma and perceived discrimination as parallel mediators, to coping approach, to quality of life. The significance of race, gender, age and time incarcerated were assessed as covariates. This study aims to illustrate the impact of criminal record-related stigma on individuals and its differential impacts on specific groups. Furthermore, it may inspire longitudinal research to confirm the temporal relationships that the findings suggest and guide interventions that address criminal record-related stigma.

**Discrimination as a Moderator of the Relation Between Resilience and Quality of Life Among Individuals Who Have Criminal Records**

*Munazza Abraham*, University of Maryland Baltimore County; *Bronwyn Hunter*, University of Maryland Baltimore County

Individuals with a criminal record (ICR) are commonly assigned stigmatized labels including "felon," "convict," and "ex-offender," and are overtly subjected to legalized discrimination in society. Over 6 million individuals have no voting power due to felony convictions (Uggen et al., 2016), and they may be legally denied housing, bank loans, higher education funding, and employment (Parker et al., 2016) as a result of their criminal record. Denial of such opportunities has far-reaching consequences, such as reinforcing poverty and associated stressors. In addition, discrimination decreases life satisfaction,

while increasing risks of mental and physical health concerns (Romero et al., 2018), family separation, and prison recidivism (Burt et al., 2012). Certain factors may buffer the impact of discrimination on adverse outcomes. For example, resilience has been associated with a decreased risk of depression (Romero et al., 2018) and higher levels of life satisfaction (Rossi et al., 2007). However, these associations have not been examined with ICR populations. This presentation uses data from a diverse sample of 200 individuals with a criminal record. We evaluated the association between resilience and general quality of life as well as the moderating effects of discrimination experiences. We hypothesized that there would be a significant positive correlation between resilience and general quality of life and that discrimination experiences would moderate this relationship. We also hypothesized that there would be significant differences between social groups according to race, gender, and socioeconomic status. Given that discrimination against individuals with a criminal record is common and legal, these individuals are among the most intentionally oppressed and disenfranchised in the U.S. Understanding the experiences of individuals with a criminal record may better inform and advance applicable research, restorative justice efforts, criminal justice policy reforms, and reentry support services.

#### **118 Perspectives on Competing for Research Support** Roundtable Discussion

**Day:** 6/27/2019 **Time:** 10:30-11:45 AM **Room:** NLU 5016

##### **Abstract**

The purpose of this roundtable is for community psychologists to learn more about obtaining external support for their research programs through grants and other funding sources. Obtaining such support is becoming more necessary for community psychology faculty to be successful researchers and often to be promoted and/or tenured. Senior program officials from public and private funding sources and a community psychologist who has been successful in obtaining external funding for her work will take part. They will share their perspectives on application processes and the makings of a competitive application. The panelists will also provide current information regarding the range of funding opportunities available through their agency, foundation or those sources that have funded their research. They will have expertise in issues of health, diversity, special populations, aging, education, community decision making, juvenile justice, antisocial behavior, and under-resourced communities. Attendees will be encouraged to engage with the roundtable panelists in an active question and answer session. As a result of taking part in this roundtable, we anticipate attendees will have a better understanding of what constitutes a good grant and what funding programs are available to them in a variety of areas and from a number of funding sources.

##### **Chairs:**

**Christopher Keys**, DePaul University; **Carl Hill**, Office

of Special Populations, National Institute on Aging, National Institutes of Health; **Roey Ahran**, Spencer Foundation; **Shabnam Javdani**, New York University; **Nicole Allen**, University of Illinois at Urbana Champaign

#### **119 LGBT Resilience: Minority Identity, Sense of Community, and Organizing for Change**

Roundtable Discussion

**Day:** 6/27/2019 **Time:** 10:30-11:45 AM **Room:** Palmer House The Spire Parlor

##### **Abstract**

This Roundtable Discussion is based on two studies, conducted in Italy and in the U.S., that have implications for LGBTQ2/Gender and Sexual Minorities (GSM) advocacy and for international community psychology. The Italian study explored 1) the development of minority identity, 2) sense of belonging to a community, and, 3) positive aspects of LGBT identity. Both quantitative and qualitative results, while revealing gender and generational differences, indicate the construction of a positive self-image as an important factor in resilience. The American study focused on the effectiveness of social change strategies by nonprofit organizations within black LGBT and Queer communities. Strategies, which included consensus and community building and power-based social action, were measured both qualitatively and quantitatively. Among the findings were 1) the persistence of racism within LGBTQ spaces, and 2) the need for gender equity and gender identity inclusion within the broader LGBTQ movement. Participants will discuss positive aspects of sexual minority affiliation including authenticity of self, empathy and compassion, freedom from gender-specific roles and rules, and the creation of different relationship and sexual models. They will also explore resilience through the achievement of LGBT minority identity, which involves a sense of minority pride along with an understanding of intersectionality. Presenters will facilitate discussion to compare gender, generation, race, and social change within and beyond LGBT communities in Italy and the U.S. Outcomes are participants' ability to 1) apply findings of the studies to LGBT community settings in which they work, 2) gain strategies to facilitate coping with minority stress and the development of consensus and community building and resilience, 3) make comparisons of approaches and practice that have implications for international community psychology, and 4) with respect to individual and community resilience, analyze minority identity and intersectionality and their impact within and beyond the LGBT community.

##### **Chairs:**

**Judith Kent**, National Louis University; **Marah Dolfi**, University of Florence, Italy; **Patrizia Meringolo**, University of Florence, Italy; **Christine Smith**, National Louis University

#### **120 Community Organizations Reflect on**

### **Transformational Practice: Spirituality, Healing, Well-being and Social Change**

The Innovative Other

**Day:** 6/27/2019 **Time:** 10:30-11:45 AM **Room:** Palmer House The Water Tower Parlor

#### **Abstract**

The theoretical framework informing the themes for this session on “transformational organizing” builds on the work of Gloria Anzaldua, Audre Lorde, Frantz Fanon, Ignacio Martin-Baro, and Chela Sandoval. They all posit that radical, social transformation is rooted in healing, spiritual and embodied well-being, and intersectional solidarities of resistance with a social-justice orientation. This Innovative Session will feature four panelists from local grassroots community organizations in Chicago who will engage in a critical, reflexive dialogue on the aims and practices of their community-organizing work. Specifically, how these practices support and make space for “transformational work” at the personal, relational and structural levels. Each panelist will represent an organization that fits at least one of these descriptions: 1) A social-justice/change organization that incorporates spiritual and indigenous practices in organizing, including healing/wellbeing and/or community-development orientations. 2) An emphasis on embodied and social-emotional well-being in organizing, with youth or adults, within or with others outside the organization. 3) A transformational organizing: an organization that identifies with that term and may or may not include practices in (1) or (2) 4) A community-organizing group that does make (a1) or (2) a core part of their work, but see structural social change as a healing practice. Transformational work should be understood in a variety of ways. The four panelists will offer seven-minute reflections on an organizational practice they see as transformational (if any) and why. After each panelist speaks, an additional five minutes will be allotted for the audience to ask questions of clarification, related to themes in the session’s transformational framework. The panelists’ reflections and questions will help the audience decide which of the four small-group discussions (based on the descriptions above) they wish to join. Five to ten minutes will be reserved after those discussions for a concluding discussion that includes everyone.

#### **Chairs:**

*Roderick Watts*, The Graduate Center, City University of New York; *Jesica Fernandez*, Santa Clara University; *Jawanza Brian Malone*, Kenwood Oakland Community Organization

### **121 Youth of Color as Agents of Change: Examining Critical Consciousness among Marginalized Youth in Diverse Settings**

Symposium

**Day:** 6/27/2019 **Time:** 10:30-11:45 AM **Room:** Palmer Salon 12

#### **Abstract**

An increasing number of scholars, practitioners, and activists have started to recognize the important role that youth, particularly those who are marginalized by hierarchy systems that perpetuate inequality (i.e., class and race/ethnicity), play in shaping their future and the futures of their communities. This symposium continues the dialogue centered on one way youth contend with these external forces. That is, studies examining critical consciousness among marginalized youth in diverse settings will be discussed to further understand how youth critically reflect on their social and economic conditions, perceive their sociopolitical action and engage in action to change them. Study one quantitatively examined the relationships between multi-faceted aspects of class and youths’ reports of system justification and critical consciousness for Black and Latinx youth. Relatedly, study two explored whether youths’ societal beliefs (i.e., system justification and external political efficacy beliefs), and their developmental contexts (i.e., perceptions of parents’ and friends’ civic involvement) are associated with Latinx youths’ internal political efficacy, activist identity, and critical action. Study three qualitatively explored Black and Latinx youths’ reports of the impact of participatory strategies designed to develop critical consciousness to promote program engagement and improved research accuracy in a large-scale study of cross-age peer mentoring. In study four semi-structured interviews with youth social justice activists explored the connections between the components of critical consciousness (e.g., critical reflection, political efficacy, and critical action). The proposed symposium specifically addresses the conference theme on critical perspectives, liberation, and applications of critical theory in the community. To fully address the conference theme, this proposed symposium aims to gather diverse scholars to collaboratively discuss their work and generate synthesized knowledge on marginalized youths’ critical consciousness. The moderator will highlight commonalities and differences across the papers and engage the panelists and audience about integrating these ideas into practice.

#### **Chairs:**

*Marbella Uriostegui*, University of Illinois at Chicago

#### **Discussant:**

*Amanda Roy*, University of Illinois at Chicago

#### **Presentations:**

**Intersecting Experiences, Motivating Beliefs: The Joint Roles of Class and Race/Ethnicity in the Development of Youths’ Sociopolitical Perceptions and Participation**

*Marbella Uriostegui*, University of Illinois at Chicago;

*Melissa Uribe*, University of Illinois at Chicago;

*Amanda Roy*, University of Illinois at Chicago

We examine the relationships between multi-faceted aspects of class and youths’ reports of system justification and critical consciousness. We consider

whether these relationships are the same for Black and Latinx youth, recognizing that unique histories of discrimination and oppression may differentially shape how youth see the world. Longitudinal data (collected at five waves between 2003 and 2016) from a sample of African American and Latinx youth ( $M_{age}=15$ ;  $SD=.81$ ) living in high-poverty neighborhoods were used for this study. A total of 396 participants completed survey items on class (e.g., Income-to-Needs Ratio, Financial Strain, Neighborhood Income, Subjective Social Status [SSS], Violence Exposure) and perceptions of society (e.g. perceived inequality, political efficacy, critical action, system justification). Structural equation modeling was used to examine the path models among the full sample, Latinx subsample ( $n=106$ ), and African American subsample ( $n=290$ ). Among the entire sample, income-to-needs ratio was negatively related to system justification ( $\beta = -.10$ ,  $p < .05$ ) but positively related to perceived inequality ( $\beta = .19$ ,  $p < .01$ ). SSS was positively related to system justification ( $\beta = -.21$ ,  $p < .05$ ). Neighborhood income was negatively related to ( $\beta = -.11$ ,  $p < .05$ ) and violence exposure was positively related ( $\beta = .12$ ,  $p < .05$ ) to critical action. Among Latinx youth, SSS was positively related to system justification ( $\beta = .38$ ,  $p < .01$ ) while violence exposure was negatively related to political efficacy ( $\beta = -.30$ ,  $p < .01$ ). In contrast, among African American youth, income-to-needs ratio was negatively related to system justification ( $\beta = -.12$ ,  $p < .05$ ) but positively related to perceived inequality ( $\beta = .24$ ,  $p < .01$ ). At the same time, neighborhood income was negatively related to ( $\beta = -.13$ ,  $p < .05$ ) and violence exposure was positively related ( $\beta = .18$ ,  $p < .05$ ) to critical action.

#### **Societal Beliefs and Developmental Contexts Promote Latinx Youths' Critical Action and Activist Identity**

*Josefina Bañales*, University of Michigan; *Aixa Marchand*, University of Michigan; *Nkemka Anyiwo*, University of Michigan; *Fernanda Cross*, University of Michigan; *Michael Medina*, University of Michigan; *Channing Mathews*, University of Michigan; *Matthew Diemer*, University of Michigan

Latinx youth face interpersonal and structural racism that threatens their positive development, including their civic engagement (Wray-Lake et al., 2018). Critical consciousness theory (CC) suggests that marginalized youth who critique social inequities might take action against these inequities (Diemer, Rapa, Voight, & McWhirter, 2016). However, marginalized people often feel motivated to justify the social systems in which they live, thus reducing the likelihood they will engage in actions that challenge mainstream institutions (Van der Toorn & Jose, 2014). Youths' exposure to civic modeling from their parents and peers have the potential to expose youth to the reality of societal inequality, thereby facilitating youths' motivation to create social change, identity as an activist, and civic action (Ballard & Ozer, 2016;

Flanagan et al., 2014). Using CC theory, this project explored whether youths' societal beliefs (i.e., system justification and external political efficacy beliefs), and their developmental contexts (i.e., perceptions of their parents' and friends' civic involvement) are associated with youths' internal political efficacy, activist identity, and critical action. These questions were explored with 723 Latinx youth ( $M_{age} = 16.90$ ,  $SD = .53$ ) from the Stanford Civic Purpose Project. The majority of youth were male (55.5%) and U.S. born (98.9%). Structural equation modeling indicated that youth who believed that the system is just ( $\beta = -.09$ ,  $p = .05$ ), and the government is responsive to their needs ( $\beta = -.14$ ,  $p = .01$ ) engaged in less critical action. There was an interaction between youths' internal political efficacy and friends' civic involvement, such that youth with a greater internal political efficacy and more civically engaged friends were likely to report a greater activist identity ( $\beta = -.17$ ,  $p = .02$ ). These findings indicate that youths' beliefs about the U.S. and perceptions of their friends' civic involvement have implications for their civic outcomes.

#### **Exploring the Role of Youth Participatory Action Research in the Development of Critical Consciousness among Black and Latinx Youth**

*Cynthia Onyeka*, Loyola University Chicago; *Maryse Richards*, Loyola University Chicago; *Katherine Tyson-McCrea*, Loyola University Chicago; *Kevin Miller*, University of Chicago; *Chana Matthews*, Loyola University Chicago

As a critical time period in child development, adolescence plays a substantial role in one's future quality of life. However, adolescents are frequently excluded from the development and implementation of programming focused on them. While services to build resilience against violence engagement for youth of color residing in high-poverty, high-crime communities are vitally important, they often ignore the existing needs from the youth perspective. Fostering critical consciousness in participatory action research for young people can potentially build their capacity to address the social inequalities that they face while working as co-designers and co-evaluators of services. This study aims to explore youths' reports of the impact of participatory strategies designed to develop critical consciousness to promote program engagement and improved research accuracy in a large-scale study of cross-age peer mentoring. 81 Black American and Latinx adolescent mentors ( $M_{age}=17.59$ ; 67% female) residing in low income, high crime neighborhoods in urban Chicago completed qualitative peer-to-peer interviews about their time spent in the mentoring program. Transcripts of the interviews were reviewed and coded thematically based on the key areas of interest from the topics discussed by the youth. The qualitative analyses of the interviews revealed three broad themes related to their involvement in the project: 1) Collective reflection on oppression as a base for resilience, 2) Opportunities to be agents of change

in their communities, and 3) Promotion of leadership abilities. The findings suggest the importance of including youth engagement strategies in programs aimed at promoting critical consciousness as youth are willing and able to utilize their own social capital to serve as agents of change.

### **A Qualitative Exploration of the Components of Critical Consciousness and their Links to Social Justice Activism**

*Esther Burson*, New York University; *Erin Godfrey*, New York University

Critical consciousness (CC) has been called an “antidote for oppression” for enabling marginalized youth to resist and change oppressive systems (Watts, Griffith, & Abdul-Adil, 1999). It has been linked to positive outcomes in mental health (Christens & Peterson, 2012; Zimmerman, Ramirez-Valles, & Maton, 1999); occupational / educational attainment (Diemer & Blustein, 2006; Diemer, 2009; Olle & Fouad, 2015); and political / community participation (Diemer & Li, 2011; Foster-Fishman et al., 2010). CC is typically construed as subcomponents of critical reflection, political efficacy, and critical action, which are theorized to work together to create an overall critical consciousness (Christens, Winn, & Duke, 2016; Watts, Diemer, & Voigt, 2011). Research on CC, however, predominately focuses on only one or two of these constituent parts, and fails to examine their interplay (Godfrey & Burson, 2018). Furthermore, individual subcomponents of CC are used interchangeably as a proxy for the overarching construct (Godfrey & Burson, 2018), leaving the unique contributions of each subcomponent unmapped. Only one paper has specifically examined the relation between reflection, efficacy, and action, with inconclusive findings (Diemer & Rapa, 2015). Through qualitative work, I explore the connections between the components of CC. I conduct one-on-one, semi-structured interviews with youth social justice activists recruited through respondent driven sampling (Heckathorn, 1997; 2002). A coding scheme is generated through memo-ing techniques (Corbin & Strauss, 2008) and validated through discussions of relevance and specificity (Smagorinsky, 2008). I examine (1) the nature of interactions among the components of CC; (2) ways these components combine to form an overarching critical consciousness; and (3) how critical consciousness is related to involvement in social justice activism. Qualitative work plays an important role in the history of critical consciousness research (see Watts et al., 1999), and is well-suited to refining theory to generate interventions to support positive youth development.

### **122 Campus Sexual and Relationship Violence: Using Research to Inform Policy and Practice**

Symposium

**Day:** 6/27/2019 **Time:** 10:30-11:45 AM **Room:** Palmer Salons 6&7

### **Abstract**

Sexual and relationship violence (SRV) occur at high rates on college campuses in the U.S., and women and minoritized students are often at greatest risk for victimization (e.g., Coulter et al., 2017; Muehlenhard, Peterson, Humphreys, & Jozkowski, 2017). Anti-SRV scholars and practitioners work within complex, changing, and oppressive university and community systems to promote evidence-based policies and practices for preventing and responding to SRV. This session builds on a discussion among members of the SCRA Women’s Committee listserv that resulted in a SCRA webinar titled “Campus Sexual Assault in the #MeToo Era: Research, Practice, & Action.” We will present processes, methodologies, and key findings from scholars engaged in anti-SRV work at universities across the U.S. Presentations focus on conducting research that is relevant to current policy and practice questions in the field, engaging campus stakeholders in this research using participatory methods, and infusing research into our roles as anti-SRV activists on campus. Specific topics to be discussed include the strengths and challenges of campus-based vs. community-based services for survivors, addressing alcohol’s role in campus sexual assault, exploring the relationship between students’ perceptions of campus policy and bystander intervention, and centering survivors in university policymaking and evaluation. The session will conclude with further discussion of community psychologists’ roles as anti-SRV scholar activists on campus.

### **Chairs:**

*McKenzie Javorka*, Michigan State University; *Lauren “LB” Klein*, University of North Carolina at Chapel Hill

### **Discussant:**

*Megan Greeson*, DePaul University

### **Presentations:**

#### **Conflicts and Complexities: Issues in Campus- vs. Community-Based Services for College Survivors of Sexual Assault**

*McKenzie Javorka*, Michigan State University;  
*Rebecca Campbell*, Michigan State University

Community-based rape crisis centers and other community organizations have historically been the primary providers of sexual assault services (i.e., advocacy, mental health, and medical care) for college survivors. However, the availability of campus-based services for college survivors has increased substantially in recent years (McCaskill, 2014). Current policy initiatives at the federal, state, and university levels hold implications for campus service providers, particularly around issues of survivor privacy and confidentiality, yet policy analysis and evaluation in this area is lacking. Some studies have also described tensions that campus-based victim service providers (especially advocates) face in working within university systems (Brubaker, 2018; Moylan, 2016).

The current study sought to explore strengths and challenges in providing campus- vs. community-based services for college survivors of sexual assault. We interviewed 22 U.S. national, multidisciplinary experts on campus sexual assault about current issues in providing services for college survivors. Data were analyzed using Miles, Huberman, and Saldaña's (2014) pragmatic analytic approach. Participants described significant challenges for campus-based service providers, such as navigating the competing interests of universities and the complex web of policies that governs survivors' information on campus. By contrast, participants characterized community-based services as independent from university interests, yet less responsive to students' unique needs. This presentation will highlight key findings from the current study and discuss implications for practitioners and policymakers, including ways to maximize the strengths (and minimize the potential for harm) of both campus- and community-based services for college survivors. The presentation will also detail the process of conducting policy-relevant research at a time when the policies in question were shifting under our feet.

#### **How do Perceptions of Campus Misconduct Processes Relate to Students' Bystander Intervention?**

*Andrew Rizzo*, University of New Hampshire; *Morgan Howard*, University of New Hampshire; *Jenn Demers*, Wichita State University; *Victoria Banyard*, Rutgers University

College students' perceptions of their school's administration and police force in handling cases of sexual violence have received little attention in relation to the prevention of violence through bystander intervention. There has been some recent research on how campus climates impact survivors' reporting to their institution and seeking formal support after an assault has occurred (Sabina & Ho, 2014; Stotzer & MacCartney, 2016). However, there has been less of an examination of how students' perceptions of fairness of campus processes may impact their decisions to intervene in bystander situations. School administrators and campus police have the authority on campus to respond to instances of violence. Thus, they may be perceived as representatives or proxies of the community's general attitude on whether violence (and the people who commit violence) are accepted in this community or if action to prevent violence is acceptable (Parzefall & Salin, 2010). The present study is an examination of college students' self-reported bystander behaviors in relation to their belief in a just world, trust in their college's support systems, and perceived fairness of procedural justice in campus police and administration sexual misconduct processes. Additionally, given that sexual violence disproportionately affects female-bodied individuals (Ford & Soto-Marquez, 2016) and that most formal response apparatus (i.e. police forces) typically employ few women (Oehme, Stern, & Mennicke, 2015),

biological sex of the participant was explored as a possible moderator of these relationships.

#### **Cultivating a Vision for Addressing Alcohol's Role in Campus Sexual Assault: A Researcher-Practitioner Collaboration**

*Lauren "LB" Klein*, University of North Carolina at Chapel Hill; *Andrew Rizzo*, University of New Hampshire; *Lee Helmken Cherry*, Berklee College of Music; *Rebecca Woofler*, Washington University in St. Louis

Background: Alcohol use is implicated in 50 to 70% of campus sexual assaults (CSA), leading to great attention to the intersections of sexual assault and alcohol use and abuse on college and university campuses. Campuses are urged to address alcohol's role in CSA, but there is limited guidance for prevention educators and administrators on how to actually do so. This qualitative study uses a critical feminist participatory action approach alongside the Campus Advocates and Prevention Professionals Association (CAPP) to explore how CSA prevention specialists' vision for addressing alcohol's role in CSA. Methods: We conducted 23 in-depth interviews by phone with a purposive sample of campus-based sexual assault prevention specialists recruited through the CAPP listserv. Rigorous transcription and qualitative data analysis methods were used as well as a participatory informant feedback process from conceptualization through dissemination. Results: Participants described five key themes related to their vision for addressing alcohol's role in sexual assault on campus, (1) proactivity, (2) consistency, (3) nuance, (4) equity, and (5) authenticity. Subthemes for how to pursue that vision include: administrative buy-in, adequate time, consistent messaging, multifaceted approaches, real-world skills practice, and authenticity with both students and colleagues. Prevention specialists also highlighted the importance of addressing victim-blaming, hypermasculinity, and intergenerational power. Conclusions and Implications: Campus-based prevention educator perspectives on current and ideal programming can be combined with the best available research to inform interventions to address alcohol's role in sexual assault across the social ecology. The creation process and impact of a publication created based on this study, *Addressing Alcohol's Role in Sexual Assault: A Toolkit* by and for Prevention Specialists will also be discussed.

#### **If We Don't, Who Will? The Role of Activist-Researchers in Centering Survivors in University Policymaking and Evaluation**

*Lauren Lichty*, University of Washington Bothell; *Kyra Laughlin*, University of Washington Bothell

Universities across the US display "No More" and "It's on Us" banners and release statements condemning sexual and relationship violence (SRV) on campus.

And yet these same institutions, threatened by the specter of Title IX lawsuits and public scandal, seek guidance from lawyers rather than trained advocates when designing institutional responses to SRV. They implement legally-conservative, compliance-driven policies (e.g., mandated reporting; Holland, Cortina, & Freyd, 2018) that read to anti-SRV experts as stringently anti-survivor, anti-trauma-informed practice. The disconnect between institutional rhetoric and practice often creates harmful conditions for survivors seeking support. Institutional betrayal abounds (Smith & Freyd, 2013). We contend that the current state of university policy and practices reflect what happens when one framework (a litigation-averse one) dominates policy-making. Through multi-disciplinary collaboration and strategic dissemination of research and practice findings, we can expand opportunities to creatively address compliance obligations while more deeply committing to anti-oppressive, survivor-centered response. This paper presents the experience of two activist-researchers, one faculty member and one student, joining ongoing university-wide prevention and response policy development and evaluation practices. Typically, faculty, student, and community-based experts in SRV response and prevention have been excluded from these planning teams. We will discuss our efforts to effectively enter these spaces while centering survivors, trauma-informed best practices, and lessons from university- and community-based research in policy and practice conversations. As part of this session, we

will share resources (e.g., publications and toolkits) and strategies (e.g., trainings, behind-the-scenes coordination) we adopted, highlight moments where we broke from collaborative practices to confront anti-survivor ideology, and discuss a selection of lessons learned for sustaining this work (Lichty, Rosenberg, & Laughlin, 2018). This session calls on university-based and university-adjacent anti-SRV researchers and practitioners to demand a seat at the policymaking table and raise our voices in service of social justice for student-survivors.

**123 2019 Award for Distinguished Contributions to Practice in Community Psychology: There is a road, no simple highway: Musings on rural community practice**  
Special Session

**Day:** 6/27/2019 **Time:** 11:14-11:45 AM **Room:** Harold Washington Library, Winter Garden

**Abstract**

The presentation will provide an overview of mental health in rural America, and the lessons learned from 35 years of engagement in community engagement.

**Chairs:**

**Dennis Mohatt**, Western Interstate Commission for Higher Education; **James Kelly**, none; **Demarée Michelau**, Western Interstate Commission for Higher Education

## Thursday Lunch

**123 West Region Meeting**

Committee/Council/Interest Group Meeting

**Day:** 6/28/2019 **Time:** 12:00-1:00 AM **Room:** NLU 5030

**Abstract**

Please join us for a West Region lunch meeting! We look forward to discussing regional updates and ideas for collaboration and gathering, including plans for a Community Research and Action in the West (CRA-W) conference in the fall.

**Chairs:**

**Gregory Townley**, Portland State University

**124 Criminal Justice Interest Group Meeting**

Committee/Council/Interest Group Meeting

**Day:** 6/27/2019 **Time:** 12:00-1:00 PM **Room:** NLU 5006

**Abstract**

Vision: Our vision is a society in which the criminal justice system recognizes all individuals as human

beings—in which all people are equal before the law; are entitled without discrimination to equal protection by the law; and are worthy of being treated with dignity and respect. We envision a world in which the criminal justice system, with the support of civil society, provides a viable path towards justice and well-being for all, and acts as a restorative rather than oppressive force. Mission: To bring this vision into reality, our strategies and solutions must be practical, context-specific, and informed by research. Thus, the mission of the SCRA Criminal Justice Interest Group is to support its members in their ongoing work by providing a forum for discussion, collaboration, consultation, resource development, and knowledge-sharing. The SCRA Criminal Justice Interest Group fosters a sense of community among its members due in part to a shared commitment to attend to the broader social and historical context of the criminal justice system, including its legacy of oppression.

**Chairs:***Jessica Shaw*, Boston College**125 Rural Interest Group Meeting**

Committee/Council/Interest Group Meeting

**Day:** 6/27/2019 **Time:** 12:00-1:00 PM **Room:** NLU 5007**Abstract**

The mission of the Rural Interest Group is to promote awareness of rural issues through best practise, and to provide a network of communication for researchers, students and faculty, and community organizations to support action to foster the empowerment of rural communities. Our aims are: 1. To share knowledge amongst students & faculty, researchers, and community organizations, creating and supporting a community of practice; 2. To establish and maintain a networked system of open dialog, providing the scope for conversation on critical and contemporary rural issues; and 3. To promote global dialog across borders, sharing commonalities and differences across regions. This is an informal, open session for both members and non-members of the Rural IG. If you are interested in rural issues in community psychology, you are welcome to join us.

**Chairs:**

*Suzanne Phillips*, White Mountains Community College; *Melissa Cianfrini*, University of Western Australia

**126 Immigrant Justice Interest Group Meeting**

Committee/Council/Interest Group Meeting

**Day:** 6/27/2019 **Time:** 12:00-1:00 PM **Room:** NLU 5016**Abstract**

The mission of the Immigrant Justice Interest Group is to identify ways in which community psychologists could assist and support new immigrant and refugees at the local level, to educate SCRA members about opportunities to collaborate with local agencies/organizations in support of immigrants and refugees, to provide information and tools that could be shared with local agencies/organizations to help immigrants and refugees, to advocate for the rights of immigrants and refugees at the national and international levels, and to work toward permanent protection, dignity, and respect for the migrant communities around the world. We will use this

meeting to set the group's agenda for the next year.

**Chairs:**

*Fabricio Balcazar*, University of Illinois at Chicago; *Kevin A. Ferreira*, California State University, Sacramento

**127 International Committee Meeting**

Committee/Council/Interest Group Meeting

**Day:** 6/27/2019 **Time:** 12:00-1:00 PM **Room:** NLU 5026**Abstract**

The meeting will focus on the support and promotion of communication and interaction among community psychologist and practitioners from all nations in order to facilitate the dissemination of research and programs that are develop around the world. We also focus on the involvement of community psychologists from around the world in SCRA. There will be also the election for the chair of this group.

**Chairs:**

*Olga Cunha*, NOVA Lisbon and Applied Psychology Research Center Capabilities & Inclusion (ISPA-IU)

**129 Undergraduate Lunch and Social Hour**

Special Session

**Day:** 6/27/2019 **Time:** 12:00-1:00 PM **Room:** NLU 5030**Abstract**

The SCRA Undergraduate Education Interest Group invites undergraduate students, undergraduate faculty/mentors, and conference attendees with a passion for undergraduate education to join us for an informal lunchtime break-out session. During this session, participants will have an opportunity to build relationships and engage in mutual discussion to better understand and support the undergraduate Community Psychology experience. The session will focus on the collaborative exploration of four key themes: 1. Identifying and preparing for graduate school, 2. Community Psychology in practice, 3. Strategies for networking and mentoring, and 4. Opportunities for involvement and support through SCRA. All backgrounds and expertise are welcome!

**Chairs:**

*Adele Malpert*, Vanderbilt University; *Elizabeth Thomas*, Rhodes College

## Thursday Afternoon Sessions

**131 The Global Development of Applied Community Studies**

Symposium

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 4020**Abstract**

The Global Development of Applied Community Studies (GDACS) Project is a mixed-methods group of studies that aim to determine the factors that predict the growth of each field of professionalized community



research globally. By determining the conditions or factors that predict the emergence and growth of applied social science fields, the authors hope to produce a geo-history of the fields as well as to suggest paths towards the introduction and strengthening of community research in academia globally, with particular attention to oft-ignored, less resourced countries. Ultimate goals include encouraging the education of local professional social problem solvers, and breaking down barriers between academia and the community. GDACS examines the current state of the following applied social science fields which have a community focus: community psychology, community sociology, community social work, community development, applied/development anthropology, development economics, public health, urban/regional planning/geography, public administration/policy studies, community/popular education, liberation theology (or religious studies for community development), and interdisciplinary community research and action. Currently, the GDACS dataset assesses these 12 community-focused applied research disciplines in each of 104 countries, constituting 94.3% of the entire world population. In this symposium, studies related to the GDACS will be presented including two qualitative studies on the experiences of researchers in Jamaica and India; a GIS study mapping the growth of these fields along with socioeconomic conditions; and a quantitative study predicting the strength of development economics in each country.

**Chairs:**

*Dominique Lyew*, Vanderbilt University

**Discussant:**

*Mona M. Amer*, The American University in Cairo

**Presentations:**

**Epistemic Justice and Community Research: Experiences of Jamaican Researchers**

*Dominique A. Lyew*, Vanderbilt University

In the broad field of community research (CR), epistemic justice is often considered to be an issue at the community level. That is, the more empowering methodologies are used, the more CR should contribute to epistemic justice. Through understanding the experience of a CR researcher, we can understand the barriers to and opportunities for CR to contribute to global epistemic justice. Currently little research in the field focuses on the barriers or opportunities researchers encounter, even less attention is paid to the barriers faced by researchers who are subject to global influences on their work. This study explores the barriers and opportunities for CR in Jamaica, a brief history of CR in Jamaica, as well as the extent to which CR is seen as empowering and decolonizing. Jamaican community researchers face local, institutional, and global barriers including: funding from international donors, local politics, community trust, physical access to communities, community norms, and academic barriers to publishing based on hegemonic standards.

Opportunities for CR include: community gatekeepers, university support, some forms of funding, the drive and adaptability of researchers, as well as government support. CR is considered a way to move towards decolonizing research, and a way to empower communities. However, researchers face barriers at the global levels that hinder the decolonizing and empowering potential of this work. This study has implications for supporting community researchers in Jamaica specifically but more broadly could be applied to supporting researchers in the Caribbean or other Global South contexts in which research is underfunded.

**A Mapping and Geospatial Analysis of The Global Growth of Community Psychology in the Context of International Social, Political and Economic Indicators**

*M. Reha Ozgurur*, Vanderbilt University

Geographical information system (GIS) is a computer application that enables researchers to create, visualize, and analyze geographic information. In the social sciences, GIS is important because it is a strong tool for sociopolitical power, spatial knowledge, and intellectual practice. This study will use GIS software to map the development of community psychology as a scientific discipline across the world. Our aim is to identify the strengths of the countries regarding the development of community psychology and how this development relates to socioeconomic and political predictors, including Human Development Index (HDI), per-capita gross domestic product, inequality (GINI), a history of nonviolent grassroots activism, and political rights and civil liberties. Quantitative data from the project Global Development of Applied Community Studies, which assesses and analyzes the current state and global development of applied community research disciplines in 104 countries will be used in this study. The data include the numerical strength of the countries regarding the historical as well as current development of those disciplines by using the internet and published sources to find out professional organizations or conferences, undergraduate and graduate courses and programs, and articles or journals which are relevant to those disciplines. Our long-term vision is to reveal whether the development of community psychology in one country triggers the development of the same field in adjacent countries, especially in the socioeconomically developing ones. In short, we aim to understand geospatially and chronologically the patterns of the development of community psychology across the world.

**Predicting the Strength of Indigenous Applied Development Economics Research in 104 Countries**

*Hannah Haecker*, Vanderbilt University; *Douglas D. Perkins*, Vanderbilt University; *M. Reha Ozgurur*, Vanderbilt University

This study uses international country-level economic,

survey, and internet and historical data on grassroots activism to predict the current strength of the field of development economics in each of 104 countries to better understand where and under what conditions less-resourced countries in particular can develop their own indigenous fields of local-community-focused development economics. While economic development has been studied at length, there is a lack of investigation on the actual field of development economics and the factors that influence it. Data were compiled using existing databases for variables of population, GDP per capita, income inequality, civic engagement, and nonviolent grassroots activism. Data were also gathered to assess the current strength of development economics using internet searches for factors such as educational programs, journals, articles, and professional organizations. The hypothesis of a positive relationship between GDP per capita and development economics and negative relationships between economic inequality, civic engagement, and non-violent activism and development economics will be analyzed using country-level correlational and multiple regression analyses. The results from these analyses will be used to explain the development of this field and which variables should be assessed when looking to improve the field in each country.

**A qualitative case study of informal nonacademic community knowledge in comparison to formal academic disciplinary community studies knowledge in India**

*Nivedhitha Thiruvankadam*, Vanderbilt University;  
*Douglas D. Perkins*, Vanderbilt University

Using a qualitative national case study research design, this paper aims to critique and validate a quantitative methodology used to estimate the strength of community psychology and other applied community studies disciplines in a country based mainly on internet evidence of relevant formal institutional knowledge (academic programs and courses, publications, and professional organizations or conferences), and in particular what important nonacademic community knowledge that approach misses. We will explore the extent, quality, and use of such informal, but empirical, community information gathering being done by a wide variety of nonacademic, grassroots and other local development-based organizations promoting social change in India. We will also examine the profiles of the professionals working in the sector and the approaches used by the organization in bringing about intended social change. We will conduct semi-structured key informant interviews with professionals from both those development organizations and relevant academic disciplines (e.g., community psychology, public health, urban planning, policy administration: disciplines with high strength in India). We aim to understand both (a) the extent to which the knowledge of these disciplines in the formal academic sector is being utilized in nonacademic organizations striving to bring about community change on the ground and (b) what

nonacademic sources of knowledge and insights are being used by community-based organizations. The interviews will reveal (1) the presence and extent of collaboration between professionals from academic settings and nonacademic organizations working to bring about change; (2) the approaches and quality of information gathering, application, and dissemination used by the nonacademic organizations and professionals. The study proposes to bring out the grounded reality of community development organizations in India and thereby recommend both improvements to our understanding and assessment of applied community studies and ways for academic and nonacademic knowledge to be used to bring about more organized social change.

**132 Using Improv Comedy as a Method for Social Change: Workshop Demonstrations and Discussion**

The Innovative Other

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 4022

**Abstract**

Improvisational comedy (improv) techniques are being used as a therapeutic and empowerment tool to improve the well-being of people with autism spectrum, anxiety disorders, Parkinson's Disease, and Alzheimer's Disease. Improv is being used in such diverse community settings such as jails and prisons, group therapy and workplace settings, half-way houses for justice-involved and former substance users. The founder of modern improv is Viola Spolin who introduced improv games to immigrant residents at Hull House in the early 20th century. From the beginning, improv was used as a method for social change, but community practitioners may not be aware of improv methods. This workshop will introduce and open for discussion improv principles and skills, and demonstrate several practical and scalable applications of improv for improving well-being. Most of these techniques involve performance games. Workshop participants are encouraged to wear loose and comfortable clothing which allow ease of movement. The workshop participation will be completely voluntarily and interactive for all physical mobilities. Through game-playing and active participation of attendees, we hope to show that improvisational comedy and spontaneous theatre are powerful and enjoyable ways to build communities, establish trust and collaboration, foster participatory action-based research, and to effectively and bravely explore differing views of justice, gender, race, and a myriad issues everywhere community practitioners work. Improv is a world-wide phenomena with general principles that are adaptable to almost any context. Theaters in Eastern Europe have established or are developing outreach programs using improv to reduce violence in Romanian prisons, to bolster confidence among teenagers with disabilities and social anxiety in Bulgaria, and to foster cooperation in Roma communities. The workshop organizers are a community psychologist and trained improviser based in Sofia, Bulgaria, and a Chicago-based improv performer who is a LCSW and Head of Wellness for Second City Works

in Chicago.

**Chairs:**

**Ronald Harvey**, American University in Bulgaria; **Becca Barish**, Wellness Department, Second City Works.

**133 Innovative Methods for Assessment: Reflections on Developmental Evaluation Skills Acquired through the Bronx Community Research Review Board's Community-Engaged Research Academy**

Workshop

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 5006

**Abstract**

In the Fall of 2016, a project - the Community Engaged Research Academy (CERA) - was developed collaboratively between academic-community partnerships amongst Bronx Community College, the Bronx Health Link, and the Bronx Community Research Review Board. The efforts of this initiative were to build Bronx patients, caregivers, and advocates health research literacy capacity and to advocate for the community's direct involvement in developing Bronx-based health research efforts grounded in social justice principles to address their self-identified health concerns. CERA's emphasis on health research literacy was to enhance existing efforts focused on addressing health inequities by increasing health literacy rates. When developing such an innovative program, it was critical to implement an evaluation framework that supported the community-based, culturally-responsive, inclusive social justice framework guiding CERA's programmatic curricula and associated activities. The CERA evaluation team implemented a framework comprised of RE-AIM and Public Health Critical Race Praxis (PHCR) as the models based in the practical application of Developmental Evaluation (Ford & Airhihenbuwa, 2010; Glasgow, Vogt, & Boles, 1999; Guishard, Greene, Brown, Cabana, Blanco, et al., 2018; Patton, 2011). Developmental Evaluation shifts traditional evaluation practices to be culturally-driven and inclusive, building on RE-AIM and PHCR principles that exist to inform community-involved program creation by using innovative assessment methodologies. The primary emphasis of the workshop will be to discuss the skills learned from engaging in Developmental Evaluation activities. In this interactive workshop we will assist participants in learning the importance of becoming an integrated team member that is part of a team that collaborate to conceptualize, design, and test new approaches in a long-term on-going process of continual improvement, adaptation, and intentional change. The Community Engaged Research Academy was funded by a Patient Centered Outcomes Research Institute Eugene Washington Engagement Award #3422.

**Chairs:**

**Justin T Brown**, LaGuardia Community College, CUNY/Center for LGBTQ Studies, CUNY; **Monique A. Guishard**, Bronx Community College, The City

University of New York; **Allison Cabana**, The Graduate Center, The City University of New York; **Albert Greene**, Community Engaged Research Academy, Bronx Community Research Review Board

**134 Innovation in International Community Action Research Collaborations: Art, Science, and Action for Sustainability Transformations in Jacmel, Haiti**

The Innovative Other

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 5007

**Abstract**

Many places around the world face serious land, water, and ecosystem sustainability issues, many of which are exacerbated by ineffective policies and insufficient scientific and economic resources. As a result, local-level initiatives are critical in shaping the world's response to environmental challenges. Moreover, technological developments have allowed for a greater degree of collaboration and resource-sharing between community-level actors and researchers from around the world. As a result, new models for international community-research collaboration are emerging, bringing with them a need for deeper examination of issues of praxis and technique as we seek to work across borders to address global challenges in a way that centers the voices and actions of those most affected. In this interactive session, we will explore and discuss these and related issues in two stages: First, through an audio-visual presentation given by collaborating researchers, community organizers, artists and educators involved in an ongoing SCRA-funded partnership in Jacmel, Haiti. There, community members have enlisted researchers from the U.S. and a variety of local organizations in a youth-focused, arts-based environmental education and advocacy program to improve environmental and water resource conditions for their community. After introducing the project's formation, process, and initial findings, we will share selected creative outputs of this project, including a brief documentary film and photography by Jacmel youth. Following the audiovisual portion, we will facilitate an interactive discussion on the challenges and rewards of collaborative, community-driven research in international contexts, with the goal of sharing lessons learned and cultivating network-building by attendees within this interest area. Topics of discussion may include: the role of emerging technologies in facilitating partnerships across distance; ethical issues in international collaboration; issues relating to technology transfer; managing expectations across cultural and language barriers; the roles and limits of technical expertise; and integrating the arts into interdisciplinary, community-based research.

**Chairs:**

**Trevor Even**, Colorado State University - Natural Resource Ecology Laboratory; GDPE; **Carlie Trott**, University of Cincinnati - Department of Psychology; **Susan Frame**, Jakmel Ekspresyon; **Youdy Jules**, Jakmel Ekspresyon; **Christophe Clauderson Jean Henry**, Jakmel Ekspresyon

### **135 The Guise of Progress: When Progressive Institutions Fail to Practice What They Preach**

Roundtable Discussion

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 5016

#### **Abstract**

Progressive institutions, such as universities, human rights organizations, and non-for-profits, often have foundations that are instructive around fair treatment, respect for human dignity, compassion, and social justice. As such, these abstract ideas are actualized through the “products” that these institutions create, whether it is providing services for disadvantaged individuals or protecting human rights. These institutions require structural order to operate effectively, especially as they grow in size and influence. However, with adherence to structural organization, often times institutions act in ways that are incongruent with the values or principles espoused in their mission statements and stated values. As community psychologists, a critical examination at multiple levels is necessary to understand this disparity between statement versus application of values by institutions in cases of system-level failures. One need look no further than the APA, for example, and a current case where a nomination for the Department of Education’s Negotiated Rule-Making Subcommittee on Religious College Accreditation had a clear conflict of interest given his institution’s discriminatory attitudes towards the LGBTQ community. Had other members of APA divisions not protested, the APA would have gone through with a nomination that clearly was not aligned with the APA’s principles of respecting all individuals and protection of the rights of the LGBTQ community. Given this oversight and need for action by non-APA governance, the checks and balances in place were phantom in preventing the nomination of someone incongruent with the APA’s espoused values. The purpose of this roundtable will be to discuss instances where institutional checks and balances are ineffective and perfunctory, as well as how institutions could make meaningful changes in order to act in accordance with their values. Or, perhaps certain irreconcilable truths about the natures of institutions prevents total adherence to principlism, which will be dissected.

#### **Chairs:**

**Shaun Bhatia**, DePaul University, Center for Community Research; **Jack O'Brien**, DePaul University, Center for Community Research; **Leonard Jason**, DePaul University, Center for Community Research

### **136 Immigration, Identity, and Engagement: The Transtheoretical Model of Empowerment and Resilience (TMER) in Hong Kong, Italy and the U.S.**

Symposium

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 5026

#### **Abstract**

This symposium will introduce research, utilizing the

Transtheoretical Model of Empowerment and Resilience (TMER), which was conducted on three continents with community members grappling with immigration, identity, community engagement, and issues of rights and social justice. Resilience and empowerment are central to community psychology and these cross-national studies provide important insights into the interaction of theory, research, and action. Presentations will focus on distinct settings: Hong Kong during and after the 2014 democracy protests; acculturation, belonging experiences, and attitudes of Moroccan and Albanian immigrants to Italy and these same processes in a matched sample of Latinx immigrants to the U.S. Baltimore-DC region; and immigration experiences of Latinx immigrants in four U.S. states with high and low legal support for immigration. The presentation will begin by introducing the TMER model, followed by discussion of the research findings from these four ecologically diverse examples of social inclusion/exclusion, multiculturalism, rights and justice, coalitions, engagement, and activism. The TMER model will provide a central theoretical anchor for exploring individual and collective action in response to globalization challenges across national, ethnic, religious, political, and language differences. Participants will discuss their shared and distinct findings in light of diverse methodological approaches, ecological and cultural contexts, and community challenges. This symposium will provide important insights into the cycle of theory, research, and action as we seek to address important issues of community change, cohesion, and social justice.

#### **Chairs:**

**Anne Brodsky**, UMBC

#### **Presentations:**

##### **The Transtheoretical Model of Empowerment and Resilience (TMER)**

**Anne Brodsky**, University of Maryland, Baltimore County

This presentation will introduce the TMER model and set up the presentations to come. Resilience and empowerment are conceptual cousins central to community psychology. Both concepts represent strengths-based, active, adaptive approaches to enhancing personal and community outcomes in challenging situations. Despite their similarity, they also have important distinctions. Resilience focuses on internal efforts to adapt, withstand, and resist. Empowerment focuses on external changes to the setting and social environment. The TMER (AJCP, 2013) is a model for conceptualizing, differentiating, and mapping resilient and empowering actions. It has previously been applied to the experiences of Afghan women activists and domestic violence survivors. The four research teams to follow will present multi-method applications of the TMER aimed to better understand the experiences of individuals and communities addressing challenges to social cohesion and social justice on three continents.

### **From Moment to Movement: Empowerment, Resilience, and Collective Action in Hong Kong**

*Wing Yi. Chan*, Rand Corporation; *Lauren Cattaneo*, George Mason University

This study drew from a dataset of participants in the prodemocracy movement in Hong Kong. In the Fall of 2014, demonstrators initiated the “Umbrella Movement,” occupying the Admiralty district of Hong Kong. Data were collected at this key moment, and then six months later, when the movement experienced a significant setback. We applied the TMER to explore the ways in which the model might help explain who becomes engaged in collective action, and who persists in that engagement over time. Specifically, we used latent profile analysis to test how patterns of empowerment and resilience resources influence initial and long-term collective action. We identified five groups: (a) Uncommitted/Uninspired; (b) Committed to Status Quo; (c) Mainstream Populist; (d) Empowered; and (e) Ambivalent. ANOVA and ANCOVA analyses revealed significant group differences in initial and long-term participation. Groups with higher level of resources reported greater levels of initial participation than their counterparts; however, high resource groups did not uniformly report greater levels of intention to participate in future collective action. Of the maintenance processes tested, collective identity emerged as a particularly important predictor differentiating initial and sustained participation. Findings from the present study raise questions about how individuals with multiple identities can come together and participate in collective action, and provide an example of ways in which the TMER model can be usefully applied in this context.

### **Resilience, Empowerment and Acculturation among First Generation Immigrants to Italy and the U.S.**

*Terri Mannarini*, University of Salento, Italy; *Angela Fedi*, University of Turin, Italy; *Alessia Rochira*, University of Salento, Italy; *Anne Brodsky*, University of Maryland, Baltimore County (UMBC); *Sara Buckingham*, University of Alaska, Anchorage

This paper presents findings from an application of the TMER (AJCP, 2013) model to an Italian and U.S. data set. The Italian data focused on Albanian and Moroccan immigrants in Lecce and Turino, and the U.S. data focused on Latinx immigrants to the Baltimore/DC corridor. Some 244 million people live outside their country of origin, many displaced by conflict, violence, and other human rights violations (UNFPA, 2015). Italy has a strong history of out-migration, but only a relatively recent history of in-migration, having received some 5 million voluntary and involuntary newcomers. This change has sparked contentious debates and challenged both receiving community members and newcomers. The U.S. has a strong history of in-migration, yet is also currently engaged in contentious immigration debates, which also challenge newcomers

and receiving community members alike. Acculturation theory (e.g. Berry, 2005) describes how both receiving and newly arrived members change through their interaction; acculturation is a bi-directional process. One way to conceptualize this process is through immigrant resilience and empowerment. This study used the TMER model to explore how immigrants utilize resilience to adapt to their new environment and empowerment to change their new environment, both of which can lead to better outcomes. Sixty 1st generation immigrant from Albania, Morocco, and numerous Latin American countries participated in semi-structured, 30-60 minute qualitative interviews aimed to understand their prior international experience, immigration history, experiences with other immigrants and receiving community members, attitudes, experiences, and acculturation actions in their new setting. The TMER model was used to understand what approaches they utilized in their acculturation activities. Resilience, empowerment, and acculturation are all strengths-based processes central to community psychology and positive outcomes. Our understanding and promotion of positive outcomes for immigrant community members is crucial to the crisis facing multiple individuals, communities, and countries around the world.

### **Personal Power and Community Conditions: Understanding Latinx Immigrants’ Empowerment and Resilience Processes across the United States**

*Sara Buckingham*, University of Alaska, Anchorage

Communities around the United States have responded to newer community members in diverse ways, with some enacting oppressive laws that seek to expel immigrants from their communities while others enact supportive laws that seek to better include immigrants in their communities. This study sought to understand how immigrant communities respond to these diverse contexts via resilience and empowerment processes. Through application of the Transtheoretical Model of Empowerment and Resilience (TMER), this paper examines the experiences of Latinx immigrants living in contexts that converge and diverge in terms of their demographic composition and immigration-related policies: Albuquerque, New Mexico; Maricopa County, Arizona; Baltimore, Maryland; and Richmond, Virginia. Seventy-three Latinx immigrants (ages 18 to 70,  $M = 40.85$ ,  $SD = 13.65$ ) participated in twelve focus groups across the communities. These participants, primarily from Mexico (57.5%) and South or Central America (28.8% and 9.6%, respectively), had lived in the U.S. for less than one year to 39 years ( $M = 14.19$ ,  $SD = 8.72$ ) and had varying immigration statuses at the time of the study (26.0% had obtained U.S. Citizenship, 32.9% were authorized to reside in the U.S., and 41.1% were unauthorized to reside in the U.S.). Analyses revealed that immigrants’ empowerment and resilience goals diverged by their beliefs in the degree to which external change was vital and possible. These beliefs coincided with the fundamental risk posed to these immigrants, based in the interaction of their context’s conditions

with their individual characteristics. Resources across ecological levels supported immigrants in both resilience and empowerment. Implications of these results for the TMER along with community action will be discussed.

### **137 Complicating a Single Story: Understanding the Needs of Adolescents at Risk of Legal System Involvement**

Symposium

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 5030

#### **Abstract**

Each year in the United States, there are approximately 3.3 million suspensions, 100,000 expulsions, and 1 million adolescent arrests (NCES, 2009; OJJDP, 2017). A deficit-oriented, single story persists about adolescents' behaviors, which locates social problems within the individual (Ryan, 1976). This single story has been narrated for youth and internalized by youth (Javdani, Singh, & Sichel, 2017), and results in ill-fitting interventions and policies that focus on changing adolescent behaviors rather than macro and contextual influences. Reflecting SCRA's mission to better understand the multiple influences of the social, political, and judicial environments on health and wellness, this symposium invites multiplicity in methods and perspectives to shift from a behavioral downstream approach to one that considers the underlying upstream social determinants of adolescent school pushout and juvenile legal system involvement. In line with the Biennial theme and through centering how these studies complicate "single stories", the proposed papers highlight the complexity of the systems youth navigate in order to propose cycles of action toward a systems change agenda. Paper 1 presents findings from qualitative interviews with juvenile justice system stakeholders to understand blame attributions and proposed solutions to youth crime, with a focus on youth gender. Paper 2 presents a mixed-methods analysis to assess the mechanisms that produce risk/need scores for youth in the juvenile justice system, which are widely used to make decisions about case disposition and treatment. Paper 3 details qualitative findings from interviews conducted with adolescents of color, and examines the internal assets and external resources they use to navigate the public education system despite discriminatory and alienating policies and encounters with harassment. Paper 4 tests key aspects of the theory of adultification of black girls through a quantitative analysis of the combined influence of early pubertal development and trauma on girls' school exclusionary discipline and school-belonging.

#### **Chairs:**

*Megan Granski*, New York University; *Raquel Rose*, New York University

#### **Presentations:**

**Juvenile Justice Stakeholder's Attributions of Youth Behavior: Implications for Individual and Familial Monitoring**

*Raquel Rose*, New York University; *Sukhmani Singh*, New York University; *Megan Granski*, New York University; *Shabnam Javdani*, New York University

Though there has been a growing body of work highlighting the importance of bringing an ecological and settings level focus to juvenile justice programming and services; in praxis, the ideologies that drive programming and policy have not kept pace. Scholarship underscores the detrimental effects of justice involvement for individual youth via mental health and health disparities, their families via family disruption, and nationally with financial loss approximating 8 billion. Particularly for adolescent girls of color, research has posited that there is a complex interplay of gender, race, and class that determines initial and further involvement within the system. Conceptualizing the juvenile justice system as an ecological setting, there is a need for scholarship to examine the pervasive beliefs and ideologies held by juvenile justice stakeholders about youth's motivation for delinquency. These perspectives have implications for implementing real-world models of juvenile policing and family monitoring. Study aims are two-fold: to examine stakeholder beliefs about girls' delinquency and trajectories through the justice system. Using content and thematic analysis, data will be sourced from 33 semi-structured qualitative interviews with stakeholders at varying levels of the juvenile justice workforce in a Northeastern city. Analyses will focus on (aim 1) understanding stakeholder's attributions for girls' delinquency, using a framework that examines the degree to which blame is located within individual girls directly (person-centered) or indirectly (person-mediated), versus located contextually (context-dependent). Within person-mediated attributions for girls' delinquency, further analyses will inform the degree to which blame is relocated from girls to their families, functioning to maintain the status quo (aim 2). Findings will complicate the single story framework by troubling—instead of reifying—the false choice presented to families: blame children or blame parents. Implications for attributions of girls' offending and associated policy recommendations for systems-level response for girls' delinquency, and programming will be discussed.

### **No Two Risk Scores Alike...?: An Exploration of the Stories Created by Juvenile Justice Assessment and their Implications for Youth Outcomes**

*Christopher J. Sullivan*, University of Cincinnati; *Clare Strange*, University of Cincinnati; *Amber Petkus*, New York University; *Bryan Holmes*, University of Cincinnati; *Jamie Newsome*, University of Cincinnati

Juvenile justice officials have long attempted to determine delinquent youths' "stories" as they draw inferences about their past behavior and malleability and, in turn, make decisions about case disposition and treatment. The information-gathering portion of this

process is now commonly systematized through use of risk and needs assessment instruments. Because of their ubiquity these tools can in turn significantly impact youths' juvenile justice experiences and subsequent development. By their nature these tools lead to individual case decisions based on the results of averaged, population-level predictive analyses. This study uses randomly-selected case records (n=6000) from three U.S. states and follow-up interviews with 131 justice-involved youths to assess the mechanisms that produce risk/need scores and levels. There is a particular focus on the importance of understanding variability in populations in fully drawing insight from statistical summaries as well as the value of case-based versus variable-based methods. The results of the analysis of the average scores and their case-level variability will then be assessed for their implications on juvenile justice processes (sanctions, treatment) and youth case outcomes (official recidivism, engagement in work and school). We will also consider that case-level variability as pertains to gender and race subgroups. The paper's discussion will focus heavily on the implications of the study for research-informed practice in the field of juvenile justice.

#### **Reframing the Life Course of Black and Brown Youth in the Public Education System: Sharing Stories of Resistance and Resilience**

*Dawn X. Henderson*, University of North Carolina-Chapel Hill

From the moment black and brown youth enter the public education system to the moment they graduate from high school they encounter varying forms of alienation, discrimination, and, to some degree, harassment. Such encounters can elicit internal tension between how youth perceive themselves versus how others perceive them. The dominant narrative will point to an unwillingness to learn, demotivation, and some characteristic associated with youth, their family, and culture as reasons for their academic failure. Moreover, school personnel see black and brown youth defiance as a deficit behavioral trait and negates to acknowledge how their behavior may be a form of social resistance against disempowering and often devaluing policies and practices. Accompanied by an external tension stemming from attending underresourced and highly policed schools, stressful interactions with school personnel, and familial and neighborhood stressors, black and brown youth must possess some degree of resilience to navigate the public education system. Framing the trajectory of black and brown youth in the public education system in resistance and resilience acknowledges they possess a high sense of agency, adaptive coping, and can access cultural and relational resources to buffer school stressors. This presentation uses interviews collected from 35 black and brown youth, age 12 to 22 years, to demonstrate how young people activate a sequence of internal assets and access external resources to navigate the public education system and maintain some semblance of well-being and

positive future orientation despite discriminatory and alienating policies and encounters with harassment.

#### **Understanding Gender and Racial Disparities in School Pushout: The Role of Trauma, PTSD, and Pubertal Timing**

*Megan Granski*, New York University; *Hope White*, University at Buffalo, The State University of New York; *Shabnam Javdani*, New York University

The story of the school to prison pipeline has primarily been shaped by the experiences of boys, and specifically boys of color (Noguera, 2008), which is problematic given research suggesting that girls' pathways through the legal system are characteristically different from that of boys'. One of the most robust predictors of girls' juvenile legal system involvement is childhood trauma, specifically, sexual abuse. Indeed, trauma is often at the root of girls' arrests. For example, girls risk arrest for status offense by running away from abusive homes, and girls who run away from home are at elevated risk of arrest due to "survival crimes," such as theft, commercial sexual exploitation, and dealing and using drugs. Previous research also shows that girls who experience puberty earlier than their peers are at increased risk of involvement in disruptive behavior. However, work has failed to consider the combined influence of these variables, or consider the importance of the contexts in which they occur. This study examined the individual and combined influence of early pubertal development and trauma on behaviors and experiences girls expressed in schools. Findings are informed by 200 girls involved in or at risk of involvement in the juvenile legal system, the majority of whom are girls of color. Structural equation modeling tests the dynamic relationships between trauma and complex PTSD, early pubertal development, school belonging, and exclusionary school discipline. The inclusion of pubertal development tests key aspects of the theory of adultification of black girls; namely the degree to which girls who appear older by virtue of their race and features of physical maturity are at increased risk for school pushout. We discuss recommendations for increasing access to education among girls of color, a group encumbered by myriad forces of persistent inequality, and for considering trauma-informed practice at the institutional level.

#### **138 Up the Community Psychologist 2.0**

Roundtable Discussion

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 5031

##### **Abstract**

At the 2017 SCRA Biennial in Ottawa, we facilitated a roundtable to explore the concept of "studying up" in Community Psychology. This dialogue offered a gentle appeal to CP to shift our gaze upward to study the colonizers rather than the colonized, and to the structures of community power rather than just the effects of power on the powerless. Studying up is conducting research on structures of power to throw

light on processes of colonization and domination in communities to help critique and correct oppressive abuses of power. Understanding power structures and power elites helps develop a local theory of power that helps communities explain the players, strategies, networks, and values that underlie oppressive actions and manifestations of the power elite (McAlevy, 2016). In this 2.0 version, we return to this topic to share results of research, theorizing, and resources produced since the last biennial that provides concrete examples of studying up along with a conceptual framework that deepens our thinking about how to study structures of power. After providing a brief introduction and examples of studying up in community psychology, we invite roundtable participants to "pair and share" to discuss experiences and reactions before returning to the larger group to explore other examples, opportunities, challenges and implications for studying power and power structures in community psychology.

**Chairs:**

*Scot Evans*, University of Miami; *Brian Christens*, Vanderbilt University; *Paul Duckett*, Victoria University; *Victoria Faust*, University of Wisconsin; *Natalie Kivell*, University of Guelph; *Eric Mankowski*, Portland State University; *Emma O'Connor*, Portland State University; *Paul Duckett*, CQUniversity, Australia

**139 Challenges in Applying Community Psychology Values in Research and Practice: Graduate Students Reflecting on Their Journey**

Roundtable Discussion

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 6013

**Abstract**

As graduate students in community psychology, we have encountered difficulties in effectively putting into practice the values that shape our discipline – namely social justice, inclusiveness, citizen participation and empowerment. We believe that the SCRA biennial conference is the ideal opportunity to share on those difficulties and learn from our peers. The discussion will start with brief statements from panel members about their experience regarding their doctoral studies. Challenges that will be discussed include, but not limited to: 1) The difficulties in conducting participatory research while acknowledging the power relationships existing between researchers and participants; 2) How time constraints, limited funding and degree requirements hinder doctoral research in accordance to community psychology values; 3) How laborious essential collaborations with concerned actors, institutions and community organizations can become within academic timeframes; and 4) How to set clear yet flexible roles to all stakeholders involved in participatory research. A conversation will then be initiated with the audience regarding the difficulties that other students have encountered in their studies. Suggestions for solutions will also be solicited from the group. The goal of the proposed roundtable is to provide a platform for students to exchange on the difficulties they faced in applying community psychology values in

their practice and research. We hope to produce a summary of needs, difficulties and solutions that could benefit to current and future students in the field, as well as the supervisory faculty.

**Chairs:**

*Corentin Montiel*, Université du Québec à Montréal; *Stephanie Radziszewski*, Université du Québec à Montréal; *Kadia Saint-Onge*, Université du Québec à Montréal; *Caroline Clavel*, Université du Québec à Montréal

**140 Prison to PhD Pipeline: Dismantling Barriers to Doctoral Study for Formerly Incarcerated People**  
Roundtable Discussion

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 6017

**Abstract**

The United States has a higher rate of incarceration than any other industrialized country (Wagner & Walsh, 2016). The effect is cumulative. Over 7 million U.S. adults (about 3% of the population) are currently in prison, on parole, or has been to prison or on parole at some point in their lives (Shannon et al., 2017). Marginalized groups are more impacted than others. For example, Black people are incarcerated at five times the rate of White people; lesbian, gay, and bisexual people are incarcerated at three times the rate of heterosexual people; and Black transgender women have a fifty percent chance of being incarcerated and some point in their life (Grant et al., 2011; Meyer et al., 2017; Nellis, 2016). These groups also disproportionately experience interrelated collateral consequences such as unemployment and inaccessibility to higher education. The unemployment rate for formerly incarcerated people was over 27% in 2008 compared to nearly 7% for the general population--a rate than the overall unemployment during the Great Depression (Couloute & Kopf, 2018). A multitude of factors are likely contributors to such unemployment with education likely being one. Educational inequity appears even greater than employment inequity. For example, about 4% of formerly incarcerated people have completed college compared to 29% of the general population (Couloute, 2018). While doctoral inequities are unknown, general college inequities suggest likely graduate inequities, and anecdotal reports from applicants and faculty members suggest that there may be a number of barriers to doctoral education as well. This roundtable discussion will include formerly incarcerated people who have applied to doctoral programs as well as faculty members in doctoral programs and undergraduate students who have been reviewing literature on barriers to education. They will discuss opportunities, barriers, and potential solutions to doctoral education access for formerly incarcerated people.

**Chairs:**

*Christopher Beasley*, University of Washington Tacoma; *Karen McAllister*, University of Washington Tacoma; *Jarrod Wall*, University of Saint Francis;



*LaShawn Littrice*, National Louis University; *Sarah Callahan*, Post Prison Education Research Lab; *Christy Baldwin*, University of Washington Tacoma; *Valerie Castillo*, University of Washington Tacoma; *Bronwyn Hunter*, University of Maryland Baltimore County; *Brad Olson*, National Louis University

#### **141 Getting to the Middle of Nowhere: Technology and Ecological Praxis in Rural Communities**

The Innovative Other

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 6036

##### **Abstract**

Rural community psychologists face different challenges from their urban counterparts. These differences include contrasting ecologies, a lack of implementation frameworks unique to rural settings, the need for more independence and flexibility on the part of rural community psychologists, and a paucity of training and research specific to serving rural communities (Murray, 1984). The fourth industrial revolution with rapid technological advancements shapes the practice of community psychology. As internet resources enhance the future of education, work, and service delivery, we are becoming more aware of the influence of social media and other new tools on mental health and relationships across settings and systems. Community psychology must attend to differences in the impact of these developments in rural and urban settings. How do we navigate the intersection of technology and praxis in rural communities, in particular regards to online education, professional development resources, services, values and ethics, and innovative programs? Guided by Kelly's (1966) ecological theory, the Rural Interest Group proposes a discussion of these pertinent themes with all members of SCRA. We propose to deconstruct and reconstruct the juxtaposition of technology within rural communities. These discussions will be driven by our foundation aim to further open the inclusive space of rurality within the current community psychology dialogue. The ecological metaphor offers abundant resources for expanding this space, such as the image of the biosphere, the richness of edges and boundary spaces, the capacity of wild places to buffer forces of change, and consideration of communication across vast distances. Aligning with the Rural Interest Group's mission, we anticipate an outcome from the workshop discussion to include the co-authorship of articles and sharing of knowledge and resources for all members. Murray, J.D. (1984). Training community psychologists for work in rural areas. *American Journal of Community Psychology*, 12, 227 - 232.

##### **Chairs:**

*Melissa Cianfrini*, The University of Western Australia; *Suzanne Phillips*, White Mountains Community College; *Susana Helm*, University of Hawai'i Mānoa; *Cheryl Ramos*, University of Hawai'i Hilo; *Danielle Giroux*, Mount Vernon Nazarene University

#### **142 Swampscott Plus 54: A Conversation with James Kelly** Special Session

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** Palmer House  
The Spire Parlor

##### **Abstract**

Few are better equipped to discuss the field of community psychology and its development than Jim Kelly, the last surviving participant of the Swampscott Conference in 1965 and proponent of moving psychology from an individualistic to ecological perspective on community research and action. Join him and several colleagues and students of Jim for a conversation about the field and his role in its evolution. Bring your recollections and questions. Honored Guest: James G. Kelly (jgkjazz@gmail.com)

##### **Chairs:**

*Edison Trickett*, University of Miami; *Susan Ryerson Espino*, Bridge Communities; *Robin Miller*, Michigan State University; *Ricardo Munoz*, Palo Alto University; *Julian Rappaport*, University of Illinois, Urbana-Champaign; *Marc Zimmerman*, University of Michigan

#### **143 Making Space for Early Career Community Psychology Faculty of Color**

Roundtable Discussion

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** Palmer House  
The Water Tower Parlor

##### **Abstract**

In collaboration with the Committee on Cultural, Ethnic, and Racial Affairs (CERA), this roundtable is a space for faculty of color to come together and connect. Over the last decade, scholars have been calling attention to the importance of recognizing the unique experiences of faculty members of color on college campuses (Boyd, 2010; Sekaquaptewa, 2014; Tuitt, Hanna, Martinez, del Carmen Salazar, & Griffin, 2009). Many faculty often experience increased emotional labor based on their identities (Boyd, 2010; Duke Chronicle, 2015; Sekaquaptewa, 2014). Moreover, more faculty of color report feeling marginalized both at their universities and within their professional organizations (Boyd, 2010; Turner, González, & Wood, 2008). As CERA is increasing its efforts to recognize the importance of diversity and inclusion within SCRA, this session is one opportunity for community psychology faculty of color to unite and share their experiences with one another and offer guidance to early career scholars. Discussions will include teaching, what it means to be a faculty member of color, navigating the tenure track, intersecting identities within academia, in addition to how faculty would like to see SCRA move forward to best support these voices and experiences (i.e., special issues of AJCP, specific interest groups, CERA actions, professional development). Participants will learn more about CERA and potential involvement within the committee, as well as building a network or support among faculty of color. Early career faculty of color or advanced graduate students of color are welcome to attend.

##### **Chairs:**

*Janelle Silva*, University of Washington Bothell; *Nellie Tran*, San Diego State University; *Tiffeny Jimenez*, National Louis University

**144 Fighting Racism, Poverty, and Injustice Through Community-University Collaboration: The Work of Detroit's Urban Learning and Leadership Collaborative Symposium**

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** Palmer Salon 12

**Abstract**

The Urban Learning and Leadership Collaborative (ULLC) is a community-university partnership that connects local knowledge and university resources to create innovative solutions to challenges faced by residents of HOPE Village, a neighborhood in the heart of Detroit. The model reinvents the typical university/community relationship and has created an equitable approach to collaboration where both academics and neighborhood residents have a seat at the table. Primary goals of the symposium are to (1) share the ULLC's model of community-university collaboration, including values, processes, and examples of affiliated research projects, and (2) help symposium participants identify and adapt practices that may benefit their own work and communities. The first presentation will provide an overview of the ULLC, including mission, vision, and values, membership and governance, the review process for prospective research initiatives in HOPE Village, and strategies for disseminating research findings and products. Next, we will share two examples of research projects conducted through the ULLC – Barrier Busting in HOPE Village, a program offering unconditional cash awards to promote economic self-sufficiency, and Citizenship for Health, an initiative to build community capacity for problem-solving through the use of deliberative democracy practices. Discussant Julie Rice, HOPE Village resident, will discuss themes from the three presentations and comment on the work of the ULLC overall, including its impact on HOPE Village, lessons learned, and possible future directions. She will also share reflections based on her varied experiences with the ULLC, including serving as a ULLC member and engaging in the Citizenship for Health project. The symposium will conclude with time for questions and discussion, with a focus on ways that the ULLC model might be adapted for other communities.

**Chairs:**

*Stephanie Moore*, University of Michigan

**Discussant:**

*Julie Rice*, HOPE Village

**Presentations:**

**The Urban Learning & Leadership Collaborative: Community & University Partnership for Equitable Research**

*Debbie Fisher*, Focus: HOPE; *Lisa Robinson*, HOPE Village; *Julie Rice*, HOPE Village; *Jena Baker-Calloway*, Michigan State University; *Joanne Sobeck*,

Wayne State University; *Richard Smith*, Wayne State University; *Sonia Harb*, University of Michigan; *Julie Gowda*, Focus: HOPE; *Stephanie Johnson-Cobb*, Focus: HOPE, HOPE Village; *Pamela Jackson-Walters*, Focus: HOPE, HOPE Village

The Urban Learning and Leadership Collaborative (ULLC) is a community-university partnership with a vision to be a collaborative platform where local knowledge and university resources mesh to create innovative solutions to community challenges. This presentation will describe the development of the ULLC, a model that has the potential for adaptation in other communities. The HOPE Village neighborhood is 100-blocks in the center of the city of Detroit. Its population is 97% African American, with 50% of the residents living at or below poverty. Fewer than 10% of adult residents have Associates degrees or higher. The area is home to Focus: HOPE, a 50-year-old civil and human rights organization, as well as retail shops, places of worship, block clubs, a historic district, affordable housing, a library, free tax preparation services, Head Start, and charter schools. Ten years ago, these organizations formed the HOPE Village Initiative (HVI), whose long-term goal is to improve the educational, economic, and environmental outcomes of the neighborhood. Focus: HOPE and other members of the HVI engaged three universities -- Michigan State University, University of Michigan, and Wayne State University -- to create the ULLC and flip the script on community-university collaboration. In HOPE Village, the community teaches the university. Academic partners engage and learn from the community in order to ensure their work directly benefits residents of HOPE Village. Since its launch in 2016, the ULLC has affirmed a mission, vision, and values; established governance and resident decision making processes; reviewed and accepted applications for interested parties proposing research initiatives in the HOPE Village neighborhood; and presented learnings to the HOPE Village community, including hosting a Race and Revitalization Symposium. Strengths and limitations of the approach will be shared, as well as opportunities for the audience to brainstorm ways they might implement similar models in their communities.

**Barrier Busting in Detroit's HOPE Village: A Community-University Collaboration to Develop, Implement, and Evaluate an Unconditional Cash Award Program**

*Stephanie Moore*, University of Michigan; *Julie Gowda*, Focus: HOPE; *Michael Gordon*, University of Michigan; *Elise Gahan*, University of Michigan; *Jasahn Larsosa*, Focus: HOPE; *Kathy Hudson*, Neighborhood Service Organization; *Noel Tichy*, University of Michigan

In the past two decades, communities have been experimenting with conditional cash transfers to improve health and educational outcomes in low-income households (e.g., pay for an "A"). However, these

conditions do not fit the seemingly small, unforeseen barriers that can present major obstacles and prevent low-income individuals from progressing toward their goals. Can these barriers be overcome with relatively small amounts of money? This presentation describes a pilot program to provide unrestricted cash awards to residents in Detroit's HOPE Village. Presenters will describe the collaborative process of designing and implementing the Neighborhood Network Barrier Busters (NN-BB) program. In response to needs identified by community members, the Urban Learning and Leadership Collaborative (ULLC), a community-university partnership with resident leadership, developed the idea for NN-BB and connected with academic researchers from the University of Michigan to secure resources and launch the program. Procedures for participant recruitment, selection, and disbursement of awards were developed by a leader from local community-based organizations. Evaluation of NN-BB utilized an experimental design to compare self-sufficiency outcomes for individuals who received monetary awards with those who did not. A randomly selected group of 11 nominees received awards ranging from \$500 to \$2,000. The study included pre- and post-program interviews, as well as follow-up interviews with a subsample of participants. Study findings shed light on participants' goals, anticipated barriers, and ways that NN-BB helped them progress toward their goals. Findings revealed that the distribution of NN-BB awards improved overall economic self-sufficiency among recipients, which suggests that unrestricted cash awards may be a powerful tool for improving self-sufficiency among low-income populations. Findings support the global interest in social policy that moves from conditional cash transfers towards universal basic income models. The presentation will conclude with lessons learned and suggestions for future research and practice.

#### **Redefining Public Health: Facilitating Community Capacity via Habits of Deliberative Democracy**

*Marc Kruman, Wayne State University; Joanne Smith-Darden, Wayne State University; Joanne Sobeck, Wayne State University; Michael Kral, Wayne State University*

Citizenship for Health Program (C4Health) is a collaboration of the HOPE Village community and Wayne State University's Center for the Study of Citizenship. The Center's overarching objective is to facilitate community capacity via habits of deliberative democracy. Deliberative democratic practices scaffold citizen discussion around the health and well-being of their community with the end goal of coming to consensus around an issue of concern. The long-term goal is to build a sustainable, community-driven approach to solving community-based problems as they arise. C4Health in HOPE Village is a pioneering effort to implement this model of citizen engagement. Grounded in democratic and empowerment theories, where citizens name, frame, deliberate, and act upon

collective decisions, this pilot program adapted the Kettering Foundation's research on public deliberation that promotes understanding of health issues, considers multiple perspectives, evaluates tensions in shared values, recognizes that no solution is perfect, and encourages a willingness to work in concert toward a solution that is best for the community as a whole. In deliberations, participants develop trust and explore their assumptions and beliefs about identified health issues. Model components will be shared including a brief demonstration of deliberative democratic practice with the audience. We will discuss the adaptations made based on our collaboration with the HOPE Village Urban Learning and Leadership Collaborative (ULLC). The authors will describe an expansion phase that engages residents in further decision-making and action planning including funding to the HOPE Village community to decide, implement and support a community driven solution. This paper raises new and important questions for dialogue: 1) Can complex health problems be addressed through democratic deliberative practice? 2) How can we deepen the practice of civic engagement so that it eventually becomes a habit? 3) What is the university's commitment to sustaining community capacity and leadership for deliberative democratic practice?

#### **145 Promoting Empowerment, Social Justice and Inclusion for People Living with Disability**

Symposium

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** Palmer Salons 6&7

##### **Abstract**

Structural and cultural access to social participation opportunities for those with disabilities is important for improving quality of life and increasing well-being. Given these realities, it is unfortunate to note that those with disabilities continue to experience low rates of social inclusion. Across North America, different communities including the people with disabilities themselves have been developing interventions and activities to raise awareness about disability and inclusion. Moreover, the goals of those actions were to empower the communities of individuals with disabilities, their families and neighbourhoods to promote social justice for all abilities. In this symposium, the presenters will illustrate with different interventions across USA and Canada, how we could as community psychologists support the empowerment, social justice and inclusion of People with Disabilities. There will be presentations about social justice and empowerment of families living with disabilities, using photovoice approach with people with disabilities to advocate for inclusive cities, the intersection of disability rights movements with mental health activism and how to bring awareness to the importance of inclusion through storytelling, community engagement and discussion. The discussant for this panel will be a member of the community organization from Chicago, living with a disability. The discussant will highlight what are the priorities in the social justice and inclusion in the Chicago areas, and will comment on the

presentations.

**Chairs:**

*Delphine Labbé*, University of British Columbia

**Discussant:**

*Horacio Esparza*, Progress Center for Independent living

**Presentations:**

**Using Photovoice to raise awareness and engage stakeholders in discussion about inclusive cities**

*Delphine Labbé*, University of British Columbia; *Atiya Mahmood*, Simon Fraser University

Lack of accessibility prevent mobility device users (MDU) (e.g. canes, manual wheelchairs, scooters) from fully engaging in the society and directly influences how people are perceived and included in their community. To promote their inclusion, it is crucial to include MDU voices in any discussions on accessibility. Photovoice, a participation action research (PAR) method, is a great tool for disability advocacy, as it reposition people with disabilities as co-researchers and allow them to share their experiences through their eyes. Moreover, people with disabilities find it challenging to convey their embodied and daily experiences of navigating through their community, thus photovoice provide a medium to make visible issues they encounter. This presentation focus on a photovoice study, conducted in Vancouver (Canada) with 30 MDU, and focusing on mobility and social participation related-barriers and facilitators in their environment. Over a two-week period, the co-researchers MDU took pictures of barriers and facilitators and then explained them during a follow-up individual interview. Some MDU (n=9) then participated in focus groups to discuss chosen pictures and group them under descriptive themes. The interviews' and focus groups' transcriptions were also thematically analyzed by the researchers. The Photovoice results were then shared as an exhibit displayed at different community outreach event to engage a variety of stakeholders, including the MDU, urban planners, transportation engineers, and city officials, in a discussion about potential solutions. The exhibit was the occasion for the MDU to share their experiences and advocate for change, while it allowed the stakeholders to understand the mobility challenges from the MDU perspectives. Using photovoice allowed the participation and empowerment of the MDU by giving voice to a under-represented group seeking for better inclusion.

**Empowering youth and young adults with disabilities and their families through Community-Based Participatory Research**

*Yolanda Suarez-Balcazar*, University of Illinois in Chicago

Community-based participatory research (CBPR) is an optimal approach that brings together community

stakeholders, researchers and practitioners in an effort to understand and address social issues of importance to vulnerable populations. Latino immigrant families in the United States (U.S.) with youth and young adults with disabilities is one such group that has experienced a number of barriers in gaining positive health and participation outcomes. Frequently, they also experience the five phases of oppression articulated by Iris Young—oppression, marginalization, exploitation, powerlessness, violence, and cultural imperialism. These families with youth and young adults with disabilities face a number of participation and health inequalities limiting their opportunities to be fully integrated in the community. Grounded in the principles of CBPR, a partnership was developed with community stakeholders to develop a health promotion program aimed at meeting the needs of Latino families and empower families and youth with disabilities. To that effect, the purpose of this presentation is twofold: 1) To discuss a community-based participatory approach embraced by the researchers to develop and implement a community-based health promotion program with Latino families with youth and young adults with disabilities; and 2) discuss culturally relevant empowerment strategies aimed at reducing health and participation disparities. An interactive discussion with the audience will follow focusing on benefits of such approach to community psychology research, implications for knowledge translation, and implications for addressing participants concerns related to the broader ecological environment.

**Dare2Dialogue: Promoting Inclusion Through Storytelling**

*Amber Kelly*, Community Engagement Collective, Cincinnati, Ohio

Awareness is a critical step to influence thought processes when it comes to promoting change for more inclusive behaviors. The goal of Dare2Dialogue is to bring awareness and engage in dialogue around challenging topics to promote change. The purpose of Dare2Dialogue events on inclusion was to bring awareness to the lack of inclusion of individuals with a disability within Cincinnati. This was achieved by having an individual who lives with a disability share their story to highlight challenges and encourage dialogue among those who may have the privilege of not living with a disability. Having a community discussion does not only promote awareness but strives to remove the negative stigma that can be associated with disability. Three community discussions (including one documentary screening) created an opportunity for 96 Dare2Dialogue attendees to challenge their thinking around inclusion. The presentation will share insights on innovative strategies for promoting inclusion.

**Applying the Social Model of Disability to Mental Health**

*Emily Sheera Cutler*, University of South Florida

The social model of disability posits that rather than being primarily disabled by medical conditions, individuals are often disabled by barriers to access and exclusion. In contrast to the medical model of disability, which locates disability within the individual, the social model locates disability within the person's context and surroundings. For example, according to the social model of disability, being a wheelchair user would not necessarily be disabling if every building were wheelchair accessible, and being Deaf would not necessarily be disabling if ASL interpretation and closed captioning were freely accessible. The social model of disability is a crucial component of disability justice that empowers disabled activists to work toward a more inclusive world rather than medical cure or prevention. While the social model of disability is the framework from which many different disability activism groups operate and has been applied to a variety of physical and

sensory disabilities, the social model of disability is less often viewed as applicable to mental health. In recent years, awareness of mental health and mental illness has grown rapidly, largely due to the proliferation of anti-stigma campaigns and efforts to promote treatment-seeking behaviors. However, many of the efforts to raise awareness of mental health and reduce stigma currently focus on the treatment and prevention of mental illness rather than the inclusion and accommodation of those with mental disabilities. This presentation will discuss how the social model of disability can be applied to mental health activism and awareness-raising efforts to shift the focus from prevention and cure to inclusion and accommodation. The presenter, a psychiatrically disabled researcher herself, will discuss how the social model has informed her own activism and research, and how this model can lead to increased empowerment and justice for those with psychiatric disabilities.

## Ignite Session #3 Children, Youth, Families and LGBTQ

**Ignite Session 3: "A Space Where People Get It": A Methodological Reflection of Arts-Informed Community-Based Participatory Research with Non-Binary Youth**  
Ignite Presentation  
**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 4012/4014

### Abstract

I propose to share the findings from my MA thesis that engaged non-binary youth in arts-informed methods through a community-based participatory research (CBPR) framework, to explore their experiences of identity development, discrimination, mental health, and desire to advocate for their needs. I will reflect on the use of body-mapping to engage youth in a meaningful process that values safety, idea generation and affirmation, self-exploration, the utility of visual methods, and connections through identity. I will further share methodological challenges from this study including: 1) art can feel awkward; 2) lack of time and funding; 3) difficulties recruiting participants; and 4) applying collaboration and integration. This research contributes to the field of arts-informed CBPR by highlighting the value in providing space for youth to engage in creative methods to represent their experiences. It also reveals the importance of promoting participant involvement, collaboration, and researcher positionality. This presentation will be valuable for researchers who work with marginalized communities and/or engage in arts-informed research methods.

### Chairs:

*Ellis Furman*, Wilfrid Laurier University

**Ignite Session 3: Beyond Strong and Weak Ties:**

### Rethinking Natural Mentoring

Ignite Presentation

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 4012/4014

### Abstract

Natural mentoring relationships can facilitate a range of positive youth outcomes (van Dam et al., 2018). To better understand the nature and influence of natural mentors, scholars have adopted Granovetter's (1979) model, where weak-ties refer to connections outside of an individual's close social circle, and strong-ties represent much closer relationships. While ample research has utilized this "strong-weak tie mentor" conceptualization to elucidate youths' access to social capital (Raposa et al., 2018), we speculate that there are other natural mentoring relationships, which we call "interstitial ties," that do not necessarily fit the dichotomy. These relationships are not necessarily within youths' families but are not as distanced as community-based mentors like coaches or teachers. We present preliminary findings from a national survey of U.S. adults' mentoring attitudes and activities (n=393), investigating how "interstitial ties" (i.e., adults who mentor their child's friend or a family friend's child) might differ from weak- and strong-tie mentors in terms of perceived mentoring barriers, motivations, activities, and outcomes. Regression analyses revealed that interstitial ties' perceived closeness to mentees was significantly higher than weak ties' but lower than strong ties' closeness. They were also less likely to endorse severe needs in the family as a barrier to mentoring, and more likely to meet youths over the phone or in the home than in community settings. Findings highlight the previously unexplored nature of

interstitial ties and suggest that natural mentoring may be better conceptualized on a continuum rather than categorically. Finally, we will present plans for subsequent analyses of the National Longitudinal Study of Adolescent to Adult Health, a representative sample of adolescents and young adults with five data waves collected over 22 years. Phase two of this ongoing research project will investigate the long-term psychosocial, educational, vocational, and economic outcomes associated with interstitial tie mentors.

**Chairs:**

**Cyanea YS Poon**, University of Massachusetts Boston; **Kirsten Christensen**, University of Massachusetts Boston; **Jean Rhodes**, University of Massachusetts Boston

**Ignite Session 3: Designing Digital Early Literacy Tools at Scale: The Struggle Is Real**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 4012/4014

**Abstract**

Children's development of literacy knowledge, skills, and interest is strongly shaped by their ecosystem of reading resources, education systems, and adult support. Unfortunately, over half of US children are not fluent readers by the end of 3rd grade. Harvard, MIT, and FSU have banded together to simultaneously design conversation-based game apps, an adaptive digital literacy screener, a personalized reading intervention, and virtual reality teaching simulations that each could have sustainable impact to improve PreK-3rd grade children's reading across the US. For our persistent and complex literacy problem, it seems fitting to create such dynamic and collaborative solutions. The Reach Every Reader (RER) initiative particularly aims to reach children who show signs of becoming struggling readers, especially children from hard-to-reach communities, with fewer resources. By capitalizing on prior research, RER is designing and testing a wide range of innovative, digital platforms to apply scalable, personalized diagnoses and interventions for children, teachers, and caregivers. There are many benefits and challenges to making a sustainable impact on struggling readers' ecosystems, creating supportive technologies for multiple audiences, collaboratively integrating research between three elite universities, and building meaningful relationships between academics and local communities (i.e., schools). This presentation addresses how difficult an endeavor like RER can be and why it is worth the challenge to ensure every US child, especially struggling learners, can read and comprehend content-rich text.

**Chairs:**

**Melissa Callaghan**, Harvard University Graduate School of Education

**Ignite Session 3: Early Adolescents Demonstrate Critical Consciousness in the Age of Trump**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 4012/4014

**Abstract**

Political elections have been shown to influence youth civic development. The election of Donald Trump is historic and has elevated precarity for people of color and immigrants, yet we know little about how young people experienced this potentially catalytic event. Using ethnographic methods, we examined youth and adult discussions that occurred during youth participatory action research in four sites of one community-based youth program between October of 2016 and May of 2017, to investigate how the development of critical consciousness occurs among early adolescent youth of color in the context of catalyzing political events. The presentation will describe the emergent patterns in how young people (1) engaged in critical reflection, (2) weighed political efficacy, and (3) considered engagement in critical action in the wake of Trump's election. The data revealed that young people's critical consciousness development ranged from basic to advanced levels. This research highlights the ways that politically catalytic events shape critical consciousness development among early adolescents of color.

**Chairs:**

**Heather Kennedy**, University of Colorado- Center for Public Health Practice; **Heather Kennedy**, University of Colorado- Center for Public Health Practice; **Savannah Matyasie**, University of Denver, Graduate School of Social Work; **Lynn Schofield Clark**, University of Denver, Media, Film and Journalism Studies; **Corey Engle**, University of Denver, Graduate School of Social Work; **Yolanda Anyon**, University of Denver, Graduate School of Social Work; **Margo Weber**, University of Denver; **Carlos Jimenez**, University of Denver, Media Film and Journalism Studies; **Mike Osiemo Mwirigi**, Claremont Graduate University; **Stephanie Nisle**, University of Denver, Graduate School of Social Work

**Ignite Session 3: How do We Perceive Sense of Community in Kindergarten**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 4012/4014

**Abstract**

Schools are considered to be social institutions that foster a sense of community not only among their members, but also within the geographic community around them (Witten, McCreanor & Kearns, 2007). Some studies have sought after the sense of community in different age groups, with special emphasis on adults, young adults and adolescents, such as the relationship between community sense and human diversity (Townley, G., Kloos, B., Green, The comparison between local communities that differ in ethnic heterogeneity (Castellini, F., Colombo, M., Maffei, D. & Montali, L., 2011), ethnic identity, community, and psychological well-being (Kenyon, D. & Carter, J., 2011) the sense of community as a protective factor

against depressive symptoms (Li, Y., Sun, F., He, X. & Chan, K., 2011) and the sense of community and individuals with severe mental illness (Townley, G. & Kloos, B., 2011). The objective of this research is to present the results of a revised Sense of Community Index-Primary (SCI-P) model developed by Sayer, Beaven, Stringer & Hermena (2013) and discuss the results in children in kindergarten (age 3-5).

**Chairs:**

*Olga Cunha*, Faculty of Social Sciences and Humanities - NOVA Lisbon and Applied Psychology Research Center Capabilities & Inclusion (ISPA-IU)

**Ignite Session 3: Innovations in Adolescent Health: Integrating Youth Participatory Action Research and Community-Based Health Interventions**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 4012/4014

**Abstract**

Youth participatory action research (YPAR) emphasizes positive youth development by engaging young people as co-researchers and change agents on complex issues to produce solutions that are relevant to youth. YPAR is simultaneously a research approach, praxis for engaging youth in the critical analysis of socio-ecological systems, and a vehicle for youth-driven social change. Scholars and practitioners who have engaged with YPAR believe in the power of the approach, but there is a need for further study of YPAR implementation processes and the effect on youth development and well-being outcomes. Additionally, YPAR has primarily been used in classroom and youth organization settings, which means there are very few examples of its usage in other community-based settings or as a health intervention approach. In this ignite presentation we will highlight the innovative use of YPAR as a community-based health intervention. We will briefly share two case studies in which YPAR was used to address the adolescent health issues of physical activity and suicide. We will briefly describe each YPAR health intervention and the studies that were conducted to link participatory research processes to youth development and health outcomes. Using the process evaluations from these YPAR interventions, we will share lessons learned and propose best practices for the design, implementation, and evaluation of YPAR as a health intervention strategy in a community setting. The presentation will be useful for individuals interested in participatory research approaches, engaging youth in research and action, and developing health interventions that are more relevant to youth.

**Chairs:**

*Robin Lindquist-Grantz*, University of Cincinnati; *Michelle Abraczinskas*, REACH Institute at Arizona State University

**Ignite Session 3: Long-term Effects of an Early Community Program on Child Welfare Youth**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 4012/4014

**Abstract**

Recent literature has investigated the developmental impact of child welfare services on the development of youth, specifically the physical and psychological effects of involvement during childhood and adolescence. Much research has suggested that youth involved in child welfare services experience adverse outcomes compared to youth who are not involved, such as high rates of behaviour problems and suicidality. One approach to counter the negative impacts of child welfare involvement on youth outcomes may be early childhood care and education (ECCE) programs that foster healthy development. This study examined whether participation in a universal, high-quality, school- or community-based ECCE program would moderate the positive association between early child welfare involvement and substance use, depression, and criminality in young adulthood. We hypothesized that participants who were involved with child welfare services as youth would have higher rates of substance use, depression, and criminality in young adulthood compared with individuals who were not involved in child welfare services. Additionally, we postulated that participation in a comprehensive ECCE would moderate the positive association between early child welfare involvement and the aforementioned developmental outcomes. Participants were young adults who were either involved in an ECCE program, or part of a matched comparison group between the ages of 4 to 8 years. An institutional review board approved this study. Findings show a complex and nuanced understanding of the relationship between involvement in ECCE programming, child welfare services, and psychological and substance use outcomes. The proposed study adds to our understanding of the impacts of the child welfare system, as well as to the growing body of literature supporting the effectiveness of ECCE programming in promoting long-term wellbeing in youth.

**Chairs:**

*Alexis Gilmer*, Wilfrid Laurier University; *Colleen Loomis*, Balsillie School of International Affairs; *Christina Dimakos*, Wilfrid Laurier University; *Janette Pelletier*, University of Toronto; *Ray Peters*, Queens University

**Ignite Session 3: Social Support, Victimization, And Self-Esteem In LGBTQ+ High School And Post-Secondary Students**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 4012/4014

**Abstract**

In North America, LGBTQ+ (lesbian, gay, bisexual, transgender, queer, plus) people are at a disadvantage compared to their heterosexual and cisgender (non-transgender) counterparts. LGBTQ+ people are likely to be victimized based on their identities, supported by the OutLook Study, a LGBTQ+ needs assessment in a

Southwestern Ontario region. Experiencing, or being at risk of victimization, overt or subtle forms of violence and homo/transphobia, can contribute to negative mental health, and adversely affect self-esteem. Victimization is likely to occur in both high schools and universities, two institutional settings with unique contexts, where key periods of development occur, and where resources are available to students. Social support can act as a buffer to negative experiences, yet there is a lack of research that explores social support, victimization, and self-esteem in high school and post-secondary LGBTQ+ students in Canada. Drawing on OutLook data, this research examines how victimization and social support relate to self-esteem, considering both high school and post-secondary students. Our preliminary results show that trans students in high school report significantly higher levels of transphobia and relatively lower levels of self-esteem (marginally significant trend) compared to trans post-secondary students. However, LGBTQ+ post-secondary students reported significantly more victimization than high school students. Considering students from both high school and post-secondary, homo/transphobia had significant adverse effects on self-esteem. Further, social support was positively related to self-esteem for cisgender LGBQ students, but not transgender ones. A mediation analysis revealed that victimization was related to lower levels of social support, which in turn, was related to lower self-esteem in cisgender LGBQ students, but not in transgender students. Our preliminary results are intriguing and warrant further analysis, which will be pursued with the current research. The findings have the potential to inform school mental health programming and policies, by describing the experiences of students.

**Chairs:**

*Kirstie Taylor*, Wilfrid Laurier University; *Todd Coleman*, Wilfrid Laurier University; *Ciann Wilson*, Wilfrid Laurier University; *Michael Woodford*, Wilfrid Laurier University; *Robb Travers*, Wilfrid Laurier University

**Ignite Session 3: What Does Wellbeing Do?**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 1:15-2:30 PM **Room:** NLU 4012/4014

**Abstract**

Wellbeing has been widely embraced in education and schooling policy in Australia and has been broadly supported by many areas of psychology internationally. It is often conflated with physical fitness, mental health, diet, and is seen as an important part of teaching and education. One of the broad assumptions of wellbeing is that it must be a good thing, and a good thing for everyone. But given what community psychology understands about the complex socio-political/cultural/economic influences on students' capacity for wellbeing, critical questions about wellbeing's ability to capture these complexities need to be asked. If these conceptions of wellbeing flatten or ignore issues relating to social class, we may well then ask, what does wellbeing do? This presentation is part of a PhD project centred around a critical history which seeks to highlight some of the ways in which wellbeing constructs particular subjectivities for young people within education policy.

**Chairs:**

*Sam Keast*, Victoria University

**147 Engaging Youth in Collaborative Placemaking: Lessons from Four Studies of Youth Experience in Space and Place**

Symposium

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 4020

**Abstract**

In recent decades, placemaking has become an increasingly popular approach to promoting community development, wellbeing, and collaboration. Despite the crucial role youth play in communities, youth voices are continually excluded or erased from constructions of place, often in the very spaces that should be designed to support them. In this symposium, we critically examine lessons learned from our work engaging youth voices in collaborative investigations of youth experience in space and place. Specifically, we present methods and findings from four distinct studies of youth experience in space: A photovoice exploration of youth safety in an alternative school space, a community-based study of the impacts of the built environment on neighborhood communities, a youth-driven community mapping initiative, and a study of youth narratives of gentrification. We reflect on sources of tension and innovation in our work, and examine their implications

for future practice to engage youth in constructions of space and place. We invite audience members to join us in reflection, open dialogue, and Q&A.

**Chairs:**

*Adele Malpert*, Vanderbilt University

**Presentations:**

**The Structure of Safety: Photovoice in an Alternative School**

*Benjamin W. Fisher*, University of Louisville; *Aishia A. Brown*, University of Louisville; *Heather M. Ouellette*, University of Louisville

In light of the high-profile shootings that continue to occur in U.S. schools, practitioners and policymakers are tasked with finding ways to keep schools safe. However, many changes to schools take place without considering how they may affect students and their feelings of safety at school. This presentation addresses this concern by using an in-depth qualitative study of students' perceptions of safety in one behavioral alternative high school. The alternative school is a unique setting in which to examine these dynamics



because students operate under a particularly stringent set of policies and are surrounded by a variety of security measures throughout the day. Moreover, students have been assigned to that school because they were perceived to be unable to succeed in other school settings, creating a dynamic unlike most other schools. Within this setting, this study examines what characteristics of the school environment make students feel safe and unsafe. Using photovoice methodology, this study uses visual data in which students take photographs of people, places, and things in their school that make them feel safe and unsafe. With these photographs as discussion prompts, students are interviewed about why they took the photographs they did, what the photographs mean to them, and what they are hoping to portray through the photographs. This study is discussed in light of the need for schools to be safe places to learn, but also places where students feel safe and like they belong.

### **Vision for the Neighborhood: Strengthening Cultural and Community Ties Through Placemaking**

*Hanna Naum-Stoian, Vanderbilt University*

In cities experiencing rapid gentrification, there is a need to invest in infrastructure to serve the existing community rather than developing more expensive housing and businesses. One particular southern city aims to achieve this through a coalition between nonprofit organizations and government agencies dedicated to infrastructural development that is informed by community-based participatory research. Such research will certainly have future impacts on residents, but there may also be immediate effects that the process of placemaking has on those that are directly involved in the research. This presentation describes a neighborhood study led by local youth in which they investigated the impact of built environment factors on residents' sense of community, access to transportation, and ability to walk comfortably throughout the area. The youth then used their findings to create tactical urbanism projects and present recommendations to stakeholders for permanent infrastructural changes. This study consisted of interviews with these youth to understand how this project influenced them. Interview data was analyzed using NVivo Software. Findings that will be discussed present implications for the potential of placemaking to strengthen community ties, facilitate dialogue across cultural groups, and promote further civic engagement.

### **Oh, the Places Youth Go! : Understanding Youth Negotiations of Space and Place through Participatory Community-Mapping**

*Adele V. Malpert, Vanderbilt University; Marianne P. Zape, Vanderbilt University; Karissa Deiter, The Oasis Center, Nashville TN; Breanna Thomas, The Oasis Center, Nashville TN; Maury Nation, Vanderbilt University*

In this presentation, we reflect upon our work

facilitating the first two years of The Oasis Center's Maptivist Program, a five-year participatory community-mapping project designed to explore youth wellbeing in Nashville, TN. Specifically, we focus on our work examining how youth build on their physical and emotional experiences, and the experiences of others, to negotiate definitions of spaces and places in their communities. We build upon findings from weekly theory and method building meetings with youth co-researchers, mapping workshops and interviews with youth in schools, and youth mapathons to examine core themes in youth experience. We identify patterns in what places youth go to in their communities, how youth perceive those places, and the relationships youth have in those places. Additionally, we explore what external factors influence how youth experience and or access the city. Implications for youth-driven placemaking are discussed.

### **"...Things Start to Change and we Don't Really Like That:" Amplifying Youth Narratives of Gentrification**

*Maury Nation, Vanderbilt University; Marlena Debreaux, Vanderbilt University; Laura Habian, Vanderbilt University*

While many theories recognize the influence of neighborhood context on youth development, youth and young adult narratives are often missing from the discourse on how neighborhoods and neighborhood change affects youth development. Gentrification, a social and economic process through which low-income neighborhoods are changed to cater to higher income residents, is one of those processes that has rarely been examined through the narratives of adolescents and young adults living in gentrifying neighborhoods. This study addresses this gap in the research by examining the narratives of adolescents and young adults residing in a rapidly gentrifying neighborhood in the southeast region of the United States. Data from (N=39) qualitative interviews were transcribed and coded for themes using interpretive phenomenological analysis. The results identified numerous perspectives that illustrate varying levels of experience, understanding, and affect related to community change. Youth detailed changes is neighborhood composition, housing development, surveillance, and safety. The nuances within these narratives suggests that youths' experience of their neighborhoods is influenced by race, gender, and level of development. These findings support the inclusion of young people as credible witnesses and experts of their communities.

### **148 Engaging Communities in Environmental Action: Examples From Community Psychology**

Symposium

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 4022

#### **Abstract**

The impact of climate change is far reaching: the loss of sea ice, extreme weather, food shortages and famine,

increased incidence of infectious diseases and other health concerns, loss of habitats and biodiversity, and psychosocial effects of displacement and forced migration on individuals and communities. There is a need for ordinary citizens to do their part in mitigating these consequences. This symposium will focus on the role of community psychologists to empower community members to engage in pro- environmental behaviors. Julie Pellman and Carolyn Springer have approached this issue in the classroom. Julie will discuss her service learning assignment in which her students use an eco- friendly bag for the semester. Carolyn will present a teaching module that she has developed which is designed to expose students to the physical and mental health aspects of climate change. Brittany Spadafore is working with community- based partners. Her work focuses on sustainable food consumption in the workplace.

**Chairs:**

*Julie Pellman*, New York City College of Technology

**Presentations:**

**The Bag Project: Empowering Students and Community Members One Step at a Time**

*Julie Pellman*, New York City College of Technology

My students have two options with regards to fulfilling their service-learning requirement. The first is that they can pick a placement in a community-based agency, an environmentally-based agency, or an animal welfare-focused agency. The second is that they can participate in a reusable eco-friendly bag option for the semester. This presentation will focus on the “Bag Project.” With regards to the reusable bag option, I discuss with my students the hazards of plastic and how using a reusable bag can help to alleviate this problem both in their communities and in the ecosystem. This semester, I had a guest speaker from the Office of Recycling Outreach and Education, Grow New York City. She talked about the importance of engaging in pro-environmental behaviors and gave each student an eco-friendly bag. I augmented this presentation and told my students about different types of reusable bags, where they can be purchased, and discussed a variety of uses for these bags. . Prior to serving, students who engage in the “Bag Project” are asked whether they feel that they belong to a community and what they hope to learn from participating in the “Bag Project.” They keep a journal of their thoughts, feelings, and experiences throughout the semester. In addition to the journal, at the end of the semester, they reflect on what they have learned about themselves and others as a result of the “Bag Project,” how the “Bag Project” benefitted their community, and whether the experience helped them to better understand their role as a community member, changed their sense of civic responsibility, and/or made them aware of some of their biases and prejudices. Finally, they consider whether their experience changed their views of their community and the ecosystem.

**A Matter of Degree: A Teaching Module on the Impact of Climate Change on Health**

*Carolyn Springer*, Adelphi University

The Intergovernmental Panel on Climate Change (2018) notes that urgent action is needed to stem the impact of global warming. An increase in the Earth’s temperature of even half a degree can lead to more frequent, intense and longer lasting extreme storms; changes in animal and plant habitats; heat waves; rises in sea level; water shortages and droughts; and lower crop yields. These changes heighten the threat to human life. This teaching module uses guided readings, media resources, experiential exercises, and hands-on activities to expose students to the physical and mental health impacts of climate change. Climate change can exacerbate health problems related to the weather such as allergies, heat exhaustion, respiratory illnesses cardiovascular illnesses and frostbite. It can also introduce new and unanticipated risks such as increased incidence of infectious diseases, exposures to toxins and the psychosocial effects of displacement and forced migration on individuals and communities. The course is built on a conceptual model that examines the complex interactions between the causes of climate change, environmental effects, the type and extent of exposure, institutional structures and policies and the role of social and behavioral factors on physical and mental health outcomes. Specific attention will be given to the mental health impacts on individuals and community; the role of social inequities and disparities on impact and policy; and the populations most at risk for adverse outcomes. Students will be actively engaged in developing strategies for addressing climate change on the interpersonal, community, and policy level. This presentation will discuss the development of the course and its impact on students.

**Reducing Meat Consumption: A group exploration into understanding what it takes to reduce the amount of meat you consume**

*Brittany Spadafore*, Wilfrid Laurier University

Large-scale industrial agriculture is becoming increasingly recognized as a significant contributor to climate change, encompassing the unsustainable use of water and land (Stehfast et al., 2009), use of harmful chemicals (Horrigan, Lawrence, & Walker, 2002), and generating a significant loss in global biodiversity (Stoll-Kleeman & Schmidt, 2017). Reducing consumer meat consumption to alleviate these impacts has gained traction in activist and academic communities (Frenette, Bahn, & Vaillancourt, 2017; Hartmann & Siegrist, 2017; Stoll-Kleeman & Schmidt, 2017; Laestadius, Neff, Barry & Frattaroli, 2016). However, prominent research in this area individualizes responsibility, having citizens as consumers take responsibility in the form of “behaviour change” for institutional environmental impacts, and lacks consideration of varying contexts and the capacities of individuals within them. The purpose of

this study is to discover, through experiential learning with peers, a new approach to encouraging less meat consumption that builds on these shortcomings. The present study, drawing from elements of participatory action research, will explore participants' rich, context-specific experiences with reducing meat consumption and engaging in sustainable food consumption in a peer group setting in the workplace. The group will consist of 8 weekly, participant-driven, meetings that will emphasize dialogue and reflection about the process, as well as planning for individual and collaborative action. Results from pre- and post-surveys, weekly meetings and a focus group should provide a divergent perspective on the pro-environmental behaviour change literature and offer insight into engaging people in sustainable food consumption as an avenue for environmental action. Findings from this study will illuminate the role of using peer groups and a participatory style of research as an approach to encouraging individual and collective action in this area. Given the current rate at which the climate is changing, this study offers a new lens through which encouraging environmental action can be viewed and approached.

#### **149 Gender-Based Violence in the National Spotlight: Our Experiences Doing Anti-Violence Work in this Unique Cultural Moment**

Roundtable Discussion

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 5006

##### **Abstract**

Gender-based violence is increasingly prominent in national discourse, media, and politics. Since the last biennial, events like the #MeToo movement, the conviction of Bill Cosby, and the appointment of Brett Kavanaugh to the Supreme Court have resulted in national dialogues about gender-based violence. Such events have contributed to increased awareness and activism to end gender-based violence, hold perpetrators accountable (both within and beyond the penal system), and support survivors. However, these events have also surfaced extreme backlash and resistance to cultural change in the form of victim-blaming, denying the legitimacy of the issue, differential treatment of diverse and multiply marginalized groups of victims, and attacks toward anti-violence activists. It is a challenging moment to be doing this work. The purpose of this roundtable is to create space for participants (facilitators and attendees) to come together to support each other and share our personal experiences of working as community psychologists while our issue is in the national spotlight. We will set group norms at the beginning of the session to foster a group discussion that is supportive, inclusive, intersectional, and trauma-informed.

##### **Chairs:**

*Megan Greeson*, DePaul University; *Jess Shaw*, Boston College; *Lauren Lichty*, University of Washington-Bothell; *Nkiru Nnawulezi*, University of Maryland Baltimore County; *Nicole Allen*, University of Illinois at Urbana-Champaign; *Peggy Tull*, DePaul University;

*Annie Wegryzn*, DePaul University; *Catherine Pierre-Louis*, DePaul University

#### **150 Using Social Network Analysis to Understand Community Collaboration**

Workshop

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 5007

##### **Abstract**

Community collaboratives bring together partners from different sectors of the community to cooperatively address local health issues. This approach is promising, but linking collaboration to community health outcomes has been difficult. In part, this is because of challenges measuring the intermediate outcomes of collaboration, such as resource sharing, relationship building, and cross-sector engagement. For example, collaborative coordinators have rated different sectors in their collaborative based on their level of engagement, but this approach fails to capture exactly how the different sectors engage with each other. Social network analysis (SNA) considers the relationship as the basic unit of analysis, providing a more detailed measurement of engagement across sectors. However, there are operational challenges to getting started with SNA. A high response rate is required, and large collaboratives require participants to complete long surveys because each respondent must state their relationship with every other participant. This workshop will help participants anticipate and address these challenges by illustrating the process of conducting a network study using data from three collaboratives (each with n=28-82 members) from the Georgia Family Connection Collaborative Network, a statewide network of 157 county collaboratives. Members receive funding and choose which community needs to address, develop a strategy, and oversee implementation. Our workshop will proceed in two stages. First, we will introduce participants to core social network concepts and discuss how to collect data effectively in collaborative settings. Second, we will show how to structure and visualize relational constructs such as reliability, openness to discussion, and power/influence using network data. In addition to basic visualizations, we will show how elements such as color and size to highlight collaboration across specific sectors. After completing this workshop, participants will be familiar with social network concepts and understand how to collect and visualize network data.

##### **Chairs:**

*Devin Gilmore*, GSEC Research; *Hannah Joseph*, Georgia State University; *Marcell Johnson*, Georgia Family Connection Partnership; *Gabriel Kuperminc*, Georgia State University; *Steve Erickson*, Georgia Family Connection Partnership; *James Emshoff*, EMSTAR Research; *Scott Weaver*, Georgia State University

#### **151 Creating Systemic Change to Address Trauma: The Trauma Informed University (TIP)**

Workshop

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 5016

**Abstract**

Felitti et al.'s (1998) foundational study on Adverse Childhood Experiences (ACEs) demonstrated a clear link between childhood trauma and early death. Since then, strides have been made in elementary and secondary schools to work with both students affected by ACEs and communities impacted by trauma. Continued research and community awareness, while resulting in a recent nationwide movement, have had only limited expansion to ACEs in higher education. This workshop is based on our work building on the decades of ACEs research and practice in school-based and community settings with the goal of developing Trauma Informed Practice (TIP) in higher education. Participants first examine the building of community resilience as a critical buffer against ACEs and their relation to academic outcomes (Fromm Reed, Longhi, & Brown, 2016). They then explore the application of principles for trauma-informed settings (SAMSHA, 2014, 2018), and the creation of a model that enables a university to engage in TIP – to become a Trauma Informed University (TIU), which includes ACEs education for all stakeholders who interact with students. Making the association of the benefits of trauma-informed schools and community organizations with the TIU as the next step in helping individuals and communities impacted by ACEs, participants create concrete plans to 1) form extended groups of stakeholders committed to institutional empowerment and institution-specific TIU initiatives; 2) engage in collaborative learning across their institutions to respond to ACEs in their unique environments; 3) identify policies and practices in need of revision; and, 4) develop and test trauma-informed training specific to their institutional settings and appropriate for culturally diverse students, providing them with strengths-based contexts and services. The four workshop outcomes prepare participants to affect change in their settings, to position their institutions of higher education for TIP and systemic change and, ultimately, for transformation to Trauma Informed Universities.

**Chairs:**

*Wytress Richardson*, National Louis University; *Judith Kent*, National Louis University; *Claudia Pitts*, National Louis University; *Suzette Fromm Reed*, National Louis University

**153 Service-Learning: The Power of Being Proximate**  
Roundtable Discussion

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 5030

**Abstract**

In today's globalized society constant exposure to circumstances outside of our own does not seem to move us any further toward interconnectedness, suggesting that mere exposure to circumstances does not lead to feelings of connection with them or with those they impact. In thinking about how to create social change, mechanisms may not center around awareness that an issue exists, but rather on how relevant it feels. Psychological proximity might best be understood in

two domains: cognitive proximity, or relevance, and emotional proximity, or connectedness. Research reveals that different levels of psychological distance affect how people construe information and their subsequent behavior (Lee, Hon & Won, 2018). The influence of being proximate to those impacted by societal issues on attitudes and behaviors appears to be two-fold. Spending time with those stigmatized can serve to build individual empathy which can, in turn, work to inform and change perspectives around the circumstances faced by an individual and their stigmatized group (Miller & Cromer, 2015). The building of empathy in this way may be the core of critical service-learning, a pedagogy that calls for a fusion of community service, reflection, and course work, designed to support experiential community learning in an academic setting (Harkins, 2017). This roundtable discussion will examine the role of service-learning in calling college students to action. We will consider the ways in which service-learning places students proximate to those communities that are often parallel to and largely ignored by higher-ed communities. In addition, we will explore how these experiences may serve to change attitudes around both individuals and the contexts in which they are marginalized. The discussion will center around how students might best be supported in becoming proximate to those in the larger community and how these understandings can inform the creation and maintenance of authentic community partnerships.

**Chairs:**

*Lynne-Marie Shea*, Suffolk University

**154 Violation of the Field's Ethos: The Paradox of Psychologists Engaged in Torture and Clinical Psychologists Working with Torture Survivors**  
Roundtable Discussion

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 5031

**Abstract**

The 9/11 aftermath and U.S. involvement in torture brought a deep value crisis within the discipline of Psychology. Traditional psychologists continue to say that psychologist involvement was a case of a few "bad apples". The evidence, and a system-based community psychology perspective, shows the failure of institutional values and consistent, dependable networks of individuals who were involved in collusion. The Hoffman report (2015) shed much additional light on this issue, and an examination of multiple ecological levels suggests a national and international loss of public trust in the American Psychological Association. Partly because access to the survivors of U.S. torture is difficult, we became interested in collecting qualitative narratives from clinicians of torture survivors to better understand the psychological and ecological concept of "trust". Trust is relevant to the therapeutic alliance between the therapist and client, the therapist and society, the profession's responsibility to the people it claims it serves. This roundtable will start with brief descriptions of narratives collected using a life story methodology from those whose psychological work is

most likely to be damaged by psychologist involvement in torture: clinical psychologists who worked with survivors of torture and/or abuse. After the brief initial description of the data, the presenters and attendees of the session will engage in dialogue around trust, ethics, and the ethos of the discipline of psychology, including APA conflicts of interest, system-level vulnerabilities, and other ethical hazards. We will also discuss the unique ways that the principles of community psychology—if held by all of traditional psychology—would have avoided these problems from the very beginning.

**Chairs:**

*Valentina Rossi*, University of Padua; *Bradley Olson*, National Louis University; *Jack O'Brien*, DePaul University

**155 Mental Health Stigma on a Christian College Campus**  
Roundtable Discussion

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 6013

**Abstract**

College students have some of the highest rates of depression and anxiety in our society. However, they also have high rates of mental health stigma. This can be a very dangerous combination. For the past 4 years, we have been collecting data on mental health stigma on our campus. At this session, discussants will include a faculty researcher, a student researcher and liaison, and the prevention counselor on campus. After 2 waves of data collection, we found that certain religious beliefs, as well as mental health perceptions deferentially impact student's mental health stigma and willingness to seek help. Using Trickett, Kelly and Vincent's ecological metaphor, we will discuss the "niches" which show the greatest stigma and concern among students with regards to mental health stigma. We will also discuss the university program's changes over the past 4 years, the roles of multiple stakeholders and our reflexivity, program succession and adaptation to understand current rates of stigma, and attempts to lessen stigma on campus. While the first two waves of data have not shown great change in student perceptions, we will present findings from wave 3 this spring to assess whether recent changes in curriculum have impacted rates of stigma on campus. In addition, we will discuss the roles of internalized and imposed Christianity on stigma and mental health variables in our sample. Implications and directions for future work will also be explored. We propose this as an interactive session and welcome comments, questions and multiple perspectives on the topics.

**Chairs:**

*Melissa Ponce-Rodas*, Andrews University; *Nicolai Williams*, Andrews University; *Stacey Nicely*, Andrews University

**156 Healing Justice and Community Psychology Praxis**  
Roundtable Discussion

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 6017

**Abstract**

As community psychology students with interests spanning youth development, public health, and liberation psychology, we recognize that the work of social change entails shifting the distribution of power and resources in society. At the same time, we recognize that there is a critical need to incorporate practices of collective healing in order to address root psycho-spiritual causes of social problems. Following this recognition, we became interested in movements for "healing justice" and their implications for our work as budding community psychologists. Developed by community organizers and grassroots healers, healing justice focuses on responding to generational trauma and violence in a holistic manner via collective practices that have the potential to transform embodied and affective consequences of oppression (Page, 2010). We propose this roundtable as a forum for academics and community organizations who work from a healing justice perspective to share about their work, and to engage in dialogue about how community psychologists could both learn from and accompany healing justice movements. Specific questions that will guide the roundtable discussion include: -For those who have a background in healing justice, what was your journey to healing justice and why do you see it as important? - What does community psychology have to contribute to healing justice, and vice-versa? -How do we incorporate practices of healing into our community-based research and action? -How does a healing justice framework inform ecological praxis? -How do we engage with healing justice in a way that is not extractive or appropriative? -Given that healing is fundamentally embodied and practice-based, how do we engage practices of healing from within our situatedness in neoliberal academic spaces?

**Chairs:**

*Gordon Crean*, University of Massachusetts Lowell; *Jessica Grant*, University of Massachusetts Lowell; *Raphael Marinho*, University of Massachusetts Lowell

**157 Engaging Poetically Through A (re)Search Amid the Diaspora**

The Innovative Other

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 6036

**Abstract**

How can Community Research in a Diasporic Community engage creatively? Using the example of the Puerto Rican Diaspora, poetic people (participants) can be part of a performative experience to learn how poetic inquiry can be a powerful tool in research that makes possible a dialogue of justice for displaced people, with a lyrical eye toward calls for environmental justice among the post-Hurricane María/ present PROMESA struggles of Puerto Rican's looking at their homeland.

**Chairs:**

*Angel Martinez*, Bronx Community College

**158 Sustainability in Action; What Does it Take to**

## Sustain? Lessons from Community Coalitions

Symposium

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** Palmer House  
The Spire Parlor

### Abstract

Although there are numerous examples of organizations that are successful in adoption and implementation of programs, many experience significant challenges achieving sustainability. Overall, sustainability is an under-studied topic, as funders are often more concerned with implementation during a funding period than sustainment after funding has ended. The first session presents successes and challenges to sustainability of evidence-based teen pregnancy prevention programs after drastic cuts in funding. The second session describes a rare long-term follow-up study of the sustainability of evidence-based substance use prevention interventions, with a focus on motivation and capacity factors related to sustainability. Finally, we will present the processes implemented in a community health coalition initiative to counter common sustainability pitfalls by deliberately spreading skills for improvement and relationship-building to surrounding community coalitions. The implications from these presentations may inform future efforts to build coalition capacity to sustain.

### Chairs:

*Amber Watson*, The Wandersman Center

### Discussant:

*Pam Imm*, The Wandersman Center

### Presentations:

#### Navigating sustainability across implementation in stressful climates

*Amber Watson*, The Wandersman Center

Often times, sustainability is not considered until after initial program implementation, which can greatly increase the difficulty of reaching full sustainability. However, it is necessary to consider and address sustainability throughout all stages of implementation, from exploration through full implementation. In this presentation, we will discuss how a South Carolina statewide non-profit approached sustainability of evidence-based teen pregnancy prevention program implementation in two diverse federally funded projects. Specifically, we will highlight the various methods employed to collaborate with organizations and systems to build their capacities and motivation for evidence-based programming and sustainability, throughout all stages of implementation. Additionally, due to the current political climate, both federally funded projects experienced a cut to funding two years early that was eventually reinstated. The lessons learned from the impact of this financial stressor on navigating sustainability with these organizations will also be discussed.

## The role of motivation and capacity in sustainability: A five-and-a-half-year follow up study of evidence-based substance use prevention interventions

*Tara Kentworthy*, The University of South Carolina; *David Collins*, Pacific Institute for Research and Evaluation; *Knowlton Johnson*, Pacific Institute for Research and Evaluation; *Abraham Wandersman*, The Wandersman Center

Extensive monetary resources are dedicated annually to support alcohol and other drug use prevention programs in the United States, but we know little about the sustainability of these interventions over time. This study focuses on a sample of 29 evidence-based substance use prevention interventions implemented in 14 community coalitions as part of the Strategic Prevention Framework State Incentive Grant (SPF SIG) in Tennessee, which took place from 2005-2010. Five-and-a-half years later in 2015-2016, interviews were conducted with coalition directors to ascertain (1) how long the interventions were sustained, (2) organizational motivation factors for sustaining each intervention, and (3) to investigate qualitatively why key stakeholders felt the intervention was sustained or not. Secondary data previously collected about organizational capacities were also examined. Findings related to research questions 1 and 2 have been published in *Prevention Science*. The proposed paper extends the quantitative analysis to address an additional research question about the moderating effect of capacity factors on intervention sustainability. In addition, we present findings from our qualitative, thematic analysis to determine if coalition directors perceived motivational factors as important for sustaining interventions. We will describe our findings, which indicated that some motivation factors examined were moderated by capacity factors. Broadly, this suggests that motivation may be particularly important for sustaining substance use prevention interventions in low-resource coalitions. The qualitative data indicated that participants perceived relationships among stakeholders, compatibility, observability, and funding to have been critical factors for the sustainability of the interventions implemented by their coalitions. Implications of these findings and suggestions for future research regarding the complex factors that lead to sustainability of interventions will be discussed.

#### Sustainability through Spread. Moving the work of Community Coalitions forward in SCALE

*Jonathan Scaccia*, Institute for Healthcare Improvement - Faculty; *Brittany Cook*, Institute for Healthcare Improvement - Faculty; *Paul Howard*, Institute for Healthcare Improvement

Community coalitions are tremendously impacted by sustainability issues. One way to help to promote health, wellness, and equity across partners is to promote scaling and spreading regionally. This session will discuss the work of the RWJF-funded, Institute for Healthcare-convened health community coalition

initiative: Spreading Community Accelerators for Learning and Evaluation (SCALE). We will talk about the progress that was made in phase II of this initiative (April 2017-April 2019). Specifically, we will highlight the deliberate processes of routinizing the transmission of improvement and relationship-building skills to surrounding community coalitions and health partners. We will share how additional coalitions were onboarded to the SCALE-model, and how this overall process ultimately promotes the sustainability of locally-driven work.

### **159 Student Projects: How to Connect Research to Action Through Community-Campus Partnerships**

Roundtable Discussion

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** Palmer House The Water Tower Parlor

#### **Abstract**

Community-campus partnerships can provide robust opportunities for community psychology students to engage in action-oriented research to address community needs, strengthen students' competencies and skills, and enable students to meet degree requirements. When done well, this type of student engagement can further strengthen community-campus partnerships and promote recognition of the value of community psychology training, research, and practice. Advanced graduate students will lead a discussion around strategies to effectively engage in action-oriented community research projects to fulfill programmatic requirements. Emphasis will be placed on developing and implementing studies that yield actionable findings and feasible recommendations in order to strengthen community programs, processes, and policies. Student discussants will share examples from course projects and their dissertations, which involve community-campus partnerships with a public school system, local nonprofits, and county- and state-level decision makers. Methodologies include thorough community needs and asset assessments, program evaluations, cost-benefit analyses, and multi-level modeling. A faculty member discussant will also share insight on the key role faculty play in supporting this kind of student research. This roundtable will elaborate on the context in which these projects arose, advantages and challenges of students engaging in this type of community research to fulfill programmatic requirements, as well as strategies to address challenges. Roundtable participants are encouraged to bring examples from their own student research (or in the case of faculty members, their students' research) and project ideas to exchange information and support one another's action-oriented community research projects. This roundtable is best suited for current students seeking to use their studies for the good of the community, and faculty members interested in learning more about how their local relationships can be leveraged to support their students and advance the field of community psychology.

#### **Chairs:**

*Jacqueline M. Tynan*, UNC Charlotte; *Jacqueline C.*

*Larson*, UNC Charlotte; *Jaimelee Behrendt-Mihalski*, UNC Charlotte; *James R. Cook*, UNC Charlotte

### **160 Sustaining Community or Systems Partnerships in Housing Interventions**

Symposium

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** Palmer Salon 12

#### **Abstract**

Inadequate housing and homelessness represent significant barriers to family stability and child development. Vulnerable youth and families interact frequently with various social service programs intended to mitigate multifaceted and multilevel risks. This symposia brings together three presentations on housing interventions in child welfare and early childhood systems that feature significant and sustained partnerships with community and/or system stakeholders. Presentations will highlight strategies used to meaningfully involve stakeholders and how their involvement influenced the direction and results of the interventions. A moderator will begin the discussion portion with questions designed to highlight key themes from the three presentations. Symposia attendees will be encouraged to bring their own questions on sustaining research partnerships. The session will conclude with a summary of the recommendations.

#### **Chairs:**

*Anne Farrell*, Chapin Hall at the University of Chicago;

*Cara Karter*, Chapin Hall at the University of Chicago

#### **Discussant:**

*Dan Cooper*, Metropolitan Planning Council

#### **Presentations:**

**Piloting a housing screener for use in early childhood: The role of community partnership in instrument development.**

*Anne Farrell*, Chapin Hall at the University of Chicago;

*Melissa Kull*, Chapin Hall at the University of Chicago;

*Cara Karter*, Chapin Hall at the University of Chicago

This presentation describes a partnership between a supportive housing provider, an early learning organization, and a research center to adapt a housing screening instrument for use in an early childhood setting. This collaboration grew out of relationships formed through the federal supportive housing in child welfare demonstration in Connecticut. The collaboration resulted in the adaptation of the Quick Risk and Assets for Family Triage (QRAFT) screening instrument through a pilot with a sample of 922 families at 14 early learning sites in Connecticut. The QRAFT adaptation included re-wording of items to align with the McKinney-Vento Act's definition of homelessness and the Substance Abuse and Mental Health Services Administration's description of substance use. Additional items were suggested following testing by family case workers, resulting in a 10-item instrument, the QRAFT-EC. Screening results were linked to the early learning organization's existing referral guide so

that the instrument immediately suggested an action based on a positive screen. Data were shared through weekly reports designed with the organization. Focus groups and interviews provided information on burden and utility of use and specific suggestions for future implementation.

#### **Skills for collaboration: Training graduate students in homelessness intervention research**

*Bridgette Lery*, San Francisco Human Services Agency;  
*Jennifer Miller Haight*, Chapin Hall at the University of Chicago

The challenge of ending homelessness cannot be met without interventions that explicitly collaborate across the systems that address clients' multifaceted needs. The needs of homeless families, including those who require the supervision of the child welfare system, are at least as complex. Such families typically struggle with comorbidities that interact with homelessness to impede the ability to parent, such as substance abuse, mental illness, or domestic violence. Child welfare systems are beginning to recognize that improving the safety and well-being of homeless children requires attention to all of these issues at once. Some jurisdictions are going further to test the idea that housing should actually precede other services in order to stand the best chance of those services being effective. The multifaceted and sequenced nature of such interventions means that solutions to homelessness are difficult to coordinate, resource, and sustain. Those who contribute to successful solutions, either as practitioners, policymakers, administrators, or evaluators, must be prepared to develop, foster, and maintain collaboration across the service systems, which we argue is a required condition for the constellation of services to come together successfully in support of family success. In this presentation, we offer a problem-solving method – Continuous Quality Improvement (CQI) and the skills that comprise it – as an approach to building and supporting collaboration. We describe how we leveraged a university partnership with the UC Berkeley School of Social Welfare to teach those skills to social work graduate students by deeply involving them in the day-to-day work of designing, delivering, modifying, and evaluating a cross-system, collaborative housing intervention for homeless, child welfare involved families. The intervention, a federal demonstration project with a randomized controlled trial design, exposed students to implementation challenges that contextualize and moderate expectations about how a complex program for complex families should lead to improved outcomes.

#### **Adaptive designs for child welfare housing services**

*Patrick Fowler*, Washington University in St. Louis

The intersection between child welfare, public housing, and homeless services represents a mounting focus of local, state, and national policies. Nearly one-in-six

families investigated by child protective services experience inadequate housing that contributes to risk for out of placement, whereas insecure housing delays reunification for as many as 40% of children placed in care (Fowler et al., 2013). Moreover, rigorous estimates suggest 20-50% child welfare involved youth experience homelessness in the transition to adulthood (Chor et al., 2018; Fowler et al., 2017; Putnam-Hornstein et al., 2017). Evidence on effective services that reduce risk for homelessness and child maltreatment remains sparse, and the demand for housing assistance greatly exceeds capacities within child welfare. In the context of scarcity, communities seek ways to maximize allocation of limited housing resources, including increased collaboration with community-based agencies to expand access to supports. Although collaboration represents a necessary response to meet demand, the resulting networks convey potential unintended consequences. One emerging trend concerns child welfare adoption of triage strategies used in homeless services to target scarce housing services for youth and families demonstrating the greatest vulnerability. The proposed study presents a critique of prioritizing vulnerable families for housing services through child welfare. The criticism raises concerns regarding the conceptualization of vulnerability, the imprecision in assessments, and the ethical distribution of harm conveyed by withholding service. The study also proposes a prevention-orientated alternative (Mackie, 2018). The adaptive design monitors responses to initial supports, and follows up with more intensive services when necessary (Collins et al., 2007). Evaluation provides rigorous evidence on the efficiency of services that can be quickly adjusted to improve system-wide outcomes. A system dynamics simulation will be used to test design assumptions. Evidence will address important questions regarding the role of the child welfare system in protecting inadequately housed children and youth.

#### **161 Placing Race: Racism as Epistemology and its Implications for Local and Social Transformation Symposium**

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** Palmer Salons 6&7

##### **Abstract**

Community psychology has long been concerned with the ecological metaphor as a heuristic for understanding and facilitating settings that promote social justice and community empowerment (Trickett, Kelly & Vincent, 1985; Maton, 2008). Yet, these general frameworks can obscure racism as a significant and influential feature of the social ecology that shapes American communities. This symposium explores the roles of racism and whiteness as epistemologies (Coleman, Bonam, & Yantis, in press; Bonam et al., 2018) that shape understandings of the local manifestations of institutionalized injustice. Four presentations will discuss research on the relationship between race and place, and the implications of that relationship for educational policy and practice to promote social transformation. Those include 1) a qualitative study on



the role of whiteness in equity and inclusion workshops for STEM faculty at a white-dominated university, 2) an evaluation study of an equity and inclusion initiative at a community college located in a predominantly white community, 3) experimental research on environmental policy and its impact on Black schools, and 4) participatory action research to develop an interactive mapping project as curriculum for teaching white people about systemic racism. The post-presentation discussion will consider challenges and opportunities associated with explicitly situating race within the ecological metaphor, and framing whiteness as a target of intervention in social inclusion work.

**Chairs:**

*Brett Coleman*, Western Washington University

**Presentations:**

**Revealing Systemic Racism**

*Brett Coleman*, Western Washington University

White Americans are less likely than their people of color peers to understand racism as a systemic process. This problem is due to white people's socialization, which emphasizes adherence to colorblind ideology and a belief in meritocracy, and is exacerbated by (mis)education lacking in critical historical content that would demonstrate the systemic and institutionalized nature of racism in the U.S. (Coleman et al., in press; Adams et al., 2008; Nelson et al., 2012). The Systemic Racism Curriculum Project (SRCP) is a collaboration among college classes across various fields and a human rights organization located in the Pacific Northwest to develop curriculum on systemic racism. Students and community members contribute to an interactive mapping project by identifying relevant sites, gathering social and historical data, and writing about their personal connection to the mapped locations. This presentation will discuss qualitative themes from contributors' writing that demonstrate the potential of such participatory pedagogy for disrupting white people's epistemologies of ignorance (Bonam et al., 2018) around racism and explicitly centering race in ecological conceptions of empowering community settings (Maton, 2008). Preliminary analyses suggest that 1) mapping concrete manifestations of systemic racism can cause white people to reflect on the origins of their own ignorance around racism and its relationship to their capacity to deny racism, and 2) that a collaborative and supportive learning environment may facilitate the development of a proactive, antiracist stance. Future analyses will explore setting level processes that might promote and sustain organized antiracist action.

**The Role of Whiteness in Fostering Social Inclusion in the STEM Fields**

*Robin Kodner*, Western Washington University; *Lina Dahlberg*, Western Washington University; *Regina Barber DeGraaff*, Western Washington University;

*Brett Coleman*, Western Washington University

Our workshops, Inclusion and Social Mindfulness in STEM (ISMs), provide STEM faculty and staff tools and time to reflect on how race affects the climate of the STEM community. Our student-centered curriculum is meant to help scientists learn to engage in productive dialog to ensure a more inclusive academic community at a predominantly white public university in the Pacific Northwest. The workshops begin by developing an awareness of self as the foundation for understanding others and providing a forum for participants to recognize their own role(s) in society. We then confront difficult situations that may arise during teaching and/or mentoring using case studies that were solicited from the STEM community. These allow participants to identify the roots of microaggressive cultures and to practice effective problem solving strategies and word-choices in response to hostile situations. The workshop series concludes with an open discussion about issues of equity and inclusion, along with a brainstorming session on ideas for campus climate change at three levels: the University, the Department, and the Classroom. This presentation is based on thematic analyses of focus group data from our ongoing evaluation of the ISMs workshop series, and focuses specifically on the role of whiteness in STEM faculty's capacity to foster an inclusive climate. The tendency of white STEM faculty to engage with race in vague ways, and to focus on their own emotional states and maintenance of their positive self-images are consistent with constructs such as white fragility, resistance and fatigue as described in the critical whiteness literature. These findings suggest the importance of whiteness as a target for intervention in institutional efforts of diversity and inclusion. We discuss the potential for such interventions by framing whiteness as a significant feature of the social ecology of academic spaces in general and the STEM fields specifically.

**Polluting Black Schools**

*Courtney Bonam*, University of California Santa Cruz

Three experiments offer insight into longstanding environmental inequity in the United States, by providing evidence that Black physical spaces (e.g., neighborhoods and schools where Black people live and learn) are targets of individuals' present-day racial stereotypes and racially discriminatory judgments. These processes go beyond negative attitudes toward and stereotypes about Black people. Indeed, the present work shows that individuals' race-based assumptions about neighborhoods, and even schools, can drive racially-infused perceptions and judgments of these spaces, in ways that are relevant to racial inequality in environmental pollution exposure and educational outcomes. Specifically, in Study 1, a nationally representative sample of White, Black, and Latino Americans hold a degraded and impoverished mental image of Black space in general, whereas their generalized mental image of White space is well-

maintained and wealthy. In Study 2, a national sample of mostly White Americans negatively stereotype a school by assuming that it is lower-performing and less well-maintained when its students are mostly Black (versus White). In Study 3, engagement in this same space-focused racial stereotyping pattern leads a national sample of mostly White Americans to be less opposed to building a potentially polluting industrial facility near a residential neighborhood. This pattern holds even when the neighborhood contains a school. These findings replicate and extend prior evidence for the Space-focused Stereotyping Model, showing that individuals engage in space-focused stereotyping, leading to degraded environmental protection for a locale and its residents, even when they know young schoolchildren—a vulnerable population—will be affected. We will discuss implications for educational policy, land use, and the development of a pilot project conducting interviews with land use decision-makers.

### The Equity Project

*Kayla Christiani*, Western Washington University;  
*Rachael Waldrop*, Western Washington University

The Equity Project (TEP) was initiated by Whatcom Community College (WCC) to help promote awareness of issues related to equity and diversity. One hundred ten respondents employed at WCC completed an online survey that assessed motivations for participating or not

participating in TEP events, perceptions of the effects of TEP participation, and characteristics of all respondents (those who did and did not participate). Participants and nonparticipants differed in terms of demographic factors (e.g., political orientation and socioeconomic status), employment factors (e.g., external support from supervisors, coworkers, and department), and psychological factors (e.g., color blind mentality and diversity efficacy). To observe factors that could predict future involvement, hierarchical regression analyses revealed that greater external support, more positive emotions during equity discussions, less colorblind mentality, and less self-conscious emotions all predicted intention to participate in future TEP events. Diversity efficacy, measured in this study as the belief in one's ability to identify, promote, and discuss opportunities for social justice and diversity inclusion at WCC, was also examined as an outcome. Race, prior TEP participation, more contact with students, and positive emotions during TEP discussions each predicted higher diversity efficacy, while colorblind mentality and more self-conscious emotions during equity discussions predicted lower diversity efficacy. Overall, success for TEP (in terms of future participation and diversity efficacy after participation) is most strongly dependent on psychological factors (e.g., more positive emotions, less self-conscious emotions, and less colorblind mentality). However, it may be the case that TEP attracts those who are psychologically similar, rather than being the mechanism through which change occurs.

## Ignite Session #4 Community Health

### Ignite Session 4: Can Community Psychology Lend an Eye and Its Equity Lens to Physical Activity Promotion?

Ignite Presentation

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 4012/4014

#### Abstract

Higher physical activity levels have been linked to greater individual psychosocial well-being as well as to community engagement and development, making physical activity a fitting interest for community psychology. Arguably, community psychology's core values could benefit physical activity promotion in research and practice. Indeed, physical activity scholars sparked a debate about whether or not a social equity lens is necessary or if it is in fact detrimental to conducting research on this topic (Coen, 2018; Hitchings & Latham, 2018; Nuzzo, 2018). We draw on an ongoing doctoral study investigating the physical activity of older adults living in public housing to further argue that an equity lens is indispensable. Older adults and individuals with low-income such as public housing tenants have been described as "hard to reach" through physical activity promotion (Yancey et al., 2006). Targeted, thoroughly informed physical activity promotion efforts are necessary to better reach subgroups of the population (Lee & Cubbin, 2009).

Thus, this study aims to identify the perceptions of older adults living in public housing concerning the opportunities, facilitators and barriers to physical activity their residential environment affords them. We conducted individual semi-structured walk-along interviews with 27 older adults living in three public housing sites in Montreal, Canada. Data collection produced sparse mentions of barriers to physical activity or desired changes in the residential environment. Participants responses as to why that could be highlight that we had not sufficiently prepared them to be inquirers nor inspired hope for change or action. These preliminary results show that using an equity lens was not only necessary, it was not sufficient: action-research methods may be better suited for the study of physical activity with this marginalized population. Audience members are invited to share thoughts or fruitful experiences of lending our equity lens to interdisciplinary colleagues.

#### Chairs:

*Kadia Saint-onge*, Université du Québec à Montréal;  
*Paquito Bernard*, Université du Québec à Montréal;  
*Célia Kingsbury*, Université du Québec à Montréal;  
*Janie Houle*, Université du Québec à Montréal

#### **Ignite Session 4: Community Gardening, Volunteerism and Personal Happiness: “Digging In” to Green Space Environments for Improved Health**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 4012/4014

##### **Abstract**

The current study examined the relationship between combined “green space” activities, community service engagement and volunteerism with traits that are commonly associated with personal happiness and fulfillment: Optimism, extraversion, personal control and self-esteem. A Pearson Correlation Coefficient determined a highly significant correlation among volunteers (n = 25) participating in various community service work activities with reports of feeling better as a person (i.e., personal happiness) and increased environmental awareness ( $r = .566, p < 0.01$ ). Additionally, a highly significant correlation ( $r = .649, p < 0.01$ ) was identified among participant volunteers reporting increased perceptions of “connectedness” to one’s community and contributing to a better society. Results of the study and suggestions for future research are offered.

##### **Chairs:**

*August Hoffman*, Metropolitan State University;  
*Melissa Serafina*, Metropolitan State University;  
*Jordan Seitz*, Metropolitan State University

#### **Ignite Session 4: eDECIDE: Using Novel Technology to Deliver Problem-solving Skills for Community Members Living with Diabetes**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 4012/4014

##### **Abstract**

In the US, diabetes affects 13.2% of African Americans, compared to 7.6% of Caucasians.<sup>1</sup> Behavioral factors, such as poor diet, low physical activity, and general lack of good self-management skills, are associated with poor glucose control among African Americans, increasing their chronic-disease burden, often leading to devastating health outcomes.<sup>2</sup> Thus, higher disease burden and lower adherence to self-management among African Americans calls for innovative approaches to self-management training. One approach to helping those living with uncontrolled diabetes is DECIDE, Decision-Making Education for Choices in Diabetes Every Day, a problem-solving approach.<sup>3</sup> One limitation of the current DECIDE curriculum, created by Hill-Briggs et al.,<sup>4</sup> is the requirement for face-to-face intervention in a health care setting. This entails considerable expenditures for personnel resources and delivery sites to reach an underserved population. While web-based interventions offer an efficient approach to self-managing chronic conditions, no prior problem-solving study has used web-based technology.<sup>5-6</sup> Methods In a community setting, we conducted a task analysis—which identified the specific tasks and sub-tasks a user completed for a particular product—in this

case the web-based program. Participants were recruited from local community health clinics and screened for A1C over 7.0%, readability, Internet access, and cognitive impairment. Results This presentation will outline our preliminary results of using the task analysis approach (wireframes, unique recruitment, usability testing) to create the eDECIDE program, the first crucial step which will lead to the planned clinical trial. Conclusions The benefit of using a new modality to deliver problem-solving interventions in community settings is the ability to reach more of the population and easier access to diabetes self-management education for the patient. In order to develop new modalities a task analysis study was needed to learn how the DECIDE curriculum works to then translate it to a web-based program (eDECIDE) in phase II of this study.

##### **Chairs:**

*Michelle Redmond*, University of Kansas School of Medicine Wichita; *Tiffany Leverenz*, Wichita State University; *Barbara Chaparro*, Embry-Riddle Aeronautical University; *Tracie Collins*, University of Kansas School of Medicine-Wichita

#### **Ignite Session 4: Exploring the Role of Social Support in Promoting Community Integration: An Integrated Literature Review**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 4012/4014

##### **Abstract**

Community integration has emerged as a priority area among mental health advocates, policy makers, and researchers (Townley, Miller, & Kloos, 2013). Past research suggests that social support influences community integration for individuals with serious mental illnesses (Davidson et al., 2001), but there has not yet been a comprehensive review on this topic. Therefore, this review aims to contribute to the current literature by exploring the role of social support in promoting community integration for adults with serious mental illnesses. Social support was defined as a range of supportive resources (i.e., individual, services) that are available to an individual (Leavy, 1983). Additionally, this review will provide recommendations for ways that service providers, researchers, and advocates can enhance supports that enable individuals to participate fully in their communities. An extensive literature search was conducted, resulting in 32 articles that met the search criteria. The majority of the articles utilized quantitative methods, followed by qualitative and mixed-methods. These articles were organized into three categories: defining community integration, supportive relationships, and mental health services. The search results were analyzed according to the types of support such as family, pets, and mental health services. Overall, the findings of this review suggest that social support, which may be provided by a variety of individuals and services, plays an important role in promoting community integration for individuals with serious mental illnesses. As community mental health research and practice continues to promote community

integration for individuals with serious mental illnesses, the mental health field should emphasize the importance of social support as a key factor influencing community integration. Furthermore, future research should examine the role of coworkers and significant others as sources of support, the influence of consumer-run organizations in promoting community integration, and utilize participatory action research and other empowering methods to conduct research in this area.

**Chairs:**

*Rachel Terry*, Portland State University

**Ignite Session 4: Hope and Focus on Future as Protective Factors: What About Socio-Ecological Context?**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 4012/4014

**Abstract**

Health promotion and prevention are important goals in public health and community psychology. Hope and future orientation are two suggested protective factors that promote healthy behaviors such as healthy eating and physical activity. These behaviors are important preventive measures and promote optimum physical and mental health. Although physical and mental health disorders disproportionately impact oppressed and marginalized communities, research examining hope and future orientation rarely examines the distinct impact of these constructs for different communities. This study examines the differential effects for hope, concern for future consequences, and concern for immediate consequences on healthy eating and physical activity, testing for conditional effects of race and income level. Findings will add needed information to the literature regarding the effect of these protective factors for non-dominant groups. Furthermore, this study may benefit intervention development focused on promoting health and wellness among diverse communities.

**Chairs:**

*Rebecca McGarity-Palmer*, DePaul University; *Joseph R. Ferrari*, DePaul University

**Ignite Session 4: Internalized Diet Culture: Conceptualization of the Construct and Initial Development of a Measure**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 4012/4014

**Abstract**

Scholars argue there exists a unique diet culture in Westernized nations that conflates health outcomes and moral character, by attaching morality to food choices, eating behaviors, and physical appearance (Counihan, 1992; Lyons, 2009). Researchers across disciplines have identified system-level factors reflecting this cultural phenomenon, including institutional weight discrimination, structural stigma, national marketing campaigns, and mass-media messages that influence behaviors and cognitions regarding eating and physical

appearance (Ashmore et al., 2008; Fegitz & Pirani, 2018; Flint et al., 2016). Grounded in Bronfenbrenner's (1979) bioecological framework, and extant social phenomena internalization theories, this presentation describes the first known attempt to conceptualize and measure the construct of internalized diet culture, defined as the degree to which individuals have internalized morality-based interpretations of food choices, eating behaviors, and physical appearance. Methods for the initial item development, content validation, and preliminary factor analyses will be described. The introduction of this novel construct and associated measure may help elucidate how social systems influence a variety of negative outcomes associated with eating and physical appearance, including social isolation, disordered eating, internalized stigma, size- and health-discrimination, and a host of mental/behavioral health consequences. Presenters will discuss why marginalized groups may be at greater risk for experiencing these ramifications and why social innovation is critical to combat the perpetuation of these cultural messages. Audience members will be invited to provide feedback and engage in discussion regarding the conceptualization of internalized diet culture and the appropriateness of the items developed for this new measure. The audience will be encouraged to consider how the complex interaction of factors across the micro-, meso-, exo-, and macrosystems influence this social phenomenon, the cascading impact of such internalized self-concepts on vulnerable populations, and how Community Psychologists can take action to combat these harmful messages about "ideal" or "moral" eating behaviors and physical appearance standards.

**Chairs:**

*Victoria L. Galica*, University of North Carolina at Charlotte; *Charlie L. Reeve*, University of North Carolina at Charlotte

**Ignite Session 4: Let's Go - Making healthy an easy choice**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 4012/4014

**Abstract**

Urbanization, sedentary lifestyles and stress contribute to unhealthy living. Furthermore, people in transition, such as students entering university, experience high levels of stress in addition to multiple lifestyle changes; being away from their families, who are a contributor to eating habits, and having to start creating new habits. Accordingly, efforts to reduce their stress and get them to adopt healthy lifestyles are necessary to prevent unhealthy living and non-communicative diseases. Let's Go was accordingly created with the aim to increase accessibility to health services and nutrition, while increasing physical activity, strengthening their sense of community, and consequently having healthy individuals and communities. Let's go is a mobile application that meets youth where they are and is easy to create and use. This technological solution lets users engage in healthy active living and better food consumption in a fun and interactive way while building

a community via gaming theory to encourage progress. It is based on the creation of collaborations that involve different facilities like fitness centers, healthy eating outlets, grocery stores, classes and community centers to spread awareness and various facilities. So, the user would know where the services are in addition to being incentivized to engage in healthy habits, such as working out, to earn points that can be exchanged for a healthy snack from another facility listed in the app. Additionally, it provides nutrition education and health awareness spreading to add to peoples' knowledge, attitudes and skills. Let's Go is a creative collaborative solution combat the unhealthy and sedentary lifestyle epidemic. It is a form of primary prevention that is easy to be replicated especially for international students and freshmen to promote well-being and a heightened sense community in universities.

**Chairs:**

*Hana Shahin*, Wichita State University

**Ignite Session 4: National Cancer Institute Aims to Prevent Cancer by Disseminating Research-Tested Intervention Programs (RTIPs)**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 4012/4014

**Abstract**

Each year in the United States, approximately 1.6 million Americans are diagnosed with cancer and approximately 500,000 die from the disease (CDC, 2015). The National Cancer Institute (NCI) sponsors and administers an initiative—called Research-Tested Intervention Programs (RTIPs)—that provides evidence-based programs and practices with the goals of decreasing chronic diseases, reducing cancer disparities, and ultimately improving overall health care in community or clinical settings. RTIPs, a searchable website, provides information on interventions which have been tested and proven effective for a targeted population in a particular community or clinical setting. These intervention programs are in various topic areas in an effort to prevent cancer. Some of the topic areas include: physical activity, diet and nutrition, breast and cervical cancer screening, and prostate cancer screening. The programs have been reviewed by an expert panel and associated program materials are available at no cost on CD or through dissemination by the developer. For each program, NCI collaborates with the developer or principal investigator to gather information about the program, in which a program summary is also created and is posted on-line along with the associated research publications and implementation materials. Currently, there are over 200 evidence-based programs on the website, <https://rtips.cancer.gov/rtips/index.do>. The presenter will describe the role of RTIPs in cancer prevention, the domains, approaches and outcomes of posted programs, and the method by which each of the programs are evaluated and rated, both for their dissemination capability and intervention impact. She will also demonstrate how to access and search the free

online database.

**Chairs:**

*Jasmine Douglas*, James Bell Associates; *Annabelle Uy*, National Cancer Institute; *Steve Gardner*, James Bell Associates; *Elizabeth Hayes*, James Bell Associates

**Ignite Session 4: People-Nearby Applications As New “Places” To Recover The Social And Aggregation Functions Within Local Communities**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 4012/4014

**Abstract**

People-Nearby Applications (PNAs) are always more used to meet new people, whether for friendships and/or romantic dating. Relying on mobile devices GPS, their peculiarity is to give individuals the chance to find new people to meet based on their geographical proximity (Toch & Levi, 2013). Due to this, PNAs could integrate the “traditional” streets within the cities, as common spaces where everyone has the chance to get unplanned encounters and meet a lot of different people who lives nearby yet is still unknown (Toch & Levi, 2013). Thus, they could represent a way to overcome the individualism, mistrust, indifference, closure and defence processes that characterize modern communities (Procentese, Scotto di Luzio, Natale, 2011; Schmitz, 2016). As a first step towards this new perspective about PNAs, our study aims to verify whether a relationship between relational motivations towards PNAs use and individuals' offline loneliness exists. An online questionnaire including the Social and Emotional Loneliness Scale for Adults (SELSA-S, Ditommaso, Brannen, & Best, 2004) and the Cyber Relationships Motives Scale (Wang & Chang, 2010) was administered to 647 PNAs users aged between 18 and 67 (M = 26.76, SD = 8.77). Social and romantic loneliness emerged as predictors for the search for love and the desire to meet new people when perceiving offline constraints, but not for the simple desire to meet new people. With individuals' loneliness potentially being expression of some unsatisfied relational needs (e.g. aggregation, romantic, social ones) within the communities of belonging, these results suggest that PNAs could rather offer a different space to satisfy them while remaining anchored to one's offline local community (Procentese & Gatti, 2019). Indeed, due to the GPS features, PNAs could become new aggregation “places” within local communities, wherein individuals can find new people to meet nearby overcoming the constraints perceived within modern communities.

**Chairs:**

*Flora Gatti*, University of Naples Federico II; *Fortuna Procentese*, University of Naples Federico II

**Ignite Session 4: Sense Of Responsible Togetherness: A New Challenge For Our Societies**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 2:45-4:00 PM **Room:** NLU 4012/4014

**Abstract**

The actual sociocultural context seems to be characterized by a diffidence towards “the other” that leads to an individualistic vision and to clearer shapes of affective disinvestment toward the local community. It results in relational models focused on competition and power, which increase the conditions of social injustice and disengagement in participatory action. These aspects lead to a multidisciplinary consideration and to a critical vision of the actual relational models of togetherness, with attention to the dimensions of awareness and responsibility. This presentation introduces the idea of responsible togetherness referring to local communities, discussing also the interdependence of other concepts like the social cohesion, the sense of community, the social responsibility, the social participation. We would like to propose a critical vision about the togetherness in local communities, that relies on sharing the same spaces, being in close contact with someone else, but also on the possibility to represent new forms of social relationships in which individuals don’t delete each

other or are mutually exclusive, but that include the sense of responsibility to provide concrete resources within the community. Thus, the different dimensions included in the concept of Sense of Responsible Togetherness (SoRT) will be presented and discussed. From our first studies, paying attention to the responsible togetherness processes can foster the ability to negotiate social norms through the construction of relational spaces that are functional to a collective perspective. Intervention and research require the acquisition of skills and methods for monitoring and analysis of new relational spaces of socialization and the construction of good practices for the prevention of psychosocial risk. Interventions should be created in local and virtual communities to promote responsible ways of co-living in local communities.

**Chairs:**

*Fortuna Procentese*, University of Naples Federico II;  
*Flora Gatti*, University of Naples Federico II

**162 Arts-based Community Praxis: Exploring Community Narratives for Well-being and Community Change**

The Innovative Other

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** Innovation Lab

**Abstract**

Artistic expression has been utilized by those lacking an equal share of resources, and/or facing systematic oppression, to contest dominant narratives, build power, interpret experiences, and create identity. In this innovative session, we present arts-based initiatives to support community wellbeing. We include three exhibits (to support inclusion among non-traditional students at a large urban public university in California and a multi-campus private university in Illinois, and to showcase local Indigenous artists), and two demonstrations to highlight art as a healing modality (with student-veterans at a rural public university, and elders in California). By including products and demonstrations, we embody art as process and product. Community Narratives for Inclusion and Change uses multi-media to understand students’ conceptualizations of inclusion at multiple campuses in Illinois, to transform narratives into joyful ones. Transfer students face challenges integrating, and report a desire for life-stage appropriate community-building. Transfer Student Community Desires photo exhibit presents participatory work toward an inclusive environment. Arts-based Therapies for Veterans: Student veterans report disconnection from their university and stereotypes of presumed mental health issues. Music-based programs build sense of community and academic resilience. In this interactive element, participants engage in musical activities. Soul Mask Engagement: This approach was developed to support deep engagement with environmental degradation, economic instability, and social inequity. In

this interactive element, participants create Masks used with elders in northern California. Contemporary Chicago Indigenous Artists: Chicago sits on Native American/American Indian land and includes one of the largest urban NA/AI populations in the U.S. as well as Indigenous peoples from around the globe. Most Chicago residents or visitors are exposed exclusively or primarily to stereotypical, racist representations (e.g., Chicago Blackhawks logo). We showcase work of local Indigenous artists, bringing attention to Indigenous peoples as part of modern urban landscapes. We are still here. We survive and we thrive.

**Chairs:**

*Erin Rose Ellison*, California State University, Sacramento; *Grishma Shah*, National Louis University; *Julia Grant*, National Louis University; *Benjamin Graham*, Humboldt State University; *Leslie Harper*, Pacifica Graduate Institute; *Madilyn Bovey*, California State University, Sacramento

**164 Modeling to Learn: A Participatory System Dynamics Program for System Change in the Veterans Health Administration**

The Innovative Other

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 4020

**Abstract**

Participatory system dynamics (PSD) synthesizes engagement principles and state of the science technologies for understanding and changing systems. As a participatory epistemology, PSD asks whose knowledge is privileged. As a systems science method, PSD demonstrates causal system properties that individual elements do not have. Over the last three years, in partnership with patient, provider, and policy-

maker stakeholders, we co-developed a PSD program entitled, Modeling to Learn (MTL) for improving Veteran access to high quality addiction and mental health care in Veterans Health Administration (VHA). At the last biennial, we demonstrated the early activities that led to MTL. Since, preliminary findings from our NIH-funded research show MTL significantly improves care quality for Veterans. Now, the MTL program is being rolled out nationally. MTL activities were developed to embody participatory community psychology values, including equitable access to resources, mutual learning, shared decision-making, local control and capacity-building. MTL resources also incorporate advanced systems science technologies to simulate change strategies and identify the most effective local changes for improving care quality and provider quality of work life. MTL was also developed according to the principles of the open science movement, and include free and open access to all the models, session scripts, and public review of deliberations made by the team. This interactive MTL session will demonstrate MTL participatory activities and systems science technologies highlighting their potential for system change in the largest integrated U.S. Health Care System. Attendees will see live simulation demonstrations to guide local change actions. Online publicly available resources will be reviewed for use by SCRA members in their community practice efforts and research. And, attendees will be invited to critically assess the extent to which participatory principles are likely to be maintained as the MTL grows beyond the early years of VHA coalition-building, into a national quality improvement program.

**Chairs:**

*Lindsey Zimmerman*, National Center for PTSD, Dissemination & Training Division, Veterans Health Administration; *David Lounsbury*, Albert Einstein College of Medicine, Yeshiva University

**165 Make Community Psychology Great Again: Balancing Community Psychology Values in Diverse Political Contexts**

Town Hall Meeting

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 4022

**Abstract**

Community psychologists have a set of core principles that guide our work. Among these are explicit attention to and respect for diversity among people and settings, the importance of viewing people within their social, cultural, economic, geographic, and historical contexts, and the need for active collaboration to serve community members. Divisiveness around differing values and ideologies in the United States has reached a concerning high. However, as a field, it is essential to be able to work with colleagues, partners, communities, and individuals who hold perspectives, values, or beliefs that differ from our own. The goals of this town hall are to discuss where we can find shared values across the political spectrum and effective ways that we as community psychologists can work towards social

justice, wellness, and community improvement even in situations that present conflict between our own values. (e.g., taboos around discussing sexuality; religious guidelines in practice settings; access to health when there are clear inequities or lack of acknowledges social determinants). We hope to explore constructive approaches to navigate practice and policy in contexts that instigate value conflict or tension without compromising the principles we hold to as a field. In this town hall, we will present some brief historical context for divergent political ideologies and discuss some real examples of work being done to advance well-being in communities in which value conflict may be prone. These examples will support a semi-structured discussion on approaches that community psychologists can take that strike a balance between our values and those of the communities that we serve.

**Chairs:**

*Brittany Cook*, The Wandersman Center; *Taylor Scott*, Penn State University; *Jonathan Saccia*, the Wandersman Center; *Ernesto Vasquez, III*, Mt. Hood Community College; *Taylor Darden*, University of Maryland, Baltimore County

**166 Neoliberal Influences on Community Psychology: Experiences From Australia, Chile and the United States**  
Town Hall Meeting

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 5006

**Abstract**

An international group of community psychologists will discuss the impact that neoliberalism and corporate efficiency models have on teaching, research, and practices of community psychology in university systems, and on our action capacity beyond academia. For the last two years, Australian and US scholars have been collaboratively exploring ways neoliberal ideology has pervaded university settings as experienced by graduate students, faculty, and administrators. We consider ways competitive, neoliberal “business-minded” practices, emphasizing budgetary self-sufficiency, have undermined how we teach, execute applied, community-based research, and the values of our discipline. Neoliberalism, as a macro-level process, diffuses to all of us – no matter the country, region, university structure, department or program. Exploring how local contexts and processes differentially manifest macro-level processes may be considered points of agency for community psychology. At the same time, we have contemplated ways that our local actions have often accepted and even fueled neoliberalism. This collaborative project led to an innovative, participatory session at the 2018 International Conference on Community Psychology in Chile in which the U.S. university, another Australian one, and 2 Chilean universities were represented to share and discuss these same issues. This town hall seeks to build on those prior international discussions: first, to present some analyses that our working group have developed – with the goal of stimulating town hall participants to consider their local experiences (20 minutes). Second, we would like

town hall participants to discuss in small groups the manifestations of neoliberal processes on their own practices and values as community psychologists (15 minutes). Third, we will have a structured report-out from groups about the experiences that were shared in small groups (20 minutes). Finally, a panel of community psychologists to act as discussants to the themes raised and to reflect on potential responses and ways to move forward (20 minutes).

**Chairs:**

**Douglas D. Perkins**, Vanderbilt University-Nashville, USA; **Peta Dzidic**, Curtin University-Perth, Australia; **Samuel Keast**, Victoria U.-Melbourne, Australia; **Carolina Muñoz Proto**, Pontificia Universidad Católica de Valparaíso, Chile; **Paul W. Speer**, Vanderbilt U.-Nashville, USA; **Brian Bishop**, Curtin U.-Perth, Australia; **Emily Castell**, Curtin U.-Perth, Australia; **Dominique A. Lyew**, Vanderbilt U.-Nashville, USA; **Christopher Sonn**, Victoria U.-Melbourne, Australia; **Hannah Uren**, Curtin U.-Perth, Australia

**167 Community Psychology Careers in Disaster Mental Health**

Workshop

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 5007

**Abstract**

The 2010 report "How to Help Your Community Recover from Disaster: A Manual for Planning and Action" was published under co-chair direction of SCRA members Fran Norris and Bradley Olson. The publication was cutting edge, with little research existing—even today--on effects of natural and manmade disasters on mental health and communitywide resiliency. In 2012, my town of Newtown experienced a tragic elementary school shooting and was totally unprepared for our residents' immediate and future needs for psychological wellbeing. Newtown is not alone; most communities only have emergency medical plans that respond to catastrophes and are ill-equipped to handle emotional problems that arise and grow over time. Community psychologists can help. As a communication veteran, mental health advocate, and author, I saw Newtown's struggles in 12/14. I vowed to write a book promoting preventative resiliency and showing communities how to form community-wide collaboratives to develop disaster psychological intervention plans. With encouragement of Brad Olson and Jean Hill, I received a mini-grant to expand the original SCRA manual. The book *Disaster Mental Health Planning: A Manual for Trauma-Informed Collaboration*, is being published by Routledge in fall 2019. Robert Schmidt, a licensed trauma-trained counselor in Newtown, is lending his expertise as co-author. The book provides information on varying forms of disasters and mental health needs, new therapies for successful PTSD treatment, community-wide collaboration formation, and lessons from academic studies. Developing these intervention plans provides an excellent opportunity for community psychology grads. The growing number and intensity of

disasters from climate change and nationwide psychosocial unrest and disenfranchisement requires community psychology expertise. This workshop covers disaster recovery and many ways SCRA majors can lend their knowledge.

**Chairs:**

**Sharon Cohen**, Self employed communication specialist; **Robert Schmidt**, licensed trauma-informed counselor

**168 Fostering the Citizen Psychologist: Service-Learning Pedagogy Emphasizing Self-Efficacy, Psychopolitical Validity, and Systems-Oriented Thinking**

Workshop

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 5016

**Abstract**

APA President (Jessica Henderson Daniel, Ph.D.) proposed the Citizen Psychologist Initiative: "Citizen Psychologists serve as leaders in their various communities who, through prolonged engagement in significant activities, contribute to improving the lives of all" (APA, 2018). Our Introduction challenges the audience to critically consider and discuss implications of three community psychology concepts for fostering Citizen Psychologists. First, community service self-efficacy, which refers to an "individual's confidence in his or her own ability to make clinically (meaningfully) significant contributions to the community through service" (Reeb et al., 2010), (a) improves due to community-oriented experiential education, (b) correlates with other attributes critical to community service (e.g., hope, empathy, generativity), and (c) predicts future community service. Because Albert Bandura (1997, p. 80) demonstrated that past "...mastery experiences are the most influential source of...information" for enhancing one's self-efficacy, we argue that service-learning pedagogy is critical for fostering community service self-efficacy in future Citizen Psychologists. Second, to maximize the impact of a future Citizen Psychologist's contributions to social justice and wellness initiatives, service-learning pedagogy must foster an advanced form of community service self-efficacy; that is, self-efficacy for doing community work that meets criteria of psychopolitical validity (Prilleltensky, 2008): (a) incorporate "psychological and political power"; and (b) "move beyond ameliorative efforts and towards structural change" (p. 116). Third, an emphasis on a systems approach (e.g., psycho-ecological systems model; Reeb et al., 2017) in experiential education will facilitate the future Citizen Psychologist's capacity for incorporating multiple perspectives in conceptualizing community initiatives. To further prompt audience participation, presenters at various levels of educational development (doctorate, doctoral candidate, graduate students, and undergraduates) will highlight aspects of their education that fostered in them a sense of self-efficacy for pursuing psychopolitically valid community work. Finally, we will seek audience input regarding APA's recommendations for incorporating curriculum revisions



for educating Citizen Psychologists.

**Chairs:**

**Roger Reeb**, University of Dayton; **Nyssa Snow-Hill**, University of South Carolina; **Katey Gibbins**, University of Dayton; **Charles Hunt**, Ball State University; **Alicia Selvey**, University of Dayton; **Kelsey Julian**, University of Dayton; **Jennifer Zicka**, University of Dayton; **Amanda Barry**, University of Dayton; **Alea Albright**, University of Dayton

**169 Bringing PAR to Campus: Fighting for Social Justice within Institutions of Higher Education**

The Innovative Other

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 5026

**Abstract**

As community psychologists, we aspire to use research to address inequities as well as elevate the voices of minoritized and structurally silenced populations (Rappaport, 2004). However, we often focus our change efforts outside the sphere of the university. In a recent issue of the American Journal of Community Psychology, Lichty and Palamaro-Munsell (2017) called on campus-based community psychologists to engage universities as a site of CP practice, to turn our lens inward and work to design more just and ethical learning institutions. Universities can be a valuable resource for activism (Kornbluh, Collins, & Kohfeldt, forthcoming) and civic engagement (Hurtado, Engberg, & Ponjuan, 2003). However, what happens when we attempt to address social inequities within our campuses? What happens when we engage in action that challenge our own positionality, comfort, or experience within the university? This innovative session presents three case examples where early career community psychologists adopted student-centered participatory action research (PAR) methods to identify and address issues related to equity and inclusion in higher education. Adopting principles of critical reflexivity, faculty project coordinators and student participants aim to discuss and deconstruct the challenges, successes, and strategies for engaging in participatory campus-based institutional change efforts. The first case involves a participatory evaluation of campus web-based sexual and relationship violence resources using intersectionality and trauma-informed practice frameworks. The second case addresses barriers within the university for first-generation minority students (e.g., cross-cultural competency training, access to services). The third case discusses how a class attempted to use Photovoice to hold its school accountable to its mission of providing access to students with socioeconomic challenges. Session attendees are invited to share their efforts to enact community psychology “at home” in higher education institutions. Our goal is to identify shared lessons learned alongside potential modifications to PAR practice when projects are campus-based and student-centered.

**Chairs:**

**Lauren Lichty**, University of Washington Bothell;

**Mariah Kornbluh**, California State University, Chico; **Rachel Hershberg**, University of Washington Tacoma; **Kyra Laughlin**, University of Washington Bothell; **Sherry Bell**, California State University, Chico; **Autumn Diaz**, University of Washington Tacoma

**170 Peer Support Workers in the Mental Health System**

Roundtable Discussion

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 5030

**Abstract**

Peer support workers are people with lived experience of mental health conditions, including individuals, family, parents, and/or caregivers who either volunteer or are employed to provide peer support to people with similar lived experience. It is critical that we delineate effective and productive roles for this relatively new and growing mental health system workforce. During our roundtable, a diverse group of peer support workers, researchers, mental health professionals, and advocates will discuss challenges and strategies for mental health system success. In particular, each roundtable member will share a story or example of a key challenge facing peer support workers in the mental health system and a potential solution to that challenge. Some key challenges include supervision of peer support workers, transition from volunteer to paid peer support worker roles, cooptation by mental health professionals, and management of re-traumatization. We will encourage those attending the roundtable to ask questions and share their own challenges and strategies for success related to peer support worker roles in the mental health system. In conclusion, a discussant will provide a brief review of key insights from the roundtable.

**Chairs:**

**Ruth Hollman**, SHARE! the Self-Help And Recovery Exchange; **Jessica Wolf**, Yale University Department of Psychiatry; **Maria Mussenden**, No organizational affiliation; **George Braucht**, Brauchtworks Consulting; **Emily Cutler**, University of South Florida; **Christa Sacco**, Pacifica Graduate Institute; **Louis Brown**, University of Texas Health Science Center at Houston

**171 Promoting Community Psychology Integration in Clinical Settings**

Roundtable Discussion

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 5031

**Abstract**

The relationships between clinical and community psychology have waxed and waned over the last fifty years. The nature of the relationships has varied by region and local contexts, but typically proponents of a community psychology perspective have needed to justify its contributions and necessity to the more dominant discipline. However, traditional APA accreditation standards have broadened recently from a narrow view on therapy and assessment to include prevention, promotion, systems evaluation, and consultation. The opportunities to promote empowerment, collaboration, and transformative change

of systems appear to be more promising. This roundtable seeks to create space for dialogue about how to promote synergies in community and clinical psychology training, research, and intervention. Three brief presentations will be used to ground the discussion: a) the results of a SCRA survey of training settings, a review of new APA accreditation standards and the unique contributions of integrating community perspectives into clinical training and settings, and example of infusing community psychology within a clinically oriented health care system. We want to create dialogue about supporting training programs and interventions outside of academic settings that can (a) inform the planning or delivery of interventions, (b) develop research and policy agendas informed by the integration of clinical and community perspectives, (c) support partnerships with consumer/survivor/ ex-patients, and (d) generate knowledge of how to develop and implement applied practices that are contextually appropriate and grounded in empirical science. All are welcome to come a contribute to an action plan that we will pursue after the conference.

**Chairs:**

**Bret Kloos**, University of South Carolina; **Bret Kloos**, University of South Carolina; **Joy Kaufman**, Yale University; **Guillermo Wippold**, University of South Carolina; **Betsy Davis**, South Texas Veterans Healthcare System

**172 The Chicago Anti-Community Violence and Recidivism Research Program: A Fresh Start**

Roundtable Discussion

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 6013

**Abstract**

This roundtable will highlight a novel, faith- and community-based, participatory action research program: The Chicago Anti-Community Violence and Recidivism Program. The aim is to establish a model, which will include community mapping of available resources across neighborhoods in Chicago for individuals reentering society (IRS). Moreover, the program will identify the effects of establishing collaborations among diverse partners (viz., IRS, churches, high schools, universities, family members, researchers, community organizations and stakeholders, health/mental health professionals, housing agencies, employment agencies, governmental agencies, police officers, and policy makers) on the reduction of community violence and recidivism rates as well as the empowerment of IRS, especially but not limited to those who are African American and 16 to 24 years of age, to promote healthy urban environments and positive social behaviors among their peers. Dr. Hall will lead the discussion regarding this program. Mrs. Jones-Lewis will highlight the resources available for IRS via the City of Chicago Policy, Advocacy and Grants Office. Mr. Kwaza will underscore ways that the Safer Foundation serves to highlight policy issues, reduce recidivism and increase employment of IRS. Additional collaborators will be invited to join the roundtable

discussion. All will discuss possible strategies that empower IRS to exhibit positive social behaviors that fosters healthy communities and become citizens who actively serve to reduce violence and recidivism rates in their own neighborhoods. Conference attendees are invited to join the discussion. In summary, this roundtable discussion will highlight a novel, faith- and community-based, participatory action research program. The ultimate goal of this research program is to establish a model, which will include building collaborations among community members and partners and implementing community mapping techniques to identify available resources across urban neighborhoods in Chicago and eventually nationally and globally for individuals reentering society.

**Chairs:**

**Tonya Hall**, Chicago State University; **Darlene Jones-Lewis**, City of Chicago Policy, Advocacy and Grants Office; **Kweli Kwaza**, National Louis University

**173 Systemic Symbiosis: Funders, Human Service-Organizations (HSOs), and the Status Quo**

Roundtable Discussion

**Day:** 6/27/2019 **Time:** 4 PM **Room:** NLU 6017

**Abstract**

There are approximately 354,000 human service organizations (HSOs) in the US, and in 2017 these organizations received \$66.9 billion from foundations (CharityNavigator, 2018). In a health initiative in the southeast, around 50 of these HSOs have secured funding from one foundation alone. In our role as evaluators for this initiative, we encounter a lack of commitment towards social justice and transformative change. Players tend to frame health problems as deficits residing in individuals (Humphreys & Rappaport, 1993; O'Neill, 2005). Framing health issues apart from their structural and systemic context leads to ineffective interventions. This style of intervention makes perfect sense if we interpret this community-based health initiative as a symbiosis between foundations and HSOs. From this perspective, HSOs can be read as advocating for their own survival while helping funders produce annual reports full of empty indicators. Take the relationship between remoras and sharks. Remoras help sharks keep their skin free of parasites. They also feed on scraps, catch a ride, and are protected from other predators. Like remora fish traveling under the shark, HSOs and foundations are actually more in collaboration with each other than with the communities they both seek to serve. This linked survival works to maintain the status quo and produce a conspiratorial dynamic throughout much of the initiative. However, both parties are somewhat unaware of this conspiratorial dynamic, and don't see how they are part of the problem. We propose a roundtable to discuss this symbiosis, starting with a description of the health initiative, its evaluation, and the conspiratorial dynamic between the initiative's HSOs and founder. Participants will be invited to discuss this topic, guided by these questions: How can we intervene in this symbiosis? What accountability

mechanisms can we create for initiatives in order to break conspiratorial dynamics? Are evaluators also remoras?

**Chairs:**

*Andrea Botero*, University of Miami; *Margo Fernandez-Burgos*, University of Miami; *Scot Evans*, University of Miami

**174 Promoting Ecological Praxis by Creating Environments Conducive to Teaching, Learning, and Respecting Diversity: From University to Community**  
Roundtable Discussion

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** Palmer House The Spire Parlor

**Abstract**

Respect for diversity is a core value of community psychology. As instructors and practitioners, we aim to celebrate diversity in all forms (e.g., racial, ethnic, gender, sexuality, religion, etc.). We have a responsibility to create learning environments where everyone can meaningfully engage, reflect, and promote the deconstruction of systems of oppression and bigotry. We must recognize and intentionally work to dismantle racism and all forms of oppression, inequity and injustice, at all levels (interpersonal, internalized, institutional, and structural). We can utilize our positions of power by facilitating a “container” that can hold difficult conversations and catalyze growth for both instructors and students. In these inclusive spaces we can learn from others who challenge our worldviews and become collaborators in advancing social justice. This roundtable will be structured for participants to: 1) gain access to tools that are useful in teaching and practice settings, and 2) ask questions and engage in a rich dialogue with interdisciplinary colleagues. Panelists include graduate students who are committed to facilitating environments conducive to meaningful conversations on diversity, power, and privilege, who will describe the utility of some of the following approaches: Vygotsky’s concept of scaffolding, the application of an equity lens and mirror, and tools for individual and institutional self-assessment. In addition, three prominent scholars with decades of experience will discuss applications of research on diversity, cultural competence, and cultural humility in the context of classroom discussions. Specifically, critical race theory/liberalism perspective such that diversity does not equal equality; oppression and power; and the significance and importance of promoting cultural sensitivity in academia and practice. Finally, panelists (including three members of CERA (Cultural, Ethnic, & Racial Affairs)) will describe CERA’s work to define the concept of diversity for SCRA and more broadly, the implications of “definitional dilemmas” for teaching and field work.

**Chairs:**

*Erin Godly-Reynolds*, University of North Carolina at Charlotte; *Andrew D. Case*, University of North Carolina Charlotte; *Geraldine Palmer*, Community

Wellness Institute; Adler University; *Megan E. Renner*, DePaul University; *Yolanda Suarez-Balcazar*, University of Illinois at Chicago; *Yolanda Leach*, University of North Carolina at Charlotte; *Alaisha Glenn*, University of North Carolina at Charlotte

**175 Building a Community Advisory Team for Collaborative Action Research: Innovations in Promoting Resilience and Racial Justice in an Urban Public Middle School Community**

Roundtable Discussion

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** Palmer House The Water Tower Parlor

**Abstract**

Racial inequities unfold within complex contexts of profound historical trauma and ongoing structural violence. In fact, racism significantly harms nearly all aspects of social life, including equitable access to education. Moreover, racialized discriminations in education intersect with inequities in mental health and issues of complex trauma. Therefore, the current roundtable provides opportunities for participants to dialogue and learn together about community based participatory research approaches and the potential ways to integrate it in their respective work through group discussion and interactive hands-on activities with a focus on trauma-sensitive educational interventions and racial justice praxis. More specifically, this roundtable discussion will introduce the processes of a community-based participatory action research project based in community and research partnerships in a middle school in Boston, Massachusetts. The TRREE (Transnational Resilience Research for Equity and Empowerment) Research Team at Boston University (BU) has initiated the process of building an interagency collaboration with a Boston Public Schools institution and a Boston-based grass-roots community organization specializing in youth leadership and social justice praxis. Together, through the development of a Community Advisory Team, this collaboration aims to improve the educational and wellness outcomes of middle school students of color and their teachers while also building on community capacities for dismantling systems of oppression impacting the students and their families. By creating a community of learning with participants and presenters in this roundtable, we hope to connect with participants interested in community engagement and action to contribute to innovative methodological understandings of research as healing-centered antiracist praxis in urban schools.

**Chairs:**

*Devin Atallah*, Boston University; *Catalina Tang Yan*, Boston University; *Amatullah Mervin*, The City School; *Myriam Ortiz*, The City School; *Donna Bivens*, Union of Minority Neighborhoods; *Wendy Marrero-Caballero*, James P. Timilty Middle School Teacher; *Steven Mitchell*, Timilty Middle School; *and all other Community Advisory Team Members*, Community Advisory Team

**176 Human Trafficking and Sexual Exploitation:  
Exploring Cycles of Action in Responding to an Epidemic  
Symposium**  
**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** Palmer Salon 12

**Abstract**

The International Labor Organization estimates that at any moment over 40 million people are trapped in modern slavery. According to the United Nations, in North America, 55% of victims are trafficked for purposes of sexual exploitation, and one in five are under the age of 18. Answering the Biennial call to address system complexity and examine cycles of action, this symposium centers the problem of human trafficking and exploitation in three papers, drawing on university-community collaborations. Taken together, these papers represent elements in the cycle of action, each discrete and simultaneously related to the others. Through these papers, the complicated nature of relational, community, and societal systems implicated in the epidemic of human trafficking in general, and the sexual exploitation of children in particular, comes into focus. Action is predicated on understanding; therefore, paper 1 addresses the difficulty of quantifying the problem of human trafficking, leveraging different data sources across the state of Ohio. Paper 2 examines processes through which meaning is made from information about human trafficking, with implications for media portrayal, public attention, and social problem definition. Paper 3 moves from the quantification and definition of the problem of human trafficking and exploitation, to the cultivation of action. Specifically, it describes the model and pilot findings from a novel prevention and intervention initiative, implemented in high school classrooms in the Pacific Northwest. Audience participation will be encouraged throughout. The discussant, a clinical-community psychologist with expertise in community-based research, gender-based disparities, and disenfranchised youth populations, will facilitate a conversation highlighting crosscutting themes. These include (1) understanding the role of problem definition and the media in galvanizing individuals, communities, and society, and (2) the role of community psychologists in advancing novel approaches to intervention and prevention efforts that not only reduce risk but also promote well-being, engagement, and action.

**Chairs:**

*Corianna Sichel*, New York University

**Discussant:**

*Shabnam Javdani*, New York University

**Presentations:**

**Estimating the Prevalence of Human Trafficking: A  
Discussion of Processes and Outcomes from a State-  
Wide Effort**

*Valerie Anderson*, University of Cincinnati; *Christopher Sullivan*, University of Cincinnati; *Teresa Kulig*, University of Nebraska at Omaha

At global and local levels measuring the prevalence of human trafficking remains a challenge. The purpose of this study is to fill gaps in knowledge about the prevalence of human trafficking in the state of Ohio, with a focus on exploited youth. The study involves a state-wide effort to develop estimates based on an integrated database using multiple sources of agency record data, justice system data, and newspaper reports of human trafficking incidents over a three-year period of time. This paper will (1) describe the substantive findings related to the prevalence of human trafficking and (2) detail the process of collecting data and engaging with stakeholders across the state. Implications for stakeholders and directions for future community-based research will be discussed.

**Covering Human Trafficking: Exploratory  
Qualitative Interviews with Illinois News Journalists**

*Jaclyn Houston-Kolnik*, Illinois Criminal Justice Information Authority; *Amanda Vasquez*, Illinois Criminal Justice Information Authority; *Jessica Reichert*, Illinois Criminal Justice Information Authority

Media—in particular news coverage—contribute toward shaping public understanding and opinion on societal issues, and influence policies, programs, and legislative action. While a small number of previous studies have explored journalists' reporting on other social issues, very little is known about their perceptions and knowledge of human trafficking. In this exploratory study, researchers conducted 12 qualitative interviews with Illinois newspaper reporters to examine their understanding and work process in covering human trafficking. The results suggest that while many reporters understand the federal definition of trafficking, there remain gaps in knowledge about the complexity of the issue. Furthermore, the work process that reporters follow to report on human trafficking differs by their particular role and level of experience, with investigative stories on human trafficking being covered by more seasoned reporters who have the time and space to explore the issue in greater depth. The study findings highlight the importance of, and constraints upon, comprehensive news coverage on human trafficking. This study also emphasizes the ways language affects public perception, impacting researchers and practitioners working to address complex issues, like human trafficking. The presenters will engage participants in a discussion about how these findings inform strategies utilized by researchers and practitioners to improve the accuracy of reporting on human trafficking and to promote their own work to address human trafficking.

**From Intervention to Action: Model and Pilot  
Findings from the Nest Program for the Right to  
Healthy Relationships**

*Corianna Sichel*, New York University; *Libby Spears*, Nest Foundation; *Nishima Chudasama*, Nest

Foundation; *Amy Collins*, Portland State University; *Shabnam Javdani*, New York University

The Nest Program for the Right to Healthy Relationships (R2HR) is a classroom-based intervention for high school students, utilizing a multi-pronged approach to address the trafficking and sexual exploitation of children through evidence-informed prevention practices. In addition to incorporating elements of traditional skills-based prevention approaches, R2HR situates the problem of child sexual exploitation and human trafficking as a sociopolitical issue, with deep roots in systemic oppression and vulnerability. Throughout the nine-session program, students engage with various forms of content, including documentary film excerpts and pop culture media, working to develop a sociopolitical vocabulary. Collectively, they identify societal problems implicated in the trafficking and sexual exploitation of children, and potential solutions. These solutions are recorded over the duration of the intervention to create a “solutions mural.” In addition to exploring topics relating to child sex trafficking, consent, healthy and unhealthy relationships, and power, students apply this knowledge to real-life scenarios and learn about effective strategies to provide bystander intervention. As such, R2HR has the potential to energize multiple different types of action in interpersonal, community, and societal arenas. The proposed paper provides an overview of the program and presents data collected from the intervention pilot, with a focus on the intervention’s effectiveness to: (1) educate students about child sex trafficking and sexual exploitation, (2) cultivate students’ critical consciousness (3) motivate students toward different types of action, including bystander intervention and sociopolitical engagement, and (3) impact school climate.

### **177 Challenges and Opportunities for Developing Community Psychology Ethics Codes Across Cultures Symposium**

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** Palmer Salons 6&7

#### **Abstract**

Most psychological ethics codes attempt to comprehensively address diverse aspects of the professional experience including research, assessment, and psychotherapy, as well as general standards for competence and relationships with others. Yet, despite attempts to capture the entirety of psychologists’ work, codes of ethics such as the APA code neglect to align with the core values and approaches of community psychology. Psychological ethics codes typically emphasize practice at the individual rather than systems level and rarely advocate for social justice, empowerment, and community wellbeing. Moreover, they do not capture common ethical dilemmas experienced in community assessment, intervention programming, and evaluation. These shortcomings are even more evident when working with diverse cultural groups who may have unique values and traditions that

are not appreciated or acknowledged in the ethical principles and standards. This symposium examines challenges and successful progress towards developing community psychology ethical guidelines that are applicable to diverse cultures. The first two presentations provide an examination of the limitations and opportunities of traditional ethics codes with regards to their suitability for community psychology work with Muslim American immigrants to the U.S. and the Italian context. The third presentation presents a qualitative study with 18 community practitioners from across the Arab region aimed at assessing the relevance of Arab cultural values to the development of a future community practice ethics code. The journey of developing and revising an ethics code specific to the Mexican context is described in the fourth presentation. The session aims to generate interactive debate among audience members regarding the specificity versus generalizability of ethics codes.

#### **Chairs:**

*Mona Amer*, The American University in Cairo;

*Bradley Olson*, National Louis University

#### **Discussant:**

*Bradley Olson*, National Louis University

#### **Presentations:**

##### **Deconstructing the APA Ethics Code for Community Psychology Practice with the Muslim American Immigrant Community**

*Mona Amer*, The American University in Cairo

The APA Ethical Principles of Psychologists and Code of Conduct is perhaps the most well-known and most influential psychological ethics code worldwide. Yet, it falls short in its relevance and applicability to both diverse psychological specializations as well as diverse cultural groups. This presentation analyzes the cultural responsiveness of the APA ethics code when conducting community psychology research and practice with Muslim American immigrant communities, particularly those from South Asian and Arab origins. First, values at the core of community psychology and Muslim American cultural groups are compared for points of alignment (e.g., ecological systems conceptualization, emphasis on family and community wellness, social justice) and tension (e.g., patriarchy, power distance). Values that are concluded to be essential to community psychology work with the Muslim American immigrant population are next contrasted with values underlying the principles in the APA ethics code. It is argued that the misalignment of core values makes it challenging to engage in community psychology approaches and methods that are culturally sensitive to immigrant Muslim communities, and moreover has led to serious ethical lapses that have harmed Muslim communities worldwide as evidenced by the Hoffman scandal. Next, the presentation will highlight a few standards in the APA ethics code that would need to be reconceptualized for their suitability to community psychology work with this population. For example, issues related to

confidentiality, boundaries, and multiple relationships have distinctly different considerations and implications. Questions are raised for how the APA code can develop and expand to become more culturally relevant.

### **The Ethics of Interventions in Italy: Complexity, Community, and Trust**

*Valentina Rossi*, University of Padua, Italy; *Patrizia Meringolo*, University of Florence & LabCom. Research and Action for psychosocial wellbeing

The APA ethics code includes some principles and standards that relate to community psychology, and yet it is lacking in other areas. For instance, the code does not explicitly address important issues such as the importance of creating a sense of community or collaboration. In Italy, there are two separate ethics codes, one focused on psychological practice in research and the deontological code, offering guidelines for clinical practice. Sense of community or even the important concept of “trust” is never mentioned. A comparison between the American and Italian ethic code sheds even more light on the inadequacies, which may create opacity on the way to conduct community and individual psychological interventions. This is particularly important in places like Italy where there are major political problems and the need for clients or participants to have a sense of security and inclusion. Nevertheless, in our projects we speak a great deal about ethics in interventions, particularly when working with minority groups or cultures, where the need for respecting differences and different values arises, or when conflicts around values arise with organizations or institutions. One of the main challenges is to figure out how, together, to cope with the conflicting stakeholder perspectives, and to identify the risks and opportunities for the different beneficiaries (as citizens and migrants, or young people and elderly people). In all of these areas “trust” becomes pivotal to the work. Putting different codes together from different nations can give a more complete merged picture, including at the higher meta-level of the community. Greater trust and collaboration can come about through reflexivity and awareness about the socio-political dynamics of community interventions.

### **How Do Arab Values Benefit or Impede Ethical Community Practice in the Arab World?**

*Fatema Abou El Ela*, The American University in Cairo

Cultural competence is one of the most important ethical values when conducting community work. Understanding Arab values when working with Arab communities is essential to becoming culturally competent and effectively collaborating with communities in the region. This presentation will discuss the impact and application of several Arab values when working with Arab communities. A total of 18 community psychologists and other community practitioners in the Arab region were interviewed to

share their views regarding the benefit of Arab societal values on community practice in the Arab world. (Participants also shed light on the extent to which they endorsed core values in community psychology as well as commonly presented psychological ethical principles). The interviewees comprised five final-year graduate students and alumni from the two Community Psychology M.A. programs in the Arab world, which are located in Egypt and Palestine. The remaining 12 participants were Ashoka fellows, who are social entrepreneurs and community practitioners working directly with communities in the Arab world. Thematic analysis (Braun & Clarke) was used to analyze the findings, portraying the participants’ views on the importance and influence of numerous values on Arab community practice. These values included honor, traditionalism, religiosity, respect for the elderly and authority, collectivism, generosity, unity, and cultural pride. While several interviewees highlighted that a value could be both beneficial and problematic, there were some varying opinions around the convenience of some Arab values and whether they should be viewed as problematic when working with communities. Results from this study aim to inform the future development of an Arab community practice ethics code.

### **Ethical Code of Psychology in Mexico**

*Norma Coffin*, National Autonomous University of Mexico, Campus Iztacala; *Lourdes Jimenez*, National Autonomous University of Mexico, Campus Iztacala

A group of professors and researchers of psychology met for the first time in the 1970s at the National Autonomous University of Mexico in order to establish a professional ethical code. This is how the first Ethical Code of Psychology was published, making periodic reviews in order to update it. However, the last edition is from 2010. The Mexican Society of Psychology made extensive consultations with its members about the rules of conduct that should govern the professional practice of psychology. In addition, the components of various ethical codes of societies of psychology professionals from different countries were reviewed, with the aim of obtaining the universal elements denominated as good practice and to integrate them into a Mexican code. The construction of the articles of the Psychological Code published by the MSP was based on the analysis of several cases of dilemmas involving ethics within the national territory, as well as considering the concerns of the good praxis of Mexican psychologists. At Campus Iztacala, a group of professors from the Psychology Department met to form the current Ethics Subcommittee. This subcommittee has a guiding document that allows it to influence the career axes: community service, research, and teaching. Currently, we have a new curriculum, and we managed to insert ethical content in the subjects based on the recognized Ethical Code. Likewise, we did a survey among 1st and 5th grade students to assess their perception about the teaching of ethics. A questionnaire was created that allowed knowing their own definitions to “professional

ethics" and "ethical dilemma." When comparing the results for gender, shift, and semester, no significant difference was found with respect to perception of the

acquisition of ethical knowledge, and similarity was found in responses of what students consider "ethical" in a teacher (Coffin, Hernandez & Jimenez, 2017).

## Ignite Session #5 Community Psychology Education

### **Ignite Session 5: A Philosopher and a Psychologist Walk into a Bar: Enactivist Groundings for Community Based Participatory Research**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 4012/4014

#### **Abstract**

In recent years, Community Psychology has widely embraced community-engaged, participatory, emancipatory or action research approaches. These approaches aim to engage community members in the research process, address power imbalances, and produce deliverables that benefit the communities involved, either through direct intervention or by translating findings into intervention or policy change (Israel, Eng, Schulz, & Parker, 2013). Despite the well-known success of Community-Based Participatory Research (CBPR), for example, CBPR still receives criticism for not fitting into the conventional philosophical research paradigms. These objections argue that CBPR muddles the water between researcher and researched, and invalidates scientific objectivity and reproducibility. In this presentation, we extend on Heron's (1997) work on articulating a new participatory paradigm arguing that such objections can be answered if we deploy a 4E approach to cognition (enactive, embodied, extended, embedded). Specifically, we use autopoietic Enactivism to show that certain forms of social cognition can only be brought about in active engagement with people and communities. Hence, CBPR as a methodology has access to a domain of knowledge that cannot be produced under traditional laboratory conditions. On the Enactivist model Cognition and social cognition is something we do, action is cognition, and always ecological. The interaction between researcher and community is a form of social cognition that in itself brings out new forms of knowledge and knowing. Hence, by employing seminal work from philosophy and cognitive sciences, we are able to justify CBPR and the participatory research paradigm in Community Psychology.

#### **Chairs:**

*Christian Kronsted*, The University of Memphis;  
*Danielle Chiamonte*, Michigan State University

### **Ignite Session 5: An Opportunity to Improve University Condom Distribution Programs**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 4012/4014

#### **Abstract**

While most universities make condoms readily available to students, there are some that still do not when there is clearly a need. A large exploratory survey study was conducted (N = 379) at a midwestern university to procure information about student sexual practices. The results were representative of national data in that respondents mostly identified as female (consistent with university enrollment demographics), heterosexual, and under the age of 25. Of the respondents who reported being sexually active within the last three months and using condoms, only 15% reported consistent use. Previous studies have shown that campus condom distribution programs do indeed work, though they could always work better. The present study puts investigators in a key position to explore issues that have been limiting to other studies. With this baseline data in hand, investigators will be able to compare results of future studies that may pair condom distribution with point-of-access education and stigma-reducing messaging. This study is an exciting stepping-stone to future research that can build on the current body of literature, and move forward in establishing best practices and evidence-based programming that can improve student sexual health and decrease incidence of STIs through better access to safer sex products and practices.

#### **Chairs:**

*Rosalind Canare*, Wichita State University

### **Ignite Session 5: Community Psychology From the Perspective of UK Undergraduate Students: Participatory Action Research for Curriculum Development**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 4 PM **Room:** NLU 4012/4014

#### **Abstract**

Reports by the American Psychological Association (Norcross et al., 2016) and the UK's British Psychological Society (Trapp et al., 2011) evince the complexities of balancing modules when Psychology is taught as a 'minor' subject, as well as the ever-changing teaching environment due to the increasing heterogeneity of the discipline, respectively. In these debates, the student perspective is typically sought, but students are seldom included as active knowledge producers of what Psychology is (and should be), responding to their realities in context. Against this backdrop, the UK's University of Portsmouth has championed the delivery of undergraduate programmes

that combine a major Social Science subject (Childhood and Youth Studies; Criminology; Sociology) with Psychology as a minor discipline. Using this institutional setup as a case study, this project examines the involvement of students in the co-production of an upper-level undergraduate module: 'Psychology in the community'. The aim of this project is twofold. First, to determine, in dialogue with students pursuing combined honours with Psychology, the contents of 'Psychology in the Community', heeding the core competencies of Community Psychology (Serrano-García, Perez-Jiménez, & Rodríguez-Medina, 2017), local employability prospects and students' interests. Second, to document and analyse the process of participatory curriculum development to inform best practice. In attaining this objective, the project will contribute to identifying the opportunities and challenges of including Community Psychology in undergraduate joint programmes. Drawing on critical and liberation approaches (Martín-Baró, 1996; Montero, 2011), the project will implement participatory action research for curriculum development. In terms of content, it will generate a syllabus for 'Psychology in the Community' that is relevant to students and promotes their active engagement with the curriculum. Process-wise, it will design and document participatory procedures to engage students in the discussion of Psychology for the Social Sciences, an underexplored topic in the scholarship of learning and teaching.

**Chairs:**

*Jacqueline Priego-Hernandez*, University of Portsmouth, UK; *Jane Creaton*, University of Portsmouth, UK; *Nick Pamment*, University of Portsmouth, UK; *Rachel Moss*, University of Portsmouth, UK

**Ignite Session 5: Gathering Pilot Data Related to the Gun Control Debate**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 4012/4014

**Abstract**

Given the number of shootings that have occurred in the United States, gun violence is a serious concern. Effective July 1, 2017 in Kansas concealed carry became a reality on college campuses across the state. Colleges were no longer gun free zones. Despite the efforts of students, faculty and staff to stop the legislation concealed carry was passed in our state. Gun control is a serious issue. During this ignite session a preliminary analysis of a survey with college students will be shared related to the passage of this concealed carry law. The campus is predominately female. A total of 379 students completed this survey. Participants completed a survey online and received points through SONA an online survey tool. The results showed that 11% of the females owned guns compared to 20% of the male students. When participants were asked Do you agree or disagree about having guns on campus? Twenty-five percent disagreed with that statement. When asked do you think background checks should be

thorough; 64% strongly agreed to somewhat agreed with that statement. Forty-two percent agreed that assault rifles should be banned. In total, 87% of the sample did not own guns compared to 13% who did own a gun. When asked if they had a concealed carry permit, 98% stated they did not. When asked do you agree we should have guns on campus 62% stated that they strongly disagreed or somewhat disagreed with that statement. Overall, this sample did not own guns, were overall not in favor of the conceal carry law and did not want guns on their campus. This data could be used to overturn the law now that a new governor has been elected in Kansas. It is important that community psychologists use the ecological perspectives to make change at all levels.

**Chairs:**

*Rhonda Lewis*, Wichita State University.; *Paigton Mayes*, Wichita State University

**Ignite Session 5: Interrogating the Narrative of the “Strong Black Woman” in Academia: Documenting the Experiences of Black Women Professors in the Piedmont Triad of North Carolina**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 4012/4014

**Abstract**

The notion that Black women are strong and can handle anything is a cultural narrative that shapes Black women's personal and professional lives (Beauboeuf-Lafontant, 2009; Collins, 2013). This presentation will share key findings from a qualitative study that aims to assess whether and how the narrative of the “strong Black woman” plays a role in the way Black female professors navigate the academic spaces in which they work. Specifically, this project examines the experiences of Black female professors in the Piedmont Triad area of North Carolina. Approximately 16–20 Black women from a range of public and private institutions in the Piedmont Triad, including predominantly white institutions and historically Black colleges and universities, are currently being interviewed for this study. Preliminary findings from this study suggest that although Black women feel that their spheres of influence are limited in academia, they take on important, often informal, roles in their institution. Specifically, participants suggest that they feel they are able to influence their department's values and goals but that this feeling of influence does not extend to the institution as a whole. Participants have also expressed their love and passion for what they do, suggesting that although the informal roles they take on are unpaid, they view these roles as critically important to their work. For example, some participants highlighted the importance of being a guide for students who are not familiar with the higher education process. Findings from this study illustrate the complex ways in which Black women navigate academia in the hopes of informing the development and implementation of policies and practices that affect the nature of Black women's work in their professional environments.



**Chairs:***Sarena Ezell*, Guilford College**Ignite Session 5: New Integration Accommodations: An Innovative Campus and Community Urban Immersion Into Cultural Safety**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 4012/4014**Abstract**

New Integration Accommodations is an urban immersion experience that builds sustainable and enriching partnerships between college and marginalized communities. With The Chester Housing Authority providing student-resident lodging in disenfranchised neighborhoods, our innovative project is poised to redefine global impact through local engagement. New Integration Accommodations (NIA) is a tailored, urban immersion experience that serves as a means for college communities and professionals to collaborate with Chester City families, businesses, organizations and families. The project name implies a reversal of Civil Rights-Era social behaviors that saw Blacks attempting to get into segregated spaces. Our project calls human resources and energy into neglected spaces. Chester, the first city of Pennsylvania is recognized among the poorest, most marginalized cities in the country. Ironically, Chester is the city where Martin Luther King, Jr. attended Crozer Theological Seminary from 1948 to 1951. There he discovered principals that would propel him onto the international social justice stage. The Chester City government and the school district have been managed by state receivership for years. Conversely, The Chester Housing Authority - once sued by its own residents - stands today as a highly rated agency and the one city entity that has gained significant and widespread trust throughout the region. The agency operates an award-winning community garden, a restaurant, a childcare facility and various resident education programs. Working in partnership with faculty at neighboring college campuses and building on expertise and existing programs, the NIA program models cultural safety at every level.

**Chairs:***Pauline Thompson Guerin*, Pennsylvania State University; *Ulysses Slaughter*, Chester Housing Authority**Ignite Session 5: Student Perceptions of Factors that Promote and Impede their Use of Bystander Skills to Prevent Sexual Violence: A Qualitative Examination**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 4012/4014**Abstract**

Sexual violence on college campuses remains a major public health concern. Researchers estimate one in five women will be sexually assaulted during college (Krebs et al., 2007). Federal laws (i.e., Campus SaVE Act of 2013) mandate that schools provide extensive “primary

prevention and awareness programs” to combat sexual violence. The CDC recommends bystander intervention programming as an effective strategy to promote cultural norms that prevent sexual violence. While many colleges and universities utilize bystander intervention programming, researchers call for increased understanding of ways to promote students’ confidence in intervening as bystanders (Labhardt et al., 2017). The present study utilized qualitative methods to examine student perceptions of bystander intervention programming and the factors that impede and promote their ability to intervene as bystanders. While data collection is ongoing, we report on preliminary thematic analyses of participants’ responses to open-ended questions about factors that impact their use of bystander skills. Students discussed many factors that impede their ability to intervene including: (1) their relation to the parties involved (stranger vs. friend), (2) difficulty recognizing there is a problem, (3) believing others will do something, (4) concerns for safety of themselves and/or the victim, (5) potential consequences of intervening (e.g., fear others judgment and making the situation worse), and (6) uncertainty of their interpretation of the situation (e.g., What if I’m wrong?). Additionally, students discussed a number of factors that promote their ability to intervene as a bystander. These included individual factors (e.g., empathy, confidence, and morals), relational factors (e.g., knowing the parties involved, having help from someone else), and cultural factors (e.g., believing others in the culture would also intervene). Recommendations will be made for how programs might utilize students’ perceptions of themselves as potential bystanders to develop interventions to increase students’ confidence in utilizing bystander skills to prevent sexual violence.

**Chairs:***Victoria Mauer*, University of Virginia**Ignite Session 5: The Makings of Racially Aware Students: Individual- and Community-Level Predictors of White Privilege Awareness**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 4012/4014**Abstract**

Introduction: Awareness of White privilege is linked to White Americans’ willingness to confront racial injustice (Pinterits et al., 2009). White privilege awareness is traditionally conceptualized at the individual level with personal characteristics predicting White privilege awareness. Yet, community psychology promotes incorporating a focus on individuals’ environments to understand their attitudes and beliefs. In this study we test individual characteristics of White college students, and racial and economic characteristics of their hometown zip codes, to predict White privilege awareness. Methods: We collected data from over 500 White students who grew up in over 60 zip codes in the Midwest United States. Students completed questionnaires on awareness of White privilege, social dominance orientation, and modern racism. Students

also reported the zip code where they lived the longest growing up, enabling us to pull data from the U.S. Census Bureau on the zip code's racial composition, median income, percentage of residents living in poverty, and income inequality. Results: Because of a near zero intraclass correlation, we used OLS regression for analyses. Results showed that gender, SES, social dominance, and modern racism significantly predicted White privilege awareness. Although zip code racial and economic variables did not have a direct effect on White privilege awareness, zip code variables moderated the association between students' SES and White privilege awareness. This result demonstrates that SES is linked to awareness of White privilege, yet the link may be different depending on characteristics of one's zip code. Discussion: We extended previous research by showing the importance of SES in predicting White privilege awareness, and moreover that characteristics of one's geographic environment shape how SES is linked to awareness of privilege. Overall, this points to the continued salience of SES and community context in understanding White college students' awareness of or willingness to acknowledge White privilege.

**Chairs:**

*Emily J. Blevins*, University of Illinois at Urbana-Champaign; *Nathan R. Todd*, University of Illinois at Urbana-Champaign

**Ignite Session 5: Towards a Resilient and Diverse University Campus**

Ignite Presentation

**Day:** 6/27/2019 **Time:** 4:15-5:30 PM **Room:** NLU 4012/4014

**Abstract**

Higher education policymakers and professionals are often addressing diversity by focusing on reducing negative experiences (e.g., victimization, lack of safety) for marginalized students (Johnson, 2014). However, beyond the negative experiences of marginalized students, the processes underlying their potential to

flourish, and their resiliency have rarely been explored. This study aims to examine the common experiences of university students from diverse marginalized backgrounds including the mechanisms that support the pursuit of their personal and academic projects (Little, 2014). Interviews (60 min.) are conducted with 24 students of a university in Ontario, Canada. The groups of students included are: a) racialized or Indigenous individuals, b) people with physical/mental health disabilities, c) lesbian, gay, bisexual, transgender or queer individuals, d) intersectional (identifying with several of the groups). A thematic analysis is used to highlight the projects that contribute to wellbeing, how stigma impacts these projects, and what are the ecological factors that support students' coping. Preliminary results suggest that diverse marginalized students seem to share common experiences related to the factors and processes that affect their resilience in a university setting. First, several students from diverse groups expressed facing microaggressions, including the lack of representation of their identity group(s) among faculty and staff, which negatively affect their well-being. Social and emotional support, particularly from other people with similar identities or sharing similar lived experience, seem to represent one of the main important factors that support students' resilience, helping them to cope with microaggressions and stigma. Student affairs professionals should collaborate with students from marginalized backgrounds to understand better their projects. This would provide meaningful information to help create safe and inclusive spaces, based on what really matters to students. From a social justice perspective, it is our duty to reduce the barriers in the university environment that unfairly hinder marginalized students' project pursuit.

**Chairs:**

*Kevin Bonnell*, Wilfrid Laurier University; *Anissa Mumin*, Wilfrid Laurier University

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## Friday Breakfast

**178 Meeting of the SCRA Research Council: Reflections and Next Steps**

Committee/Council/Interest Group Meeting

**Day:** 6/28/2019 **Time:** 7:30-8:50 AM **Room:** NLU 4020

**Abstract**

The SCRA Research Council will meet and discuss its progress in the past year and a half, consider its current challenges and discuss plans for future directions. The

mission of the Council is to promote high quality research in community psychology, especially by members of SCRA. The members of the Council represent community researchers at various stages of their careers who have diverse backgrounds, home institutions and perspectives. The Council's initial effort was the creation of a SCRA Research Scholars Program to provide financial and mentoring support to untenured faculty members of significant promise. The intent of this effort is to help the Scholars become tenured faculty

and contribute to the scientific base of community psychology as a career focus. The Council is also proposing to hold professional development sessions at the Biennial regarding the promotion and tenure process and obtaining grant support for research. As a result of this meeting, Council members will have a better understanding of what has been accomplished to date and what the current status of our projects are. Also, they will have a more well-defined direction for activities and greater momentum to accomplish them.

**Chairs:**  
*Christopher Keys*, DePaul University

### **179 Community Psychology Practice in Undergraduate Settings**

Committee/Council/Interest Group Meeting  
**Day:** 6/28/2019 **Time:** 8:00-8:50 AM **Room:** NLU 4022

#### **Abstract**

A movement has grown within SCRA to attend to the practice of community psychology (CP) teaching, research, and action within primarily undergraduate institutions. While there is often discussion of the importance of increasing the visibility of CP in undergraduate education to support graduate programs, less attention has been given to the pedagogical and research-related practices of those working with undergraduates. Over the past two years, several discussions have taken place over the SCRA listserv, at regional conferences, at the 2017 Biennial, and in the American Journal of Community Psychology about the need to develop a community of practice within the field that centers undergraduate settings. These community psychologists explicitly named the need for a place to share best practices and dialogue on difficulties within undergraduate settings (e.g., Lichty & Palamaro-Munsell, 2017). The Community Psychology Practice in Undergraduate Settings Interest Group was approved in 2017. This interest group convenes individuals who identify as undergraduate-focused practitioners in their teaching and/or research. We serve as a space to identify unique challenges and opportunities related to undergraduate CP work, make specific calls for training and support within SCRA and beyond, and build a network for resource sharing among those interested in developing CP teaching and learning as well as applied research with undergraduates. We are building a community and developing strategies for sharing expertise and promoting scholarship of teaching and learning in primarily undergraduate settings. We hope to increase undergraduate students' identification with community psychology and support meaningful work with undergraduate students, particularly supporting students working in the community directly after receiving their bachelor's degree. Additionally, we aspire to make space for the voices and experiences of undergraduate CP practitioners who may otherwise feel unheard within SCRA, where the experiences of our colleagues located at research-intensive universities typically get centered and prioritized. Join us!

**Chairs:**  
*Lauren Lichty*, University of Washington Bothell; *Jen Wallin-Ruschman*, College of Idaho

**180 Aging Interest Group Meeting**  
Committee/Council/Interest Group Meeting  
**Day:** 6/28/2019 **Time:** 8:00-8:50 AM **Room:** NLU 5006

**Abstract**  
The SCRA Aging Interest provides resources and support to SCRA members interested in aging-related issues relevant to teaching, research, and professional development.

**Chairs:**  
*Andrew Hostetler*, University of Massachusetts Lowell

**181 SCRA Regional Coordinators Meeting**  
Committee/Council/Interest Group Meeting  
**Day:** 6/28/2019 **Time:** 8:00-8:50 AM **Room:** NLU 5007

**Abstract**  
This meeting is for all U.S. and International Regional Coordinators to check in, share regional network development ideas, and highlight needs for SCRA support.

**Chairs:**  
*Scot Evans*, University of Miami

**182 LGBTQ Interest Group Meeting**  
Committee/Council/Interest Group Meeting  
**Day:** 6/28/2019 **Time:** 8:00-8:50 AM **Room:** NLU 5016

**Abstract**  
The LGBTQ Special Interest Group is calling all individuals interested in meeting with group leadership and others to discuss how we can best support LGBTQ psychologists and issues, as well as to discuss LGBTQ inclusion in psychological research, teaching, and practice.

**Chairs:**  
*Corey Flanders*, Mount Holyoke College

**183 Prevention and Promotion Interest Group Meeting**  
Committee/Council/Interest Group Meeting  
**Day:** 6/28/2019 **Time:** 8:00-8:50 AM **Room:** NLU 5026

**Abstract**  
The Prevention and Promotion Interest Group will meet to discuss both short-term and long-term goals of the Group, perhaps proposing research collaboration amongst its members.

**Chairs:**  
*Toshi Sasao*, International Christian University; *Susana Helm*, University of Hawaii

## Friday Morning Sessions

### 198 Rapid Responses to State Violence: Considerations and Possibilities

The Innovative Other

**Day:** 6/28/2019 **Time:** 9:30-11:45 AM **Room:** Palmer Salon 12

**NOTE: This session extends for two time blocks**

#### Abstract

Across the US, people come together to intervene against state-led violence, like police terror and ICE raids. Presenters will discuss rapid response as a grassroots intervention. Rapid response depends on the local community, their goals, and tactics. We focus on four examples: People's Response Team (PRT) in Chicago, the Torture Justice Center (CTJC) in Chicago, the first responders committee from the Anti Police-Terror Project (APTP) in Oakland, and Your Allied Rapid Response (YARR) in Santa Cruz. PRT is a volunteer collective of lawyers, organizers, and activists. PRT rapidly responds to instances of police violence; provides local trainings on copwatching, de-escalation, and bystander intervention; and supports campaigns challenging the police state. A PRT member will provide examples of the challenges and strengths of rapid response work, and how it connects to dismantling systems/structures of harm. CTJC emerged from a City of Chicago Reparations Ordinance (2015). This ordinance passed after decades of organizing from police torture survivors and their families and communities. The Center seeks to address the traumas of police violence and institutionalized racism through access to healing and wellness services, trauma-informed resources, and community connection. Members from CTJC will discuss their politicized healing model and what healing looks like at the moment(s) of harm and beyond. APTP is a Black-led, multi-racial coalition that works toward a sustainable model to eradicate police terror in communities of color. APTP's first responders committee provides rapid response to police killings and ongoing support to impacted families. The co-chair of the first responders committee will discuss APTP's rapid response model. YARR's mission is "to use our bodies, tactics and resources to document, resist and prevent actions by ICE or other repressive forces that would harm our fellow human beings." A YARR representative will discuss how the group organizes and what they have learned as allies.

#### Chairs:

*Regina Langhout*, University of California, Santa Cruz; *Timmy Rose*, Peoples Response Team; *Aislinn Pulley*, Chicago Torture Justice Center; Black Lives Matter, Chicago; *Cindy Eigler*, Chicago Torture Justice Center;

*Daniela Kantorová*, First Responders Committee of Anti Police-Terror Project

### 185 'Critical Methods' – Reflections on Critical Methods for Sexual Health Research

Symposium

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 4020

#### Abstract

Community Psychology (CP) has long recognized the importance of theory and methodology. Yet, scholars cautioned CPist from borrowing theories and methodology from other disciplines as "lack of theory appropriate to the phenomena of interest reduces the value of data for applied scientists and professionals" (Rappaport, 1987, p. 123). Equally important, however much less considered, is the importance of considering methods within the context of community-based work. As a practical application of doing research, methods are an important avenue with which the community-based scholar and/or practitioner obtains data for community, organizational, policy or systems-change efforts. In this symposium we explore the use of critical methods (mixed, multi-method, arts-based) in sexual health research with LGBTQ2S/ Gender and Sexual Minorities and Persons of Colour (POCs), in Canada and China, and their application towards the respective social change agendas. One presentation investigates the use the arts-informed method of body-mapping, to explore non-binary youths' experiences of identity, health, discrimination, and community belongingness. A second presentation explores latent profile analysis in an application of HIV disclosure law awareness, understanding and sex practices among gay, bisexual, and trans men who have sex with men (GBTMSM). The third presentation examines the use of social media as a tool for community engagement around sexual education among Chinese youth. The fourth presentation explores decolonization of HIV prevention programs for African, Caribbean and Black woman by employing an intersectionality framework. This includes a discussion of methods that highlight challenges and benefits of incorporating decolonizing approaches into practice. In the discussion following the presentations we will explore themes common among all four presented methods. For example, intersectionality as methodology. Each author is encouraged to reflect how their choice of method and focus (LGBTQ2/ Gender and Sexual Minorities (GSM), Chinese Youth and ACB women respectively) influenced their approach to intersectionality.

#### Chairs:

*Bianca Dreyer*, Wilfrid Laurier University; *Ellis Furman*, Wilfrid Laurier University

**Presentations:****Social media as a community-engagement strategy in studying sexual health among Chinese youth**

*Vivila Lu*, Wilfrid Laurier University

Recruiting participants for sexual health research is challenging due to the stigma surrounding sex, sexuality, and health. This challenge is further pronounced in contexts like China, where sexuality is highly stigmatized and considered “taboo”. The lack of awareness of sexual health risks and limited access to develop the necessary skills to promote one’s sexual health has contributed to high rates of unprotected sex, abortions, and STIs among Chinese youth. The present study used a survey to explore the sexual health behaviors, knowledge, and sexual education history of Chinese youth to inform culturally relevant information for Chinese sexual education content and tools. Social media was used as a method of community engagement to reach and recruit a large sample of Chinese youth. The researcher utilized a social media platform called “Bilibili”, a video-sharing website based in China where users can submit, view, and add commentary subtitles on videos. The researcher specifically recruited participants on her popular sexual education channel TVmosaic that reaches thousands of viewers across China. Advertising this research project on TVmosaic garnered 9,856 participants within two weeks. Participants included in this particular analysis included youth ages 16 to 26 (n = 4445) who were from mainland China. Each participant filled out an online survey that included questions pertaining to sexual health behaviours, knowledge of sexual health, and history of receiving sexual education. The researcher will reflect on utilizing social media as a method for community engagement. She will discuss how her role as an online community sexual health educator contributed to effectively engaging with youth who are seeking stigmatized information on sexual health. Lastly, the researcher will share insights into how social media platforms can be utilized to go beyond recruitment and serve as a space to hold meaningful and subversive conversations about sexual health promotion and education.

**Critical Approaches to HIV Prevention Interventions for African, Caribbean and Black Women**

*Natasha Darko*, Wilfrid Laurier University

The researcher explores the experiences of young African, Caribbean and Black (ACB) women in Canada regarding HIV prevention interventions. Past and present HIV interventions for young ACB women have assumed colonial beliefs about ACB women and our bodies. It is vital that health care professionals and researchers develop culturally safe and mutually beneficial relationships when working directly with ACB women. The presenter will discuss limitations and challenges with the current HIV prevention interventions for ACB. The concept of what is

considered risk is a social construction, the risk notion only takes the analysis of the individual and collective perceptions, representations and interactions of social actors. The assumption this intervention makes is that ‘risk’ is the same for all adolescents limits the scope of the intervention. Another limitation of HIV prevention interventions is that it assumes heteronormativity and that all participants are cisgender. It is important to note that all Black women regardless of sexual orientation and gender identity are vulnerable to HIV due to systemic factors that perpetuate racism, sexism and classism. In that vein, it is important to note that Black women can have multiple intersecting identities that go beyond being Black and a woman. Examining this from an intersectionality framework by attempting to understand HIV ‘risk’ by focusing on primarily race and gender removes the complex ways in which multiple social categories intersection with social discrimination. It is crucial to apply critical theory and methods in order to study ACB women’s sexual health, a specific focus is given to the application of critical race theory in developing an HIV intervention for ACB women. The presentation will link theory, methods, and practice, highlighting the challenges and strengths of engaging in critically informed and methodologically complex sexual health research that is developed by and for the community.

**“A space where people get it” : A methodological reflection of arts-informed community-based participatory research with non-binary youth**

*Ellis Furman*, Wilfrid Laurier University

The researcher will share reflections from the Bye Bye Binary study, a community-based research project that utilizes qualitative and the arts-informed method of body-mapping to explore non-binary youths’ experiences of identity, health, discrimination, and community belongingness in Waterloo, Ontario. The term “non-binary” is an umbrella term used to encompass individuals who do not identify with a binary gender (woman/man). Non-binary people might describe their gender identity using other terms such as agender, pangender, genderqueer, gender non-conforming, and more. Non-binary identities can be housed within the larger conceptualization of transgender (or “trans”), which is when a person does not identify with their natal gender. The researcher will further reflect on and reveal a) the link between positionality, theory, and methods; b) a detailed outline of the methods employed in this study; c) the reasons why body mapping was selected as an arts-informed method; d) methodological challenges; and e) lessons learned. The researcher will lastly share how this critical research can contribute to the field of arts-informed community-based participatory research. This will be accomplished by highlighting the value in providing space for gender-diverse youth to engage in creative methods to represent their experiences and identities. The researcher will engage audience members in an arts-based reflective activity that was applied in the Bye Bye Binary study.

### **Awareness and Understanding of HIV Disclosure Laws and Sex Practices in GBTMSM: A person-centered approach**

*Bianca Dreyer*, Wilfrid Laurier University; *Todd Coleman*, Wilfrid Laurier University

HIV disclosure laws have gained prominence in Canada, following two major Supreme Court decisions and high-profile court cases. Canada's laws are notable because prosecutions are based not on actual transmissions but also the risk of transmission. Yet, evidence for the effectiveness of these laws to prevent transmission of HIV is scarce. Instead, it is argued that these laws further increase stigma and discrimination of those communities most affected. Past research exploring individuals' knowledge and understanding of these laws and sex practices has focused on people living with HIV/AIDS. However, it is equally important to study these factors within communities most affected, such as gay, bisexual and trans men who have sex with men (GBTMSM). The present study relies on a person-centered analysis, utilising latent profile analysis to study the knowledge of HIV disclosure laws and sex practices among GBTMSM. Participants were recruited through the OutLook study, which involved a community research partnership that conducted a large needs assessment of the lesbian, gay, bisexual, transgender, and queer and GBTMSM communities in the Region of Waterloo, Canada. The survey was distributed online and in-person at partnered organizations between May and November 2016, and reached 269 GBTMSM. Results found three distinct profiles that vary along positionality, behavior and community level variables. Audience members will be engaged in an activity developing these profiles, using data from the current study. This exercise will highlight how latent profile analysis combines quantitative methods with qualitative analyses. Further, it will be discussed how the profiles were used in advanced statistics analyses. These profiles uniquely predict HIV disclosure law awareness, understanding and sex practices. The researcher will engage in critical discussion of latent profile analysis as a critical method in changing public policy around sexual health. Results are discussed in the context of HIV disclosure laws and policy implications.

### **186 Learning from Indigenous Cosmogonies, Promoting Decolonization, and Building Transformative Solidarity in Academic-Community Partnerships**

Symposium

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 4022

#### **Abstract**

This panel collects stories of the human-nature relationship in Indigenous communities of northern, central, and southern Mexico: (1) the Kumiai community of San Jose de la Zorra, Baja California; (2) the Náhuat community of San Miguel Tzinacapan in the highlands of Puebla, and (3) the Lacandon community

of Lacanja Chansayab in the rainforest of Chiapas. It critiques Euro-American psychology as it has been imposed on other cultures due to academic colonialism and performs epistemic disobedience in plurilogue. Academics and Indigenous leaders co-construct decolonial community psychologies based on our experiences (*vivencias*). We built transformative academic-community partnerships by means of affective conviviality and decolonial solidarity to address imperative issues caused by a violent, global capitalism that maintains the pervasive myth of progress and civilization. Plurilogues among Indigenous leaders and academics enact Indigenous cosmogonies, cosmovisiones, epistemologies, and praxes to understand community-driven empowerment for cultural wellbeing (*buen vivir*). The interaction and relationships in the Náhuat community informed its understanding. In the Mayan community children were the protagonists and main creators of knowledge. Community leaders, activists, and artists share the Mayan cosmovision to sustain Mother Earth and our future generations. A young artist used her camera to invite us to preserve and sustain the Lacandon Rainforest. Students from the Technological University of the Rainforest share community ceremonies and rituals that promote community cohesion and *buen vivir*. In addition, dialogues with a Kumiai educator, artist, and cultural healer, as well as relationships with her community, weave our understanding of the Indigenous empowerment construct. In our work with communities, it is imperative to apply constant self-reflexivity to avoid reproducing coloniality. The audience will be invited to reflect and discuss lessons learned from collaborative research and praxes that creatively contribute to the co-construction of psychologies that dare to decolonize academy. **Keywords:** Indigenous Psychologies; decolonial community psychology; decolonizing academy

#### **Chairs:**

*Nuria Ciofalo*, Pacifica Graduate Institute

#### **Presentations:**

### **Co-constructing and Applying a Community-based Empowerment Model to Promote Decolonization**

*Nuria Ciofalo*, Pacifica Graduate Institute

This presentation describes emic approaches to define and understand community empowerment involving Indigenous community members, academics, and activists. Plurilogues that emerged in diverse localities informed the co-construction and application of a model of Indigenous empowerment in three localities: a Náhuat community in central Mexico, a Mayan Lacandon community in southern Mexico, and a Kumiai community in northern Mexico. Ethnomethodology, art-based approaches, participatory action research, and decolonial methodologies such as, affective conviviality and solidarity were applied. The Náhuat community study used plurilogue and participation in community assemblies as well as an in-depth study conducted by

Mexican academics and activists (Eduardo Almeida and Maria Eugenia Sanchez Diaz de Rivera) over more than 40 years that provided data to develop the model. The Mayan community study involved children as the central participants and co-creators of new knowledge as well as key leaders, artists, university students, and activists. The methodology included diverse approaches such as, the use of symbols, dreams, storytelling, and theater to assess ecological impacts on the community psyche. The analysis of the model revealed that this construct is a feedback system composed of channels and phases of empowerment that can be stimulated and/or constraint by the external or internal system's environment. The impact of Mexican policies on community *buen vivir*, cultural survivance, and epistemic and ecological justice was assessed. Findings were integrated and crystallized to reflect on the interpretation of the model and to convey policy recommendations for cultural, epistemic, and ecological justice. Cultural-religious or spiritual empowerment is considered to be the main channel of community empowerment to promote decolonization. The model is a tool for self-reflection and participatory planning that includes: 1) the promotion of Indigenous epistemologies and praxes, 2) community organizing and mobilization, 3) community cohesion, 4) popular power, and 5) decolonial solidarity. Keywords: Indigenous empowerment; popular power; decoloniality.

#### **Mayan, Lacandon Leaders and Artists Raise their Voice for Epistemic and Ecological Justice**

*Mario Chambor*, Community of Lacanja Chansayab, Chiapas, Mexico; *Chan' Kin Chambor*, Community of Lacanja Chansayab, Chiapas, Mexico

Mario Chambor is a Mayan actor, activist, and educator of the Lacanja Chansayab community of Chiapas, Mexico who collaborated to represent the still existing, traditional, and contemporary cultural power in Indigenous education and community *buen vivir*. Mario teaches a group of Lacandon children to represent an ancestral story about the human-nature relationship as the necessary cosmovision to live with the rich biodiversity and mythology of the Natural Protected Areas called the Blue Mountains. In a community performance, the children invite us to reflect about our deepest self in the creation and re-creation of a world, rich in cultural and ecological diversity, as well as in ethical forms of affective conviviality with nature and cosmos. This presentation will share videos of a theater performance carried on in the Lacandon community as well as some scenes of an invitation shared by community leader and activist Chan'Kin Chambor to create respectful conviviality among humans, ecology, and cosmos. Keywords: Indigenous community theater; Mayan oral history; ecological justice, epistemic justice; Indigenous education; Indigenous psychologies; Indigenous cosmovision.

#### **This is my Lacandon Rainforest**

*Regina Nuk Miranda*, Youth of the Community of

Lacanja Chansayab, Chiapas, Mexico; *Ernesto Chankayun*, Technological University of the Lacandon Rainforest, Chiapas, Mexico

Nuk is a Maya Lacandon woman of 22 years who shares scenes of her Lacandon Rainforest with artistic eyes and open heart. Using a film camera, Nuk shares a short video in which she teaches invasive tourists to respect and protect her loving Lacandon Rainforest highlighting its beauty and fragility. She calls for international solidarity to protect her rainforest after having witnessed numerous transgressions that contaminated it. Tourists come for a couple of days to visit her rainforest and leave behind mountains of trash that contaminate its rivers as well as its still existing rich flora and fauna. Using her sharp, artistic talent and deep love for this sacred place that is her home, Nuk asks tourists to change their behavior and promote ecological sustainability. In addition, Ernesto Chankayun, a graduate from the Technological University of the Lacandon Rainforest, shares scenes of community ceremonies and rituals that celebrate community cohesion, clearly evidencing the strength of spirituality as a source of Indigenous community empowerment. Keywords: Videovoice; Lacandon youth; tourism and contamination; ecological preservation.

#### **Indigenous Epistemologies and Praxes for Cultural, Ecological, and Epistemic Justice to Promote Holistic Buen Vivir**

*Arcelia Aguila Melendez*, Kumiai Community Matperjao, San Jose de la Zorra, Northern Baja California, Mexico

Arcelia Aguila is a Kumiai Cultural Healer from Matperjao, San Jose de la Zorra (The land of the Fox) located in Northern Baja California, Mexico. She shares the cosmovision preserved by her ancestors who have inhabited the vast Guadalupe Valley now colonized by a prosperous wine industry owned by Europeans, Americans, and rich Mexican entrepreneurs. Arcelia describes her involvement in a governmental project in which she continued to teach the Kumiai language, songs, dances, and arts and crafts to the children in her community. She shares the complex dynamics, inequities, and harsh struggles her community is facing to demand respect for their sacred land as the aggressive wine industry, supported by the government, seeks to purchase it and displace them. She teaches us how sacred songs, basket weaving customs, language, dances, and traditions empower new generations to clearly tell the government and colonial capitalists that "Kumiai land and culture are not for sale!" Arcelia encourages children and people in her community to continue writing about their oral history and culture. The preservation of their sacred songs, music, dances, traditional games, arts and crafts, traditional food, medicine, and clothing are essential to maintaining cultural and community *buen vivir* as a means to resist ongoing colonization, land usurpation, ecocide, and epistemicide. Keywords: Kumiai culture; cultural and

ecological preservation; Indigenous women; decolonization; basket weaving; songs and dances; epistemicide; ecocide

**187 Advancing Community Psychology Education: Collective Reflection on the Future Goals and Activities of the SCRA Council on Education**

Town Hall Meeting

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 5006

**Abstract**

Since the late 1970s, the SCRA Council on Education (SCRA) (previously the “Council of Graduate Program Directors”) has pursued the mission of supporting and advocating “excellence and visibility in education in community research and action” with the intended vision of an expanded “network of highly educated future generations of community psychologists”. Community psychology graduate programs have played and continue to play a central role in training psychologists to contribute to social justice and community well-being. However, several programs face challenges in continuing to serve this vital role, as indicated by results of the last survey of program directors conducted in 2016 by the Council on Education (COE) and SCRA (Mason et al., 2018). To help address these issues, the COE has organized a pre-conference workshop with training program directors from across the country and from abroad to discuss renewed objectives and programming that could contribute to promoting the health of training programs. This town hall meeting aims to engage the broader SCRA community on the emerging themes from that workshop, and to collect biennial attendees’ goals, aspirations and ideas to support community psychology education in the future. Some of the questions that attendees will be invited to reflect on include: How can the COE advance community psychology training effectively and efficiently, in ways that best reflect the field’s shared values and principles, as well its diverse perspectives and interests? How can we better capitalize on the skills and resources of training programs, professional organizations, and individual community psychologists to further community psychology education? How can the COE and training programs drive changes in training and practice? These collective discussions will help inform the work of the COE, with the goal to better support the sustainability of education programs in our field.

**Chairs:**

*Simon Coulombe*, Wilfrid Laurier University; *Mason Haber*, Harvard Medical School & Judge Baker Children’s Center; *Council on Education Society for Community Research and Action*, -

**188 Navigating the Promotion and Tenure Process: A Roundtable Discussion with Representatives of the SCRA Research Council**

Special Session

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 5007

**Abstract**

Sustaining and growing graduate training programs is a critical challenge for community psychology. Currently, there are only about 30 community psychology doctoral programs and about 30 master's programs in North America, and another 15 each world-wide. Graduate training in our field includes programs in community psychology, clinical-community psychology, community-social psychology, community-health psychology, and interdisciplinary community psychology. Graduate training is essential to the survival of our field because a doctoral degree is required for faculty appointments in academic settings. Once an academic position is secured, early career faculty must navigate the promotion and tenure process. Their success in doing so directly affects the viability of graduate training programs, and thus the field’s future. In part to address this issue, in 2017 the SCRA Research Council was formed to support early career faculty and scholars by creating opportunities for formal and informal mentorship, networking, professional development, and research. This session will focus on a significant challenge for early career faculty – successfully navigating the promotion and tenure process. Conducted by representatives from the SCRA Research Council – diverse by gender, ethnicity, race, age, faculty rank, and community psychology training program -- this 75-minute session will include remarks by the moderator and six panel members who will share their experiences as early career academic faculty, senior mentors, and/or external referees. Each participant will speak for up to 5 minutes on such topics as: establishing an independent program of research, managing academic politics, and integrating work and family. The remaining time (35-40 minutes) will consist of an open exchange with the audience. The Research Council hopes this session will be a catalyst for creating formal and informal connections between early career faculty/scholars and senior faculty on the panel or in the audience to help sustain and grow the field.

**Chairs:**

*Jacob Tebes*, Yale University; *Nicole Allen*, University of Illinois, Urbana-Champaign; *Fabricio Balcazar*, University of Illinois, Chicago; *Dina Birman*, University of Miami; *Andrew Case*, University of North Carolina, Charlotte; *Lauren Cattaneo*, George Mason University; *Noelle Hurd*, University of Virginia

**189 Leaders of Tomorrow - Community Level Challenges in Implementing a School-Based Violence Prevention Program**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 5016

**Abstract**

School- based violence prevention programs have been deemed effective in various youth populations, but it is clear that the community and societal moderators must be taken into consideration when designing and implementing what a good ‘fit’ is in the community (Guerra, Boxer & Cook, 2006). An urban-based



violence prevention program has faced intense external moderators that have negatively impacted the students, families and community as a whole, these include increased violence, decreased educational funding, and fear of deportation. The economic and socio-political constraints are further impacting communities and making a ‘boxed’ or effective prevention intervention difficult to be implemented and in turn ineffective. This roundtable will discuss the collaboration of evaluators, a community based organization, and various neighborhood schools, that utilized a participatory action research (PAR) model to develop a violence prevention program called Leaders of Tomorrow (LOT), that has reduced the trauma symptoms in the population and positively changed students’ attitudes about school. We will discuss how the constantly reevaluated program has led to positive outcomes and decreased delinquent related behaviors, as well as their severity. The team will further share the challenges of expanding the program into elementary, middle and high schools to allow younger students to have more resources to deal with school and trauma. This consistency will make the transition to high school less stressful and allow students to graduate. Finally, we will discuss the importance of restorative justice programs in schools will contribute to the overall well being of the school and in turn the community. • How can community psychologists work with CBOs and schools to effectively share the needed resources? • How can the multiple issues students face in high-risk communities be effectively addressed with limited resources? • What strategies can community psychologists provide to schools in violence impacted communities?

**Chairs:**

*Linda Lesondak*, Northwestern University; *Doreen Salina*, Northwestern University; *Patrick Brosnan*, Brighton Park Neighborhood Council; *Sara Reschly*, Brighton Park Neighborhood Council; *Sam Wrona*, Northwestern University

**190 Synergies and Challenges in Trauma-Informed Care Theory and Practice**

Symposium

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 5026

**Abstract**

Acknowledging trauma prevalence at individual and community levels, service systems across various sectors are moving towards trauma-informed philosophies of care. Trauma-informed care (TIC) is conceptualized as a framework of principles aligned with the values of community psychology. For example, TIC promotes empowerment and choice given the control that has been taken away on an interpersonal level or oppression within traumatizing institutions. TIC is also synergistic with other models of care, such as harm reduction, person-centered care, and recovery models. Despite various available models of TIC and its application to work with diverse vulnerable populations, implementation of TIC may pose challenges in practice. This symposium will juxtapose three presentations on

current issues in TIC research and practice based on various community-academic partnerships: (a) synergies of TIC to other philosophies of care, (b) ways in which TIC principles may have negative reciprocal impacts within homelessness services, and (c) how organizational context (influenced by historical, sociological, and cultural context) affects the limits, possibilities, and nuances of TIC implementation. Through the presentations and audience discussion, we aim to advance the well-being of TIC service users and practitioners, establish congruence of TIC with other models of care, and problem-solve conflicts in implementation. Audience participation will be facilitated through discussion questions including: 1. What challenges have you observed in translating theory to practice? How have you problem-solved such challenges? 2. What are your perspectives on the level of specificity needed in guidelines for translating theory to practice? 3. How do you view the advantages and disadvantages of developing more unified, universal frameworks compared to specific models of care?

**Chairs:**

*Martina Mihelicova*, DePaul University

**Discussant:**

*Molly Brown*, DePaul University

**Presentations:**

**Universal Design for Care: Person-Centered, Recovery-Oriented, Trauma Informed, and Anti-Racist?**

*Molly Richard*, Vanderbilt University

Organizations can be overwhelmed by the many philosophies of care making traction in health and human services. Philosophies of care are organizational values in the form of a framework for providing services and achieving positive outcomes. In health and human service settings, three popular philosophies of care include trauma-informed care, person-centered care, and recovery-oriented care. Can providers and systems be expected to implement three (or more) different frameworks, or is there a universal approach that can integrate the principles of each? Interested in this second question, the Center for Social Innovation (C4) used a modified Delphi method to establish consensus on a set of basic principles and practices for developing a universal design based on these three frameworks. We convened an expert panel to draft guidelines and conducted an online survey of multidisciplinary experts to refine the guidelines. Since the time of that study, C4 has also partnered with multiple communities to conduct anti-racism trainings and facilitate racial equity systems change in homeless service settings. Through that initiative, community partners have expressed a need to integrate antiracism trainings with trauma-informed care implementation. Moreover, this idea has been supported by qualitative interviews and focus groups with people experiencing homelessness. Through these examples, this presentation will discuss the benefits and drawbacks of integrating implementation of several philosophies of

care and conclude with recommendations for research and practice.

### **Balancing TIC Principles in Practice: Unexpected Challenges**

*Martina Mihelicova*, DePaul University; *Hayoung Jeong*, DePaul University; *Molly Brown*, DePaul University

Research on models of trauma-informed care (TIC) often emphasizes the interrelatedness of its component principles (i.e., safety, choice and empowerment, trustworthiness, etc.) For instance, factor analytic examinations of responses to the Trauma-Informed Climate Scale indicated unique, but strongly correlated principles, concluding that no principle should be prioritized over another and that improving one principle will likely facilitate another principle (Hales et al., 2017). However, in practice, there is the potential for negative impacts among principles, including: (a) the possibility that promoting one principle may limit the promotion of another principle (i.e., choice vs. safety) and (b) promoting TIC for an individual or a subgroup of individuals within an environment may limit or negatively impact the experience of TIC of other individuals within that same environment (i.e., individualized care vs. preferential treatment). This presentation will discuss challenges within TIC implementation observed in a qualitative examination within homelessness services based on a community agency-university partnership. Findings are provided from the perspective of not only staff, but also service participants, whose voices are often neglected in TIC research. Our goal will be to call attention to these challenges and suggest and discuss with the audience potential solutions.

### **Negotiating Good Care: How Organizational Context Affects Trauma-informed Care Implementation**

*Sarah Suiter*, Vanderbilt University; *Lauren Brown*, NashvilleCARES

SAMHSA articulates the principles of trauma-informed care as safety; trustworthiness and transparency; peer-support and mutual self-help; collaboration and mutuality; empowerment, voice, and choice; and cultural, historical and gender issues. These principles are intended to guide care provision of various sorts to people who have experienced trauma, and are generally presented as commonsense dictums related to the way care ought to be delivered. Concepts such as “safety” and “trustworthiness and transparency” are assumed to be universally positive and health promoting, and well-regarded professional associations claim that addressing trauma, and in this manner, is the “expectation rather than the exception” for behavioral health organizations (National Council, 2018). At the same time, political theorists and ethicists who study care as a political concept alert us that all care involves differences of

power, purpose, and interpretation (Held, 2005; Tronto, 2013), and that “good” care can only be developed through context-specific, relationship-based negotiations about the nature of that care (Walker, 2008). The organizational changes that are often required to support and/or actualize trauma-informed care create opportunities for witnessing these types of negotiations, and provide access to understanding competing definitions, interpretations, and stakes of trauma-informed principles. Furthermore, understanding organizations as multi-dimensional, multi-layered contexts that simultaneously disrupt and replicate historical, social, and cultural hierarchies provides an important framework for understanding and guiding trauma-informed care implementation (McDermott & Keating, 2012). In this paper, we explore the implementation of trauma-informed care at an AIDS service organization in a mid-sized city in the southeastern United States using the lens of care theory. We use quantitative and qualitative data collected from 106 clients and 115 personnel (staff, volunteers, and board members) at multiple time points to document levels and types of trauma, trace trauma-informed care implementation, and explore the contested nature of trauma-informed care principles such as safety, transparency, and empowerment.

### **191 Sustaining Ourselves and Our Communities Through Activism**

Symposium

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 5028

#### **Abstract**

This symposium includes a range of presentations that take multiple feminist perspectives on social justice work on women's issues. In the current political climate, issues that predominantly affect women, including abortion, sexual assault, housing, and poverty, continue to be at the forefront of social movements and non-profit organizations working towards social change. The four presentations represented in this symposium each look at different facets of activism in order to paint a broader picture of the feminist activist experience. Individual presentations range from understanding self-care as a tool for sustained activism, navigating the insider-outsider role within a campus organization dedicated to addressing campus sexual assault, the contextual factors that help to sustain activism, and the first-hand experience of working as a long-time women's clinic escort. This symposium helps to address the question: as scholars and activists how do we and others sustain long-term?

#### **Chairs:**

*Susie Paterson*, University of Miami

#### **Presentations:**

##### **The Social Contexts of Women's Sustained Activism**

*Susie Paterson*, University of Miami

Recently, the resurgence of interest in feminist activism

has been discussed by media and news outlets. Much of the research on activism has focused on why people initially participate, with less research trying to understand the factors that help sustain participation. This presentation will address the contexts that help sustain women activists in their work. First, the presenter will discuss the literature on participation within community psychology and related fields, followed by a discussion of what it means to take an intersectional approach to thinking about theory on participation. Next, the presenter will show a model of sustained participation from her dissertation research, a grounded theory study with women activists in Miami-Dade County. Implications of this study will be discussed for future research and action related to sustained participation.

### **Mindfulness: A Tool for Activist Collective Care**

*Elizabeth McInerney*, University of Miami

Stress is a leading public health concern which may play a detrimental role for physical and psychological well-being (APA, 2017). This is significant for female activists, as the literature reports chronic stressors ranging from negative relationships in movement spaces (Plyer, 2006), extensive time commitments (Vaccaro & Mena, 2011), emotional vulnerability due to the intense nature of work (Goodwin & Pfaff, 2001; Maslach & Gomes, 2006), and a lack of cultural support for self-care practice (Nair, 2004; Plyer, 2006; Rodgers, 2010). The potential consequences include burnout and activist disengagement (Klandermans, 2003). Given the current political climate, likely results of activist distress and non-participation are alarming and give urgency to the current discussion. First, the presenter will provide context around ideas of activist stress, burnout, and disengagement. Second, the presenter will argue that mindfulness techniques, such as meditation and yoga, which emphasize an "awareness that arises from paying attention on purpose, in the present moment, nonjudgmentally" (Paulson, Davidson, Jha, & Kabat-Zinn, 2013, p. 91), may help to both mitigate the negative effects of stress and bolster activist spirit. Third, the presenter will engage the audience in a conversation centered on activist well-being. Specifically, how can we start and move from a conversation centered on self-care to one of collective-care?

### **Insider-Outsider Reflexivity: Research and Activism Alongside Campus Sexual Assault Advocates & Prevention Educators**

*LB Klein*, University of North Carolina at Chapel Hill

The presenter will discuss the role of reflexivity in her work conducting participatory action research alongside the Campus Advocacy and Prevention Professionals Association (CAPPA). CAPPA is a national organization with over 700 members who work to educate their campuses and colleagues about

interpersonal and gender-based violence and those who advocate for its survivors. She will discuss the challenges and opportunities inherent in conducting research alongside a volunteer-run organization which she helped found and of which she currently serves as research co-chair. Using feminist standpoint theory, she will describe how reflexivity has played a critical role in her transitions from a practitioner who directed a campus sexual assault prevention and advocacy program to a researcher who seeks to amplify the perspectives of these professionals. She will describe how her activism has evolved as her role in the field has evolved over the past 15 years. In particular, she will describe critical feminist community-based participatory action research projects conducted alongside CAPPA. Themes will include the strengths and limitations of being an insider-outsider, strategies for destabilizing power dynamics, ethically engaging practitioner experts throughout the research process, research as activism, creating opportunities for reflexivity from problem formulation through the writing and dissemination process, and the value of peer debriefing and triangulation. Implications for researchers, practitioners, and professional associations will be discussed.

### **Front-line Pro-Choice Clinic Escorting for 25 years**

*Alicia Lucksted*, University of Maryland School of Medicine

I have been a peacekeeper, clinic defender, and patient escort outside women's health clinics being harassed by anti-choice protesters since 1990, with two year-long gaps. I'll first briefly describe what we do (per our location and organization (Washington Area Clinic Defense Task Force)), then focus on ideas we value and lessons learned re sustaining our activism and involvement in several areas: (a) new volunteer training, (b) ongoing / long term volunteers, (c) keeping the organization running, (d) relationships with clinics, (e) my personal involvement.

### **192 Multisectoral Reflections on a Primary Prevention Framework for Child Trafficking: A Roundtable Discussion**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 5030

#### **Abstract**

UNICEF estimates that approximately 1.2 million children are trafficked each year. In addition to the significant scale of child trafficking, the repercussions can be profound. Research suggests being trafficked adversely affects a child's physical, psychological, spiritual, and social-emotional development. Given the scale and scope of the problem and its negative consequences, preventing child trafficking should be a priority. Historically, trafficking has been treated as a social and legal problem rather than a public health issue. Anti-trafficking policies and action plans acknowledge the importance of prevention, but often focus on tertiary prevention (e.g. providing treatment

and health services to survivors) or secondary prevention (e.g., identifying and intervening to reduce risk factors with children), not primary prevention. To the extent that primary prevention has been a focus, strategies have emphasized public awareness campaigns and training. There is a growing consensus that waiting to intervene after trafficking has occurred is too little, too late. Similarly, effective strategies must address the multiple levels of the socio-ecological model, not just the individual (e.g., treatment) and societal (e.g., policy change) levels. In short, interventions that engage communities in improving conditions that could prevent child trafficking and keep children safe are desperately needed. This session will (1) describe a principle-driven, comprehensive framework to prevent child trafficking that builds upon community strengths and resources, (2) identify lessons learned from a series of semi-structured interviews with experts in child trafficking, child and youth development, health and mental health, child protection, and child rights to assess the feasibility of implementing such a framework and to distill key elements critical to implementation, and (3) engage symposium participants in exploring the applicability of the framework to community settings.

**Chairs:**

*Gita Jaffe*, Global Alliance for Behavioral Health and Social Justice; *Robin Kimbrough-Melton*, Colorado School of Public Health; *Jacqueline Larson*, University of North Carolina at Charlotte; *Jill D. McLeigh*, Children's Health; *Mary Sullivan*, Global Alliance for Behavioral Health and Social Justice

**193 Do No Harm: How to Discuss and Educate on Trauma without Pathologizing**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 6013

**Abstract**

Trauma and resilience are not only at the forefront of the work of many community psychologists, they have become commonplace terms that arguably have begun to either mean too many things, or be meaningless. Building a case for a need in a community is a necessary evil. On one hand, the numbers have to be stated to demonstrate a need for money, services, and policy change. On the other hand, we are drawing out the negative sides of a community. In this discussion, we will explore how we demonstrate that need while not demonizing a community? Can you remain strength-based and build a good case for why there is a need in a community? We will focus on the professional and lived experiences of the discussants related to community trauma and resilience. A special attention will be given to how to educate and present on sensitive topics such as the growing body of brain science research related to trauma without pathologizing. Given that trauma exists in disproportionate numbers for minority communities, it is critical to consider ethnicity and culture. Equally important is the consideration of age cohort issues when discussing trauma and resilience.

**Chairs:**

*Jacqueline Samuel*, National Louis University; *Jacqueline Samuel*, National Louis University; *Guadalupe Barrios*, National Louis University; *Dollyster Coleman*, National Louis University; *Daria Drzewiecka*, National Louis University; *Suzette Fromm-Reed*, National Louis University; *Vanessa Goodard*, National Louis University; *Shuaverta Miles*, National Louis University

**194 Scaling Up Interventions with Participatory Methods**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 6017

**Abstract**

There is a significant need for evidence-based psychosocial programs to address mental and behavioral health needs. Nearly one in five adults in the United States (U.S.) experienced a mental illness in 2016. Alarming, nearly half of all U.S. adolescents have had some mental disorder. The high prevalence of mental illness may have profound effects on individuals, families, and communities. While the prevalence of mental illness is high, access to effective interventions to reduce the prevalence or severity of mental illness is limited, especially for historically disenfranchised populations. One avenue for addressing this need is to scale up existing evidence-based preventive interventions, which involves deliberate efforts to increase the impact or reach of an intervention to benefit more people and be more sustainable. Such efforts require significant participation from key stakeholders. As such, participatory methods that incorporate key stakeholders throughout the intervention development, implementation, and dissemination process may increase the likelihood of success. This roundtable will explore the process of scaling up interventions, and the utility of participatory methods in the process. We will highlight a collaborative, multidisciplinary team working to scale up a culturally-adapted preventive intervention, to be implemented in large public school districts. We will engage the audience to explore several areas of thought, including: (1) how to scale up interventions using participatory methods, (2) how to develop and maintain a multidisciplinary team, (3) potential challenges associated with scaling up interventions, and (4) how to maintain program feasibility and fidelity throughout the process.

**Chairs:**

*Christopher Whipple*, DePaul University; *Marc Atkins*, University of Illinois at Chicago; *Sally Lemke*, Rush University; *Megan Erskine*, Heartland Health Centers; *Melinda Troyka*, DePaul University; *Caleb Flack*, DePaul University; *Shaun Bhatia*, DePaul University; *Jeremy Jagers*, University of Michigan; *Cori Tergesen*, DePaul University; *LaVome Robinson*, DePaul University

**195 African American Faith-Based Communities and University Partnership: Faith-Based Communities Promoting Mental Health and Recovery**

## Roundtable Discussion

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 6036

**Abstract**

As the most recognized, trusted, and stable social institution in African American communities, churches have significantly enhanced our psychological, educational and cultural well-being. This roundtable will highlight challenges and lessons learned from a unique African American faith-based mental health education and awareness initiative in Texas. In 2014, the Hogg Foundation selected ten (10) African American faith-based communities to promote mental health awareness, wellness and recovery over a three-year period. Specifically, the Hogg Foundation promoted three initiatives under its African American Faith-Based Mental Health Education and Awareness Initiative: (1) to educate African American faith communities about mental health, wellness and recovery; (2) to build on the unique strengths of African-American churches as well as other faith and community-based organizations to identify local behavioral, treatment, and support resources; and, (3) to support faith leaders in addressing their own mental wellness. The proposed roundtable aligns with two conference topic areas and they include: 1) community-university partnerships and 2) collaboratively advancing well-being of vulnerable communities through innovative prevention and wellness programs. To assess the three educational initiatives, the evaluation team utilized both qualitative and quantitative data to contextualize our analyses. In this roundtable, discussants will discuss the purpose and methodology to examine education and awareness initiatives. Discussants will present strategies and resources utilized at African American churches that increased awareness and perceptions of mental health, recovery, and wellness by engaging congregants and community members. Discussants also will discuss the grantees' creative programming about mental illness, recovery, and wellness especially their successes in consistently aligning mental health education and awareness programming with the needs of their congregants and local communities. Finally, discussants will discuss challenges and lessons learned from engaging in a community-university partnership.

**Chairs:**

**Katina Harris**, Prairie View A & M University; **Jerron Wray**, Prairie View A & M University; **Ariel McField**, Prairie View A & M University; **Salim Salim**, Prairie View A & M University; **Pamela Martin**, Prairie View A & M University

**196 How Can SCRA Serve Community Psychology Practitioners Better?**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** Palmer House The Spire Parlor

**Abstract**

With thoughtful attention and effort, SCRA has greatly improved the ways in which community psychology

practitioners are included in organizational activities and decision-making. However, there is always more that can and should be done. This roundtable invites SCRA members who identify as practitioners to share their ideas for how SCRA as an organization can serve practitioners better. Discussion will include topics such as infrastructure support, leadership positions, decision-making opportunities, and professional development. These ideas will then be represented to the SCRA Executive Committee through the Practice Council's EC representative. Additional task force opportunities may also result. Participants should take away from this session opportunities to get involved in practice initiatives and SCRA leadership, and the ability to share their ideas and thoughts about how SCRA can become more relevant and helpful to practitioners.

**Chairs:**

**Nicole Freund**, Center for Applied Research and Evaluation; **Olya Glantsman**, DePaul University

**197 Supporting Youth Development and Well-Being: A Conversation With Researchers, Practitioners, and Youth Community Stakeholders**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** Palmer House The Water Tower Parlor

**Abstract**

Community psychology has a robust tradition of fostering positive youth development and well-being through community-based research and practice, with a particular focus on social justice and systems change efforts. Included in this is an emphasis on partnerships that promote the perspectives of multiple stakeholders (e.g., researchers, practitioners, and community members). In keeping with the tradition of invoking multiple perspectives to effectively strategize and carry out this work, this roundtable discussion brings together a diverse panel of individuals whose work aims to support youths' positive development and well-being. The presenters represent areas of research, practice, advocacy, and youth activism in two large urban communities (i.e., Chicago and New York City). The goal of this discussion is to activate a feedback loop among presenters and audience members to collaboratively generate strategies that can push the field forward and increase mutual understanding and integration of presenters' experiences and perspectives related to youth development efforts. This roundtable discussion will be guided by a set of general discussion questions to facilitate audience participation and conversation about research, practice, advocacy, activism, and youth stakeholder perspectives to push forward research and practice related to supporting youth well-being and development. These include: what are the strengths of current research and practice efforts aimed to support youth development and well-being? What could be improved? How can community psychology as a field be more responsive to youths' needs? What are some of the most promising and/or innovative methods that presenters and audience

members have engaged in to promote youth voice, inclusion, and leadership in research, practice, advocacy, and activism efforts? What are some strategies that community psychologists could employ to leverage their expertise and positions in areas of community/academic/policy to advocate with youth and/or support youth in developing effective advocacy and activism skills?

**Chairs:**

*Angela Walden*, University of Illinois at Chicago; *Aerika Brittan Loyd*, University of Illinois at Chicago; *Shabnam Javdani*, New York University; *Emilia Chico*, University of Illinois at Chicago and The Posse Foundation; *Danton Floyd*, University of Illinois at Chicago and 360 Nation; *Anthony Tamez*, Chi-Nations Youth Council

**199 A Formative Evaluation Approach to Monitoring and Improving a Complex Community Transformation Effort to Advance Social Mobility**

Symposium

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** Palmer Salons 6&7

**Abstract**

Moving the needle on community outcomes and sustaining improvements often requires the ability to effectively implement complex interventions and navigate complex settings. Stakeholders must understand the systems in which implementation occurs and be able to sense and respond to emerging and unanticipated issues. In this session, we describe how we are using responsive data system technology and a formative evaluation approach to foster a learning system capable of monitoring and addressing emerging community needs within the Building Uplifted Families (BUF) initiative. BUF is a multi-sector community transformation effort led by the Renaissance West Community Initiative (RWCI), two local healthcare systems, and the local county public health department. This initiative was developed in response to a 2013 Harvard University/UC Berkeley study revealed that Charlotte ranked 50th out of 50 in economic mobility among the largest U.S. cities (Chetty, Hendren, Kline, and Saez, 2014). BUF aims to reduce health disparities, improve economic mobility, and ultimately break the cycle of intergenerational poverty in one of Charlotte's most distressed neighborhoods. BUF leverages two strategic drivers: (i) unprecedented community partnerships and (ii) Life Navigators (i.e., community health workers) to improve outcomes across four focus areas (community engagement, preventive health care access, workforce development and education, and resident advocacy). This symposium is intended to stimulate conversations about how community researchers can leverage data technology and use a formative approach evaluation to: i) improve collaborations with community partners, and ii) navigate issues of complexity, existing both in the way of the intervention and setting. The session will include an interactive component that invites participants to reflect

on a few provocative questions identified by the discussant in relation to presentation themes.

**Chairs:**

*Victoria Scott*, UNC Charlotte; *Jackie Tynan*, Renaissance West Community Initiative

**Discussant:**

*James Cook*, UNC Charlotte

**Presentations:**

**Evaluating Partnership Effectiveness in a Cross-Sector Community Partnership**

*Margaret Gigler*, UNC Charlotte; *Victoria Scott*, UNC Charlotte

Cross-sector partnerships enable community organizations to take on larger social agendas, tougher issues, and longer-term challenges (Huang & Sheldon, 2014); however, working across sectors presents unique challenges associated with navigating differences in organizational culture, structure, and operations. As these partnerships are often implemented within complex community settings, formative evaluations are valuable to monitoring partnership effectiveness and identifying opportunities for strengthening partnership quality. This session describes a formative evaluation of the Building Uplifted Families (BUF) partnership. The BUF Evaluation and Research Team (BUF-ER) utilized a participatory action research approach to design the partnership evaluation. The study protocol and interview questions were generated by the evaluation-research team and shared with interviewees for feedback. Stakeholders from four key partnering organizations (two healthcare systems, public health department, residential non-profit organization) completed a 16-item online survey and 30-45 minute semi-structured phone interview. After data collection the BUF'ER team held a joint meeting with interviewees to reflect on evaluation findings, providing an opportunity to examine the validity and implications of the findings. The following key themes emerged from the mixed-methods evaluation: i) executive leadership engagement is critical to the initiative's success, but request for active involvement is best limited to occasions that necessitate strategic decision-making, ii) the formation of new cross-sector partnerships are highly time-intensive and challenging; focusing largely on establishing a strong partnership (e.g., clarifying norms, expectations, vision, roles/responsibilities) is crucial during initiative start-up, iii) the willingness of partners to re-evaluate and modify process and structure aspects of the partnership helps maintain stakeholder engagement and buy-in. These themes underscore the importance of continuously evaluating partnership effectiveness, an aspect of community-based interventions that is often overlooked or minimally assessed. In this session, we will discuss implications of our work for other community interventions and invite participants to share insights from their own experiences with cross-sector partnerships.

**Advantages and challenges of using REDCap Cloud as a tool for community**

*Leslie Snapper*, UNC Charlotte; *Jainmary Jose*, UNC Charlotte

Collaborating with community partners presents unique challenges for both data collection and data sharing. Within the Building Uplifted Families (BUF) initiative, REDCap has been utilized to address some of these challenges. REDCap Cloud is a secure and HIPAA compliant electronic data management platform capable of online and offline data collection. During this session, we will discuss how REDCap's ability for high-level customization has helped meet the needs of our project's evaluation goals as well as our partner's preferences for case management. In essence, REDCap fills a gap between research and implementation (community settings) to aid in data collection and evaluation of complex partnerships. This data management platform provides real-time continuous monitoring of data, enabling progress to be readily ascertained to provide reports and moment-by-moment updates to stakeholders. In addition, ongoing monitoring of live data allows researchers to conduct quality monitoring and quality assurance. As a tool for evaluating community interventions, REDCap allows us to expand the capacity of the intervention and continuously strive for process improvements. This session describes a participatory action research approach to data collection. We will share the process we used to collaboratively design and develop a database within REDCap in order to tailor it to the specific needs of our community partners. Several rounds of review occurred to obtain feedback to address the emergent community needs and ensure our database accurately reflected the goals outlined in the evolving BUF logic model. This session will include a discussion of the benefits, challenges, and insights that have surfaced around using this data management platform in an innovative community transformation effort.

**Enhancing Communication and Engagement Among Community Partners Using Advanced Technology and R-Shiny Dashboards**

*Carlene Mayfield*, University of South Carolina; *Monica Thomas*, Renaissance West Community Initiative

The rapid dissemination of up-to-date evaluation results is critical for effective communication and concurrent work among collaborative partners. When partners in disparate siloes are simultaneously working toward the same goal, it can be easy to disengage and disconnect from the project's "true north". Additionally, data sharing is an iterative process that develops in response to project implementation changes as well as community environment changes. Effective data sharing necessitates the continuous engagement of partners with available data to identify opportunities for improvement and manage the expectations of high-level management. As projects develop, it can be difficult to keep all levels of the project leadership informed without long email strings, consistent meeting attendance, and repeated conversations. Advanced technology offers many solutions for enhancing the communication and engagement of collaborative partners through a centralized information stream. To address these issues, the Building Uplifted Families Evaluation and Research (BUF-ER) worked with key community stakeholders to develop an interactive dashboard (BUF Dashboard). The BUF Dashboard was designed to be a living communication mechanism that displays outputs and progress toward the project goals. These goals are defined by the project's logic model that serves as the evaluation framework. Data is collected from multiple sources into a centralized REDCap Cloud database and a Data Exchange Google Drive folder. Just as each community intervention is complex and dynamic, the technology solution must also be customizable and flexible to effectively communicate the project's story. Specific technology applications were identified based on compatibility, scalability, and level of customization. This session will highlight the technology and collaborative process used to develop the BUF Dashboard using a live demonstration. In addition, we will discuss the interoperability of technology solutions, systematic data sharing (i.e. data exchange) procedures, key considerations for working with multiple collaborative partners, and application to community capacity building.

## Ignite Session #6 Children, Youth, Families and Indigenous Communities

**Ignite Session 6 :Living on the Edge: Creating Emergent Theory in Depth, Community, Liberation, Indigenous, Eco- Psychologies and Decoloniality Studies**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 4012/4014

**Abstract**

The Community, Liberation, Indigenous, and Eco-Psychologies specialization of the M.A./ Ph.D. Depth Psychology program at Pacifica Graduate Institute, is

creating a profound space for student-scholars of color to explore decoloniality and identity, as they develop their collective contributions to the field. Through the praxis of multi-year affinity groups, students of color gather each session to discuss their positionality, subjectivity and strategies for navigating higher education spaces. During the 2017-2018 school year, the Students of Color affinity group released a powerful statement in the program's annual publication, Hearing Voices. The statement declared space for student-scholars of color to challenge, critique and develop a

school of thought, uniquely situated in conversation between decoloniality and psychology. A major framework within CLIE curriculum is decolonial scholarship and praxis. From this lens we focus on reimagining human and other than human relationships through indigenous and eco-psychologies. The first task of the school is to reconsider the epistemologies and ontologies of existence, merging Jung's notions of Soul with Indigenous epistemologies, which centralize Spirit as foundational to psychological phenomena and the human condition in a post-modern era. By exercising the theories, frameworks and pedagogy afforded by the program's curriculum, the decolonial project opens student's ability to be critical of consciousness and identity formation. This article and presentation is about the emergence of a transdisciplinary school of thought, forged by student-scholars who are navigating complex, marginalized identities at the edges of the psychology discipline. At this edge, student-scholars employ a transdisciplinary approach, forging and contributing to the creation of border zones of decolonial activity—knowledge production and liberatory praxis. The scope of their work crosses and bridges multiple intersections—the intellectual and the creative, the academic and the organizer, the institution and the community. These crossings generate encounters that strengthen and further new coalitions enacting socio-cultural-global transformations. Keywords: Decoloniality, Border-zones

**Chairs:**

*Breana Johnson*, Pacifica Graduate Institute; *Tierra Patterson*, Pacifica Graduate Institute; *Amber McZeal*, Pacifica Graduate Institute

**Ignite Session 6: An Indigenous Informed Perspective on FPIC: Lessons learned from Matawa First Nations**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 4012/4014

**Abstract**

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) is a human rights framework that articulates Indigenous rights for the world's 360 million Indigenous Peoples. Article 19 of UNDRIP states that governments and industry must obtain free, prior, and informed consent (FPIC) from Indigenous communities before "adopting and implementing legislative or administrative measures that may affect them." This includes development and extraction projects on traditional territories. My thesis supervisor, Dr. Terry Mitchell, is conducting a case study with Matawa First Nations in Northern Ontario which is the location of numerous mining and development projects in an area called the Ring of Fire (ROF). My thesis fits into the larger study with attention to community experiences of mining exploration and processes of consultation and consent seeking. The main research question I am addressing is: How do current practices of consultation in the Ring of Fire align with an Indigenous perspective of FPIC? I will share my

analysis and interpretation of three key data sources: transcripts from an FPIC workshop with Matawa First Nations members; transcripts from a six part video documentary which documents the realities facing the local Oji-Cree people with mining prospecting and development in the ROF; and a focus group which I will conduct with Matawa First Nations Management to reflect on and serve as a member check to the themes that emerged in the analysis of the workshop and video transcripts. In my presentation I will highlight the challenges identified, from an Indigenous perspective, regarding government and industry's implementation of FPIC and articulate what authentic consultation processes would require from an Indigenous perspective with attention to the meaning of free, prior, and informed consent seeking processes as shared by Matawa First Nations.

**Chairs:**

*Nicole Burns*, Wilfrid Laurier University

**Ignite Session 6: Daily Routine and Resettlement Challenges Faced by Refugee Families in Quebec, Canada**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 4012/4014

**Abstract**

The recent increase of refugees in Canada and asylum seekers crossing the border from the United States, has led to growing concern of Canadian authorities about taking measures to improve refugee resettlement. Of these newcomers, 40% are children, accompanied by at least one parent. Little is known in the literature about the resettlement process and the psychosocial needs of refugee parents, and how it impacts the family unit, especially with young children. To address this gap, our research uses ecocultural theory's concept of daily routines (DR). Studies suggest that a fundamental task ensuring family well-being is to construct a sustainable DR. However, no research has specifically looked at refugee families' DR, which are often undermined during forced migration. The present research aims to understand the resettlement experience of refugee parents in Québec. More specifically, to 1) describe the daily activities that refugee parents strive to enact; 2) explore the challenges they face in their everyday life and resources they use, and 3) identify psychosocial needs that could be better addressed by Quebec parenting support services. This study reports on 15 in-depth interviews with mothers of children aged between 0 and 5 who immigrated to Canada under refugee status from Middle Eastern countries. Their DR were examined through open-ended interview questions about their activities, parenting values and objectives, resources, challenges, life in their neighborhood and general mental well-being. Data were analyzed using Braun and Clark's (2006) method of thematic analysis. Preliminary results suggest that refugee parents manage to organize a DR but encounter several difficulties such as cultural differences to raise their children, fear of losing control over their education and lack of support



services in the long term. The ignite presentation will present the results and walk you through a typical journey of a refugee family in Quebec.

**Chairs:**

*Caroline Clavel*, University of Quebec in Montreal;  
*Thomas Saïas*, University of Quebec in Montreal;  
*Liesette Brunson*, University of Quebec in Montreal

**Ignite Session 6: Dammed if You Do, Dammed if You Don't: Exploring Pregnant Aboriginal Women's Oppression Within Continued Colonisation**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 4012/4014

**Abstract**

While Indigenous peoples are some of the most researched people world-wide, there is still a lack of understanding of how mental health difficulties are conceptualised within these populations. There are known links between poor perinatal outcomes and maternal stress, yet to date, this has not been explored in an Australian Aboriginal population. Given this, exploratory research was conducted with the Aboriginal community in Perth, Western Australia to explore women's experiences of stress in pregnancy. As a non-Indigenous researcher, I am highly cognizant of the inherent risks of perpetuating colonisation through poorly developed and executed research practices. With this in mind, this research has been developed in close consultation with the Aboriginal community over a period of many years. Pregnant and non-pregnant Aboriginal women were interviewed utilising 'yarning', a culturally appropriate research methodology. The aim of this research was to gain further understanding of the experiences of stress in order to provide health professionals with the knowledge to better support pregnant women to improve infant and pregnancy outcomes. Women's experiences of stress were described within contexts of family structure and obligations which while valued by the women, paradoxically caused them more stress. It was evident that the women were falling victim to continued colonisation, where survival was dependent on 'fitting in' with dominant cultural practices, demanding that they walk away from their culture. This only created more stress in women's lives. This presentation will present a series of tensions between cultural practices and western health practices. These tensions illustrate Western endeavours to 'help', however paradoxically, these endeavours replicate existing systems of oppression, further creating more stress in women's lives. This research illustrates not only the imperative of decolonising western health practices, but also illustrates the pervasiveness of systemic racism within colonised states.

**Chairs:**

*Kelly Prandl*, Curtin University

**Ignite Session 6: Dreamers Assert Their Rights:**

**Empowerment Among Undocumented Youth**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 4012/4014

**Abstract**

Youth-led movements historically impact the culture and politics of American society. This presentation will discuss a literature review on the role of empowerment among undocumented immigrant youth populations. After presenting basic demographic information, I will compare empowerment and critical consciousness (CC) in this context to explore how the concepts can mutually benefit from each other. Empowerment studies can benefit from CC's explicit focus on inequality--addressing issues of power, oppression, and liberation (Christens, Winn, & Duke, 2016). In contrast, CC studies may benefit from empowerment's ecological approach and assessment of power dynamics in social change (Christens et al., 2016). As the two principles work in tandem, they jointly influence youth civic engagement and youth-led movements. Next, I will share brief examples of how the academic literature captures the relationship between critical consciousness and civic engagement and how they both lead to individual and group-level empowerment. Activism among undocumented youth has also affected state and national contexts. For instance, the Chicago-based Immigrant Youth Justice League (IYJL), have challenged state definitions of citizenship and belonging—reframing the issue (Unzueta Carrasco & Seif, 2014). Support for the DREAMers is continuing to increase across the nation. According to a Gallup poll, national support to "allow immigrants who were living illegally in the U.S. to remain in the country and become citizens if they met certain requirements over time" increased from 53 to 84 percent from 2010 to 2016. I will finalize the presentation by discussing some potential next steps for generating new research and action and exploring segments of the undocumented population who need increased attention, such as the parents--"the original dreamers."

**Chairs:**

*Wendy De Los Reyes*, DePaul University; *Bernadette Sanchez*, DePaul University

**Ignite Session 6: Effects of Ecological Interventions on Parents' Well-Being within Impoverished, Multicultural Communities**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 4012/4014

**Abstract**

Promoting well-being throughout the lifespan is important because the resources of individuals and communities vary over time and place. Studies have shown that high-quality interventions in childhood result in benefits related to later cognitive outcomes, educational achievement, the status of employment, and health outcomes in youth and young adults. This study

examined the long-term effects of a universal, ecological neighbourhood intervention on parents' well-being, as well as children and communities. There are several positive findings on children and communities, but given the limited time, we focus this presentation on the impact on parents. Our concept of well-being includes physical health, risk behaviours, parent and family social and emotional functioning, neighbourhood ratings, and sense of community. Data were collected using a close-ended survey with a combination of measures with established reliability and validity (e.g., CES-D Depression, Centre for Epidemiological Studies-Depression; Radloff, 1977) and custom questions with face validity. Using a subset of findings from our longitudinal study, this presentation will ignite a discussion about universal interventions designed for a geographical region targeting children, parents, and schools as well as community and social organizations within five impoverished, multicultural communities. In five minutes, we will do the following: (1) depict the social and economic context of the communities; (2) describe the quasi-experimental research design with three intervention and two comparison neighbourhoods, and define the intervention; (3) focusing on the parents only, we will present the multicultural sample characteristics detailing country of birth, languages spoken in the home, and ethnic identity; (4) present findings that examined differences in well-being by neighbourhoods and cultural backgrounds across nine waves of data collected over 20 years; and (5) pose specific questions to be considered as ignite presenters and audience members engage in conversation.

**Chairs:**

**Colleen Loomis**, Balsillie School of International Affairs & Laurier University; **Christina Dimakos**, Wilfrid Laurier University; **Alexis Gilmer**, Wilfrid Laurier University; **Janette Pelletier**, University of Toronto; **Brian Christens**, Vanderbilt University; **Ray DeV Peters**, Queen's University

**Ignite Session 6: Gauging Environmental Stewardship Through the Perspectives of Black Youth**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 4012/4014

**Abstract**

For a number of youth, there are a lack of avenues for them to speak, as a collective, on the looks of their physical environment. With facilitated, youth-centered discussions, several young researchers have the ability to provide realistic and achievable ways to maintain their communities. As such, the current project will examine the youth's perceptions of environmental conditions in the Champaign-Urbana community as well as the factors that may promote or inhibit the willingness to conserve the environment, also defined as environmental stewardship. I conducted a preliminary analysis of data from a larger youth participatory action research (Y-PAR) project called #PowerUp. This project was designed to empower youth to define, research, and

take action for change in their communities. Fifteen researchers (8 youth and 7 university affiliates) met throughout the Spring 2018 semester for 14 interactive sessions that included group discussions and photovoice methodology. Findings are grounded in student perspectives expressed during the group discussions and an analysis of their photographs from the photovoice activities. The youth observed the physical environment of neighborhoods with high gun violence. They identified that litter and environmental decay are components of gun violence. One of the main solutions centered was inviting citizens to reinvest themselves into their neighborhoods and promote environmental stewardship.

**Chairs:**

**Tiarra Hill**, University of Illinois at Urbana-Champaign

**Ignite Session 6: Latent Profile Analysis of Korean Father's Masculinity and New Fatherhood Beliefs: Group Differences in Coparenting**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 4012/4014

**Abstract**

The aims of the present study were to identify latent classes based on 5 subscales of Korean Masculine Norms-family support, male leadership, power and control, job-independence and emotion suppression-and New fatherhood Beliefs. The differences between mother's gate-keeping(opening and closing) and father's involvement in child-care were explored on each classified groups. As a result, it appeared that there were 4 latent classes identified. Each latent class was named by "Deadbeat Father(patriarchal type1)", "Facilitative Father(egalitarian type)", "Moderate Father(average type)", "Domineering Father(patriarchal type2)". About 11.8% of the participants were classified as "Deadbeat Father" of which the lowest scores on family support, male leadership, job-independence and new fatherhood but high scores on power and control and mother's gate-closing. About 42.1% of the participants were classified as "Facilitative Father" which scored highest on family support and new fatherhood but its levels were lowest on power and control. This type was higher than any other latent class in terms of father's involvement in child-care and showed high scores on mother's gate-opening. About 28.9% of the participants classified as "Moderate Father" were average on the whole subscales. The "Domineering Father" which consists of about 17.1% participants showed the pattern that most high scores on male leadership, power and control, job-independence and emotion suppression. This type was higher than any other latent class in terms of mother's gate-opening and gate-closing. Also, showed higher scores on father's involvement in child-care than "Moderate Father". Additionally, The differences between dual income versus single income family were explored on each classified groups. Finally, based on the present findings, implications and suggestions for future research were discussed.

**Chairs:**

*Seulki Lee*, Ewha Womans University in Republic of Korea

### **Ignite Session 6: Reinventing Montevideo as an Emergent Multiethnic Community**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 4012/4014

**Abstract**

This proposal refers to processes of research and action on recent immigration located in the Old City of Montevideo, Uruguay, carried out by the Research Group "Human Mobility, Work, Health and Human Rights", Universidad de la República. It describes the ethnographic exploration process carried out in the Old City between 2013 and 2016 and presents its main results. It refers to locals' and immigrants practices of interaction, and refer to different ways of understanding and reinventing the city from the immigrants perspectives and narratives. Some of these immigrants are paid live-in domestic workers, who are part of "global care chains". It proposes and discusses the articulation of this ethnographic field work with a university extension project carried out at Primary Care Health Center "Ciudad Vieja" between 2016 and 2018, which has a participative approach. And finally, it presents the design of a project based on mixed qualitative and quantitative methodological approach that will be developed in 2019 and 2020: "Processes of social integration and inequities in the health of transnational immigrants in the city of Montevideo, their relation with the type of employment and the context of reception".

**Chairs:**

*Karina Boggio*, CEIS Facultad de Psicología Universidad de la República; *Lorena Funcasta*, CEIS Facultad de Psicología Universidad de la República; *Virginia de León*, CEIS Facultad de Psicología Universidad de la República; *Carolina Olhaberry*, Facultad de Psicología Universidad de la República

### **Ignite Session 6: Using Photovoice to Decolonize Definitions of Violence and Resilience**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 9:00-10:15 AM **Room:** NLU 4012/4014

**Abstract**

Research on gender-based violence overwhelmingly ignores indigenous women, particularly women living in urban areas, who are often viewed as "less indigenous" by both non-indigenous researchers and at times by indigenous people living on reservation, reserve, or other rural lands. While research in the United States on violence against indigenous women exists, it is generally focused on two things: quantitative data and a damage-based perspective that ignores the strength and power of indigenous women in shaping their own narratives. This project seeks to speak against those foci via participatory research conducted with indigenous women living in the Chicago metropolitan area; by utilizing photo-narrative based methods, attention is directed to the experiences of urban indigenous women in ways that they control and that highlight resilience instead of deficiency.

**Chairs:**

*Alexandra Davis*, University of Illinois at Chicago

### **201 The Roles of Social Identity and Supportive Others in Sociopolitical Development**

Symposium

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 4020

**Abstract**

Social action and community activism are necessary to promote societal well-being and systemic change. Two influential antecedents to activism are critical consciousness and sociopolitical development. Critical consciousness, or the analytic reflection of social conditions (Freire, 1973), may help facilitate an individual's sociopolitical development, which describes the manner in which an individual increases understanding and knowledge of social injustices, and moves toward social action (Watts, Williams, & Jagers, 2003). These processes are important because engagement in social action depends upon an

individual's' critical understanding that circumstances exist that need to be changed. Critical consciousness and sociopolitical development may vary amongst individuals, wherein social identities and supportive figures may play an important role. The aim of this symposium is to discuss sociopolitical development and critical consciousness from four different approaches and perspectives among adult samples in both the U.S. and abroad. The first presentation will focus on critical social analysis and social identities in sociopolitical development among community organizers of color. The second presentation will discuss the role of intersecting group identities on willingness to engage in social action among a sample of college students in Hong Kong. The third presentation will explore the cross-validation of critical consciousness measure in a sample of predominantly White, post-secondary students. The final presentation will examine the role of college students' critical consciousness in natural mentoring relationships. Each individual/group will provide a 10-15 minute

presentation leaving at least 15 minutes for discussion. The discussion will include dialogue between audience members and presenters on the role of intersecting social identities, sociopolitical development, critical consciousness and social support in social action.

**Chairs:**

*Amy J. Anderson*, DePaul University

**Presentations:**

**Unpacking Sociopolitical Development: An Empirical Exploration of Critical Social Analysis and Social Identity**

*Roderick Watts*, The Graduate Center, CUNY & Action Research Associates; *Alexis Halkovic*, The Graduate Center, CUNY & Action Research Associates

This study extends sociopolitical development as described by Watts and colleagues (1999, 2007, 2010) by exploring the confluence of critical social analysis (CSA) and social identities. CSA is adapted from Freire's (1973) notion of critical reflection and critical consciousness. Although being a member of a marginalized group can contribute to a politicized worldview, and this awakening is reflected in theories of racial and feminist identity development, there has been little qualitative research on this intersection. For this study, we analyzed more than 200 applications submitted to a community organizing program that specialized in training organizers of color. Grounded theory and content analysis were used to derive four thematic elements of CSA: (1) explicit CSA terminology; (2) constructions of causal and especially historical reasoning; (3) emphasis on structural-institutional injustice, and (4) the articulation of action strategies (resistance). A within-case narrative approach was employed to explore social identities and their association with CSA. We found a range of CSA-social identity integrations. At the same time, there were many textual instances—and whole applications—dominated by elements of either CSA or social identity (sometimes neither). Nonetheless, the findings were rich in intersectionality and formative encounters that triggered sociopolitical development. Implications for the sociopolitical development theory, praxis, and future research will be discussed.

**The Complexity Of Group Identities In Social Movement: A Case Study Of The Umbrella Movement In Hong Kong**

*Wing Yi Chan*, RAND Corporation

Theories of racial and ethnic identity posit that as youth from marginalized groups explore the meaning of their racial and/or ethnic identity, they are likely to engage in critical analysis of structural inequality and become more conscious of injustice against their racial and/or ethnic group (e.g., Cross, 1995; Huddy, 2001). Indeed, stronger ethnic identity is associated with deeper commitment to social justice in a sample of immigrant

adolescents (Chan & Latzman, 2015). Research on group identities and civic participation however has neglected the fact that young people are likely to identify with multiple groups and some may even identify with the dominant group (Chan et al., 2017). The proposed study explored the associations between multiple group identities and participation in social movement in the context of the Umbrella Movement in Hong Kong (a pro-democracy movement that took place between September and December of 2014). A longitudinal study followed a sample of young adults in Hong Kong over the course of the Umbrella Movement with four waves of data collected. 298 college students completed online surveys from both Wave 1 and Wave 4. Group identities were assessed during Wave 1 and willingness to participate was assessed during Wave 4. Hong Konger identity was associated with greater willingness to participate in pro-democracy movement in the future ( $\beta = .16, p < .01$ ); whereas, Chinese identity was associated with less willingness to participate ( $\beta = -.21, p < .01$ ). However, the interaction between the two identities were significant ( $\beta = .12, p < .01$ ). Students who identified strongly with both identities expressed greater willingness to participate in the future. Findings from the present study highlight the significance of understanding how intersecting group identities, including identification with the dominant group, influence participation in social movement among young people from marginalized groups.

**Cross Structural Validation of the Critical Consciousness Scale in a Diverse Postsecondary Education Sample**

*Catherine Pierre-Louis*, DePaul University; *Mary Takgbajouah*, DePaul University; *Kimberly Quinn*, DePaul University; *Ida Salusky*, DePaul University; *Bernadette Sanchez*, DePaul University; *C. Lynn Liao*, Region of Peel, Human Services

Critical consciousness (CC) is a process that describes critical reflection or analysis of societal inequities, resulting motivation, and action to redress such injustices (Diemer, Rapa, Park, & Perry, 2017). CC can also be characterized as reflection upon the world in order to transform it (Freire, 1973). CC is understudied in college populations that are diverse in multiple social identities (race/ethnicity, gender, and generational status), although it has been shown to improve education-related and mental health outcomes in marginalized youth in secondary settings (Diemer, Rapa, Voight, & McWhirter, 2016). College students from minority subgroups often face persistent inequities in postsecondary contexts for which CC may be able to serve as an “antidote” by buffering against these otherwise deleterious structural effects (Watts, Griffith, & Abdul-Adil, 1999). Conversely, White and relatively privileged populations remain under researched with respect to CC which is problematic as privileged parties are often left out social consciousness conversations, disproportionately placing the responsibility for shared collective consciousness onto the already

disempowered. The recently developed Critical Consciousness Scale (CCS; Diemer et al., 2017) is among the first that aim to directly measure the construct and was developed for use in subpopulations aged 12-22. However, it has yet to be cross-validated in postsecondary populations, in populations over the age of 19, or in majority White populations. 257 urban Midwestern university undergraduates (n = 153 White, n = 96 First-Generation, n = 191 Women) were surveyed around the CC subcomponent-subcales of critical reflection (perceived inequalities & egalitarianism) and critical action (Diemer et al., 2017) as measured by the CCS. Confirmatory factor analysis will be utilized in order to assess whether the existing CCS factor structure is replicable in the current sample. Results will help to inform structural reliability of the CCS as a measurement tool for CC in diverse young adult populations.

### **Critically Conscious Youth and their Social Justice Conversations with Mentors**

*Lidia Y. Monjaras-Gayan*, DePaul University; *Amy J. Anderson*, DePaul University; *Rebecca McGarity-Palmer*, DePaul University; *María X. Valenzuela*, DePaul University; *Yesenia Garcia*, DePaul University; *Bernadette Sánchez*, DePaul University; *Beth Catlett*, DePaul University; *C. Lynn Liao*, Region of Peel, Human Services

Freire (1973) defined critical consciousness as a process in which oppressed individuals become aware of, reflect upon, and take action on social issues in their life. Supportive individuals may play an important role in youth's critical reflection and action (Diemer & Li, 2011). However, researchers have yet to examine whether youth turn to natural mentors as they become more critically conscious, and in particular, what it looks like when youth discuss social issues and action with their natural mentors. The aim of this mixed-method study was to examine (1) whether higher critical consciousness is associated with more social justice conversations with natural mentors and (2) the characteristics of social justice conversations with natural mentors. College students (N = 269; Mage = 21) completed a survey at the conclusion of their service-learning course (Time 1) and again 6-9 months later (Time 2). Linear regressions were conducted to examine the role of critical consciousness (CC) at Time 1 (i.e., egalitarianism, perceived inequalities, and action) on frequency of social justice conversations with mentors at Time 2. Results indicated that higher perceived inequalities at Time 1 was associated with more social justice conversations at Time 2 ( $\beta = .16, p = .04$ ). Egalitarianism and critical action at Time 1 did not significantly predict more social justice conversations with mentors at Time 2. In-depth interviews with a subsample of participants (n = 30) indicated several themes about mentor conversations and interactions, including: (1) engaging in discussions about social inequalities, (2) sharing resources to learn more about social justice issues, (3) engaging in discussions about

the current political climate, and (4) mentors as role models on social justice issues. Findings may help us further understand how young adults leverage support from natural mentors when they become more aware of social inequalities.

### **202 Systems of Power and Male Violence: Intimate Partner Violence and Mass Shootings**

Symposium

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 4022

#### **Abstract**

The vast majority of both coercive controlling, injurious intimate partner violence (IPV) and mass shootings in the United States are perpetrated by male-identifying individuals. Despite this gender disproportionality, many analyses of the etiologies of such extreme violence in the media focus on psychological issues of perpetrators. Analyses that focus on the mental illness of abusers and shooters allow us to view such incidents as extraordinary and perpetrated by anti-social deviants rather than as reasonable consequences of oppressive male gender role socialization (Myketiak, 2016). This session will first present findings from a mixed methods examination of Asian American men's conceptions of what it means to be a man and how themes from those responses relate to measures of gendered and racial systems of power. Next, a qualitative study of hegemonic masculinities and precarious manhood themes in mass shooter manifestos will be presented, with findings suggesting that mass shooters frame their shooting as a way to reaffirm their status within gendered systems of power in which they were perceived to embody subordinated masculinities. Finally, findings from a naturalistic study of intimate partner violence survivor impact panels will be described in terms of social regularities (Seidman, 1988; Seidman, 2012) of the setting that invert the typical imbalance of power between IPV survivors and offenders, elevating the perspective of survivors while simultaneously supporting offenders in their efforts to change rather than shaming or attacking them. A discussant will comment on the three papers and raise questions to explore connections between male gender role socialization and male violence in the contexts of restorative justice IPV intervention, at the intersection of gendered and racial systems of power, and through the words of men who commit mass shootings.

#### **Chairs:**

*Kate Sackett Kerrigan*, Portland State University

#### **Discussant:**

*Christopher Allen*, Kennesaw State University

#### **Presentations:**

**Asian American Men's Masculinity Ideology, Gender Role Stress, Discrimination, and IPV Attitudes and Perpetration: A Mixed Methods Investigation**

*Jason Kyler-Yano*, Portland State University; *Eric*

*Mankowski*, Portland State University

Systems of power, such as the societal privileging of men over women, do not operate independent of one another. Men's access to gendered privilege depends on their position in other systems of power, such as ethnicity. This is the case for Asian American men whose access to male privilege in American society is limited and complicated by their subordination as Asian Americans (Liu and Wong, 2018). Their conceptions of masculinity, their experiences as men, and the correlates of their masculinity are likely influenced by historical and contemporary experiences of being inextricably Asian American and male. The current mixed-methods study examines how emergent masculinity themes and those based on the Revised Male Role Norms Inventory (MRNI-R; Levant et al., 2002) relate to masculine gender role stress (MGRS), perceived discrimination, Intimate Partner Violence (IPV) attitudes, and IPV perpetration in a sample of Asian American men (n = 86). Mann-Whitney non-parametric test of means revealed differences in levels of MGRS, IPV attitudes, and IPV perpetration, but not of perceived discrimination based on endorsement of MRNI-R themes. Specifically, dominance endorsement was associated with greater MGRS and (unexpectedly) less permissive IPV control attitudes, aggression endorsement was unexpectedly associated with less permissive IPV abuse attitudes, and self-reliance endorsement was associated with greater frequency of sexual abuse perpetration in the past year. An exploratory intersectional model testing the moderating effects of discrimination on the effect of MGRS on IPV attitudes was conducted. Overall, results suggest that Asian American men's endorsement of masculinity themes through open ended responses can differentiate levels of MGRS, IPVAS, and IPV, and provide some support for an intersectional moderation model predicting IPV attitudes for Asian American men. The influence of gendered and racial systems of power in the lives of Asian American men and on the masculinity literature are discussed.

### **The Presence of Hegemonic Masculinity Ideologies and Precarious Manhood Beliefs Across a Sample of Mass Shooter Manifestos**

*Emma O'Connor*, Portland State University; *Jason Kyler-Yano*, Portland State University; *Nick Glover*, Portland State University

As evidenced most recently by the recent tragedies in Pittsburgh, PA and Thousand Oaks, CA, mass shootings are a pervasive social issue that continue to plague the United States. Following these events, mass media often focuses on the mental health status of the shooters, thus diverting focus from understanding these events as potential consequences of adhering to a socially constructed system of hegemonic masculinity. In an effort to describe the content of the manifestos and potentially inform research aimed toward further understanding the antecedents these events, the present study hypothesizes that themes of hegemonic masculinity ideology (financial, romantic

success/dominance, and social dominance) and themes reflective of the process described by precarious manhood theory (i.e. masculinity is viewed as easily lost, subject to threat, and in need of defense and reaffirmation) will be present among manifestos written by male mass shooters in the U.S.. The present study plans to analyze a sample of sixteen publicly available manifestos. Preliminary data analyses provide initial support for the hypotheses. The hegemonic masculinity theme of social dominance was found to be exceptionally prominent across the manifestos. Further, among the manifestos, themes of precarious manhood beliefs were also evident. Through their written text, shooters describe experiences of a threat to or a loss of their social status, directly followed by statements expressing the desire to reaffirm their threatened social status through either the denigration of subordinate individuals or intentions to plan and commit mass murder. Further, three emergent themes, including vengeance (i.e. shooter described the desire to seek revenge on those who have wronged him), delusions of grandiosity (i.e. shooter likes themselves to a religious deity, such as God or Jesus), and blame (i.e. shooter blames others for their decision to commit mass murder) appeared consistently across the sample.

### **Community-Based Victim Impact Panels for Addressing Intimate Partner Violence: An Ethnographic Study**

*Kate Sackett Kerrigan*, Portland State University; *Eric Mankowski*, Portland State University

Intimate partner violence (IPV) continues to be a prevalent social problem in which an abusive partner uses various tactics to gain and maintain power and control over the other partner, despite decades of ecological systems intervention efforts within a coordinated community response (CCR) to address IPV. Restorative justice programs such as victim impact panels for men in batterer intervention programs may be an effective addition to these efforts. This paper presents findings from a naturalistic study of IPV impact panels using ethnographic methods to describe social regularities (Seidman, 1988; Seidman, 2012) of the setting based on the sequential activities, interactional processes, and participant experiences within the panel. Panel activities include survivors sharing their stories about the impact of abuse to offenders from batterer intervention programs and a question and answer session between these offenders and survivors. Interactional processes observed included survivors controlling the panel process and offenders affirming survivors' experiences. Discussion of these processes will focus on ways in which the panel creates social regularities that are unique from others actors in the CCR. One of the most striking aspects of the panel process is the inversion of the typical imbalance of power between IPV survivors and offenders, elevating the perspective of survivors while simultaneously supporting offenders in their efforts to change rather than shaming or attacking them. The panel emphasis on

speaker control thus restoratively inverts the dynamics of IPV in a positive way for participants.

**203 Field Stations: Directly Embedding Academic Programs in the Community for Greater Community Impact?**

Symposium

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 5006

**Abstract**

This 75-minute symposium offers an opportunity to learn about variations in creating university-community field stations with the hope of creating significant community impact. The session will begin with three brief presentations, and will then turn to a guided open dialogue with audience participants on the current state and future direction of field stations (and parallel concepts) in community psychology, disciplines within academe, and universities writ large. We encourage attendees to participate and share what is happening at your universities so we can all benefit in learning how to work on behalf of program/university goals and community impact.

**Chairs:**

*Eric Martin*, Bucknell University; *Neil Boyd*, Bucknell University

**Presentations:**

**Embedding a Community Psychology Doctoral Program in the Community for Community Impact**

*Tiffeny Jimenez*, National Louis University College of Professional Studies & Advancement; *Norma Seledon*, National Louis University College of Professional Studies & Advancement

The National Louis University Community Engagement Center has been working on building out its profile as a Carnegie classified Community Engaged institution. We have several partnerships faculty and administrators have with community groups based on grants, program work, internships, and other service-learning opportunities. However, the institution is currently in process of building a more comprehensive plan for developing capacity to more fully understanding and assess community impact. To demonstrate the unique ways some of our approaches to community engagement have been influencing the dynamics of Chicago communities, we will describe two main examples of our work. This includes the reach of the Community Psychology Doctoral program and other college-based consulting projects.

**Realizing the Woods Hole Field Station Concept: Navigating the Challenges**

*Douglas Perkins*, Peabody College, Vanderbilt University

Two decades ago, the late J.R. Newbrough worked to realize Jim Kelly's idea for a "Woods Hole field station

for CP" idea in a network of CP research groups based in Chicago, Kansas, and Puerto Rico. At his own base of Vanderbilt's Peabody College, Newbrough had created in the 1960s-'80s the Center for Community Studies (CCS) in Nashville, which Doug Perkins and an interdisciplinary group of faculty and students re-created in the 2000s working both in Nashville and through a student-focused collaborative action-research-based international summer Field School in Intercultural Education & Research, which has been held in Ecuador, Argentina, China, South Africa, Bulgaria and Norway. The CCS was eventually unfunded and the Field School struggles to find funding and faculty leadership. This example will describe this history of domestic and international projects and training and pose the question of how to navigate the challenges of funding and collaboration across disciplinary, intersectoral/town-gown, and international divides.

**Stoking Hope in Coal Country: A Community-Engaged Field Station**

*Neil Boyd*, Bucknell University; *Eric Martin*, Bucknell University; *Carl Milofsky*, Bucknell University

The Anthracite region of central Pennsylvania, including the communities of Mt. Carmel, Shamokin, Ashland, and Treverton (and others), offers an unparalleled window into the economic, environmental, and social history of the United States. These are the places where the Industrial Revolution began, and now they reflect the ambiguities and tensions of post-industrial communities throughout the Western world. The 19th century economic structures generated incredible wealth, expansive built infrastructure, and extensive social capital – and now they leave environmental dangers, crumbling infrastructure, weak employment opportunities, and still vital community attachments. Our goal is to enable students to understand this region as a way of presenting them with challenges communities face for making a sustainable future. The Anthracite Regional Field Station is a strategy for expanding the community-based, engaged learning that has been happening within 40-miles of Bucknell University over the past several years. The field-station brings professors, staff, and students from across our campus to engage in courses, research, and service that have direct community impacts for several towns. What was once the domain of individual faculty member's scholarship has grown to become a robust strategy for undergraduate teaching, research, and service. In this session, we will share challenges and successes of creating a field station that offers opportunities for every discipline within the University, and 'rays\* of hope for communities in the coal region. \*'rays refers to the Bucknell Cheer - 'ray Bucknell,

**204 Transitions: From the Justice System to the Community**

Symposium

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 5007

**Abstract**

There is growing support for community reentry programming and policies for juveniles and adults transitioning to the community after criminal justice involvement. Returning citizens often experience numerous barriers to community reentry, including stigma, access to behavioral health services and health care, and discrimination when seeking employment. Thus, a variety of reentry initiatives have developed to support juveniles and adults with a history of criminal justice system involvement. Across four presentations, this symposium will highlight diverse approaches to community transition, including factors contributing to successful transitions from the justice system to the community, barriers to community reentry, and engagement in community-based services for adolescents and adults. Specifically, the symposium presentations will discuss: (1) mixed methods evaluation of community-based reentry coalitions across Pennsylvania counties, (2) engagement in HIV care during community reentry for men living with HIV in Michigan, (3) evaluation of barriers to referrals and retention in a family-focused intervention for teens reentering the community from juvenile detention, and (4) use of social networks of adults during transition into the community in the District of Kansas. Individual- and community-level applications and implications will be discussed. Following presentations, dedicated time will be given to facilitate audience dialogue surrounding audience member experiences working with and conducting research in reentry contexts, as well as future directions for research, practice, and policy.

**Chairs:**

**Candalyn Rade**, Penn State Harrisburg

**Discussant:**

**Christopher Beasley**, University of Washington Tacoma

**Presentations:****Evaluating the Nature and Function of County Reentry Coalitions in Pennsylvania**

**Candalyn Rade**, Penn State Harrisburg; **Mary Daman**, Penn State Harrisburg; **Julia Watson**, Penn State Harrisburg

Each year, about 9 million people are released from US jails and 640,000 people are released from state and federal prisons (Carson, 2015; Durose et al., 2014). In many communities, stakeholders, returning citizens, service providers, and other community members have come together to form coalitions that support formerly incarcerated community members during reentry. Across Pennsylvania, there has been a particular effort to support local reentry efforts (Pennsylvania Office of the Attorney General, 2017). These reentry coalitions are working in their local communities to address barriers to reentry, sponsor initiatives addressing successful transitioning, and collaborate with local, state, and federal organizations. This study examined the 25 county reentry coalitions in Pennsylvania. Collaborating with coalition stakeholders, specific

research aims were identified as: 1) identify the organizational structure and operational framework of each coalition; 2) examine the mission and vision of each coalition for unifying themes and unique goals; and 3) assess perceived role in the local community, including challenges, successes, and ongoing collaborations. A concurrent mixed methods design was employed to collect data from reentry coalition members and leadership. Online questionnaires were distributed by reentry coalition leaders to members of each county reentry coalition in Pennsylvania. Interviews were conducted with leaders of the reentry coalitions. Consistent with a concurrent mixed methods design (Creswell, 2017), questionnaire and interview data were analyzed separately and combined for interpretation. This presentation will discuss the diverse landscape of reentry coalitions in Pennsylvania. Results will explore the similar visions and goals reported by coalitions (e.g., reducing employment barriers for returning citizens), while contrasting the varied structures employed and collaborations with other local organizations (e.g., Criminal Justice Advisory Boards). Additionally, differing challenges encountered by reentry coalitions based on coalition structure will be discussed. Findings provide direction for coalitions to incorporate and adapt commonly utilized strategies, structures, and initiatives.

**Engagement in HIV Care during Community Reentry**

**Danielle Chiaramonte**, Michigan State University; **Robin Miller**, Michigan State University; **Miles McNall**, Michigan State University

The reentry period is fraught with challenges to simply secure basic needs. These challenges are exacerbated for PLWH as they must also manage their HIV. Poor engagement in HIV care is undoubtedly a problem among the general population of people living with HIV (PLWH) with only 40% engaged in care. However, national averages mask disparities among specific subgroups such as formerly incarcerated PLWH. Upon release, rates of care engagement significantly drop, indicating a critical disparity. This project aimed to explore factors that may contribute to care engagement during reentry. Using archival and interview data, we examined the synergistic impact of individual, relational and community factors on engagement in care for 60 formerly incarcerated PLWH during the 3-year period following release from prison. Only 10% of participants consistently engaged in care following their release from prison. Participants experienced co-occurring poverty, comorbid health disorders, unemployment, unstable housing, inconsistent access to transportation, and lack of education. The additive effects of these challenges predicted poor care engagement. In addition, participants experience trouble reconnecting with support networks, disclosing their HIV status and building relationships with care providers who can be vital assets to successful reentry and care engagement. Understanding the factors that influence care engagement can help tailor resources toward those most



in need. Drawing on evidence from this research, we can begin to focus attention toward multi-level changes that are critical to improve care engagement outcomes among formerly incarcerated PLWH.

#### **Barriers for Youth Re-entry Programming: Referrals, Implementation, and Engagement**

*Mercedes Pratt*, Bowling Green State University;  
*Lindsey Roberts*, Bowling Green State University.;  
*Sindhia Colburn*, Bowling Green State University;  
*Carolyn Tompsett*, Bowling Green State University

Over the last few decades, there have been both local and national efforts to decrease youth commitment to residential facilities. At the same time, funding for programs aimed to reduce youth recidivism through community-based programming have increased (Hockenberry, 2018). Re-entry programs often include individual and community-level interventions focusing on mental health care, family engagement, education/employment, and housing (Mathur and Clark, 2014). This presentation will address barriers related to the implementation of re-entry programming for moderate to high risk youth. Over a three-year period, mental health providers, legal aid, and court administrators collaborated through a Second Chance Act grant to provide family-focused services intended to reduce recidivism among youth leaving detention facilities in a Midwestern city. Qualitative data from key informant interviews revealed barriers leading to low and inconsistent program referrals. Barriers included a lack of communication, absence of a structured referral process, and a lack of understanding regarding grant-funded services. The implementation of Functional Family Therapy (FFT) became a primary focus of the collaboration, with mixed results. Existing research supports FFT as effective with youth involved in the juvenile justice system (Hartnett, Carr, Hamilton, O'Reilly, 2017; Winokur Early, Chapman, and Hand, 2013). In the current study, significant difficulties emerged in enrolling and engaging families in FFT. Approximately a quarter of families who agreed to FFT (N = 60) completed the first "engagement" phase of treatment, and about 22% successfully completed the program. Barriers for working with this population include the high rate of recidivism during the treatment period, lack of family engagement, families being involved in multiple court programs, the optional nature of the service, and youth "aging out." Presenters will discuss lessons learned for improving re-entry service implementation for youth leaving detention.

#### **Going Home: Exploring the Social Networks of Federal Offenders in Kansas Re-Entering Communities After Prison**

*Nicole Freund*, Wichita State University

Mass incarceration in the United States takes a significant toll both socially and economically. It is estimated that approximately 450 in every 100,000

Americans were incarcerated by the end of 2016, and people of color are disproportionately represented in this population. One of the ways to reduce the prison population and mitigate the community effects of incarceration is to facilitate re-entry to the community after serving a prison sentence. One component of re-entry that results in lowered recidivism is positive social networks. The current study sought to explore the social networks of federal offenders reentering their communities in Kansas. The study measured aspects of the social networks by examining the number, type, and valence of connections, providing a snapshot of relational challenges and assets for those attempting re-entry. Two hundred fifty-seven offenders completed the online self-report survey on their social networks and 120 of them had 6-month follow-up data available to compare outcomes to network variables. Overall results found that the number of people in an offender's network was not related to recidivist behaviors, and regression analysis found that how close an offender feels to the people in her network contributed significantly to predicting recidivism. Subgroup analyses determined that geographic location (Topeka and Kansas City, KS n=38; Wichita n=47; Salina and Rural Communities n=35) did affect the degree of relationship between network variables and recidivism. Additionally, participation in an intervention called Moral Reconciliation Therapy impacted the size and distribution of the offender's social networks relative to non-participants. Findings suggest contextual differences in geographic location and the mechanisms that lead to those differences are important issues for programs wishing to influence the social networks of offenders reentering communities in Kansas.

#### **205 Foregrounding Decolonial Teaching Praxis in Community Psychology**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 5016

##### **Abstract**

This roundtable brings together panelists whose scholarship engages with an often neglected aspect of work towards social justice: teaching. The focus on teaching socially just community psychologies creates opportunities for engaging with deeply entrenched power relations in everyday taken for granted teaching and learning practices in community psychology. Addressing difference, civic responsibility, social action and oppression in the curriculum and teaching-learning processes is a crucial preparatory step to foster and deepen critical reflexivity of personal-professional-activist identities among faculty and students, while simultaneously expecting educators to make sense of our connections to our social, material and political worlds and the circulations of power that generate and sustain privilege and marginalization. For community psychology students and faculty, making sense of our worlds, also necessitates historical reflexivity by delving into the political, historical and cultural roots inherent in identity constructions. It is in these contexts that coloniality surfaces and generates an impetus for

teaching towards (de)coloniality. In this roundtable, panelists and audience members consider questions about (de)coloniality and their implications for teaching community psychology 1. What is decolonial teaching praxis? 2. What are the tensions and possibilities that arise when teaching towards decoloniality? 3. Do values of community psychology, decoloniality coincide? How? 4. How do university- and community-based teachers and learners who aspire to decolonial praxis negotiate university and/or community power systems that all too often reproduce colonial relations? By attending to these concerns the roundtable will highlight some of the ways in which teaching as an everyday activity is itself an inherently historical, political and social act. We interrogate what this means in our work and what the limitations and possibilities are through decolonial approaches that enhance social justice and human dignity.

**Chairs:**

*Ronelle Carolissen*, Stellenbosch University; *Urmitapa Dutta*, University of Massachusetts, Lowell; *Nuria Ciofalo*, Pacifica Graduate institute; *Jesica Fernandez*, Santa Clara University; *Brinton Lykes*, Boston college, Lynch school of Education; *Janelle Silva*, University of Washington, Bothell

**206 Modeling how the Structured Dialogue Method (SDM) Promotes Community-University Collaboration**

The Innovative Other

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 5026

**Abstract**

Overview of the Project In fall 2017, a team of two researchers and a community organizer received funding from the Robert Wood Johnson Foundation (RWJF) to develop and conduct a research project on violence prevention and positive youth development using the Structured Dialogue Method (SDM). SDM is an innovative, engaging model designed to enhance higher-level critical thinking, communication and analytical skills using informal and formal dialogue. The evolving nature of the research project and emphasis on community-based participatory research (CBPR) has challenged the research team to reframe language, the research design, and goals in ways that value community members and the cultural setting. Consequently, SDM is not only relevant as an intervention but also a method used to increase engagement with parents, teachers and administrators in sharing their vision of a healthy school. Overview of the Presentation This innovation session aims to facilitate increased learning about the Structured Dialogue Method (SDM) and how the project seeks to 1) improve effective communication between parents and teachers, 2) improve positive student-teacher relationships, 3) improve positive parent-teacher relationships, and 4) promote a positive school climate. The presenters will share the challenges and opportunities in designing interventions in community settings and working with community organizers. The following guiding questions will drive participant engagement and reflection. Guiding Questions • What

are the benefits and challenges of using SDM as a model for community engagement? • What are the benefits and challenges of using SDM to promote consensus and relationship building between parents and teachers in schools? • How do we use a dialogic process as a way of creating transparency in our research process with community partners? • What values does SDM offer in terms of building collaborations between researchers and community members?

**Chairs:**

*Dawn Henderson*, UNC Chapel Hill; *Charnelle Green*, Guilford County Schools; *Brian Sims*, Florida A&M University

**207 Emergent Strategy in Community Psychology: Teaching for Transformation**

Workshop

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 5028

**Abstract**

Queer Black social justice facilitator adrienne maree brown defines emergence as “ways for humans to practice being in right relationship to our home, and each other, to practice complexity and grow a compelling future together through relatively simple interactions...how we intentionally change in ways that grow our capacity to embody the just and liberated words we long for.” Drawing from science fiction genius Octavia Butler’s work, brown states that we are constantly changing and impacting our civilization, transforming a world that is in a constant state of change (brown, 2017, p. 14). Further, in her 2017 book *Emergent Strategy: Shaping Change, Changing Worlds*, she introduces several strategies for creating interdependence and resilience through decentralization. From her experiences facilitating social justice work within movement spaces focused on the liberation of historically colonized people, brown provides tools for building community and emergent strategy facilitation. Our workshop seeks to highlight the experiences of three primary instructors’ implementation of emergent strategy into teaching practices. This ongoing project follows a learning community of three instructors teaching three different courses (Black Psychology, Introduction to Psychology and Psychology of Gender) as we seek to apply emergent strategy in teaching psychology. Using *Emergent Strategy* as our text and our framework, we will ask attendees to participate in emergent techniques piloted in our classrooms inviting participants to address the following topics: What does using emergent strategy in teaching look like? How does this text/practice inform our work within communities? What are the elements of emergent strategy calling community psychologists to do? Participants will engage in personal practice of the elements of emergent strategy in a session that builds community among attendees. In addition, participants will discuss how emergent strategy framework informs critical psychological teaching and transformative education practices designed to aid in intentional social and relational change.

**Chairs:**

*Geena Washington*, North Carolina State University;  
*Kristen Riddick*, North Carolina State University; *Abby Nance*, North Carolina State University

**208 Cycles of Action: Highlighting Diverse Approaches to Preventing and Addressing Childhood Trauma**

The Innovative Other

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 5030

**Abstract**

Transformative community research and action often comes about, or is supported by, strong collectives (e.g., community-campus partnerships, collaborations, coalitions, and networks). In this symposium, community members, professors and representatives from state agencies and practice settings present and discuss three different approaches to development of community collectives around childhood trauma, including Adverse Childhood Experiences (ACEs) and Resilience. ACEs are traumatic events that occur prior to the age of 18 and can include maltreatments such as neglect and household dysfunctions such as substance use/misuse. By preventing and addressing ACEs, we can build individual and community resilience and improve individual and community well-being. The challenges to addressing ACEs are oftentimes complex and cannot be solved by any one person or organization. Thus, collective approaches to building resilience and improving well-being are important strategies. This Innovative Other session will showcase university, government, and practice-based initiatives. These initiatives showcase work in Illinois and South Carolina and include: 1) a funder driven frame in which ACEs work evolved out of a violence prevention grant given to a community, 2) a grassroots resident-led place-based initiative with strong university partnerships and multi-sector collaboration and 3) a two different state-wide (IL and SC) approaches that include collaboration, educational efforts, data collection, prevention planning, and legislative policy. Lessons learned about the process will be shared, specifically related to co-creating shared goals, values, expectations and/or outcomes; strategies for learning, specifically for understanding the neurobiological foundation of adversity; empowerment development; and planning for action. Additionally, fellow SCRA members will be asked to share their experiences with collectives to address ACEs.

**Chairs:**

*Melissa Strompolis*, Children's Trust of South Carolina; *Suzette Fromm-Reed*, National Louis University; *Audrey Stillerman*, University of Illinois at Chicago/UI Hospital and Health Sciences System; *James Rudyk, Jr.*, Northwest Side Housing Center/DePaul University; *Jacqueline Samuel*, National Louis University; *Judith Kent*, National Louis University; *Aditi Srivastav*, Children's Trust of South Carolina

**209 Meeting for Chairs of Councils, Committees, and Interest Groups**

## Special Session

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 5036

**Abstract**

Meeting for Chairs of Councils, Committees, and Interest Groups

**Chairs:**

*Elizabeth Thomas*, SCRA Secretary; *Jean Hill*, SCRA Executive Director

**210 Modeling Just Communities: Co-Creating Liberatory Classrooms with Undergraduate Students**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 6013

**Abstract**

“Think about all the power you have as a professor. Can you imagine sharing that with your students? What would the learning environment be if that was the case? What are you missing by not doing that?” These questions, posed by J.T., an undergraduate teaching assistant (UTA) at a liberal arts college, guide the theme of this proposed roundtable. This roundtable discussion will focus on how undergraduate teaching assistants and professors can collaboratively foster classroom spaces that reflect our broader commitments as community-engaged scholars to the creation of equitable and just communities. This roundtable discussion will be facilitated by one faculty member (discussant) and six UTAs (presenters) from a small liberal arts college in the Southern U.S. The voices of these UTAs, who occupy various marginalized identities (women of color, trans, gender non-conforming, and queer students), will be centered in this discussion. This roundtable highlights the ways in which these UTAs are engaged as full teaching partners with professors in college classrooms and the innovative practices these student-professor teams engage in to create more liberatory and transformative educational spaces. The key themes that the roundtable presenters will cover include a discussion of how collaborative student-faculty teaching teams can: 1) create more accessible and generative learning environments; 2) challenge knowledge hierarchies in the academy; 3) engage in deeper and more nuanced intersectional analyses in classroom spaces; and 4) address dynamics of privilege and oppression that play out among students. After a short discussion of these themes by the six UTAs, our team will open up the discussion to engage roundtable participants in dialogue about how college educators can learn from and work in close collaboration with undergraduate students to create more just and humane learning environments that reflect our values and commitments as community-engaged scholars.

**Chairs:**

*Krista Craven*, Guilford College; *Sarena Ezell*, Guilford College; *Tenaja Henson*, Guilford College; *Judith Holton*, Guilford College; *Donzahniya Pitre*, Guilford College; *Mattie Schaefer*, Guilford College; *Rehshetta Wells*, Guilford College

### **211 Facilitators and Barriers to Expanding the Reach of Youth Participation Approaches: Perspectives from Research and Practice**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 6017

#### **Abstract**

Empirical evidence has demonstrated that youth participation approaches (i.e., participatory action research (YPAR), design thinking, organizing/advocacy, advisory boards) have positive impacts on youth development, though evidence is strongest for YPAR (Anyon et al, 2018; Shamrova & Cummings, 2017). It is pertinent to expand the reach of youth participation beyond small scale social justice after-school programs and classrooms (Lindquist-Grantz & Abraczinskas, in press). Researchers and practitioners must understand the facilitators and barriers of going to scale. One facilitator is virtual connections. They make sharing methods easier through websites like the YPAR hub, and expand youths' abilities to connect through platforms like social media (Kornbluh, Neal, & Ozer, 2016). Another facilitator is generating evidence for alignment with organizational standards/goals to build buy-in; a school example being common core (Kornbluh, Ozer, Allen, & Kirschner, 2015) and improved attendance rates (Voight & Velez, 2018). There are also barriers to expansion. Grant funding often requires use of evidence-based interventions in schools/programs and youth participation approaches do not have that designation (Anyon et al., 2018). There are also many unstudied ongoing initiatives, which have great potential to generate practice-based evidence, but come with a need for the infrastructure and commitment of long-term research-practice partnerships in order to be successful (Ozer, Afifi, Gibbs, & Mathur, 2018). A final barrier is that youth participation approaches are often described vaguely in the literature, making studying them and generalizing findings difficult (Ozer et al., 2018). Collaboratively with the group, we will discuss facilitators and barriers like these, brainstorm potential solutions, and seek examples from research and practice. In the session, we hope to build networks for future collaborations with other scholars/practitioners who use these approaches. The facilitators will provide one example of going to scale and generating practice-based evidence through a campus-community partnership with a program that spans 111 schools.

#### **Chairs:**

*Michelle Abraczinskas*, REACH Institute at Arizona State University; *Mariah Kornbluh*, University of South Carolina - Columbia; *Emily Ozer*, University of California - Berkeley

### **213 The American Journal of Community Psychology: A Meeting with the Editor to Learn About the Journal, Explore Involvement and Ask Questions**

Special Session

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 6036

#### **Abstract**

During this meeting, the Editor will describe journal operations, provide a brief overview of recent trends (e.g., impact factor, submissions), and offer suggestions for the successful submission of manuscripts to the American Journal of Community Psychology. The Editor will briefly discuss guidelines for reviewers, resources for authors available on the Wiley website, and information about opportunities to serve as guest editors of special issues/sections. Participants will be given an opportunity to share their ideas about the journal and ask questions of the Editor.

#### **Chairs:**

*Nicole Allen*, University of Illinois at Urbana Champaign

### **214 The Villages That Raise Their Children**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** Palmer House The Spire Parlor

#### **Abstract**

This round table will include a panel of discussants from the Illinois communities that are in various stages of implementing the Early Development Instrument (EDI) through Erikson Institute. The EDI is a population-based measure used to learn about how kindergartners in a community are developing within their neighborhood contexts. During the past three years, Erikson has worked with five child-focused community collaborations in Illinois in implementing the EDI. The implementation planning process has included involving more cross-sector collaborators. Erikson partnered with key stakeholders in five communities across Illinois to collaborate on the EDI and use the data gathered from the tool to inform their efforts. Efforts include not only creating programs but identifying systemic gaps that exist between programs focused on young children (such as Maternal and Child Health, child care, IDEA Part C, Head Start, etc.), elementary schools, mental health, and other community initiatives that are relevant to young children's well-being and life chances (e.g., neighborhood safety, economic development, etc.) and creating policy and systems change. This effort is informed by other nascent efforts to create more coordinated, systemic efforts to address social and community determinants of young children's well-being. The current focus on ECE-for-school readiness often fails to account for out-of-school factors (OSF), such as inadequate health care, food insecurity, or substandard housing which are among a host of OSFs associated with lower academic achievement and life outcomes. This project uses geo-spatial analyses of EDI to engage community partners in collaborative inquiry, drawing upon local knowledge to investigate community conditions and the policy issues that impact these. This panel will provide insight as to their experiences using the tool, data produced from the tool, and identify how they have made use of the data in their communities that have brought about meaningful change for children and their families.

**Chairs:**

*Mark Nagasawa*, Erikson Institute; *Rebecca Halperin*, Erikson Institute; *Megan Aseltine*, Skokie/Morton Grove School District 69; *Holly Jin*, Skokie Public Library; *Joanna Varda*, SCC Early Childhood Centers

### **215 Racial Justice Action Group: A De-colonial Turn in Praxis**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** Palmer House The Water Tower Parlor

**Abstract**

Racial Justice Action Group Book overview: Community practitioners, students, and educators are often challenged in their acceptance of academic theories and concepts and the application of this knowledge to their engagement in community work. Often individuals, particularly people of color (POC), express a dissatisfaction with the reality that the academic material is too rooted in longstanding dominant narratives, which often clash with their own beliefs, values, identities, and foundational lived experiences. This book invites readers to explore alternative forms of community practice, narratives, and knowledge-building in Psychology(ies), broadly defined, while interrogating barriers that prevent the incorporation of their intersectional identities in a full process of authentic inquiry and critical/reflective praxis. This book includes a wide range of intergenerational voices, both of color and white allies, bringing in interdisciplinary perspectives from sets of authors who have long attempted to break free of the Eurocentric frameworks that has characterized their training. Praxis must involve research, values and action, but also narrative, theory, and reflection. Many theorists have influenced the book's approach to decolonizing the field of psychology --Maldonado-Torres; Fanon; Mignolo; Quijano, Freire) in ways that have powerfully influenced liberatory and critical forms of community psychology within the United States and yet so much more of this generative thinking has occurred on continents outside North America, and certainly more in Mexico and the Canada than the United States itself. While we do not pretend we are in advanced stages, we have attempted to go beyond theory and actually in engage in the praxis, which has influenced our thinking and the book itself, as well as having several relatively large, in-person meetings that have led to this project. The writing itself has also been uniquely collaborative with a constant focus on decolonizing our thinking, writing, and overall process.

**Chairs:**

*Hana Masud*, National Louis University; *Gorden Lee*, Psychologists for Social Responsibility; *Brad Olson*, National Louis University; *Ericka Mingo*, National Louis University

### **216 Bridging the "Know-Do Gap": Strategies for Implementing Evidence-Based Practices in Community**

**Settings**

Symposium

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** Palmer Salons 6&7

**Abstract**

Recent years have seen a proliferation of evidence-based interventions (EBIs) that have demonstrated efficacy in preventing an array of health problems. Unfortunately, EBIs only reach a small proportion of individuals and communities who could benefit from them. The integration of EBIs into practice and policy is, therefore, a critical focal point in promoting community- and population-health benefits. Spoth et al. (2013) note that building infrastructure and capacity in organizational and practice settings that promote enhanced adoption, implementation, and sustainment of EBIs is a "core challenge" for prevention researchers. This symposium features three projects aimed at translating evidence-based postpartum depression preventive interventions into different settings. The first presentation describes a partnership between Northwestern University and the Illinois Governor's Office for Early Childhood Development that trained 83 home visiting programs on the Mothers and Babies (MB) intervention between 2014-2017. Survey data collected from program managers in early 2018 will be presented that highlight key provider, organization, and larger ecological variables influencing implementation and sustainment. The second presentation describes a partnership between researchers from the University of Iowa and the Iowa Department of Public Health to disseminate the Listening Visit (LV) intervention throughout a network of 21 Title V maternal health clinics in the State of Iowa. The third presentation describes how a train-the-trainer model facilitated dissemination of a) MB throughout a network of 92 home visiting programs in the State of Florida and b) postpartum depression screening in 32 health or social services agencies in 20 counties in Iowa, reaching 58.2% of the state's population.

**Chairs:**

*Darius Tandon*, Northwestern University Feinberg School of Medicine; *Lisa Segre*, University of Iowa College of Nursing

**Discussant:**

*Mark Atkins*, University of Illinois at Chicago, Institute for Juvenile Research

**Presentations:**

#### **Examining Factors Associated with Sustainment of the Mothers and Babies Intervention**

*Erin Ward*, Northwestern University Feinberg School of Medicine; *Darius Tandon*, Northwestern University Feinberg School of Medicine

Mothers and Babies (MB) is an evidence-based intervention that has been shown to prevent worsening of depressive symptoms and onset of major depression among low-income perinatal women via a series of

randomized controlled trials. Home visiting (HV) programs serve approximately 750,000 perinatal women across all 50 states and are, therefore, a viable setting for the delivery of postpartum depression preventive interventions like MB. The Illinois Governor's Office for Early Childhood Development, which oversees HV service delivery by nearly 300 agencies throughout the state, initiated a partnership with MB's developers at Northwestern University to better address maternal depression, via integration of MB into their agencies' service delivery model. Between 2014-2017, 83 programs across Illinois were trained on MB. Earlier research conducted by our team indicated that HV programs trained on MB initiated (i.e., adopted) MB service delivery at their agency. In May 2018, we administered a web-based survey to HV managers and staff from each agency to examine the sustainment of MB, as well as provider, organization, and larger ecological variables influencing sustainment. Respondents (n=118) represented 91% of MB-trained programs, including HV program managers (33%), supervisors who provided HV services (9%), and home visiting staff (58%), providing a diversity of perspectives. Nearly all of the programs (91%) had implemented MB with clients individually (67%), in groups (17%), or using both modalities (16%). Overall, respondents responded "a lot" or "very much" when asked about their satisfaction (82%), preparedness (71%), acceptability (81%), effectiveness (71%), and feasibility (66%) of implementing the MB intervention. However, despite these favorable evaluations of intervention fit, ongoing challenges persist, including lack of adequate staff time to deliver the intervention (60%) and staff resistance to continue implementation (32%). Presenters will conclude by describing specific action items being undertaken to further promote sustainment of MB based on our survey findings.

#### **Academic-Public Health Partnerships: A Strategy for Moving Evidence-Based Interventions into Clinical Practice**

*Lisa Segre*, College of Nursing, University of Iowa; *Stephanie Trusty*, Iowa Department of Public Health; *Rebecca Chuffo Davila*, College of Nursing, University of Iowa

**Objective.** Moving evidence-based interventions (EBIs) into full-scale community use is challenging. This presentation describes how academic researchers collaborated with public-health administrators to disseminate an evidence-based treatment for perinatal depression, Listening Visits (LV), in a Midwestern state's maternal-health agencies. Results of the formal six-month program evaluation are presented, as well as results of a follow-up survey assessing LV-use and staff views two years after the program evaluation, when agencies were no longer under formal surveillance. **Methods.** Implementation of LV occurred in three steps jointly implemented by public-health administrators and researchers: obtaining Medicaid billing numbers for LV, providing a statewide webinar to educate home visitors

about perinatal depression, and providing LV-workshops throughout the state. Based on the RE-AIM framework, key program outcomes included adoption, implementation, reach and effectiveness. The two-year follow-up survey assessed home visitors' LV-use rates, views of the usefulness of LV, and barriers/facilitators to continued use. **Results.** All eligible maternal-health agencies (18/18) adopted LV by developing an LV-protocol and having their staff complete LV training. Among adopters, 61% provided the LV intervention in the 6-month evaluation period. Among the 161 depressed women, 20.5% completed LV, and realized significant reduction in depression symptom scores. Among the 22/29 home visitors who completed the two-year follow-up survey, 46% had used LV at least once in the last year. Most were confident about providing LV and believed that LV were helpful. Workload/staffing was the most frequently identified barrier to providing this service. **Conclusions.** This EBI dissemination successfully bridged the research-practice gap by leveraging the unique strengths and resources of a partnership between university researchers and public-health administrators. Alone, neither partner had sufficient means to be successful. University researchers contributed their clinical expertise. Public-health administrators brokered the gap between these experts and clinical services by providing access, credibility, and accountability.

#### **Disseminating Evidence-Based Postpartum Depression Interventions and Services Using a Train-the-Trainer Model**

*Darius Tandon*, Northwestern University Feinberg School of Medicine; *Lisa Segre*, College of Nursing, University of Iowa; *Molly McGown*, Northwestern University Feinberg School of Medicine; *Rebecca Brock*, University of Nebraska-Lincoln; *Stephanie Trusty*, Iowa Department of Public Health

One strategy for promoting adoption of evidence-based interventions is via a train-the-trainer (TTT) model. TTT involves the training of master trainers who then train others to adopt and implement new programs that address the needs of a target population. To date, there have been few efforts to facilitate adoption of evidence-based mental health interventions and services specific to postpartum depression. This presentation will feature the only two known examples of research teams using a TTT model to promote adoption of evidence-based interventions and services related to postpartum depression. We first describe an academic-community partnership among Northwestern University, the Florida Department of Health, and Florida Association of Healthy Start Coalitions that used a TTT model to facilitate dissemination of the Mothers and Babies 1-on-1 intervention throughout a network of 92 home visiting programs throughout Florida. 126 mental health clinicians and home visiting managers were trained on Mothers and Babies, with master trainers subsequently training 603 home visitors to deliver the intervention. Subsequently, we describe an academic-community

partnership between the University of Iowa College of Nursing and Iowa Department of Public Health that used an enhanced TTT model to train representatives from 32 health or social service agencies in 20 counties on evidence-based postpartum depression screening. Based on agencies with unique zip codes and assuming a 20 mile radius for each, the estimated population coverage estimate for this TTT program was 58.2% of the Iowa population. Among the 16 agencies that provided data,

screening rates for the first three months of screening were 73.2%, 80.5%, and 79.0%. We will discuss the strengths of TTT--in particular, efficiency of using TTT to facilitate adoption of evidence-based interventions and services across multiple agencies. We will also highlight potential challenges of TTT, including issues associated with ensuring quality of training conducted by the master trainers.

## Ignite Session #7 Community Health and Practice

### **Ignite Session 7: A Phenomenology of Being “Out Here”: Broad-Based Organizing, Transformative Education, and a Theory of Relational Empowerment**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU  
4012/4014

#### **Abstract**

My presentation describes a participatory action research project that considers James Hillman's 1992 call for psychology to be a “cell of revolution”, rather than a response to the pathological or disadvantaged. Through case studies in a broad-based organizing initiative and transformative education program, and phenomenological interviews with participants of both, I explore what a relational approach to empowerment makes available for community psychology. In particular, I examine modes of praxis from the case studies that contribute to a psychology at the level of organization or community, and which is both preventive and liberatory. In addition to theory around empowerment and relational self, I draw on Paulo Freire's concepts of conscientização and dialogic pedagogy to make sense of the processes and concepts involved in these organizations. My study situates IAF-affiliate OneLA and Landmark Worldwide's Self Expression and Leadership Program among what Shulman and Watkins called “Psychologies of Liberation” because they involve individuals, organizations, and communities “going through a process of re-imagining their lives, evolving as narrators and protagonists of their own history” (2008, p. 19). I utilize these case studies to inform a model of applied Community Psychology. As members of a movement which links inner freedom and power with freedom and power in the world, we Community-Liberation-Depth Psychologists imagine and engage theories and practices which offer potential for both. It is easy to think of community organizing as just an “outer” phenomenon or transformative education as merely an “inner” experience, but the relational methodologies of the programs I examine entail an essential fusion of “being out-here”.

#### **Chairs:**

***Pesach Chaniah***, Pacifica Graduate Institute

### **Ignite Session 7: Effects of Social Integration on Housing and Recovery Outcomes Among Participants in a Randomized Controlled Housing First Trial**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU  
4012/4014

#### **Abstract**

**INTRODUCTION:** Recent research has shown that social integration, involving community integration and a variety of social supports, can be protective resources for health of homeless individuals. However, it is not clear which types of supports are instrumental for which outcomes, and how social integration changes while transitioning away from homelessness into housing. This paper will explore through mixed quantitative and qualitative methods the nature of social integration, how it changes over time, and how these changes affect housing stability, substance use and mental health outcomes among a sample of homeless individuals experiencing serious mental health issues participating in the ‘At Home/Chez Soi’ Housing First randomized controlled trial in Canada. **METHODS:** The study used both quantitative and qualitative data to examine influences and effects on housing stability, substance use and mental health among the sample. Longitudinal quantitative data (baseline, 6, 12, 24 month) and qualitative data (baseline and 18 month) from across the five ‘At Home/Chez Soi’ research demonstration project sites was examined using mixed models and thematic analysis respectively. **RESULTS:** Various forms of social integration increased over time among Housing First participants more than Treatment as Usual participants. Social integration mediated the effect of the intervention on the percentage of days in stable housing, indicating that the Housing First intervention may have increased participants’ social network size and psychological integration, which in turn increased the percentage of days stably housed. No significant treatment by time by social integration interactions were found for the mental health and substance use outcomes. Findings from the qualitative interviews confirm and expand upon these quantitative findings. **CONCLUSIONS:** Increased social integration is an important output of the Housing First approach that can

have beneficial impact on key outcomes such as stable housing.

**Chairs:**

*Maritt Kirst*, Wilfrid Laurier University

**Ignite Session 7: Examining Resilience and Building Capacity Among Middle-Aged and Older Gay, Bisexual, and Other Men Who Have Sex With Men: A Community-Academic Research Institution Partnership**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 4012/4014

**Abstract**

Despite being part of a population at increased risk for acquiring HIV, many gay, bisexual, and other men who have sex with men (gbMSM) aged 40 years and older (>40y/o) have remained HIV-negative since the start of the epidemic. Among HIV-positive >40y/o gbMSM, many have exhibited resilience against HIV/AIDS not only by surviving its clinical and social impacts, but also by living full lives; fiercely advocating for their rights and needs; and staunchly supporting programs devoted to ending HIV/AIDS. The Public Health Agency of Canada (2013) has identified investigations involving older gbMSM and strengths-based studies focused on HIV/AIDS as priority areas in need of further research. In response to this, we (from the Centre for Addiction and Mental Health and the University of Toronto) have partnered with community collaborators from Realize, the Centre for Urban Health Solutions, and Sherbourne Health, to form a project team in Toronto, Canada, dedicated to examining the resilience of >40y/o gbMSM against HIV/AIDS, and building capacity within >40y/o gbMSM communities. Our collaborative team successfully gained extramural funding (i.e., a Canadian Institutes of Health Research Operating Grant – HIV/AIDS CBR) that would support our project for three years. With this funding, we will examine the resources, strengths, and protective factors >40y/o gbMSM have that make them resilient against HIV/AIDS. We will meaningfully involve and build capacity among >40y/o gbMSM as study participants, Community Advisory Board members, and staff peer researchers who will provide input and participate in every aspect of our research process [in progress]. To participate fully, peer researchers will be trained in the principles of Community-Based Research; conduct of qualitative interviews; and the DEPICT model for participatory qualitative health promotion research analysis (Flicker & Nixon, 2014). They will be included in the generation, shared ownership, and presentation of new knowledge from our study findings.

**Chairs:**

*Renato Liboro*, Centre for Addiction and Mental Health; *Tammy Yates*, Realize; *Francisco Ibañez-Carraso*, Centre for Urban Health Solutions; *Andrew Eaton*, University of Toronto Factor-Inwetash Faculty of Social Work; *Daniel Pugh*, Sherbourne Health; *Paul Shuper*, Centre for Addiction and Mental Health; *Lori Ross*,

University of Toronto Dalla Lana School of Public Health

**Ignite Session 7: Group Model Building to Describe Child Maltreatment Risk and Establish Priority Prevention Interventions for Implementation**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 4012/4014

**Abstract**

Group Model Building (GMB) is a method for conducting participatory research to understand complex problems and collaboratively identify solutions. Based in systems science thinking and particularly system dynamics methodology, GMB can be used to foster community capacity for identifying and comprehensively defining the problem they wish to solve, communicating across disciplines and organizations, and identifying priority areas for intervention while considering system wide effects such as lagged effects, feedback loops, and oscillations in key behaviors. This presentation reviews the use of GMB with eight stakeholders across North Carolina as they developed a community-academic partnership to describe the risk and protective factors related to child maltreatment in North Carolina. The group created a casual loop diagram of how these factors interrelate, which served as the qualitative, motivating framework for a quantified system dynamics model. Four key leverage points for intervention were identified: child care support, parenting support (peer and professional), food security, and housing stability. The GMB team then collaboratively identified three evidence-based interventions to simulate in a decision-support system dynamics model to understand the potential effects of traditional evidence-based interventions on their prioritized leverage points. We focus on describing which GMB scripts, or practices, worked best for this stakeholder group, how we adapted traditional GMB practices to serve diverse stakeholders, and how relationships were formed or strengthened through participation across four GMB sessions over eight months. We suggest how these collaborative methods can help community-academic partnerships tackle complex issues such as child maltreatment, and the potential deliverables that can result from this collaborative work. Because of its focus on eliciting stakeholder experiences and perspectives, GMB can be a particularly effective tool for working with groups that have historically been silenced, and can empower groups by offering an innovative approach for communicating a shared perspective and self-determining non-traditional areas for intervention.

**Chairs:**

*Gracelyn Cruden*, University of North Carolina- Chapel Hill; *Kristen Hassmiller Lich*, University of North Carolina-Chapel Hill

**Ignite Session 7: Involvement in a Childhood School-Community Collaborative Reduces Social Anxiety in**



**Women**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 4012/4014**Abstract**

Social anxiety disorder is characterized by an extreme and persistent fear of embarrassment or scrutiny in social or performance situations. The condition is among the most common mental illnesses characterized by an early onset, chronic course, and significant associated health and social service costs. Schools are a predominant context for the experience of social anxiety among children and previous research shows that girls and women report higher rates of this condition compared to boys and men. Despite its prevalence and associated functional impairment, social anxiety remains among the least recognized, researched, and treated mental health conditions. Critically, broader community characteristics have yet to be considered as valuable tools for disrupting its onset and maintenance. This study examined whether a school-community collaborative initiative, offering a variety of early development programs to children ages 4 to 8 years in an impoverished neighbourhood, is related to reduced social anxiety in young adulthood. A quasi-experimental, two-group comparative design (N = 106) was used. Participants were 74 adults who grew up in impoverished communities and who took part in the intervention as children. An additional 32 individuals who lived in sociodemographically similar neighborhoods but did not partake in the intervention were the comparison group. An institutional research ethics board approved the study. Hierarchical multiple regression was employed using intervention participation, gender, and socioeconomic status as predictor variables, and social anxiety as the outcome variable. Twenty years later, gender emerged as the only significant predictor: Women reported higher levels of social anxiety compared to men, and the intervention had a positive impact on women showing they had lower rates of social anxiety than women in the comparison group. Findings make an important contribution to the existing literature on social anxiety disorder and provide direction for gender-informed early childhood educational and psychosocial interventions.

**Chairs:**

*Christina Dimakos*, Wilfrid Laurier University; *Alexis Gilmer*, Wilfrid Laurier University; *Colleen Loomis*, Wilfrid Laurier University; *Janetter Pelletier*, University of Toronto; *Ray Peters*, Queen's University

**Ignite Session 7: Power of Mindfulness Practices among Community Activists**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 4012/4014**Abstract**

Stress is a leading public-health concern in the United States that may play a detrimental role for well-being,

both physically and psychologically (APA, 2017), leading to potential burnout (Leiter, Bakker, & Maslach, 2014). This is highly significant within the activist world, as the literature reports many on-going stressors for community organizers such as negative interpersonal relationships within movement spaces (Plyer, 2006), extensive time commitments (Vaccaro & Mena, 2011), emotional vulnerability due to the intense nature of work (Goodwin & Pfaff, 2001; Maslach & Gomes, 2006), as well as a cultural lack of support for self-care practice (Nair, 2004; Plyer, 2006; Rodgers, 2010). As a result, high levels of burnout, estimated at 50-60%, have been observed among activists (Pines, 2004; Rodgers, 2010; Klandermans, 2003). Given the dire need for social change, this estimation of burnout among activists is alarming. Mindfulness techniques, such as yoga and meditation, which emphasize an "awareness that arises from paying attention on purpose, in the present moment, nonjudgmentally" (Paulson, Davidson, Jha, & Kabat-Zinn, 2013, p. 91), may serve as a tool to mitigate the negative effects of stress. This ignite presentation will briefly explore the potential of mindfulness techniques to combat activist burnout and invigorate activist spirit. Given the complex state of our world, ecologically and politically, efforts to boost activist engagement are vital.

**Chairs:**

*Elizabeth McInerney*, University of Miami

**Ignite Session 7: Tensions at the "Edge": Reflecting on Edge Effects and Institutional Power**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 4012/4014**Abstract**

Edge effects are a useful ecological metaphor to conceptualise work beyond the collaborative interfaces between various communities, organisations and institutions. Maximising the "edge" contributes to a diversity of resources, including knowledge, experience, access and opportunities that can enrich community based projects (Burton & Kagan, 2000). This presentation will draw on a case-study of a community based and led initiative working towards racial equity, through the development of culturally safe spaces that provide opportunities and mentoring for young artists from African backgrounds to enter the creative industries, and facilitates critical conversations about issues such as racism and belonging. The initiative is self-determined and was developed by and for members of the African diaspora in Australia. Yet it also exists as a nexus and contact point for various organisations, community arts spaces, funding bodies, and universities, each offering the possibility for generative transitional spaces, or "ecotones", that contribute to co-ordinated change. However, if one examines the forest-edge, extinction of some species and the colonisation by others can also be observed (Obum, 1996). Knowledges and practices also face the risk of colonisation, and this highlights an important tension at the "edge". Thus it is

important to consider not only how the “edge” can be maximised, along with opportunities and resources, but what might also be lost, appropriated or misinterpreted through contact with powerful institutions and systems. The presentation will consider these relationships within this case-study, as well as a reflection on my own role as a university-based researcher across these community and organisational interfaces.

**Chairs:**

*Rama Agung-Igusti*, Victoria University

**Ignite Session 7: The Charrette Procedure: An Innovative Participatory Method**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 4012/4014

**Abstract**

Adapted from urban planning, the Charrette Procedure is an interactive creative brainstorming exercise that is designed to maximize participation that can be adapted for use as a participatory research method. This method provides an opportunity for efficient idea generation and helps to destabilize power dynamics within large groups. The talk will consist of four brief sections: (1) an overview of the benefits of a Charrette Procedure, (2) a step-by-step outline of how to conduct a Charrette Procedure, (3) an indepth example of how the Charrette Procedure was used with stakeholder groups for the Teach2Reach Project on educating youth about sex trafficking in North Carolina, and (4) resources and tips for attendees interested in using the Charrette Procedure as a community participatory research method.

**Chairs:**

*LB Klein*, University of North Carolina at Chapel Hill

**Ignite Session 7: The Community Resiliency Model: A Transformational Approach to Trauma Prevention and Intervention**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 4012/4014

**Abstract**

Acute trauma, cumulative trauma, and chronic stress are disruptive to the functioning of a person’s autonomic nervous system, as traumatic events and stressful experiences alter breathing, heart rate, and metabolic performance. Severe and recurring dysregulation of the nervous system can lead to increased biological vulnerability, heightening a person’s risk for detrimental mental, behavioral, and physical health outcomes. For populations that are socioeconomically disadvantaged, the impacts of trauma and stress are amplified, as access to health care, treatment, and other resources are limited. In this presentation, we will introduce an innovative, research-informed model for trauma prevention and intervention at the community and systems level. The goal of the Community Resiliency Model (CRM) is to provide biologically based mental health and coping

skills-based interventions to improve wellness and resiliency in communities. CRM has been implemented all over the world in villages, cities, schools, and health agencies. Due to the adaptive nature of the model, CRM has been taught to a variety of ages and literacy levels, and has been shown to be useful for individuals of different cultural and ethnic backgrounds. By design, CRM aims to provide maximum reach and accessibility to vulnerable individuals and communities. This is achieved by creating capacity within laypersons, teachers, frontline staff, family members and each member of a community bypassing the immediate need to seek expensive services offered by a mental health professional. This approach emphasizes both the prevention and intervention aspect of implementation through a combination of education and skills based learning. In this presentation we will discuss the theoretical basis for the model, highlight key elements of the model, and provide case examples and early findings to demonstrate the effectiveness of the model at deterring and mitigating the harmful biological impacts of acute trauma, cumulative trauma, and chronic stress.

**Chairs:**

*Mary-Ellen Brown*, Arizona State University; *Reena Patel*, Arizona State University

**Ignite Session 7: Understanding Family Stigma for Young Adults with a Mother with Depression**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 10:30-11:45 AM **Room:** NLU 4012/4014

**Abstract**

Research indicates that adult children who have a parent with depression are often at risk for negative outcomes such as feelings of caregiver burden, decreased psychological well-being, and depressive symptoms. Studies also suggest that family members experience stigmatization due to their relationship with a loved one with mental illness. However, little is known about how young adults’ relationships with a parent with depression relate to their experiences of social stigma. Understanding adult parent-child relationships and experiences of family stigma has important intervention implications for community psychologists. This Ignite presentation summarizes findings from a study of 172 young adults with mothers diagnosed with depression. The study examined associations between young adults’ views of responsibility and regard in their relationship with their mother and perceptions of family stigma, individual well-being, and sense of empowerment. Findings suggest that regardless of participant demographics and self-reported depressed mood, young adults who reported higher levels of family stigma also reported significantly lower levels of well-being and empowerment. Moreover, young adults’ reports of regard in their relationship with their mother served a mediating role in the relationships between self-reported family stigma, well-being, and empowerment. Specifically, young adults who reported higher levels of family stigma reported lower levels of maternal regard,

and young adults' who reported less maternal regard reported less well-being and empowerment. Young adults' reports of responsibility toward their mother were not found to serve a mediating role in the relationships between reports of family stigma, well-being, and empowerment. This result suggests that young adults' feelings of regard for their mother serve an important role in the relationships between family

stigma, well-being, and empowerment. Implications of present findings for community research and action are discussed.

**Chairs:**

*Kevin Walker*, Bowling Green State University;  
*Catherine H. Stein*, Bowling Green State University

## Friday Lunch

### 218 Community Psychology Practice Council 2019-2021

Committee/Council/Interest Group Meeting

**Day:** 6/28/2019 **Time:** 11:45-1:00 PM **Room:** NLU 5006

**Abstract**

Practitioners Assemble! Meet with the co-chairs and other CPPC members to talk about the future of the council and how it can best meet member needs. Hot topics for discussion: projects, publications, conference calls, and member engagement.

**Chairs:**

*Nicole Freund*, Center for Applied Research and Evaluation; *Olya Glantsman*, DePaul University

### 219 Council on Culture, Racial and Ethnic Affairs (CERA) - Business Meeting

Committee/Council/Interest Group Meeting

**Day:** 6/28/2019 **Time:** 11:45-1:00 PM **Room:** NLU 5007

**Abstract**

CERA's mission is to represent issues of cultural diversity and promote the concerns of people of color as a focus of community research and intervention; to promote training and professional development of people of color interested in community psychology; to advise the Executive Committee on matters of concern to people of color; and to inform and educate the Executive Committee regarding the implications of decisions as they pertain to people of color. The purpose of this business meeting is to connect with CERA members, and interested members who would like to join, as well as contribute to the development and planning of future CERA efforts. During this meeting we'll reflect on past achievements and accomplishments, highlight new projects and activities related to mentoring, professional development, diversity & inclusion, as well as grants and research projects aligned with racial justice. We hope that through this gathering new and continuing members will be able to share their thoughts and insights on what they would like to see happen within CERA, and other initiatives that we can pursue as a Council to further support and advocate for professional development, thriving and success of community psychologists and allied professionals of color and with intersecting positionalities/identities.

**Chairs:**

*Jesica S. Fernandez*, Santa Clara University;  
*Dominique Thomas*, University of Michigan; *Geraldine Palmer*, Adler University

### 220 Women's Committee Meeting

Committee/Council/Interest Group Meeting

**Day:** 6/28/2019 **Time:** 11:45-1:00 PM **Room:** NLU 5016

**Abstract**

To increase sensitivity to and awareness of women's issues within the SCRA; to promote training and professional development of women interested in community psychology and increase sensitivity to women's issues in the workplaces of community psychologists; to identify and encourage feminist perspectives and methods within community psychology; to advise the Executive Committee on matters of concern to women; and to inform and educate the Executive Committee regarding implications of decisions for women and women's concerns.

**Chairs:**

*Susie Paterson*, University of Miami

### 221 Community Health Interest Group Networking Event

Committee/Council/Interest Group Meeting

**Day:** 6/28/2019 **Time:** 11:45-1:00 PM **Room:** NLU 5026

**Abstract**

Does your work sit at the intersection of community health and community psychology? If so, join the Community Health Interest Group for a networking event to learn more about the diversity of community health research, policy, and practice within the membership of SCRA. The networking event will include an opportunity to shape the agenda of the Community Health Interest Group over the next two years.

**Chairs:**

*Darcy Freedman*, Case Western Reserve University;  
*Venoncia Baté-Ambrus*, Dominican University

### 222 Indigenous Studies Interest Group Meeting

Committee/Council/Interest Group Meeting  
**Day:** 6/28/2019 **Time:** 11:45-1:00 PM **Room:** NLU 5028

**Abstract**

Meet with the co-chairs and IIG members to get updates on Biennial plans and programming, decide upon a new co-chair, and continue discussions of how this interest

group can continue to serve its members and Indigenous communities.

**Chairs:**

*William Hartmann*, University of Washington;  
*Nathaniel Mohatt*, University of Colorado Denver

## Friday Afternoon Sessions

**225 Case Studies in Creating Cultures of Sustainability Through Community and Organizational Partnerships Symposium**

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4020

**Abstract**

Climate change has been described as a global problem with local solutions. This is because the destabilizing effects of climate change are taking place on a planetary scale, yet they continue to be felt differently in different places based on specific features of local environments. As such, some of the most effective sustainability initiatives have taken place in local settings (e.g., neighborhoods) where it is possible to attend to local strengths and opportunities as well as barriers to action. What this means for psychologists is that responding effectively to climate change is a matter of understanding the problem as complex and its solutions as situated—as involving people in context. To date, however, most psychology research in the climate change domain has tended to focus on individual (e.g., lifestyle, consumer) behaviors and universal solutions, rather than on forms of collective engagement in local contexts that may foster “cultures of sustainability” (COS) and broader social change. In this symposium, we explore avenues towards building COS in local settings through partnerships with community groups, schools, and organizations in New Zealand, the U.S., and Canada. One presentation investigates two networks designed to promote flourishing people and natural ecosystems, one within a high school and the other within the Science Faculty at a University in New Zealand. Another presentation explores the role of children in building COS through youth-led action projects (e.g., community gardening; local policy advocacy) in the U.S. A third presentation reviews current literature on sustainability symbols and their links to promoting COS and addressing the existing performance gap of green buildings. Our final presentation will discuss the theory of change, study context, research design, and selected results from the first phase of a mixed-method longitudinal study related to developing a COS in Canada’s first commercial net-positive energy multi-tenant office building.

**Chairs:**

*Carlie D. Trott*, University of Cincinnati

**Presentations:**

**Networks for Sustainability**

*Niki Harré*, The University of Auckland

Complexity theory suggests that society is made up of numerous interacting forces. These forces exist at all levels of the system and include both macro-level structures such as large scale institutions and micro-level dynamics such as the desire of individuals and small groups to flourish and shape the world around them. Once social life is understood as complex, it follows that social change cannot be directed or predicted as would be possible in a linear system. At best, people can take actions they hope may push the system in a different direction. These actions are likely to be most effective when made by people with good local knowledge of the barriers to, and potential facilitators of, change in the relevant context. I suggest that the network is a promising structure for pushing social systems towards cultures of sustainability. A network is a loosely organised structure that connects people and interest groups with aligned values. In keeping with complexity theory, networks do not demand compliance with a unified goal. Instead they facilitate communication and support, giving participants increased license to discuss, implement and companion the values on which they are based. Two examples will be given of networks I am involved in, both of which are designed to forward “thriving people and flourishing ecosystems”. The first is a school sustainability network which has led to sustainability becoming a core part of the school’s strategic plan, numerous practical initiatives such as a comprehensive waste separation system, and curriculum developments that include introducing Sustainability as a subject option for students. The second is a Sustainability Network located within the Faculty of Science at The University of Auckland. The university network has also been the basis for curriculum developments including an interdisciplinary minor in Sustainability, as well as several practical, research and outreach projects.

**Collaborating with Children for Climate Justice: Empowering Agency through Action**

*Carlie D. Trott*, University of Cincinnati

Children are critical actors and key stakeholders generating cultures of sustainability. Not only are children “citizens of today” who are active participants in their climate-affected communities, they are tomorrow’s leaders and stewards of the earth who will continue to face the adverse consequences of climate change throughout their lifetimes. However, U.S. children face numerous barriers to their climate change engagement. In the classroom, climate change is often misrepresented, under-emphasized, or neglected altogether, and children’s sociopolitical engagement is impeded by widespread cultural beliefs around politics as an ‘adult-only’ sphere. Given children’s enormous stake in building cultures of sustainability, an important question is how to facilitate their positive engagement, while advancing their potential as agents of change within their families and communities. The present study explored children’s (N = 55; M = 11 years old) experiences with an after-school program that aimed to promote their climate change awareness, agency, and action using participatory methods. The fifteen-week program combined climate change educational activities with photovoice methodology and culminated in youth-led action projects. Projects included: (1) Family action plans, which focused on everyday behavior change; and (2) Community action projects, which came to include local policy advocacy, community outreach, tree-planting, website-building, and community gardening. Analyses of survey and focus group data indicate that climate change awareness strengthened children’s motivation to address environmental problems through personal and collaborative action. Children’s individual pro-environmental actions, through family action plans, empowered their sense of agency to make a difference through their everyday behaviors, while youth-led collaborative action projects further strengthened their sense of agency to improve their communities. Overall, children left the program with stronger beliefs that they—and young people in general—could be agents of change in their families, communities, and in the world. The importance of combining individual and collaborative action in child-focused environmental programming is discussed.

#### **The use of participatory arts-based symbolism to support a culture of sustainability**

*Benjamin Kai Reimer-Watts*, Wilfrid Laurier University

An increased understanding of the severity of the global climate crisis has not been matched with the required actions and societal changes necessary to mitigate this problem. One example of this is that many of the physical spaces we inhabit have little to no imagery or symbolism relating the importance of environmental action and sustainability. As a visual artist and documentary film producer now pursuing my PhD in community psychology, I will take an interdisciplinary look at the under-researched role of visual-textual

symbolism in supporting a culture of sustainability (COS) within the context of green buildings. A strong COS is characterized by shared values & norms, practices and symbolism focused on making individual and societal choices that foster social, economic and environmental sustainability (Riemer, Lynes & Hickman, 2014). High-performance green buildings (HPGB) provide an ideal space to nurture a broader COS, as they are both already built to integrate strong sustainability principles, yet also struggle with a clear “performance gap” that has been linked to a lack of a COS among building occupants, among other factors. Recent research shows that a closer collaboration between the arts and social sciences may be key to developing the relevant messaging and symbolism required to support a strong COS within the green building context – for instance, by communicating the building’s broader environmental identity, along with the practical energy savings of the building design and systems that may otherwise be invisible. In this presentation the author will share a review of the literature on sustainability symbols and their links to promoting a COS, as well as outcomes from the first phase of the study engaging green building citizens. This study will take place in *evol1*, a new HPGB located in Waterloo and Canada’s first commercial net-positive, zero carbon multi-tenant office building.

#### **Creating a culture of sustainability in Canada’s first net-positive and carbon neutral multi-tenant office building**

*Manuel Riemer*, Wilfrid Laurier University; *Stephanie Whitney*, Wilfrid Laurier University; *Bianca Dreyer*, Wilfrid Laurier University; *Simon Coulombe*, Wilfrid Laurier University; *Joel Marcus*, York University

As the unfolding global climate change crisis increases pressure to act, it is becoming clearer that technological solutions alone will not be sufficient to mitigate the behavioural issues that contribute to the crisis. For example, while building technology has significantly advanced, high-performance green office buildings often fall short of meeting their design expectations. This “performance-gap” has been attributed to the citizens of the building, i.e., the building managers and the employees working in the building. In this presentation the authors will present a case study of engaging green building’s citizens in a culture of sustainability, characterized by shared values, norms, language, and practices focused on making individual and societal choices that foster social, economic and environmental sustainability. The study is taking place in *evol1*, Canada’s first commercial net-positive energy and carbon-neutral multi-tenant office building. The research team has been given permission to turn the building into a living-lab in order to study the process of developing a culture of sustainability over time, and the people-building interactions more broadly. The interdisciplinary research team and their community partners have developed a comprehensive engagement strategy that applies principles of systems thinking,

community engagement, and organizational learning and change. A Manager of Culture of Sustainability works with building citizens in co-developing and implementing the strategy. The research team is using a comprehensive mixed-method longitudinal case study and comparison group design to evaluate the implementation of the engagement strategy and its impact over the course of four years. In this presentation the authors will discuss the theory of change, the study context, the research design, and selected results from the pre-occupancy assessment and data collected during the first seven months of occupancy. Specific attention will be given to the application of community psychology principles and theories and their utility in fostering a culture of sustainability.

**226 Staying True to Our Values by Giving It Away: The Story of the Free Community Psychology Textbook**  
The Innovative Other

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4022

**Abstract**

Over the past year, approximately 40 SCRA members have participated in the development of an open-access, free introductory community psychology textbook. The current Biennial Conference represents the official launching of this textbook. To consider its significance, the proposed session will consist of a series of three sequential mini-round tables, each comprised of approximately six different contributors to the book. Each mini-round table will focus on one stage of the book's development. The first will address problems in the teaching of introductory community psychology that the book was intended to address. This mini-round table will consider barriers to students learning about our field and how the new textbook overcomes them. The second mini-round table will discuss the challenges involved in creating such a volume. Among these are (a) how to create a unified vision and a functional, cohesive volume and (b) how to do so in a manner that is logistically feasible and economically viable. The third mini-round table will concentrate on the use of the book as a means of attracting a new generation of students and potential future community psychologists. This mini-round table will consider dissemination to promote student exposure to the field as a wellspring of science and social application and to SCRA as a bonding organization. This session will emphasize broad involvement and democratic participation in considering the above issues. Thus, in addition to the 20 persons (around six to seven on each of the three mini-round tables) as primary conversants, active audience participation will be sought, and two veteran community psychology instructors (David Glenwick and John Moritsugu) will provide reflections on the insights gleaned from the mini-round tables. Through this process, the session will result in an expansive range of thought related to this innovative, inclusive project and to undergraduate instruction in community psychology in general.

**Chairs:**

**Jack O'Brien**, DePaul University; **Leonard Jason**,

DePaul University; **Olya Glantsman**, DePaul University; **Kaitlyn Ramian**, DePaul University; **David Glenwick**, Fordham University; **John Moritsugu**, Pacific Lutheran University; **Lauren Hochberg**, DePaul University; **Christopher Keys**, DePaul University; **Susan McMahon**, DePaul University; **Fabricio Balcazar**, University of Illinois at Chicago; **August Hoffman**, Metropolitan State University

**227 Refugee and Immigrant Newcomer Youth: Strengths, Needs, and Challenges**

Symposium

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 5006

**Abstract**

Young people in late adolescence and early adulthood are an important segment of the population of immigrants and refugees entering the U.S. In particular, "late entering" immigrant youth (who arrive in the U.S. in late adolescence) face particular challenges as they simultaneously experience transitions culturally, to the new country and its educational system, and developmentally from childhood to adulthood. These youth comprise a large and growing population of English Language Learners in U.S. schools, yet, funding for language acquisition programs is concentrated at the elementary school level. Older newcomers face many obstacles such as legally precarious positions (McWilliams & Bonet, 2016) and interrupted schooling experiences (Arnot et al, 2009), and have extraordinarily high drop out rates (Ruiz de Velasco & Fix, 2000). In addition to school adjustment, immigrant youth are making decisions about future educational and occupational paths while balancing these aspirations with practical needs related to supporting themselves and their families. A number of educational, social service, and mentoring programs and interventions have been developed to meet their needs. In this symposium we bring together reports of several studies focused on these experiences among refugee and immigrant youth. Dina Birman, will describe a study of experiences of late entering refugee and immigrant students in specialized GED programs designed for them as an alternative to high school in Miami. Emily Bray will report on a study of refugee students enrolled in college in Chicago, their experiences, challenges, and strengths. Diana Formoso will report on a study designed to understand experience of unaccompanied immigrant minors from the perspective of service providers in Miami. Ashmeet Oberoi will report on a review of the literature on mentoring of refugee and immigrant youth. Gabriel Kuperminc will discuss these findings and their implications for policy and community psychology research.

**Chairs:**

**Dina Birman**, University of Miami

**Discussant:**

**Gabriel Kuperminc**, Georgia State University

**Presentations:**

### **Alternate Selves: Late Entering Adolescents Reimagining a Possible Self in Immigration**

*Dina Birman*, University of Miami; *Ashmeet Oberoi*, University of Miami; *Maria Fernanda Garcia*, University of Miami; *Miryam Haarlamert*, University of Miami; *Alexandra Lane*, University of Miami

We report on a grounded theory (Strauss & Corbin, 1998) study of late entering immigrant and refugee students enrolled in specialized daytime General Education Diploma (GED) programs. These programs are designed for refugee youth age 16 - 18 as an alternative to high school for students perceived as not having sufficient knowledge of English to complete high school graduation requirements. Based on interviews with 36 newcomer students from Latin America enrolled in five programs, we propose the alternate self as the core category of our grounded theory. Similar to a possible self (Markus & Nurius, 1986) that adolescents envision as they prepare to transition to adulthood, prior to migration immigrant youth imagine an alternate self of themselves in the new country. Once in the U.S. adolescents experience threats to the alternate self when they encounter the realities of educational and career opportunities. Youth in this study were steered to specialized Spanish language GED programs to receive a high school diploma equivalent. Findings suggest that the programs sampled provide immigrant youth with the kinds of supports available in transitional newcomer programs (Short, 2002), though within the structure of adult education that excludes them from the high school experiences; but also gives them a faster path to a diploma. The youth cope by re-imagining their alternate selves and realizing their career goals, changing them, or downgrading their aspirations. The challenge for the resettlement, educational, and other systems that interact with these youth is how to help them develop ambitious and realistic alternate selves during the simultaneous transition to a new country and to adulthood.

### **An Investigation of Strengths: Refugee Students' Success in Higher Education**

*Emily Bray*, University of Illinois at Chicago

The world is facing an unprecedented refugee crisis (Butler, 2015; UNHCR Figures at a Glance, 2016), and refugee education, specifically higher education, is an understudied issue that has large individual and community behavioral health implications. Refugee higher education is important for promoting economic and social wellness in both resettlement communities and during national rebuilding efforts (Dryden-Peterson, 2011a; Golden & Katz, 2009; Morlang & Stolte, 2008; Stevenson & Willott, 2007). Fifteen undergraduate students from a refugee background were recruited to participate in this semi-structured interview based constructivist grounded theory study (Charmaz, 2006). Participants were 18 to 26 years of age, came from 12 different countries (across four continents), and are at a range of different stages in their college careers.

ATLAS.ti qualitative data analysis software was used to analyze the data according to constructivist grounded theory study paradigm (Charmaz, 2006). The results of the study explore (a) refugee college students' perceptions of success, both in educational and broader contexts, (b) the supports and difficulties that have both facilitated and challenged their access to and success in higher education and (c) the types of additional supports and resources that might ensure further success in their higher education journey. Interested participants will help co-create the presentation of the results to assess the validity of interpretations, adapt them where necessary, and make decisions on how and where to share the findings. Participants have been eager to work to disseminate these results in a way that would be most useful to refugee students and institutions of higher education. This study highlights success as a complex and varied construct. It is also an exciting opportunity to investigate an understudied facet of the human experience. It is more important than ever to hear directly from refugees about their successes, and use these lessons to help others succeed.

### **Community Stakeholder Perspectives Around the Strengths and Needs of Unaccompanied Immigrant Minors**

*Diana Formoso*, Nova Southeastern University; *Lourdes Suarez-Morales*, Nova Southeastern University; *Carolina Barbeito*, Nova Southeastern University; *Veronica Grosse*, Nova Southeastern University; *Adriana Wilson*, Nova Southeastern University

Unaccompanied immigrant minors (UIM) are youth who lack lawful immigration status and who are without a parent or guardian in the U.S. who can provide custody and care. By all accounts, UIM experience stressful and traumatic circumstances before, during and post-migration. Most UIM left their home countries due to economic stagnation, poverty, crime and gang-related violence (Kandel et al., 2014); almost half described fleeing societal violence and one in five described experiencing domestic abuse (UNHCR, 2014). During migration, UIM are vulnerable to human trafficking, kidnapping, and other abuses (Kandel et al., 2014). Upon resettlement, UIM sometimes experience extended stays in detention centers, community violence exposure in resettlement areas, and an uncertain future in the U.S., all without family support to buffer these stressors (Alvarez & Alegria, 2016). Not surprisingly, UIM are at increased risk for mental health problems compared to accompanied immigrant youth (Derluyn & Broekaert, 2008; Huemer et al., 2009). Research on protective factors is emerging, but scarce. This presentation describes community stakeholder perspectives around the strengths and needs of UIM. Stakeholders include academic researchers with experience working with UIM; key decision makers in agencies serving UIM; professionals with insider knowledge (e.g., immigration attorneys, psychologists with expertise in asylum evaluations); and community members participating in immigrant-focused coalitions. Stakeholder interviews

identified significant need for support for UIM. They noted that UIM need emotional support before, during and after legal interviews when youth must recount traumatic events. Families need support during periods of separations and reunions, which can lead to uncertainty and unanticipated conflict, and foster families sponsoring UIM need parenting support for raising children facing difficult circumstances. Stakeholders also noted role conflicts that arise when simultaneously addressing the legal and mental health needs of UIM and the emotional toll that this work takes on professionals serving UIM.

### **Mentoring For First-Generation Immigrant And Refugee Youth: A Literature Review and Insights for Practice**

*Ashmeet Oberoi*, University of Miami

This review examines research on mentoring for first-generation immigrant and refugee youth (FG-IRY) and is organized around four aspects of mentoring for these youth—its documented effectiveness, factors conditioning effectiveness, intervening processes for linking mentoring to outcomes, and the extent of reach and engagement and the quality of implementation of mentoring programs for FG-IRY. The research reviewed, although limited in scope, provides the basis for some preliminary conclusions about mentoring as provided to this population of youth. These include evidence that: a) Both formal and informal mentoring may be beneficial for facilitating acculturation and social integration to the new country and promoting academic and school engagement among FG-IRY; b) Benefits of mentoring for FG-IRY may accrue, in part, as a result of mentoring facilitating their acculturation, social integration, and school success, wherein mentors act as cultural and system translators and interpreters; c) School-based mentoring programs that address the specific needs of FG-IRY have the potential to promote academic success and integration into the new culture through relationships with teachers, school personnel, and peers; and d) Both same- and cross-cultural mentoring relationships can be beneficial for FG-IRY, although mentor training and cultural competence of mentors may influence the quality of mentoring relationships. A commentary attached to this review discusses implications of the review's findings for practice and other recommendations. It is proposed that when designing and implementing mentoring services to support FG-IRY and, often by extension, their families, practitioners should carefully consider the nuanced needs and specific cultural backgrounds of the mentees and families they wish to serve.

**228 College as a Site of Community Inquiry: Undergraduates Researching Undergraduate Experiences Symposium**

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 5007

#### **Abstract**

In this session, four research teams present community

and participatory projects on college campuses. Each team is composed of undergraduate researchers and faculty or graduate student mentors. While the foci of the research vary, each shares a commitment to utilizing participatory and qualitative strategies to investigate aspects of undergraduate experiences related to community psychology. For community psychologists working within primarily undergraduate settings, opportunities to use our skills and expertise to contribute to the campus community serve as an important mechanism for teaching community psychology competencies, spreading awareness of community psychology, conducting participatory action research, and contributing positively to our institutions. All the sessions share a focus on undergraduate led projects, reflection, and a collaborative ethos. One project is the result of a collaboration across multiple campuses and involved undergraduate researcher analysis of student reflections about diversity and privilege. In another project, student researchers investigated undergraduate experiences in community psychology research labs. Two of the projects are ongoing and utilize a process of mentorship within the undergraduate research teams to onboard new members. Both projects also share an ongoing campus collaboration, one with institutional research and another with the Bonner Scholars service program. The latter is in its fourth year of cross-sequential narrative analysis of reflective essays. The former is in its third year of hosting focus groups on an issue chosen through collaboration between the undergraduate research assistants and college administration. All groups will not only present results but also discuss the processes and logistics of their projects. Particular attention will be paid to lessons learned and applications of findings to the developing practice of community psychology pedagogy and research within primarily undergraduate settings. The end of the session will be reserved for audience question and answer and dialogue among the different research teams.

#### **Chairs:**

*Jen Wallin-Ruschman*, College of Idaho

#### **Discussant:**

*Ashlee Lien*, SUNY Old Westbury

#### **Presentations:**

##### **Privilege and Diversity in the Community Psychology Classroom**

*Spencer Fox*, Northern Arizona University; *Caroline Guijosa-Munoz*, Northern Arizona University; *Victoria DuCharme*, Northern Arizona University; *Gabriella Cabrera*, Northern Arizona University; *Laura Barton*, Northern Arizona University; *Eylin Palamaro-Munsell*, Northern Arizona University; *Lauren Lichty*, University Washington Bothell

This study emerged from a larger initiative which examines ways in which undergraduate students experience and learn about social justice topics in community psychology courses across three regional



U.S. campuses. The current study investigates how privilege and diversity are defined by students enrolled in a community psychology course at University of Washington Bothell. Data consist of 44 essays on the topic of diversity written by students at the start of the course in Spring, 2017. The research team who analyzed these data were undergraduate students enrolled in a research course at Northern Arizona University. Utilizing a modified grounded theory approach, essays were first open-coded for themes pertaining to diversity and privilege and then iteratively recoded by pairs of undergraduate analysts using consensus coding to identify more refined patterns. The concept of privilege is multidimensional and may include aspects of gender, socioeconomic status and ability as well as race-related privileges. Preliminary findings suggest that individuals who cite awareness of their own privilege were more likely to include complex and substantive definitions of diversity. Moreover, these same individuals tended to emphasize strategies for both increasing diversity, and promoting equality in their communities. However, those who were unaware or actively refuted privilege associated with their own identity, were more likely to have limited and/or negative definitions of diversity. They more often referred to diversity as a catch phrase and were more likely to define diversity as of benefit solely to minorities. The goal of this research is to inform efforts for developing a greater understanding of the patterns of interpretation and the ways in which students conceptualize privilege at the start of social justice and diversity-themed courses. These findings have potential to inform responsive and inclusive curriculum and minimize negative resistance. Strategies for doing so will be explored from an undergraduate student perspective.

#### **Labs Over Lectures: Undergraduate Students' Engagement with Community Psychology Through Research Assistant Experiences**

*Rachael Goodman-Williams*, Michigan State University; *Danielle Chiaramonte*, Michigan State University; *Jake Quarles*, Michigan State University; *Trevor Strzykowski*, Michigan State University

Community Psychology currently struggles with a lack of visibility and a shortage of platforms from which to engage future researchers and practitioners. Many of these individuals study psychology as part of their undergraduate education, but Community Psychology is not included in most introductory psychology courses or textbooks. Discouragingly, this absence leaves many undergraduate students unfamiliar with the community psychology principles and practices that could benefit their future work. One alternative to this traditional route of engagement is undergraduate student involvement in community psychology research labs. In this presentation, we share the results of a research project spearheaded by undergraduate students at Michigan State University in which current and former undergraduate research assistants from community psychology labs were surveyed about their research

involvement. A total of 34 research assistants completed an online questionnaire inquiring about their introduction to community psychology, their involvement in the research lab, and the perceived short- and long-term impacts of their involvement. Results showed that the majority of students had no prior experience in community psychology. Despite this, respondents reported gaining skills and knowledge reflective of community psychology values and practices during their time on research teams. Respondents reported particular benefits from gaining hands-on community-based research skills and cultivating a greater awareness of and passion for social issues. Finally, the majority of respondents identified distinct, positive impacts that their involvement in community psychology research teams had on their educational and/or professional trajectory. These findings provide preliminary evidence of the benefits of community psychology research involvement at the undergraduate level and suggest that research involvement may be a meaningful way to expose undergraduate students to the core tenants of community psychology. The project also demonstrates the feasibility of undergraduate-led research projects; strategies for implementing such projects will be discussed in the presentation.

#### **The Community Narrative Research Project: Undergraduate Students Investigating Experiences of Civic and Community Engagement**

*Elizabeth Thomas*, Rhodes College; *Anna Baker-Olson*, Rhodes College; *Isabelle Blaber*, Rhodes College; *Remi Parker*, Rhodes College; *Michele Becton*, Rhodes College; *Marsha Walton*, Rhodes College

In this presentation, undergraduate students and faculty from the Community Narrative Research Project (CNRP) at Rhodes College will share our investigation of undergraduate student experiences related to community engagement. We have completed the fourth year of a cross-sequential study in which college students participating in a civic leadership and scholarship program wrote, and then shared with one another, stories of experiences that were particularly meaningful and stories about occasions that were particularly awkward, or they were unsure what to do. Our CNRP team meets weekly in an interpretive community to read closely and discuss the 406 stories that students shared with us. We continue to work with staff and student leaders in the Bonner Scholarship Program to strengthen ties to the academic program at Rhodes and relationships with community partners in Memphis. We will focus in this symposium on the participatory community research model that has evolved over time in the CNRP, including the voices of Bonner Scholars and undergraduate researchers in developmental and community psychology. Senior students on the team are able to take up their own research questions and projects, and they play a key role in mentoring newer members of the team in data management, data analysis, and other aspects of our

research practice. We will also share what we have learned in our narrative research about the challenges that undergraduate students experience in community engagement, particularly in their efforts to navigate relationships and collaborate effectively with community partners in a variety of contexts. Finally, we discuss challenges in examining and contributing to our own campus community, a small urban liberal arts college, as well as supports needed to sustain participatory action research with undergraduate students.

### **Exploring Experiences of Dynamic Diversity on Campus: A Student-Led Focus Group Project**

*Laurel Weiss*, College of Idaho; *Jen Wallin-Ruschman*, College of Idaho; *Virginia Harness*, College of Idaho; *Mark Heidrich*, College of Idaho; *Stephanie Hamilton-Rubio*, College of Idaho

Diversity is an increasing focus on college campuses, especially within the context of the current racial climate in the United States. Student perceptions of racial climate are highly impactful for educational outcomes, especially for racially minoritized students. However, previous research has established that structural diversity alone is not enough to create a positive racial climate, which has been identified as a necessary aspect of higher education producing well-rounded and interculturally competent graduates. Using the model for dynamic diversity outlined by Garces and Jayakumar, our research was a qualitative exploration of student perceptions of campus racial climate within the context of the College of Idaho, a small liberal arts college. Though the College of Idaho is a Predominantly White Institution, it is unique in its recent recruitment of a high percentage of international students. We conducted several focus groups with undergraduate students, sampled from a variety of different clubs and organizations on campus. Focus groups addressed our research questions: How do college students perceive the overall racial climate on the College of Idaho's campus? Does this differ between groups of students?, and, How does the national racial climate impact how students contextualize the College of Idaho campus environment?. Themes were developed from a Thematic Content Analysis of the focus group transcripts. This project marks our third year of undergraduate student researchers developing and conducting institutional research on various aspects of the student experience at the college. In addition to presenting the results of this year's study, we will discuss our processes and experiences with this longitudinal project from our various standpoints as undergraduate students, faculty, and institutional researcher.

### **229 Contested Voices: Challenges in Action Research Investigating Resilience and Engagement Symposium**

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 5016

### **Abstract**

Researchers, community organizations, and policymakers routinely create models, interventions, and policies based on their view of community members' needs and resiliencies. Consumer voice is frequently excluded from community, program, and policy development discussions, even though the discussions directly impact their well-being. Excluding the voice of those who are ultimately affected and served by such policies and interventions further marginalizes groups and can lead to underutilization of services and to poorer outcomes. It is important to consider how consumer voice can be included in community-based participatory research and typical research in order to advocate and enact social change based on consumer-dictated needs, resiliencies, and ideas. While including consumer voice is based on an ethical underpinning that research should provide voice and empower those who are being researched, new ethical challenges must be considered in order to both support and protect the voices of those consumers. This symposium will describe three studies that sought to use their projects and findings to provide a voice to groups of people who are frequently denied that voice. First, we examine how findings from a more traditional research study can be used to build partnerships between residents, community leaders, and providers in order to support community resilience in the face of disaster. Second, the ethical considerations regarding the implementation of a CBPR project providing voice to disaster survivors who felt they had been left behind in recovery efforts will be described. Lastly, ownership and protection of participants' voice in a PhotoVoice project with youth experiencing homelessness will be discussed.

### **Chairs:**

*Nyssa Snow-Hill*, University of South Carolina

### **Discussant:**

*Bret Kloos*, University of South Carolina

### **Presentations:**

#### **Contexts of Recovery: Community Resilience Capacity after the 2015 South Carolina Floods**

*Douglas Archie III*, University of South Carolina; *Bret Kloos*, University of South Carolina

Community resilience is a measure of a community and its constituents to return to pre-disaster levels of functioning. In October 2015, the state of South Carolina was devastated by historic flooding from the effects of Hurricane Joaquin. Local and government agencies provided support in the immediate aftermath, however many community members are still recovering. In an effort to magnify the experience of those still impacted by this 1-in-1000-year event, citizens of Columbia South Carolina were given the opportunity to share their experiences before, during, and after the flooding event. Participants identified five components of community resilience that impacted their recovery process: preparedness, leadership, social trust, place attachment, and collective efficacy. In addition, connections between perceptions of community

resilience, distress, and hope were explored. As continuing climate change increases the frequency of these once rare events, highlighting the experience and voice of effected community members provides avenues for communities to develop partnerships between support providers, community members, and community leaders to prepare for, and be more resilient to disasters that may occur in the future.

### **South Carolina Floods Photovoice Project: Exploring Challenges and Ethical Dilemmas**

*Van Phan*, University of South Carolina; *Bret Kloos*, University of South Carolina

In October 2015, South Carolina was ravaged by a “1000-year flood,” dealing catastrophic damage across the state that lead to the displacement of hundreds of thousands of people. While some relief efforts have been sustained over the last few years, in the public eye many seem to have moved on considering the lack of political attention, media coverage, and discussion around those still recovering. Despite this, the impact of such a devastating flood can still be seen today through the damaged infrastructure scattered throughout the state, as well as in the lives of those who were affected by the floods. In an effort to shed light on the contexts of recovery of those impacted by the 2015 South Carolina floods, we decided to do a photovoice project. Photovoice is a community-based participatory research (CBPR) method by which people can identify, represent, and enhance their community through the use of photography and narrative. Only a handful of photovoice projects have been conducted in the aftermath of a disaster and we encountered unique challenges and ethical dilemmas throughout the photovoice process. This presentation will briefly detail the results of the photovoice project and discussion will primarily focus on the challenges involved. The primary discussion points will be, as follows: (1) challenges around doing a CBPR project that is not nested within an already established organization but is instead a collection of people of a variety of demographics that share lived experience, (2) dilemmas surrounding our roles as researchers doing CBPR and the extent of our responsibilities, and (3) issues around engaging in civic action and balancing participants’ voice and interests with our community partners’. Discussion will revolve around how we navigated these issues within the photovoice project and implications for doing similar CBPR work in the future.

### **A PhotoVoice Project with Unaccompanied Youth: The Impact and Ethical Considerations of the Use of Client Voice**

*Nakisa Asefnia*, University of South Carolina; *Nyssa Snow-Hill*, University of South Carolina; *Bret Kloos*, University of South Carolina

A PhotoVoice project was conducted with youth at a local drop-in center in Columbia, South Carolina that focused on the experiences of young adults who are or

have been homeless. Despite many promising local community initiatives designed to better serve unaccompanied youth, the voice of youth is often excluded or utilized in settings for which the youth are not adequately prepared to participate and often report feeling overwhelmed and patronized. The use of PhotoVoice methodology in this context allowed for youth to identify and define the needs and concerns that they would like to portray to the drop-in center and the larger community in a safe place while utilizing their creativity in a participant-directed project. Even with the use of a participant-directed method, many ethical challenges were considered, and adjustments were made in order to preserve and protect the way in which youth voice was utilized and presented for the duration of the project and in the future. The ethical considerations made aim to contribute to the best practice around ownership of project outcomes and the use of voice particularly with vulnerable populations. The PhotoVoice project conducted was completed within the context of an evaluation for a youth drop-in center. The context in which the work was conducted lends a unique perspective on how we can use client voice to inform the services that are provided and to understand client response to services. The overall aim of this project was to empower youth to engage in social action while providing feedback to the drop-in center and larger community regarding their unmet needs, personal strengths, and ideas for programmatic and community improvement.

### **230 Promoting your Work Beyond Community Psychology Circles: Why and How**

Workshop

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 5026

#### **Abstract**

The work of Community Psychology can elevate the social dialogue and reveal best practices to “extend our metaphors to the natural world.” Yet, louder voices often dominate the conversation. So, how can you demonstrate the value of your work to a broader audience so that it becomes part of the discourse? You are capable of promoting your work in a meaningful way and we want to help you get started! During this 60-minute outcomes-oriented workshop, the SCRA Outreach Communications Team will provide real-life skills to help you share your work with a larger audience. Workshop participants may bring an abstract or other summary of the work that they wish to promote. The workshop will be collaborative, and all participants are invited to share their successful experiences and lessons learned. We aim to demystify the promotion of scientific work to a more general population and provide participants with a clear path to begin this work. At the conclusion of the workshop, participants will: - Identify potential audiences based on the content of their own work along with the preferred social media platform(s) of those audiences -Evaluate the needs of different audiences (community partners, policy makers, potential colleagues, news media, etc.) and how to nuance a common message -Create a short “elevator speech”

about their work to engage community leaders and policy makers -Create at least one post for social media (Facebook or Twitter) promoting their work We will conclude the session discussing ways in which SCRA's Outreach and Communications efforts can assist you in creating and sharing your message.

**Chairs:**

*Ashley Simons-Rudolph*, SCRA; *Rachel Storace*, SCRA

**232 How to Build Community in Community Psychology Graduate Programs: Barriers, Facilitative Factors, and Solutions**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 5028

**Abstract**

Since sense of community (SoC) is a key construct for community psychology (CP), it should be an important part of our field's training and employment contexts. Jimenez, Sanchez, McMahon & Viola (2016) called for CP programs to build SoC within the field in their recommendations to strengthen CP's approach to education. This interactive roundtable will offer UMBC's Human Services Psychology (HSP) program as a case study on building graduate program SoC. The HSP program has three tracks, where students may choose CP on its own or combined with Clinical or Behavioral Medicine—or not choose CP at all. Level of CP contact or support may vary by cohort year, place in program, mentor/research team, by course schedule, and other factors; this causes variable and unpredictable SoC. Infrastructure for promoting CP SoC is scant and still emerging, despite CP presence as a track since the HSP program's inception. Facilitators will use this case study to discuss SoC within CP graduate programs broadly and to engage participants in identifying the strengths and limitations within their respective contexts. Additional topics for discussion include program structure and size, implicit and explicit values and culture of departments and programs, incentives and supports for intercohort and interprogram collaboration, and historical and current efforts that cultivate a program's SoC. The group will then collaboratively generate tailored suggestions that participants can bring back to their home institutions to advance community-building efforts within their respective programs. This roundtable will also serve as a networking opportunity for participants to build community and possible future collaborations across programs and institutions.

**Chairs:**

*Taylor Darden*, UMBC; *Selima Jumarali*, UMBC; *Jennifer Hosler*, UMBC

**233 From Implementation to Sustainability and Adaptation in Between: Interventions in Supportive Housing and Community Mental Health**

Symposium

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 5030

**Abstract**

Supportive housing agencies are an important community-based housing resource and service sector for vulnerable populations facing numerous challenges to housing stability, community integration, and wellness (e.g., persons with mental illness, substance use, chronic health conditions). Similar to other sectors, community-based housing and mental health faces large gaps between research and practice that hinders rapid adoption of new interventions, and where a host of contextual challenges undermine intervention sustainability, particularly in low-resource settings using complex interventions. Research is urgently needed to identify factors and strategies that can facilitate the implementation and sustainability of interventions for vulnerable populations in supportive housing, thus advancing the field of implementation science. This symposium consists of three studies that use different frameworks, tools, and methodological approaches, and emerged from academic-community partnerships. Each represents research that considers the interplay of factors such as organizational characteristics, funding, policy, and socio-political context in shaping intervention implementation and sustainability. The discussant will open with a brief overview of implementation science and supportive housing. The first study then explores implementation challenges and strategies among multiple stakeholders for "Moving On Initiatives" that assist supportive housing residents with the transition to affordable housing but without embedded supports. The second study examines challenges and strategies for sustaining fidelity to the Housing First model from the perspective of front-line staff and supervisors across three agencies. Finally, we present a study that examines the perspectives of leadership at three supportive housing agencies to identify factors that impact their ability to sustain a healthy lifestyle intervention upon completion of an effectiveness trial. These presentations can guide practical planning for implementation and sustainability, and inform the development of conceptual models for further research. The discussant will facilitate a discussion among attendees of how they may apply some of these methods to their own research and practice.

**Chairs:**

*Ana Stefancic*, Columbia University

**Discussant:**

*Leopoldo Cabassa*, Washington University in St. Louis

**Presentations:**

**Implementation challenges and strategies for moving residents on from permanent supportive housing through Moving On initiatives**

*Emmy Tiderington*, Rutgers University; *Janis Ikeda*, CSH; *Antoine Lovell*, Fordham University

Background: Moving On initiatives (MOIs) assist people with histories of homelessness and barriers to housing stability, such as mental illness, substance abuse, and chronic health conditions, with the transition

from permanent supportive housing to affordable housing without embedded services. MOIs can help communities increase homeless service system capacity while promoting growth and recovery in and from supportive housing for existing tenants. However, few studies have examined the implementation of these initiatives, leading this study to identify challenges that providers, organizations, and systems encounter in the provision of MOIs and the strategies they use to address these challenges. Methods: This qualitative study utilized over two years of observations at implementer “learning collaborative” meetings and eight retrospective post-implementation focus groups with key stakeholders participating in two MOIs. Key stakeholders included supportive housing providers, government partners, and a coordinating agency. Template analysis using Damschroder and colleagues’ Consolidation Framework for Implementation Research (CFIR) sought to identify implementation challenges and strategies associated with Moving On initiatives. Results: Primary factors influencing MOI implementation occurred at four of five levels in the CFIR: inner setting, outer setting, characteristics of the individuals involved, and characteristics of the intervention. Several sub-constructs within these levels were less present in the data or were not mentioned at all by participants. Outer setting factors were most prominent and one overarching construct not included in CFIR, macrosystemic characteristics, arose inductively from these data. Conclusions: MOI implementation challenges remain but implementers have developed strategies in response to these challenges which may be transferable to other contexts. With further research and consideration of these implementation barriers, Moving On could become an integral part of the homeless service system. We will discuss the implications of these findings particularly as they relate to understanding social/political contexts, housing policy, mitigating risk for tenants, and potential sustainability.

#### **A Multistate Qualitative Analysis of Housing First Sustainability and Fidelity Challenges**

*Mimi Choy-Brown*, University of Minnesota; *Emmy Tiderington*, Rutgers University; *Bikki Tran Smith*, University of Chicago; *Ana Stefancic*, Columbia University; *Deborah Padgett*, New York University

Background: While much research has focused on developing evidence-based practices (EBPs), much less attention has focused on the sustainment of EBP fidelity over time. The Housing First (HF) model of supportive housing has been widely disseminated and can be especially susceptible to model drift due to its complex, multi-component design. This study sought to understand the real-world challenges that providers encounter and the strategies they use to sustain later-stage fidelity within HF agencies across multiple states operating outside of research demonstration projects or large-scale institutional systems with limited generalizability. Methods: Six focus groups were conducted with staff and supervisors (N=33) at three HF

agencies in three states. Interview guides elicited participants’ perspectives on service interactions, housing and service delivery approaches, and service provision challenges and strategies. Transcripts were analyzed using a thematic analysis approach that combined codes emerging inductively from the data with those based on HF fidelity criteria. Results: Strategies for community engagement and building relationships to secure buy-in were identified as necessary to address the challenges of lacking affordable housing and disrupting the current system’s status quo. Community engagement along with adequate supervision and collective decision-making were strategies for challenges related to funding requirements and addressing individual biases. Translating clinical work into the language of funding or oversight agencies was needed for challenges that arose from housing requirements and job market for service recipients. Finally, using technology and having adequate supervision and leadership were needed to counteract drift in organizational culture and climate. Discussion: Policy and funding shifts as well as waning community buy-in can threaten the sustainability of evidence-based practices particularly those with a multi-component design needed to address issues such as homelessness that span across systems of care. Embedded resources for ongoing support for quality improvement (e.g., team leadership) were critical to defend against internal challenges.

#### **What’s Next after the Effectiveness Trial Ends: Planning for Sustainability**

*Ana Stefancic*, Columbia University; *Lauren Bochicchio*, Columbia University; *Kristen Gardak*, Columbia University; *Leopoldo Cabassa*, Washington University in St. Louis

Background: Addressing excess morbidity and premature mortality faced by persons with serious mental illness (SMI) requires not only implementing health interventions in community-based settings, but understanding how they can be sustained. The factors and processes influencing sustainability are distinct from initial implementations and agencies face unique challenges when transitioning from research-partnered interventions to fully community-based. This study explored factors influencing sustainability of a peer-led healthy lifestyle intervention for persons with SMI implemented in supportive housing. Methods: Qualitative interviews were conducted with leadership from three supportive housing agencies (n = 12) in the last year of a hybrid type I effectiveness trial. Interviews explored factors impacting intervention sustainability and were informed by the Program Sustainability Assessment Tool (PSAT) domains: Environmental Support, Partnerships, Organizational Capacity, Funding, Evaluation, Adaptation, Communication, and Strategic Planning. Participants additionally ranked these domains based on their overall importance to sustainability. Interviews were analyzed using a priori template analysis based on PSAT domains and inductive

thematic analysis to identify preliminary themes within each domain. Results: Funding, organizational capacity, environmental support, and adaptation were the most frequently ranked domains. For funding, participants emphasized reporting outcomes of interest to potential funders and matching diverse funders to different intervention components. Within organizational capacity, participants identified intervention staff roles, supervision, additional intervention training, and further integration within the agency as critical to address. For environmental support, fostering staff and clients to act as intervention champions was most salient. Within adaptation, intervention tailoring for sub-groups, enhancements with complementary activities, and incorporating new practices were most commonly discussed. Discussion: Agencies' ability to secure long-term intervention funding, integrate the intervention into everyday practice, cultivate champions, and adapt it to the agency's and clients' emerging needs were critical to sustainability. Identifying these factors can inform the development of both sustainability plans and emerging models for predicting sustainability.

### **234 Community Psychology Training: Incorporating Core Competencies to Strengthen Programs**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 6013

#### **Abstract**

This Council on Education (CoE) roundtable discussion is focused on the 18 core competencies as described by Dalton & Wolfe (2012) that distinguish Community Psychology (CP) training from other human service related educational programs. The CP core competencies can provide opportunities to highlight a concrete vision of specific skills related to becoming a community psychologist that can effectively satisfy students' personal and professional goals, capabilities and employment needs. Based on data from the most recent CoE survey of program directors, program recruitment was a primary concern of programs who self-identified as struggling. Infusing focused training for specific competencies and explicit articulation of how CP core competencies are addressed in CP programs could strengthen program recruitment for students seeking skills necessary to become transformative change agents in either practice or academic positions. The discussion will center on infusing the following core competencies in training program offerings: Competency #9 - Small and Large Group Processes, Competency #10 - Resource Development (Grant Writing), Competency #12 Collaboration & Coalition Development, and Competency #15 Public Policy Analysis, Development and Advocacy. Core competencies will be discussed as related survey data from program directors identifying those competencies considered most challenging to offer in training, including moving beyond "exposure" to "experience" levels of training, and the utility of CP training for graduates to effectively engage in practice roles or University-Community partnerships that community psychologists uniquely contribute in academic settings. The discussion will be co-led from

the perspective of the value proposition for Master's level community psychologists in the non-profit sector, as well as the perspective of the past CoE Chair who co-developed new CP programs for undergraduate, Master's and Ph.D. training. The session fits with the SCRA strategic priorities to "... assess key indicators of CP education" and to "strengthen, support scholarship and related training."

#### **Chairs:**

*Laura Kohn-Wood*, University of Miami; *Chris Corbett*, ARNOVA; *Simón Coulombe*, Wilfrid Laurier University; *Mason Haber*, Judge Baker Children's Center, Harvard Medical School

### **235 Positioning Community Members as Paraprofessional Service Providers to Support Parents in Low-Income Urban Neighborhoods: An Examination of Two Chicago Projects**

Symposium

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 6017

#### **Abstract**

Racial/ethnic minority families living in low-income neighborhoods face a variety of stressors that can contribute to difficulties in children's functioning and parenting. Yet, because of interrelated barriers, families at heightened risk for these difficulties are often least likely to receive needed supports. In this symposium, we explore how community-based paraprofessional workforces can be leveraged to address disparities in access to mental health and parenting support for minority youth and families. We examine key characteristics of community-based paraprofessional workforces, their role in engaging underserved communities, and the outcomes of their work through the lens of two Chicago-based prevention/early intervention projects designed to support African American and Latinx families at heightened risk for parenting challenges and low engagement in family supports. In both projects, community members were employed as paraprofessional staff within social service agencies, and tasked with providing supports to families – in one, embedded in elementary schools to provide a variety of supports to children with emerging social, emotional, behavioral, and/or academic challenges and their families; in the other, as home visiting coaches to support young mothers. Both service models were refined considerably through an iterative, collaborative process between university and community partners, including the paraprofessional providers. This highlighted providers' expertise surrounding complex ecological factors influencing how families engage in services, and resulted in significant service model modifications to better respond to families' needs. We examine the ecological praxis of paraprofessional providers in these programs – how they defined their role and engaged parents in light of family, school, and community factors, and how parents consequently participated in services. Following presentations and discussant reflections, we will facilitate a dialogue with audience members to reflect on the unique potential of

paraprofessional community-based workforces to connect with vulnerable families, and on features of service models that include and empower community-based paraprofessional workforces.

**Chairs:**

*Davielle Lakind*, University of South Carolina

**Discussant:**

*Kathryn Grant*, DePaul University

**Presentations:**

**Patterns of Parent Participation in Flexible Paraprofessional-led School-based Services**

*Davielle Lakind*, University of South Carolina; *Grace Cua*, University of Illinois at Chicago; *Tara Mehta*, University of Illinois at Chicago; *Dana Rusch*, University of Illinois at Chicago; *Marc Atkins*, University of Illinois at Chicago

This presentation focuses on parents' participation in school-based, paraprofessional-led services available across a full school year. In response to the high need for parenting supports in communities of poverty and the limited capacity for many parents to attend structured parenting groups, the service model was constructed to be flexible and customizable, providing a menu of formal and informal opportunities to connect with families in order to maximize contact with parents who are traditionally difficult to engage. We examine participation rates across four service formats – parenting groups, home visits, case management, and individual contacts – and through latent class growth curve models (LCGMs) examining heterogeneous longitudinal trajectories of participation in services and associated family characteristics. Results indicate that over the school year parents participated in services through multiple service formats, with far more parents participating through case management and individual contacts than through parenting groups or home visits, and at higher mean rates of participation. LCGMs delineated three groups of parents: a group with low but consistent participation, and children with more social, emotional, and behavioral concerns; a group demonstrating a decline and subsequent rebound in participation, who were reported to practice parenting skills most frequently across the year; and a group with steadily increasing participation, who reported the highest number of case management concerns but also the least parenting stress and highest involvement in their children's schooling. All groups were reported to practice parenting skills consistently across the school year. Results suggest that offering ongoing support to families via a paraprofessional workforce embedded in a natural setting, providing multiple service formats, and utilizing naturally occurring encounters as opportunities for service delivery can promote participation in services by parents who may not participate in traditionally formatted parenting programs, and may allow services to be customized to meet families' divergent needs.

**Paraprofessionals' Perceptions of their Role in Schools within High-Need Urban Communities**

*Dana Rusch*, University of Illinois at Chicago; *Angela Walden*, University of Illinois at Chicago; *Erika Gustafson*, University of Illinois at Chicago; *Davielle Lakind*, University of South Carolina; *Marc Atkins*, University of Illinois at Chicago

This presentation elaborates on the role of paraprofessionals working in schools to address the mental health needs of children and families in high-need urban communities. Expanded service models that leverage the role of paraprofessionals are increasingly critical in communities of concentrated poverty, where mental health resources are scarce and community-level stressors are high. Paraprofessional providers are particularly effective at engaging parents and families within specialty child mental health services (e.g., Hoagwood et al., 2010), but they also provide critical services in schools through direct social-emotional support to students (e.g., Wyman et al., 2010), support to teachers in the implementation of classroom-based interventions, and support to parents in the implementation of home-based learning supports (e.g., Atkins, Shernoff, Frazier, Schoenwald, Capella, et al., 2015). This study builds upon the literature highlighting the role of paraprofessionals in schools by delving deeper into the meaning they ascribe to their role and how they approach working within urban, low-resourced communities. We conducted two focus groups with paraprofessionals (School Family Liaisons or SFLs) from a school-based (pre-K to 3rd grade) prevention and early intervention program that focused on parenting skills and student engagement in learning. Two main themes characterized SFL perceptions of their role: (1) the importance of serving high-need communities and (2) relationship building as the key to engaging both parents and teachers/school staff. Although SFLs highlighted different contextual factors across high-needs communities (i.e., cultural and community context), there was convergence on how SFLs approached working with families (building relationships to engage families) and what this work entailed (serving as advocates between schools and families). These findings support the key role of paraprofessionals in school-based mental health services. We further discuss how the flexibility of the service model capitalized on SFLs' engagement skills and leveraged their contextual knowledge in the delivery of key program components.

**Paraprofessionals' Engagement Strategies: Findings from a School-Based Mental Health Promoting Parenting Program**

*Erika Gustafson*, University of Illinois at Chicago; *Davielle Lakind*, University of South Carolina; *Angela Walden*, University of Illinois at Chicago; *Marc Atkins*, University of Illinois at Chicago; *Dana Rusch*, University of Illinois at Chicago

This presentation examines the engagement strategies utilized by paraprofessionals delivering school-based mental health (MH) promoting services to underserved urban families. Access to and engagement in MH services has been a longstanding challenge for children and adolescents (Simon et al., 2015), particularly for minority youth who face more MH risk factors and who have even poorer odds of receiving services (Alegria et al., 2010). Paraprofessionals offer a promising ecologically-informed means through which to mitigate various barriers to MH services faced by minority families. Because paraprofessionals are often from the community served they can more effectively reach difficult-to-access populations, provide culturally-relevant services, and garner community buy-in (U.S. Department of Health and Human Services, 2007). However, much remains unknown about what specific engagement practices paraprofessionals employ within their role, as the majority of empirically based MH engagement strategies have been studied in the context of traditional clinic-based service models (McKay & Bannon, 2004; Lindsey et al., 2014). The present study aims to expand our understanding of engagement strategies to non-traditional providers and settings by examining engagement practices utilized by paraprofessionals in a school-based setting. Qualitative semi-structured interviews were conducted with 16 paraprofessionals implementing a school-based early intervention program in Latinx and African American communities of urban poverty. The program promoted child and parent engagement in schooling as a protective factor for children's mental health. Thematic analyses revealed ten main themes describing a range of engagement strategies falling into two overarching categories: (1) setting the tone, and (2) responsive practices. Many themes converged with strategies utilized in traditional MH service models, while highlighting how paraprofessionals adapted strategies to fit the needs and culture of their community. We will discuss these strategies in relation to current empirically-based MH engagement strategies from traditional services models, and also in relation to the context of the communities served.

#### **Parent Retention and Engagement in a Paraprofessional Delivered Home Visiting Program**

*Grace Cua*, University of Illinois at Chicago; *Angela Walden*, University of Illinois at Chicago; *Ane Martinez-Lora*, University of Chicago; *Marc Atkins*, University of Illinois at Chicago

Despite the documented effectiveness of home visiting programs for new and expecting parents, participant engagement and retention in these programs remains a critical issue (Peacock, Konrad, Watson, Nickel, & Muhajarine, 2013); with estimates of up to 67% of families leaving before completion (Duggan et al., 2004; Gomby et al., 1999). Early stages of home visitation are key to predicting successful engagement and retention (Lutzker et al., 2011). Building Family Foundations is a prenatal to early childhood home-visiting pilot program

delivered by paraprofessionals (Family Coaches, FCs) to support vulnerable Latinx and African American mothers and their children. Ninety-eight families received 14.78 visits on average (SD = 15.87) across 7.12 months (SD = 6.35). To examine early-stage engagement, we first documented FCs' efforts to flexibly engage mothers and accommodate their high needs and stressors. Although primarily a home-visiting model, FCs also met mothers at other community sites (e.g., school, social service agencies, doctor's office) in about 37% of visits and offered multiple service content at each visit, including lessons around parenting and life skills, social support, and case management. We examined how service content and FCs report of their relationship with mother in the initial three months predicted retention and engagement. Results indicated that mothers were more likely to stay in the program longer with FCs who reported stronger relationships initially, and these mothers also received more visits and lessons, and were rated by FCs as being more engaged during visits. Alternatively, parents were rated as being less engaged when FCs provided more case management and completed fewer lessons when FCs provided more social support, suggesting that this support, if not aligned with program goals, may not contribute to program maintenance. Implications for training, support, and improving retention will be discussed.

#### **236 Re-Conceptualizing a More Inclusive Model of Community Psychology Practice**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 1:00-2:15 **PM Room:** NLU 6036

##### **Abstract**

In a tradition that is somewhat unique to community psychology, distinctions between practice and academics continues to perplex many who identify as community psychologists. We would like to entertain new more inclusive ways of conceptualizing the practice of CP while taking into consideration perspectives of other related fields. In other fields, such as public health or medicine, community work and research are much more distinct and those fields can and have sought help from experienced community psychologists to translate actionable research to where people actually are: the community. Contrarily, some other fields, such as evaluation, tend not to make much distinction between those who study evaluation and those who practice it. This round table is intended to discuss these traditions and examine new ways to consider community psychology (CP) practice. Participants will have the opportunity to hear and discuss many of the different ways that CP practice expresses itself in the world while considering how we can re-conceptualize the work for more meaningful impact. Key themes to be discussed in this session will include: how CP practice manifests differently in differing contexts; the importance of adhering to a model that values diverse types of "expert roles" and "expertise" in the assignment of power in community; mentoring for different contexts; and how different educational programs can consider preparing students for practice work depending on their own



organizational cultures; especially given that skills and rewards function differently in different academic contexts Engagement in these discussions will be enhanced by different visuals that will aid in considering how we could develop a model for a continuum of CP practice. We look forward to the opportunity to work with others in creating a new visual that incorporates the outcome of the discussion. New perspectives and new connections are expected benefits to participation.

**Chairs:**

*Tiffeny Jimenez*, National Louis University; *David Julian*, The Ohio State University; *Jessica Drum*, Facebook; *Kyrah Brown*, University of Texas at Arlington; *Nicole Freund*, Center for Applied Research and Evaluation

**237 Participatory Research and Evaluation: Opportunities and Challenges**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** Palmer House The Spire Parlor

**Abstract**

Participatory or co-produced research is a frequently used method in Community Psychology as it recognizes the importance of empowerment and inclusion for those who are most connected to the issue at hand. It is also a primary way of elevating the voice of those who are often disenfranchised as they provide direction and insight into the projects from start to finish. This approach offers great opportunity for positive experiences and learning for all involved. At the same time, there are cases where the co-production of research is not possible, even if it would be desirable, and the inclusion of unusual voices is made more challenging. How program evaluators balance participatory designs with stakeholder input is often not clear-cut, and it is useful to examine processes and experiences from those who have worked to find this balance. This roundtable will focus on the discussion of successes and challenges with participatory research and evaluation, using examples from both presenters and participants. Specific topics for discussion will include branding of research/evaluation in a way that engages potential participatory researchers, funder support of or interference in projects, issues of compensation for participatory researchers, appropriate roles for professionals/practitioners, and potential conflicts of interest. Special attention will be given to the preparation, processes, and structures that are necessary to support positive, engaging, and empowering participatory projects.

**Chairs:**

*Tara Gregory*, Wichita State University Center for Applied Research and Evaluation; *Nicole Freund*, Wichita State University Center for Applied Research and Evaluation

**238 Co-Constructing Decolonial Pedagogy and Building Transformative Solidarity**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** Palmer House The Water Tower Parlor

**Abstract**

Faculty and students of the Community, Liberation, Indigenous, and Eco-Psychologies Specialization (CLIE) at Pacifica Graduate Institute will invite dialogue about ways of teaching, learning, and practicing that may contribute to co-construct a decolonial pedagogy that departs from Eurocentric regimes of knowledge. Psychology has been historically legitimized within Western scientific paradigms imposed as universal truths that are taught in universities used to maintain and perpetuate colonization, oppression, exclusion, and erasure of other epistemologies and praxes. CLIE faculty and students will share our tentative understandings, collaborative research, and strategies to decolonize the academy. We understand that decoloniality in the academy may manifest when epistemologies that have been silenced by and excluded from hegemonic Western epistemology are centered. Furthermore, it may be evident in the vibrant discussions in our classrooms that de-construct how universities maintain neoliberal capitalism and its expansion causing violent imperialism, anthropocentrism, racism, heterosexism, ableism, classism, cultural genocide, epistemicide, and ecocide. It may also manifest in the ways in which knowledge is applied in our work with communities that have been marginalized and excluded from hegemonic academic discourse. Applying transformative solidarity among communities and universities to co-construct alternatives to modernity and coloniality, we can pursue the promotion of creative and transformative praxes. This roundtable invites plurilogue to co-construct a decolonial pedagogy building transformative solidarity and imagining innovative pluriversities (instead of universities) that embrace alternatives to the pervasive market education, caused by our current political system, that maintains coloniality, patriarchal oppression, marginalization, and exclusion. **Keywords:** decolonial pedagogy; decoloniality in academy; alternative educational models; transformative solidarity; pluriversities

**Chairs:**

*Leslie Harper*, Pacifica Graduate Institute; *Nuria Ciofalo*, Pacifica Graduate Institute; *Katina Castillo*, Pacifica Graduate Institute; *Nicolas Caballero*, Pacifica Graduate Institute; *Leah Garza*, Pacifica Graduate Institute; *Breana Johnson*, Pacifica Graduate Institute; *Mari Larangeira*, Pacifica Graduate Institute; *Maryam Tahmasebi*, Pacifica Graduate Institute; *Madeleine Spencer*, Pacifica Graduate Institute; *Karissa Steele*, Pacifica Graduate Institute; *Robin Svenson*, Pacifica Graduate Institute

**239 From Research to Impact: Supporting Policymakers' Use of Evidence**

Symposium

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** Palmer Salon 12

#### **Abstract**

Although most social science research is intended to produce knowledge for public benefit, a persistent gap between empirical knowledge and decisions made in practice and policy involves a complex set of challenges for which there are no simple solutions. Effective research translation necessarily involves coordinating a comprehensive array of strategies that support research use by decision-makers. Such use of research in public policies has the potential for scaling up effective practices across many communities, thus transforming systems in ways that may improve many lives. Despite tremendous potential impact, research translation efforts are often fractured and limited by systemic barriers to engaging researchers in the policy process; for instance, academic systems tend to prioritize inward-facing research activities (e.g., peer-reviewed publication) at the expense of outward-facing translation activities. This dilemma heightens the need for facilitating and supporting the efficient and effective use of researchers' contributions to policy efforts. This session describes four integrated efforts to improve strategies for engaging researchers and facilitating policymakers' use of research evidence. First, a brief conceptual overview will describe a strategic framework for counteracting challenges that contribute to the divide between research and policy. Then corresponding presentations will describe (1) lessons learned in supporting researchers' policy engagement, (2) a strategy for improving research dissemination via emails to congressional aids, (3) approaches for orally communicating research during congressional briefings, and (4) ways that research can be leveraged in legislation. The session will continue with discussion facilitated by a community-based researcher who is interested in but less entrenched in national policy efforts than those of the presenting panelists. This will serve to facilitate discussion between the audience and presenters by raising questions that connect the presented work on U.S. federal policy with efforts supporting research use at local levels.

#### **Chairs:**

**Taylor Scott**, Edna Bennett Pierce Prevention Research Center, Penn State University; **Max Crowley**, College of Health and Human Development, Penn State University

#### **Discussant:**

**Thomas LaPorte**, Center for Human Services Research, University at Albany

#### **Presentations:**

##### **Bridging the Research-to-Policy Gap: How Do We Engage Researchers?**

*Liz Baker*, Kent State University; *Brittany Gay*, University of Maryland, Baltimore County; *Taylor Scott*, Penn State University; *Max Crowley*, Penn State University

A major barrier to policymakers' use of research is a

lack of interactions with researchers; therefore, we must engage researchers in the legislative process to help policymakers "make sense" of empirical evidence and implications. Unfortunately, many researchers are not engaged in the policy making process even though their work has the potential for social impact. The Research-to-Policy Collaboration (RPC) was created to facilitate connections between researchers and policymakers. To do so successfully, we must be responsive to researchers' motivations and barriers related to their policy engagement. We present preliminary lessons learned regarding engaging researchers in the Research-to-Policy Collaboration by (1) sharing the results from a small, formative evaluation and (2) providing an illustrative case example of a time-sensitive policy effort that engaged researchers. Specifically, the formative evaluation consisted of a survey given to the Child Welfare Research-to-Policy Network, an online community of child welfare researchers who enlisted themselves to support the use of evidence in policy. The survey included open- and close-ended questions, which aimed to understand researchers' level of engagement, motivations behind and barriers limiting their contributions, and suggestions for increasing engagement. Preliminary evaluation data suggested that these researchers are motivated to engage in the policy process for a variety of reasons, such as believing that sharing knowledge will benefit the public (81%). However, they face barriers such as lack of time (50%) and unclear expectations of how to contribute to the process (31%). Finally, a case study will detail how the RPC engaged 48 researchers in providing guidance for the development of a clearinghouse of evidence-base practice in accordance with the Family First Prevention Services Act of 2018. We will discuss motivations and barriers in detail and illustrate how they manifested in this case study.

##### **Increasing the Reach of Research Messages: A Case Study Related to the Opioid Epidemic**

*Amy Anderson*, DePaul University; *Elizabeth Long*, Penn State University; *Taylor Scott*, Penn State University; *Max Crowley*, Penn State University

Community psychologists are eager to promote societal health and well-being by disseminating research and influencing public policy. One way for researchers to extend findings to policymakers is through policy briefs, which are often disseminated via email, among other means. Little is known, however, about the effectiveness of strategies that aim to increase the reach of electronic research messages among decision-makers. Moreover, improving research dissemination efforts likely involves engaging in routine evaluations and improvement efforts to adapt to the interests and norms of the intended audience. As an example of such an evaluation strategy, the current work hypothesized that personalizing email subject lines would increase policymakers' staffs' exposure to and engagement with a research message related to the opioid epidemic. Recipients were 1,479 federal legislative staffers, who were randomly assigned

to receive either an email with a tailored subject line (i.e., legislator's or state's name) or an email without a tailored subject line. All emails included the same internal message and an embedded link to a research brief regarding the opioid epidemic. Like many other email campaigns, most emails were unopened; thus, negative binomial regressions were used to examine whether personalizing the subject lines increased the number of opens and the number of times the link in the email was clicked. Recipients of a tailored research message opened the email 36.6% more frequently and clicked the link 96.1% more often compared to the non-tailored group. This work provides an example of how routine evaluation structures can improve the reach of research messages among decision-makers – in this case, personalization of email messages may be one step toward increasing federal policymakers' access to research. In the spirit of moving research to action, community psychologists can use a similar evaluation approach to improve research disseminated to a range of stakeholders.

### **Improving Congressional Research Talks through an Evaluation of Policy Briefings**

*Caitlin Simmons*, UNC Charlotte; *Taylor Scott*, Penn State University; *Jessica Bair*, Penn State University; *Max Crowley*, Penn State University

An important aspect of researchers' policy engagement involves communicating research to those who are developing and implementing policy. One mechanism for this is policy briefings, events wherein speakers present empirical knowledge and recommendations for addressing policy issues. Those of focus in the current work targeted U.S. federal congressional officials in Washington, D.C. and aimed to translate research and convey corresponding recommendations, supporting a bridge between existing empirical knowledge and public policy. These talks orally present research for non-academic audiences, and therefore must be engaging and easy to understand as well as informative. Additionally, the information must align with actionable and feasible implications for policy if it is to be used. This session describes a partnership between the Research-to-Policy Collaboration and the University of North Carolina at Charlotte to develop a conceptual framework of best practices for communicating research to legislators and develop a corresponding evaluation protocol that can yield information that supports improvements to future policy briefings. The presenters will describe exploratory data from the evaluation of briefings organized by the National Prevention Science Coalition and the process developed to assess the quality of the talks delivered on Capitol Hill. Findings showed that most participants found presentations to be very useful, researchers tended to rate presentations more highly than congressional staffers, and testimonies were rated particularly highly. Comparative observations of recordings of high and low-rated presentations provided information about presentation elements that were well-received by non-academic audiences and were related to

better understanding and/or perceptions of usefulness of the research. Conclusions and recommendations for improvements to future policy briefings will be discussed.

### **Leveraging Research in Legislation Regarding Substance Use Prevention**

*Elizabeth Long*, Penn State University; *Taylor Scott*, Penn State University; *Logan Craig*, Research-to-Policy Collaboration; *Max Crowley*, Penn State University

It is imperative that we understand how research can be leveraged in policy processes to maximize the potential impact of collaborative research translation efforts. Such efforts have the potential for broad impact if implications from research findings or processes become part of codified law. However, little is currently known about how research is written into legislation. Moreover, research may be leveraged in different ways depending on the nature of the policy issue, extent of evidence basis, and establishment of policy frameworks. This presentation will describe findings from a study that explored how research was used in U.S. federal legislation that emphasized substance use prevention. This qualitative study utilized multiple stages of analysis, beginning with a keyword analysis followed by content analysis of 10 bills randomly sampled and stratified to represent different types of research keywords. Research was used in three primary ways: (1) to define the problem in order to stimulate and justify legislative action; (2) to address the problem by providing funding for services, research, and evaluation, as well as to guide investments through reviews and recommendations; and (3) to address the problem through regulation of tobacco, alcohol, and entertainment industries, of drug products and marketing, and by creating standards for industry accountability. These findings illustrate explanatory and motivational strategies as well as programmatic and regulatory mechanisms that can leverage research findings or processes. Such approaches may be more salient for policies targeting substance use compared to other issue areas, particularly for regulatory mechanisms. Therefore, a similar investigative approach may be needed to understand how research findings inform the development of other areas of social policy. Moreover, this work provides examples of how research evidence can be leveraged or reinforced when writing laws, which may inform implication and policy development processes within the context of research-policy collaborations.

### **240 Is There Room for More? Considering the Need for a Community Psychology Core Competency of Decoloniality Symposium**

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** Palmer Salons 6&7

#### **Abstract**

Within the U.S. context, 18 Core Competencies for Community Psychology Practice (Dalton & Wolfe,

2012) were developed to provide community psychologists with a framework for identifying and describing key process and practices within the field. These core competencies communicate the ethical values and principles of community psychology to community partners, stakeholders, prospective students, budding professionals, and colleagues in psychology and allied disciplines. Each of the core competencies are organized under one of four broad categories: 1) foundational principles, 2) community program development and management, 3) community and social change, and 4) community research. Although the core competencies offer valuable insight into the skills, ethics, and values of community psychology research, theory and practice, they leave out an explicit engagement with decoloniality and anti-coloniality. The presentations that comprise this symposium each speak to the general areas of the Core Competencies for Community Psychology. Furthermore, each talk engages a decolonial praxis in different domains and contexts to amplify the importance of decoloniality as a future core competency within community psychology. The first engages decoloniality as a framework toward the development of epistemic justice through the process of engaging in participatory action research (PAR). The second paper discusses decoloniality as a pedagogical tool. Lastly, the third paper calls for an engagement with that which has been rendered unwanted and illegible as a means for decentering imperial epistemologies. Together, these three papers trouble CP core competencies in order to contribute to the decolonization of knowledge, power, and being that is central to decoloniality, and that aligns with community psychology's commitment to liberation and the deconstruction of power and systems of oppression.

**Chairs:**

*Angela Nguyen*, University of California, Santa Cruz

**Presentations:**

**Participatory Action Research (PAR) as Decolonial Disruption toward Epistemic Justice: Interrogating U.S.-Community Psychology Competencies**

*Jesica Fernández*, Ethnic Studies Department, Santa Clara University

Epistemic injustice (Fricker, 2007) reinforces hegemonic relations and systems of power that (re)produce colonial ways of knowing and being (Maldonado-Torres, 2008). Tied to this notion of epistemic injustice is the coloniality of power (Quijano, 2000), which organizes and structures societies, institutions, beliefs and values. Epistemic injustice prevails and is present in the construction of knowledge, specifically the production of theory, research and practice. Community psychology is not immune to epistemic injustice(s). Despite community psychology's disciplinary commitment to empowerment, liberation, and social transformation the field has remained introspectively acritical and non-reflexive of the praxes and theories toward social change that explicitly

deconstruct epistemic injustice. The Competencies for Community Psychology Practice (Dalton & Wolfe, 2012) offer a starting point from where to engage in the deconstruction of epistemic injustice. However, injustice remains often unseen in the assemblages of power, oppression and prejudice that supersede the humanity, dignity, sovereignty and enfranchisement of individuals and communities whose voices and experiences are silenced and unseen. A decolonial and anti-colonial critical participatory action research (PAR) paradigm that engages with communities in dialogic reflection, knowledge co-construction and transformative action can serve as a tool toward epistemic justice. A decolonial PAR paradigm can aid in the (re)thinking of community psychology competencies to make space for decolonial and anti-colonial ways of thinking, being and doing with others that move toward epistemic justice in theory, research and practice. This presentation will focus on outlining key axioms for engaging in a decolonial and anti-colonial PAR praxis that disrupts U.S.-based community psychology core competencies that leave unexamined the sociohistorical threads of coloniality, power, and imperial/empirical knowledge.

**“It healed me”: The Potential Power of a Decolonial-Community Psychology Pedagogy in Undergraduate Classrooms**

*Janelle Silva*, University of Washington Bothell

This presentation considers how a decolonial approach and practice of community psychology can work to create social action, facilitate student empowerment, and raise students' critical consciousness on issues of social justice. As scholars have noted, decolonial pedagogy sees education as a tool for empowerment and confronting injustice (Villanueva, 2013). This approach requires that teachers create a classroom environment that values diverse voices and perspectives where students analyze institutions and develop the necessary tools for social action (Cruz & Sonn, 2011; Lissovoy, 2010; Portillo, 2010; Tejada, Espinoza, & Gutierrez, 2003). As a community psychologist, I agree that decoloniality aligns with “community psychology's general commitment to developing ways of being, knowing and doing that contribute to decolonization and liberation...[and opening] the way to transformation as we recognize different ways of knowing and value the lived experiences and voices of the marginalized” (Cruz & Sonn, 2011, p. 207). Moreover, as community psychology competencies (Dalton & Wolfe, 2012) push us to considering how our work engages in reflection, inclusion, and action, I believe we must also consider how classrooms, specifically undergraduate classrooms, can model these values. In this presentation, I examine a case study of one group praxis project that engaged students in decolonial practices by allowing them to define, construct, and create change within an institution in ways that amplified and empowered undergraduate students. With their consent, I present students' narratives to illustrate what a decolonial approach to CP

taught them and how this project became a catalyst for their engagement in social action.

### **Engaging Illegibility and Unwanted Subjects as Decolonial Praxis**

*Angela Nguyen*, University of California, Santa Cruz

What do we choose to ignore, dismiss, and un-see as we strive to make an impact? In articulating our research, we often have to make the communities we work with legible to academic audiences; however, the academy is not a neutral space. Knowledge production operates under particular cultural norms and assumptions (Reyes Cruz & Sonn, 2011), and universities function as gatekeepers for certain types of knowledges whilst acting as vehicles for furthering the neoliberal project (Crowley, 2018). In this presentation, I will discuss some of the challenges of making South Vietnamese refugee communities legible to different audiences and some of the possible sites for engaging a decolonial praxis. As former allies of the U.S., those who have been displaced by the Vietnam-American War serve as

living reminders of failed U.S. military operations overseas. Yet, as people who actively worked with the U.S. and continue to carry pro-U.S. and anti-Socialist Republic of Vietnam sentiments, South Vietnamese refugees pose a challenge to critical scholars who strive to destabilize U.S. imperial logics. As such, the politicized lives of South Vietnamese refugees are illegible to both the general public and academe unless they are discursively reduced to victims of war trauma or colonial puppets. This thus positions them as unwanted subjects, erases the complexity of their lived experiences and once again displaces them. Through this presentation, I invite discussion on strategies for critiquing imperial logics without re-centering such logics in the processes of community engagement and knowledge production. Community psychology, as a field that prioritizes empowerment and strives to transform the relationship between researchers and those typically treated as the mere objects of research, serves as fertile ground for nurturing decolonial competencies that recognize the complex personhood of people who have been rendered unwanted subjects.

## Ignite Session #8 Eclectic

### **Ignite Session 8: "Untidy and Disorganized": Understanding the Lived Experience of Women Diagnosed with Attention Deficit Disorder**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 1:00-2:15 AM **Room:** NLU 4012/4014

#### **Abstract**

Scholars have long argued for the need to incorporate feminist perspectives into our research and action as community psychologists (Mulvey, 1988). Although feminist-oriented scholarship within community psychology has increased, stereotypes of women continue to be perpetuated within the literature, particularly in articles related to mental health (Angelique & Culley, 2000). Women diagnosed with Attention Deficit/Hyperactivity Disorder (ADHD) must cope with considerable gender stereotypes in addition to navigating challenges caused by their symptoms. Although boys are more commonly diagnosed than girls, ADHD is found in adult women and men in roughly equal numbers (Fedele, 2012). Women coping with ADHD are more likely than their male or non-ADHD peers to experience internalizing disorders such as depression and anxiety (Hesson, 2018; Rucklidge, 2008). Women with ADHD often must also cope with the discrepancy between ADHD symptoms and societal gender norms and expectations for women (Holthe & Langvik, 2017). The present qualitative study describes the lived experience of women diagnosed with ADHD in adulthood. The research examines these women's accounts of their symptoms and diagnosis and the gendered social stereotypes that they may face as a

result of their condition. Individual semi-structured interviews are conducted via Skype with women recruited from online ADHD support forums across the United States. Participants are asked about their experience of diagnosis as an adult, interaction of ADHD symptoms and their own and societal views of women, and strategies of coping and meaning-making in the face of ADHD-related challenges. Interviews are transcribed verbatim and analyzed using a Grounded Theory research approach. Particular attention is given to women's internal reactions to gender stereotypes and ways that these women view their own individuality and self-worth as they navigate their everyday lives with ADHD. Implications of study findings for community research and action are discussed.

#### **Chairs:**

*Melissa F. Rudd*, Bowling Green State University;  
*Catherine H. Stein*, Bowling Green State University

### **Ignite Session 8: Cultural Sensitivity in Community Interventions: Developing an Art-Based Community Psycho-Social Intervention – Psychook**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4012/4014

#### **Abstract**

Community psychologists aim to provide effective interventions by facilitating grassroots change efforts within communities. Mental health issues in Zimbabwe remain under discussed and misunderstood as it is generally difficult to bring together people to discuss

mental health in a socio-economic landscape where physical survival issues are more glaring. In Zimbabwe women are generally perceived as the custodians of family health and by educating and enlightening women of their mental health, the hope is to simultaneously bring help to families and communities at large. Most women in urban areas, due to the socio-economic landscape are engaged in various important issues, thereby rarely getting a chance to participate in most health community engagement programs compared to their peers in rural areas and peri urban. Psycook was developed as a community intervention model to maximize participation in mental health communication program targeting women in the urban area of Harare Central. Psycook uses culinary art as a medium of interaction, thereby providing an environment where not only health communication programme will take place, but also an opportunity for the participants to learn a culinary skill and be productive as they get to take away the finished product. The first wave of Psycook involved having a group session with 12-15 women once a week over a period of three months. A new group of women presented each week as participation was once off. An invitation information pamphlet was sent out using social media platforms and groups of interested participants were formed on WhatsApp. A total of 12 sessions were successfully conducted with most of the sessions fully subscribed, thereby showing promising results on attendance and participation in the programme.

**Chairs:**

*Fatima Mapuke*, Midlands State University, Gweru, Zimbabwe; *Noreen Kudzanai Wini-Dari*, Zimbabwe Psychological Association

**Ignite Session 8: Ecological Context/Ecological Practice: A Structure of Complex Dynamic Systems in Foster Care**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4012/4014

**Abstract**

Foster care interventions are embedded in a systems context—from the complex etiology of child maltreatment to dynamic practice environment of caseworkers to the organizational relationships of service providers. However, much of our understanding of the behavior of the foster care system is derived from individual-level investigations and interventions. This presentation re-orientates the consideration of social change in foster care within the epistemology of systems thinking, and reports an application of that thinking in the study of fifteen years of foster care entry/exit processes in Washington State. The field of ecology identifies resource constraints as critical points of understanding for systems behavior. Within ecology, population dynamics provides a window into how the organization of resources result in setting outcomes across time. Ecological models can provide heuristics through which questions about the behavior in social systems can be identified. This presentation considers the theoretical question of how systems structures shape

child welfare populations and the empirical question of whether observing the dynamics of those populations over time allows those structures to be inferred. Applying population theory, population size—solely determined by entries into and exits from populations—is an essential subject of analysis. Empirically, it is within those entries and exits from the population that an application of recent methodological advances in theoretical ecology were able to illuminate some evidence of coupled, resource-governed dynamic behavior, and, therefore, system structure. This presentation has three goals: First, identifying useful links between theories of processes of change in ecology and in community-focused social science. Second, the elucidation of a heuristic of population behavior in resource-constrained dynamic systems, drawn from theoretical ecology; and an explanation of how that heuristic informs a systems perspective through the presentation of an empirical example from foster care. Third, a challenge to apply resource-based ecological models to reconceptualize beliefs about systems behavior.

**Chairs:**

*John Halloran*, Lewis University

**Ignite Session 8: Ever Upward!: What the California Redwoods Can Teach Us About Local History and Service Learning**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4012/4014

**Abstract**

Every local community holds stories of social struggle, past and present. Community-based Service Learning (CbSL) can be a powerful tool for engaging students in contemporary local issues, helping ground them in their communities (Bringle & Duffy, 1998; Hofman & Rosing, 2007). Teaching the history of specific social movements has been widely lauded among some educators as a component of education (Teaching Tolerance, 2018). However, very few models exist for integrating local case histories into service learning (e.g., Wade, 2007), and none from a specific community psychology perspective. This Ignite session will explore the question “How can local histories of social change strengthen the impact of CbSL in community psychology and related courses?” It will showcase a four-step pedagogical model for creating curriculum for social justice-oriented service learning courses, and share an example of the model’s use. ‘The Redwood Wars’ refers to the dramatic social and environmental struggle in the 1980’s and 90’s to save the remaining privately-owned old growth redwood trees (*sequoia sempervirens*) of northern California (USA). Organizers used a wide and at times colorful array of tactics and strategies, including rallies, lobbying, tree-sits, litigation, protests, and coalition building. These efforts ultimately resulted in the saving of 7,472 acres of ancient growth redwoods, some over 2,000 years old. Based on example where teaching about the Redwood Wars was integrated into a community psychology

service-learning course, the session will lay out the design process for educators to identify local historical cases and develop strategies for teaching students how to apply local lessons to contemporary community issues. This novel framework for using historical struggles to inform contemporary action can root students in their communities while learning important community psychology principles and concepts.

**Chairs:**

*Benjamin Graham*, Humboldt State University

**Ignite Session 8: Meaning-Making as Empowerment: Technology and Expertise Discourses in the Anti-Fracking Movement in Bulgaria**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4012/4014

**Abstract**

The presentation will show and discuss findings from my dissertation study of the anti-fracking movement in Bulgaria. Bulgaria was a remote but important battleground for the hydraulic fracturing controversy in 2011 and 2012, when Chevron Corporation struck a deal with the Bulgarian government to drill for natural gas, but a community and social organizing response mobilized thousands of people and eventually compelled a rescission of the deal. In attempting to explain the success of the anti-fracking movement, the study focused on how citizens were able to make their voices heard and prevail in a technocratic expert debate. Fracking was an obscure and complex technology and the Bulgarian government quickly summoned expertise to justify a political decision, framing opposition voices as irrational and “hysterical”. The presentation shows my analysis of how citizens developed three technology discourses: lateral, literal, and reflexive, what meaning-making mechanisms they used and what contextual factors influenced them, and how they deployed the discourses in the public debate. Also importantly, a specific understanding and framing of experts and expertise formed among activists, with trustworthy experts seen as autonomous and open to the public in contrast to paid and paid off technicians. Ultimately, the citizens prevailed in a highly contested politics of knowledge, using science in diverse ways to gain cognitive autonomy and voice, and become citizen-experts. This achievement is remarkable in itself but also yet more important as many social issues today have a strong technology aspect that hinders public participation in policy-making.

**Chairs:**

*Nikolay Mihaylov*, Medical University - Varna

**Ignite Session 8: The Future of Youth From Southern Europe in Time of Socio-Economic Crisis. Rethinking the Transition to Adulthood Through a Critical and Ecological Perspective.**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4012/4014

**Abstract**

This presentation focuses on young people in transition to adulthood living in the metropolitan area surrounding the city of Naples, Italy. This area is characterized by a high level of youth unemployment, delay in leaving the family of birth, and the pervasive presence of organized crime and corruption. A study was carried out with 160 youths (age range = 18-34) in order to explore their own expectations for their futures and the possibility of pursuing those expectations. In this regard, emotional connections with local places, cultural factors (gender stereotypes, family role), and contextual features (unemployment rate, labour market structure, employment policies) were taken into consideration. Data collected through qualitative interviews was then analysed through a word clustering analysis. The results reveal pervasive feelings of emotional powerlessness and disorientation among the respondents. The impossibility of entering the labour market causes young people to renounce their autonomy and to no longer emotionally invest in their own context or in further education. Deconstruction of governmental power and the consequent weakening of social support has created a feeling of widespread impotence among young people and repressed their aspirations. The impossibility of planning for the future has made these 1980s and 1990s native generations more disconnected and necessarily poorer than previous ones.

**Chairs:**

*Agostino Carbone*, Italian Society of Community Psychology

**Ignite Session 8: The Meaning of Mental Disorders for Rural Communities in Burkina Faso: From Individual Experiences to Socially Shared Conceptions of Psychotic and Dissociative Symptoms.**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4012/4014

**Abstract**

Access to mental health care is hampered by many barriers on the African continent, where the use of traditional medicine remains significant. To date, popular conceptions of mental illness and explanatory models to which communities in West Africa adhere have been little explored, making it difficult for policy makers and practitioners to adapt the provision of care and services. This study aims to better understand, from an inductive and critical perspective, how social representations of psychotic disorders can be related to the trajectories of help-seeking within the different care systems in rural Burkina Faso. A total of 10 focus groups and 21 individual interviews - on conceptions of mental illness - were conducted in May 2017 in the Diébougou region with community members, village authorities and individuals with psychotic and/or dissociative symptoms. A thematic analysis was carried out to identify the converging and diverging themes in the discourse of the various stakeholders in order to better understand the meaning given to mental health disorders in this context. The results reveal a

constellation of popular conceptions of psychotic and dissociative experiences that have complex and shifting relationships with each other. Each of the highlighted conceptions was associated with distinct causal attributions, various perceived degrees of severity, as well as different preferred treatments, thus explaining the multiple forms of exclusion experienced and reported by participants. The results will be discussed in order to initiate a reflection on the adaptation of existing services in the modern health system in rural areas in West African settings.

**Chairs:**

*Émilie Pigeon-Gagné*, Université du Québec à Montréal; *Teodora Vigu*, Université du Québec à Montréal; *Valéry Ridde*, Institut de recherche et de développement; *Maurice Yaogo*, Université Catholique de l'Afrique de l'Ouest; *Thomas Saïas*, Université du Québec à Montréal

**Ignite Session 8: The Relationship Between Geek Fandoms, Sense of Community, and Awareness of Social Justice Issues**

Ignite Presentation

**Day:** 6/28/2019 **Time:** 1:00-2:15 PM **Room:** NLU 4012/4014

**Abstract**

Ignite Presentation Abstract: Geek fandoms are an increasing subculture that connect to community and social justice awareness. Peeples et al. (2018) defined 'geek' as someone who uses their obsessive knowledge and interest in a topic to find a sense of belongingness;

multiple 'geeks' interested in one topic is known as a geek fandom. "Fan groups may organize around real-world issues through extended engagement with ... popular culture content" (Brough & Shresthova, 2012, p. 2). For example, this activism around current issues can be observed in protests, petitions and discussion panels at conventions. Hellekson highlights that a large part of the fan experience is relating to others in the fandom (2018). When groups form around social justice issues to which the fandom relates, they develop what can feel like a community. Previous research on the idea that fandoms can cultivate a sense of community and awareness of social justice issues has been predominantly focused on adolescents, with little research on other age groups. Harrington et al. report that "fans identities, practices, and interpretive capacities have more age-related structure than has previously been addressed in fan studies" (2011, p. 570). There is a gap in the literature on fan studies regarding emerging adults and their sense of community and their awareness of social justice issues. Using the existing Brief Sense of Community Scale (BSCS, Peterson et al. 2008) and the Diversity and Oppression Scale (Factor 2) (DOS, Windsor et al. 2015), this study will investigate the degree to which participation and identification with geek fandoms cultivates a sense of community and awareness of social justice issues in emerging adults.

**Chairs:**

*Jennifer Fletcher*, Concordia University

**241 Analyzing the Role of Objective and Perceived Neighborhood Environments on Adolescents and Adults Symposium**

**Day:** 6/28/2019 **Time:** 2:30-3:45 PM **Room:** NLU 4012/4014

**Abstract**

Neighborhoods are an important and multifaceted element of residents' ecological settings. Not only do they represent an important system in which individuals themselves are embedded, but many proximal settings of interest to community psychologists, such as families, schools, and workplaces, are also situated in, and mutually influenced by, these neighborhood environments. New GIS technology, and increased online access to publicly available data, has supported a rapid increase in the use of neighborhood-level data in many fields such as psychology and public health. This session will offer examples of how both objective and perceived neighborhood characteristics such as collective efficacy, community identity, commercial environment, and residents' demographic characteristics influence both individual and family-level processes. This session includes information oriented towards researchers interested in incorporating neighborhood-level data into their research for the first time. Although accessing these data and including them in complex analyses may seem daunting, special emphasis will be

placed on how to plan and execute research using publicly available neighborhood data such as American Community Survey data from the US Census Bureau, and state-level business licenses (e.g. liquor stores).

**Chairs:**

*Amber Kraft*, University of Illinois at Chicago

**Discussant:**

*Carolyn Tompsett*, Bowling Green State University

**Presentations:**

**Objective Indicators and Adolescents' Views of Their Self-Defined Home Neighborhood**

*McKenna Freeman*, Bowling Green State University; *Mercedes Pratt*, Bowling Green State University; *Mikayla King*, Bowling Green State University; *Sindhia Colburn*, Bowling Green State University; *Carolyn Tompsett*, Bowling Green State University

Previous research has proposed that high levels of collective efficacy (social cohesion and social control) is linked to reduced violence. A variety of factors may influence collective efficacy, such as residential tenure and economic stratification (Sampson, Raudenbush, & Earls 1997). The present study aimed to expand on this theory by investigating the relationship between



presence of crime on adolescent perceptions of their home neighborhood. Adolescents (N=50) aged 11-19 years were recruited through community programs and public flyers in low-income urban neighborhoods in Northwest Ohio. Participants were interviewed about their perceptions of their neighborhood space and social climate. Participants drew their home neighborhood boundaries on sketch maps, which were entered into ArcGIS software. Self-defined neighborhoods were then overlapped with available public data including crime data, alcohol outlets, and Census variables. While archival data points correlated significantly in predictable patterns (e.g., crime incidence is associated with presence of alcohol outlets,  $r = .60, p < .01$ ), adolescent perceptions of their home neighborhoods largely did not correlate with objective indicators. A significant positive correlation ( $r = .29, p < .05$ ) was found between collective efficacy and crime, which was unexpected based on previous theory (Sampson, Raudenbush, & Earls, 1997). The current findings suggest that adolescents may consider other factors when conceptualizing their neighborhood which may buffer the effects of crime and other neighborhood risk factors on their attitudes. It is also possible that important adults may be engaging in higher levels of collective efficacy in attempts to shield adolescents from the possible negative effects of crime. Study findings will be discussed in context of other research linking adolescent vs. adult perceptions of neighborhoods with objective indicators.

#### **Relationships Between Neighborhood Characteristics and Community Participation**

*Lindsay Bynum, Community Science*

Neighborhoods impact residents' lives in many ways. Residents do not passively experience these effects, but actively participate in their neighborhoods. The interaction between residents and their neighborhoods is well documented in the literature, however little data exists on how neighborhoods impact specific participatory behaviors. It is therefore difficult to understand the variety of ways that residents participate, where they do so, and what contextual factors influence these individual behaviors. In this presentation, we will unpack the relationship between neighborhood characteristics and community participation (CNP; i.e. attending neighborhood events, volunteering, and organizational leadership) in cities across the country. Through examples and discussion we will highlight (1) the predictive power of social and demographic neighborhood characteristics across CNP behaviors, (2) neighborhood confidence as a potential explanatory variable in the relationship between neighborhood characteristics and CNP and (3) low-income neighborhoods as having a unique relationship with CNP. This presentation will also discuss the process of accessing and using neighborhood level data (ex. secondary and administrative), choices in neighborhood indicators, as well as both wins and challenges associated with using neighborhood-level indicators.

#### **Conceptualizing Neighborhood Organizational Resources and Testing Relationships with Adult Health**

*Amanda Roy, University of Illinois at Chicago; Emily Bray, University of Illinois at Chicago*

Despite evidence that the presence of neighborhood organizational resources (e.g. supermarkets, medical centers) is related to resident health and well-being, comparatively little is known about how types of resources cluster within neighborhood space and what this means for individual functioning. This work addresses this gap by combining publically-available data from the business census with survey data from a nationally-representative sample of 1,807 adults, each living in a unique zip code. The 2013 (to correspond with the year of survey administration) business census was used to quantify the types of organizational resources in each respondents' zip code; indicators were dichotomized to represent whether a specific resource was present. We limited our analyses to six types of organizational resources based on relevance for resident health and variability in the data: supermarkets, fitness facilities, medical services, alcohol and cigarette retailers, convenience stores, and fresh food markets. As a first step in our analyses, we conducted a latent class analysis (LCA) using MPlus v7 to identify sub-groups of neighborhoods with specific combinations of organizational resources. Fit statistics revealed that a three-class model fit the data best and interpretation of model parameters revealed three qualitatively different types of neighborhoods: the "high-resource" neighborhood (69%) characterized by high probabilities of having all six types of organizational resources, the "low-resource" neighborhood (8%) characterized by low probabilities of having all types of resources, and the "lacking healthy resources" neighborhood (23%) characterized by low probabilities of having fitness facilities and fresh food markets. Next steps will involve (1) including a measure of neighborhood poverty in the model to test relationships with neighborhood organizational resources and (2) testing whether residents' self-rated health differs across neighborhood organizational resource type. Understanding of how combinations of neighborhood organizational resources may influence individual health is a critical first-step in developing contextually-tailored prevention strategies.

#### **Moderating Effects of Neighborhood Characteristics on the Relationship Between Family-Level Acculturation Processes and Adolescent Drinking**

*Amber Kraft, University of Illinois at Chicago*

One area of increasing interest in health promotion among adolescent immigrants is the role of individual and family-level acculturation processes. Several studies suggest that acculturation gaps between parent-child dyads, in which adolescents and their parents adopt different responses to both their culture of origin and the

new host culture, may contribute to drinking and substance use among Latino youth (Schwartz et al., 2012; Schwartz et al., 2015; Wang et al., 2012; Ramirez Garcia et al., 2010; Marsiglia et al., 2014). However, it is important to situate both individual and family-level acculturation, and processes linking these to adolescent health outcomes, within their broader ecological context. To date, research identifying specific neighborhood characteristics moderating the relationship between individual and family-level acculturation variables and adolescent behavior is sparse. Secondary data analysis of a sample of 302 recent immigrant youth in Los Angeles and Miami-Dade counties explored the potential moderating effects of both the neighborhood cultural environment and alcohol retail environment in which family-level acculturation processes and underage drinking are situated. Specific decisions made over the course of the study, such as the type, year, and geographic specificity of American Community Survey data used for analysis, participant address geocoding strategies, and statistical design will be highlighted to orient audience members considering using census data in their own research.

**242 Studying Asian Americans within Community Psychology: Experiences of Marginalization, Sociopolitical Attitudes, and Civic Engagement**

Symposium

**Day:** 6/28/2019 **Time:** 2:30-3:45 PM **Room:** NLU 4020

**Abstract**

Studying the experiences of racial minority populations is an integral part of community psychology and critical in promoting the field's values of multiculturalism and racial justice. However, compared to other racial minority groups, the racialized experiences of Asian Americans are often overlooked in community psychology. In general, Asian Americans are perceived as a monolithic racial minority group that has achieved success in U.S. society and no longer experiences significant racial prejudice. Furthermore, Asian Americans are often seen as apolitical and unengaged in social change efforts. Despite such perceptions, Asian Americans face various discriminatory barriers today and engage in numerous forms of sociopolitical action to resist against such injustices. More scholarship is needed that considers how Asian Americans experience marginalization, think about systemic inequality, and engage in social change efforts. This symposium will present three research projects that highlight Asian American populations and use community psychology frameworks that centralize context and the promotion of social justice. The first presenter will use a mixed-methods approach to explore Asian American populations in interior Alaska and their experiences of racial marginalization in domains of health and education. The second presenter will present results from structural equation modeling analyses that examine how Asian Americans internalize model minority stereotypes about their group and how such internalization relates to attitudes toward other racial groups and race-related policies. The third presenter will

describe the use of photovoice methods to deeply examine Asian Americans' civic engagement and promote grassroots change efforts for critical Asian American community issues. Audience participation will be encouraged through Q&A after each presentation. The discussant, who is a leader in community psychology and Asian American psychology, will end the session by engaging the audience in a discussion around ideas about the racialization of diverse Asian American communities that cut across each presentation.

**Chairs:**

**Jacqueline Yi**, University of Illinois at Urbana-Champaign

**Discussant:**

**Nellie Tran**, San Diego State University

**Presentations:**

**Marginalization, Health, and Education in the Interior: An Exploration of the Experiences of Asian Americans Living in Alaska**

*Kimi Yatsushiro*, University of Alaska Fairbanks; *Tomi Winters*, University of Alaska Fairbanks; *Yen Wong*, University of Alaska Fairbanks; *Kendra Campbell*, University of Alaska Fairbanks

In Interior Alaska, university and community college students experience extreme weather, geographic isolation, high costs of living, a shortage of mental health resources, and the aftermath of ongoing and historical trauma. Members of minority ethnic heritage communities in Anchorage, Alaska reported experiencing racism across various settings (e.g., work, store, etc.) in greater frequency than European American communities (Green & Chamard, 2013). In particular, self-identified Asian American participants reported higher instances of experiencing racism (compared to European American participants) while engaging in daily activities and establishing housing. Asian American students experience objectification and exoticization, resulting in isolation, emotional numbing, struggles with ethnic and national identities, and emotional distress (Cheryan & Monin, 2005; Osajima, 1993). No research has yet been completed on the marginalized experiences of Asian American and other minority students in Fairbanks – a city with fewer resources and opportunities for social interaction than Anchorage, despite the presence of a large military base and a nationally recognized Land, Sea, and Space grant-funded university in Fairbanks. As such, this developing research will be utilizing mixed-methods approaches to examine the marginalization of Asian American students and explore how they may be experiencing their education, relationships, feelings of emotional and physical safety, and feeling the burden of being a representative of their cultural group. Additionally, relationships between mental and physical health, quality of life, and connection with their ethnic and national identity will be explored. This research has implications for future scholarship, clinical work, and

social justice activities for Asian American students in Interior Alaska.

### **Unpacking Internalized Model Minority Myth and Sociopolitical Attitudes among Asian American College Students**

*Jacqueline Yi*, University of Illinois at Urbana-Champaign; *Nathan Todd*, University of Illinois at Urbana-Champaign

This presentation will examine how Asian Americans may internalize the model minority myth, and how such internalization may predict various sociopolitical attitudes. Contrary to negative stereotypes that surround other racial minorities in the U.S., Asian Americans are often stereotyped as smart and hard-working and are perceived as academically and economically successful (Yoo et al., 2010). This popular image of Asian Americans is defined as the “model minority myth” (MMM), in which Asian Americans are seen as “problem-free” minorities who have achieved the “American dream” and no longer experience discrimination. Despite appearing positive on its surface, the MMM discredits the pervasiveness of systemic racial inequality faced by Asian Americans and other racial minority communities today. Furthermore, by legitimizing the narrative that hard work equates success, the MMM posits that other racial minority groups, particularly Black Americans, do not have strong work ethics and are to blame for their marginalized status. Although previous research has studied the link between internalized MMM and mental health outcomes among Asian Americans (Kiang et al., 2016; Wong & Halgin, 2006), few studies have examined how internalized MMM may have negative consequences on Asian Americans’ attitudes toward other racial groups, societal inequality, and policies. In the current study, we used structural equation modeling on a sample of over 200 Asian American college students to test a model of how internalized MMM predicts anti-Black attitudes and non-support for affirmative action, and how meritocracy beliefs and unawareness of racism mediate these associations. Initial findings revealed that greater internalized MMM predicted greater meritocracy beliefs and unawareness of racism, and that unawareness of racism mediated the association between internalized MMM and anti-Black attitudes. This presentation will discuss implications for future research and practice that challenges the MMM and better supports Asian Americans’ development of structural awareness of inequality.

### **Using Photovoice to Explore Civic Engagement and Mobilize Social Change Efforts Among Asian American Communities**

*Van Phan*, University of South Carolina

Photovoice is a community-based participatory research (CBPR) method by which people can identify, represent, and enhance their community through the use of

photography and narrative. Only a handful of photovoice projects have been conducted among Asian American communities and of those, most have been used to assess physical health disparities, such as tobacco use and cardiovascular health. No photovoice project has examined civic engagement among Asian American communities. In light of the recent midterm elections and the future 2020 presidential election, analyzing civic engagement among Asian American communities may prove to be valuable as Asian Americans are the fastest growing ethnic group in America and will make up a larger percent of the electorate in the future. Civic engagement is a broad concept describing how individuals may participate in sociopolitical aspects of civil society, which includes practicing community service, political participation, collective action, and social change. Through the use of photovoice, we aim to shed light on the factors and processes related to civic engagement among Asian American communities and explore other relevant community strengths and concerns. While some research indicates that Asian Americans have consistently low rates of political participation in comparison to other ethnic groups, Asian Americans have also shown high rates of volunteering and community service (Marcelo, Lopez, & Kirby, 2007). Ultimately, we would like to promote critical dialogue and knowledge about personal and community issues among Asian Americans in hopes of mobilizing grassroots change efforts and reaching policymakers. We hope to eventually evaluate the project’s effectiveness in increasing civic self-efficacy and civic engagement for both the participants and the broader audience. Discussion will revolve around developments within the photovoice project over the next year and implications for future research surrounding Asian American civic engagement and promoting social change efforts in Asian American communities.

### **243 The Exercise of Power and Privilege and Community Disempowerment**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 2:30-3:45 PM **Room:** NLU 4022

#### **Abstract**

Recent work by the presenters and listserv discussions suggest that there are challenges with community organizing and empowerment when working with both funders and community based nonprofit organizations. In this Roundtable Discussion, we will pose the following questions and encourage participants to share their thoughts, strategies, and learning. 1. How do funders impact decisions and activities related to community change? 2. How do local nonprofits and helping organizations influence what gets done in communities and resident empowerment? 3. How do funders and local organizations serve as gatekeepers in the community change process? 4. What can community psychologists who are leading change or evaluating such initiatives do, and what should they do, when they recognize disempowering actions on the part of those who hold the power and privilege in a community?

**Chairs:**

*Susan M. Wolfe*, Susan Wolfe and Associates, LLC;  
*Ann Webb Price*, Community Evaluation Solutions

**244 Leveraging Research-Practice Partnerships for Insights into School Climate Experiences and Impacts in Racially Diverse Districts**

Symposium

**Day:** 6/28/2019 **Time:** 2:30-3:45 PM **Room:** NLU 5006

**Abstract**

This symposium brings together researchers and practitioners engaged in research-practice partnerships (RPP) to present research on school climate from diverse public school districts that all face challenges in addressing substantial racial and socioeconomic achievement gaps. RPPs with their unique data sharing agreements represent a promising collaborative structure through which new insights about school climate experiences and impacts can be gained. Each of the three RPPs in this symposium engage in the assessment of school climate using student surveys; examine how this school climate data can be used to identify policies, programs, and practices to improve school climate; and investigate how school climate impacts student outcomes. School climate has received growing attention in the past decade in large part because it holds the potential to act as a resource that increases student achievement and promotes individual well-being. There is also an expanding body of theoretical and descriptive research suggesting that student experiences of school climate are associated with equity in student achievement, discipline, and physical and mental health outcomes. Within this growing body of work, there are several limitations including the reliance on cross-sectional data, limited evidence regarding the associations between racial disparities in student experiences of school climate and racial inequalities in achievement and discipline, and limited knowledge of programs and practices that improve school climate. What this means is that while school climate is crucially important for student success, we know much less than we should about this relationship for all students, but especially for understanding how to produce more inclusive school environments and equitable student outcomes. The papers in this symposium each come from active RPPs provide insights into how similarities and differences in conceptualization and measurement of school climate, other school conditions, and student characteristics impact the conditions under which school climate is associated with student outcomes.

**Chairs:**

*Adam Voight*, Cleveland State University

**Discussant:**

*Maury Nation*, Vanderbilt University

**Presentations:**

**Within-Student and -School Associations of School Climate and Achievement: A Cross-Lagged Panel Analysis**

*Adam Voight*, Cleveland State University; *Regina Giraldo-García*, Cleveland State University; *Steven Sanders*, Cleveland State University; *Matthew Linick*, Cleveland Metropolitan School District; *Elisabeth Davis*, American Institutes for Research; *David Osher*, American Institutes for Research

This study represents one of the most rigorous examinations of the relationship between school climate and student achievement. The purpose of the study is to assert the association between climate and academic achievement while controlling for all unchanging features of students and schools (and several features that do change). It answers the question, how does a change in students' perception of school climate from one season (i.e., fall, winter, spring) to another correlate with changes in academic achievement? It further addresses how an analysis like this can serve the practical needs of a school district. School climate refers to the safety and supportiveness of a school. Ample research, most of which was conducted cross-sectionally, shows that a positive climate predicts higher levels of academic achievement. A major drawback of cross-sectional school climate research is that it cannot account for confounding variables that may underlie the relationship between climate and achievement and cannot assess directionality. This study uses student school climate survey data and math and reading achievement data, each measured contemporaneously, from over 30,000 students in a large urban district. For a given student, up to 15 measurement points (three administrations per year for five years) of climate and achievement data were available. A series of fixed-effects and cross-lagged panel models assessed the within-student and within-school (with climate survey data aggregated to the school level) association of each combination of climate and math and reading achievement. Separate models were estimated for elementary and high schools. Results show that there are significant contemporaneous within-student associations of climate and achievement across both levels and subjects. Results also suggest that the directionality of the association flows from climate to achievement rather than the reverse. We discuss the practicalities of sharing results of complex analyses like these to school personnel to inform decision making.

**Can School Climate Measures Improve Predictions of Academic Outcomes? Evidence from a Large Urban District**

*Julian Betts*, University of California - San Diego; *Dina Policar*, University of California - San Diego; *Andrew Zau*, University of California - San Diego; *Karen Volz Bachofer*, University of California - San Diego; *Jianan Yang*, University of California - San Diego

School climate can matter tremendously, as documented by Bryk et al. (2010) and Lee and Smith (1999), among others. This paper uses data from the California Healthy Kids Survey (CHKS), which is administered in grades 7,

9 and 11 throughout California. In the district that we study, San Diego Unified School District, most students take the survey. In past work at the San Diego Education Research Alliance (SanDERA), we have estimated logit models to forecast a number of academic outcomes, such as proficiency by a given grade in math or English Language Arts, graduating on time, and enrolling in postsecondary schools. The models have proven highly accurate. Nonetheless, statistically significant differences exist across schools in the average degree of over- or under-prediction. We ask whether the school climate measures can materially improve the predictive ability of the existing models. The initial parts of the paper develop and validate several distinct measures of school climate. The CHKS data naturally divide into six measures related to school safety, school connectedness, school developmental supports, community development supports, home Next, finds that school climate can help to explain under- and over-prediction of student outcomes for individual schools. Another section of the paper tests whether separate measures of school climate for individual gender and racial/ethnic groups, which do differ, can improve predictive validity. The paper also discusses work that will be underway by winter 2019 to help the host district to use the results to fine-tune its existing supports for schools and students.

#### **Examining the Impact of Adult Relations on Student Achievement and Behavior**

*Sarah Bruch*, University of Iowa; *Rachel Maller*, University of Iowa

In this paper, we examine how several dimensions of teacher-student relationships are associated with student academic achievement and behavior outcomes in a mid-sized urban district in Midwest. Previous work has demonstrated that relationships between teachers and students are positively associated with student achievement, engagement, and behavioral outcomes (Crosnoe et al. 2004), and also that school environments with strong relational bonds between teachers and student are positively related to student outcomes (Voight and Hanson 2017; Berkowitz et al. 2016). However, previous work has been limited in assessing the relative strength of different dimensions of teacher-student relationships, and comparing the impact of teacher and student perceptions of these relations. Using student survey data linked to administrative data and a teacher survey, we conduct a series of analyses examining the association between each dimension of teacher-student relations and student achievement (as measured by state assessments) and behavior outcomes (attendance and office referrals). Models include school characteristics (student racial and FRL composition, school size and type, and teacher mobility), as well as student characteristics (racial/ethnic identity, gender, FRL status, and parental education). The models include both student-level and school-level measures of each dimension of teacher-student relationships, and in cases where we have parallel data from teachers and students, measures from both reporters. Preliminary findings

suggest that individual student experiences are stronger predictors of student achievement and behavior compared to those of teachers, and that student experiences of academic support and equitable treatment from teachers are stronger predictors of both outcomes than aggregate school climate measures of teacher-student relations. These analyses shed light on the relative influence of teacher versus student perceptions of teacher-student relationships on student outcomes, and the relative strength of associations between personal experiences of teacher-student relationships and student outcomes, compared to the associations between the school-level measures of teacher-student relationships.

#### **245 Challenges and Strategies in Multidisciplinary Collaboration to Create Systems Change**

Symposium

**Day:** 6/28/2019 **Time:** 2:30-3:45 PM **Room:** NLU 5007

##### **Abstract**

Multidisciplinary collaboration aligns with community psychology's goals of valuing diverse voices and achieving second-order change. Multidisciplinary collaborative groups bring together different disciplines to address a shared issue in their community. When diverse stakeholders come together, they can leverage their unique knowledge, perspectives, and resources to accomplish more as a group than they would as separate entities. This can create change at multiple levels of analyses. While multidisciplinary collaboration can be beneficial, it can also be uniquely challenging, particularly when different stakeholders have competing goals and perspectives on an issue. Exploring the challenges inherent in multidisciplinary collaboration and the strategies stakeholders employ can provide more insight into how collaboration can lead to systems change. The purpose of the symposium will be to illuminate challenges and strategies in multidisciplinary collaboration among stakeholders and systems within three diverse contexts. The first presentation will focus on Sexual Assault Response Teams' (SARTs') collaborative efforts to coordinate the response to sexual assault and encourage broader community change. The second presentation will examine key strategies and challenges faced by a multidisciplinary court-convened council in developing a gender-responsive and trauma-informed court model for girls involved in the criminal justice system. The third presentation will explore collaboration and communication strategies between forensic nurses and sexual assault advocates when corresponding to sexual assault survivors. The symposium will end with discussion of similarities and differences across the three diverse contexts.

##### **Chairs:**

*Annie Wegrzyn*, DePaul University

##### **Presentations:**

**Sexual Assault Response Teams and Collaborative Activities to Promote Change**

*Annie Wegrzyn*, DePaul University; *Megan Greeson*, DePaul University; *Martina Mihelicova*, DePaul University

Sexual Assault Response Teams (SARTs) are multidisciplinary, collaborative groups designed to coordinate the response to sexual assault. SARTs bring together core stakeholders in the response to sexual assault, including rape victim advocates, police, medical/forensic examiners, and prosecutors. By bringing together these key stakeholders, SARTs aim to make improvements in sexual assault response at the individual, organizational, and community levels. SARTs often use specific collaborative activities (e.g., case review, cross-trainings, protocol development) to promote multidisciplinary collaboration, reflect on their community's response to sexual assault, and create systems change. However, there is little information on benefits and challenges associated with implementing such collaborative activities. The presentation will report on qualitative findings from a national random sample of 172 SART leaders. Findings illustrate SART leaders' perceptions of their team's use of these collaborative activities. Findings from can help inform SART practice, and the collaborative activities of other types of multidisciplinary, community-based councils.

#### **Transforming Systems: Processes for facilitating institutionalized change to reduce girls' confinement**

*McKenzie Berezin*, New York University; *Shabnam Javdani*, New York University

Persistent gender, racial, and income inequality manifests in the lives of girls at risk for legal system involvement. Increasingly, the court systems' response to this population has come under scrutiny because girls are being arrested more often, for more serious offenses, and confined for longer periods of time for behaviors that are not criminal or are enacted in response to chronic trauma. Indeed, girls in the legal system report complex and chronic histories of trauma experienced across multiple contexts in their lives -- rates that become particularly pronounced when considering the many vulnerable and intersecting social positions girls in the legal system occupy. This paper presents the strategies and challenges of designing and implementing a gender-responsive and trauma-informed court in partnership with a multidisciplinary council that includes collaborations across the continuum of child welfare and juvenile legal system stakeholders, community-based programs, and grassroots organizations that leverage the voice and expertise of women who have been formerly system involved. In so doing, we present a framework that shifts the lens from the individual-level risk factors that bring girls into courts to the response of the court system itself. Although there have been a handful of gender-responsive court models implemented across the United States that seek to reduce the gendered biases of the court system, few target systems change across the

entire legal system continuum and are inclusive of an array of community-based organizations. Council materials generated and collected over the course of the planning and implementation periods of the initiative will be used to address these gaps by delineating (i) key strategies, including knowledge generation, relationship-building, and institutionalized change practices, and (ii) challenges related to facilitating multidisciplinary collaboration, including inconsistent values and practices within and across organizations, and applying the theoretical model into everyday practice.

#### **Multidisciplinary Collaboration between Nurses and Advocates while Serving Rape Survivors**

*Megan Greeson*, DePaul University; *Peggy Tull*, DePaul University; *Annie Wegrzyn*, DePaul University

Literature and theory on multidisciplinary collaboration has largely focused on interorganizational alliances, coordinating councils, and coalitions. These groups involve partnerships among diverse stakeholder groups that work together to address a common focal issue (e.g., domestic violence, maternal health). In these groups, individuals attend council meetings as representatives of their respective stakeholder group (e.g., nurses, domestic violence advocates). The council then works together to implement strategic actions to improve how stakeholders work together to respond to the focal issue. Literature on collaboration has largely focused on collaboration within the confines of the council. However, these councils exist to create change in all responders' practices, and not just create change within the confines of the council meetings. However, the collaboration literature has largely overlooked collaboration between different disciplines on individual cases. What does effective collaboration look like between two responders from different disciplines that are responding at the same time to a case? The purpose of the current study was to examine forensic nurses' perceptions of effective strategies for coordinating and communicating with rape victim advocates while they jointly care for rape victims who seek medical/forensic services. Post-assault, rape survivors seek out medical/forensic services from a local hospital; when the survivor arrives at the hospital, a rape victim advocate is paged to come to the hospital. The advocate focuses on providing the survivor emotional support and resources, while the nurse provides medical care and forensic evidence collection. The study was conducted in close partnership with a local rape crisis center. In-depth qualitative interviews were conducted with 22 nurses that worked with a rape victim advocate from the focal rape crisis center on a sexual assault case in the past year. Themes reveal nurses' perceptions of helpful vs. unhelpful strategies for coordinating advocates' and nurses' diverse roles in serving victims.

#### **246 Research and Action in Community Psychology: Applying Social Justice and Change Frameworks across Three Community Settings**

Symposium

**Day:** 6/28/2019 **Time:** 2:30-3:45 PM **Room:** NLU 5016

**Abstract**

As community psychologists, we continue to push the envelope toward more nuanced political, historical, and contextual research and action. A key goal for our field is to address inequitable systems at the root of social disparities. With its potential to unpack dynamics of power deeply embedded in social structures, community psychology has the potential to guide second-order change. At this symposium, we present empirical examples highlighting transformative social change across three contexts: 1) community gardening among immigrants in gentrifying neighborhoods in Harrisburg, Pennsylvania; 2) community reconstruction efforts in Puerto Rico post-Hurricane Maria; 3) and an under-resourced Mexican immigrant community in Chicago. These studies emerged from direct engagement with communities and highlight how applying community psychology frameworks can fuel transformational processes in the field. We present our findings as a catalyst to further a discussion on the concept of social justice and change, as our varied examples suggest that research in the community that promotes social justice and change is practical and achievable. Justice-oriented change is a much needed effort to promote positive mental and physical health, especially in systematically disenfranchised communities. We hope that the presentations in the symposium will spark a dialogue about the state and future of the field with respect to the process of transformative community change.

**Chairs:**

*Katarina Winhauer*, The Pennsylvania State University, Harrisburg; *Natalie Kivell*, University of Miami

**Discussant:**

*Edison Trickett*, University of Miami

**Presentations:**

**Factors Influencing Sense of Community and Gentrification in Community Gardens: A Portrait of Harrisburg, Pennsylvania**

*Katarina Winhauer*, The Pennsylvania State University, Harrisburg; *Traci Weinstein*, Rhode Island College; *Kenneth Cunningham*, The Pennsylvania State University, Harrisburg

This project investigates the link between specific factors and sense of community, with particular attention to how the process of gentrification further influences sense of community in community gardens. Gentrification is occurring all over the globe, and many studies indicate that tensions exist between original inhabitants and gentrifiers. While community gardens have been used since the 1970s as a means to garner camaraderie between community members, the existing evidence suggests that gardens may mirror or augment community tensions. The setting of the first phase of research took place at a large community garden located in Harrisburg, Pennsylvania. Forty-five participants

completed paper-and-pencil surveys during the 2017 gardening season. Measures included the Neighborhood Cohesion Instrument, adapted to fit the context of a community garden and to measure sense of community, and the Neighborhood Context Instrument to measure gardeners' perceptions of gentrification in their neighborhoods. Inquiries into participant demographics were also included to investigate their relationship with sense of community. Descriptive statistics, Pearson's  $r$  correlations, one-way ANOVAs, and chi-square tests were conducted to explore relationships among the variables. Findings indicated that sense of community is not directly correlated with race or income. However, gardeners who spend a greater amount of time in the garden and those living in less gentrified neighborhoods reported greater sense of community in the garden. Furthermore, the research suggests that recent Nepali refugees seem to be living in close-knit committees and reported less neighborhood crime than other racial demographic groups. Multiple hierarchical regression and mediator analyses were non-significant, likely due to a lack of power. In order to amplify the power of the study, the investigation will expand to multiple gardens throughout Harrisburg. The 2017 SCRA National Student Representative Research Grant and 2017 SCRA Community Mini-Grant provided funding for this project.

**Critical Theory of Community-Resilience: The Role of Cultural Continuity in a Mexican Immigrant Neighborhood**

*Ana Genkova*, University of Illinois at Chicago, Department of Psychology; *Jennifer Hebert-Beirne*, University of Illinois at Chicago - School of Public Health

Researchers have observed a poorly understood and controversial paradox in the Mexican immigrant population: first-generation immigrants fare better than expected given their social contexts, but the effects wear off for subsequent generations. Cultural explanations propose that Mexican cultural characteristics buffer the adverse effects of poverty and discrimination. These speculations, however, rest on ahistorical and apolitical conception of culture, where traits are correlated with health outcomes. Taking a critical perspective of the role of culture, this inquiry examined community-level processes that foster resilience in one Mexican immigrant neighborhood of Chicago. In a constructivist grounded theory study, I analyzed a collection of stories to understand how residents understood and responded to hardship. Community resilience in this context described the collective response to the intergenerational instability that resulted from the immigration process. The community acted as a physical and psychological space that re-stabilized immigrant families. By creating a community narrative, residents made meaning of personal and collective identities and shared experiences. Restoring stability manifested in meeting basic needs, strengthening family values, and promoting cultural continuity and intergenerational progress.

Grounded in the historical and political contexts of Mexican immigrants in Chicago, this inquiry contributes to the growing literature of the cultural roots of resilience in the context of systemic injustice.

### **Nurturing Oneself Through Community: A Grounded Theory Study in Puerto Rico Post-Hurricane María**

*Isabel Unanue*, Palo Alto University

After Hurricane María struck Puerto Rico in September 2017, many economically-challenged communities were left without access to electricity and water and with their homes destroyed. Further compounding this situation, these communities received minimal to no government assistance. As has been found in other post-disaster settings, many individuals were propelled to act altruistically and help the most affected communities with their reconstruction efforts. Said efforts continue and their missions have gone beyond reconstruction to the promotion of socially-just community transformation: creating systems of horizontal leadership, cultural centers, and education initiatives. Taking a grounded theory lens, I conducted qualitative interviews with community leaders and residents (n=67) to understand the impact these initiatives had on community and individual well-being. Community psychologists can use their research as a vehicle to further socially-just transformation, therefore, this presentation will present the positive impact these transformative movements have had as well as the challenges that can inhibit sustaining these changes. Initial results indicate that community residents derived meaning from becoming a part of these larger movements, and reported increased well-being and personal growth through community efforts. Challenges to the sustainability of these movements, however, included activist burnout, difficult interpersonal dynamics, and government backlash. Building on these results, a series of recommendations will be provided on how to sustain community-level wellness and transformation within this particular context.

### **247 Open-Access: How Do We Connect Communities with Advances in Science?**

Town Hall Meeting

**Day:** 6/28/2019 **Time:** 2:30-3:45 PM **Room:** NLU 5026

#### **Abstract**

Although academic journals in psychology have demanded greater rigor in the use of scientific methods to advance the field in recent decades, the gap between academia and communities' access to science remains. Historically, the public's access to scholarship has been restricted because of publications costs that are typically covered by individual article access fees and institutional subscriptions; a privilege shared by academics and students. Perhaps that is why there has also been an increase in the number of journals that have become "open-access," whereby publications costs becomes the onus of submitting authors. However, the

shift toward open-access is filled with complexities and community psychologists must be mindful of the multiple issues related to this movement. This presentation will take a critical perspective on open-access sources of scientific scholarship and the public's lack of access to scientific literature. Emphasis will be given to pragmatic and economic realities and conflicts of interests, the use of innovative approaches to traditional scientific literature sources, how the current move toward open-access across disciplines is also creating access to poor quality research that the public will interpret as good science, and explore ways our field needs to respond to these mixed realities. The presentation is designed to lead into an open dialogue among attendees with presenters serving as facilitators in hopes of raising awareness through shared insights, concerns, and strategies as our field is affected by the move toward open-access.

#### **Chairs:**

**John M. Majer**, Harry S. Truman College, Chicago IL, USA; **Susan Torres-Harding**, Roosevelt University, Chicago IL, USA; **Leonard Jason**, Center for Community Research, DePaul University, Chicago IL, USA; **Scot Evans**, University of Miami, Miami FL, USA; **Darrin Aase**, Governors State University, University Park IL, USA; **Olya Belyaev-Glantsman**, Psychology Department, DePaul University, Chicago IL, USA; **Ted Bobak**, Psychology Department, DePaul University, Chicago IL, USA; **Jack O'Brien**, Center for Community Research, DePaul University, Chicago IL, USA

### **248 Imprisoning a Generation: Casualties of Israeli 's War on the Vulnerable, from Palestine to Chicago and Beyond Workshop**

**Day:** 6/28/2019 **Time:** 2:30-3:45 PM **Room:** NLU 5028

#### **Abstract**

Abstract Palestinian struggles, like many others around the world, are often told through the narrative of numbers. This becomes all the more problematic when considering the skepticism and belittling that often gets attached to something like the word 'Palestinian'. Imprisoning a Generation was created to put faces and names, stories of heartbreak and unimaginable strength to the realities of mass imprisonment against Palestinians, and the impact that has most specifically on children. This film follows the experiences of four children who were detained and imprisoned under the Israeli military detention and political systems. In addition, the film explores other tactics and aspects of the occupation that create a society of Palestinians who live in situations which we often associate with imprisonment more broadly. Specifically, it looks at a displacement from home and family; violence by soldiers and societal power-holders; physical barriers to movement; and a system of identification cards which track who have access to what kinds of privileges. There is a myriad of opportunities in the US to support Palestinians in their self-determination, from legislative advocacy to social and educational initiatives. But much



of this work must begin with growing in our understanding and ability to speak on these topics with others this film aims to do just that, build up our collective knowledge and confidence to speak out against oppression. Highly-racialized system of mass imprisonment and the ongoing impacts of that on particularly marginalized communities is a huge risk facing many people in our own communities. It's important for us to consider the underlying systems of racism and histories of colonialism which have created paralleled experiences across oceans. This film contributes not only to our understanding of how these realities play out for Palestinians, but how they impact our own communities here as well.

**Chairs:**

*Hana Masud*, National Louis University; *Sonja Hilson*, National Louis University; *Laurie Collier*, National Louis University; *Zelda Edmunds*, Anemoia Projects

**249 Participatory Community Action Research in Homeless Shelters: Outcomes for Shelter Residents and Service-Learning Research Assistants**

The Innovative Other

**Day:** 6/28/2019 **Time:** 2:30-3:45 PM **Room:** NLU 5030

**Abstract**

This ongoing transdisciplinary participatory community action research project has two goals: (1) to improve psychosocial functioning of homeless shelter residents and enhance their opportunities to transcend and/or cope with homelessness-related problems; and (2) to enhance civic development of service-learning students who assist in implementing the Project. The Project is guided by the psycho-ecological systems model (Reeb et al., 2017), and it utilizes service-learning pedagogy to implement Behavioral Activation in shelters. Hopko et al. (2003, p. 700) define Behavioral Activation as a "...a therapeutic process that...increases...overt behaviors that are likely to bring [a person] into contact with reinforcing environmental contingencies and produce corresponding improvements in thoughts, mood, and overall quality of life." Homeless shelter residents (N=1,365) participated in Behavioral Activation sessions designed to enhance their (a) empowerment (e.g., computer training, job preparation, reentry programming to overcome past incarceration); (b) coping (e.g., stress management, social support); and (c) perceptions of shelter social climate (e.g., recreational/social activities). Based on the Activity Evaluation Process Measure, homeless shelter residents perceive Behavioral Activation as meaningful, important, worthy of repeating, and enjoyable. Further, based on the Behavioral Activation Treatment Efficacy Measure, homeless shelter residents perceive that, over the course of their stay at the shelter, Behavioral Activation contributes to adaptive functioning (i.e., hope, capability/motivation for education or work, quality of life, purpose/meaning in life, wellbeing, social/emotional support, and positive perceptions of social climate). Regarding student outcomes, numerous quasi-experimental studies demonstrated that, relative to

non-service-learning students, service-learning research assistants show pre- to post-semester improvements in community service self-efficacy, decreases in stigmatizing attitudes, and increases in awareness of privilege and oppression. The presentation will also feature new developments: (a) an urban shelter farm in a food dessert (1,800 pounds of produce harvested to enhance nutrition of shelter residents); and (b) an experimental study (random assignment) to examine student outcomes.

**Chairs:**

*Katey Gibbins*, University of Dayton; *Amanda Barry*, University of Dayton; *Alicia Selvey*, University of Dayton; *Charles Hunt*, Ball State University; *Roger Reeb*, University of Dayton; *Greg Elvers*, University of Dayton; *Andrew Londo*, The Ohio State University Extension; *Suzanne Mills-Wasniak*, The Ohio State University Extension; *Jennifer Zicka*, University of Dayton; *Dana Pflugradt*, University of Dayton; *Robert Andrews*, St. Vincent de Paul

**250 Data-Driven Strategies to Address the Intersection between Child Welfare and Homelessness**

Symposium

**Day:** 6/28/2019 **Time:** 2:30-3:45 PM **Room:** NLU 5036

**Abstract**

Responsible for the safety and well-being of children, the child welfare system struggles to sustainably address the demand for housing assistance. Uncertainty regarding the how best to use scarce housing resources further complicates efficient service delivery. A need exists for rigorous tools that aid complex decision making to guide investments in housing services that protect children. In this symposium, we present three projects that apply data-driven strategies to address the intersection of the child welfare system and homelessness. Shinn, Rodriguez, & Glendening investigate whether information about family shelter usage contributes to predictions about child welfare outcomes among a sample of over 2,000 families, as well as the impact of supportive housing programs on both homelessness and child welfare outcomes. Fowler, Das, & Kube leverage multiple data sources and apply machine learning algorithms to improve current models predicting risk for separation among inadequately housed families. The study aims to inform data-driven approaches to individualized, adaptable housing supports. Fowler, Marcal & Hovmand investigate the most sustainable ways to allocate scarce housing resources for families in the child welfare system. A system dynamics simulation model calibrated using national data on child welfare-involved families tests multiple strategies such as increased capacity, improved targeting, more effective interventions, or shifting from an intervention to prevention focus. Together, the three papers substantially contribute to knowledge on service use among child welfare-involved, inadequately housed families and the systems striving to support their complex needs.

**Chairs:**

*Katherine Marcal*, Washington University in St. Louis;

*Patrick Fowler*, Washington University in St. Louis

**Presentations:****Data-Supported Decisions for Families at the Intersections of Child Welfare and Homelessness**

*Marybeth Shinn*, Vanderbilt University; *Jason Rodriguez*, Vanderbilt University; *Zachary Glendening*, Vanderbilt University

There is a large overlap between families who experience homelessness and families involved in the child welfare system. Homelessness should not be a reason to separate children from parents, but homelessness and housing instability can bring children to the attention of child welfare authorities and can exacerbate family stress. Past research shows that housing vouchers reduce separations and foster care placements, at least in the short run. In this paper we briefly describe two studies. Study 1 uses data from San Francisco's child welfare system to determine whether information about shelter usage adds to other information available to child welfare workers in predicting child welfare outcomes. For a cohort of 2,071 families investigated by child welfare authorities in 2011 and followed until August, 2015, past shelter usage by caregivers predicted repeat child welfare referrals (after the one that was the subject of investigation) and in-home case openings; new episodes of shelter usage after the initial investigation predicted new referrals, even after controlling for all other information collected by the child welfare system. Effects were small, however, so the benefit of merging data sources for directing services to at risk families is unclear. Study 2 uses data from a five-site experiment evaluating the effects of supportive housing in improving child welfare outcomes and reducing homelessness for families involved in the child welfare system who also experience homelessness. On average, across all families, the supported housing improved both child welfare and housing outcomes. But because this is an expensive intervention, we ask whether we can target the intervention to families likely to benefit the most. Whereas homelessness prevention services have largest impacts when offered to families at highest risk of homelessness, this may not be the case for families involved in the child welfare system. Analyses are ongoing.

**Data-Driven Homeless Services: Learning from the Family Options Study**

*Patrick Fowler*, Washington University in St. Louis;

*Sanmay Das*, Washington University in St. Louis;

*Amanda Kube*, Washington University in St. Louis

A fundamental challenge for practice and policy concerns the efficiency in allocating scarce housing resources to vulnerable families. Little evidence helps child welfare and homeless service providers determine which families are at greatest risk for separation without

assistance, nor does research offer guidance for selecting from the array of services the best intervention for promoting stability given family circumstances. Rigorous studies demonstrate smaller than expected differences of housing interventions for child well-being and family separation, which offers little insight for improving service delivery. However, studies show variation around mean treatment differences that provide a potential source of information. Variation in treatment effects suggests some families respond more to particular homeless interventions, and protective effects are likely due to complex combinations of family and contextual factors. A need exists for evidence-based tools that help providers tease apart this complexity to keep families safe and stable. The proposed project leverages extensive administrative and survey data from an evaluation of housing services delivered to inadequately housed families involved in the child welfare system. Machine learning algorithms will use a broad array of information on children and families prior to entering housing services. The central outcome concerns whether families remain together and avoid foster placement over a five year follow-up. By investigating nonlinearities and complex interactions, models aim to improve prediction of families most at risk for separation, as well as improve targeting of available services. The study explores whether data-driven approaches can inform customized housing supports in child welfare.

**Delivering Sustainable Housing Services in the Child Welfare System**

*Patrick Fowler*, Washington University in St. Louis;

*Katherine Marcal*, Washington University in St. Louis;

*Peter Hovmand*, Washington University in St. Louis

Despite extensive demand, housing services remain a scarce commodity within the child welfare system – the public agency responsible for protecting the safety and well-being of children. A major challenge for policy makers and practitioners concerns the lack of evidence on housing strategies and associated costs that improve child welfare outcomes. Public child welfare agencies across the country struggle to sustainably address the demand for housing assistance. Uncertainty regarding the how best to use scarce housing resources further complicates efficient service delivery. A need exists for rigorous tools that aid complex decision making to guide investments in housing services that protect children. The present study leverages nationally representative data to generate system dynamics simulations of child welfare system performance under different conditions. A system dynamics model described the delivery of housing services through the child welfare system, and effects of these services on child welfare case closure and reopening. Interventions include universal, selective, and indicated prevention to reduce families needing services; improved services to stabilize families more quickly; and improved targeting to match families with appropriate services more efficiently. Findings indicate universal prevention has the largest impact,

reducing the number of families waiting for services, promoting successful exit, and delivering appropriate services to a great proportion of families; improving housing services has little impact. Improving targeting of services by 25% leads to small improvements. Limited capacity and small effect sizes pose the biggest challenges to meeting demand for housing services among child welfare-involved families. The timely, policy-relevant insights inform next steps for better responses.

### **251 Underserved Populations and PAR: Fostering Safety in Uncertain Times**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 2:30-3:45 PM **Room:** NLU 6013

#### **Abstract**

Participatory action research seeks to co-create projects between researchers and community members in order to help individuals and communities thrive and to build new knowledge about processes that support individual and community well-being. However, when the work centers on sensitive experiences that underserved populations have had, this partnership requires careful forethought and collaboration to foster a sense of safety for participants. These challenges are even more pressing presently as hate crimes are on the rise, immigrants without documentation are being detained, and funding continues to remain sparse for key supports like mental health and substance use treatment. While engaging with the community and in PAR methods, we continue to find that there are voices missing at the table and that these voices are often those that research suggests face higher rates of victimization, discrimination, and mental health issues. This roundtable will be informed by the experiences of academic and community researchers who have conducted research using participatory methods with underserved and marginalized communities, such as those who are LGBTQ+, homeless, immigrants, dually diagnosed, and incarcerated. Discussants will reflect on the lessons learned from these PAR projects given the dynamics of systems of oppression and the current political climate. Overarching questions for the roundtable could include: • How should researchers work with co-research participants from underserved communities in a way that accounts for their very real and pressing threats to safety? • What strategies can help guide decision-making in research in a way that is collaborative and acknowledges power dynamics? • What strategies can researchers explore to challenge systems and structures that may inhibit the full participation of individuals from underserved or marginalized communities?

#### **Chairs:**

*Anne Kirkner*, University of Illinois-Chicago; *Jaelyn D. Houston-Kolnik*, Illinois Criminal Justice Information Authority; *Amanda Vasquez*, Illinois Criminal Justice Information Authority; *Paola Baldo*, Illinois Criminal Justice Information Authority; *Linda Lesondak*, Department of Psychiatry and Behavioral Sciences

Northwestern University, Feinberg School of Medicine; *Camilla Cummings*, Depaul University; *Jessica Goodkind*, Associate Professor, Department of Sociology University of New Mexico; *Felipe Rodriguez*, New Mexico Dream Team; *Dorren Salina*, Northwestern University, Feinberg School of Medicine

### **253 Promoting Children and Youth's Civic Engagement in Unstable Contexts**

The Innovative Other

**Day:** 6/28/2019 **Time:** 2:30-3:45 PM **Room:** NLU 6036

#### **Abstract**

This presentation can be integrated into the conference's Symposia or 'The Innovative Other' formats related to the topic area of Migration/immigration, displacement and globalization, as it discusses the opportunities and constraints linked to the use of creative approaches to foster children and youth's psychosocial recovery in unstable contexts. Romania and Jordan are taken as two examples of countries currently undergoing major instability due to mass out-migration and population displacement in which this type of psychosocial programming has been implemented. An evaluation of 'Terre des hommes' (Swiss child-focused NGO) Movement, Games, and Sports program as applied in both countries provides the basis to first describe the program's underlying purpose and general structure and then comment on its benefits and limitations, as perceived by interviewed program beneficiaries. A brief analysis of qualitative data obtained from this evaluation will underscore the importance of considering wider contextual factors affecting child/youth regular participation in order to ensure continued programme relevance. In the conclusion of this session, attendees will be presented with a proposal for further discussion, based on Derrick Silove's (2013) ADAPT model, that aims to help similar programs ensure their continued relevance to child/youth audiences, by establishing links with wider civic engagement initiatives in which participants can put their acquired learning continually into practice.

#### **Chairs:**

*Keven Bermudez*, Queen Margaret University, Edinburgh, UK

### **254 Community-Based Research Principles in University-Community Partnerships: What are These Principles, How are They Practiced, and How Can They Help Bridge Community-Academic Divides?**

Town Hall Meeting

**Day:** 6/28/2019 **Time:** 2:30-3:45 PM **Room:** Palmer House The Spire Parlor

#### **Abstract**

In this town hall meeting, facilitators will guide participants through a discussion of community-based research (CBR) principles in cross-sector collaborations that involve university-community partnerships. Facilitators will explore how different approaches to CBR impact relationships and project outcomes, what

principles prove most helpful in bridging the university-community divide, and how to prioritize local knowledge above institutional and personal interests. Guiding questions include: What are CBR principles? How have university-community partnerships that participants have been a part of reflect these principles? What has been the result of following, or not following, these principles? What CBR principles have proven most helpful in bridging community-academic divides? Facilitators attended the 2018 Community Engaged Research Institute at UC Santa Cruz and will draw on material from this institute, as well as academic literature, in defining and discussing CBR principles. CBR principles vary depending on where power is situated and who is in control of the research process. While perspectives on CBR principles vary based on context, researchers and local partners generally work together as colleagues with different skills to offer, in a process of mutual learning where local partners have control over the process. Perspectives on community research also differ globally: Northern research traditions focus on organizational improvement and evaluation while southern perspectives emphasize partnerships and research guided by social justice. Facilitators will open with cases from the University of Wisconsin-Madison. These experiences include a public health community-academic partnership that changed its approach to community engagement midway through the project, offering a unique opportunity to examine how relationships and activities changed, as well as what was required to make this shift. Facilitators will also share the results of an exploratory analysis of a community of practice for community-engaged scholars that examined how members of this group have been engaging with partners.

**Chairs:**

*Hugh Roland*, University of Wisconsin - Madison;  
*Travis Moore*, University of Wisconsin - Madison;  
*Ethen C. Pollard*, University of Wisconsin - Madison

**255 Seeking Justice for Migrants, Asylum Seekers, and Their Children: How Can Community Psychologists Work to Stop Detention and Deportation?**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 2:30-3:45 PM **Room:** Palmer House  
 The Water Tower Parlor

**Abstract**

The proposed roundtable will center on how community psychologists and the field can support ongoing justice efforts for migrants, asylum seekers and their children within the United States. The last two years can be characterized by increasing criminalization and dehumanization of migrants in the United States and their portrayal as threats to national security. Alongside the increasing dehumanizing rhetoric, changes to immigration policy and regulations have been volatile, creating an environment of heightened anxiety for migrant communities and a whack-a-mole environment for communities, and engaged scholars. Examples of these changes include the attempted termination of the

Deferred Action for Childhood Arrivals (DACA) program, cancellation of Temporary Protected Status (TPS) programs, executive actions to deny asylum eligibility, and an introduction (and later reversal) of zero tolerance policy that separated families. Community psychologists have played roles in providing psychosocial support of immigrant communities (Lykes, Hershberg & Brabeck, 2011), synthesizing research for use by immigration lawyers and policy makers (Langhout et al., 2018), and addressing trauma of detention and deportation as well as working with communities for social change (Zayas, 2010). The roundtable will present efforts by community psychologists actively working with migrant communities. The discussion will transition into potential research and actions for individual community psychologists as well as the field as a whole. The discussants will engage participants around a discussion of the challenges working in the current socio-political atmosphere and strategies for working with communities to address them. Questions posed for discussion include: 1) What research are community psychologists conducting in this area? 2) What interventions could be proposed to address some of these issues? 3) What are possible policy recommendations for SCRA and APA? Participants will be invited to share their ongoing work and build connections with the goal of developing future collaborations to address these ongoing issues.

**Chairs:**

*Kevin Ferreira van Leer*, California State University, Sacramento; *Fabricio Balcazar*, University of Illinois at Chicago; *Noé Rubén Chávez*, Charles R. Drew University of Medicine and Science; *Maria Fernanda Garcia*, University of Miami; *Tesania Velazquez*, Pontificia Universidad Catolica del Peru; *Miryam Rivera Holguin*, Katholiek Universiteit Leuven

**256 (Un)Restricted Emancipation: Advancing Social Justice for Women Throughout the African Diaspora In Policy, Academia and Practice**

Symposium

**Day:** 6/28/2019 **Time:** 2:30-3:45 PM **Room:** Palmer Salon 12

**Abstract**

The experience of women throughout the African diaspora have all too often been overlooked, ignored or stereotyped in the psychological literature (Jackson & Greene, 2000), often resulting in public policy (if at all) academic materials and practice that are embedded in myths. Jackson and Green further put forward that the real personal trauma and challenges these women face remain private and invisible. In turn, society continues to dismiss the cultural and social situations that contribute to mental, emotional and even physical problems. What is needed is more research that examines the lived experiences of women throughout the African diaspora from historical underpinnings to modern day continued racism, and then, action. To answer this call, three community psychologists are conducting or have conducted research with a common thread of exploring contexts and considerations of the

lives of women (one study include men, but the majority of respondents are women) throughout the African diaspora that intersect and amplify the human experience in distinct and unique ways (Craddock, 2015). The studies are designed to: (1) improve our understanding of women throughout the African diaspora lived experiences and importantly, society's views of them including a denied sense of agency; and (2) use the results to advance social justice through public policy, academic materials and the promotion of both humanistic and culturally accurate and appropriate practice. This symposium will present these three studies including planned or ongoing action informed by the results. These social action strategies include a push to include trait discrimination in Title VII of the Civil Rights Act of 1964, authoring culturally accurate academic materials and promoting culturally informed practice, and advancing equal rights towards protected class status. There will be a question and answer session at the end.

**Chairs:**

*Deveda Francois*, National Louis University

**Presentations:**

**Micro-aggressions from Doll House to White House: A Qualitative Critical Ethnography of Factors Where Black Women's Hair and Unique Aesthetics Evoke Diminishing Returns on Levels of Empowerment vs Agency**

*Deveda François*, National Louis University

The use of "The Dollhouse to the White House" is, metaphorically speaking, in looking at the lifespan experience of Black girls as they transition into womanhood. Microaggressions leading with hair triggering Black girls school expulsions, body shaming on the professional tennis court to ascending to the status of First Lady of United States, there is no shelter. Transitioning to any position in society, for a Black woman is often fraught with a consistent barrage of microaggressions and denied sense of agency. These microaggressions are particularly aimed toward their unique aesthetic features often initially directed at hair. The purpose of this qualitative study was to investigate the awareness of Black women's experience with micro-aggressions, related to their hair. Using a cross-cultural critical ethnographical approach, this study examined the participants' responses to both inter and intra-cultural effects on their psychological well-being and physical health. Further, this study explored the sense of agency impacting various areas of a Black woman's life. Key findings included the women not only disclosing narratives relative to their hair that had implications for their sense of agency, but similar narratives about other unique aspects of their bodies were revealed. The study also indicated perceived empowerment verses the respondents' lifelong resiliency to continued discriminatory remarks and practices. The research results are being used in introducing and further development of the "Saartjie Baartman Theory" in

addition to informing action at the policy level on trait discrimination.

**Exploring Historical Trauma Among Black/African Americans: Implications for Social Justice Advocacy Efforts**

*Geraldine Palmer*, Adler University

Historical trauma refers to multifaceted and communal trauma experienced over time and across generations by a group of people who share commonalities such as ethnic or racial identity, association, or circumstance (Brave Heart & DeBruyn, 1998; Evans-Campbell, 2008). The events and experiences most commonly associated with historical trauma include slavery, the experiences of the American Indians after European colonization, and the Holocaust (Coyle, 2014). The experiences of Black/African Americans, relative to historical trauma and its current implications are an important public health issue. However, while a number of researchers emphasize racist incidents as a stressor leading to psychophysiological maladjustments, very few conceptualize racist incidents or the aftermath as a form of any trauma. Consequently, racial trauma in the lives of Black/African Americans is rarely, if ever, acknowledged by researchers, scholars, and practitioners. The purpose of this cross-sectional, quantitative study is twofold: 1) to test for the presence of historical trauma among Black/African Americans, with a focus on identifying and understanding linkages between individual and communal trauma, specifically within Black/African American communities; and 2) to use the data to add new knowledge and innovative perspectives to the literature, inform strategies for the restoration and healing of Black/African American communities, inform academia and promote cultural accuracy in clinical practice.

**Deconstructing Negative Stereotypes, Myths and Microaggressions about Black Women: Reconstructing Black Women's Narrative, Identity and the Empowering Nature of Ethnic Identity.**

*Patricia Luckoo*, National Louis University

This study retraced the lives of Black women in America through a microscope that emphasized the historical formulation of Black women's identity and how the distorted figures of stereotypes have emerged and manifested into contemporary microaggressions. The work explored two central inquiries: The first, a quantitative study, examined slavery as the malignant marker that has shaped Black women's identity, socioeconomic status, educational progress, and political frameworks. The study theorized that microaggressions towards Black women pose serious harm to their overall psychological health, sense of self-efficacy and empowerment attributes. The second, qualitative study, examined deeper issues related to Black women's empowerment and attempted to further theory build through narratives of Black women participants and

views on a variety of issues. Results showed that despite continued microaggression assaults and discriminatory practices, Black women have learned to adapt to their environments, including adhering to societal constructs, and demonstrate a high level of resiliency. This information is important to inform a movement of Black women reconstructing new narratives, dispelling myths and stereotypes and shaping their own ethnic identities.

## **257 Identifying Challenges and Supports for Diverse Parents**

Symposium

**Day:** 6/28/2019 **Time:** 2:30-3:45 PM **Room:** Palmer Salons 6&7

### **Abstract**

Across the world, parenting has often been described as the most rewarding, yet difficult job. Recognizing this, many research efforts have been directed towards developing ways of supporting parents. However, to develop effective parenting interventions, it is important to understand the contextual and demographic factors that influence parenting, such as socioeconomic status, culture, generation status, parental stress, perceived discrimination, and social support. Hence, using diverse, cross cultural and international, samples, these four papers discuss the contextual and demographic factors that influence aspects of parenting. Specifically, the first paper discusses cultural considerations and challenges that influenced the development of a parenting curriculum for low-SES parents in Egypt. Through the use of in-depth, semi-structured interviews with eight, first-time U.S. mothers, the second paper investigates the contextual factors that affected parents' ability to equally share the infant care responsibilities throughout the first 24 weeks postpartum. Using both a quantitative and qualitative approach (i.e. focus groups), the third paper seeks to understand the factors (e.g. social connectedness, perceived discrimination) that relate to the wellbeing of Korean parents. Finally, the fourth paper explores how the congruence of parenting stress among a sample of predominately Latinx mothers and fathers of infants is associated with individual feelings of self-efficacy as a parent. Together, these presentations shed light on the factors that likely influence the quality of parenting among various families. These findings can inform future efforts that seek to support and promote the wellbeing of diverse parents, a core theme of the conference.

### **Chairs:**

**Wendy Ochoa**, University of California, Irvine

### **Discussant:**

**Stephanie Reich**, University of California, Irvine

### **Presentations:**

#### **Cultural Considerations in Developing a Parenting Curriculum for Lower-Resourced Communities in Egypt**

*Mona Amer*, Department of Psychology, The American University in Cairo

Egypt is facing a youth bulge, with over half the population less than 25 years, and one third younger than 15. Effective parenting has thus become a priority for both government and civil society organizations, particularly in lower-income areas where children are at risk for malnutrition and non-communicable diseases, low education attainment, violence, child labor force participation, and other human rights violations. An undergraduate community psychology capstone course partnered with a local community development nonprofit association to develop a 6-week curriculum aimed at enhancing parenting capacity for those living in informal settlements. Content was developed based on focus groups with fathers, mothers, children, and NGO staff; interviews with experts in parenting and child development; and review of existing parenting manuals. This presentation is a reflection of the instructor regarding some of the cultural considerations and challenges that influenced the development of this parenting curriculum. First, existing parenting models that were articulated in the West had questionable applicability. Even the concept of parenting itself was modified, becoming more broadly focused on strengthening bonds with children, children who had married, extended family, in-laws, and the neighborhood. Second, many dilemmas were faced related to the tension between respecting diversity versus advocating against norms such as harsh corporal punishment, child labor, and early marriage. Third, fathers and mothers had significantly different childrearing contributions and styles, and thus it was challenging to develop a curriculum that targeted both gender roles. Fourth, poverty and low levels of literacy resulted in practical challenges with both content and delivery. Common parenting strategies needed to be realistically modified for situations in which the family may have little to no household possessions and all family members may be living in one room. The final curriculum used creative ways to utilize visual diagrams and experiential activities.

#### **“I’m Not Going To Be Stuck Changing All of the Diapers.” Examining Contextual Factors Related to the Division of Labor Between First-Time Parents Through the First Six Months**

*Hillary Rowe*, University of Illinois at Chicago

First-time expectant parents routinely estimate a more egalitarian division of labor between parents than eventually becomes their reality (e.g., Cowan & Cowan, 1992; Khazan, McHale, & Decourcey, 2008). The discrepancy between prenatal expectations and postpartum reality has consequences for relationship satisfaction (e.g., Block, 2016) and co-parenting collaboration (e.g., Khazan et al., 2008). However, most research does not investigate contextual factors that may affect parents' ability to equally share in infant care, regardless of their desire to do so. This study examined the contextual factors that impacted the division of labor for first-time mothers, from their prenatal expectations

through the first six months postpartum. Eight women (7 White, 1 Latina; all were married, middle-class, employed full-time, and took at least 12 weeks maternity leave) participated in qualitative, semi-structured interviews during their 3rd trimester, and then at 12 weeks and 24 weeks postpartum, and bi-weekly phone calls between birth and 24 weeks. During the prenatal interview, all participants expressed a desire for an equitable division of labor with their husbands. They had varying degrees of success making that a reality due to several contextual factors. Families were better able to share in the task-specific duty of nighttime feeding, for example, when the women were either pumping breastmilk or using formula ( $n = 3$ ), than if the women were exclusively breastfeeding ( $n = 5$ ). Families were also better able to share in on-duty time of infant care when the husbands had flexible work schedules. Division of labor was fluid over time, due to factors such as infant maturation/changes in feeding and sleep demands, women returning to work, and help from extended family. Results give context to previous quantitative research on division of labor, and highlight potential points for intervention to support women as they transition to motherhood.

**Parental Well-being and Social Connectedness among Japanese, Korean, and Filipino Mothers in Japan: A Test of the Life Resources Model for Intervention Strategies and Policies**

*Toshi Sasao*, International Christian University, Japan

Given the increasing interest on policies in effective parenting in Japan, individual-level factors such as parents' demographic factors, levels of parenting skills, and psychosocial stress often serve as risk factors for designing intervention programs. However, success to effective interventions in community psychology is to be able to adapt a particular program to achieve optimal fit so that outcomes be enhanced for individuals and communities, especially for forgotten minority communities (Sasao, 2018). As such, the purpose of this presentation was to examine empirical evidence for the life resources model to understand well-being among Korean parents living in Japan via the Life Resources Model of Well-being in an ethnic minority community (Sasao, 2015). The model is based on a social justice perspective that focuses on multi-layered sources that influences lives of those individuals who are often neglected or forgotten for historical or personal reasons in the society. The model argues that well-being is often affected strongly by the level of social connectedness. The presentation will be based on the findings from three separate studies on parents with children living in Japan: Japanese nationals ( $n=300$ ), Korean residents ( $n=149$ ), and Filipino mothers ( $n=79$ ). In addition to the focus group interviews and personal one-on-one interviews, two-levels of factors that define life resources were investigated including cultural and demographic factors and contextual issues (e.g., perceived discrimination, future expectations about future). Qualitative data supported the basic tenets of the

model while quantitative data provided empirical support for the life resources model of well-being for two ethnic cultural groups (Koreans and Filipinos) in Japan. Multivariate analyses identified a five-factor model on life resources including language ability, help-seeking, social manners and styles, information gathering and resilience in life's difficulties. We also that Japanese mothers were being influenced by the increasing presence of foreign residents and immigrants in their lives.

**Don't Worry Honey, I Got This: Examining the Relation Between Mothers and Fathers' Stress and Self-Efficacy**

*Wendy Ochoa*, University of California, Irvine;  
*Guadalupe Diaz*, University of California, Irvine;  
*Stephanie Reich*, University of California, Irvine; *Amy Gaona*, University of California, Irvine; *Maritza Morales-Gracia*, University of California, Irvine

Parents' beliefs in their ability to be good parents (self-efficacy) is linked to positive engagement with their children (Jones & Prinz, 2005). Stress is a factor that influences parents' self-efficacy, with more stressed parents feeling less efficacious as parents (Streisand et al., 2005). However, most research has been done with mothers of children with disabilities (e.g., Streisand et al., 2005). Fewer studies have explored the role of parental stress among parents of typically developing children, especially fathers, in ethnically diverse families. Furthermore, given that many children are raised in two-parent households, and families function as a system in which all subsystems influence each other, it is important to consider both parents and the potential influence of differences in levels of stress between parents. Therefore, this study examined how the congruence or incongruence in parenting stress among a predominant sample of Latinx mothers ( $n=94$ ) and fathers ( $n=94$ ) of a 9-month-old baby is associated with their individual feelings of self-efficacy. For all parents, increased stress was related to reduced self-efficacy ( $\beta=-.33, p<.001$ ). Descriptive results revealed three distinct groups of couples with regards to stress: 1) Incongruent-Stressed-Fathers ( $n=38$ ), 2) Congruent ( $n=6$ ), and 3) Incongruent-Stressed-Mothers ( $n=50$ ). Regressions showed that being in an Incongruent-Stressed-Fathers couple (fathers more stressed than mothers) was related to higher maternal self-efficacy ( $\beta=.23, p=.02$ ), than being in an Incongruent-Stressed-Mothers or Congruent couple. However, fathers' self-efficacy scores were not associated with being part of any group. These findings suggest that when fathers are more stressed than mothers, mothers become more resilient and feel more efficacious to address the needs of their family. Since stress and efficacy are related to health, these findings provide insights into promoting wellbeing for vulnerable populations (core conference theme). Furthermore, research with families must consider couples' individual and dyadic patterns, in order to reduce stress and promote feelings of efficacy.

**258 African American and African Women as Leaders/Transmitters of Positive Cultural Values and as Promoters of Community Well-Being**

Symposium

**Day:** 6/28/2019 **Time:** 4:00-5:15 PM **Room:** NLU 4012/4014

**Abstract**

This session will explore the ways that indigenous practices and systems within communities are often overlooked, yet critical to support individual and community well being. The two communities are distinct, yet linked through the shared values in African-centric values which emphasize the importance and role of elders and intergenerational connections among women. Presenter Judi Aubel of the Grandmother Project - Change through Culture, will explore this phenomenon within the context of Senegal, West Africa. She will discuss the ways that community development and community psychology underpin an innovative grandmother leadership training academy, one component of the Girl's Holistic Development (GHD) program implemented in Senegal by the NGO, Grandmother project - Change through Culture. The Grandmother Project has trained 230 grandmothers, with the intention to strengthen their confidence, knowledge and collective capacity to promote positive change for GHD. Deidra Somerville will explore the manifestations of intergenerational messaging in Chicago's North Lawndale community through her research on Black maternal activism. The aim of her current research study is to explore, using a community-based participatory research approach, the lived experienced of Black maternal activists in North Lawndale. More specifically, her study aims to understand how the community setting shapes the strategies and relationships of Black maternal activists and aims to co-construct a model of Black maternal activism with Black maternal activists.

**Chairs:**

*Deidra Somerville*, National Louis University; *Judi Aubel*, Grandmother Project - Change through Culture

**Presentations:**

**Intergenerational messaging and Black maternal activism**

*Deidra Somerville*, National Louis University

Deidra Somerville will discuss her current study on the ways that elders and ancestors of Black maternal activists in Chicago's North Lawndale community inform the knowledge, strategies and networks that sustain their activism. Studies focusing on Black women and community work characterize their approach to community work as rooted in African-centric roles and notions of women as transmitters of culture and as having responsibilities related to ensuring community well-being (Markus & Oyserman, 2014; Martin & Martin, 1985; Radford-Hill, 2000; T'Shaka, 1995). These role assignments are described as being passed on intergenerationally. Intergenerational messaging is also

observed to be intrinsic to Black church traditions of socialization for Black mothers coming into adulthood (Radford-Hill, 2000; Higginbotham, 1993). Studies by Edwards (2000) and others demonstrate that the connection between Black women's roles within a community context and mothering embodies Black women as mother figures who are able to reach individuals within communities in order to solve community problems. This discussion will explore the extent to which her current study on Black Maternal Activism found intergenerational transference of knowledge among activists and what the implications are for understanding how Black women engaged in activism within Chicago's North Lawndale neighborhood use the lessons, proverbs and wisdom of their elders to inform their work as activists.

**Empowering Grandmother Leaders – Strengthening Human, Social and Cultural Capital to Improve the Lives of Girls**

*Judi Aubel*, Grandmother Project - Change through Culture

In Africa, many programs promoting girls' rights and well-being narrowly focus on girls. This reductionist approach ignores the influence of other influential actors within community and family systems, particularly senior women, or grandmothers, who are culturally-responsible for the socialization of adolescent girls. GHD programs in Africa typically do not involve grandmothers and totally ignore natural grandmother leaders, an abundant community asset and source of social and cultural capital for girls. Insights from community development and community psychology underpin an innovative grandmother leadership training strategy, one component of the Girls' Holistic Development (GHD) program implemented in Senegal by the NGO, Grandmother Project – Change through Culture (GMP). The grandmother leadership training with 230 illiterate grandmother aimed to strengthen their confidence, knowledge and collective capacity to promote positive change for GHD. The training curriculum, rooted in core values of collectivist, or communal, cultures, reflects the cardinal African concept of Ubuntu, which refers to interdependency. 6 months after completion of the training, indepth individual interviews were conducted with 103 grandmothers to assess training effects. Interview results indicate that the training greatly increased individual human capital, collective social capita, and collective cultural capital. The effects of the leadership training align, to a great extent, with Apaliyah and colleagues' (2012) framework of outcomes of community leadership development education. However, interview data reveals an additional significant result. Grandmother leaders increased their self-confidence to reclaim their culturally-designated role in communities which increased communities' realization that grandmothers constitute an invaluable but neglected source of cultural capital.



**259 Culturally Responsive Research: An Examination of Insider/Outsider Status on Research and Praxis**  
Symposium

**Day:** 6/28/2019 **Time:** 4:00-5:15 PM **Room:** NLU 4020

**Abstract**

Four young women researchers' will reflect on the implications of their insider/outsider identities in community-based research processes with racialized communities in Canada. Panellists will reflect on the tensions that surface when they, as graduate students of an academic institution, navigate research processes within communities they simultaneously do and do not identify with. The session will conclude with a facilitated discussion with the audience on the implications of self-reflection for transformative research processes. Tiyondah Fante-Coleman will present her master's thesis while focusing on her Caribbean-Canadian identity in working with African, Caribbean, and Black communities to improve healthcare access in Southern Ontario, Canada. She will reflect on the concerns and triumphs of conducting research in a community in which she holds both insider/outsider status. Natasha Afua Darko will present her master's thesis which explores the experiences of young, Black women with regards to HIV prevention interventions. As an African-Canadian woman, a service provider, and researcher she will give insight into how these multiple roles often conflicted during the research process. Brianna Hunt will speak to her positionality as a young, white researcher working with racialized Muslim communities for her master's thesis. She will focus on collaborative research partnerships between white researchers and racialized community members, and the explicit naming of power differentials, and an active movement toward equity within research relationships. Amandeep Kaur Singh will explore the duality of insider/outsider status as a South Asian-Canadian researcher and community member in the development of a culturally appropriate domestic violence workshop for the South Asian community and the conflicts experienced incorporating theory into practice.

**Chairs:**

*Amandeep Kaur Singh*, Wilfrid Laurier University

**Presentations:**

**Daughter Outsider - Conducting a Community-Based Research Project with African, Caribbean, and Black Residents in Waterloo, Ontario: Challenges and Triumphs**

*Tiyondah Fante-Coleman*, Wilfrid Laurier University

Historically, the African, Caribbean, and Black (ACB) community have been marginalized by both medical and academic research institutions. Given this history, the ACB community is weary of research, particularly research concerning health. The institutional factors that work to oppress ACB people, also play a role in poorer

health outcomes for this population. Access to healthcare is necessary to ensure the complex health needs of ACB people are met. In Canada, little research has been conducted to understand healthcare access for the ACB population, and even less research has explored access from their point of view. In this symposium, I present findings from my master's thesis, which was nested within the Adinkrahene – African, Caribbean, and Black Health Study, community-based research (CBR) project developed in conjunction with the AIDS Committee of Cambridge, Kitchener, Waterloo and Area (ACCKWA). This presentation focuses on how I, a Caribbean-Canadian woman worked with the ACB community to improve healthcare access in Waterloo Region, an urban area 100 kilometres outside of Toronto, Ontario. This work will explore the concerns and triumphs of conducting research in a community where you are both an insider and an outsider. Furthermore, it will examine the methodological challenges of gaining community trust and highlight the ethical considerations made at each step of the research process. Intended for emerging researchers interested in doing work that delves into facets of their own identities, and drawing from my own experiences, I will provide strategies to make connections with marginalized communities and conduct successful CBR projects.

**“You’re one of us’ - My journey conducting research with young Black women in the Greater Toronto Area : My perspectives as Black woman, service provider, and researcher**

*Natasha Afua Darko*, Wilfrid Laurier University

African, Caribbean and Black (ACB) women are among the most marginalized in Canada with health outcomes being no exception. In comparison to other racial groups, ACB women acquire HIV/AIDS at a higher rate. Heterosexual contact is known to be the primary mode of transmission reported by ACB women. However, it is important to note that colonially entrenched ideologies of heteronormativity continue to plague Black communities, which leads the stigmatization of HIV/AIDS. Exploring the intersections between race and gender are essential when discussing HIV/AIDS. Young ACB women are overrepresented in positive HIV tests across Canada. However, there is very little research in Canada that is focused on ACB sexual health promotion and HIV prevention. In this symposium, I will be presenting my Master's thesis 'Assessing Sexual Health needs of young African, Caribbean and Black women in the Greater Toronto Area, which is nested within the HIPTeens project. I will explore the experiences of young Black women with regards to sexual health access and sexual health education. I will also give perspective on my experiences of being a young African – Canadian woman, a service provider in the HIV sector and a researcher within an academic institution and provide insight to how these roles often conflict. This presentation will highlight the challenges and the benefits of conducting research in a community

where you are both an insider and an outsider. This presentation is intended to create scholarly discourse will include practical strategies for use by up and coming researchers and community practitioners in the HIV sector.

**Sorry, Merriam-Webster, ‘allyship’ is a verb, not a noun: Working toward collaborative and equitable research as a community outsider**

*Brianna Hunt*, Wilfrid Laurier University

Due to ongoing colonial processes that marginalize and disadvantage racialized populations across Turtle Island, working for social action and equity must necessarily involve a culturally responsive and reflexive approach. In the context of North America, it is impossible to work toward equity without explicit recognition and condemnation of racism, colonialism, and the systems that perpetuate continued oppression. As Community Psychology researchers, we understand that disproportionate criminalization and representation of racialized community members within colonial state systems requires anti-oppressive research and practice. This presentation will highlight how reflexive approaches call for community outsider-researchers to engage in meaningful recognition and relinquishment of privilege. As a community outsider, analysis of one’s positionality or social location is an essential element of culturally responsive research. In particular, meaningful examination of privilege and power is a fundamental part of engaging in community-based research as academics on Turtle Island. Truly collaborative research partnerships between community insiders and outsiders involve ongoing communication and negotiation processes that aim to balance power within the colonial structure of academia in North America. In the context of community-based research, academics are afforded many privileges by the institutions they represent. Enacting the role of ‘expert researcher,’ the power to hold and delegate project funds, and the opportunity to claim first-authorship on publications all exemplify power imbalances in action within community/academic research partnerships. These common practices are tangible privileges that outsider-academics can challenge and relinquish in active allyship. Social action stands as a pillar in the field of Community Psychology. This presentation will offer a unique contribution to perspectives of allyship in community-based, social action research.

**The duality and complexities of insider/outsider in community-based work and the development of a domestic violence workshop for South Asian Canadians**

*Amandeep Kaur Singh*, Wilfrid Laurier University and Sat Rang Foundation

South Asians in Canada currently make up the largest visible minority group; however, limited resources exist that explore domestic violence for the South Asian

diaspora and that is strengths-based. As such, I will present the development of a culturally appropriate domestic violence workshop as someone who is both a member of the community and a researcher in a large institution. That is, I will speak to being an insider to the community and how this status allows for a nuanced understanding of the intersectional and systematic complexities of domestic violence in the community. In addition, I will elaborate on how my outsider status as an academic is a privilege that allows access to certain skills, literature, and resources. At the same time, this outsider academic status can complicate the process in terms of accessible language, power dynamics, and the conflicting relationship which can exist between theory and practice. I will outline the use of reflective journaling as a method to tease out tensions between my insider and outsider status to develop a resource that best serves the concerns and needs of the community and as a method for practicing reflexivity as a researcher. In closing, practical and critical strategies will be outlined for researchers who hold both insider and outsider status in the development of meaningful resources for their respective communities.

**260 Prefigurative Methodologies in Community Psychology: How Can Researchers Contribute to the Creation of Just Social Change Now?**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 4:00-5:15 PM **Room:** NLU 4022

**Abstract**

An important question uniting scholars and activists focused on diverse social justice issues is how do we best position ourselves - as researchers, educators, and community members—to foster transformative and just social change? This is fundamentally a question of methodological choices and research practices - or in the language of social movements, strategies and tactics. This roundtable discussion will center on how to enact methods and practices of research that serve to enact social justice, consistent with the values of prefigurative politics, through the research process. Prefigurative politics are a form of collective action guided by “means-ends consistency,” or the notion that social change can occur in the here and now by enacting counter-hegemonic social relations and forms of civic engagement that “prefigure” a more just and equitable society. We will begin with a short overview of what prefiguration is, and its role in both research and various social justice movements. Throughout the discussion we will draw from our own experiences designing and conducting prefigurative research on diverse social issues (i.e., housing and community development; refugee rights and empowerment; climate change and children’s political participation). As a group we will reflect upon and discuss, questions including: what does prefiguration look like by social issues scholars? How might our methods and practices transform to better reflect our democratic values and egalitarian ideals? And, in choosing methods that instantiate (rather than call for) social change, who or what is transformed in the process? We will collectively explore these

questions, as well as the challenges and rewards - both personal and professional - of prefigurative praxis in psychology. As an outcome of this roundtable we anticipate developing a contact list of researchers with shared interest in prefigurative practices and methodologies for continued conversation.

**Chairs:**

*Anjali Dutt*, University of Cincinnati; *Carlie Trott*, University of Cincinnati; *Kristen Hackett*, CUNY Graduate Center

**261 A Vision of the Future for The Global Journal of Community Psychology Practice**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 4:00-5:15 PM **Room:** NLU 5006

**Abstract**

The Global Journal of Community Psychology Practice was inspired by a visioning session during the 2007 Biennial in Pasadena, CA. That visioning sought to raise the visibility and awareness of practitioners of community psychology who were not currently recognized as community psychologists, and one of the mechanisms for raising that awareness was the Global Journal - a publication dedicated to disseminating practice work. Since the first issue on January 14, 2010, the Global Journal has published over 25 issues and more than 150 articles highlighting the work of practitioners from around the world. The initial goals around visibility and access are still relevant and ongoing, but as we approach our 10-year anniversary in 2020, what does the future hold? What should it hold? This roundtable hopes to include the voices of community psychology practitioners in the vision of the Global Journal by eliciting discussion about where the Global Journal has succeeded, where it needs improvement, and how it might grow into the future. Participants will hear about others' experiences in publishing in the Global Journal, offer their own experiences in publication, and learn more about how the Global Journal might operate differently than other journals. Those who attend this roundtable will contribute to a future for the Global Journal that includes their voices and addresses practitioner needs more fully. They will also take away a greater understanding of how the Global Journal works and have ideas about how they can publish their work.

**Chairs:**

*Sarah Jolley*, Wichita State University - Community Engagement Institute; *Nicole Freund*, Wichita State University - Community Engagement Institute; *Scott Wituk*, Wichita State University - Community Engagement Institute

**262 Architects of a New Community Psychology: Addressing the Community Psychology Industrial Complex**

Workshop

**Day:** 6/28/2019 **Time:** 4:00-5:15 PM **Room:** NLU 5007

**Abstract**

This interactive teach-in will interrogate Community Psychology's role in perpetuating and contributing to the concept of an 'Industrial Complex' as it plays out in our field. An Industrial Complex names the many ways that private economic interests intersect with and drive the function of government and non-profit structures - i.e. spaces that have historically been considered and championed to remain public commons and public goods. This session builds on an exploratory session at the 2018 SCRA Southeast ECO Conference that posed the question 'Is there a Community Psychology Industrial Complex?' This teach in is centered around two core goals: 1) build foundational knowledge of an 'Industrial Complex' as a concept and discuss the subversive ways that it is reproduced inside the contexts in which we work, and 2) to provoke Community Psychologists to think about our own role in contributing to and/or having our own 'industrial complex'. The purpose of this session is to think about how our research contributes to, reifies, and mirrors structures of power and capital through the recreation of these power relationships. We will begin this "teach-in" by discussing terminology and foundational knowledge followed by engaged breakout activities where participants will engage with one another around the issues presented as they relate to their own work and the work of the field. This session will conclude with a facilitated discussion around the challenges, pitfalls, and benefits of industrial complexes, and how these issues can be applied to the institutionalization of community psychology as a discipline. The proposed output is the co-creation of a document that outlines a list of concerns on behalf of individuals to address problematic behaviors within Community Psychology.

**Chairs:**

*Dominique Thomas*, University of Michigan; *Natalie Kivell*, University of Miami; *Susie Paterson*, University of Miami; *Debbie Ojeda-Leitner*, Wichita State University

**263 Resilience and Resistance among Sexual and Gender Minority People of Color: Meanings, Methods, and Movements**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 4:00-5:15 PM **Room:** NLU 5016

**Abstract**

This roundtable will provide a forum for discussion regarding resilience and resistance (R&R) among sexual and gender minority (SGM) people of color (POC), with a focus on exploring population-specific definitions and meanings of R&R, methods for measuring and understanding these concepts, and social movements to promote R&R for SGM POC. Given the conference focus on praxis, the group discussion will culminate with the development of recommendations for how community psychologists can assist with social movements that promote R&R among SGM communities of color in culturally humble and self-reflective ways that recognize systems of power and

oppression. One facilitator and six discussants, many of whom identify as SGM people and/or people of color, will participate. The discussants represent individuals at varying career stages from institutions across the U.S. The session will start with an overview of the goals, and then each discussant will offer a 2-3 minute overview of their research, theory, and/or action work related to R&R among SGM POC. Following this, the facilitator will draw connections among the material presented, and invite audience members to interrogate and complicate the information. The last 15 minutes will be reserved for generating ideas for future community psychology research, theory and action work focused on R&R among SGM POC. Following are the topics that will be presented by our discussants, many of which mirror the conference topic areas: [Justin] intersectionality-based policy analysis praxis as an action method; [Kris] a model of community resilience for communities actively resisting state-sanctioned violence; [Ariel] the role of historically Black colleges and universities in SGM POC advancement and resistance; [Robin] R&R of global human rights workers in countries with anti-SGM social policies and cultural norms; [Ryan] resilience processes among Black SGM young people as they navigate online social venues; [Bianca] political and civic engagement activities among SGM POC.

**Chairs:**

**Gary Harper**, University of Michigan School of Public Health; **Justin Brown**, City University of New York; **Kris Gebhard**, George Mason University; **Ariel McField**, Prairie View A & M University; **Robin Miller**, Michigan State University; **Ryan Wade**, University of Illinois, Urbana-Champaign; **Bianca Wilson**, University of California Los Angeles Williams Institute

**264 Community Violence and Adolescent Functioning in Chicago**

Symposium

**Day:** 6/28/2019 **Time:** 4:00-5:15 PM **Room:** NLU 5026

**Abstract**

Community violence (CV) is a prevalent problem for a substantial portion of American youth, particularly in urban communities like Chicago. The four studies that make up this panel all address this critical issue by exploring the ways which racial/ethnic minority, Chicago youth are exposed to and respond to CV. Capitalizing on either quantitative or mixed-methods to explore their questions of interest, these studies consider not just what CV impacts, but how or why these relationships persist. The first study uses data collected from a sample of African American adolescents to explore complex, reciprocal relationships between collective efficacy, social cohesion, social control, and CV exposure. The findings expand upon Collective Efficacy Theory and will guide future research in this direction. Using survey data collected from a sample of African American male youth, the second study examines relationships between hyperarousal, hypervigilance, CV exposure, and aggressive behavior.

These findings reveal that hyperarousal and hypervigilance may be effective coping strategies that serve to reduce adolescents' CV exposure. The third study utilizes quantitative and qualitative data collected from a cross-age mentoring program to describe how perceptions of neighborhoods and violence are related to youths' beliefs about aggression while also highlighting youths' desires to effect positive change in their communities. These findings emphasize the need to provide youth with opportunities to foster positive change. In a sample of predominately African American and Hispanic youth, the last presentation employs geospatial and qualitative data to explore where and when youth feel safe and how perceptions of safety influence safety strategies. These findings elucidate the complex relationships between perceptions of danger and safety, CV exposure, and safety strategies. After the presentations, the discussant will foster a discussion between audience and panelists as to how these findings might be used to inform the development and implementation of community-tailored, violence-reduction strategies.

**Chairs:**

**Andrea DaViera**, University of Illinois, Chicago

**Discussant:**

**Amanda Roy**, University of Illinois, Chicago

**Presentations:**

**Collective Efficacy and Community Violence Exposure among African American Adolescents**

**Chris Whipple**, DePaul University; **LaVome Robinson**, DePaul University

African American adolescents are exposed to community violence at alarming rates. Compared to Caucasian adolescents, African American adolescents are 112% more likely to be exposed to community violence and 6 to 9 times more likely to be victims of homicide. These disparities in violence exposure and the severity of behavioral and emotional outcomes associated with exposure highlight a need to understand the factors that influence community violence. Collective Efficacy Theory posits that high collective efficacy (i.e., a neighborhood's social cohesion and willingness to intervene) may reduce neighborhood violence, and that a reciprocal association exists between collective efficacy and community violence. While the influence of collective efficacy on community violence exposure is established, the influence of community violence exposure on collective efficacy is understudied, especially among African American adolescents. In this presentation, we will present a study in which the reciprocal association between collective efficacy and community violence exposure was tested, in a sample of low-resourced, urban African American adolescents. Reciprocal associations were tested using cross-lagged panel modeling. No significant cross-lagged paths were found between community violence exposure and collective efficacy. Several significant within-wave associations were found, suggesting a

positive association between collective efficacy and community violence exposure, a negative association between social cohesion and community violence exposure, and a positive association between informal social control and community violence exposure. Explanations for and implications of findings will be discussed in light of Collective Efficacy Theory and contextual issues. Also, future research to better understand collective efficacy and community violence exposure among African American adolescents will be discussed.

### **Hyperarousal, Hyper-vigilance and Exposure to Community Violence in African American Male Adolescents**

*Jenny Phan*, Loyola University Chicago; *Suzanna So*, Loyola University Chicago; *Elizabeth Sargent*, Loyola University Chicago; *Noni Gaylord-Harden*, Loyola University Chicago

Youth exposed to community violence may experience changes in levels of arousal that reflect physiological hypersensitization (Gaylord-Harden et al., 2017), and research demonstrates that the most commonly experienced symptom of PTSD in violence-exposed African American males is physiological hyperarousal (Rich & Grey, 2005; Smith & Patton, 2016). Additionally, qualitative research suggests that African American males perceive hyperarousal and hypervigilance as adaptive and protective against future violence exposure (Smith & Patton, 2016), but empirical evidence is needed. Thus, the current study examines the promotive and protective roles of hyperarousal and hypervigilance against community violence exposure over time in a sample of 137 African American adolescent males (M age = 15.18, SD = .976). Promotive models were tested by examining hyperarousal and hypervigilance as predictors of community violence exposure one year later. Physical aggression was also examined as a moderator of these associations. Hierarchical linear regression analyses revealed that hypervigilance was promotive for decreases in witnessing violence, but not victimization, one year later ( $B = -.152$ ,  $p = .032$ ). The effect of hyperarousal on subsequent victimization was moderated by physical aggression ( $B = -.203$ ,  $p = .014$ ). Specifically, hyperarousal significantly predicted decreases in victimization at high levels of aggression ( $B = -.331$ ,  $p = .010$ ), but hyperarousal did not predict victimization at low levels of aggression ( $B = .034$ ;  $p = .741$ ; Figure 1). Protective models were tested by examining hyperarousal and hypervigilance as moderators of the association between baseline violence exposure and violence exposure one year later. Neither hyperarousal nor hypervigilance were protective factors for subsequent witnessing violence or victimization. Consistent with qualitative research (Smith & Patton, 2016), findings suggest that hypervigilance and hyperarousal may serve a promotive function against community violence exposure in African American male

adolescents. Implications for clinical work, research, and policy will be discussed.

### **Examining the relationship between perceptions of neighborhood and attitudes about violence through a youth participatory action research framework**

*Cynthia Onyeka*, Loyola University Chicago; *Kaleigh Wilkins*, Loyola University Chicago; *Maryse Richards*, Loyola University Chicago; *Kassie Gillis-Harry*, Loyola University Chicago; *Liz Harris*, Loyola University Chicago

Exposure to violence has been recognized as a risk factor for violent behavior by motivating youth attitudes about violence. Black and Latinx youth residing in low-income, urban communities show disproportionately high rates of ETV than their more affluent peers and thus are at greater risk for violence. Evidence suggests that community characteristics such as neighborhood disorder and lack of neighborhood cohesion may also influence pro-violent attitudes. However, despite the various economic and environmental stressors many of the same youth also report prosocial sentiments. Few community-based studies have examined this relationship through the lens of youth participatory action research strategies. This study utilized a mixed-methods approach to explore the relationship between perceptions of neighborhood environment, neighborhood cohesion, attitudes about violence, and the potential resilient strategies youth identify within this context. Self-report questionnaires were completed by Black and Latinx youth (M age = 17.57; 64% female) participating in a cross-age peer mentoring program in Chicago, IL. In line with previous research, linear regression analyses revealed that more negative perceptions of neighborhood environment significantly predicted positive attitudes about violence ( $b = -.22$ ,  $p = .009$ ). Relatedly, lower levels of neighborhood cohesion significantly predicted pro-violent attitudes ( $b = .19$ ,  $p = .014$ ). In addition, a subsample of participants completed qualitative peer-led interviews focusing on their community concerns. Transcripts of the interviews were reviewed and coded thematically. The qualitative analyses of the interviews revealed themes such as the chronicity of witnessing violence, contributions to positive community change, and opportunities to be agents of change in their neighborhoods and communities. The quantitative findings are in accordance with previous literature, suggesting a relationship between personal evaluation of neighborhood environment, neighborhood cohesion, and violent attitudes. Qualitative findings highlight the importance of fostering opportunities for urban youth of color to address these evaluations and work to inform change.

### **Safe spaces embedded in dangerous contexts: Exploring safety and resilience in chronically violent neighborhoods**

*Andrea DaViera*, University of Illinois, Chicago;

*Marbella Uriostegui*, University of Illinois, Chicago;  
*Amanda Roy*, University of Illinois, Chicago; *Denise  
 Fieta*, University of Illinois, Chicago

A robust body of research has detailed the deleterious effects of community violence (CV) exposure on youth development and functioning, but less is known as to how youth navigate daily life in dangerous neighborhoods. This study utilizes geospatial and qualitative data to explore two research questions: 1) Where and when do youth feel safe? and 2) How are safety strategies related to CV exposure and perceptions of safety? The sample includes 15 low-income adolescents (M age = 16.22, SD = 0.92, 8 Female, 9 African American, 4 Hispanic, 1 White, 1 Interracial) who predominately reside in south and west side neighborhoods of Chicago. During the summer of 2017, youth carried preprogrammed cellphones that continuously tracked Global Positioning System (GPS) data for a 1-week duration. Post-data collection, youths' GPS data was geocoded in ArcGIS and exported into visual maps that youth reviewed via interview, which explored their perceptions of safe and dangerous spaces (e.g., "Where do you feel safe?"). Iterative, grounded theory techniques are analyzing interview data to examine youths' lived realities of CV and how they promote safety in dangerous neighborhoods. Preliminary themes reveal that CV is incredibly pervasive in these youths' communities. Many of youths' perceptions of safety and danger reflect contextual and social elements of the environment, personal exposure to CV, and are subsequently mirrored in youths' safety strategies. Moreover, these strategies reveal youths' resilience through the ways that they support their well-being despite adverse experiences and contexts. These themes highlight the complexity of promoting well-being while living in dangerous neighborhoods and an urgent need to improve upon the social structures that keep youth safe. Further analyses will incorporate GPS data to explore how the physical environment (i.e., neighborhood features) and travel behavior (i.e., modes of travel, distance from home) are relevant to these themes.

## **265 Advancing Understanding of Child Maltreatment and Child Welfare Through Innovative Community-Based and Systems Research Methods**

Symposium

**Day:** 6/28/2019 **Time:** 4:00-5:15 PM **Room:** NLU 5028

### **Abstract**

The field of child maltreatment research has made significant advances over the last two decades with respect to use of sophisticated research strategies and methods to improve our understanding of maltreatment prevention and intervention strategies at the family, community, and system levels. In 2014, the Administration for Children and Families (ACF) funded a cohort of grantees to draw upon these advances to conduct innovative research that engaged communities or systems to better understand the challenges of addressing child abuse and neglect. The three presentations on this panel represent studies within the

ACF grantee cohort that used innovative methods to evaluate interventions intended to improve child and caregiver behavioral health and wellbeing or provide increased family stability. Each of the presentations reflects engagement of children and families in multiple systems (e.g., child welfare, housing supports, substance use treatment, behavioral health) and use of rigorous research, evaluation, and simulation methods to enhance our understanding of intervention effects and factors that may impact the types of effects observed. Discussion will be provided by a clinical-community psychologist with extensive experience in child and family systems of care, reflecting on the state of advances in the child welfare area, as well as the challenges to developing and implementing effective services within these contexts.

### **Chairs:**

*Christian Connell*, Pennsylvania State University;  
*Patrick Fowler*, Washington University in St. Louis

### **Discussant:**

*Ryan Kilmer*, University of North Carolina, Charlotte

### **Presentations:**

#### **Effects of community-based wraparound supports for families involved in child protection: Assessing impacts on child and family safety and wellbeing in a statewide dissemination study**

*Christian Connell*, Pennsylvania State University;  
*Samantha Pittenger*, Yale University School of Medicine; *Hyun Woo Kim*, Pennsylvania State University; *Jacob Tebes*, Yale University School of Medicine

Each year, child protective service divisions (CPS) receive over 3 million referrals and conduct over 2 million investigations for suspected child maltreatment. There is strong evidence that children involved in CPS investigations are at significant risk of developmental, behavioral, and health related deficits, yet many fail to receive adequate post-investigation intervention. There is significant need for effective community-based services for CPS-involved youth to address complex behavioral and family service needs. The Wraparound Service Model (WSM) is a promising approach to improving child and family outcomes following CPS involvement; research shows the WSM improves residential and behavioral outcomes for children and youth with serious emotional disorder (SED) and there is preliminary evidence for its effectiveness with children involved in out-of-home placements in the child welfare system. The Rhode Island Wraparound Study examines effects of a statewide dissemination of the WSM with CPS-involved families through a family-based study and a statewide administrative data study. Six-month outcome data was collected for 182 families, one-third of whom received wraparound services. Using propensity score methods, the effects of wraparound services on child and caregiver behavioral health and wellbeing and on rates of re-maltreatment were compared to those of families who did not receive wraparound services. Receipt of wraparound services

was associated with significant reductions in child behavior problems, but had limited effect on caregiver wellbeing (e.g., parenting stress, depressive symptoms). Further analyses indicate WSM enhanced caregiver engagement in formal services and supports, highlighting a potential mechanism for program effects. Administrative data for over 1800 families referred for service reveal small effects on reductions in child maltreatment rates. While promising, these effects will be discussed in terms of challenges in implementing WSM with fidelity in a statewide system of care, as well as broader implications for supporting community-based interventions with this population.

### **Housing Services in Child Welfare: Innovative Economic Evaluation Using System Dynamics**

*Patrick Fowler*, Washington University in St. Louis; *Katherine Marcal*, Washington University in St. Louis; *Derek Brown*, Washington University in St. Louis; *Peter Hovmand*, Washington University in St. Louis; *Katie Chew*, Washington University in St. Louis

Inadequate housing and homelessness among families represent a substantial challenge for child and adolescent well-being. Child welfare services confront housing that threatens placement into foster care with little resources and evidence to guide practice. This study takes advantage of an experiment embedded within a child welfare system to test the costs and cost effectiveness of an intervention for inadequately housed families under investigation for child maltreatment. Experimental results inform community-based system dynamic simulations to evaluate potential for scaling up housing services for all inadequately housed families involved in child welfare. The study uses an innovative integration of economic evaluation with systems science. Calibrated on national data, models replicate trends in child welfare involvement from 2013 through 2016, and analyses forecast rates through 2019. Experiments test policies that enhance programming. Outcomes track system-wide rates of family separation and returns on investment of expanded housing interventions. Results suggest dramatic expansions of FUP benefit more families and improve marginal return on investment. Yet, scale-up fails to reduce system-wide rates of family separation or generates substantial cost savings. Simulations demonstrate structural challenges for scaling FUP. Constant demand for affordable housing constrains sustainable improvements in child protection. Child welfare responses to homelessness require innovations that reduce demand for housing services. The study also creates web-based interfaces that allow policy makers and providers run their own policy experiments. The presentation will demonstrate the incorporation of rigorous evidence into tools for broad dissemination among policy and decision makers within the child welfare system.

### **Addressing the Needs of Families Involved in the Child Welfare System for Parental Substance Abuse**

### **with Community-Based Treatment: The FAIR Program**

*Lisa Saldana*, Oregon Social Learning Center; *Jason Chapman*, Oregon Social Learning Center; *Mark Campbell*, Oregon Social Learning Center; *Patti Chamberlain*, Oregon Social Learning Center

In 2016, nationwide, the child welfare system (CWS) received approximately 4.1 million referrals regarding 7.4 million children. Oregon saw 76,668 CWS reports, 44% of which were related to substance abuse, representing the single greatest contributing factor. CWS-involved families are at risk for myriad effects including incarceration, homelessness, unemployment, low education, and transgenerational substance abuse and maltreatment. The Families Actively Improving Relationships (FAIR) program integrates evidence-based treatments for substance use, parenting, and mental health problems, and assistance with ancillary needs. FAIR is an intensive, outpatient treatment conducted in the environment in which families live to promote generalizability and sustainment. The effectiveness of FAIR was recently tested in a fully Medicaid billable environment. A dynamic waitlisted design was used for a rigorous evaluation (n = 99). Recruited families were from referrals throughout the county. At baseline, parents tested positive and self-reported length of use for methamphetamine (99%; 1-30 years), heroin (30%; 1-9 years), and other opiates (64%; 1-21 years). Many reported preferred route of administration as IV-use (23%). Consistent with a lifestyle supportive of substance abuse, 86% of parents reported involvement with the criminal justice system (range 1-40 previous arrests; median = 2), with 38% experiencing previous incarceration (range incarcerated 1-132 months; median = 6 months). On average, treatment was 8.7 months. Treatment engagement (95%) and completion rates (72%) were high. Using intent-to-treat analyses, parents receiving FAIR showed significant improvements in substance use, mental health, parenting, and ancillary needs. Significant improvements occurred between baseline and 4 months (i.e., mid-treatment), and were maintained through 24 months. Parental stress lost significance at 24 months; however, this was not related to relapse. Although FAIR is a promising treatment for a significant portion of CWS-involved families, reimbursement structures available for low-income and at-risk populations are limited posing implementation challenges. Discussion will emphasize policy considerations.

### **266 Supporting the Mental Health and Well-Being of All Immigrants: Chicago's Local Response to Increased Distress in the Current Sociopolitical Climate**

Symposium

**Day:** 6/28/2019 **Time:** 4:00-5:15 PM **Room:** NLU 5030

#### **Abstract**

Long-standing mental health disparities exist for immigrant-origin families who are often disproportionately represented in high-need, low-

resourced communities. Many mixed-status immigrant families contend with ongoing fear of deportation akin to chronic stress (Arbona et al., 2010) and immigrant parents who are more negatively impacted by U.S. policy actions also report more psychological distress (Roche et al., 2018). The current administration's demonstration of anti-immigrant policies (e.g., DACA repeal, expansion of ICE, Temporary Protected Status expirations, Zero Tolerance Policy) further exacerbates psychological distress, mistrust in systems of care, and poor access to care (Hatzenbuehler et al., 2017; Kaiser Family Foundation, 2017; Martinez, 2015). This public mental health crisis calls for state and local level policies and practices that can mitigate system-level factors that perpetuate mental health disparities. Illinois has the 4th largest state population of US-born children with an undocumented parent (Capps, Fix, & Jong, 2016), over 37,000 DACA recipients (Migration Policy Institute, 2018), and Chicago has the 6th largest population of individuals with undocumented status (Passel & Cohn, 2017). Moreover, The Illinois Coalition for Immigrant & Refugee Rights (ICIRR) has identified increasing concerns about mental health and well-being as a top advocacy priority. This symposium will serve to showcase such efforts within the Chicago metropolitan area that focus on: (1) raising public awareness of immigrant mental health and policy issues; (2) building workforce capacity within organizations, schools, and community mental health; (3) coalition-building among a diverse set of practitioners, advocates, community providers, and directly impacted individuals and allies; and (4) university efforts to support all immigrant students/staff. The moderator has been involved across these efforts and will provide an overview of the initiatives to be further detailed in the three presentations. Discussion will highlight strategies used and lessons learned, initial outcomes/data, as well as cross taskforce collaboration and resource development.

**Chairs:**

**Dana Rusch**, University of Illinois at Chicago, Institute for Juvenile Research

**Discussant:**

**Lawrence Benito**, Illinois Coalition for Immigrant and Refugee Rights (ICIRR)

**Presentations:**

**You Are Not Alone: A Public Health Response to Immigrant/Refugee Distress in the Current Sociopolitical Context**

*Rebecca Ford-Paz*, Ann & Robert H. Lurie Children's Hospital of Chicago, Center for Childhood Resilience; *Aimee Hilado*, Refugee One; *Claudio Rivera*, Ann & Robert H. Lurie Children's Hospital of Chicago, Center for Childhood Resilience; *Claire Coyne*, Ann & Robert H. Lurie Children's Hospital of Chicago, Center for Childhood Resilience; *Catherine Santiago*, Loyola University Chicago; *Colleen Cicchetti*, Ann & Robert H. Lurie Children's Hospital of Chicago, Center for Childhood Resilience

Psychological knowledge, practice, and science are critical for understanding the impact of policy on individuals and families as well as understanding how best to respond to social problems (American Psychological Association [APA], 2014). This presentation will focus on how authors leveraged existing community collaborations, previous work from the Illinois Childhood Trauma Coalition's Adhoc Committee on Refugee & Immigrant Children, and participatory curriculum development to mount a rapid public health crisis response to support refugee and immigrant children and families in the Chicagoland area due to heightened psychological distress following the 2016 presidential election. The You're Not Alone (YNA) initiative focuses on promoting emotional wellness and suicide prevention in refugee/immigrant populations through the dissemination of trainings in a variety of public sectors, resource sharing, and advocacy efforts to urge policy change. By adopting a culturally-informed ecological systems approach, the YNA initiative raises awareness of how political events, policy change, and social climate (macrosystem) impact the physical and mental health of immigrants/refugees. It also builds capacity of immigrant/refugee-serving professionals (mental health providers and non-mental health providers) from a variety of public service settings (exosystem) and community/family members (microsystem) to respond to distress in a culturally responsive and trauma-informed manner, instill hope, improve engagement in mental health services, and prevent re-traumatization and suicidal behavior. Through the first 15-months of the initiative, 1,642 community members and multidisciplinary professionals attended one of 48 trainings held in a variety of public settings. Educational material, tools, and resources for working with refugee/immigrant children and families were disseminated at trainings and via professional listserves, partnerships, media outlets, and websites. Partners also collaborated on coalition position statements and comments on proposed changes in federal regulation. This type of supportive response is important in mitigating the increasing negative public health outcomes for refugee/immigrant populations due to the current sociopolitical context.

**On Behalf of our Immigrant Communities: A Case Study of Coalition Building as Scholars and Community Partners in Chicago**

*Maria Ferrera*, DePaul University; *Virginia Quiñonez*, The Chicago School of Professional Psychology

In the months leading up to the 2016 U.S. election, concerns about the mental health and well-being of immigrants, particularly undocumented immigrants, became a growing issue for many working closely with immigrants in Chicago, whether through research, community work, counseling, or other engagements. It became clear that more collaborative work was necessary. Yet, there was no official forum to discuss the unique mental health issues facing immigrant communities, or the various efforts across community,



academic, and policy sectors to address these concerns. The formation of the Chicago-based Coalition for Immigrant Mental Health (CIMH) was spurred by the networking of a young “undocuactivist” and the director of The Illinois Coalition for Immigrant and Refugee Rights (ICIRR), who understood the growing mental health needs within immigrant communities and was actively seeking a network that could collaboratively supplement their ongoing policy and advocacy-based work. Initial core members of CIMH prioritized the need to increase communication among practitioners and the building of long-term university-community partnerships, with particular efforts focused on including undocumented immigrants and those directly impacted. Now with over 450 listserv members, CIMH has come to identify itself as a collaborative, community-based and research informed initiative that is a partnership between individuals regardless of immigrant status, mental health practitioners, community organizers, researchers, and allies. This presentation will describe how CIMH has provided a forum for dialogue regarding ongoing challenges, needed resources, and ways to improve current interventions with all immigrants. We will present CIMH’s three major action areas: 1) education and outreach; 2) research and data; and 3) advocacy and policy. In addition, we discuss the impact (and challenges) of CIMH efforts to provide training to practitioners, develop and disseminate mental health resources and critical policy/advocacy information, and coordinate an annual community convening to discuss research and policy/advocacy issues.

#### **The Impact of Immigration Policy on Higher Education Campuses: A Case Example in Chicago**

*Tanya Cabrera*, University of Illinois at Chicago, Office of Diversity; *Amalia Pallares*, University of Illinois at Chicago, Latin American and Latino Studies Program; *Josephine Volpe*, University of Illinois at Chicago, Undergraduate Advising Resource Center

The fear and anxiety among those directly impacted by Executive Orders and anti-immigrant rhetoric have impacted institutions of higher education across the U.S. The current socio-political climate places additional stress on undocumented, international, and students from immigrant families that impacts their academic and personal success. At the University of Illinois at Chicago (UIC) there was a notable increase in anxiety, fear of family separation and immigration enforcement after the 2016 election, which prompted significant concern for the mental health and well-being of the campus community. Through the leadership of the Provost in spring 2017, the UIC Taskforce on Immigration Issues (UIC-TFII) was formed to address concerns about how changes in immigration policies affect students, faculty, and staff. This presentation will describe how the UIC-TFII concentrated on issues affecting the student life cycle, mental health, and the financial and legal needs of international, undocumented students, and students/staff from immigrant families. Taskforce members recognized an urgent need to engage

in the dissemination of crucial information and campus-wide trainings, in addition to identifying ways to support students in completing their studies when faced with immigration-related stressors. This required attentiveness to campus incidents and those within the broader Chicago community, as well as the repercussions of national and international events. UIC-TFII efforts serve as an example of inclusive campus initiatives aiming to provide support and resources for students and staff in order to mitigate the effects of current anti-immigrant policies and actions. This presentation will also discuss the importance of including various units across campus in order to create dialogue, target multiple stakeholders, and work collectively and collaboratively across units to support the UIC community.

#### **267 Equity in Action: Research and Practice for Community Change**

Symposium

**Day:** 6/28/2019 **Time:** 4:00-5:15 PM **Room:** NLU 6013

##### **Abstract**

As community psychologists, our goal is to expand beyond the individual focus to promote positive change across ecological levels. Despite this focus, our major challenge continues to be ecological praxis: channeling our knowledge into action that creates change at the individual and systemic levels. In this symposium, we discuss the importance of equity in both research and practice, and methods for taking that knowledge into our work with communities. After defining what we mean by “equity”, the symposium will begin by discussing how we currently approach equity in our work as community psychologists, as well as tools for addressing inequity and promoting equity in research and practice. Next, we share a framework for integrating equity across the developmental lifespan of transformative community change initiatives in ways that engage stakeholders and promote systems change. Finally, we share practical approaches for how community psychologists can help communities move from talk to action by overcoming common barriers to pursuing equity. Attendees will be introduced to a series of tools to: (1) engage in productive conversations about equity with communities; (2) design, implement, and evaluate for equity in community and systems change initiatives; and (3) build community capacity to create equitable systems change. Attendees will also engage in active reflection and dialogue about the role of equity in community psychology research and practice and be given the opportunity to apply these tools during the session.

##### **Chairs:**

*Corbin Standley*, Michigan State University; *Pennie Foster-Fishman*, Michigan State University

##### **Presentations:**

#### **Equity in Community Psychology: A Call to Action**

*Corbin Standley*, Michigan State University; *Rome*

*Meeks, Michigan State University; Pennie Foster-Fishman, Michigan State University*

Since its inception, community psychology in the United States has been dedicated to community research and action in the pursuit of social change. Despite this noble value and our commitment to context-rich understanding and context-driven solutions, the field lacks a central focus on promoting equity in our work. This inattention serves to perpetuate inequities and maintain the status quo. This presentation will begin with a discussion about the current state of equity in community psychology in the United States via the findings from a comprehensive literature review on the topic of equity in the *American Journal of Community Psychology* and the *Journal of Community Psychology*. Next, we will discuss how to more purposefully and meaningfully integrate equity into community psychology research and practice using a systems science approach. Practical methods for identifying, designing, and implementing innovative solutions to both address inequity and promote equity will be discussed. Throughout the presentation, attendees will be engaged in discussion about the ways in which inequities are manifested in their own work. In addition, attendees will be given the opportunity to apply practical methods of integrating equity into their research. Most importantly, attendees will learn practical ways for engaging in conversations about equity in community partnerships and methods for integrating equity in their work with communities.

#### **Embedding Equity: A Framework for Action**

*Pennie Foster-Fishman, Michigan State University; Lisa Szymeczko, Michigan State University; Lucy Thompson, Michigan State University*

Traditional frameworks for evaluating transformative community change typically seek to identify key competencies and components that indicate or lead to systems change or ‘needle moving’ in communities. Although some frameworks distinguish between ‘early’ and ‘intermediate’ indicators, many change efforts fail to achieve the kind of deep and sustained impacts needed for structural transformation. While early and intermediate indicators may lead to some movement in community conditions, persistent inequities in conditions and outcomes suggest that we must do more in our efforts to transform the status quo. Indeed, while many interventions may broadly declare a commitment to equity, or equity ‘lens’, explicit language and strategies for embedding equity into outcomes are largely missing, leaving the status quo intact. In this presentation, we share a framework for integrating equity across the developmental lifespan of a transformative change project, with a view to shifting the status quo in a given community context. Moving beyond the notion of equity as a commitment, value, or lens, this framework integrates equity as it emerges in critical facets of collective work, including community stakeholder readiness, capacity and willingness, system alignment, and continuous improvement, to address

health disparities and promote equitable outcomes. In doing so, we discuss how the integration of equity as a central tenet of learning and action ensures attention is given to hidden power relationships, dynamics, and underlying mental models (such as racism and sexism) embedded in the systems in which we work. Finally, we consider the tensions between calling out and embedding equity within systems change efforts and share our lessons learned. Session participants will engage in a live simulation of how to use creative processes (e.g., a bingo game) to help stakeholders make sense of data related to the framework. Attendees will have the opportunity to provide their own sense-making to example data.

#### **Building Community Capacity to Pursue Equity: From Talk to Action**

*Erin Watson, Michigan State University; Pennie Foster-Fishman, Michigan State University; Abby Wattenberg, Michigan State University*

The pursuit of social justice requires communities to engage in strategic actions to shift laws, policies, regulations, and practices perpetuating local inequities (Wolff et al., 2016). However, many communities struggle in both designing strategic actions to promote equity and then in actually mobilizing stakeholders to initiate these actions. What role can community psychologists play in supporting communities to overcome these barriers to action and transformation? In this presentation, we will describe several practical approaches we have used to support communities in overcoming common barriers to pursuing equity. Using a series of case studies, we will highlight how community psychologists can support communities in building their capacity to: 1) gather and make sense of data on structural root causes of local inequities to trigger critical consciousness and collective action; 2) focus change efforts on simultaneously shifting both neighborhood and broader system conditions contributing to inequities; 3) promote a “quick win” action orientation and culture within all collaborative processes and meetings; and 4) authentically engage individuals experiencing inequities within all phases of the change efforts, including implementing action and learning for continuous improvement. The presentation will provide practical tips and lessons learned to help prepare community psychologists to support local communities in pursuing equity. Participants in this session will engage in active reflection and dialogue about how to apply these approaches within their work supporting local communities. Wolff, T. et al., 2016. Collaborating for equity and justice: Moving beyond collective impact. *The Nonprofit Quarterly*, Winter, 42-53.

#### **268 SCRA 2017-2019 Leadership Development Fellows: Experiences and Needs of Community Psychologists in Settings with Few or No Other Community Psychologists** Special Session

**Day:** 6/28/2019 **Time:** 4:00-5:15 PM **Room:** NLU 6017

**Abstract**

In this roundtable the 2017-19 SCRA Leadership Development Fellows (LDF) will present their LDF project, concerning the experiences and needs of community psychologists who work in settings with few or no other community psychologists. In this project, the Leadership Development Fellows explore (1) to what extent community psychologists work in settings as the only or one of few community psychologist(s); (2) the experiences of community psychologists who work in such settings; and (3) to what extent these community psychologists feel connected to and supported by SCRA, and how could SCRA better support and provide connection for such community psychologists. Throughout their exploration, the Leadership Development Fellows prioritize intersectionality to ensure all aspects of individuals' identities (e.g., gender, race/ethnicity, immigrant, sexual orientation), and how they influence and are impacted by their settings, are a primary focus in the conversation. Community psychologists work in a wide range of academic disciplines and non-academic settings, and they are frequently one of few or the sole community psychologist in their setting. Being the "lone" community psychologist may contribute unique ideas, approaches, and perspectives to new arenas. Conversely, being the "lone" community psychologist could lead to feelings of isolation and an array of other challenges, particularly if the unique values and perspectives with which community psychologists approach their work are not reflected or valued in one's setting. Feelings of belongingness or isolation may be more salient when one's identity or practice as a community psychologist in these type of settings is examined alongside other aspects of individuals' intersectional identities. Relying on qualitative interviews and survey data, the Leadership Development Fellows plan to work with SCRA to develop empirically-informed strategies that can support the work of all community psychologists, expand current SCRA membership, and provide for more meaningful connection and community among members in diverse settings.

**Chairs:**

*Adam Voight*, Cleveland State University; *Noé Rubén Chávez*, Charles R. Drew University of Medicine and Science; *Jessica Shaw*, Boston College

## 269 The Future of yPAR: Grounding Innovation in Critical Discourse

Symposium

**Day:** 6/28/2019 **Time:** 4:00-5:15 PM **Room:** NLU 6036

**Abstract**

A strength of Participatory Action Research (PAR) is its ability to make room for multigenerational, critical discussions about the research process, which increases its appeal for community psychologists (Cammarota & Fine, 2008). PAR that works specifically with youth (yPAR) expands this dialogue by framing young people not only as experts, but also as necessary collaborators in liberation work. Within this framework, it is

imperative that theorists and practitioners continue to critically examine this approach as it relates to authentically decolonizing the research process and empowering young people to pioneer that shift. The impact of yPAR on the field of community psychology and the broader world depends on innovative approaches, but also on a critical discourse of those approaches. Applying critical theory to the yPAR framework, this symposium will reflect on the ways we think about and work with young people, as well as offer practical advice for forming and sustaining ethical and liberatory relationships. This session will begin with a critical overview of key theoretical gaps in the yPAR literature, followed by three distinct, but related presentations. The first presentation will reflect on the reach and impact of yPAR by assessing the quality of participation and authenticity of youth engagement in yPAR projects that utilize online mediums across differing geographical distances. The second presentation will examine adultism within yPAR work and reflect on adults' participation that encourages or undermines power-sharing, shared goals, and cooperation with young people. The third presentation will consider how to manage the disconnect between positive intentions of youth development and the systemic and ideological barriers to liberating marginalized youth of color within a neoliberal framework. This symposium will close with a rich, facilitated discussion about next steps pertaining to innovative methodologies and theory construction of critical yPAR.

**Chairs:**

*Julia Dancis*, Portland State University

**Discussant:**

*Julia Dancis*, Portland State University

**Presentations:**

**Scaling-Up Youth-Led Participatory Action Research: The Potential of Online Mediums a Meta-Review**

*Lisa Gibbs*, University of Melbourne; *Mariah Kornbluh*, California State University, Chico; *Katitza Marinkov*, University of Melbourne; *Sherry Bell*, California State University, Chico; *Emily Ozer*, University of California, Berkeley

Youth-Led Participatory Action Research (YPAR) is a form of Participatory Action Research involving young people as equal partners in both the action research process and local social change efforts (Gibbs et al., 2013; Kornbluh et al., 2015; Ozer, 2016). Yet, the scope and engagement of YPAR efforts are typically enacted within a particular school or community, thus limiting the potential for developing broader movements and communicating across communities to achieve significant and systemic change efforts (Kornbluh et al., 2016). Continual technological advances provide mechanisms for young people to connect through action research efforts at a local, national, regional, or even global scale. This paper focuses on projects using

participatory methods to engage youth as decision makers in action research, utilizing technology to scale up project reach and impact. A systematic review of the literature identified 8 publications relating to 5 projects utilizing some form of digital technology to facilitate YPAR across distinct geographic regions. These projects employed digital technology in the context of mobilizing conversation, research, and social action amongst diverse youth groups and stakeholders. Notably, projects varied in the number of youth participants, ranging from nine to 247. Furthermore, youth participants varied in age from eleven to nineteen years. The geographic distance covered for each project varied from connecting three schools within one city, to a citywide collaborative, to countywide efforts, to a national scale. In order to assess depth and quality of participation as well as authentic youth engagement, follow-up discussions were conducted with the study's primary authors (N = 6). Discussions revealed emerging themes in the complexities inherent in application of participatory principles in scaled up projects that involve multiple sites, different adults in supportive roles and varying levels of opportunities for youth engagement. Innovative methods, applications, and challenges in participatory-valued efforts will be discussed.

#### **Disrupting Adulthood: Examining YPAR as a zone for intergroup contact between youth and adults**

*Heather Kennedy*, University of Denver

Adulthood, the systematic subordination of young people by adults (DeJong & Love, 2015), is maintained by negative attitudes and beliefs adults hold young people and the social and institutional segregation of people based on age (Hagestad & Uhlenberg, 2006). Adulthood intersects with other forms of oppression in educational settings, even after school programs, and inhibits youth in creating transformative change. Youth participatory action research is an epistemological orientation and approach to knowledge generation that has been offered as a potential solution to youth's subjugation in research and in communities (Bettencourt, 2018). The practice of YPAR has burgeoned over the last decade. Yet, it is often assumed that adults who choose to engage in YPAR are sufficiently prepared (ideologically and intellectually) to engage youth in bi-directional processes that disrupt power hierarchies and challenge the broader status quo. Within the published YPAR literature, which only represents a subset of YPAR work, explicit descriptions of the training adults receive and the practices that they use to manage and attend to power are largely absent. While YPAR is a highly contextualized, nuanced, and messy process, there is a need for more overt critical attention to interactions between youth and adults. Using data from four after school program sites, I examined, through a critical discourse framework, the practices, interactions, or non-verbal cues of adults who facilitated YPAR with middle school youth that either strengthened or constrained power-sharing, shared goals, and cooperation. During this presentation, I will describe the practices and

interactions that either strengthened or constrained intergroup contact between youth and adults within YPAR. I will also describe how the presence and magnitude of these interactions relate to adults' attitudes and beliefs about young people. Adults who engage in YPAR can intentionally integrate the practices that enable power-sharing, shared goals, and cooperation.

#### **Managing The Disconnect: A Critical Case Study of Neoliberalism in Youth Development Practice**

*Brett Russell Coleman*, Western Washington University

Attending to the relationship between ideology and practice makes for more comprehensive ecological analyses that can inform approaches to community research and action meant to promote liberation (Trickett, 2009, Maton, 2008). This presentation interrogates the influence of neoliberalism as enacted by the evidence-based practice (EBP) and positive youth development (PYD) movements. With respect to marginalized youth of color, these dual influences support the maintenance of and adjustment to an unjust status quo and run counter to the goals of social justice oriented youth development practice. They do so largely through the imposition of neoliberal ideology in settings of practice that exacerbates the disconnect between professional youth development and the lived experience of marginalized youth. Themes to be presented are from a critical ethnographic case study of the ways in which that disconnect manifested at a mainstream youth development agency in large Midwestern city, and the ways in which that disconnect was managed by the agency under study and its personnel. The disconnect between the professionalized, best-practices orientation to youth development and the lived experience of youth clients and their communities manifested in organizational policies and practices, as well as in the ways in which individuals thought and behaved. That disconnect, and efforts to manage it, meant that The Agency and its personnel had to balance competing interests and worldviews, reconcile the need for funding with social justice aims, and cope with the consequences of such conflicts. Themes from this study, and their implications, will be discussed in relation to Ignacio Martin-Baro's (1994) liberation psychology framework, which emphasizes the recovery of historical memory, de-ideologizing everyday experience, and utilizing the virtues of oppressed people.

#### **270 Channeling Community Psychology Knowledge into Our Teaching**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 4:00-5:15 PM **Room:** Palmer House The Spire Parlor

##### **Abstract**

The teaching responsibilities of many community psychologists include courses that are not traditionally related to community psychology. These include core psychology courses (e.g. introductory psychology, research methods), as well as courses in other academic

areas such as public health, gender and sexuality, and cultural studies. This roundtable will be an opportunity to share the innovative ways community psychologists have incorporated their vantage point into such courses. Each roundtable leader will briefly describe an example from their own teaching: (1) The practice of challenging the boundary between classroom and community by zooming in and zooming out in clinical psychology - incorporating the ways clinical skills can apply to social problems, and the ways social context can elaborate the understanding of individual struggle (Cattaneo); (2) community psycholog-ING - how the core principles of CP can function as a verb, manifesting across universities and communities with an emphasis on students' career ambitions (Graham); (3) explicitly applying key community psychology theories (e.g., ecological systems theory, empowerment theory, intersectionality theory, etc.) to frame psychology courses on topics such as gender-based violence or working with marginalized populations (Goodman-Williams); and (4) incorporating topics such as qualitative and participatory research, quasi-experimental design, and research ethics in community partnership to a research methods course historically focused on traditional experimental research (Kraft). The presenters will then facilitate a discussion among participants about innovations and challenges in applying the community psychology vantage point broadly. We will capture notes from the session and related materials in an on-line repository that will be available to participants after the conference.

**Chairs:**

*Lauren Cattaneo*, George Mason University; *Rachael Goodman-Williams*, Michigan State University; *Benjamin Graham*, Humboldt State University; *Amber Kraft*, University of Illinois at Chicago

**271 Global Mental Health: Meeting the Challenges from the Lancet Report**

Roundtable Discussion

**Day:** 6/28/2019 **Time:** 4:00-5:15 PM **Room:** Palmer House The Water Tower Parlor

**Abstract**

The Lancet Commission on global mental health and sustainable development (October, 2018) has identified five leading challenges for global mental health: (1) integrate delivery of mental health services into routine primary health care; (2) reduce the cost and improve the supply of effective psychotropic drugs; (3) train health professionals in low-income and middle-income countries to provide evidence-based care for children with mental, neurological, and substance use disorders; (4) provide adequate community-based care and rehabilitation for people with chronic mental illness; and (5) strengthen the mental health component in the training of all health-care professionals to create an equitable distribution of mental health providers. This roundtable will address strategies for “reframing mental health” in order to reduce the treatment gap and reduce the global burden of mental and substance use disorders

by concurrently addressing the prevention and quality gaps, and extending the scope of treatment to include social care. Key areas to be discussed include adoption of a staged approach to mental health problems, convergence of the findings of the social and biological determinants of mental health problems into a life course trajectory of neurodevelopmental processes, and advocacy for mental health as a fundamental human right. Strategies that should be scaled up globally to address mental health issues include the (1) use of community health workers as mental health workers, (2) adoption of digital platforms to facilitate a continuum of care from the community to specialist care, and (3) implementation of community-based interventions to prevent mental health problems and to advocate for care for those who develop problems. The roundtable participants will facilitate the audience exploration of ways to implement the Lancet report recommendations for addressing mental health in a global arena.

**Chairs:**

*Cynthia Handrup*, University of Illinois at Chicago; *Virginia Gil-Rivas*, University of North Carolina at Charlotte; *John Sargent*, Tufts Medical Center; *Evelyn Tomaszewski*, George Mason University; *Deborah Klien Walker*, Boston University; *Edilma Yearwood*, Georgetown University

**272 Including Individuals with Lived Experience of Mental Illness and Substance Use Disorders in Research: Case Examples and Lessons Learned**

Symposium

**Day:** 6/28/2019 **Time:** 4:00-5:15 PM **Room:** Palmer Salon 12

**Abstract**

Individuals who experience mental illness and substance use disorders are often the topic of research on health disparities, treatment interventions, community integration, and quality of life. However, there are varying perspectives on best practices for including individuals with lived experience in research with considerations for ethics, coercion and choice, and the perpetuation of stigmatizing narratives. While this matter is best addressed by using participatory methods that include the voices of individuals with lived experience throughout the research process, such approaches may not be feasible for all studies. Guidance is needed on ways to give voice to research participants with lived experience, and how to address challenges, such as power differentials, that are inherent in data interpretation among participants and researchers. There is little guidance on how to report findings in ways that accurately reflect participants' experiences, particularly when participants express symptoms of mental illness or substance use in the research context. This symposium highlights relevant efforts to center the voices of individuals with lived experience to identify methods of portraying issues of insight and self-identity with the aim of illuminating unique barriers people face while avoiding labeling and stigmatizing research participants. Presentations will include a) a discussion of qualitative interviewing and analytic considerations within a study

of barriers to housing for individuals experiencing chronic homelessness who did and did not identify as having a mental illness; b) empirical findings on a study of individuals with serious mental illness and their self-defined reasons for participating in research; and c) address how researchers and service providers might inadvertently perpetuate stigmatization in their approaches to inquiry. The presentation will conclude with an audience discussion of implications of this research, with an emphasis on best practices for inclusive practices and responsible, non-stigmatizing methods of reporting findings.

**Chairs:**

*Hayoung Jeong*, DePaul University

**Discussant:**

*Greg Townley*, Portland State University

**Presentations:**

**Mental Health, Insight, and Emotional Well-Being Among Long-Term Shelter Stayers**

*Camilla Cummings*, DePaul University; *Hayoung Jeong*, DePaul University; *Martina Mihelicova*, DePaul University; *Molly Brown*, DePaul University

Individuals with extensive histories of homelessness represent a small subgroup of the overall homeless population, 2%-10%, but account for a disproportionate number of shelter bed stays. Individuals who have spent years in shelter, sometimes termed “long-term shelter stayers” (LTSS), have become an emphasis of local housing policies in some communities with the intention of increasing the availability of beds for those in need of emergency shelter. Several studies have utilized a statistical analytic technique referred to as cluster analysis to identify subgroups of the homeless population based upon shelter utilization, and those in the chronically homeless group tend to have higher rates of mental illness and substance use disorders compared to those who are transitionally homeless. The current qualitative study sought to explore barriers to housing for individuals identified as LTSS by sampling both LTSS themselves (N=19) and shelter staff that serve LTSS (N=16) utilizing thematic analysis. Results suggest mental health and substance use diagnoses and symptoms serve as barriers to housing in a variety of ways and there is a wide diversity of insight and self-identification that impacts LTSS’ ability to navigate service symptoms. Further, staff results indicate unique service needs and engagement strategies are needed to adequately serve LTSS experiencing mental health symptoms. Findings have implications for better understanding this unique subset of the chronically homeless population, service delivery approaches best suited for LTSS, and best practices for including individuals with lived experience of mental illness in research.

**Reasons for Engaging in Research Among People with Serious Mental Illnesses**

*Emily Leickly*, Portland State University; *Greg Townley*, Portland State University

Why do people with serious mental illnesses (SMI) choose to participate in research? Despite asking people with SMI to participate in research studies, community psychologists know very little about their perspectives and motivations for choosing to engage. Among the general population, people typically report financial, altruistic/social, and personal/psychological reasons for participation. While we would expect people with SMI to share these reasons, this assumption has not been formally investigated. Here, we seek the first-hand perspectives of 92 adults with SMI regarding their reasons for participating in a social sciences survey study about their housing, well-being, and community experiences. Associations between participant characteristics (e.g. age, gender, income) and reasons for research participation were also explored. Primary reasons for participation included “contributing to science/research” (37%, n=34), “money” (33%, n=30), “improving housing” (22%, n=20), “having someone to talk to” (2%, n=2) and “other” (6%, n=6). Additionally, 29% (n=27) reported making housing or well-being changes since participating, including looking for new housing, finding a case manager, and going out into the community more often. Participant characteristics were not significantly associated with reasons for research participation. In this study, reasons for participating in research among individuals with SMI mirrored the general population, with the addition of “improving housing” as a unique motivating factor. Engaging in the survey study may have benefitted participants by prompting community engagement and consideration of housing issues. We encourage researchers to consider the potential benefits of research participation beyond simple monetary reimbursement when collaborating with people with serious mental illnesses. While the purpose of much research in community psychology is to promote health and well-being at a community level, designing studies that offer intrinsic benefits for individual participants should also be considered.

**Conceptualizations of Individuals with Substance Use Disorder: Combatting Stigma**

*John Majer*, Harry S. Truman College

The focus of substance use disorder (SUD) treatment research has shifted in the past 50 years; from examining outcomes related to various psychotherapeutic interventions, to community-based sources such as 12-step groups, and more recently the inclusion of harm-reduction and medically-based approaches such needle exchange programs and medication assisted treatments to name a few. Although diverse approaches to conceptualizing substance use/misuse are rooted in unique frames (e.g., brain disease model, learning model, public health, spirituality), research has consistently demonstrated multiple pathways to substance use problems; suggesting the problem is

highly complex and not understood by any one paradigm. In addition, our understanding of problems/treatments associated with substance use is further complicated because individuals vary greatly with respect to their substance-related problems yet are often homogenized as a single population. Nonetheless, there is a need for researchers to identify effective solutions to substance use problems with meaningful and practical outcomes across paradigms and to be aware of potential stigma effects that might arise from researchers conceptualizations. This presentation will take a critical look at conceptualizations and outcomes used in recent investigations involving persons with SUDs and draw attention to the difficult task of researching a very complex problem that researchers are prone to oversimplify, and view through an ivory-tower lens.

**273 Innovative Multiple Methodologies in Participatory Community Health Assessment: How Community-Driven Survey Development, Storytelling, Concept Mapping, and Process Evaluation Can Harmonize for Health Promotion Symposium**

**Day:** 6/28/2019 **Time:** 4:00-5:15 PM **Room:** Palmer Salons 6&7

**Abstract**

The Little Village Participatory Community Health Assessment (LVCHA) was established to be a sustained, student-engaged, reciprocal community-academic partnership with organic community-based organizational leadership for community health inquiry. Our goal is to describe, in an ongoing capacity, the community health needs and assets in Chicago's Little Village neighborhood - a predominant Mexican immigrant community - from an emic, grounded perspective, with attention to structural and social determinants of health. The LVCHA was expanded in 2016 with funding from the National Institute of Occupational Safety and Health to include neighboring North Lawndale community and to focus on work, mental health, and safety as emergent concerns in the CHA. Both the LVCHA and the Greater Lawndale Healthy Work Project use iterative multiple methodologies to produce new knowledge that is shared and disseminated toward action. For this symposium, we will discuss how four case examples of innovative research approaches have been both uniquely informative while allowing for triangulation of our collective understanding of community health and subsequent necessary social change strategies. Speakers will discuss (1) participatory community health survey development, (2) community storytelling that contextualizes community hardship and resilience in the history, culture, and politics of the Mexican experience in Chicago, (3) concept mapping strategies to explore perceptions on work as a determinant of health, and (4) a process evaluation using unique archival data sources to understand and improve our translation and dissemination processes of community-engaged research. We advocate for this multifaceted approach, as our multiple ways of knowing are just as diverse as the community's lived experiences around health. Integrating multiple methodologies within a participatory community health assessment better positions us to elucidate the various mechanisms and processes by which

the environment influences health.

**Chairs:**

*Sarah Gabriella Hernandez*, University of Illinois at Chicago;  
*Jeni Hebert-Beirne*, University of Illinois at Chicago

**Presentations:**

**Participatory Community Health Survey Development for Health Equity Research: Case Examples from Two Community Surveys**

*Kathy Rospenda*, University of Illinois at Chicago; *Sylvia Gonzalez*, University of Illinois at Chicago; *Linda Forst*, University of Illinois at Chicago; *Dolores Castañeda*, University of Illinois at Chicago; *Cindy San Miguel*, University of Illinois at Chicago; *Alexis Grant*, University of Illinois at Chicago; *Lorraine Conroy*, University of Illinois at Chicago; *Maria Velazquez*, Telpochcalli Community Education Project; *Jeni Hebert-Beirne*, University of Illinois at Chicago

Community health surveys designed without community insight and know-how are unlikely to reliably and accurately capture the lived experience of the phenomena of scholarly interest; participatory instrument development processes involving community and academic partners are needed to create a robust data collection tool. We share our participatory processes to develop the 99-item Little Village Community Health Survey (LVCHS) and the 116-item Greater Lawndale Healthy Work (GLHW) survey. Processes included investing in community-driven qualitative research to inform survey development, inventorying of existing relevant survey items from population-based survey tools, brainstorming of missing content areas, debriefing sessions with community researchers to test cognitive meanings of items, and community researcher-administered pilot testing of survey. Lessons learned from the LVCHS development and administration informed the development of the GLHW community health survey focused on work. The GLHW survey is, to our knowledge, the first survey of its kind to examine the experiences of precarious workers at the neighborhood level. Emic community insight was critical to develop a tool sensitive enough to capture complex experiences such as working conditions, perceptions of worker rights, and experiences with exploitation and discrimination. Community-based participatory research approaches are necessary in examining issues rooted in social and economic inequality and injustice, as they produce knowledge that is rooted in community experience and allow for the identification of community-informed interventions that are more likely to be successful.

**Strengthening Community Health Research Through Stories**

*Ana Genkova*, University of Illinois at Chicago

This study emerged from a collaborative, participatory health assessment in Chicago's Little Village neighborhood. Defining health broadly, the principle investigator convened agencies, interdisciplinary researchers, and community

members to support emic initiatives towards wellbeing. Early in the collaborative process community partners expressed the need for more culturally responsive methodology that could engage community residents and elevate their voices. Jointly, partners decided to record community stories for a greater and more nuanced appreciation of residents' perspectives on health and wellbeing in the community. A partner-agency recruited a diverse sample of leaders, activists, and organizers who lived and worked in the neighborhood. StoryCorps Chicago Inc. collected and recorded the stories in the community. This project highlights an interpretative analysis of the community stories. Constructivist grounded theory approaches highlighted community-level hardship and resilience in the Little Village neighborhood. This project emphasized intergenerational responses to the economic instability and gang violence that afflicted this Mexican immigrant neighborhood. Using critical theory as an analytical lens, this inquiry contributes to the growing literature about the cultural and communal roots of resilience in the context of compounding socioeconomic and racial injustice in Mexican immigrant communities. This study also invites a discussion about the value of stories as an innovative method for collaborative community health assessments.

#### **Using Concept Mapping to Discern Community Perceptions on the Nature and Impact of Precarious Work on Neighborhood Health**

*Jeni Hebert-Beirne*, University of Illinois at Chicago; *Alisa Velonis*, University of Illinois at Chicago; *Linda Forst*, University of Illinois at Chicago; *Yvette Castañeda*, University of Illinois Urbana-Champaign; *Jennifer K. Felner*, San Diego State University; *Dolores Castañeda*, University of Illinois at Chicago; *Lorraine Conroy*, University of Illinois at Chicago

As part of the Greater Lawndale Healthy Work project, a community-based participatory research (CBPR) project examining how precarious employment impacts community health, academic and community researchers used Concept Mapping (CM) to explore how residents in two high social and economic hardship neighborhoods perceive the impact of work on health. Concept Mapping is a participatory research method that provides visual representation of community residents' ideas and priorities. Between January and May 2017, 292 individuals who lived or worked in two contiguous Chicago neighborhoods - Little Village and North Lawndale - were engaged in CM phases of brainstorming, sorting, and/or rating activities. Multidimensional scaling and hierarchical

cluster analysis were conducted, and findings were interpreted by a community-academic partnership and adjusted through member checking processes. Brainstorming resulted in 55 unique ways that work impacted health, each of which was rated on its perceived impact and prevalence in the neighborhood. Three major themes emerged: Positive Aspects of Work, Structural Injustices and Workplace Injustices. Stress emerged as a salient, multidimensional, cross-cutting subtheme. These findings provide critical, community-centered insight into the mechanisms through which work influences health, which provide a basis for community-driven interventions that can be aligned with sustainable community health development.

#### **Evaluating Dissemination Process Data in Community-Based Participatory Research**

*Sarah Gabriella Hernandez*, University of Illinois at Chicago

Social change strategies are integral in participatory community health assessment, with translation and dissemination processes serving as the link between research and action. However, there is scarce research on evaluating dissemination processes within community engaged research. To understand not only what works in terms of participatory dissemination but why and how, process evaluations are particularly suited to assess these critical mechanisms of change. Therefore, a mixed-methods process evaluation was conducted on the Oral Histories (OH) research project component of the Little Village Participatory Community Health Assessment (LVCHA). The purpose of the evaluation study was to analyze the extent to which the OH dissemination processes were implemented, i.e. how well were the dissemination objectives met, with respect to contextual influences. Several data sources that characterized the dissemination output processes were triangulated for the qualitative content analysis: interviews, meeting minutes, reports, presentations, manuscript drafts, planning documents, and participant observations. Findings reported on evaluation components - recruitment and engagement, fidelity and implementation, resources and capacity, and context and barriers - and uniquely attended to multilevel influences of the ecological context. This presentation will illustrate the novel evaluation and data analytic methods and offer a preliminary set of recommendations and best practices for engaging in participatory dissemination within CHA and community-engaged research more broadly.

### **Saturday Morning Sessions**

**274 Ecological Praxis and the Natural World: Islands of the Pacific-Asia Region**  
The Innovative Other

**Day:** 6/29/2019 **Time:** 9:00-9:15 AM **Room:** NLU 4012/4014



**Abstract**

The SCRA Prevention & Promotion Interest Group mission is to “enhance the development of prevention and promotion research, foster active dialogue about critical conceptual and methodological action and implementation issues, and promote the rapid dissemination and discussion of new developments and findings in the field.” The goal of this session aligns with our mission by focusing on the conference theme of Ecological Praxis and the Natural World in the context of Islands of the Pacific-Asia region. We will feature the conference sub-theme, “innovative approaches to changing our communities.” For many communities in the Pacific-Asia region, we are resisting impositions to destabilizing change that challenge self-determination through community psychology informed prevention and promotion. In this session we seek to expose our values-based theory and practice through a series of critical questions: • What are these impositions to change and how is the Pacific-Asia region leading resistance by invoking our unique metaphors in the natural world? • How does the island reality and metaphor highlight our urgency for self-determination and sustainability? • What is the meaning of living in/on/with the ocean – tides, winds, currents, etc? • What are some of the dominant forces and themes that need to compromise the intersection of the natural and social worlds given the changing ecological context? • Can we create the community cohesion necessary for local responses to climate change when our communities are riddled with inequality? Session organizers will open the dialog with examples from their respective Pacific-Asia island nation homes: Hawai‘i, Japan, and New Zealand/Aoteroa. This Innovative Other session will capitalize on technology to dissolve the distance (time, space, money, travel restrictions) to expand our view of community psychology praxis beyond those physically in the room via web-conferencing. A product of this session will be an article for The Community Psychologist PP/IG column.

**Chairs:**

*Susana Helm*, University of Hawaii; *Toshi Sasao*, International Christian University; *Niki Harre*, University of Auckland

**275 Is a Theory of the Problem Sufficient for a Theory of the Solution?: Negotiating Tensions Among Research, Practice, Advocacy and Activism in Serving Immigrant Communities**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 9:00-9:15 AM **Room:** NLU 4020

**Abstract**

The lives of members of immigrant communities are inevitably shaped by U.S. laws, rapidly-shifting immigration policy, institutional policies and practices (e.g., in schools), and how immigrants are welcomed (or not) by members of host communities (Portes & Rumbaut, 2001). These and other aspects of the context of reception have important implications for immigrant integration, education and employment, and mental

health. Accordingly, there have been significant calls for psychologists to take active roles in advocacy and activism, which resonates deeply with many of us. Roundtable organizers are community psychologists working with immigrant communities and seeking to negotiate the tensions that can arise at the intersections of research, practice, advocacy and activism. For example: • APA’s Toolkit for Local Advocacy defines advocacy as sharing information within a system with the assumption that the information will help the system respond effectively; activism, on the other hand, is more likely to indict systems perceived as unjust, perhaps from the outside. How does one choose between--or balance--advocacy and activism? What are the advantages and disadvantages of each for trying to solve specific problems in different contexts? • How does one balance social science and research goals that presumably could provide valuable information in working with immigrant communities with advocacy and activism goals? Can we have one without the other, and if so, should we? • If we integrate these roles, do we run the risk of being perceived as less objective on one hand and less invested in communities (or complicit in injustice) on the other? • Is a theory of the problem sufficient for a theory of the solution? Is it possible to move from problems to solutions without the insight and influence that insiders can provide? Participants will share the (imperfect) ways they have balanced research, practice, advocacy and activism in their work.

**Chairs:**

*Diana Formoso*, Nova Southeastern University; *Dina Birman*, University of Miami; *Ed Trickett*, University of Miami; *Dana Rusch*, University of Illinois at Chicago; Institute for Juvenile Research; *Ashmeet Oberoi*, University of Miami

**276 Language Challenges when Working with Linguistically Diverse Communities**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 9:00-9:15 AM **Room:** NLU 4022

**Abstract**

As communities become more linguistically and culturally diverse, practitioners and researcher often experience translation and comprehension challenges when working with linguistically diverse communities (Hanrahan et al., 2015). Often concepts and/or terms do not exist or have equivalent terms in other languages, creating difficulties to gather data and share information focused on supporting communities. For example, the concept of “parenting” does not have an equivalent term in Spanish, yet many parents can benefit from participating in parenting programs and/or interventions. In order to develop community-research partnership, collaboration and networks (conference theme) that empower communities, the ability to effectively and accurately communicate with our communities is essential. This roundtable session brings together six researchers and practitioners working across international settings to address critical issues related to the challenges and benefits of working in culturally and

linguistically diverse communities. Each participant will share their experience, challenges and successful methods for engaging with their communities. The experience of participants includes implementing interventions with families in Latino and Somali communities in the U.S., working with minority communities including Korean and Filipino residents living in Japan, engaging with community partners in Rwanda and the Democratic Republic of the Congo and evaluating a youth substance use prevention system of care in Miami. The discussion will center around the challenges of finding appropriate words/phrases when developing interventions and measurement tools that are culturally appropriate. Additionally, we will share successful (e.g., cognitive interviewing) and unsuccessful methods for translating and incorporating participants' language into research and intervention materials, while also striving to capitalize on high-quality research for effectively supporting our communities.

**Chairs:**

*Guadalupe Diaz*, University of California, Irvine; *Stephanie Reich*, University of California, Irvine; *Sara Buckingham*, University of Alaska Anchorage; *Toshi Sasao*, International Christian University, Japan; *Jordan Snyder*, Wheaton College Graduate School; *Megan Hartman*, Behavioral Science Research Institute

**277 Getting to Know You: Mentoring Relationships with Undergraduate Students**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 9:00-9:15 AM **Room:** NLU 5006

**Abstract**

Mentoring undergraduate students can take many forms but frequently focuses on academic, career, or research mentoring. Creating a formal mentoring relationship that focuses on a student's adjustment to college is less common but equally important, especially for traditionally underserved student populations. The Research Aligned Mentorship (RAM) Program, funded by the Department of Education's Fund for the Improvement of Postsecondary Education Grant, provides mentoring, targeted advising, workshops, and applied learning experiences for a cohort of 100 new students each year. At SUNY Old Westbury, the primary component of the RAM Program is the formal mentoring program. During the three years of the program, we have attempted three different ways of matching students to mentors, with varying degrees of success. On a small campus, identifying a large number of outgoing individuals with the ability to serve as a mentor to a handful of students has created a significant challenge. Engaging the students, who did not opt in to the program, has presented another substantial challenge. This roundtable will explore approaches to mentoring undergraduate students and techniques for engaging students in non-academic programs. Coordinators, mentors, and students will be present to discuss the mentoring model implemented through the RAM Program. Discussion will focus on experiences of

mentors and students, challenges of coordinating a formal mentor program on a small campus, and implications for mentoring relationships with undergraduate students. Plan for Audience Interaction: The roundtable will primarily consist of group discussion, which presenters will facilitate through directed questions. A short opening activity will introduce the topic of mentoring while engaging participants in conversation.

**Chairs:**

*Ashlee Lien*, SUNY Old Westbury; *Keisha Goode*, SUNY Old Westbury; *Alicia Fyne*, Research Aligned Mentorship; *Rhayna Prado*, SUNY Old Westbury; *Janet Folarin*, SUNY Old Westbury

**278 Bridging the Divide: Socio-economic Disparities Between Black Women and Other Groups and the Path to Economic Equality.**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 9:00-9:15 AM **Room:** NLU 5007

**Abstract**

Black women socio-economic solvency has continued to be profoundly impacted by the trauma resulting from the enduring intersectional struggles around race, class and gender issues. Despite participating in the workforce equally or as much as any other group, recent studies find that Black women earn 61 percent of their white male co-worker's earnings. White women make 77 percent to their white male co-workers. These grim findings are not new. Historically into present time, most of America's wealth remains predominantly in the hands of whites. Today, White families control the top 10% of the country's wealth. This presentation examines the formulation and contributing factors of the gender pay gap, particularly for Black and other minority women who lag farthest behind. Additionally, the presentation proposes that racial equity and gender pay gap necessitates a unified address between individuals, employers, and policymakers to bridge the pay gap and ensure fair earnings for all women.

**Chairs:**

*Patricia R Luckoo, Ph.D.*, National-Louis University

**279 Using Data to Promote Equity**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 9:00-9:15 AM **Room:** NLU 5008

**Abstract**

We are pleased to propose a roundtable discussion on the challenges of using data to promote equity when conducting and evaluating community-based initiatives. Today, there is much discussion about the power and importance of strategies that employ both data and an equity lens. The goal of this roundtable is for participants to share their on-the-ground experiences using data to promote equity and the challenges to doing so. Additionally, we want participants to return to their work with several concrete strategies for addressing the challenges. The discussion will focus on two

community-based initiatives in Chicago and will be structured around three critical questions: 1. Who determines the evaluation design and what questions are being addressed by the evaluation, the methods to be used, and the evaluation's use? What is the process used? 2. Who analyzes and presents the data? What is the process used? 3. What types of data are used? Can the data adequately address key questions? We will place posters around the room, one for each of the three questions. Each poster will have a section briefly listing the key challenges that the two community-wide initiatives in Chicago have faced in addressing the question. Each poster will also have a section briefly listing key strategies that the Chicago initiatives have developed to address the challenges. The roundtable will begin with representatives from the two initiatives summarizing the questions, challenges, and strategies, including a few stories. Then participants will place dot stickers on issues, challenges, and strategies they have encountered or tried, using one color dot to show where their experiences reflected that of the Chicago initiatives and another color to show divergence from the Chicago initiatives. The facilitator will then focus the discussion on issues, challenges, and/or strategies that appear to be of greatest concern.

**Chairs:**

*Amelia Kohm*, Data Viz for Nonprofits; *Tiffany McDowell*, McDowell Consulting; *Rebekah Levin*, Robert R. McCormick Foundation; *Alisha Garcia Flores*, Enlace Chicago

**280 Affective-Reflexive Practice: Emotional Life of Community-Based Work**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 9:00-9:15 AM **Room:** NLU 5016

**Abstract**

This roundtable will be an exploration of the affective dimension of community-based work. Affect here refers to human emotion, or embodied meaning-making. Affective practices are where emotions meet social life (Wetherell, 2012). As evaluators for a health initiative with several dozen regular members, we wonder about how our affective practice shapes our relational presence. How can we reflect on affect in the context of community-based research and action? Whereas reflective practice and reflexivity connote a privileging of the rational over bodily, we center that perception, action and decision are deeply shaped by affect (Burkitt, 2012). We suggest the exploration of an affective-reflexive practice where patterns of affective activity are followed with the same attention as thought process. To borrow Margaret Wetherell's formulation of 'doing' affect (2012), examples of affective practice might be 'doing' the critical friend or objective evaluator. Silvia Gherardi argues for an 'affective ethnographic' "style of being in the field, being with and becoming-with others" (2018, 2). How does our affective style contribute to affective atmosphere and collective potential (Gherardi, 2018)? Lastly, Leon and Montenegro (1998), Gibson and

Swartz (2008), and Liang, Tummala-Narra, and West (2011) have called for attention to affect and emotion in the practice of community psychology. Towards answering their appeal to engage affect, this roundtable discussion will expand on the concepts of affect, affective practice, affective atmosphere, and affective-reflexive practice and its potential use in community psychology. Together we will discuss where affective practices may play a role in shaping community-based research and action in interesting ways. Examples from our own affective-reflexive process will be on hand to support discussion.

**Chairs:**

*Mars Fernandez-Burgos*, University of Miami; *Andrea Botero*, University of Miami; *Scot Evans*, University of Miami

**281 Building the Social Infrastructure of Communities for Systemic and Community-Driven Change: A Conceptual Framework**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 9:00-9:15 AM **Room:** NLU 5026

**Abstract**

Many programs in the Global South focus on promoting changes in health, education, child protection, etc. in a linear and top-down fashion and do not explicitly aim to strengthen the social infrastructure within communities, the critical foundation for promoting community-driven and sustained change. Many international development programs, focus on technical objectives and totally ignore the critical influence of: community leadership and capacity; social cohesion; and the cultural specificities of those systems that influence all social change efforts. Many rural African communities are plagued by: a breakdown in communication between generations and between sexes; a dependency mentality; absence of committed and competent leaders; and loss of cultural identity and values. To address these issues, using an action research approach, the NGO, Grandmother Project-Change through Culture (GMP), develops inclusive and community-driven programs, that build on the roles and values of non-western collectivist cultures, to promote change within community systems. GMP developed a conceptual framework which elucidates key dimensions of a community's social infrastructure that appear to be necessary for a community to effectively mobilize resources and take action to improve the well-being of its members. The framework gives specific attention to key cultural parameters, related to values, roles and dynamics of collectivist West African societies. GMP's framework builds on earlier work of various community development and community psychology researchers/practitioners, with the cultural dimension representing an innovation. GMP developed; first, a rapid participatory methodology for use by development practitioners to assess key parameters of social infrastructure; and second, a strategy to strengthen the social infrastructure using a series of intergenerational, dialogical and culturally-grounded activities. The

presentation will focus on an: overview of the conceptual framework; a description of the rapid assessment methodology and examples of assessment results; and a brief description of the Change through Culture methodology used by GMP in Senegal.

**Chairs:**

*Judi Aabel*, Grandmother Project - Change through Culture

**282 A Realist Approach in Community Psychology: Three Applications**

Workshop

**Day:** 6/29/2019 **Time:** 9:00-9:15 AM **Room:** NLU 5028

**Abstract**

In the social sciences, realist approaches are gaining increasing importance, including realistic evaluation (e.g., Pawson and Tilley, 1997) and realist review (e.g., Pawson et al., 2005). Based on critical realism, the realist approach distinguished itself by its vision of the world, science and its methods. What is the possible contribution of a realist approach in community psychology? To answer this question, this paper will start by giving a short argument on the importance of clarifying the paradigm guiding one's actions (Gorski, 2013, Nelson and Prilleltensky, 2010). Contrary to the stance in Tebes' chapter in the APA Handbook (2017), we don't believe that the only possible paradigm in community psychology is a constructivist one. In this presentation, the main features of the realist approach will then be presented as well as a review of its application in psychology. Subsequently, three applications of this approach will be presented in relation to community psychology practice: realistic program evaluation, realist synthesis, and realist approach in qualitative analysis. Finally, methodological particularities will be illustrated through a research project. This presentation will highlight the importance of a theory-driven approach, triangulation, critical perspective, and the specificity of the realist interview. This presentation will draw as much on the scientific documentation of realistic approaches to program evaluation (e.g., Manzana, 2016), psychology (e.g., de Souza, 2014) as well as qualitative analysis (e.g., Maxwell, 2012).

**Chairs:**

*Francois Lauzier-jobin*, Université du Québec à Montréal

**283 Perspectives and Insights on Peer Support: An Alternative Approach to Mental Health Promotion**

Symposium

**Day:** 6/29/2019 **Time:** 9:00-9:15 AM **Room:** NLU 5030

**Abstract**

Peer support is an alternative approach to supporting mental health recovery for individuals experiencing mental health issues and addictions. It aims to build individuals' and communities' ownership over their recovery, drawing upon the support of peers with lived

experience. Although there is general agreement within the peer support community and mental health organizations that peer support is a great complement to clinical interventions, there is still very limited research on peer support. The purpose of this symposium is to bring together academics and community mental health providers who each contribute a unique perspective to peer support research/evaluation. One presenter will provide an overview of the diverse peer support programs across Canada, through sharing results from a country-wide research study examining the nuances of ten different peer support organizations nominated to be examples of "thriving" peer support organizations. Another presenter, from his perspective as an external evaluator, will contribute results of a pilot study with a peer support organization in a clinical setting and provide insights into the impact on the peers and peer supporters on recovery indicators. Complementing these academic perspectives, a third speaker will be sharing her perspective as a Research and Evaluator Manager, including a presentation of results from a mixed-method evaluation that demonstrates the effectiveness of peer support. Her presentation will provide enhanced details of how to incorporate peer support into clinical interventions, as well as key organizational challenges associated with providing peer support. Together, these presentations will contribute to much-needed research on peer support and its implementation in clinical and community settings. The speakers in the symposium will critically engage the audience with the principles of recovery and the consumer/survivor movement, and how community psychologists can integrate the voices of those with lived experience into their programs.

**Chairs:**

*Charlie Davis*, Wilfrid Laurier University

**Presentations:**

**Thriving Together: Promising Practices in Mental Health Peer Support**

*Charlie Davis*, Wilfrid Laurier University

Peer support is the organized support provided by and for patients, complementing traditional care by professionals. Although anecdotal evidence suggests that some peer support programs are effective for individuals living with mental health, research examining the successful components of these programs is limited. For our study, we have partnered with Peer Support Canada and many peer support stakeholders, including clinicians, academics and individuals with lived experience with mental health. Our aim was to identify successful peer support programs across the country to understand better the factors that make them thrive. An invitation to nominate thriving peer support programs was sent out to stakeholders from the mental health system. We received 68 nominations, of which about 10 programs from diverse contexts (clinical, community-based, university, workplace) were selected. Multiple qualitative interviews with 6-9 key informants from each program are being conducted to identify the

key factors underlying their success, as well as an online survey for individuals receiving support, focused on their perceptions of peer support. The presentation will focus on the diversity of peer support programs across the country while outlining the impacts of various contextual factors, such as funding, management, and organizational relations, have on the effectiveness of peer support.

#### **Peer Support Program Evaluation: Insights from a Canadian Pilot Study**

*Kyle Smilovsky*, Wilfrid Laurier University

The research being presented is a program evaluation of a rural Canadian Peer Support Pilot Project. This program evaluation utilized recovery-based, pre and post surveys with peers receiving support, which includes items to assess mental health indicators, quality of the relationship between peers and peer supports, as well as qualitative portions of positive aspects of peer support. This evaluation also assessed best practices of peer support, barriers to offering peer support and their experiences being a peer supporter. The results from the surveys will be analyzed to assess how aspects of the pilot project, specifically peer relationships, impact peers' mental health. These findings will be supplemented with data from the qualitative interviews, offering insight into the experiences and best practices of peer support. The results will contribute to the emerging literature on peer support and provide insights to new and emerging peer support programs across the country. With the efficacy of peer support gaining traction in mental healthcare, the dissemination of established programs successes and struggles, evaluated under ethical and rigorous standards, is paramount to furthering this mental health intervention.

#### **Successes and Challenges of a Toronto-based Peer Support Program**

*Stephanie Rattelade*, Stella's Place

Stella's Place integrates peer support with evidence-based mental health programs to provide mental health support to Young Adults in Toronto. Social workers and peer supporters co-deliver programs, bringing both clinical approaches and the first hand experience of peer supporters who have practiced applying these skills to their life. Stella's Place continues to build evidence to show how peer support can be integrated into mental health care and the benefits that participants experience from this approach. One example is an adapted Dialectical Behaviour Therapy program (DBT) for young adults that uses this integrated model. Peer supporters co-facilitate group sessions and provide phone coaching to participants. The DBT skills have been adapted to fit a young adult context and taught through experiential learning and real-world examples. An ongoing evaluation of the program shows positive outcomes for participant. Program outcome measures have shown significant increases in the use of positive

coping skills, resiliency, and self-efficacy by the end of the program. Qualitative feedback from participants has also highlighted the enhanced support that peer perspectives bring to the program. This presentation will highlight our model of integrated peer support using program examples to illustrate our approach. It will also discuss the benefits, challenges, and continued work being done to show the effectiveness of peer support in mental health care.

#### **284 Addressing Disparities in Entrepreneurship and Education Enrichment Programs: Strengthening the Community Psychologists Role Supporting Economic Development for Marginalized Groups**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 9:00-9:15 AM **Room:** NLU 5036

##### **Abstract**

Within the current context of explicit discrimination, direct and subtle forms of oppression, and political corruption, it has become increasingly clear there need to be more direct efforts to support economic opportunities for marginalized groups. This symposium will highlight lessons learned from a recent literature review on entrepreneurial educational factors predicting entrepreneurial efficacy and proposes a model for supporting the development of successful entrepreneurship skill sets that increase the opportunity for economic growth. The review explores entrepreneurial education, creative enrichment programs, social enterprises models, digital/media literacy, and the role of social capital and cultural competence in positive programmatic impact.

##### **Chairs:**

*Lesley Martinez Etherly*, Contexture Media Network;  
*Sana Jafri*, Chicago Learning Exchange

#### **285 Empowerment through Building Community Resilience: Collaboration in Education and Research Leading to Action at the Local, State and National Levels** The Innovative Other

**Day:** 6/29/2019 **Time:** 9:00-9:15 AM **Room:** NLU 6013

##### **Abstract**

Community psychologists are well-poised to work collaboratively to advance well-being and resilience through innovative models and frameworks. For many communities, services and supports stem from collective work of individuals and organizations who want to take a coordinated, systematic approach to social change. This collective approach, often in the form of a coalition, is used not only for the provision of services and supports, but also for more systemic changes including organizational processes and local, state, or federal policies. There is renewed attention to factors that are responsible for a large portion of risky behaviors, disease and disability, and early death and barriers to optional well-being and resilience, namely, Adverse Childhood Experiences (ACEs). ACEs are traumatic events that occur prior to the age of 18. By preventing ACEs, we can build resilience and improve

well-being. This Innovative Other session will review new models that collaboratively move from education and research to action. The first model was derived from research in Washington State finding that the following factors were critical to Trauma Informed Practice (TIP) implementation: Knowledge, Insight, Strategy, Structures (KISS). KISS is now included in ACE Interface and other 'train the trainers' certification programs nationally. The second focuses on coalition-based action for the prevention of ACEs and promotion of well-being and resilience. The model, called Empower Action, is part of the South Carolina Adverse Childhood Experiences Initiative (SCACEI). Empower Action was developed by an interdisciplinary team and merges important frameworks within community psychology and public health – protective factors, socio-ecological model, life course perspective, and race equity and inclusion. The model comes with a suite of tools to facilitate and sustain action. This Innovative Other session will review the models and include a guided conversation with from fellow SCRA members on how to move collaboratively through education, research and action.

**Chairs:**

*Suzette Reed*, National Louis University; *Melissa Strompolis*, Children's Trust of South Carolina

**286 Intersections of Community Psychology and Buddhist Philosophies**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 9:00-9:15 AM **Room:** NLU 6017

**Abstract**

As community psychologists who have studied and practiced Buddhism, we recognize that the field of Community Psychology has numerous points of overlap with the Noble Eightfold Path of Buddhism. The values of Community Psychology are parallel to many of the principles of Buddhist thought, and a varied discussion of these connections may benefit. The roundtable intends to explore the following inquiries: 1) Resonant concepts and values between Buddhism and Community Psychology: How might Buddhist theories and practice inform Community Psychology theory, research, and practice? (A philosophical, theoretical, and applied discussion of how to make the parallels between Buddhism and Community Psychology more explicit in research, theory, and practice, as well as the benefits to and limitations of an integration between Buddhism and Community Psychology.) 2) What can Buddhist traditions teach us about: Ecological and/or systems principles in application to individual and community wellness? How can we transform those principles into direct action or practice within the field of Community Psychology? 3) Is Community Psychology focused disproportionately on Western religions in its writing about religion and spirituality? Would it be a useful part of Community Psychology education and training to teach about Eastern philosophies that are an important resource and belief among people with whom graduates might work with in diverse community settings? 4) Is

Community Psychology as an academic field less developed in the East? How are the values of Community Psychology already a part of the implicit and explicit values there, and how are they not? 5) How might Buddhism and its practices be a source of strength and resource in coping with stress experienced by engaged, action-oriented Community Psychologists?

**Chairs:**

*Katricia Stewart, M.S.*, Student, Portland State University; *Jennifer Harris, Ph.D.*, Senior Vice President, Graham-Pelton Consulting; *Eric Mankowski, Ph.D.*, Professor, Portland State University; *Christopher Nettles, Ph.D.*, Reverend, Tendai Buddhist Institute; *Stephen Vodantis, M.A.*, Student, Pacifica Graduate Institute

**287 Development of a Financial Management Game for Black/Latinx LGBTQ Youth**

The Innovative Other

**Day:** 6/29/2019 **Time:** 9:00-9:15 AM **Room:** NLU 6036

**Abstract**

Purpose Due to pervasive discrimination and exclusion in formal employment markets, many Black/Latinx LGBTQ youth rely on informal work (e.g. freelance beautician; sex work) to meet their financial needs. Given that payment structures, work protections, and benefits largely differ between formal and informal labor markets, individuals may need to adjust their strategy for managing finances depending on their source of income. Navigating these differences may present challenges for Black/Latinx LGBTQ youth who are transitioning from informal to formal work, as well as service providers assisting these youth with career development. Thus, we have developed a tailored, tabletop game that simulates differences between informal and formal work as part of an employment intervention for Black/Latinx LGBTQ youth. Design Process The game was developed with a team of game designers, researchers, and a Youth Advisory Board (YAB). First, discussions between researchers and the YAB were used to conceptualize the game and develop tailored content. Next, researchers and game designers developed a prototype by translating youth input into game mechanics and elements. Finally, the game was play-tested with the YAB and refined based on their feedback. Game Description Players are assigned to a game condition (informal vs. formal economy). Players in the informal economy are paid each turn based on the roll of a die while those in the formal economy are paid consistently every two turns. Players then take turns buying needs and luxuries. However, they must also financially prepare for random events such as getting sick or needing to move. Ultimately, players must manage their money in order to meet their needs without going bankrupt. Session Overview This presentation will cover the rationale and development of the game, an interactive simulation of the game, and a discussion about how tailored games can be developed and integrated into interventions with youth.

**Chairs:**

**Kris Rosentel**, University of Chicago; **Darnell Motley**, University of Chicago; **Ashlyn Sparrow**, University of Chicago; **Alicia VandeVusse**, University of Chicago; **Meghan Williams**, University of Chicago; **John Schneider**, University of Chicago Medicine; **Robert Garofalo**, Ann & Robert H. Lurie Children's Hospital; **Lisa Kuhns**, Ann & Robert H. Lurie Children's Hospital; **Michele Kipke**, Children's Hospital Los Angeles; **Sari Reisner**, Boston Children's Hospital; **Brandon J. Hill**, University of Chicago

**288 Evaluating Moving Stories: A Tool to Foster Empathy and Positive Relationships in Schools for Immigrant-Origin Children**

The Innovative Other

**Day:** 6/29/2019 **Time:** 10:00-10:50 AM **Room:** NLU 4012/4014

**Abstract**

As the numbers of immigrant-origin students in schools continue to rise, the educational environment for immigrant-origin children and youth are receiving increased attention. Unique challenges exist for creating inclusive learning environments for immigrant-origin children, who comprise 26% of the U.S. school population (Suárez-Orozco, Abo-Zena & Marks, 2015). Finding effective ways to foster positive adaptation in schools for these children is imperative, as inclusive learning environments are crucial for positive well-being (e.g., increase sense of belonging) (García et al., 2010). The current study explored inclusive practices that can foster empathy and positive relationships in the school community to benefit the well-being of immigrant-origin children and youth. This pilot study evaluated the impact of our migration narratives application, Moving Stories as the platform for potential change in one school's Emerging-Bilingual population and corresponding peer and adult network. Using a Youth Participatory Action Research approach, students led a school-wide campaign to illuminate commonalities in students' and teachers' family migration stories to foster empathy and positive relationships. The site was a Northeastern high school, with a majority immigrant-origin student population. Prior to implementation, the P.I. (who is a lead teacher at the school site) and her students engaged in building school-wide investment through a series of community presentations (e.g., shared viewing of film, I Learn America). To explore the efficacy of Moving Stories, pre/post surveys were distributed to students and teachers. Iterative analyses will be conducted to explore: (1) changes in immigrant-origin student's sense of self-agency, perceptions of peer and adult relations, and development of transformational resistance capital; (2) shifts in attitudes, knowledge, beliefs, and behaviors for adults and non-immigrant-origin students. Through innovative storytelling presentation, students, P.I., co-researchers will present findings speaking to strengths, challenges, and opportunities for future implementations of Moving Stories as a strategy for fostering inclusive, empathetic school communities.

**Chairs:**

**Elena Maker Castro**, Re-Imagining Migration; **Elena Maker's Class**, Re-Imagining Migration; **Guadalupe Lopez Hernandez**, University of California, Los Angeles; **Alfredo Novoa**, University of California, Los Angeles; **Juliana Karras-Jean Gilles**, University of California, Los Angeles; **Carola Suárez-Orozco**, University of California, Los Angeles

**289 Community in the Virtual World: Relationships, Empathy, and the Self in Online**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 10:00-10:50 AM **Room:** NLU 4020

**Abstract**

As of 2016, 88% of U.S. adults use the internet (Pew Research Center, 2017). Madara (1997) argues community is more easily found online than face-to-face. Yet some research paints online activities such as playing video games as an antecedent to violence (Wei, 2007). Attendees will be invited to discuss how the internet and our experience of communities intertwine. Presenters will share examples of their work on the topic. Reed will share a qualitative study with 11 mental health providers who reported an increase in understanding and empathy after playing video games designed to embody 4 mental health diagnoses. Steltenpohl and Keys will discuss metastereotypes reported by fighting game community members, as well as how they view their own identity based on 495 qualitative responses to an online survey. Reich will share details from an observational (lurking) study of virtual worlds designed for children and the ways in which identity and affiliation is enacted through the restricted ranges of individualization of animal avatars. Together, this session illuminates some of the myriad ways that people digitally connect to form communities and how these communities influence an individual's sense of self and sense of connection. After each presentation, the facilitator will open question and discussion to the participants of the session. Following all brief presentations, a larger discussion will be held with presenters and session participants about how community psychology theories apply to these digital spaces and the key affordances of these online platforms for community connection.

**Chairs:**

**Jordan Reed**, DePaul University; **Crystal Steltenpohl**, University of Southern Indiana; **Stephanie Reich**, University of California, Irvine; **Christopher Keys**, DePaul University; **Kevin Ryan**, Chicago Public Schools

**290 Advances in Sense of Community and Sense of Community Responsibility Research**

Symposium

**Day:** 6/29/2019 **Time:** 10:00-10:50 AM **Room:** NLU 4022

**Abstract**

This 75-minute symposium offers an opportunity to

learn about recent advances in Sense of Community and Sense of Community Responsibility research. The session will begin with three brief presentations of recent scholarship, and will then turn to a guided open dialogue with audience participants on the current state and future direction of organization studies in community psychology. We encourage participants to bring your recent work on measurement and theory to the session and engage with us in a mutually beneficial session where we learn together about these important issues.

**Chairs:**

*Neil Boyd*, Bucknell University

**Presentations:**

**Factors and Implications of Psychological Sense of Community among Individuals in Recovery**

*Mayra Guerrero*, DePaul University; *Rebecca Nguyen*, DePaul University; *Leonard Jason*, DePaul University

An important aspect of recovering from addiction and maintaining sobriety is the experience of psychological sense of community. Our work has examined sense of community within the context of recovery homes called Oxford Houses. Oxford Houses are democratically run recovery homes where house members support one another's sobriety. We operationalize psychological sense of community as three dimensions: entity, membership, and self. The "entity" level is the macro system that includes the mission and operating rules of the community. The "membership" level measures feelings towards the people in the community. The "self" level measures one's own commitment and investment in the entity and its members. A previous cross-sectional investigation on Oxford Houses found that sense of community predicted hope among residents. Compared to the other dimensions the self was the best predictor of hope. This suggests that individuals' perceptions of their belongingness and personal investment to a community are related to feelings of agency and perceptions of having access to environmental opportunities. The presenters of this symposium will discuss findings on a longitudinal investigation exploring how sense of community is predictive of house behaviors such as length of stay and how individual differences effect sense of community. We will also discuss implications of the three dimensions of sense of community. These findings will provide further insight on how sense of community can be fostered in recovery environments in order to increase the chances of success for recovering individuals.

**Innovations in Research on Sense of Community Responsibility and Psychological Sense of Community**

*Andrew Peterson*, Rutgers University

N. Andrew Peterson will present results of empirical work on sense of community responsibility (SOC-R) and psychological sense of community (PSOC). Results

will identify the role of moderators in the relationships between SOC-R and other conceptually relevant variables, as well as describe how the dimensional structure of PSOC is different at individual and neighborhood levels of analysis.

**New Developments on Sense of Community and Community Responsibility in Organizations**

*Neil Boyd*, Bucknell University; *Branda Nowell*, North Carolina State University

Neil Boyd and Branda Nowell will present their latest work on sense of community and sense of community responsibility in organizations. In 2010, Nowell & Boyd proposed that community experiences can manifest in two separate forms: 1) the experience of a community as a resource (SOC) and 2) the experience of community as a responsibility (SOCR). They defined these community experiences and deconstructed their differential theoretical logics by showing that a sense of community develops when personal needs are fulfilled and a sense of community responsibility is generated out of personal value and belief systems. In addition, their work over the past decade has shown that SOC and SOCR operate differently in predicting psychological and behavioral outcomes for employees, and that SOC and SOCR are important psychological constructs compared to leading concepts in multiple academic literatures (e.g., Public Service Motivation, Pro-Social Motivation, and others). In this session, they will present new findings from a study in a major health-care system that utilized interviews (with top executives), focus groups (with system-wide leaders) and survey results (with employees) to explore organizational cultural and person-organizational fit antecedents to these "other regarding" constructs, and how these various constructs impact key organizational outcomes.

**291 Photovoice Flexibility: Modifying Methodology Based on Community Needs**

Symposium

**Day:** 6/29/2019 **Time:** 10:00-10:50 AM **Room:** NLU 5006

**Abstract**

Photovoice, an empowering research methodology, fosters self-expression through photography and encourages participants to engage in critical reflection and dialogue. This session will feature community-based participatory research studies in which community members modified the traditional photovoice methodology to reflect their specific needs. In the first study examining transitioning experiences of student veterans, participants approached photovoice as a collaborative process rather than taking photos individually which metaphorically represented the sense of community they had become accustomed to through the military culture of camaraderie. A student veteran who participated in the collaborative process will share his experiences as part of the photovoice process as well as some of the resulting photographs. In the second study, photovoice was utilized to engage students with disabilities who attended the postsecondary college



transition program “Professional Assistant Center for Education” (P.A.C.E) to discuss how they perceived various changes in their lives as a result of enrolling in a university, as well as changes they would experience as they transitioned from the program to independent living. The majority of participants in this study elected to find existing photographic representations of their experiences rather than create original photographs themselves. In the final presentation, veterans used photography, original artwork, and existing images to explore individual experiences with stigma and discrimination related to mental illness. The flexibility in image media enhanced engagement and maximized participation in this clinical intervention. As is customary in community-based participatory research, participants help shape the research process; therefore, exploration of methodology that allows flexibility is paramount. Photovoice offers this flexibility while fostering collaboration and self-reflection.

**Chairs:**

*Cari Stevenson*, Kankakee Community College

**Discussant:**

*Rafael Mederos*, National Louis University

**Presentations:**

**Using Photovoice to Facilitate Dialogue Among Student Veterans**

*Cari Stevenson*, Kankakee Community College; *Pedro Santos*, Kankakee Community College

This community-based participatory research (CBPR) study utilized photovoice with a community of student veterans at a Midwestern community college to evaluate their experiencing transitioning from military service to student life as well as their experiences as a member of the college’s veterans’ association. Research on student veterans indicates that many face challenges beyond physical and psychological injury including difficulties in acclimating to an academic culture. Participants reported feelings of vulnerability and isolation as challenges they faced, and themes of sense of community, sense of community, and empowerment emerged as supportive constructs. As customary in CBPR wherein the participants help shape the research process, these participants approached photovoice as a collaborative process rather than taking photos individually which metaphorically represented the sense of community they had become accustomed to through the military culture of camaraderie. Therefore, this study demonstrates a different approach to photovoice that parallels veteran culture.

**Engaging Students with Disabilities Through Photovoice**

*Lori Markuson*, National Louis University

The purpose of this study was to engage students with disabilities who attended the postsecondary college transition program “Professional Assistant Center for Education” (P.A.C.E) in a photovoice project to discuss how they perceived various changes in their lives as a

result of enrolling in a university, as well as changes they would experience as they transitioned from the program to independent living. The students in the PACE photovoice project were treated as equal participants in the research process, including taking photos, participating in discussions related to the photos, guiding the topics, and determining the photo displayed as representations of their perceptions and feelings. As a result of this collaborative effort students seemed to experience a sense of empowerment as demonstrated by comparison of narratives to the empowerment framework.

**Using Photovoice to Fight Mental Health Stigma within the VA**

*Betsy Davis*, South Texas Veterans Health Care System; *Karen O'Brien*, South Texas Veterans Health Care System

Using a group intervention developed by the Boston University Center for Psychiatric Rehabilitation, photovoice was utilized within a group of veterans diagnosed with mental illness to help them explore and share their lived experiences with mental illness stigma and discrimination. Photovoice was modified in the practice by including existing visual representations as well as original artwork in order to maximize engagement and participation, and the work was subsequently showcased in the healthcare facilities. The ultimate goal of these exhibits are to decrease stigmatizing attitudes of mental illness for those viewing the exhibit, including other consumers, healthcare providers, community members, and policymakers. The aim of this presentation is to encourage other recovery-oriented VA mental health providers to consider this type of innovative project and to provide information based on this experience that could facilitate implementation at other sites.

**292 Transformative Change through Partners in Policy Making**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 10:00-10:50 AM **Room:** NLU 5007

**Abstract**

This proposal is for an interactive panel presentation by a variety of stakeholders including community partners, program participants, funders, government agency leads, consultants and program evaluators. Collective engagement in policy advocacy is necessary for transformative change brought about by assertive advocacy and activism. Funding for that type of work, anything toward disrupting the system, rarely comes from that comes from the federal and state government. Partners in Policy making™ (PIP), a national model of leadership training for people with developmental disabilities, parents, or family members. PIP is designed to provide knowledge about issues related to disability and to develop competencies of the participants to become effective advocates in influencing public policy in their local settings and at all levels of government. The presentation will show how this program is one

avenue for community psychologists to collaborate and support the work of community advocates and a state funded agency (the Illinois Developmental Disabilities Council) by building capacity among support historically underrepresented groups in their effort to build power for improving health and wellness in their community. Panelists including expert trainers, self-advocates, agency leaders and program evaluation partners will share all their experiences with the program and reflect on how community psychology values across research and action are enacted through the Partners in Policy making program and implications this has for other community organizing initiatives with a policy and advocacy capacity building agenda.

**Chairs:**

*Grishma Shah*, National Louis University; *Bradley Olson*, National Louis University; *Allan Bergman*, High Impact Consulting; *Kimberly Mercer-Schleider*, Illinois Developmental Disabilities Council; *Maribel Hamer*, Illinois Developmental Disabilities Council

**293 Exploring Historical Trauma among Black/African Americans: Implications for Communal Trauma and Healing in Our Communities**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 10:00-10:50 AM **Room:** NLU 5008

**Abstract**

Historical trauma refers to multifaceted and communal trauma experienced over time and across generations by a group of people who share commonalities such as ethnic or racial identity, association, or circumstance (Brave Heart & DeBruyn, 1998; Evans-Campbell, 2008). The events and experiences most commonly associated with historical trauma include slavery, the experiences of the American Indians after European colonization, and the Holocaust (Coyle, 2014). Yet, the literature is limited on the implications of historical trauma and correlations to the health and well-being of Black/African American individuals and communities. Seeking to better understand historical trauma and its implications is important to community psychology in that it is a collective phenomenon. For example, in the case of community violence, Pinderhughes, Davis, and Wilson (2015, p. 3) note that “the impact of trauma extends beyond the individuals who directly witness or experience violence. Trauma is also produced by structural violence, which prevents people and communities from meeting their basic needs. This interactive symposium will highlight the results of a quantitative research study. This ongoing study seeks to explore historical trauma among Black/African Americans to better understand communal trauma. Whether this type of trauma is present or not in this study, the results are expected to be useful in guiding larger studies exploring factors beneficial in helping to strengthen and heal Black/African American individuals and communities, and informing academia and practice. The study will be presented by Geri Palmer, and two graduate students at Adler University. A question and answer session will follow.

**Chairs:**

*Geraldine Palmer*, Adler University; *Todd Rogers*, Adler University; *Nathaniel Wilkins*, Adler University; *Deveda Francois*, National Louis University

**294 Civic Engagement and Social Context**

Symposium

**Day:** 6/29/2019 **Time:** 10:00-10:50 AM **Room:** NLU 5016

**Abstract**

This symposium combines disparate voices in the field of civic engagement to illuminate the many ways context affects engagement with society. One paper examines age, ethnic, and gender differences in volunteering; another explains how immigrant generational status affect whether and in what ways people engage in their communities; and the third explores civic engagement as an avenue to empowerment among disadvantaged youth. Together, these presentations indicate the importance of social address - how who you are affects what you do - and the ways this can be used to better understand and serve our society.

**Chairs:**

*Tess Yanisch*, New York University

**Discussant:**

*Tess Yanisch*, New York University

**Presentations:**

**Civic Engagement through Service: Profiles and Predictors of Volunteering in New York Cares Volunteers**

*Tess Yanisch*, New York University; *LaRue Allen*, New York University

This study uses a large (n = 32,451) archival dataset to explore demographic differences in who volunteers and how much time they volunteer. Most research on volunteering has been conducted using self-report measures in which respondents try to recall how many hours per week and weeks per year they spent volunteering, or how frequently they volunteered. No studies use organizational archival measures to examine how much time people actually volunteer. This makes it difficult to explore demographic differences in volunteering. New York Cares is a nonprofit in New York City that connects volunteers with more than 1,300 community partners—organizations that need volunteers. People can volunteer at any of the community partners as regularly or as intermittently as they desire. This presentation uses New York Cares’ volunteer database (drawing active volunteers between October 2015 and October 2017) to explore exactly who these volunteers tend to be. This database includes organizational records of how many hours and on how many “projects”—that is, in how many instances—each person volunteered; age; gender; ethnicity; and where in or around NYC the volunteer lives. We find that there are more female than male volunteers in the dataset, but

males volunteer more than females on average. Similarly, the largest ethnic group in the volunteer sample was white, but ethnic minorities volunteer more than white volunteers (Asian volunteers volunteer more time and on more projects than white people; Black volunteers volunteer more time; and Hispanic/Latino volunteers volunteer on more projects). Amount of volunteering increases with age. Implications of these findings for research and practice on volunteering and other forms of civic engagement and prosocial behavior are discussed.

### **Bridging Second-Generation Immigrants through Community Engagement**

*Manyu Li*, University of Louisiana at Lafayette; *Annie Hanh Vu*, University of Louisiana at Lafayette

Background: Research in the past found that second-generation immigrants (SGIs) in the US were more engaged in the community than people whose parents were born in the US (Lopez & Marcelo, 2008; Li & Lin, 2017), probably due to the need to be an “ambassador” or a “broker” for their first-generation immigrant parents (Katz, 2014). This claim needs to be further examined; SGIs whose parents migrated early in life or from a culture similar to the host culture may not need their children to be the broker for the family. More understanding is needed on the mechanism of second-generation immigrants’ community engagement and the relations between SGIs’ community engagement and the need to help their heritage culture. Thus, this study aimed at studying the predictors and mediators of second-generation immigrants’ community engagement while controlling for various demographic information. This study extended previous studies to look at SGIs’ engagement in heritage culture and engagement in host culture separately. Predictors including the need to help heritage culture, acculturation orientation and the need to succeed were examined. Method: Participants were recruited through Qualtrics Panel. Three-hundred participants who self-identified as second-generation immigrants answered the online survey. Results: A bootstrapped ( $r = 2000$ ) structural equation model analysis was performed. Results supported our hypotheses that 1) host orientation positively predicted higher host-national community engagement, 2) home orientation positively predicted higher co-national community engagement, 3) second-generation immigrants who perceived a higher need to help family, friends and strangers from heritage culture had higher co-national community engagement, and 4) the need to succeed was positively related to higher general community engagement. Discussion: Our study calls for more research looking at second-generation immigrants’ community network and how the network structure may benefit local communities. Future studies may extend to study how such network may bring positive community well-being.

### **Civic Engagement as a way to increase retention and participation among former dropout minority students**

*Fabricio Balcazar*, University of Illinois at Chicago; *Sheila Venson*, Youth Connection Charter School

The Charter oversees 19 small schools that provide high school education and multiple support services to 3,600 students. The students experience multiple challenges as they live in some of the poorest and more violent neighborhood of Chicago and they are all former dropouts from the Chicago public schools. The majority are either African American (68%) or Latinos (32%). The schools also serve approximately 700 students with disabilities and almost 1,000 have no permanent address. Most of students have had very poor academic preparation before enrolling in the charter. In addition, there have been 45 students dead as a result of gun violence during the last 3 years and the schools are trying hard to retain as many students as possible each year. The Executive director and the other presenter who is also a member of the Board of Directors have been trying to implement and evaluate a civic engagement project designed to increase critical awareness among the students regarding contextual barriers they face and also promote community participation and volunteering. Students work in small teams to develop a project over a topic of their choice. We will be sharing some of the details about the program implementation, as well as the results from the participating teams of students. Finally, individual interviews with some of the participating students will also show the impact of the program with regards to graduation and post-high school activities.

### **295 Examining Underrepresented College Student Identities in a Changing Political Climate**

Symposium

**Day:** 6/29/2019 **Time:** 10:00-10:50 AM **Room:** NLU 5026

#### **Abstract**

Historically underrepresented college students (e.g. first-generation, ethnic/racial minorities, differently abled) face multiple barriers to graduation in the higher education landscape (Carnevale & Strohl, 2013). They are less likely to gain entrance and to enroll in four-year higher education institutions compared to majority students and less likely to graduate (Harper, Patton & Wooden, 2016; Libassi, 2018). Once enrolled, underrepresented students face implicit and explicit bias and institutional policies that reinforce unequal treatment (Carnevale, Van Der Werf, Quinn, Strohl & Repnikov, 2018). A lack of representation on college campuses and perceived discrimination can lead to negative outcomes such as imposter syndrome, mood disorders and low grades (Cokley et al., 2017). All of which create risk factors for drop-out and push-out. There is evidence that the shifting political landscape since the 2016 presidential election has only exacerbated these issues (Baunman, 2018; Brooks, 2016). Given this reality, it is important to understand how underrepresented students respond to messaging that

minimizes the existence of structural inequality (system-justifying beliefs) as well as protective factors that promote retention and well-being for historically underrepresented college students. In this symposium, panelists will discuss empirical research examining 1) the impact of system-justifying beliefs on sense of self-worth for Black and Latinx students at a predominantly white institution, 2) the benefits of peer support for students engaged in political activism and 3) associations between experiences of immigration and different types of family support for education in a sample of first-generation college students. Implications for institutional program development will be discussed.

#### **Chairs:**

*Ida Salusky*, DePaul University; *Elizabeth Raposa*, College of William and Mary

#### **Presentations:**

##### **Family support in college: Differences within first-generation college students with and without recent immigration histories**

*Jordan Reed*, DePaul University; *Catherine Pierre-Louis*, DePaul University; *Lidia Monjaras-Gaytan*, DePaul University; *Ida Salusky*, DePaul University; *Iris Sanchez*, DePaul University; *Elizabeth Raposa*, College of William and Mary

First-generation college students face significant barriers to degree completion. Approximately 25% achieve a bachelor's degree in six years compared to 56% of non-first generation college students (Carnevale, Rose, & Cheah, 2011). First-generation college students who have recent family histories of immigration, experience additional barriers to graduation because of stressors associated with documentation status, discrimination and intergenerational cultural conflict (Gonzales, 2016; Kao, 1999). The current political climate has intensified this stress (Artiga & Ubri, 2017). Therefore, it is important to understand social supports that help these students persist academically and thrive psychosocially. The present study examines the associations between experiences of immigration and different types of family support for education in a sample of first-generation college students. The sample comes from a longitudinal study examining retention of first-generation college students at three universities. Data was collected from 167 participants, in their first semester of college. Compared to first-generation students without recent immigrant histories ( $n = 103$ ), first-generation students who either immigrated or whose primary caregivers immigrated to the U.S. ( $n = 64$ ) were more likely to report that their parents/family 1) understood they need to study instead of help out at home ( $t(145) = -2.21, p < .05$ ), 2) gave them a lot of encouragement for attending school ( $t(145) = -2.02, p < .05$ ), 3) were willing to make sacrifices to support education ( $t(139) = -3.54, p < .001$ ), and 4) were willing to help them out financially so they could pursue education ( $t(144) = -2.92, p < .05$ ). These findings suggest that immigrant caregivers of first-generation college students may be especially motivated

to support positive academic outcomes for their children. Implications for theoretical models of resilience in first-generation college students, as well as targeted interventions designed to accommodate the intersectional identities of underrepresented students as they enter college, are discussed.

##### **Activism, social support, and mental health under the Trump presidency**

*Jamie Nicole Albright*, University of Virginia

The Trump administration's proposed exclusionary policies and derogatory rhetoric may be particularly concerning to underrepresented college students (Matsuda, 2018) as they are in the midst of a critical period of identity development (Arnett, 2000). Identity-related stressors may contribute to anxiety as students consider the ways in which discriminatory experiences may negatively influence their future (Fouad & Byars-Winston, 2005). In the face of sociopolitical distress, individuals may engage in activism as a way to resist oppressive structures and restore a sense of agency (hooks, 2000). However, activism holds the potential to undermine mental health. For instance, the demands of activism may deplete social and emotional resources and increase exposure to distressing aspects of the sociopolitical climate (Goodwin & Pfaff, 2001). Emotional and appraisal support from peers may serve as a protective factor among those who engage in activism in response to sociopolitical distress. Peer relationships that are validating and emotionally supportive may improve stress tolerance and reduce the noxious effects of sociopolitical distress on mental health (Siegrist, 2001). The current study examined whether peer social support may condition the moderating effects of activism on the association between sociopolitical distress and anxiety symptoms (i.e., a three-way interaction). Consistent with expectations, Trump-related distress was associated with an increase in anxiety symptoms. The hypothesized three-way interaction did not emerge; however, a two-way interaction between activism and peer support was found. Findings indicate that peer social support may mitigate harmful effects of activism on anxiety symptoms. Trump-related distress appeared to be a potent risk factor for mental health that was not countered by activism or peer support. Underrepresented college students may be responding to Trump-related distress by engaging in activism, which may add stress for students. Yet students with greater levels of peer social support may not suffer psychological consequences from their involvement in activism.

##### **System-Justifying Beliefs and Trajectories of Global Self-Worth among Black and Latinx College Students**

*Andrea Negrete*, University of Virginia; *Noelle Hurd*, University of Virginia

Recent studies have found that system-justifying beliefs

(i.e., believing the United States to be fair and just across all racial and ethnic groups) may serve as a developmental risk factor for youth from marginalized racial/ethnic groups (Godfrey et al., 2017). Among Black and Latinx college students, system-justifying beliefs may initially bolster self-esteem as they may understand their admission into college as evidence of a just and fair system. However, because system-justifying beliefs rely on stereotypes to legitimize racial hierarchies (Jost et al., 2003), over time, these beliefs may begin to undermine students' sense of self-worth. For example, students who hold beliefs that the system is fair for all racial/ethnic groups may be more likely to attribute societal inequality to individual level explanations that portray their racial group in negative ways or may be more likely to internalize messages of racial inferiority that undermine their sense of self-worth over time. The present study sought to examine associations between Black and Latinx college students' system-justifying beliefs at the beginning of college and their initial levels as well as trajectories of self-worth across four years of college. Data for the present study were drawn from a five-wave longitudinal study that took place between the academic semesters of Fall 2013 and Spring 2017. The analytic sample consisted of 186 Black and Latinx college students (30% male; 26% first-generation college students) attending a predominantly White institution. Results of the latent growth curve model indicated that system-justifying beliefs were positively related to initial levels of self-worth and negatively related to trajectories of self-worth over time. Findings from the present study suggest that while initially beneficial, system-justifying beliefs may undermine self-evaluations among Black and Latinx college students over time.

### **296 When Political Becomes Participatory: The Impact of Emotion on Collective Action in a Sociopolitical Context**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 10:00-10:50 AM **Room:** NLU 5028

#### **Abstract**

In the advent of polarizing political climate, and increasing media access, we witness affect-driven movements, protests, and social change. It is critical to understand how these social movements come to fruition in order to encourage group engagement for effective change. What are the driving factors, what inspires people to engage in collective action? Collective action is defined as a group member acting or behaving as the representative of a larger group, with the action or behavior directed towards improving the condition of the group (Wright et al., 1990). While causal models of emotion and sociopolitical action are not typically researched in emotion literature (van Zomeren, Postemes, & Spears, 2008; Valentino et al., 2011), we propose that emotions are a leverage point in the decision-making process to engage a group in collective action, the extent to how an individual will participate, and what action(s) they will take (Athineos & Harkins, 2016). This roundtable discussion will focus on emotions and collective action, particularly on how the

experience of emotion in a sociopolitical context affects the decision-making process and motivation to act. We will focus on active citizenship in a collective context, which examines the relationship to a group and intergroup emotions. A discussion of the current literature will explore this from a democratic-critical (Ridley & Fulop, 2015) perspective of citizenship, as well as a look at recent political events that have sparked collective movement, such as March for our Lives. We intend this discussion to be didactic and collaborative, with emphasis on how to develop strategies to engage populations to make meaningful social change.

#### **Chairs:**

**Lauren Grenier**, Suffolk University; **Debra Harkins**, Suffolk University

### **297 Advancing the Science of Ecological Multilevel Interventions Through Community-University Partnerships for Immigrant and Refugee Well-Being and Social Justice**

Symposium

**Day:** 6/29/2019 **Time:** 10:00-10:50 AM **Room:** NLU 5030

#### **Abstract**

The current social, legal, and economic context of uncertainty, discrimination, stigma, lack of access to resources, fear of accessing resources, and fear of deportation and family separation based on current immigration policies and the broader public perception of immigrants and refugees as a threat to society are critically impacting the mental health of refugees and immigrants in the United States. The focus of this symposium is to highlight two distinct but related community-based participatory research studies that address these issues. The first paper will present new findings from a RCT of a mutual learning and advocacy intervention that addresses the social determinants of refugee mental health (Refugee Well-being Project). Building on a long-standing community-university partnership, the RCT enrolled 290 refugee adults from Afghanistan, Iraq, Syria and the Great Lakes Region of Africa, and revealed significant improvements in social support, acculturation, English proficiency, and mental health for intervention participants. The second and third papers present process and findings from a collaboration among four community organizations that focus on mental health, education, legal, and civil rights issues for immigrants and the University of New Mexico that began in 2017 to adapt the Refugee Well-being Project intervention process/model with Spanish-speaking immigrants from Mexico and Central America. This research employs cutting edge strategies to address social-structural determinants of mental health and examines the community-engaged process of adapting and testing the impact of the multilevel intervention originally designed for refugees. The second paper in this symposium will share the adapted intervention model and results from the first year of implementation. The third paper will focus on the innovative bilingual participatory process through which the intervention was adapted and mixed method, multilevel data collection

was planned and implemented. Presenters include university and community partners; the session will involve short presentations and interactive discussion/reflection.

**Chairs:**

*Jessica Goodkind*, University of New Mexico

**Presentations:**

**Multilevel Outcomes from a Community-based RCT of the Refugee Well-being Project: A Demonstration of the Impact of Social Justice Interventions**

*Jessica Goodkind*, University of New Mexico; *Martin Ndayisenga*, University of New Mexico; *Deborah Bybee*, Michigan State University

The goal of the RCT of the Refugee Well-being Project (RWP) intervention model was to test an ecological approach to reducing high rates of psychological distress among Afghan, Burundian, Congolese, Iraqi, Rwandan, and Syrian refugee adults resettled in the United States. The RWP intervention model brings together university students and newly resettled refugees for 6 months to engage in mutual learning and the mobilization of community resources to address post-migration stressors and other social determinants of refugee mental health, including the community context and responsiveness to refugees. Intent-to-treat analyses using 3-Level Multi-level Models of data collected at 4 time-points over 14 months from 290 refugees in a city in the Southwestern United States revealed significant intervention effects on home and American acculturation, English proficiency, non-ethnic community social support, and psychological distress. In addition, results from qualitative components of interviews with refugee participants and paired qualitative interviews with refugees and students will be shared to illuminate participants' experiences in the intervention and to triangulate and augment quantitative findings.

**Immigrant Well-being Project: An Ecological Intervention to Improve Multilevel Contexts for Mexican and Central American Immigrants**

*Cirila Estela Vasquez Guzman*, University of New Mexico and New Mexico Voices for Children; *Alexandra Hernandez-Vallant*, University of New Mexico; *Dulce Medina*, Centro Savila; *Felipe Rodriguez*, New Mexico Dream Team; *Jessica Goodkind*, University of New Mexico

The goal of Immigrant Well-being Project (IWP) is to test a transdisciplinary ecological approach to reducing mental health disparities among Mexican and Central American immigrants by adapting and integrating a multilevel community-based advocacy, learning, and social support intervention into existing efforts at four community partner organizations that focus on mental health, education, legal, and civil rights issues for Mexican immigrants (New Mexico Dream Team, Centro Sávila, New Mexico Immigrant Law Center, and

Encuentro). The IWP intervention emphasizes a sustainable and replicable partnership model between community-based organizations and universities that involves immigrants and university students working together to: a) increase immigrants' abilities to navigate their communities; b) improve immigrants' access to community resources; c) enhance meaningful social roles by valuing immigrants' culture, experiences, and knowledge; d) reduce immigrants' social isolation; and e) increase communities' responsiveness to immigrants through changes in policy and practice. Based on needs identified by community partner organizations and community members, major emphases of the first-year implementation were on building trust and safety during uncertain times; strengthening intergenerational understanding among youth and parents regarding their experiences and decisions around engaging in activism; providing support for immigrant youth to graduate high school, navigate admission and financial support for higher education, and succeed in college; and engaging in collective efforts to change local policies and practices related to immigrants' rights and access to resources. University and community partners will share the intervention model and mixed method findings from the first year of implementation.

**Bilingual Participatory Intervention Adaptation and Measurement Development Processes: An Innovative Transdisciplinary Model for Immigrant Justice**

*Cirila Estela Vasquez Guzman*, University of New Mexico; *Margarita Galvis*, Centro Sávila; *Alexandra Hernandez-Vallan*, University of New Mexico

This presentation will describe the bilingual collaborative processes through which the multilevel community-based advocacy, learning, and social support intervention (Immigrant Well-being Project, IWP) was adapted and integrated into existing efforts at four community partner organizations, as well as innovative participatory bilingual measurement development and qualitative data analysis processes. These efforts have included a research team that meaningfully includes community and university members in weekly meetings; a series of 4-hour retreats that include additional community organization leaders and parent and youth community members; and intentional opportunities for team- and trust-building, developing shared values and processes, participating in all aspects of the research process (including data analysis), and reflection. The resulting innovative community-based research and intervention approach employs cutting edge strategies to address social-structural determinants of immigrant mental health and allows for exploration of the community-engaged process of adapting and testing the impact of a multilevel intervention originally designed and implemented with refugees. The presentation will also highlight participatory measurement adaptation and development processes that the team engaged in to measure intersectional components of discrimination for Latinx immigrants and relevant aspects of colonial and

historical trauma. Finally, new approaches for bilingual analysis of qualitative data will also be described.

## **298 Housing Prioritization Methods and Implications for Coordinated Assessment and Entry Policies**

Symposium

**Day:** 6/29/2019 **Time:** 10:00-10:50 AM **Room:** NLU 5036

### **Abstract**

Homeless service systems in the U.S. and Canada are responding to government mandates to develop communitywide, coordinated efforts to prioritize housing interventions based on the support service needs of individuals, families, and youth experiencing homelessness. Such systems, often referred to as “coordinated entry,” involve differentiating those most in need of intensive housing and support service programs, such as permanent supportive housing, from those who may benefit from less intensive housing resources, such as temporary financial support and case management. Approaches to housing prioritization vary across communities, and an array of under-researched assessment measures and prioritization methods are being utilized. Because no clear set of criteria has been identified as a gold standard for targeting specific housing interventions, communities have little guidance on effective strategies for implementing coordinated entry. Fortunately, scholars in the field of community psychology have led efforts to address the gaps in the research to policy and practice pipeline, and this symposium will highlight three relevant efforts to this end. Presentations will include a) empirical findings on the psychometric properties of an emerging measure for youth populations, the Youth Assessment Prioritization Tool; b) empirical findings on the psychometric properties of a commonly used assessment, the Self-Sufficiency Matrix; and c) an application of machine learning with large administrative datasets to assist in the decision-making and housing prioritization process. The presentation will conclude with an audience discussion of implications of this research, with an emphasis on using the findings to inform coordinated entry policies and practices.

### **Chairs:**

**Camilla Cummings**, DePaul University

### **Discussant:**

**Molly Brown**, DePaul University

### **Presentations:**

#### **Psychometric Properties and User Perceptions of the Youth Assessment and Prioritization (YAP) Tool**

*Parastoo Jamshidi*, University of Ottawa; *Stéphanie Manoni-Millar*, University of Ottawa; *Tim Aubry*, University of Ottawa

The Youth Assessment and Prioritization (YAP) tool is being piloted as part of a provincial initiative in Ontario that aims to address and prevent youth homelessness (“Making the Shift”). The intended objectives of the tool are to help housing case managers assess youths’ risk for

homelessness as well as their strengths, and guide decisions about which services would be most appropriate for a given youth. However, the psychometric properties of the YAP and its feasibility or user-friendliness in the field have not yet been tested. The objectives of the current study are to evaluate the YAP’s convergent and divergent validity, internal consistency and inter-rater reliability. Data for psychometric testing will be derived from youth assessments conducted as part of the “Making the Shift” initiative, and from YAP assessments conducted as part of the YAP training and certification process. A second objective is to examine youth and case manager perceptions of the benefits and challenges associated with using the tool. Eight youth and four case managers will be interviewed, and an additional 30 case managers will be surveyed. Preliminary results from youth and case manager interviews suggest that training and implementation challenges can contribute to inconsistent and sub-optimal use of the YAP. Implications of the findings from psychometric testing, interviews and surveys will be discussed, including: training and implementation factors that affect use of prioritization tools such as the YAP, and future development, testing, and use of the YAP.

#### **Psychometric Properties of the Self-Sufficiency Matrix Among Individuals and Families Currently or At Risk of Experiencing Homelessness**

*Camilla Cummings*, DePaul University; *Molly Brown*, DePaul University

The homeless service sector has moved toward the implementation of assessment tools to better understand the support service needs of individuals and families. While a variety of assessment tools are available, their psychometric evidence base is limited. The Self-Sufficiency Matrix (SSM) is one assessment that holds promise with regard to its reliability, validity, and potential use as an instrument for triaging services. However, research examining the factor structure of the SSM has been inconsistent across samples. Moreover, it has never been tested among a broad population of both those currently experiencing and at-risk of experiencing homelessness or examined unaccompanied adults and families with minor children independently. The current study sought to explore the factor structure of the SSM using exploratory and confirmatory factor analysis and examined measurement invariance across demographic groups among a sample of unaccompanied individuals (N = 427) and families (N = 428) experiencing or at-risk of experiencing homelessness. Data were derived from the Homeless Management Information System (HMIS) from a Midwestern metropolitan area and included all individuals and families who participated in the Homelessness Prevention and Rapid Re-Housing Program. Results suggest the SSM is multidimensional and the relation between its items and latent constructs differs across individual and family subgroups. Further, study findings indicate the SSM factor structure is consistent across racial and gender groups. Findings

have implications for future development and testing of the SSM and best practices for service providers.

#### **Fair and just allocation of homeless services: A data-driven approach**

*Patrick J. Fowler*, Washington University in St. Louis;  
*Sanmay Das*, Washington University in St. Louis;  
*Amanda Kube*, Washington University in St. Louis

Unaffordable housing markets plus constrained social assistance combine to create high demand for a relatively small supply of homeless services in communities around the globe. Scarcity forces difficult decisions regarding who to serve and who to burden by not serving with housing assistance. National policies currently prioritize based on household risk plus moral preference for specific subpopulations, such as chronic homeless. Although aimed towards fairness, policies underemphasize the outcomes of all who are served and unserved. Prioritization and preference may lead to inefficiencies that further diminish capacities of homeless services. For instance, a household prioritized for an intervention may benefit less than another; the decision withholds a useful service and requires further intervention. An alternative allocation strategy - based on distributive justice - aims to deliver resources in ways that maximize benefits for the most people over the longer term. A challenge of distributive approaches concerns the difficulty in anticipating outcomes. The lack of counterfactuals for the multiple homeless services that may (or may not) be available to a household at a given time constrains human capacities; especially given determinations need to be made simultaneously across many households. The complexity inhibits the pragmatics of distributive justice. The present study takes advantage of big data to explore the practical and ethical implications of allocating homeless services based on expected outcomes. Machine learning is applied to HMIS data on all first-time users of homelessness assistance in a community from 2007-2014. Based on precision medicine methods, algorithms estimate unbiased counterfactual probabilities for reentering homeless services within two years, if given one of many alternative interventions (prevention, rapid rehousing, shelter, transitional housing). Simulations optimize allocations using household-level probabilities of success, with the goal of minimizing reentry for all households. Findings demonstrate the promise and caution of data-driven approaches for efficient and fair homeless services.

#### **299 Capoeira in Praxis: Advancing the Well-Being and Empowerment of Adults with Intellectual Disabilities**

The Innovative Other

**Day:** 6/29/2019 **Time:** 10:00-10:50 AM **Room:** NLU 6013

##### **Abstract**

What does capoeira and community psychology have in common? Both share philosophies of inclusiveness, community, and social justice. Capoeira in praxis

explores the intersection of physical activity, music, and rhythm as experienced in Capoeira para CrêSer – a community of special adults learning and growing in Porto Alegre, Brazil. Capoeira is a Brazilian martial arts with an underlying philosophy of nonphysical contact, community, and teamwork (Burt & Butler, 2011). Created by Brazilian slaves of Sub-Saharan African origin as a form of resistance, capoeira has historical roots in repression, institutionalism, and issues of social class. Capoeira combines physical activity, music, and rhythm within the context of positive interaction among people, positive role modeling, diversity, and cultural awareness. No other martial art combines what Bandura (1986) refers to as reciprocal determinism amongst a tridactic interaction of behavior, environment and interpersonal aspects. While limited empirical research exists on the effects of capoeira as a psychosocial intervention, the potential to empower disenfranchised groups is profound. Community Psychologist Karen Galea, PhD will facilitate a discussion with capoeira expert and Contra Mestre Márcio Rosa Gomes. Contra Mestre Rosa Gomes, a Brazilian native, will explore the transformative process capoeira has had on adults with intellectual disabilities through Capoeira para CrêSer or Capoeira to Believe in the Human Being, a group he founded in 2007 in Porto Alegre, Brazil. This session will include a presentation of Capoeira para CrêSer followed by a conversation culminating in an interactive demonstration where participants will have the opportunity to learn basic capoeira movements. Participants will discover and explore capoeira in praxis as a psychosocial intervention and why Gomes attributes his students' growth to the core philosophies of inclusiveness, teamwork, and community embodied in this unique martial art form.

##### **Chairs:**

*Karen Galea*, University of Miami; *Márcio Rosa Gomes*, Esporte Nacional Capoeira

#### **300 What, When, How of Calls-to-Action: How “Rapid” Should My Response Be?**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 10:00-10:50 AM **Room:** NLU 6017

##### **Abstract**

This roundtable will engage the participants in a discussion on the process of creating and disseminating calls-to-action through SCRA, including both policy-related statements and rapid responses, and what can be done to maximize their impact. This roundtable panel will discuss how the process differs for creating rapid responses as compared to the more formal policy statements that represent "official" SCRA positions. For example, rapid responses allow the author(s) to take a policy position quickly and are meant to generate immediate action by activists versus formal policy statements which “provide clear, succinct summaries of scientific research and accumulated knowledge from practice accompanied by recommendations to policy makers and the general public” (<http://www.scra27.org/what-we-do/policy/policy->



position- statements/); thus, policy statements communicate SCRA's position on pressing social issues. However, the process of developing such an official statement could be fraught with delays and challenges and may not necessarily generate action without a corresponding dissemination and promotion strategy. Discusants include (1) academics who collaborated on developing an official SCRA policy statement on forced separation and deportation that was published in *The American Journal of Community Psychology*, and a rapid response in solidarity with Tribal Nations opposing the Dakota Access Pipeline; (2) a former government regulator who developed two rapid response positions on gun violence and climate change that were published in *The Community Psychologist* and featured on the APA public benefits website ([psychologybenefits.org](http://psychologybenefits.org)); and (3) the Chair of the SCRA Policy Committee. This roundtable will engage participants directly in exploring this Biennial's theme regarding the use of research and theory in direct action by discussing processes for developing Calls to Action, including conditions and pros and cons for each format, alongside example scenarios where one would pick a rapid response over a policy statement and vice versa.

**Chairs:**

*Ashmeet Oberoi*, University of Miami; *Chris Corbett*, Independent Consultant and former government regulator; *Taylor Scott*, Pennsylvania State University; *Sara Buckingham*, University of Alaska Anchorage; *Dana Rusch*, University of Illinois at Chicago, Institute for Juvenile Research

**301 Reflections on Meaningful Collaborative Research: The Creation of a Community-Based Collective for Domestic Violence Survivors**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 10:00-10:50 AM **Room:** NLU 6036

**Abstract**

Effective collaborations are key to implementing successful community-based research studies and engaging in systems change. In a diverse collaborative, each person may have a different understanding of what contributes to a successful partnership. In this roundtable, the authors will discuss the development of the Domestic Violence Action Research Collective (DV-ARC), an issue-focused, city-specific, community collaboration that has been in existence for over two years. This Collective is comprised of a small group of practitioners and researchers who hold multiple perspectives about gender-based violence (GBV). We aim to generate and implement high-impact, survivor- and community-centered research and evaluation projects that build survivors' power, increase survivor-responsive care within systems, and enhance individual and community safety. The goal of this roundtable is to discuss the conceptualization of DV-ARC, its current functioning, and effectiveness according to different collective members. Attendees to this roundtable will hear a candid discussion about the joys, benefits, and opportunities for growth that were present in our origin

story. We primarily want to engage in dialogue with attendees who have created similar issue-focused collectives in their own communities or would be interested in starting a similar group. The Collective is also currently conducting a participatory, community-based qualitative study focused on how survivors who are homeless or housing insecure are screened when reaching out to the city homeless shelter system for families. This study is the first of its kind (collaborative, community-based, participatory) focused on domestic violence in D.C. Findings from this study will give needed insight on how the local housing system identifies violence and provides support to people whose primary cause of homelessness was DV. We will discuss the lessons we learned partnering with the local housing system in order to implement a politicized study within a rapidly gentrifying city.

**Chairs:**

*Nkiru Nnawulezi*, University of Maryland, Baltimore County; *Lauren Cattaneo*, George Mason University; *Liz Odongo*, DC Coalition Against Domestic Violence; *Stephanie Hargrove*, George Mason University; *Rachel Camp*, Georgetown University; *Dawn Dalton*, DC Coalition Against Domestic Violence; *Deborah Epstein*, Georgetown University; *Erin Scheick*, Bread for the City; *Catherine Klein*, Catholic University of America; *Latoya Young*, DC Coalition Against Domestic Violence; *Syeda Younus*, George Mason University

**302 Community Psychology in the Workforce**

Town Hall Meeting

**Day:** 6/29/2019 **Time:** 11:00-11:50 AM **Room:** NLU 4012/4014

**Abstract**

The purpose of this roundtable discussion is to discuss the relevance of community psychology in the changing workforce. In the Book titled "Employment Opportunities in Community Psychology" O'Donnell and Ferrari explored job opportunities for community psychologists by asking people to share their experiences, share their strategies, and what were their processes for looking for jobs. Do jobs still exist for community psychology graduates today? What is the job forecast like for Master's level psychologists and Ph.D. graduates. Should students consider a post-doctoral opportunity, go directly into practice, participate in non-for-profit work, take an industry job or select an academic path. The theme of the conference is Ecological Praxis: System Complexity, Cycles of Action and Extending out Metaphors with the Natural World. When it comes to our Values and our principals – is Community Psychology still relevant in this current economy? Panelists will be asked the following questions and questions will be gathered from the audience. 1. How do we prepare current graduate students for the job market? 2. How do we translate our skills sets to meet the current demands of the job market? 3. What does a community psychology elevator speech look like? 4. IN what ways might the community psychology practice competencies prepare our graduates

for the workforce? 5. In what ways can our program balance communal thriving with what students want to pursue as a career? Audience members will leave this session with lessons learned and potential thoughts to move the field forward in terms of curriculum changes in current graduate programs and skills building exercises such as learning additional statistical skills, evaluation expertise, facilitation and research methods.

**Chairs:**

*Alissa Bey*, Wichita State University; *Judah Viola*, National Louis University; *Rhonda K Lewis*, Wichita State University

**303 Collaboration With Hospitals In Community Based Research**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 11:00-11:50 AM **Room:** NLU 4020

**Abstract**

Community psychologists partner with diverse community-based stakeholders to conduct research that will promote health and well-being. Hospitals are potential partners for community psychologists focused on medical and health related issues, but little attention has been paid to collaborating with this specific type of setting. Hospitals pose unique challenges and opportunities in regard to access, participant recruitment, data collection, and policies and procedures for working with external research. This roundtable brings together two projects that collaborate with hospitals in different capacities in order to discuss challenges encountered, strategies employed, and other lessons learned from working with hospitals in research. The first project works primarily with a community based agency that provides advocacy services to sexual assault survivors while they are at local hospitals. The project involves interviewing hospital staff about the advocacy services. Researchers worked closely with hospital staff to identify and recruit individuals that met inclusion criteria. The second project involves recruiting sexual assault survivors to participate in interviews about the services they received at the hospital post-assault. The study also involves accessing hospital records from medical/forensic exams to understand sexual assault case progression through the criminal justice system. The presenters will discuss unique experiences in their individual projects as well as shared challenges and recommendations for collaborating with hospitals on research. Roundtable attendees will be encouraged to share their own reflections on collaborating with hospital and medical settings.

**Chairs:**

*Peggy Tull*, DePaul University; *Megan Greeson*, DePaul University; *Jessica Shaw*, Boston College; *Annie Wegrzyn*, DePaul University

**304 Experiences of Sexual Abuse for Specialized Populations**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 11:00-11:50 AM **Room:** NLU 4022

**Abstract**

The symposium will explore the prevalence of child sexual abuse across varying vulnerable populations. Sexual abuse often by nature involves a power imbalance between the victim and perpetrator. This means that those under authority figures, including children, individuals with disabilities, people with increasing cumulative adverse experiences, and even athletes are especially vulnerable to victimization (Brown-Lavoie, et al., 2014; Brown, et al., 2017; Fasting, Brackenridge, & Walseth, 2007; Venaziano, 2000). Despite overwhelming statistics and knowledge about the occurrence, more work needs to be done in terms of effective intervention and prevention. With this growing area of research, documenting the experience within these populations helps to inform a bigger picture of our understanding of the contexts in which child sexual abuse occurs, but also the possible ways to go about prevention. To initiate the discussion, symposium participants will introduce to the audience to research around these specialized populations. Specifically, researchers will discuss varying characteristics and rates about sexual abuse and exploitation among a group of young offenders, those identified on the autism spectrum, and child athletes. All of these groups have been identified as particularly vulnerable populations for child sexual abuse (Brown-Lavoie, et al., 2014; Brown, et al., 2017; Fasting, Brackenridge, & Walseth, 2007; Venaziano, 2000). Such an exploration will allow for a deeper understanding of the varying contexts in which child sexual abuse occurs and potential routes for intervention. Audience participation will be facilitated throughout the discussion by posed questions from the symposium participants. Specifically, participants will ask the audience to 1) consider risk and protective factors for these vulnerable populations; 2) best ways to support the known protective factors, and 3) how to adapt interventions to meet the needs of a given population.

**Chairs:**

*Kristy Shockley*, UMass Lowell; *Melissa Pope*, UMass Lowell; *Hannah Johnson*, UMass Lowell; *Charlotte Wilinsky*, UMass Lowell

**305 The Human Causes and Consequences of Disasters: Examining Collective Crises through the Lens of Community Psychology**

Symposium

**Day:** 6/29/2019 **Time:** 11:00-11:50 AM **Room:** NLU 5006

**Abstract**

Disasters are often viewed as acute, physical events, but recent disaster research has highlighted the social and institutional roots of disasters. Disaster scholars have advocated for an elimination of the phrase "natural disaster", emphasizing instead the human causes (e.g., poor land use policies, inadequate building codes, poor governance) and consequences (displacement, social

disruption, economic losses) of environmental threats and extreme events (c.f., Tierney, 2014; Wisner, Blaikie, Cannon and Davis, 2003). This panel will examine the impacts of major disasters on affected individuals, families, and communities, highlighting how systems in place in advance of major crises and policies tools implemented post-disaster influence community resilience, response, and recovery. We will examine multiple types of disasters, including floods, hurricanes, and mass shootings in the United States, and the refugee crises in Europe. While there is considerable variation in the contexts of the research presented, all will examine these collective crises through the lens of community psychology and discuss implications for policy and practice.

**Chairs:**

***Sherri Brokopp Binder***, BrokoppBinder Research & Consulting

**Presentations:**

**Place Attachment and Community Support of Natural Disaster Victims: A Mixed Method Study**

*Manyu Li*, University of Louisiana at Lafayette; *Thomas Daniel Cain*, University of Louisiana at Lafayette; *Theresa Wozencraft*, University of Louisiana at Lafayette

Background: This mixed-method study aimed at understanding the experiences of Gulf Coast flood and hurricane victims and the role of place attachment and community support in their recovery. For example, Louisiana experienced a historic flood in 2016 and Houston and surrounding areas were greatly destroyed by Hurricane Harvey. The experiences of natural disasters have been found to be closely related to psychological distress, such as depression, and decrease in subjective well-being (e.g., Kopala-Sibley et al., 2016). These effects can be short-term, but often the effects are long-lasting (e.g., Lawrence-Wood et al., 2015). This study examined 1) how victims described their losses, short-term and long-term psychological distress, coping behaviors, and the community support they received and offered (Qualitative semi-structured interview), and 2) whether victims' psychological distress was predicted by the experiences of damages from natural disaster and whether place attachment and community support moderated the relations between natural disaster and place attachment (Quantitative survey study). Method: For the semi-structured interviews, twenty victims of natural disasters were recruited through snowballing techniques. For the survey, 500 participants in the Gulf Coast areas were recruited through online survey. Results: Preliminary interview results showed that victims were distressed by the damages and the hassles of restoring lives to normal. In addition, the lack of social support or family support could also lead to high distress. On the other hand, some participants mentioned feeling positive because of receiving community support and other social capitals from their community in the process of rebuilding their

home. Preliminary survey results showed that most of the survey Gulf Coast victims experienced losses in natural disasters. Place attachment and well-being was positively related to community support received and given during the flood. Implications of how to address the psychological distress of victims of natural disaster through community action will be discussed.

**Making Them Whole? Exploring the Long-term Impacts of Post-disaster Home Buyout Programs**

*Sherri Brokopp Binder*, BrokoppBinder Research & Consulting; *John P. Barile*, University of Hawaii at Manoa; *Charlene K. Baker*, University of Hawaii at Manoa

Home buyout programs facilitate the permanent relocation of residents away from areas that are at risk from future hazards, and they are an important policy tool for climate change adaptation in coastal communities. However, few studies have examined the impacts of home buyout programs over time. In the wake of Hurricane Sandy, the State of New York implemented a home buyout program in several coastal communities as part of a broader disaster mitigation and recovery effort. This study examined between-neighborhoods differences across three communities impacted by the buyout program: one that rebuilt in situ, one that participated in a buyout and relocated, and one located immediately adjacent to the buyout zone. Results indicate that while the buyout program was successful in relocating households out of at-risk areas, affected households experienced negative impacts associated with the relocation process. Over a five-year period, participant outcomes fluctuated by neighborhood of origin on several key recovery indicators, including social capital, stress, place attachment, perceived risk, satisfaction with life, and health-related quality of life. Five years after Sandy, buyout participants continue to experience losses in health and social and place attachments. At the same time, residents in the neighborhood adjacent to the buyout zone are showing signs of decline in social capital, satisfaction with life, and place attachment. These findings suggest that the social costs of buyouts extend well into the recovery period, and that the place-based ties and social networks that would typically help individuals cope with disaster impacts and persevere through adversity may be diminished for households impacted by buyouts, ultimately hindering their recovery. Implications for relocation policy and practice are discussed in the context of acute and slow onset hazards, including forced relocation due to climate change.

**Recuperating from Sandy Hook Elementary School Disaster: How Community Gardening and Volunteerism Contribute to Personal Happiness and Resilience**

*August John Hoffman*, Metropolitan State University; *Melissa Serafin*, Metropolitan State University; *Jordan Seitz*, Metropolitan State University

The current study examined the relationship between combined “green space” activities, community service engagement and volunteerism with traits that are commonly associated with personal happiness, resilience and fulfillment: Optimism, extraversion, personal control and self-esteem. A Pearson Correlation Coefficient determined a highly significant correlation among volunteers ( $n = 25$ ) participating in various community service work activities with reports of feeling better as a person (i.e., personal happiness) and increased environmental awareness ( $r = .566, p < 0.01$ ). The study also examined the therapeutic effects of green space development (i.e., community gardening practices, horticulture and fruit tree orchards) in helping the Sandy Hook Elementary School community recover from the shooting tragedy that occurred on December 14, 2012. At that time the shooting was the second deadliest mass shooting event by a single person in the United States. Participants (five students from Metropolitan State University and three participants from Inver Hills Community College) volunteered in a community fruit tree planting activity as a means to help community residents recuperate and honor the memories of the victims that were killed on that day. Participants were interviewed and surveyed shortly after their work in Newtown, Connecticut regarding their experiences in completing the community service work. A Pearson Correlation Coefficient was used to determine if a significant correlation existed among the four primary domains of community service work activities: Awareness of the needs of others; sense of personal responsibility; understanding the needs of underrepresented groups; and a willingness to participate in future community service work activities. A significant correlation between perceptions of the importance of community service work activities and feeling connected to one’s community ( $r = .802$ ) and a willingness to participate in future community service work activities ( $r = .882$ ). Results and suggestions are offered for future research.

### **The European Refugee Crisis (or Crises): Change in Cross-Sectoral Response over Time**

*Eric Martin*, Freeman College of Management, Bucknell University; *Isabella Nolte*, Berlin School of Economics and Law

The Refugee Crisis in Europe required public, NGO and voluntary responses (Francart and Borton, 2016; UNHCR, 2017) as the situation unfolded over several years, changing dramatically at times. Organizational learning served as a primary motivator for research and analysis in this transboundary crisis (Moynihan, 2008). The practitioners we spoke with often grappled with how lessons learned could be applied to new situations (Ansell, Boin and Keller, 2000). We embraced a cross-sectoral interorganizational partnering approach as our primary perspective to evaluate this multi-stakeholder response (Comfort, 2007; Kapucu, 2008; Martin, Nolte and Vitolo, 2016; Nolte and Boenigk, 2011; Raju and

Becker, 2013). However, our work highlighted the importance of change over time within this crisis. During the course of our research we learned that practitioners in the field saw the refugee response as multiple crises, not a single overarching crisis. Our respondents shared an understanding of critical turning points that shifted crisis response over time, and over boundaries. These changes affected programming, staffing and budgeting, as well as the way stakeholders partnered. Players in each sector perceived potential partner organizations differently across these phases. This research is based on 50 individual interviews, seven focus groups and eight site visits to formal refugee centers, informal camps, and resource centers for refugees. Respondents represented multiple levels of management and operations in governmental, nongovernmental and informal voluntary organizations in Greece, Macedonia and Serbia. Data collection took place in the spring of 2017. Using the four key factors of leadership, predisposition to cooperate, number of stakeholders and incentives to partner, we explore how cross-sectoral relationships during this crisis changed as the crisis itself evolved over time (Faerman, McCaffrey and Van Slyke, 2001; Waugh and Streib, 2006).

### **306 Modeling With Communities**

Symposium

**Day:** 6/29/2019 **Time:** 11:00-11:50 AM **Room:** NLU 5007

#### **Abstract**

Community psychology is increasing its engagement with systems thinking and modeling. As we dig deeper, strategies for generating models and evaluating modeling processes with community members become more important. In this session, we will offer three presentations exploring strategies for building and evaluating models with community members. The first two presentations will describe projects using mental modeling and system dynamics modeling with community members. The mental modeling project occurred within the context of a coalition promoting postsecondary attainment in a medium sized county in Michigan and focused on understanding how mental modeling can be used to assess similarities and differences in the ways coalition members define the problem they work on. The system dynamics project occurred in the context of community conversations about urban livestock in Detroit, MI and focused on generating a process for creating system dynamics models using community engagement and system archetypes. They will discuss processes for using these approaches, the settings in which they are appropriate, and findings from using them. The third presentation will discuss processes available for evaluating participatory modeling processes with communities. It will focus on available frameworks for evaluating participatory modeling and discuss the process of designing an evaluation plan for a participatory food system modeling process in Flint, MI. Participants will leave with new knowledge about the modeling tools available to them and processes they can use to evaluate participatory modeling in their work.

**Chairs:***Jennifer Lawlor*, Michigan State University**Discussant:***David Lounsbury*, Albert Einstein College of Medicine**Presentations:****Mental models as a tool for understanding individual problem definitions***Jennifer Lawlor*, Michigan State University; *Parie Golshan*, Michigan State University

Mental models refer to the cognitive structures each individual has that facilitates the process of understanding the world around them and making decisions about actions. We often use these to simulate potential actions or implications of action. These structures can be conceptualized as individual definitions of problems. In community coalitions, a shared understanding of the problem that members address is often touted as critical for collaboration in settings like community coalitions. In this presentation, we will define mental models, explain their relevance for understanding how individuals define problems, and discuss a study in which we collected mental models from members of a community coalition promoting postsecondary attainment in the tri-cities region of Michigan. We will outline our process for collecting and analyzing mental models using fuzzy cognitive mapping and the extent to which coalition members varied in their mental models of the problem being addressed. Specifically, we will discuss similarities and differences in mental models in terms of their structure, content, and function. We will conclude with future directions for using this approach in community settings as well as how it may fit in with other approaches to modeling in community settings.

**Tandem Modeling: Pairing low resolution, archetypal modeling with engagement efforts around complex community challenges***Kyle Metta*, Michigan State University; *Laura Schmitt Olabisi*, Michigan State University; *Renee Wallace*, FoodPLUS Detroit

Community psychology is a field that holds participatory processes and the pursuit of systems change as key values. However, methods used are sometimes inadequate for fully embodying those values. We have seen calls for methods that more directly incorporate complexity and system characteristics, but community psychologists rarely implement many of these approaches in their research. This orientation towards system change, public engagement and participatory processes make the field unique in its ability to embrace new methods that empower stakeholders in decision processes. In this presentation, we demonstrate an approach that captures community context through public engagement in order to construct a simulation model that enhances understanding of a

complex community problem. The method we present lowers potential barriers to modeling that may exist with group model building and traditional system dynamics modeling, while preserving the contextual knowledge stakeholders have of the system. We demonstrate how to incorporate public engagement process data in building and parameterizing a simple archetypal model that can then be used to understand the underlying dynamics and potential scenarios. We first review the literature on systems methods and participation in community psychology, with an emphasis on system dynamics modeling. Then we describe our case study of modeling urban livestock keeping in Detroit, MI, collecting public process data to generate a system dynamics model. We conclude with suggestions for implementing this approach in other contexts.

**A Critical Systems Approach to Evaluating a Participatory Modeling Project***Miles McNall*, Michigan State University; *Jennifer Lawlor*, Michigan State University; *Kyle Metta*, Michigan State University

Participatory modeling (PM) is a learning process that elicits the knowledge of stakeholders to create formalized and shared representations of social-ecological systems. In PM, stakeholders are involved in formulating the problem and using simulation models to enhance their understanding of the features and dynamics of systems of interest, create and test solutions, and support collective decision making. The growth of PM approaches in the field of socio-environmental systems modeling has been rapid in recent years, but an understanding of how particular PM procedures contribute to the intended outcomes of PM, such as enhanced learning or improved collective decision making, lags somewhat behind. In response to the need to evaluate the processes of PM, the outcomes of PM, and the relationship between the two, a small number of PM evaluation frameworks have emerged. Although these frameworks represent progress, a comprehensive PM evaluation framework that integrates existing frameworks while also drawing on theories, principles and practices from broader evaluation field is still needed. In this presentation, we discuss how such a framework was developed in collaboration with the stakeholders of the Flint Leverage Point Project. In addition, we will discuss how we used a particular systems approach, Critical Systems Heuristics, that is gaining increased attention in the evaluation field to critically examine evaluation boundaries (who and what is included or excluded from the scope of the evaluation) around who benefits from the project, who has control over project resources and decisions, whose knowledge is considered expert for the purposes of the project, and how the interests of people who might be harmed by the project are represented. Asking these boundary-defining questions led us to include new evaluation foci and questions to those derived from existing PM evaluation frameworks.

**307 Forging Partnerships and Common Priorities with Usual Care and Community Settings: The Indispensable Prep Work Before Community-Based Research Can Start**  
Symposium

**Day:** 6/29/2019 **Time:** 11:00-11:50 AM **Room:** NLU 5016

**Abstract**

The historic Surgeon General's reports on mental health (MH) and the MH of ethnic-racial minorities (Department of Health and Human Services, 1999; 2001) highlighted the presence of efficacious treatments for most MH disorders. However, these same reports and current research (e.g., Garland Haine-Schlagel, Brookman-Frazee, Baker-Ericzen, Trask, & Fawley-King, 2013) also underscore a conspicuous gap between research and clinical practice suggesting that the identification of evidence-based treatments and practices (EBTPs) are necessary but not sufficient to assure their implementation and effectiveness in community settings. Moreover, although the attention and research on how to bring EBTPs to scale and communities of color is increasing, an important component is often lacking in detail in this literature, the indispensable preliminary work that occurs before the activities delineated as the actual research (e.g., testing of intervention, hypotheses testing) can proceed. The purpose of this symposium is to present the critical process of establishing collaborative community-university partnerships in three separate programs of research. The first presentation will describe critical preliminary work behind the launch and implementation of a study of community-based clinicians' naturalistic use of a behavioral parent training program with Latino immigrants. The second presentation will discuss the process of establishing collaborative partnerships with Early Intervention programs and providers to promote mental health wellness among families outside traditional MH care settings. The third presentation will describe the process of engaging in long-term collaboration with park district administration and staff to develop publicly funded after-school programming that includes EBTPs to enhance the MH benefits of participation in out-of-school activities for low-income urban children. Common across these programs of research is an emphasis on investing time and resources on relationship building, partnering and identifying compatible agendas between community sites and research teams as the foundation in which to build contextually responsive programs of community-based MH services research.

**Chairs:**

*Ane Martinez-Lora*, School of Social Service Administration, University of Chicago

**Discussant:**

*Dana Rusch*, University of Illinois at Chicago

**Presentations:**

**Investing in Foundational Work Prior to Testing an Evidence-Based Treatment with Latino Immigrants in Community-Based Mental Health Agencies**

*Ane Martinez-Lora*, School of Social Service Administration, University of Chicago; *Stacy Frazier*, Florida International University; *Marc Atkins*, University of Illinois at Chicago

This presentation will describe the foundational work behind the launch and implementation of a small NIMH-funded feasibility and acceptability study (K23MH083049) of community-based clinicians' naturalistic use of an evidence-based behavioral parent training program, validated on non-Latino and non-immigrant samples, when using it with predominantly Spanish-speaking Latino immigrants. Primary themes throughout this presentation are partnering with agencies to identify benefits of the research collaboration (e.g., improve agency's capacity to provide high quality treatment to their growing Latino immigrant population, provide high quality evidence-based psychosocial training to clinicians), highlighting commonalities across agency service priorities, parents' concern about their children's behavior and our research goals, and tailoring the research process for vulnerable populations, in this case Latino immigrants. Much of this preliminary work focused on three areas. The first area focused on developing and implementing a three-tiered nested process of recruitment: (1) community-based mental health agencies serving a large or growing low-income Latino immigrant population were identified and recruited; (2) bilingual clinicians working in these agencies were identified and recruited; and (3) Latino immigrant families working with these clinicians were recruited. Due to the socially nested nature of the recruitment process and the potential pressure clinicians and parents could perceive to participate in the research project, the second area focused on protecting and safe guarding the volunteer status of research participants. The third area focused on the language adaptation of the behavioral parent training program (i.e., training materials used with clinicians, and parent handouts), and recruitment and consenting materials. The research process developed to identify and recruit agencies, clinicians within agencies, and parent-child dyads within clinicians' caseloads will be described. Measures taken in the recruitment and informed consent process to ensure full understanding and voluntary participation will also be described.

**Academic-Community Partnerships to Infuse Mental Health Promotion into IDEA Part C Early Intervention for Infants/Toddlers with Developmental Delay**

*Frances Martinez-Pedraza*, Florida International University; *Stacy Frazier*, Florida International University; *Daniel Bagner*, Florida International University

Infants/toddlers with developmental delays (DD) and their families experience increased behavioral and social-emotional challenges that interfere with preschool readiness and influence caregiver stress. Home-based

Early Intervention (EI) services provide a unique opportunity to support families to strengthen family interactions, promote mental health, and prepare children for preschool (Bagner, Frazier, & Berkovits, 2013). Front-line EI providers are therefore uniquely positioned to impact caregiver-infants/toddler interactions, especially among disproportionately underrepresented ethnic/racial minority families who are more likely to live in poverty. However, we have learned through our NIMH-funded work with EI agencies (R34MH110541) that providers have limited opportunities for systematic professional development. Therefore, this presentation will focus on two years of ongoing collaboration with EI in Miami, Florida (i.e., Early Steps) to develop a model of workforce support to disseminate and practice empirically-supported tools for mental health promotion (e.g., family routines and relationships) and screening for behavioral and social-emotional challenges (e.g., autism, externalizing, and internalizing behaviors). Specifically, we will: (1) Present World Café data from 11 providers from five partner agencies participating in 5 planning meetings over 7 months to illustrate shared decision making; (2) Introduce “Playing with PRIDE,” based on the Infant Behavior Program (Bagner et al., 2016), as an exemplar of an evolving workforce support framework that includes electronically distributed didactic instruction (30 minutes), in-person practice with feedback (2 hours), and virtual follow-up support (1 hour); (3) Share findings from three focus groups conducted with providers to assess feasibility and acceptability; and (4) Discuss emerging collaborative efforts to support EI providers in integrating screening as a caregiver engagement tool. Collaboration has highlighted the need to better understand EI usual care, the role and function of providers, and the enthusiasm for more resources and professional development.

#### **Merging Local and Academic Knowledge to Support After School Recreation Staff Toward Promoting Youth Resilience**

*Rachel Ouellette*, Florida International University; *Tommy Chou*, Florida International University; *Allison Goodman*, Florida International University; *Stacy Frazier*, Florida International University

Afterschool presents an exciting context to promote resilience in youth exposed to community stressors (e.g., poverty, racial/ethnic disparities and prejudice, and community violence). Staff can facilitate resilience by engaging in effective and positive interactions with youth, promoting life skills common across prevention programming, and leveraging teachable moments in sports and recreation.<sup>1</sup> Afterschool staff represent a unique workforce due to high variability in educational backgrounds (e.g., business, social work, physical education) and previous experience working with youth (with education level and work experience inversely related).<sup>2</sup> Greater variability in knowledge and skills relates to increased social capital in other settings, contingent on knowledge sharing opportunities. This

presentation will describe our evolving and ongoing effort to support a large, publicly funded, multi-site, park-based after-school program, serving adolescents in urban neighborhoods characterized by high community violence. Program content and workforce support have been informed by program leadership and frontline staff feedback across three years and 13 parks serving 281 middle school youth, with increasing attention to harnessing the natural strengths that after-school staff bring to their roles and functions. Surveys revealed 70% (47 of 67) staff reported enthusiasm (likely or very likely) to use an online peer communication tool (e.g., Slack) for exchanging information and ideas for activity planning and engaging youth. We will introduce development and delivery of a multi-faceted workforce support approach to merging academic and local knowledge, including: 1. web-based didactic training and on-site support provided by the academic partner around strategies for promoting resilience in youth; 2. in-person modeling and group problem solving of skills led by influential frontline staff during group trainings; and, 3. online peer communication to share knowledge across sites and staff. Usage statistics will be presented, including associations with staff perceived social support.

#### **308 Policy to Practice: The Impact of Legislation and Federal Guidance on Local Systems**

Town Hall Meeting

**Day:** 6/29/2019 **Time:** 11:00-11:50 AM **Room:** NLU 5026

##### **Abstract**

Legislation is often complicated and may leave procedural and implementation questions unanswered. To assist with implementation of and compliance with legislation, government agencies sometimes release guidance documents. However, these may be rescinded when an agency determines they are improper, inconsistent with current law, or otherwise unnecessary. In the past two years, the Department of Education and the Department of Justice have rescinded multiple guidance documents, with negative consequences for local policy and practice. For instance, the Department of Education rescinded sexual assault guidelines and protections for some groups of students (e.g., trans\* students), and the Department of Justice rescinded a manual for reducing disproportionate minority contact in the juvenile court system. Without guidance documents or similar implementation supplements, there can be a gap between policy and practice. Further, legislation that is not based in research or an understanding of the current system contributes to poorly constructed policy that, while often well-meaning, negatively impacts our communities. This town hall will engage participants in discussion of specific federal and state legislation in education, juvenile court, and child welfare, and implementation supports—or lack thereof—that impact local practice and advocacy. Presenters will offer a “choose your own adventure” approach with town hall participants selecting the topic(s) most closely related to their interests. To facilitate discussion, presenters will briefly describe a policy-practice gap in the selected

topic area(s). From there, presenters will describe strategies to address the policy-practice gap in their applied community work (e.g., bill analysis, empirical grounding, multi-level analysis, public awareness, coalition building, champion development) and seek additional ideas from participants on how to overcome challenges. Participants will be asked to share policy challenges and advocacy strategies from their work for a larger discussion about how policy impacts practice, and how community psychology values can be leveraged to improve systems.

**Chairs:**

*Jaimilee Behrendt-Mihalski*, Council for Children's Rights; UNC Charlotte; *Emily R. Tamin*, Council for Children's Rights; *Jacqueline M. Tynan*, Renaissance West Community Initiative; UNC Charlotte; *Jacqueline C. Larson*, UNC Charlotte

**309 Developing Innovative Student-Centered Approaches to Youth Engagement in Secondary Education**

The Innovative Other

**Day:** 6/29/2019 **Time:** 11:00-11:50 AM **Room:** NLU 5028

**Abstract**

We present reflections on two practice-based projects aimed to support youth engagement and wellbeing in secondary schools through student-centered approaches. One project sought to increase collaboration and engagement by exploring the personal goals of students, staff, and parents in an English Language Development program. We used a Personal Projects Analysis approach to identify shared concerns by exploring connections between the individual goals of each stakeholder as they relate to education. These efforts to support student and parent engagement can serve to more equitably incorporate shared interests into the curriculum. As a concrete example of building on collective goals to facilitate change, we present a study of a youth-adult partnership focused on a student-identified need to respond to racism within a secondary school. The partnership included students, school/school board staff, community members and the researcher working together over the course of several months. We developed a series of recommendations for promoting an anti-racist school climate at multiple levels. Findings highlighted best practices for fostering allyship, empowerment, and authentic engagement, as well as developed an initial model for conducting youth-adult partnerships in school settings. We argue that the two approaches are highly compatible and both inform a student-centered approach to engagement. We will explore how these two approaches can be blended into a cohesive tool for utilizing youth engagement to identify and act on collective issues of social justice and power. Multimedia contributions from participants in the projects will be included to share their experience, solidify concepts and foster active participation among the audience.

**Chairs:**

*Sarah Ranco*, Wilfrid Laurier University; *David Krzesni*, Wilfrid Laurier University

**310 Community Psychology and Cultures of Sustainability**  
Roundtable Discussion

**Day:** 6/29/2019 **Time:** 11:00-11:50 AM **Room:** NLU 5036

**Abstract**

As the consequences of the global climate crisis on communities around the world are becoming more apparent and severe, an increasing number of community psychologists are looking to use their skills and knowledge to address this urgent issue. In applying ecological and upstream thinking, it is clear that the nature of the problem, and, thus, avenues to transformative change are beyond the level of individual pro-environmental behaviours, which has been the focus of most psychology-based approaches to dealing with the climate change crisis. Instead, a more substantive cultural shift is needed toward a Culture of Sustainability (COS). But, what exactly is a COS and how do we engage people in co-developing such a culture? Discussing these questions is the focus of this roundtable. The roundtable will start with each organizer sharing their understanding of a COS and a brief example of how they work with communities on co-developing a COS. Each organizer will also share a challenge that they are grappling with. Participants will be encouraged to take notes on how these examples relate to their own practice and challenges. In the second phase, participants will be invited to share their understanding of the key aspects of a COS on sticky notes and put these on the wall. The two facilitators will then work with all participants to organize the sticky notes and develop a possible typology of a COS. They will ensure no important aspect or voice has been missed. Based on this emergent typology of a COS, the remaining time will be used to discuss different strategies for moving toward such a COS and what specific CP tools, theories, and principles may be most useful in that process.

**Chairs:**

*Manuel Riemer*, Wilfrid Laurier University; *Niki Harre*, University of Auckland; *Julie Pellman*, New York City College of Technology; *Carlie Trott*, University of Cincinnati

**311 Open Science and Community Psychology: Challenges and Opportunities**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 11:00-11:50 AM **Room:** NLU 6013

**Abstract**

"Many psychology findings not as strong as claimed, study says," laments the New York Times. "Study delivers bleak verdict on validity of psychology experiment results," echoes The Guardian. What is going on in social and cognitive psychological research, and does it affect our field at all? Simply speaking, the answer is yes: the issues affecting social and cognitive psychology and other sciences do affect community



psychologists, although the ways in which these issues affect community psychologists may differ from those doing research in these other fields. This roundtable will review the “crisis of confidence” in psychology and other fields, explore specific ways these concerns may affect community psychologists, and discuss potential solutions and ways community psychologists can lead the way toward adopting and improving open science research practices to be more applicable to those working in community contexts as researchers and practitioners. Attendees are invited to share their experiences with open science practices and the open science community as we brainstorm ways community psychologists can positively influence these conversations.

**Chairs:**

*Crystall Steltenpohl*, University of Southern Indiana; *Amie McKibban*, University of Southern Indiana; *Jordan Reed*, DePaul University; *Christopher Shorten*, DePaul University; *Amy Anderson*, DePaul University; *Jerry Jerrell*, University of Southern Indiana; *Christopher Keys*, DePaul University

**312 Community Psychology and Aging: Innovative Perspectives and Practice**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 11:00-11:50 AM **Room:** NLU 6017

**Abstract**

Community psychology addresses many important pressing societal issues in many diverse domains. Despite the breadth of issues typically subsumed by community psychology, the challenge of the increasingly older segment of our global population is not often included in the community psychology dialogue. Around the world, societies are rapidly aging; it is predicted by demographers that, by 2050, the proportion of individuals over 60 years of age will nearly double, reaching an unprecedented level of 22% of the global population overall. The rapid aging of the world population has dramatic implications across all aspects of our societies from the international to community levels. These changing demographics raise challenges regarding health services and community structures, but they also provide a great opportunity for us to consider how to restructure our communities so as to better serve older community members. Considering community psychology topics with an adult life-span perspective holds great promise to enhance the lives of people of all ages. This roundtable will consider how community psychology can play a vital role in charting the future for our aging global population. We will highlight currently undertaken inspirational work from different cultural perspectives and in different community psychology domains. For instance, we will discuss models that incorporate older adults in different cultures and settings, suggesting how to develop community structures that best fit the needs of older individuals. Moreover, we will also consider how to better integrate elders into our communities as well as unique interventions that are highly relevant to our aging

population. Many fascinating initiatives (such as the senior villages movement) will be discussed, and we will think forward toward additional innovations that our communities can incorporate by harnessing the strengths of our elders.

**Chairs:**

*Joseph Mikels*, DePaul University; *Gloria Levin*, Senior Villages: An ideal model for community psychology; *Judi Aubel*, Grandmother Project – Change through Culture; *Andrea Iglesias*, Urban Health Partnerships; *Michelle Ronayne*, The Counseling Center of Nashua

**313 Pathways to Compassion and Civility in Community Engagement Work**

Roundtable Discussion

**Day:** 6/29/2019 **Time:** 11:00-11:50 AM **Room:** NLU 6036

**Abstract**

For this session, we are proposing the presentation of 6 experiences from community psychology practitioners in which we outline the role of compassion and civility in community engagement. The first experience will describe one community’s work to bridge the divide by promoting dialogue and community cultural exchange between a progressive town in Massachusetts and a city in Letcher County Kentucky. The project is called Hands Across the Hills ([www.handsacrossthehills.org](http://www.handsacrossthehills.org)). Family stories were shared through art and dialogue, over various sessions. Some of the observed effects from these processes included greater understanding, appreciation, respect and even love for each other. Additionally, a strong sense of community was developed, as we now see gatherings in the neighborhoods supporting various local causes, along with a desire to explore more ways to supporting one another. This community was awarded the “U.S. Peacebuilding Award of Excellence” for its work between residents of Leverett and Letcher County, Ky. The second experience will describe a California’s rural community process exploring community prosperity beyond economics (CPBE), and how a follow-up photovoice project deemed civility as a reoccurring factor. The third experience will discuss a rural project to engage historically excluded populations, and the generations of issues in the past and even more recent events. The fourth experience will discuss a community course implemented by the Waterloo Region Crime Prevention Council, in which participants explored their notions of crime, justice, and prevention, by sharing their views and experiences with one another in a facilitated dialogue, and by participating in various out of the classroom group activities, designed for fostering a reflection process around the topics. We will be exploring the role of compassion into the development of the perspectives of crime, justice, and prevention.

**Chairs:**

*Carlos Luis Zatarain*, Wilfrid Laurier University; *Tom Wolff*, Tom Wolff and Associates; *Emma Ogley-Oliver*, Marymount California University; *Susan Wolfe*, Susan

Wolfe and Associates; *Ramy Barhouse*, University of Oregon; *Olya Glantsman*, DePaul University

## Poster Session #1 Wednesday, 11:50-12:50 PM

### Poster Session 1: 'Definitely she Used the Word Poison'. Elderly Sikh Immigrant's Experience of a Preventative Health Intervention

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

#### Abstract

**Aims:** Punjabi Sikh immigrants are more likely to develop and live with lifestyle related illnesses than the host population. Various socio-cultural factors have shown to pose barriers for this vulnerable community to access mainstream preventative health services. The current study aimed to explore how elderly Punjabi Sikhs made sense of taking part in a culturally adapted health promoting intervention (CAHPI), to facilitate physical activity and healthy eating behaviours. A newly developed behaviour change model: COM-B underpinned the intervention design and delivery. **Method:** Semi-structured interviews were conducted with 7 elderly Sikh immigrants who had taken part in the CAHPI. The resulting data was analysed using Interpretative Phenomenological Analysis. **Results:** Five themes were revealed: 1) "for our good health, we are getting some help", 2) "It was in our Gurdwara" 3) "We all got together, the time passed nicely", 4) "We are in a different stage in our lives now and 5) "You can't learn all the things in one day". **Discussion:** The analysis allowed this generally "unheard" community to voice their views of taking part in the CAHPI. The findings showed that by incorporating meaningful components relating to the design and delivery of such interventions, wider engagement of this community can be achieved. The IPA approach helped capture the complexities that exist between individuals within this community, and the meanings they attached to the phenomenon being explored. **Conclusion and implications:** In view of community health psychology's aims, the current findings show the importance of implementing theoretical constructs to facilitate the processes underlying behaviour change. Consequently, meaningful collaboration between health professionals and local communities can help identify strategies such as utilising places of worship and fear appeal approaches for delivering such initiatives, which have shown to have an impact in addressing some of the health inequalities that exist within this vulnerable community.

#### Chairs:

*Krishna Bhatti*, Coventry University

### Poster Session 1: 'Must They Stand Until They Fall': Exploring Links Between Property Vacancy and Health

### Through Community-Based Research

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

#### Abstract

Research on the ways in which neighborhood conditions influence health have emerged over the past few decades. This research reveals consistent links between factors such as crime, school quality, recreational spaces, and exposure to toxic materials to adverse consequences for socioeconomic mobility and health across generations. As a result, increased attention has been placed on linking community development and health strategies. Community-based research approaches, which are designed to equitably involve all partners in the research process to address community concerns and motivate social action, represent one strategy for integrating community development and health towards mutual goals. This poster presents findings from a community-university partnership that involved collaborating with community organizations and neighborhood residents to address local concerns that impact health. Seven neighborhood researchers identified a priority area and conducted research to identify action strategies. **Neighborhood researchers:** 1) utilized photovoice to document assets and challenges in their neighborhood; 2) interviewed community members using a semi-structured interview protocol they developed; 3) collected publicly available data; 4) conducted literature searches to support their efforts; and 5) presented their findings at a community-wide action forum. Findings indicated that unsafe structures and unhealthy housing conditions were major concerns for residents that adversely affected physical and mental health. Especially concerning were the detrimental effects of vacant and abandoned properties on children. Falling bricks, caved in roofs, unsecured doors and windows, and pests posed immediate health risks to neighborhood residents. Additionally, government responses to such conditions communicated messages regarding the value and worth of residents that lived in the neighborhood, which perpetuated stigma and limited future investment. To address these challenges, neighborhood researchers developed a plan to redevelop 14 contiguous vacant lots into a public park. This poster will present findings from the photovoice and interview components of the project and discuss how they informed action strategies.

#### Chairs:

*Andrew Foell*, Washington University in St. Louis; *Jason Q. Purnell*, Washington University in St. Louis; *Timetria*

*Murphy-Watson*, Grace Hill Settlement House; *Michelle Withhaus*, Washington University in St. Louis; *Rachel Barth*, Washington University in St. Louis; *Laura Kozak*, Grace Hill Settlement House; *Sal Martinez*, North Newstead Association

**Poster Session 1: “Soy Una Mujer con Mucha Resistencia y Resiliencia”: Supporting the Mental Health of Latina Immigrants Through a Community Health Worker-Led Peer Support Group Program**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Little Village is a predominantly Mexican immigrant neighborhood of Chicago with high rates of depression, stress, and anxiety. Approximately one quarter of residents are undocumented, and half are part of mixed-status families. Since November 2016, Little Village residents have reported worse mental health outcomes because of changes in immigration policy and enforcement. As trusted members of the community, community health workers (CHWs) are in a unique position to promote mental health in Latinx immigrant communities. A community-based organization in Little Village worked with CHWs to develop a 13-session peer support group curriculum tailored to local Mexican women that focuses on resiliency, love for self, family, community, self-determination, and empowerment. Two CHWs were initially trained in the curriculum. They subsequently trained a larger group of CHWs in implementing the curriculum in the community. Between January and June 2018, five CHW-led peer support groups were then piloted with 74 Latina women across different community sites to promote positive mental health outcomes. To evaluate the impact of the program on the mental health of support group participants, a survey was developed that includes validated measures on anxiety, stress, depression, self-efficacy, social support, resilience, and emotional support. Cronbach’s Alpha scores for each measure ranged from .85-.98, indicating high reliability. The survey was administered to program participants by the CHW facilitators at baseline, three months and at the end of the six-month program. Overall, 98% of the participants improved on at least one mental health indicator. Paired T-tests were conducted to compare each indicator at baseline and at the six-month time point. There were significant differences in general anxiety, perceived stress, depressive symptomology, self-efficacy, and emotional support. These results suggest that CHWs and tailored peer-support group programs focused on empowerment play a significant role in improving community mental health among Latina immigrant women.

**Chairs:**

*Marbella Uriostegui*, University of Illinois at Chicago; *Amanda Benitez*, Enlace Chicago; *Paola Quezada*, University of Illinois at Chicago; *Sahida Martinez*, Enlace Chicago; *Ilda Hernandez*, Enlace Chicago; *Hassan Chaudhry*, University of Illinois at Chicago; *Fanny Diego Alvarez*, Enlace Chicago

**Poster Session 1: “Their Opportunities Were Just Shattered Right in Front of Them”: Latinx Middle School Students’ Responses to the Rescission of DACA**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

A growing body of research has shown that shifting immigration policies have profound impacts on the psychosocial well-being of Latinx immigrant youth (Torres et al., 2018). Exclusionary immigration policies create a culture of fear that produce family and community stressors which extend to Latinx youth regardless of documented status (Barajas-Gonzalez et al., 2018). However, less studied are the processes through which Latinx youth come to understand and make meaning of their socio-political environment. Attending to the meaning-making process during early adolescence is particularly important as this is also a time of heightened identity development. The ways in which youth make meaning of social-political events may be influenced by their own social position and group membership. Thus, the present study examined the narratives used by Latinx middle school students to give meaning to the Trump Administration’s decision to rescind the Deferred Action for Childhood Arrivals (DACA) program and how those narratives intersected with their ethnic self-labeling. Qualitative interviews were conducted with 9 Latinx middle school students in the Southeast United States. Thematic analysis was employed. Preliminary results show that Latinx middle school students demonstrated varied levels of knowledge about the announcement to rescind DACA with only two students indicating no knowledge of DACA. Youth who talked about pride in connection with their ethnic-label also demonstrated more knowledge of DACA. Students who had some level of emotion in their responses also spoke about a direct impact to their own social networks (e.g., family, extended family networks, peers). A few students also connected the rescission of DACA to broader politics of immigration and experiences of discrimination, demonstrating that even as young adolescents they were highly attuned to pressing social-political issues. Theoretical and practice-based implications will be discussed.

**Chairs:**

*Andrea Negrete*, University of Virginia Department of Psychology; *Joanna Lee Williams*, University of Virginia Curry School of Education

**Poster Session 1: A Multi-Level Advocacy Framework for Roma Health**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

The lack of engagement and influence of the Roma population has been identified as a key challenge to overcome the health inequities suffered by them. In this direction, the European Commission developed a framework to ensure that Roma would benefit from the Health 2020 agenda. We propose that a multi-level advocacy framework that provokes transformative change within the multiple settings at-risk Roma living in marginalized community contexts. The goal of this project is to build a University-Roma Community framework to promote advocacy processes among multiple stakeholders—health professionals, organizational managers and Roma neighbors—to ensure the implementation of equitable policies in at-risk local contexts. We delineate a series of actions to mobilize the community in order to create a space to challenge the status quo, redistribute power, and to properly optimize the use of

resources in line with Roma health rights. This poster synthesizes the collaborative work carried out by a partnership built by university community psychologists, local care providers and Roma neighbors in the process of advocating for their health rights. The process consists of mapping Roma sensitivity in local health assets, raising awareness regarding Roma inequities within organizations and institutions, building advocacy capacity among a core group of providers in each organization through community-based participatory action research and developing empowering community settings to commit to a common agenda between all stakeholders. These actions intend to transform at-risk groups from a position of helplessness to empowerment, improving overall wellbeing and influence change within their communities.

**Chairs:**

*Maria Jesus Albar Marin*, Universidad de Sevilla - CESPYD;  
*Daniela Miranda*, University of Seville - CESPYD

**Poster Session 1: A Scoping Review of Identity, Quality of Life, and Community Integration Among Older Adults Living with Serious Mental Illness**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Approximately 46 million people in the United States are age 65 and older (U.S. Census Bureau, 2016). It is projected that about one-in-four individuals will be age 65 and older by 2060 which will constitute over 94 million Americans (U.S. Census Bureau, 2017). Aging adults often experience a decrease in their quality of life as physical illness and mental health issues increase, and social support and daily functioning decrease (Zaninotto et al., 2009). As of 2016, it is estimated that about 2.7% of older adults are living with at least one serious mental illness (SMI; NIMH, n.d.). Adults living with SMI generally experience a lower quality of life than those without mental illness (Evans et al., 2007) and often experience substantial barriers to community integration (Lemarie & Mallik, 2005). Viewed from an intersectional framework (Crenshaw, 1989), older adults living with SMI spontaneously experience two interconnected and marginalized identities: that of older adult and adult living with serious mental illness. In this poster presentation, we summarize results of a scoping review of existing literature on quality of life and community integration issues facing older adults living with SMI. Scoping reviews are fitting for addressing broad research questions across less developed areas of research (Dijkers, 2015). Research about older adults with SMI is currently scattered across multiple bodies of literature that include psychology, sociology, gerontology, and psychiatry. The present review synthesizes existing literature across disciplines about quality of life and community integration among older adults, adults with SMI, and older adults with SMI. Particular attention is paid to organizing studies that can highlight inter-relationships among the social identities of older adult and adults with SMI in understanding studies of quality of life and community integration. Implications of findings and directions for future community research and action are discussed.

**Chairs:**

*Erin Dulek*, Bowling Green State University; *Sarah Russin*,

Bowling Green State University; *Frances Griffith*, Bowling Green State University; *Catherine Stein*, Bowling Green State University

**Poster Session 1: Access to Indigenous and Allopathic Medicines for Indigenous populations**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Issue: Globally and persistently, indigenous peoples suffer from inequalities, whether health, political, social or economic. In particular, their state of health is generally lower than that of the general population. The presence of two systems of care, traditional medicine (MT) and allopathic medicine (MA), is characteristic of indigenous communities. Moreover, access to these two health systems has been identified as one of the key determinants of Indigenous health. The objective of this systematic review of the scientific and gray literature is to identify factors that positively or negatively affect access to traditional and allopathic medicines in indigenous populations worldwide. Methods: Articles from the past 20 years, from 1996 to 2016, have been analyzed, dealing with traditional, allopathic medicine or both within indigenous communities around the world. The contents of several databases have been reviewed. Results: A thematic analysis of the 45 articles that met the inclusion criteria made it possible to classify the barriers and facilitators into five categories. The categories selected following the review reflect the personal, relational, cultural, structural and political components of the barriers and facilitators. The structural category is the one that brings together the most themes, both in terms of barriers and facilitators. Conclusions: Practices that are based on well-being and strength, and where mutual respect, trust and understanding of each other's modalities are put forward, could be a first step towards reducing disparities in health.

**Chairs:**

*Caroline Ouellet*, Université du Québec à Montréal; *Judith Dextraze-Monaste*, Université du Québec à Montréal; *Thomas Saïas*, Université du Québec à Montréal; *Vanessa Sit*, Université de Montréal; *Lise Lamothe*, Université de Montréal

**Poster Session 1: Actor-Network Theory and Its Innovative Use in Community Psychology.**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

The uniqueness of Community Psychology resides in many things; our values, our practice and our way of doing research. Community psychologists possess great innovation skills for their research as it is shown through their use of mixed methods or participatory research (Nelson & Prillientensky, 2010). Although we show great diversity, we sometimes forget to seek other methods in related fields. Fields like sociology and other social sciences have methods that show great promise in deepening our analysis of social problems. One framework of analysis that has been underused by community psychologists is the actor-network theory (ANT)

or sociology of translation (Callon & Latour, 1986). The theory originated from sociology with the goal of grasping a more complex view of reality, than the one promoted by the more popular empirical tradition (Idem, 1986). The ANT frames the world as a social network created by people and objects that interact with each other in a specific setting. This network works through controversies that get resolved in the relationships between the different actors and objects with an act of translation. The translation process, where the different interests of different actors are being translated to achieve common ground, is framed in four steps: problematization, interestment, operation of enrolment and operation of displacement (Bilodeau, Chamberland & White, 2002). By its use of different layers of analysis, as mentioned above, this framework is a good way to capture the complexity of the reality of a social problem (Clavier et al., 2012). Using different case studies found in the literature, this poster advocates for the use of ANT in the field of Community psychology. This study also explores the wide range of use of ANT with an emphasis on the use of ANT to better describe power dynamics between in coalitions and partnerships.

**Chairs:**

*Elizabeth Brunet*, Université du Québec à Montréal; *Liesette Brunson*, Université du Québec à Montréal

**Poster Session 1: Assessment of Referral Uptake From a Vision and Eye Health Screening Led By Eye Care Providers**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

According to the CDC (2009), as life expectancy increases so does blindness and other chronic disease such as diabetes. By 2050, the blindness in the United States will double to more than 8 million people (NIH, 2016). Casey Eye Institute's outreach program aims to prevent avoidable blindness in the state of Oregon utilizing fully outfitted 33 foot mobile clinic that provides no cost comprehensive vision screenings. This poster presentation aims to tell the story of the community collaboration in caring for their members' access to eye care. Timely access to eye care that provides early diagnosis and treatment could dramatically reduce the burden of vision loss in the U.S. Community vision screening programs led by paraprofessionals are challenged to accurately identify eye disease leading to over referral of already financially strained participants. In an attempt to address recognized limitations of traditional screening methods, we investigated a community partnership model utilizing eye care providers to provide free comprehensive eye exams to at risk populations. We hypothesized that the addition of an on-site eye care provider to the traditional vision screening program would decrease the proportion of unnecessary referrals and non-compliance with referral recommendations. We conducted a telephone survey with participants 3 to 6 months after the community screening to ascertain whether providing free eye examinations delivered by eye care providers would lead to follow-up examinations with eye care providers for individuals identified to have vision threatening eye exam findings. Findings will be presented on characteristics of participants (urban and rural) that followed up with an eye care provider and those that did

not seek care. We will present on identified barriers, insurance status, and time and distance to eye care provider.

**Chairs:**

*Stephanie Lam*, Oregon Health & Science University; Casey Eye Institute; *Mitch Brinks*, OHSU - Casey Eye Institute; *Tosha Zaback*, OHSU - Casey Eye Institute; *Verian Wedeking*, OHSU - Casey Eye Institute; *Edward Kim*, OHSU - Casey Eye Institute; *Joan Randall*, OHSU - Casey Eye Institute

**Poster Session 1: Community Organizing Against the Commercial Sexual Exploitation of Children**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

The commercial sexual exploitation of children (CSEC) is a global issue that impacts children from cities in the United States and England to Botswana and Thailand. The United Nations (1989) defined the term child as referring to those individuals under the age of 18 years old, and exploitation can refer to prostitution and other forms of sexual exploitation. Within the United States, reports revealed that approximately 300,000 children are at risk of being sexually exploited (Estes & Weiner, 2001). Estimates of incidence rates for the United States vary dramatically; between 100,000 to 3 million teens are victims of CSEC annually (Department of Justice, 2009). Girls are indiscriminately targeted compared to boys and across races with the United States Department (2012) reporting that 98% of trafficking victims were girls (Reid & Piquero, 2013). Since 2005, Atlanta, Georgia has been identified by the Federal Bureau of Investigation (FBI) as one of the major hubs for sex trafficking and CSEC in the United States of America. The issue of CSEC is important to address because it entails two destructive elements that degrade not only the girls, but the community; i.e. exposing minors to sexual activities with random adult men and exploiters using coercion to profit off of a child's labor. It is important to understand the strategies, benefits, limitations of existing knowledge, and suggestions to explore in the future regarding CSEC prevention and social interventions. Through multiple strategies and efforts, communities can begin to affect the prevalence of and reduce the incidence of CSEC. Concepts regarding how to structure a collaborative community effort and youth programming to combat CSEC with diverse stakeholders will be discussed and illustrated.

**Chairs:**

*Jacque-Corey Cormier*, Georgia State University

**Poster Session 1: Community Preferences for Climate Change Resilience Strategies**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Climate change is a global issue, but its consequences most often occur at the regional and community scale. Local communities are the point of vulnerability for climate change impacts, but serve as a potential source of action for the response around climate change. Community resilience, how

well a community is prepared to face and recover from natural disasters, is measured on a local level and depends not only on features such as community governance and infrastructure, but also on social capital and community support. Previous work has assessed how people's sense of community, place attachment, and civic participation are linked to community disaster preparedness, response, and recovery (Radu, 2018). However, past work has not focused on understanding people's responses to the potential threat of climate change in their local community and what individual factors contribute to people's preferred approaches to climate change. Climate change can be addressed both through adaptation for its impacts and through prevention efforts to limit greenhouse gas emissions. Similarly, priority can be given to either a system-focused (i.e. "top-down") or an individual-focused (i.e. "bottom-up") approach to these issues. People's preferences for these approaches can help us understand community responses to the threat of climate change. A community intercept sample from western Massachusetts (n=269) assessed these preferences for approaching climate change issues and for prioritizing local investments in response to climate change impacts. People generally demonstrated more support for "top-down" versus "bottom-up" approaches to climate change and showed a stronger relative preference for adaptation at the community level compared to state and federal levels, for which they preferred a focus on prevention. Participants demonstrated more trust for disaster support in their local community than in non-profit organizations and in the state and federal government, indicating the importance of developing bottom-up, community-led approaches to resilience.

#### Chairs:

*Lily Vesel*, University of Massachusetts, Amherst; *Joel Ginn*, University of Massachusetts, Amherst; *Ezra Markowitz*, University of Massachusetts, Amherst; *Dan Chapman*, The Annenberg Public Policy Center at the University of Pennsylvania & Yale University; *Brian Lickel*, University of Massachusetts, Amherst

#### Poster Session 1: Community Violence and Suicide Risk among Legal System-Involved Girls

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

#### Abstract

Suicide is the second leading cause of death for adolescents aged 10 to 18 (Centers for Disease Control and Prevention, 2016). Among adolescents involved in the juvenile legal system, completed suicide is two to four times higher as compared to community samples (Scott et al., 2015). Additionally, adolescent girls are at higher risk of suicide ideation and attempts as compared to adolescent boys both within the juvenile legal system and in the general population (Lewinsohn et al., 2001). While vital to the reduction of suicide is a comprehensive understanding of its predictors, most of the literature fails to examine ecological variables. Additionally, few studies attend to the impact of gender among the legal system-involved youth. We extend research supporting a link between exposure to indirect forms of community violence and externalizing mental health challenges among girls (Javdani et al., 2014). However,

previous research has not investigated the link between indirect community violence exposure and suicide-related outcomes in this population. The present study will examine whether different experiences of community violence are predictive of suicidality among system-involved girls. The study is informed by 200 female adolescents (ages 11-18) involved in or at risk for involvement in the juvenile legal system as well as their caretakers. Hierarchical multiple linear regressions and binary logistic regressions will be used to test the relationship between specific experiences of community violence (direct victimization, hearing reports, and witnessing violence) and type of victim (stranger and familiar) on suicide ideation, plans, and attempts. Implications for future research, policy, and practice will be discussed, such as the potential need for ecologically-informed assessments of suicide risk and increased preventative efforts as a means of reducing suicide on a systemic level.

#### Chairs:

*Daniella Levine*, New York University; *Megan Granski*, New York University

#### Poster Session 1: Crossing Borders in Community Psychology: Challenges and Strategies for Ethical International Participatory Research

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

#### Abstract

What challenges exist for conducting participatory community psychology research in international development contexts? What methods and strategies can facilitate overcoming those challenges? Three community psychologists conducted a formative program evaluation in Haiti for a U.S.-based non-governmental organization using a community-engaged research (CEnR) approach. The research involved a negotiation of our commitments to program partners, community psychology values, and ethical review. We were mindful of our field's values of participation, empowerment, and capacity building; at the same time, we sought to critically examine the roles of power, privilege, culture, and colonialism in research. Utilizing data from reflexive journaling, this case study will highlight successes and challenges for implementing community psychology values in international participatory development research. Challenges included 1) prioritizing the voices of persons from marginalized groups; 2) facilitating and supporting focus groups in another language and culture; 3) involving local partners who have not undergone formal ethics training in research with human participants; 4) recruiting program clients ethically in light of differences in power, socioeconomic status, citizenship, and race/ethnicity; and 5) transcribing and translating focus groups accurately, in regards to language and culture. We utilized the following strategies to address these challenges: 1) orienting our research through an interpretive paradigmatic framework; 2) employing principles of CEnR; 3) consulting with our Institutional Review Board and implementing alternative, appropriate ethics and research training; 4) building research capacity of local staff; and 5) engaging local stakeholders and additional resources to support linguistic and cultural accuracy. These learnings and recommendations can be useful for researchers interested in conducting international

participatory research while honoring core community psychology values.

**Chairs:**

*Jennifer J.F. Hosler*, University of Maryland, Baltimore County; *Jasmine A. Abrams, Ph.D.*, University of Maryland, Baltimore County; *Surbhi Godsay*, University of Maryland, Baltimore County

**Poster Session 1: DACA & Higher Education in Trump Era**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

This study will investigate the effects that the Trump Era has on DACA (Deferred Action for Childhood Arrivals) recipients in higher education atmospheres. DACA was instated on June 15, 2012 by President Barack Obama, allowing many young adults who were brought to the U.S. at a young age through no choice of their own, a Social Security Number. This allows them to participate in everyday activities such as obtaining a driver's license, applying to jobs, and enrolling in college. In fact, DACA is the reason why many of the undocumented students at the University of Illinois – Chicago (UIC) are currently able to obtain a college degree. However, in September 2017, president Donald Trump announced that he would rescind DACA, leaving thousands of DACA recipients unsure of what their future holds. As of November 2018, the Executive Branch has ruled that the ruling to end DACA will not go through because it was declared lawful. Even though this decision may not be permanent, it does give DREAMERS a ray of hope. This study will explore the ways that DACA, and current tensions around the policy, affect the experiences of college students attending UIC. In-depth interviews conducted with 10 UIC students that have DACA will explore topics related to immigration history, upbringing, financial situation, familial support, mental health, involvement on campus, and social capital. We will also explore the challenges with immigration status and how these challenges were overcome to be where they are today. Finally, we will ask for participant feedback on what schools such as UIC can do to support this vulnerable, but often overlooked, population. After interviews are completed, they will be transcribed and a coding frame will be developed. Two independent coders will then apply the coding frame to the data and findings will be summarized.

**Chairs:**

*Eugenia Ortiz*, University of Illinois at Chicago

**Poster Session 1: Developing an Empowerment Scale Measuring Multiple Levels of Analysis for Japanese School Teachers**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Since Wilson's (1993) development of the Self-Empowerment Index (SEI), this scale has been commonly employed to measure teachers' empowerment worldwide including in Japan. However, a majority of studies in Japan has reported

that Wilson's original 3-factor solution has not been observed, especially the "autonomy" factor. Besides the issues in translation and cultural differences, one of the reason could be that the SEI measurement constructs do not clearly reflect Zimmerman's (2000) distinction of multiple levels of analysis in empowerment research. In other words, while the SEI asking individual' perceptions of self-empowerment, it may include multiple levels in one time, e.g. empowered self, and/or the individual perceptions of "empowering organization", etc. Therefore, Ikeda (2017) conducted a series of interviews with Japanese teachers, and extracted and compiled the individual and organizational empowerment items. Based on this interview research, a questionnaire survey was conducted to investigate the distinctive factor structure of teacher individual-, and school organizational-level teachers' empowerment among 191 teachers of six schools. The results of a series of exploratory factor analysis indicated that three factors were extracted for the school-level empowerment (collaborative relationship, goal structure, and intolerance) and six factors for the teacher-level empowerment; two factors of behavioral aspect (organizational commitment, and educational commitment) and four factors of perceptible aspect (competency, autonomy, efficacy, and dependence). There were inter-factor correlations between school and teacher factors, except for "dependence" factor. The "dependence" factor had a negative factor loading, thus this factor was assumed to be measuring respondents' disempowerment. The "dependence" factor showed no correlations between three school-level factors, and only correlated to individual level factors. These results indicated that (a) the individual empowerment was basically linked to the organizational empowerment, but (b) for some respondents, empowerment was solely internal process and not affected by the current organizational conditions no matter what they were.

**Chairs:**

*Kotoe Ikeda*, Shigakkan University; *Mitsuru Ikeda*, Nanzan University

**Poster Session 1: Developing the Systems of Oppression Learning Tool**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

The proposed poster will outline the process of developing the Systems of Oppression Learning Tool, a freely accessible online curriculum, which will be made possible with funding support through a SCRA mini grant. Fundamental to this initiative is an understanding that issues facing marginalized peoples are best addressed using an internationalist framework given inextricable links between struggles across global communities. The Systems of Oppression Learning Tool will cover topics central to understanding systems of marginalization in accordance with abolitionist and womanist frameworks including capitalism, colonialism/imperialism, hetero-patriarchy, white supremacy, and ableism. The project will additionally outline methods for community organizing and potential next steps. The primary goals of this tool are critical consciousness raising and empowerment for disenfranchised peoples, necessary precursors to transformative action. Through the proposed poster session,

the developers of this tool hope to share our experiences 1) creating content for the curriculum, which included reviewing pertinent texts and audio-video materials related to key topics, discussing and clarifying our understanding of each topic, identifying core resources for each topic to be recommended through the tool, jointly outlining curricula, and recording and transcribing related discussions. The poster would additionally explore 2) the process of securing funding for this initiative through SCRA and a crowdfunding campaign, 3) as well as recruiting and convening a community advisory board to facilitate the review and revision of original material through two quality improvement periods. We further aim to 4) reflect on how our academic-community partnership shaped these experiences. Accordingly, this poster aims to highlight successful strategies and unanticipated challenges for those interested in developing critical consciousness raising curricula and/or pursuing empowerment efforts.

**Chairs:**

*Rachel Tache*, George Washington University; *Joe Tache*, College Bound Dorchester

**Poster Session 1: Effectiveness of a Community-Based Therapeutic Writing Intervention to Improve Community Sense of Self**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

The Toronto Writers Collective (TWC) is a charitable organization focusing on empowering vulnerable populations through creative writing workshops that allow people from these communities to find their voice. Therapeutic writing involves focusing on topics that individuals may find challenging to communicate. Therapeutic writing has been associated with a reduction in physical and emotional pain, and with finding employment amongst those who are unemployed. Due to stigma, members of vulnerable populations will often avoid seeking treatment; however, there is support for therapeutic writing, offered in a group format, as being effective in reaching those from vulnerable populations and providing them with support. Attendees come from various vulnerable populations, including survivors of violence, newcomers to Canada, those with mental health challenges, the homeless, youth, the LGBTQ community, caregivers, as well as those living with, or recovering from, addictions. A small-sample pilot study was conducted utilizing an outcome evaluation framework to evaluate the effectiveness of the TWC writing workshops looking at both attendees ( $n = 46$  at pre-workshop, and  $n = 32$  at post-workshop) and facilitators ( $n = 15$  at both pre- and post-workshop). Data was collected utilizing a mixed-method approach. Quantitative data showed that attendees endorsed positive changes in multiple constructs, including hope with a mean difference of  $+6.31$ ,  $t(31) = 9.74$ ,  $p < .001$ , and self-expression with a mean difference of  $+6.34$ ,  $t(31) = 8.72$ ,  $p < .001$ . Facilitators also endorsed positive changes in multiple constructs, including sense of purpose with a mean difference of  $+5.75$ ,  $t(11) = 6.81$ ,  $p < .001$ , and career exploration with a mean difference of  $+6.55$ ,  $t(10) = 6.09$ ,  $p < .001$ . These positive results were echoed by the qualitative data, which showed that both attendees and facilitators experienced

improvement in the following areas: well-being, sense of connection, confidence, and writing skills.

**Chairs:**

*Annabelle Torsein*, Ryerson University; *Milaina Manganaro*, University of Toronto; *Kelly McShane*, Ryerson University; *Toronto Writers Collective*, Toronto Writers Collective

**Poster Session 1: Egyptian Youth Transitioning From Care**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Youth leaving institutional care are forced into adulthood usually at the age of 18. In most cases they are not ready emotionally, socially and financially for such transition. Care leaver usually perform worse academically, psychologically and vocationally than the rest of the youth (Stein & Munro, 2008). The condition is rather worse in countries where there is minimal government support for those youth in their transition. In a country like Egypt where there is no clear system for regulating leaving care, youth often leave their institutions prematurely (Ethnasios, 2012; Gibbons, 2005; Thomason, 2008). They often struggle in finding a job, continuing their studies, finding a place to stay and getting medical insurance. They also often lack the social, emotional and financial support and are stigmatized because their parents are unknown. There has been research attempts internationally to identify the best way to ease the transition from care, this poster will report the voices of how Egyptian care leavers think would ease the transition from care?

**Chairs:**

*Noha Emam Hassanin*, The American University in Cairo; *Noha Emam Hassanin*, The American University in Cairo

**Poster Session 1: Engaging Latino Immigrant Parents of Youth with Disabilities in Community Asset Mapping**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Background: Asset mapping is an interactive process that engages community members in identifying strengths and resources, and has been successfully implemented with marginalized groups. However, no mapping studies have assessed the assets of Latino parents of youth and young adults with disabilities. This poster illustrates the adaptation and implementation of community-engaged asset mapping with Latino families with youth and young adults with disabilities to identify their service assets and needs, with opportunity for conference attendees to trial our mapping procedure. Methods: In partnership with a community organization, we developed large maps of the surrounding neighborhoods and adapted visual service mapping cards to represent a variety of resources for health and wellness. We conducted the mapping activity with twenty-four Latino families. Families placed the cards on the corresponding map to identify community assets and needs. The mapping activity was followed by two reflection sessions where families were presented with visual results of the asset mapping and engaged



in social learning and data analysis. Results: Families identified significantly more informal assets in their communities compared to formal assets. Local parks, churches, and doctors were the most commonly reported assets. Dental, mental health, rehabilitation, and youth program services were mapped as the most needed. Families reported high satisfaction with churches who provided various supports for well-being. Other health services were identified as assets if they were affordable, respectful, and patient with persons with disabilities. Barriers to service usage included poor quality, lack of nearby programs, and few bilingual providers, among others. Implications: Community-engaged asset mapping is an effective means of engaging Latino families with youth and young adults with disabilities in research. Families were empowered following the mapping to present their needs to a state representative at a town hall. Implications for future research, community psychology, and programs are discussed in the poster.

**Chairs:**

*Amy Early*, University of Illinois at Chicago; *Daniela Miranda*, University of Seville; *Yolanda Suarez-Balcazar*, University of Illinois at Chicago; *Hannah Kwekel*, University of Illinois at Chicago; *Ashley Maldonado*, University of Illinois at Chicago

**Poster Session 1: Exploring new Arenas for Community Psychology: Roma Women and Information and Communication Technology (ICT) for Empowerment and Advocacy**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Roma communities, are Europe's largest ethnic minority and have experienced marginalization since their arrival in Europe. Recent policy efforts aimed at improving their unjust living conditions have failed. This has been attributed to low participation of at-risk Roma living in disenfranchised contexts, lack of available evidences, inaccessibility and fragmentation of resources, and absence of evaluation processes. Furthermore, results from a recent initiative have proven that the consequences of exclusion, economic and cultural pressures make it most difficult for Roma women (RW) to participate and lead in community organizing efforts, making their possibilities to escape marginalization grim. In order to respond to this challenge, Roma communities could take advantage of information and communication technologies (ICT) as a platform for social innovation around Roma-specific policies. Following recent recommendations for women's inclusion in digital area for sustainable economic growth, we propose developing an ICT tool with at-risk RW for community organizing that would serve as a process for women's empowerment and a platform for Roma advocacy. This is an iterative process where RW lead in designing and piloting an ICT advocacy tool with and for their community, influence in local concerns, create new possibilities for themselves and younger RW generations and contribute to a larger community cause. At the community level, ICT has the potential to become a new form of empowering community settings for collaboration and capacity-building. The process of developing and piloting an ICT tool would provide a space to

build shared knowledge around local concerns, generate local evidences, facilitate dialogue and knowledge transference between multiple actors (i.e. ICT experts, researchers, organizations, Roma community), build new networks and evaluate policy implementation for advocacy purposes.

**Chairs:**

*Daniela Miranda*, Universidad de Sevilla - CESPYD; *Maria Jesus Albar Marin*, University of Seville - CESPYD

**Poster Session 1: Exploring the Nature of Reflection in a Jail-Based Writing Program**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

The value of reflective writing has been established across the extant literature. Improvements in mental and physical health are correlated with writing about emotional experiences (Pennebaker, 1997). Similarly, writing has positive effects among people who have experienced trauma (King & Miner, 2000). Due to these benefits, writing programs and interventions have increased in popularity within the criminal justice system. For example, women in jail who participated in a brief writing intervention demonstrated reduced stress levels (Pankey et al., 2016). To explore the nature of these writing programs, this study employs a secondary analysis of writings produced by participants in a voluntary jail-based program. Between 1990–2018, a humanities faculty member conducted 10-week voluntary programs focused on reading, group discussion, and writing in a county jail. The program aimed to cultivate problem solving skills, explore positive growth, and provide a mechanism for self-expression. During each group, members collectively read nonfiction books and poetry excerpts written by men with a history of criminal justice involvement (e.g., Jimmy Santiago Baca's "A Place to Stand"). Participants produced a variety of written responses, including reflections on the readings or group discussion, personal reflections, autobiographies, creative writings, and poetry. Final writings were collected and compiled into a book for each group. Data were drawn from these writings across booklets created from 10 separate groups. A grounded theory approach was used to analyze the writings. An iterative process of analysis revealed common themes across the writings. These themes will be discussed, with an emphasis on: perceptions of masculinity, multi-level risk factors, personal transformations, support systems, motivating factors, and the role of religion. Exemplary quotes from the writings will be used to illustrate the common themes. Implications will be discussed regarding salient experiences of men and women in jail and the role of jail-based writing programs.

**Chairs:**

*Candalyne Rade*, Penn State Harrisburg

**Poster Session 1: Factor Structure of a Modal Disengagement Scale (Peace Test) and Its Relation to Cultural Competence Among College Students in Asian Nations**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Moral disengagement (Bandura, 1999) is a psychological construct which predicts inhumane conducts such as terrorisms. According to Bandura, the self-regulatory mechanism governing moral conduct does not operate when the following psychological state occurs: (a) euphemistic labeling, (b) moral justification, (c) displacement and diffusion of responsibility, (d) advantageous comparison, (e) distortion of responsibility, and (f) dehumanization and attribution of blame. McAlister (2001) theoretically developed a scale called "Peace Test" to measure the levels of moral disengagement related to military situations. The Peace Test starts by asking "I will accept the use of our armed force..."; which works as a (a) euphemistic labeling of "military attack", followed by 10 items asking the rest of five moral disengagement states. Several studies, so far, using the Peace Test have reported its construct validity showing that the lower moral disengagement predicted, for instance, less support for military actions by government (e.g., McAlister et al., 2006); however, few studies have validated its factor structure. This study, therefore, was conducted to confirm the factor structure of the Peace Test, using a confirmatory factor analyses, among college student in Asian conflict-affected nations in such as India and Pakistan, etc. In addition, in this study was the relation to the respondents' cultural competence to see if a community action which fostered people's cultural competence was an effective strategy to reduce the moral disengagement. The results indicated the 5-factor structure which McAlister (2002) assumed was valid among the respondents. Moreover, the data showed a strong relationship between the modal disengagement and the cultural competence among the respondent, which means and educational means to promote the people's cultural competence would be a promising strategy to reduce the tendency of moral disengagement which may in consequence contribute to the armed conflict resolution and prevention.

**Chairs:**

*Mitsuru Ikeda*, Nanzan University, Japan; *Aya Fukuda*, Tokyo University of Foreign Studies; *Toru Miyagi*, Tokyo University of Foreign Studies

**Poster Session 1: Factors Contributing to the Prevalence of Domestic Violence in Nigeria: An Ecological Theoretical Perspective**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Domestic violence has long been a prominent public health problem in nations all over the world. While practical solutions are emerging, and promising strides are being efficiently made, the published reports of domestic violence are increasing in developing countries around the world. Specifically, in Nigeria, there continues to be an increase in the prevalence of domestic violence as many women remain in life-threatening situations with limited access to helping resources. This narrative review investigates the prevalence of domestic violence through an ecological theoretical perspective to discern how critical factors at multiple levels of analysis inadvertently contribute to the continued maintenance of domestic violence in Nigeria. Specifically, this review

examines the factors influencing the incidence, perceptions, and justification of domestic violence in Nigeria using the Ecological Systems Theory (EST). Investigative findings highlight the key factors contributing to domestic violence are predominantly embedded in the individual, microsystem, and macrosystem levels. Individual-level factors include age, substance use, socioeconomic status, and level of education. Microsystem level factors include familial influences and friends as a social support system. Macrosystem level factors include legal, cultural and religious practices. The results from this review have useful implications for subsequent research and the development of culturally appropriate solutions to adequately address this problem.

**Chairs:**

*Oluwafunmilayo Ayeni*, Michigan State University

**Poster Session 1: Fidelity to Strength-based Case Management: Mixed Methods Findings of an Analysis of Therapeutic Alliance and Client Outcomes**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Research on the outcomes of case management for people with severe mental illnesses shows inconsistent findings and positive outcomes in some domains. Service providers and researchers are left with the question of how to implement case management with the best chances of leading to positive outcomes. Strength-based case management (SBCM) has received much attention in recent years and has begun to show promise in terms of evidence for its effectiveness. The model has roots in the recovery movement, which is based on the common belief that people with mental illnesses can experience meaningful transitions beyond diagnoses. One principle of the model is that the case manager-client relationship is primary and essential. In psychotherapy research, it is well documented that the therapeutic alliance is a predictor of clients' positive treatment outcomes. When turning to the field of case management, there are less studies to support this trend and most research is quite recent. Conducted in partnership with seven community mental health agencies across Canada, this study furthers the development of case management research and practice for people with severe mental illnesses. The research questions are: 1) Do higher levels of fidelity to SBCM predict higher levels of therapeutic alliance between a case manager and people with severe mental illnesses? 2) Do higher therapeutic alliance scores predict positive changes in clients' standardized and person-generated quality of life scores over the course of receiving SBCM? Structural Equation Modeling is used to test a theoretical model of these relationships over three time points. This presentation will report on the results of this analysis. By understanding the role of the SBCM client-case manager relationship as a facilitator of positive client outcomes, this study contributes to the improvement and sustainability of services for people with severe mental illnesses, and provides evidence for program and policy purposes.

**Chairs:**

*Maryann Roebuck*, Centre for Research on Educational and Community Services

**Poster Session 1: Fostering Awareness and Promoting Positive Social Change on Tumblr**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Social media has changed the way that news is created, consumed, and shared. Growing numbers of people around the world use social media to advocate for issues of social justice. Some researchers have argued that social media has the potential to influence the public sphere through representation of diverse and marginalized voices (Papacharissi, 2004). For example, when considering cases of Black men, women, and children who are disproportionately killed by police officers, social media has raised public awareness of individual cases beyond the affected local community and has highlighted a larger pattern of systemic race-based oppression (Scott, Ma, Sadler, & Correll, 2017). However, the mainstream perspective describes digital activism as “slacktivism,” representing the idea that social justice blogging is ineffective and does not affect real world change. Although community psychology values social justice and citizen participation, relatively little research in the field has considered the role of digital activism in social change. The present qualitative study describes the experiences of 60 adults who blog about social justice on the social media platform Tumblr. These bloggers responded to a series of open-ended questions about their motivations and experiences. Participants were asked to identify what difference, if any, they believed that blogging about social justice has. They overwhelmingly identified positive differences achieved through blogging. Most participants (85%) described social justice blogging as a possible form of activism. A content analysis was completed to determine common themes reported by participants about the impact of social justice blogging, including consciousness-raising, inspiring positive social change, and challenging mainstream perspectives. These and other themes will be presented as well as representative quotes to better understand the perspectives of social justice bloggers of their online work as it relates to other traditional forms of activism.

**Chairs:**

*Jessica Hartl Majcher*, Bowling Green State University; *Lindsey Roberts*, Bowling Green State University; *Kevin Walker*, Bowling Green State University; *Catherine Stein*, Bowling Green State University

**Poster Session 1: Having Fun To Build Community and Thinking About It**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Community psychologists are interested in developing new processes through which social interventions can help building and improving community’s healthy outcomes. This poster will introduce and demonstrate three different community base intervention approaches used in low-income communities in La Plata city, Buenos Aires and Roca city (Fiske Menuco), Rio Negro, Argentina. The purpose of this presentation is to describe the communities and their problems, and show

examples used working with youth from barrio Los Hornos, adults from Roca city community and elder population from the Mapuche community in Fiske Menuco. Using innovative approaches based on psychodynamic group therapy, games, music and radio broadcasting and traditional artistic mandala crafting, the three presenters will show how they work to educate, create sense of belonging and help community member to build community traditions and thinking about their community. Authors will also examine critical issues of both programmatic and community building issue experienced by authors. The first presentation uses classical psychodrama theory (Moreno, 1960) to coordinate spontaneous theater aimed to address critical community issues. The second presentation will show how to use music and games aimed to teach youth to express their ideas, fear and concerns while learning about healthy behaviors. The third presenter will show who to use painting and mandala designing to discuss and reach agreement on community issues while learning about community culture and language. In addition, this poster will illustrate diverse examples to promote and engage people on such community event. This proposal suggests a session length of 60 minutes. At the end of the symposium, the discussant will take 5 minutes to summarize key findings and 15 minutes to engage the audience for asking questions and discuss about ways these approaches may be helpful with other communities or similar to other they know or have used.

**Chairs:**

*Fabio Lacolla*, Universidad de Buenos Aires; *Maria Mercedes Palmas*, Universidad de La Plata; *Lucas Curapil*, Universidad Del Comhuc; *Luciano Berardi*, DePaul University

**Poster Session 1: Healthy Individuals and Healthy Neighborhoods: A Framework for Holistic, Community-based Aging**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

The number of Americans over 65 years old is estimated to double from 2012 to 2060. Because many older adults desire to remain in their homes, various aging-in-place programs aim to support their independence. However, these programs are limited in several ways: (1) In emphasizing the individual, little attention is typically given to the critical interaction between individuals and the community; (2) The community’s strengths and priorities are often overlooked; and (3) Programs do not always make use of best practices aligned with the empirical literature. We propose a framework to support holistic, community-based aging that is grounded in research and that more comprehensively addresses the relationship between the individual and the community. This framework includes four broad factors, each of which is comprised of several sub-factors: physical safety (e.g., homes, neighborhood spaces), personal and community resources (e.g., libraries, community centers), physical health, and psychological health. In turn, factors can have an impact on and can be impacted by the community in numerous ways. For example, environmental stressors such high crime rates may negatively impact the individual’s physical and psychological health and can also influence the physical safety and

accessibility of community resources. Similarly, access to neighborhood resources (e.g., libraries, community centers) may facilitate social networks and support, which in turn contribute to psychological health. As a result, our framework attempts to capture a complex system that reflects the interdependence of individual- and community-based contributions to healthy aging. In contrast with aging-in-place programs that typically emphasize one or two factors, this multi-factor approach emphasizes that successful promotion of healthy community-based aging necessitates that communities be engaged in conversations about their specific strengths and goals, an approach that is consistent with participatory action research. In turn, this model underscores ecological validity through its flexibility to scale to individual neighborhoods.

**Chairs:**

*Geoffrey Maddox*, Rhodes College; *Katherine White*, Rhodes College; *Caroline Boyd-Rogers*, Rhodes College; *Sabine Lohmar*, Rhodes College; *Kathryn Feinstone*, Attendant Care Services

**Poster Session 1: How the Legal System Responds to Girls: Gendered Pathways of Status and Delinquency Offenses**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Girls are the fastest growing segment of the juvenile justice system. Critical feminist criminologists have underscored two pathways through which gender-based disparities may be implicated. The first is through status offenses, which constitute minor disruptive behaviors including truancy and running away. Though girls are often introduced into the justice system through status offenses, there is limited evidence contextualizing the nature of girls' status offenses. The second is through facility-based offenses, or charges that youth incur while in residential treatment establishments (RTEs). Little research has examined whether girls may be disproportionately criminalized for their behaviors when residing within facilities. Status and delinquency offenses are typically studied in isolation, but gender-based disparities can impact both offense pathways. This poster examines the following questions through a secondary analysis of court petitions, or allegations of youth crime: 1) Who makes status offense allegations against girls compared to boys, and what language is used to characterize girls' status offenses? 2) Who files delinquency allegations against girls in RTEs, and does the frequency, type, and severity of offenses differ by gender? We analyze 316 delinquency petitions and 260 status offense petitions filed between January 2016 and June 2017 in one county in one Northeastern state, and conduct thematic coding for language and a series of chi-square and independent sample t-tests for categorical variables. Preliminary findings suggest that girls are more likely to be charged with new offenses while residing in RTEs, and that mothers are more likely to file status offense petitions against girls. Though future research is needed, one implication of these findings is that gendered interpretations of girls' behaviors can result in status offense charges, increased monitoring, and risk for confinement in RTEs, which, in turn, promotes risk for girls to be charged with new crimes. Systems-level practice and policy shifts are implicated/discussed.

**Chairs:**

*Michelle Hansen*, New York University; *Khiraad Siddiqui*, New York University; *McKenzie Berezin*, New York University; *Raquel Rose*, New York University; *Shabnam Javdani*, New York University

**Poster Session 1: Interactive Influence of Individual and Neighborhood "Street Code" on Physical Aggression**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

A violent "street code," where aggression is emphasized to defend one's safety and reputation, is shown to contribute to community violence and increased risk for victimization (Anderson, 1999; Stewart, Schreck, & Simons, 2006). Given the potential repercussions, it becomes important to understand the circumstances under which this ideology manifests itself in action. Bernburg and Thorlindsson (2005) suggest that aggression is influenced both by an individual's internalization of violent norms and by apparent community support of these norms. This study investigates whether adolescents' internalized street codes moderate the influence of their perceived neighborhood street codes on self-reported aggression. Fifty-five adolescents (ages 11-19 years, 78% African American, 42% female) living in low-income, urban neighborhoods in Northwest Ohio completed questionnaires on their aggressive behaviors, personal endorsement of a violent street code, and perceptions of their home neighborhood's street code. The aggressive behavior scale contained subscales for proactive (i.e., unprovoked) and reactive (i.e., in response to others' behaviors) aggression. Moderated regressions were conducted using the PROCESS macro to examine whether interactions between internalized and perceived neighborhood street code are associated with adolescents' reactive and proactive physical aggression. Results revealed a marginally significant interaction between perceived neighborhood street code and internalized street code on reactive physical aggression,  $t(51) = 1.885$ ,  $p = .065$ . Specifically, when participants perceived less violent neighborhood norms, they generally reported low levels of reactive physical aggression regardless of their internalized street code; however, when participants perceived more violent neighborhood norms, internalized violent street code was positively related to self-reported reactive physical aggression. Interestingly, there was no significant interactive effect on proactive physical aggression. This finding suggests that even adolescents who condone reactive aggression will refrain from aggressive action in environments where these behaviors are not favored. The presentation will discuss implications for community violence prevention programs.

**Chairs:**

*Eileen Diggins*, Bowling Green State University; *Sindhia Colburn*, Bowling Green State University; *Catherine Zoleta*, Bowling Green State University; *Carolyn Tompsett*, Bowling Green State University

**Poster Session 1: Interracial Income Gap and Violent Crimes in Chicago**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Racial income disparities have persisted steadily and in the United States since the 1970s. For example, in 2016, Blacks at the 90th percentile of their distribution earned 68% as much as whites at their 90th percentile, the same as in 1970. (Pew Research Center, 2016). Previous research on the association between inequality and aggression indicated that incidence of violent crime is the highest in major metropolitan areas where income inequality is the highest (Enamorado, Lopez-Calva, Rodrigues-Castelan, & Winkler 2014). While a majority of previous findings used cross-sectional data to examine racial income disparities, Light and Ulmer (2016) found racial/ethnic wealth income inequality has not increased racial/ethnic disparities in homicide deaths from 1989 to 2010. In the present study, we plan to examine how interracial income gap trends from 2013 to 2017 influence violent crime rates in Chicago. To examine the influence of an income gap on violent crime at the census tract level, we will use ArcGIS and Latent Class Growth Analysis (LCGA). Income gap data will be taken from the American Community Survey, and will consist of the difference between median incomes by race (Black and White) for each year. Violent crime data for the most recent year will be taken from the Chicago Data Portal. Violent crime incidents will be geocoded and the number of violent crimes within each census tract will be calculated. LCGA will be used to identify heterogeneous income gap trends over time. An ANOVA will be used to compare latent group trends on violent crime at the census tract level. The findings have implications for more in-depth understanding of how racial income disparities specifically in middle-class, influence on violent crimes and inform policy targeted to ameliorate racial wealth and violent crimes.

**Chairs:**

*Hayoung Jeong*, DePaul University; *Chris Whipple*, DePaul University; *LaVome Robinson*, DePaul University

**Poster Session 1: Kanata and the Canadian Reconciliation Discourse: An Analysis of the Social Representations in the Media**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

In Canada, relationships between native and non-native communities have been shaped by the country's history of colonialism. In 2015, the federal government sanctioned a report including 94 calls to action in order to advance the process of reconciliation. One of these recommendations is to let native communities manage the preservation and strengthening of their own languages and cultures. The presence of the reconciliation discourse at the political level suggests that the Canadian government would like his reconciliation process to be an important issue for the general population. In 2018, in the province of Quebec, a controversy emerged surrounding Kanata, a play retelling Canada's history through the relationships between native and non-native communities. Criticisms from native activists denounced the lack of implication of native Canadians in the creative process

and the casting of the play. The purpose of this research is to document the presence of the reconciliation discourse in the media coverage of the controversy. An analysis of the content of the articles about Kanata published by the three most read journals in Quebec was followed by a classification of the articles according to the presence or the absence of the discourse of reconciliation. Considering the investment of the government in the reconciliation process and the fact that the media reflect the social representations of the population, a reconciliation discourse was expected to be found in the media coverage surrounding the controversy. Preliminary results indicate that it is not the case. Instead, the media coverage is dominated by articles that portray the revendications of the native activists as an attempt to restrict the artistic freedom of the play's creators. Overall, the results of this study highlight the existence of a significant gap between the political discourse of reconciliation and the social representations of native Canadians and their revendications.

**Chairs:**

*Janie Comtois*, University of Quebec in Montreal; *Judith Dextraze-Monast*, University of Quebec in Montreal

**Poster Session 1: Keepin' the Faith: Innovative, Collaborative and Culturally-Sensitive Services for Muslim Communities**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Although the Muslim population in the U.S. has a diverse constituency, a significant subset of Muslims are facing various mental health challenges and obstacles related to both normative experiences that impact all contemporary citizens as well as specific issues that pertain to their distinct experiences with acculturation, immigration, discrimination, and stigmatization (Amri & Bemak, 2012; Padela, 2018). In response to these unmet needs of the Muslim community, the Urban Youth Trauma Center at the University of Illinois at Chicago and the Khalil Center (a project of Zakat Foundation) launched an academic-community collaboration centered on "Traditionally Islamically Integrated Psychotherapy" (TIIP). This partnership promotes an innovative and holistic integration of traditional Islamic spiritual healing methods with modern clinical psychology best practices to provide culturally-sensitive services in public health, prevention, intervention, and crisis formats. This continuum of care model employed by academic includes prevention, wellness, and public awareness as well as treatment and assessment so agencies properly equipped for a range of needs when engaging and serving a diverse community with multiple complex needs. In addition, this partnership includes specific services that pertain to Muslim community priority requests such as religious consultation, pre-marital counseling, Islamic private school supports, telehealth sessions, immigrant legal resources, and religious leader trainings. This partnership includes professional providers who are also active members of the Muslim community who use both their scientific training and religious studies to address common and distinct factors that contribute to Muslim mental health in various cities across the U.S. and specific locations abroad. The assembled team of therapists, researchers, religious scholars,

and support staff to work with academic, religious, and service settings in collective multi-disciplinary effort. Poster visitors will engage in discussions and view religious texts and brief media clips that highlight the approaches, experiences, and impacts of both providers and communities.

**Chairs:**

*Jaleel Abdul-Adil*, University of Illinois at Chicago; *Hooman Keshavarzi*, Khalil Center; *Fahad Khan*, Khalil Center

**Poster Session 1: Majority and Minority Experiences of Intergroup Contact in Community Integration Initiatives**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

In Ireland, asylum seekers are accommodated in Direct Provision (DP) centres. In DP centres, residents experience poor quality food, lack of privacy and disempowering regulations. In the broader Irish society, displaced people experience negative stereotyping, prejudice, and discrimination. Together, these conditions function to block the government's goal to integrate migrants into Irish society. Across Ireland, communities have responded to the isolation, disempowerment, and discrimination displaced people experience with grassroots community integration initiatives. These initiatives aim to improve integration of displaced people and host community members through intergroup contact in the form of shared activity and inter-cultural events. Intergroup contact decreases prejudice between groups under 'optimal conditions' but optimal conditions are often not characteristic of real-world contact situations; and when present, do not always achieve positive contact outcomes for minority groups. Moreover, minorities make sense of intergroup contact in ways that are different from the majority. The aim of our research is to understand how participants from majority and minority groups experience intergroup contact in community integration initiatives. In this poster I will disseminate the results of a qualitative interview study we conducted with equal numbers of 'host' and 'displaced' participants (n=18) who had taken part in a community integration initiative in the West of Ireland. The results show that minority and majority group members both experienced intergroup anxiety for different reasons, perhaps related to the asymmetry of power between groups. Participants displayed different strategies of identity negotiation, for example adopting a 'multicultural' identity' or becoming a 'group representative'. The context provided limited opportunities to learn about different cultures, as differences seemed to be lessened in the 'multicultural' context. Participants of all backgrounds reported positive effects on well-being in different ways, with a focus on connection and welcome for displaced people and a focus on community/political involvement for the host group.

**Chairs:**

*Megan Vine*, University of Limerick, Ireland; *Ronni Greenwood*, University of Limerick, Ireland

**Poster Session 1: Male Gender and Less Stringent Gun Safety Laws Associated with "Accidental" Shootings by Toddlers**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Gun violence includes hundreds of unintentional or "accidental" shootings every year. Since 2015, more than 1,000 children ages 0 to 17 unintentionally shot another person (Everytown for Gun Safety, 2018). Worldwide, 91% of gun deaths of children ages 0-14 happen in the United States (Grinshteyn & Hemenway 2010). Within the U.S., 60% of child deaths ages 0-12 are related to playing with a gun (Fowler et al., 2017). We studied the relationship between gender and accidental shootings completed by toddlers (where the shooter's age is between 0-3), as well as state level gun safety and storage laws. Publicly available gun safety storage (SS) and child access prevention laws (CAP) were graded based on their strictness. Gun safety grades were compared with the number of toddler shootings in each state (in 2015 and 2016) to examine the relationship of these laws to shooting prevalence. Results show that the vast majority of unintentional shootings by toddlers (80%) are completed by males. In addition, the number of shootings at the state level is negatively correlated with gun storage laws (SS) but not with child access prevention laws (CAP). States with stricter SS laws (e.g., required purchase of trigger locks with gun purchase) had fewer toddler shootings, but states with stricter CAP laws had no fewer toddler shootings. Findings suggest that so-called "accidental" shootings by toddlers do not occur at random, but rather, like intentional shootings completed by adults, are many times more likely to be completed by males. Gender socialization must be considered in efforts to prevent shootings, even among toddlers age 0-3 years. In addition, our analyses suggest that safe storage laws, which are often enforced at the point-of-sale, might be more effective in preventing toddler shootings than CAP laws that are only enforced after a reported infraction.

**Chairs:**

*Eric Mankowski*, Portland State University; *Nick Glover*, Portland State University; *Makenna Rivers*, Portland State University; *Hana Watari*, Pacific University; *Jason Kyler-Yano*, Portland State University

**Poster Session 1: Mapping Lived Experiences of Guatemalan and Mayan Migrants in Greater Boston**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Research with Latinx and Mayan migrants in the U.S. often focuses on their minoritized status and the social suffering that they and their families face due to structural barriers and increasingly hostile racialized U.S. immigration policies and practices. Understanding and documenting these systemic barriers is important work that is often undertaken to contribute to migrant well-being. At the same time, we note that the normalization of damage-centered research (Tuck, 2009) creates a one-dimensional impression of marginalized communities as depleted and hopeless. Drawing on Tuck's critique as well as on a developing literature from migrants themselves and from indigenous intellectuals, this pilot participatory and action project seeks to identify the ways in

which immigrants enact resistance and perform survivance in their daily living. Given the limited research with Guatemalan Mayan and Ladinx ethnic linguistic communities in the greater Boston area, we are partnering with members of these communities to document how their lives are taking shape within an increasingly hostile migratory context that differs within and across city lines. Through pilot interviews and visual mapping exercises participants located, described and analyzed their local and transnational family ties, representing how they sustain them despite systemic threats and/or ruptures. We note particularly the processes through which they engage, resist, or side-step hostile policies and practices. Findings complexify how migrants balance local and transnational familial dynamics of work, education, community engagement, cultural practices, and linguistic diversities, as well as how they access and leverage services and resources for themselves and their families. Through documenting and better understanding some of these day-to-day lived experiences within and across mixed-status and transnational family-community life we hope to deepen existing partnerships towards engaging collaboratively in improving local migrant-“citizen” community life, building shared knowledge that celebrates a more diverse and inclusive local community of praxis.

**Chairs:**

*Courtney R. Lloyd*, Boston College; *M. Brinton Lykes*, Boston College

**Poster Session 1: Negotiating and Resisting Surveillance in the University: An Activist Ethnography**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Derived from the French word “veiller” and the prefix “sur-,” surveillance is defined, broadly, as to watch over or (from) above. Although existing literature has studied the impacts of surveillance on students and activists, there has been scant research specifically focused on the surveillance of student activist groups within the university context. The current project, then, seeks to fill this gap. Using participant observation and interviews with members of student groups organizing for Palestine, this ongoing research asks: how do student activists understand, experience, negotiate, and resist surveillance? Importantly, these questions aim to characterize not only how individual student activists experience and respond to surveillance but how the groups in which they participate are constrained or supported in their efforts to achieve transformational change; for instance, how might surveillance impact the goal of university divestment from corporations sponsoring the occupation of Palestine? Emergent findings, analyzed using Grounded Theory Method and framed through Abductive Analysis, suggest that for students engaged in campus activism around Palestine, experiences with and struggles against surveillance occur in a context of transnational struggle and are intimately connected to family histories. Additionally, surveillance is understood as presenting barriers to entry, mobility, and access to resources. Finally, social media is positioned as both a tool of surveillance and as a tool of sousveillance, or “watching back.” This project contributes to the literature on surveillance

by characterizing the particular manifestations of surveillance as it is experienced and contested by campus activists. This project also offers insight into the process of building scholar-activist alliances that promote social justice, contributing to understandings of how researchers in community psychology might participate in struggles against systems of oppression that are taking place in campus communities.

**Chairs:**

*Chelsea Birchmier*, University of Illinois Urbana-Champaign

**Poster Session 1: Parental Engagement in the Juvenile Plea Bargain Process: Stories from Attorneys, Parents, and Kids**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Approximately 90% of juvenile adjudications result from plea bargains. As a result, research has begun examining juvenile plea bargain decision making and the importance of developmental factors. For example, adolescent decision making in stressful contexts is often short-sighted (Steinberg, 2009). However, it is also important to consider relevant ecological factors. Notably, juveniles usually arrive to court with an interested parent or guardian who, in any other context, would be responsible for making decisions on behalf of their child. While adolescents are typically seen as legally dependent minors who require parental consent for many important decisions (Woolard & Scott, 2009); in court, juvenile defendants are legally required to waive their rights and decide how to plead on their own. Research on juvenile plea bargaining, however, has largely ignored the influence of parents on juvenile plea bargain decision making. This current study takes a mixed method approach to examining how parents engage with the plea bargain process. Qualitative interviews with eighteen juvenile defense attorneys provide insight into how they include parents throughout the juvenile plea bargain process. Further, semi-structured interviews with 100 parents and justice involved youth were conducted to learn about what parents and adolescents know about the legal process and the child’s legal rights in court. These data suggest that juvenile defense attorneys are involving parents in the plea bargain process and that some parents are taking an active role in advising their children how to plead. Further, about half of parents report they would try to override their child’s decision, indicating a misunderstanding of their role and their children’s rights. Ultimately, including parents can be beneficial. Parents can help children understand and navigate the process. However, parents should be provided with the opportunity to learn about their children’s rights and the tools need to support them early on.

**Chairs:**

*Erika Fountain*, University of Maryland, Baltimore County; *Jennifer Woolard*, Georgetown University

**Poster Session 1: Participatory Systems Thinking as a Tool for Understanding Neighborhood Access to Healthy Food**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Significant disparities exist within food systems in the US. How people and communities engage with food, including their ability to access and select healthy options, is constrained by the larger food system that they inhabit and influenced by underlying structural inequities. Prior food system interventions have typically focused on addressing food availability, accessibility, and price in the local food sourced environment along with individual-level behavioral changes. Such interventions fail to explore and understand the complex, ecological interdependencies that characterize food systems. As an initial phase in a larger, on-going community-based participatory system dynamic modeling intervention, we applied systems thinking to identify underlying forces influencing the food system within low-resource neighborhoods of Cleveland. Via a series of Core Modeling Team meetings, attended by approximately N=20 community stakeholders (e.g., residents, workers and volunteers in food-based nonprofits, food system researchers, and food retailers), a causal loop diagram (CLD) was built to represent the dynamics of Neighborhood Access to Healthy Foods. The resultant CLD includes four feedback loops, comprised of 20 variables. An additional set of 17 variables were identified as exogenous drivers of these loops. Narratives were drawn from participants to provide context about the dynamics underlying the CLD within the context of Cleveland's low-resource neighborhoods. Findings highlight the utility of this approach for identifying complexity and interdependencies of food systems change to inform future strategies for transformation.

**Chairs:**

*Elizabeth Benninger*, Case Western Reserve University; *David Lounsbury*, Albert Einstein School of Medicine; *Jill Clark*, Ohio State University; *Dominique Rose*, Case Western Reserve University; *Erika Trapl*, Case Western Reserve University; *Will Bush*, Case Western Reserve University; *Darcy Freedman*, Case Western Reserve University

**Poster Session 1: People Have the Right to Live Free: African American Churches and the Black Lives Matter Movement**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Statistics confirming disproportionate African American fatalities resulting from shootings by law enforcement officers continue to be a persistent societal issue (Beer, 2018). The Black Lives Matter (BLM) Movement became a vehicle for social change by highlighting the increasing number of African Americans killed in police shootings. BLM focuses on improving the economical, educational, and political conditions of African Americans living in the United States. In African American communities, African American churches have also advocated for social change via strategic and organized efforts to ameliorate structural inequities such as police shootings. However, a dearth research to date has qualitatively addressed the BLM in relation to diverse social justice efforts within African American churches. As a result, unanswered questions emerge regarding the role of theological teachings within African American churches that are participating in the BLM. These questions include: 1) what

role(s) does theological teachings have in the level of a church's participation in the BLM; 2) what social change and activism messages are communicated to congregants; and 3) how are congregants taught to spiritually cope with the stressors of police brutality in the public sphere? In this study, this qualitative study will utilize content analyses to examine sermons of eight, African American mega-churches. Specifically, content analyses of these sermons will be used to determine the extent to which African American theological teachings align with the particular principles of the BLM (e.g. organized protest). Furthermore, this study will discuss various social change strategies promote by the BLM and African American churches. Implications of the findings for clergy, community activists, and researchers will be presented.

**Chairs:**

*Ariel Mcfield*, Prairie View A&M University; *Traylon Eaton*, Prairie View A&M University; *Terralyn Franklin*, Prairie View A&M University; *Pamela Martin*, Prairie View A&M University; *Tuere Bowles*, North Carolina State University

**Poster Session 1: Population Aging Among Large-Truck Drivers: Improving Roadway Safety Outcomes to Enhance Community Well-Being**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

There are millions of large-truck drivers (LTD) in the United States. In 2015, 428,598 large-truck crashes were recorded, resulting in 4,067 deaths, 116,000 injuries, and \$20 billion in costs. These drivers experience disproportionately high injury rates, particularly regarding fatal injuries, with rates seven times higher than across all other occupations. Further, large-truck crashes impose excessive threats on non-LTD populations: When a fatal LTD-involved crash occurs, drivers of other vehicles and "vulnerable road users" - pedestrians, and bicyclists - are fatally injured compared to the LTD themselves at a ratio of nearly 6 to 1. Thus, LTD roadway crashes constitute a significant public health and economic burden. Although numerous safety initiatives have been enacted to mitigate LTD roadway crash events, age-related demographic transitions among LTD populations have shaped, and are expected to continue to shape, roadway crash trends: Over the past 20 years, the number of LTD between the ages of 45 and 64 increased by over 150%, and the average age of a LTD is currently 55, which is expected to increase. In light of these age-related demographic LTD transitions, and their implications for LTD and community safety, health, and well-being, our study consists of four aims. First, we review the burden and epidemiology of LTD roadway crashes and age-related demographic characteristics and transitions in the long-haul trucking industry. Second, we discuss the implications of an aging LTD population for roadway safety, including those implications linked to age-related physical and psychological declines. Third, we overview extant efforts to improve safety performance and reduce roadway crashes among LTD, focusing on the impacts of these efforts on older drivers. Finally, we suggest multi-level interventions and policies - including those at the micro (LTD), meso (trucking companies), and macro level (federal policies) - which may cumulatively advance large-truck roadway safety.



**Chairs:**

**Derek Cegelka**, Stephen F Austin State University; **Michael Lemke**, University of Houston-Downtown; **Yorghos Apostolopoulos**, Texas A&M University

**Poster Session 1: Predicting Entry to Juvenile Detention Among Youth In The Child Welfare System**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Youth in the child welfare system often become involved with the juvenile justice system. These youth present more complex needs than those involved with only one system. Thus, youth in the child welfare system who are at risk of entering juvenile detention can benefit from appropriate community prevention. This study aimed to develop and validate a model predicting entry to juvenile detention. 18,401 youth ages 12-17 entered the legal custody of the Illinois Department of Children and Family Services (DCFS) in 1/1/2000-6/30/2018. A Cox proportional-hazards model predicting time-to-detention, adjusted for clustering, and controlling for youth characteristics and child welfare system experiences was estimated and validated using 200 bootstrap resamples. Covariates included age, gender, ethnicity, most serious allegation in an investigation prior to each placement, developmental disability status, DCFS region, year of entry to DCFS custody, number of prior placements, number of prior entries to DCFS custody, placement type, placement with sibling, and the interaction of placement type and placement with sibling. Nine percent of the cohort (n=1,652) entered juvenile detention within 90 days of entering DCFS legal custody. Youth who were African American, with prior placements, placed in congregate care or other non-family-based settings, and outside of Cook County were at increased risk of entering detention. Conversely, youth who were female, placed with siblings, with a developmental disability, and with most types of prior allegations prior to each placement were at decreased risk of entering detention. 4.1%, 17.8%, and 33.0% of youth classified as being at low-, medium-, and high-risk for entering juvenile detention, respectively, actually entered detention. Bootstrapping indicated stable parameter estimates. The bias-adjusted c-statistics index (0.78) indicated a high degree of prediction accuracy. Child welfare agencies can leverage administrative data to apply predictive risk models to implement prevention strategies for youth at increased risk for entering juvenile detention.

**Chairs:**

**Ka Ho Brian Chor**, Chapin Hall at the University of Chicago; **Zhidi Luo**, Chapin Hall at the University of Chicago; **Richard Epstein**, Chapin Hall at the University of Chicago

**Poster Session 1: R.O.A.R. (Reaching Out Across Rifts)**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

We live in a ruptured, divided world. But the ruptures are spreading fissures of hope. I found hope in the feminine roar I

heard when marching in the 2017 San Diego Women's March. I found hope in Toni Morrison's poem "Eve Remembering" which changed my understanding of the creation myth in a way that gave me agency instead of shame. My world continued to rupture in encounters with the work of Hillman, Anzaldua, hooks, Griffin and many others. I propose to share those moments when the world I thought I knew shattered and I found myself reaching across rifts, looking for bridges to new understandings, to new realities that include all members of a community (land, the more than human, humans). It is fitting that it is a roar that awakened my heart. It is fitting that I yearn for new stories. Passion, curiosity and belief in possibility offers a connectedness that can help us all reach across rifts, walking bridges of healing and hope. Sharing stories, listening to experiences leads to witnessing and hearing and experiencing the breakage of old violence, old stories and realities. Perhaps shared stories embedded in methodologies of hope will help us walk side by side into a healthy, connected, compassionate more than human world.

**Chairs:**

**Marcia Alexander**, Pacifica Graduate Institute

**Poster Session 1: Recovery From a Disaster and Community Resilience Through the Revitalization of Folktales, Festivals, Folk Religions: the Role of External Supporters in the Tohoku Region of Japan**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

It has been eight years since the Great East Japan Earthquake, and we have been interacting with the Tohoku region while focusing on the community resilience. It was noticeable that revitalization of the region-specific cultural activities such as folktales, festivals, or folk religions by local community members has been an effective vital source for a recovery. It is crucial how to approach to goal-setting in recovery processes in an established community. Outside disaster aides could contribute to the recovery processes by valuing the aforementioned heritage activities. After the earthquake, forgotten rich wisdoms from the ancestors and the tsunami anecdotes were rediscovered in the folktales. There have been successful recovery efforts by the local folktale activists group involving with local people with the help from the outsiders' curiosities and support. The folktale activists published testimonials by the survivors or held events in order to hand those testimonials down to the future generation. Another example of the connection between the regional culture and a resilience to recovery is a performance of a traditional local dance. The dancers lost their loved ones by the tsunami and so did others in the community, however, the dancers still performed their dance in summer 2011, shortly after the Great East Japan Earthquake. This performance was a turning point to a road to recovery in their community. Each community has its own unique way of recovering from a disaster. The external aides should provide support by not only administering psychological intervention but also valuing the importance of the traditional and cultural activities of a community with respect and recognizing its effects on psychological recoveries through them.

**Chairs:**

*Akiko Kono*, Ritsumeikan University; *Kuniko MURAMOTO*, Ritsumeikan University; *Kenji KAWANO*, Ritsumeikan University

**Poster Session 1: Reducing Meat Consumption: Examining the Effectiveness of Peer-Group Education as an Approach to Encouraging a Reduction in Meat Consumption**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Reducing consumer meat consumption to alleviate the environmental impacts of large-scale industrial agriculture has gained traction in activist and academic settings (Frenette, Bahn, & Vaillancourt, 2017; Hartmann & Siegrist, 2017). However, prominent research in this area relies on the false linear assumption that knowledge of environmental issues leads to awareness, which then leads to a change in behaviour; a model proven largely to be ineffective in creating environmental change (Hargreaves, 2011). Alternatively, peer education has demonstrated to be an effective tool in facilitating sustainability actions in youth (de Vreede, Warner, & Pitter, 2014) but remains understudied in adults and in the context of sustainable food consumption. The purpose of this study is to explore an alternative approach to encouraging less meat consumption that diverges from the linear model, instead focusing on peer education and support as a tool for engaging with sustainable food consumption. This study will employ a mixed-methods approach, drawing on elements of participatory action research, to explore participants' experiences with reducing meat consumption in a peer group setting in the workplace. The group will consist of eight weekly, participant-driven meetings emphasizing group dialogue and reflection about the meat reduction process, as well as planning for individual and collaborative environmental action. The researcher will take on the role of peer educator, supporting participants through this process and facilitating education and support amongst participants. Results from pre- and post-surveys, weekly meetings and a focus group will illuminate the role of using peer education to encourage sustainable food consumption. Engagement with the presentation will be encouraged through the use of interactive peer education tools between the presenter and the audience. Given the current rate at which the environment is being degraded, this presentation offers a promising approach to conceptualizing and encouraging engagement in sustainable food consumption as environmental action.

**Chairs:**

*Brittany Spadafore*, Wilfrid Laurier University

**Poster Session 1: Relationships Between Court-Involved Youth and Their Parent/Guardian: An Examination of Reporting Discrepancies**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Parental monitoring involves maintaining knowledge of a teen's activities, and enforcing consistent parent expectations.

Studies suggest that high levels of parental monitoring can reduce risk of youth involvement in criminal behavior (Kerr and Stattin 2000; Lahey et al. 2008; Stattin and Kerr 2000). Some studies suggest that when parents and youth give differing reports of monitoring, these discrepancies can be a predictor of important youth outcomes (Guion et al. 2009). Inconsistencies in reporting may reflect underlying problems such as poor communication, lower relationship quality, and varying perceptions of family conflict (Ferdinand et al. 2004; Grills and Ollendick 2002; Guion et al. 2009). The present study examined discrepancies between youth and parent reports of parental monitoring and other relationship variables in a sample of recently incarcerated teens. The sample consisted of 53 dyads of adolescents (age 14-19) and their parent/guardian. Thirty-two percent of parents, compared to 17% of youth, reported that prior to incarceration the youth slept every night at home. Of the dyads, 60% disagreed on where and with whom the child was staying the night over a two-week period. Paired samples t-tests revealed that youth reported significantly higher relationship quality with their parent ( $M = 3.01$ ,  $SD = .73$ ) compared to parent report ( $M = 2.35$ ,  $SD = .744$ ;  $t(52) = 5.47$ ,  $p < .001$ ). Youth reported sleeping at their parent/guardian's house ( $M = 6.02$ ,  $SD = 5.63$ ) significantly less than parent report ( $M = 7.83$ ,  $SD = 5.90$ ;  $t(52) = 2.62$ ,  $p < .05$ ). Youth reported significantly lower parental monitoring ( $M = 2.18$ ,  $SD = .76$ ) compared to parent report ( $M = 2.44$ ,  $SD = .55$ ;  $t(52) = 2.44$ ,  $p < .05$ ). Overall, parent and youths' reports were similar, but the report of the level of monitoring differed. It is important to consider parent-child relationship dynamics among families involved in the juvenile justice system.

**Chairs:**

*Mercedes Pratt, M.A.*, Bowling Green State University; *Sarah Gärten, B.A.*, Bowling Green State University; *Carolyn Tompsett, Ph.D.*, Bowling Green State University

**Poster Session 1: Sex Education and Sexual Health in Chinese Youth**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Background: Currently in China, attitudes toward sexuality among Chinese youth have become more liberal in recent generations, but sex education (sex-ed) remains controversial and limited. Despite schools being Chinese youth's preferred source for sex-ed, the students are dissatisfied with the limited contents. Therefore, Chinese youth use media and peers as their primary sex-ed resources. Due to the lack of awareness of sexual risks and applicable skills, many Chinese youth have engaged in unprotected sexual contacts resulting in unintended pregnancy, abortions, and STIs. The purpose of the current study was to explore the sexual health behaviors, knowledge, and sex-ed history of Chinese youth to provide culturally relevant information for the development of Chinese sex-ed. Methods: 4445 participants aged 16 to 26 educated in the mainland China were recruited. Each participant was asked to fill out online questionnaires related to sexual health behaviors, knowledge and sex-ed history. Results: In general, Chinese youth who practice safer sex have better sexual health outcomes. Interestingly, people who have more negative

sexual health outcomes received more sex-ed and performed better in the sex knowledge test. School is preferred as the major source of sex-ed, but not valued as the most important source. Instead, educational sources, media and internet played an important role to provide information missed in school sex-ed. Young people, especially females, who received more sex-ed tend to practice safer sex more frequently. Conclusion: Young people today in China are still facing sexual health challenges with limited knowledge about sexuality, and resources that do exist are broad but are less accurate. Schools are the preferred and trusted source for sex-ed but are less in-depth. Therefore, schools should provide comprehensive sex-ed with high-quality content to improve young people's sexual health status.

**Chairs:**

*Yujuan Liu*, Wilfrid Laurier University; *William Fisher*, Western University

**Poster Session 1: Social Representations of Indigenous People Within a Sample of Non-Indigenous Young Adults in Quebec**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Canadian Indigenous people share a common history of oppression and discrimination. Recently, a policy for reconciliation has emerged with the Truth and Reconciliation Commission of Canada (2015) and the apologies of Harper (2008) and Trudeau (2015) governments. This political will should appear in the discourse that non-Indigenous people have on indigenous people. Although it is clear that this political will has been relayed in the media discourse (explicit), one can wonder how these political and media discourses have transformed the social representation in the general population. Social representations is a social psychological concept, which describe "a specific way of understanding, and communicating, what we know already" (Moscovici, 1984). They construct and are constuting by actions, communication, language of individuals in their everyday environment. They play a vital role in social relations by orienting behaviours (Moscovici, 1979) Thus, the aims of this research is to understand the current state of relationships between Indigenous and non-Indigenous people, through the following question : « What do you think of the relationships between Indigenous people and non-Indigenous people in Quebec? », In order to answer this question , we have developed an online questionnaire. three hundred and sixty six participants answered the aforementioned open-ended question Results have been classified in four different themes: 1) a description of the current state of relations between Indigenous and non-Indigenous people 2) A predominantly negative view of Indigenous people. 3) Causes that explain the state of relations. 4) The feelings this situation generates for non-Indigenous people. Results suggest that external and macrosystemic explanations were often used to explain negative social representations. On the other hand, participants rarely mentioned internal and microsystemic explanations. This study was part of a larger research project with the main objective to better understand the social representations of the young non-Indigenous people.

**Chairs:**

*Johanna Nouchi*, Université du Québec à Montréal (UQÀM); *Mathilde Perray*, GREPS (EA 4163) Université Lumière Lyon II - Institut de Psychologie; *Karen Devaud*, Université de Lausanne UNIL; *Thomas Saïas*, Université du Québec à Montréal (UQÀM)

**Poster Session 1: Social-Ecological Resilience in Adults Residing in an Emergency Homelessness Shelter: An Exploratory study.**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Promoting resilience in people experiencing homelessness, a population with generally high rates of adverse experiences, may be improved by shaping the shelter environment to this population's needs. According to Ungar (2008), resilience, a construct observable in the context of significant adversity, is defined as "the capacity of individuals to navigate their way to health-sustaining resources, including opportunities to experience feelings of well-being, and a condition of the individual's family, community and culture to provide these health resources and experiences in culturally meaningful ways (p. 225). This conceptualization implies that the quality of a service agency may influence a person's resilience. This study investigated resilience among a homeless population frequenting Brother Francis Shelter, an emergency shelter in Anchorage, Alaska. The data collection process 64 guests participated in a 40-60-minute one-on-one interview involving mixed methods approach employing open ended questions and surveys with the intend to use the gathered data to guide the shelter's transition to a trauma-informed model of care. Despite extraordinary high rates of adverse childhood experiences within this sample, the mean score of the social-ecological resilience measure is 3.94 (range 1 to 5). Detailing the three main domains of individual capacities, personal relationships with key individuals, and contextual factors that facilitate a sense of belonging, the subscale that assesses for supportive relationships with key individuals received the lowest rating. The subscales assessing for personal psychological aspects of personal relationships, individual social skills, and cultural context received higher scores. Qualitative inquiry on the existing discrepancies in the relationship domain resorted in a complex picture of the role of community in this population emphasizing feeling ostracized and isolated by the broader community. These results may be used to initiate enhanced opportunities for community inclusion to increase resiliency in adults experiencing homelessness.

**Chairs:**

*Steffi Kim*, University of Anchorage; *Rebecca Robinson*, Alaska Native Tribal Health Consortium

**Poster Session 1: The Filipino American Intergenerational Research (FAIR) Project: Lessons Learned From a University-Community Collaboration**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Addressing the needs of an increasingly diverse aging population requires attention to group specific cultural factors that influence aging in context. Some research suggests that modernization has led to changes in traditional cultural values that benefit elders. The goal of the Filipino American Intergenerational Research (FAIR) Project is to design and conduct studies on Filipino/a/x elders living in the United States, with a particular focus on understanding intergenerational issues. To date, two FAIR studies have been conducted. The first study examined the effects of ageism and enculturation on young adult Filipino/a/x Americans' preferences for elder care, while the second study used in-person interviews to obtain data on Filipino/a elders' beliefs about, and preferences for, eldercare. We planned to use community-based participatory research principles in the design, collection, and interpretation of data from the respondents. However, in the course of conducting the studies the researchers experienced tension related to the use of "traditional" social science methods. In this poster presentation, we reflect on the process of conducting research on this topic by sharing the lessons learned from our efforts to resolve these tensions. We highlight the difficulties and benefits of conducting collaborative research with community members, and share our preliminary findings and suggestions for future research.

**Chairs:**

*Angela Ebreo*, Diversity Research & Policy Program/University of Michigan; *Angela Mascarenas*, CIRCA-Pintig; *Crissel Marie Arban*, College of Pharmacy/University of Illinois at Chicago; *Jerry Clarito*, unaffiliated/community member

**Poster Session 1: The Global Labor Movement and the World of Work: A 67-year Content Analysis and Review of the Vocational Psychology Literature**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Organized labor is an important but embattled force worldwide for promoting decent work (ILO, 2017) and reducing economic stratification by race/ethnicity, gender, and immigrant status (Rosenfeld, 2015). The right of all people to unionize and work in favorable and just conditions was first articulated following World War II (UN Declaration of Human Rights, 1948). It continues to hold significance today in a period characterized by increasing unemployment, underemployment, and precarious work (Blustein, Kenny, Di Fabio, & Guichard, 2018). Over the last decade, research in sociology and other disciplines has continued to clarify the social and economic impact on 20th- and 21st-century labor movements (e.g., Glenn, 2009; Windham, 2017). Despite the growing movement in psychology to promote decent work and the human rights of all workers (Blustein et al., 2018), the historical and contemporary influence of organized labor on the world of work has yet to be considered. The present study utilizes archival methods to capture contributions recorded in the psychological literature. It offers a content analysis and critical review of nearly seven decades of research pertaining to the global labor movement from four leading journals of

vocational psychology and career development. It documents trends in publications by decade and nation, populations studied, and major findings. It also highlights emerging directions for research and advocacy. Data were collected through a systematic review of articles published from 1952–2018 in the *Journal of Vocational Behavior*, *The Career Development Quarterly*, the *Journal of Career Assessment*, and the *Journal of Career Development*. Articles were analyzed for degree of inclusion of content related to the labor movement; article origin, type, and foci; and sample characteristics. The findings contribute to transdisciplinary understanding of organized labor and indicate opportunities to promote a fully inclusive decent work agenda in psychology through study and collaboration with the global labor movement.

**Chairs:**

*Gloria McGillen*, University of Missouri–Columbia; *Apoorvee Sawhney*, University of Missouri–Columbia; *Chan Jeong Park*, University of Missouri–Columbia; *Johanna Milord*, University of Missouri–Columbia; *Devon Washington*, University of Missouri–Columbia; *Sandra Bertram Grant*, University of Missouri–Columbia; *Katherine Wadley*, University of Missouri–Columbia; *Lisa Y. Flores*, University of Missouri–Columbia

**Poster Session 1: The Impact of Anti-Immigrant Policies on the Emotional Health of Latinx Immigrant Families**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Recent research has begun to identify the ways in which Trump-era changes to immigration policy have influenced Latinx immigrants in the United States. Serious emotional and behavioral consequences have been identified for Latinx youth (Wray-Lake et al., 2018) and their parents (Philbin & Ayón, 2016). The goal of the present study was to further explore the impact of anti-immigrant policies on the emotional health of Latinx immigrant families, with attention to differing residency statuses. All study participants were Latinx immigrant parents of adolescents ages 12–18. Six focus groups were conducted with 8–10 parents in each group. Groups were composed based on residency status, including participants who were undocumented (2 groups), U.S. residents (2 groups), Temporary Protected Status beneficiaries (1 group), and naturalized U.S. citizens (1 group). The focus group guide included a variety of topics all related to changes in immigration policies and the ways in which these changes influence daily life. Data were analyzed using thematic analysis, a method of qualitative analysis that uses categorization to emphasize patterns across data (Braun & Clarke, 2006). Results revealed four major themes: Fear, Anxiety, Sadness, and Hopelessness. Although the ways in which the emotions were described differed, it is important to note that negative emotions were reported across groups regardless of residency status. For example, undocumented participants frequently shared personal fears such as deportation and family separation, while citizens were more likely to describe fear for their friends, family members, and the future of Latinx immigrants broadly. The results of this study reveal that anti-immigrant policies are contributing to

significant emotional distress for Latinx immigrant families with vulnerable and secure statuses, indicating wide-ranging impact on the Latinx community.

**Chairs:**

*Jessica Miller*, Georgia State University; *Gabriel Kuperminc*, Georgia State University; *Kathleen Roche*, George Washington University

**Poster Session 1: The Role of Housing Assistance in Promoting Work for Families With Disabilities**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Research shows that disabled members of non-elderly families (i.e., all adults younger than age 62) work much less than abled peers despite desiring employment at similar rates. This situation results in material hardships that damage health in families of disabled individuals. Moreover, it persists among recipients of Social Security Administration (SSA) programs despite these programs' work incentives. Lower work rates may result from SSA families' limited information about SSA work incentives. However, they may also reflect a need for further incentives. Work incentives offered by the Department of Housing and Urban Development (HUD) could fill this need. Using a data set that links National Health Interview Survey data to HUD data, this study uses multiple logistic regression to examine how SSA and HUD work incentives combine to influence SSA beneficiaries' work activities. It further examines work indicators among families with (a) different disability types, and (b) different disabled members. Findings will help health researchers understand how SSA and HUD work incentives mix to shape health-promoting work activities among disabled individuals and their families.

**Chairs:**

*Zach Glendening*, Vanderbilt University; *Marybeth Shinn*, Vanderbilt University

**Poster Session 1: The Voices of Undocumented Mestiza Adults in a Southwestern U.S. Community Coalition: Es Beneficio de la Comunidad, Para Todos.... Somos la Voz de las Personas**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Context: Community coalitions are transformative in promoting power, voice, and outward sharing of resources, particularly in resource-deprived communities. Through a coalition, community members engage in mutually powerful relationships and focus collectively on responding to systemic issues. This process centers on the 'power to do', bringing to the forefront the need for action-oriented approaches to social change that honor community members' collective voices. Yet, limited research has examined the supportive role community coalitions play in under-served community spaces and the critical role of coalitions as a venue for voice and community change. Purpose: Through the voices of (N = 8) undocumented Mestiza (Mexican-Indigenous) community members from a Southwestern U.S. community, we examine

the importance of voice, as well as the role they serve as a bridge within their community. Research has documented that community coalitions are a critical force within the community, as well as help reduce community disparities by facilitating the transfer and access to resources. Research Methodology: This qualitative study engaged in in-depth individual interviews and a focus-group with undocumented Mestiza community coalition members (N = 8). Interviews were conducted in Spanish and transcribed verbatim. Data were analyzed using a constant comparative approach, which allowed team members to develop an inductive understanding of data. Summary of Findings: Two broad themes emerged: Community Voice and Collective Action toward Change and Being a Bridge and Facilitating Community Change. Within these themes, we further heard aspects of both inward voice (having voice in the coalition) and outward voice (being the voice of the community). Conclusion/ Recommendations: Our findings highlight the importance of community coalitions in bridging resources in underserved locations, as well as promoting community members collective voices. Hence, community coalitions function as a critical point for liberatory social change and promoting community voice in communities of color. Implications discussed.

**Chairs:**

*David Lardier*, The University of New Mexico; *Janelle Garcia-Cole*, The University of New Mexico; *Ybeth Iglesias*, The University of New Mexico; *Veronica Barrios*, Miami University; *Becky Montano-Grelle*, The University of New Mexico; *Lois Vermiyala*, The University of New Mexico

**Poster Session 1: Therapeutic Alliance and Diabetes/Depression Co-morbidity in Urban Integrated Care Setting**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

PROBLEM Type 2 diabetes (T2D) affects more than 29.1 million Americans. Patients with T2D primary diagnosis had a 20% increased risk for MDD incidence after their T2D diagnosis; whereas, patients with MDD primary diagnosis were associated with overwhelming 60% increased risk for T2D incidence. Type 2 diabetes/depression comorbidity (T2D/MDD) reflects bi-directional association between the disease and its underlying shared etiology. While there are various means to focus on its treatment, patients themselves carry the most significant impact on its successful treatment outcome. Its success is marked by how aligned patients are with their clinicians on treatment goals. Evidence supports collaborative care and patient-provider therapeutic alliance as integral to health outcomes. OBJECTIVE To determine whether therapeutic alliance reflect an inverse relationship with hemoglobin A1c (HbA1c) levels and depressive symptom (PHQ-9) scores in patients with type 2 diabetes/depression comorbidity. METHODS Patient encounter (N=57) self-report ratings were obtained using the Outcome and Session Rating Scales (ORS, SRS) measures for tracking patient functioning and the quality of the therapeutic alliance. Both scales demonstrate moderate to solid test-retest reliability, strong criterion-related and internal reliability, and high feasibility to administer to an urban, multi-rationally-mix,

underserved clinic population. Chart review was used to track therapeutic alliance scores with HbA1c and PHQ-9. RESULTS Therapeutic alliance reflected an inverse relationship with HbA1c levels. There were insufficient findings of lowered depression symptoms (PHQ-9). PRACTICE IMPLICATIONS As a result of this project, three recommendations are made for the integrated care setting: 1) a low-cost, highly reliable, feasible quality improvement tool to assess and track type 2 diabetes/depression comorbidity with HbA1c and PHQ-9; 2) tracking of HbA1c and PHQ-9 measures for type 2 diabetes/depression on Performance Dashboard; 3) therapeutic alliance measure that offers a unique view of integrative, collaborative care in action.

**Chairs:**

*Judy A. Davis Armstrong*, University of Illinois at Chicago;  
*Cynthia Handrup*, University of Illinois at Chicago

**Poster Session 1: Transitioning out of Foster Care: a Review of the Different Services in Canada**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Adolescents and young adults aging out of the foster care system have shown difficulties transitioning into adulthood. Recent reports suggest that approximately 50% of individuals who experience homelessness have also experienced a placement in the foster care system at least once in their life course. Research has shown that these individuals struggle to find employment and that less than half of them graduate from high school. This raises questions regarding the preparation towards independent living of youth leaving foster care. The child welfare system is mandated to offer services to ensure autonomy and help youth better transition into adult life. However, previous literature has stated a lack of services offered to help and prepare adolescents who are transitioning out of care. Since then, many initiatives have been implemented in order to rectify this situation. The purpose of this review was to document the existing services offered to youth leaving the foster care system in Canada. It offers an overview of these services to better understand the transition period of youth leaving foster care. A scoping review was conducted with a set of terms and led to 48 selected articles using PsycINFO database and grey literature. Preliminary outcomes suggest that programs focus mainly on finding employment and housing for young adults leaving care. Limited data was available regarding program content and tools as well as program effectiveness. Overall, this review suggests that continued support offered after the age of majority seems necessary in order to work towards improving the transition into adulthood.

**Chairs:**

*Samantha Kargakos*, Université du Québec à Montréal;  
*Aurélié Milord*, Université du Québec à Montréal; *Marie-Christine Beaudoin*, Université du Québec à Montréal;  
*Thomas Saïas*, Université du Québec à Montréal

**Poster Session 1: Using Pilinahā, an Indigenous Framework for Health, to Understand How Clubhouses in**

**Hawai'i Foster Wellness and Recovery Among Members**  
Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Mental illness is often accompanied by marginalization and pervasive stigma, which leads to isolation, poor health, and poor recovery outcomes. Clubhouses aim to reduce the disabling effects of mental illness by creating a supportive community and a sense of purpose through the work-ordered day (Norman, 2006). A systematic review of Clubhouse research show they enhance quality of life and reduce hospitalization and outpatient visits (McKay et al., 2016). While much research has been done on the Clubhouse model, rarely do Clubhouse members choose their own research questions and methods. To fill this gap, we engaged four Hawai'i Clubhouses in a participatory research process. Members and staff of the Hawai'i Clubhouse Coalition decided to utilize Photovoice (Wang & Burris, 1997) to identify what Clubhouse members find important to their recovery and wellness. Thirty-four Clubhouse members in Hawai'i decided on separate prompts: 1) happiness, 2) past, present, future, 3) support, and 4) meaning and purpose. Participants were given cameras, took pictures based on these prompts, and shared their photos in semi-structured group discussions. The interviews were analyzed by multiple coders in NVivo 11 using a framework approach. Pilinahā, a Native Hawaiian wellness framework, was used to organize findings as it aligned closely with emergent codes (Odom, 2017). Results from the Photovoice project are presented using the four main connections in Pilinahā: connection to place, connection to others, connection to past and future, and connection to better self. Ultimately, these findings illustrate what members find important to their own recovery process, how members conceptualize wellness, and the role that Clubhouses play in that process.

**Chairs:**

*Tiffany Cha*, University of Hawaii at Manoa; *Joy Agner*, University of Hawaii at Manoa; *Adriana Botero*, University of Hawaii at Manoa; *Nikolas Herrera*, University of Hawaii at Manoa; *Lisa Nakamura*, University of Hawaii at Manoa; *Tyra Mahealani Kaukau*, University of Hawaii at Manoa; *John Barile*, University of Hawaii at Manoa

**Poster Session 1: We Who Feel It, Know It! Patient Poems & Letters to Ourselves/Caregivers/Policy**

**Makers/Researchers**

Poster Presentation

**Day:** 6/26/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

The borough we call home is most known for: its poverty, the winningest team in baseball, being described as: burning, disease alley, asthma capital USA, and for ranking the 62nd unhealthiest county in New York State, seven consecutive years (University of Wisconsin Population Health Institute, 2016 Wallace, 1985; 1990; Worth, 1999). It is not well known for radical engagement in community level research review processes or participatory action research (for exceptions see Author, 2015; Martin del Campo, Casado, Spencer, & Strelnick, 2013). As patients, caregivers, and action

researchers, we know the Bronx differently. We know it because we live, and breathe it, in ways that are ever mindful of structural racism, histories of disinvestment, and extractive research practices, which gave rise to the social determinants of our health (Ford & Airhihenbuwa, 2010; Kaplan, Calman, Golub, Davis, & Ruddock, 2006; Wallerstein, 2002). Knowledgeable of the Bronx's: pathologies, resilience, and immense social capital, we committed ourselves to trainings in multiple research methods and troubled histories of the commodification of Black, Brown, and indigenous bodies in research. We participated in The Community Engaged Research Academy (CERA), to grow our capacities to initiate community-based research projects—without researchers. Together, we learned about narrative medicine and embodied public health methodologies. In this innovative other session, we focus on the letters and the poems we wrote after receiving

instruction in participatory narrative analysis (Author, 2015), as a means of documenting our introspections and visceral reactions to all that we learned about pervasive health inequities. In keeping with this year's annual theme, we highlight how patient narratives can be used to channel the voices and efforts of those in communities into direct action or practice. The Community Engaged Research Academy was funded by a Patient Centered Outcomes Research Institute Eugene Washington Engagement Award #3422.

**Chairs:**

**Monique Guishard**, Bronx Community College, The City University of New York; **LeConte Dill**, New York University, College of Global Public Health; **Gustavo Diaz**, The Bronx Community Research Review Board

## **Poster Session 2: A Holistic Approach to Child Protection**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

### **Abstract**

Orphanages in Egypt are managed by civil society and supervised by the government. However, their management system and quality of care vary from one place to another depending on the managers' background and beliefs. Therefore, standardizing and unifying the orphanage care system was crucial. Wataneya Society for the Development of Orphanages, founded in 2008, created a breakthrough in the field of orphan care by developing Quality Standards for Alternative Care for children and youth without parental care and advocating for mandating these standards nationwide which were approved in 2014 by the Ministry of Social Solidarity. It's worth mentioning that the latest regulations and guidelines related to orphanages management were issued back in 1977. These regulations were limited to the space and location of the orphanage, the paper work, the donation collection process. The ecosystem of alternative care includes institutions that lack clear policies and procedures, caregivers who lack fundamental knowledge and skills about child care and are incapable of responding to child abuse cases, and children who are not aware of their own rights, nor have the skills of how to report an incident or defend themselves. In 2017, Wataneya Society developed a toolkit for a specialized program in child protection within institutional homes. The toolkit addresses the Quality Standards for Alternative Care from the child protection perspective. It is a holistic multifaceted program targeting everyone responsible for child protection, including the managers, caregivers, child protection officers and the children. Ultimately, this solution should create a culture that endorses the child protection concept and the prevention mindset. The program uses different tools, activities, and evaluating schemes that intersect every pillar of the quality standards. In this presentation, we will report on the components of the child protection toolkit and the outcomes of the training programs that were delivered so far.

**Chairs:**

**Yosr Kotb**, Wataneya Society for the Development of Orphanages-Egypt; **Noha Emam Hassanin**, Wataneya Society for the Development of Orphanages - Egypt

**Poster Session #2 Thursday 12:00-1:00 PM**

**Poster Session 2: A Housing First Model for Youth and its Relation to Social Integration**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Social determinants of health such as housing have a large impact on the extent to which individuals are socially integrated into their communities, particularly youth experiencing homelessness. In Canada, there is an insufficient number of programs developed to serve youth experiencing homelessness that sustain long-term exits out of homelessness and aid in social integration. What is required is a best practice intervention to secure permanent and stable housing, such as Housing First (HF). In collaboration with community partners that work directly with youth experiencing homelessness and through the use of existing evidence-based research, an effective and feasible model of Housing First for Youth (HF4Y) has been developed. The purpose of this study is to build on the existing literature of the HF model and the long-term value of adapting this model to youth by looking at the effect of a HF4Y program on social integration. The HF4Y program is a 2-year randomized control trial consisting of 18-24 year old youth experiencing homelessness with 40 participants in treatment as usual and 40 participants in the intervention group; the latter group receives a monthly housing subsidy to secure permanent housing, as well as access to secondary supports individualized to their needs. The current study looked at the 6-month pre-post data of the HF4Y program in the city of Ottawa. A thematic analysis of qualitative interviews is being conducted to better understand the role of permanent housing and access to care on social-integration for youth experiencing homelessness. Linear regression analysis for 6-month quantitative data will assess whether demographics, length of access to care and the HF intervention significantly explain the variance in social integration. The goal of this current study is to inform best practice and affect policy on housing-led programs for youth experiencing homelessness.

**Chairs:**

*Alexandra Amiri*, Wilfrid Laurier University

**Poster Session 2: A Place to Call Home: A Case Study of the Canadian Mental Health Associations-Ottawa's Housing First Condominium Program**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

This study will evaluate an innovative Housing First initiative developed by the Canadian Mental Health Association of Ottawa's (CMHA-Ottawa). Housing First has been shown to be an effective method in providing housing stability, improved life quality, and a reduction in criminal justice involvement. CMHA-Ottawa's condominium program integrates the goals and principles of Housing First, while

addressing challenges, such as difficulty fostering landlord relationships and lack of affordable housing. The program began in 2002 with the purchase of condominium units and is now serving 36 clients in scattered units across the City of Ottawa. This in-depth case study will examine the effectiveness of the program by evaluating the implementation and outcomes of the program. This poster will answer three main research questions: (1) Has the program been implemented as planned? (2) Are the tenants satisfied with their housing and does participation in this program positively influence housing stability? (3) To what extent does participation in this program improve quality of life for the tenants? Semi-structured interviews were conducted with program participants and key informants (i.e., housing coordinator, case managers, housing managers). Findings will highlight themes across and within participants and consider the development of innovative methods that may be used to address affordable housing issues in our cities. This poster will also demonstrate the benefits and drawbacks of this program and provide community-based organizations with an opportunity to lead sustainable housing efforts.

**Chairs:**

*Stéphanie Manoni-Millar*, University of Ottawa; *Maryann Roebuck*, University of Ottawa; *Ayda Agha*, University of Ottawa; *Tim Aubry*, University of Ottawa

**Poster Session 2: African American Mothers' Trajectory Identifying and Seeking Services for their Children with Behavioral Difficulties**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Racial disparity in the use of mental health services (MHS) is long-standing and ongoing; African Americans and other racial and ethnic minorities seek mental health services at lower rates compared to White Americans (Alegria & Green, 2015; Weisz & McMiller, 1996). Empirical efforts to understand the complexity of patterns of service utilization and the experiences of low-income African American families parenting children with a Disruptive Behavior Disorder (DBD) are limited (e.g., Assari & Caldwell, 2017). Although the literature provides information about factors that influence African American's MHS utilization, there is limited information about how help is sought, how much time transpires before enrolling their children in MHS and how they experience and feel about parenting a child with DBD. Social support and caregiver strain have been found to be factors that influence parents seeking and enrolling in MHS for their children. While high levels of caregiver strain trigger MHS use (Angold, Messer, Farmer, Costello, & Burns, 1998), parents' interactions with their social network can both facilitate and hinder MHS engagement; these interactions are believed to be the principal mechanism through which individuals identify the need for formal help (Bussing, Zima, Gary, Mason, & Leon, 2003; Pescosolido, 1991). This poster



will present an in-depth thematic analyses (Braun & Clarke, 2006) of 16 low-income, urban African American mothers' experiences of social support, caregiver strain, and trajectory identifying a need and accessing help in order to better understand their engagement in MHS. Mothers were concerned about their child's behavioral difficulties an average of 2 years (range 1-5) before seeking MHS. Increasing our understanding of low-income mothers' experience of social support and caregiver strain and their impact on MHS engagement can inform community-based efforts to create innovative interventions and prevention programming to reach out to families earlier in the process of identifying and seeking help.

**Chairs:**

*Ane Martinez-Lora*, School of Social Service Administration, University of Chicago; *Kenia Cruz*, University of Chicago; *Alexandra Ramos Fernandez*, University of Puerto Rico; *Alexis Acosta*, Queen Mary University of London; *Stacy Frazier*, Florida International University; *Marc Atkins*, University of Illinois at Chicago

**Poster Session 2: An Ecological Perspective on Implementation of Early Childhood Prevention Programs: A Case Study of "Chile Grows With You" Intersectoral Policy for Children From Disadvantaged Communities**  
Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Collaboration is increasingly recognized as a critical element of improving public prevention programs that aims to support children and families living in disadvantaged communities (Horwath, & Morrison, 2011). Nevertheless, a grow body of research shows that high-level collaboration is difficult to achieve, which reduce the quality of the services and undermines the capacity of partners to meet the children's needs (Purcal et al., 2011). Despite its relevance, this research often neglects the environmental influences that shape implementation programs. In order to contribute to fill this gap, we conducted an in-depth case study of a public program called "Chile Grows with you" that builds a supportive network to children aged 0 to 4 years from low-income communities in Chile (Staab, 2010). In the current study, we draw on the ecological framework for understanding effective implementation developed by Durlak & DuPre (2008), which focuses on multilevel influences that interact to affect the implementation and outcomes of prevention programs. The sample was twenty professionals from local, state and national levels of government; three children care directors; and five parents whose children received services through the program under study. Data was collected using a qualitative interviews were held to explore staff and users perceptions on the factors affecting program implementation at different ecological levels. Analyses reveal the presence of factors relevant to the collaboration, including lack of communication between ministers at the national level, perception of unfair allocation of police resources by the central government to the local level, and insufficient support from key unit of local government to the program staff. Our results highlight not only the presence of different factors intervening at multiple levels, but also suggest that their interactions could have a

significant negative impact on collaboration intensity between professional, as well as in outcomes for children and families.

**Chairs:**

*Rodrigo Quiroz Saavedra*, Universidad del Desarrollo

**Poster Session 2: An Examination of Health-Promoting Behaviors among Hispanic Adults Using an Activation and Empowerment Approach**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Obesity is a national epidemic in the United States that disproportionately affects racial/ethnic minorities (e.g., Hispanic adults). Levels of engagement in healthy eating and physical activity have been found to be associated with obesity. Research suggests that culturally informed, person-centered factors may influence engagement in healthy eating and physical activity. One way to address these factors is through community-based participatory research (CBPR). It is becoming increasingly recognized that CBPR is a useful framework in addressing health disparities. These community-academic partnered research projects are likely to be culturally sensitive (i.e., addressing the needs of a community in a manner that is congruent with the community's belief). Thus, by partnering with Hispanic communities, researchers have an increased likelihood of identifying and addressing the specific modifiable factors that influence the occurrence of obesity among this group. The present study is anchored in a theoretical framework proposed by Chen, Mullins, Novak, and Thomas (2016), which posits that activation and empowerment are critical to increasing health-promoting behaviors and reducing health disparities among racial/ethnic minorities. The purpose of the present study was to examine the association between person-centered, modifiable variables (i.e., activation, empowerment, and self-praise) and health-promoting behaviors (i.e., healthy eating and physical activity) among a cross-sectional sample of predominantly overweight/obese Hispanic adults (N = 87) recruited from two Hispanic churches and their surrounding communities in the Bronx, NY that partnered with the researchers. A series of hierarchical regressions revealed that empowerment and self-praise were significant and positively associated with greater levels of engagement in healthy eating. Additionally, self-praise was significant and positively associated with greater levels of engagement in physical activity. The current findings suggest that these modifiable factors may be useful in informing intervention programs designed to improve healthy eating and physical activity among Hispanic adults.

**Chairs:**

*Guillermo Wippold*, University of South Carolina; *Carolyn Tucker*, University of Florida; *Victoria Rodriguez*, University of Florida; *Carla Prieto*, University of Florida

**Poster Session 2: An Innovative Intervention at European High Schools for Promoting EU Active Citizenship**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Politicians, researchers and citizens all over the world wonder whether young people really are civically engaged and politically active, in a time when many European democracies are challenged by fake news, polarism, and populist leaders who redefine democracy to mean only majority rule while they limit the freedom for media, journalists, courts and citizens. Improving Citizenship education, inside and outside school, is thus fundamental in order to strengthening democracy. We present the results of a two-year school-based intervention developed and tested within the H2020 CATCH-EyoU project in five EU countries (CZ, DE, I, PT, SE). The intervention was rooted in the principles of youth agency and methodologies of Youth-Adult Partnership between students and adults (e.g. teachers and stakeholders) and Youth-led participatory action research, a community based participatory research in which participants are trained to identify and analyze real social issues in their local community, relevant to their lives. The aims of the intervention were to strengthen participants' awareness of the EU and enhance their interest toward the EU; to enhance their feelings of efficacy and competence in engaging with social and political issues that have a local and a European dimension; to enhance their social and political engagement. The intervention engaged young people in a process of learning civic knowledge and critical reflection, practice of civic skills in class and within groups on social issues, analyzing them, collecting data also by engaging experts, stakeholders, listening to advocacy groups in the local community and at international level, elaborating proposals for policy makers, sharing and disseminating them in public fora through exhibitions, at local and international level. The whole process was monitored and longitudinally evaluated (quantitatively and qualitatively) to assess its effectiveness. The presentation will focus on key outcomes achieved, by discussing the challenges as well as the potentials of the approach.

**Chairs:**

*Elvira Cicognani*, University of Bologna; *Cinzia Albanesi*, University of Bologna; *Antonella Guarino*, University of Bologna; *Davide Mazzoni*, University of Milano Bicocca

**Poster Session 2: Are We SAFE Now?: An Evaluation of the Seatbelts Are For Everyone - Teen Traffic Safety Program in Kansas**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Introduction Teens represent the highest risk group for automobile accidents and are almost three times as likely to be killed in an accident. Seat belt use interventions are one way to address this issue and a student-led program in Kansas called Seatbelts Are For Everyone (SAFE) has increased seat belt use for the past decade. A comprehensive evaluation of SAFE enabled decisions to be made about program improvement and expansion. Methods Mixed methods examined multiple aspects of the SAFE program, including summative and formative results. Researchers investigated the program in three ways: 1) a quasi-experimental observation to explore whether seat belt use at schools implementing SAFE for the first time was higher than at non-SAFE schools 2) self-

report surveys administered to adults sponsoring program implementation; and 3) stakeholder interviews at SAFE schools. These examined whether SAFE programs accomplished goals set by program staff and how SAFE could better meet schools' needs. Results Summative results indicate SAFE impacts seat belt use in schools. It is less influential on distracted driving, but has a small but significant influence on that behavior. During the school year, attitudes about risky driving and seat belt use remained high (over 50%), while risky behaviors (i.e. texting and driving) declined. Sponsors reported students understanding the risks of texting and driving, but not internalizing them sufficiently to change behavior. Stakeholders cited infrastructure and functional challenges impacting implementation, highlighting ways SAFE program staff could improve program compliance and outcomes. Formative recommendations included curriculum support, sharing amongst SAFE schools, and increasing student leadership opportunities. The evaluation of SAFE suggests that students are receptive to programs about seat belt and traffic safety. States may consider the recommendations for improvement of this program with other published evaluations and programs to determine how best to implement similar programs in their communities.

**Chairs:**

*Nicole Freund*, Center for Applied Research and Evaluation; *Hannah White*, RTI International; *Anna Turosak*, Catholic Charities of St. Paul and Minneapolis; *Amber Dean*, Center for Applied Research and Evaluation

**Poster Session 2: Campus Climate for Latinx Students at a PWI during the Trump Administration**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

People of Latin American descent currently comprise 15% of the US population, and yet they remain under-represented in higher education. This is particularly true at Predominately White Institutions (PWI). Latinx students attending a PWI are at greater risk of experiencing a more hostile campus climate, which can contribute to a less successful academic experience. Our survey, conducted at a PWI in institution with 5% Latinx enrollment, was designed to learn more about how students are experiencing campus climate since the 2016 election Two hundred and forty-four Latinx students responded to our Latinx Student Experiences Survey. The majority of students (60%) reported experiencing three or more discriminatory experiences including microaggressions, microassaults, etc. Respondents identified 148 recommendations, such as increased representation, academic aid, faculty mentorship, and financial resources while in school, to improve their experience. This action research project used the data educate university community members and decision makers while identifying program and policy recommendations. Our poster will present our findings and how we translated them into specific actions addressing the need to create a more inclusive environment and greater Latinx representation among students, staff, and faculty. Examples of proposals include endorsing the Seal of Excelencia to improve Latinx academic success, increasing awareness of campus resources, and greater financial aid opportunities. Further efforts to improve

campus climate can be enacted through an effort to increase campus diversity through extensive outreach programs, targeted hire techniques for faculty, and an increased budget dedicated toward diversity. We also identify the need for future research on these program and policy proposals at our institution and other PWIs across the country. Action steps included a brief data insight paper for decision makers, an online summary report of results, an op ed for the student newspaper, and outreach to Latinx faculty, staff and student organizations.

**Chairs:**

**LORRAINE Gutierrez**, University of Michigan; **Stuart Inahuazo**, University of Michigan; **Brandon Miller**, University of Michigan

**Poster Session 2: Capturing Challenges and Unanticipated Benefits of Photovoice Among Clubhouse Members in Hawai'i**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Photovoice is a qualitative participatory action research (PAR) method in which participants utilize photography to identify and disseminate issues of importance to their communities. While much research has been done using Photovoice, rarely has the process itself been critically examined. To address this gap, we present post-hoc findings on participant experience from a Photovoice project that was completed with four Clubhouses in Hawai'i. Clubhouses promote recovery among adults with mental illness using a consumer-run approach. Thirty-four members participated in this project. They were given cameras, took photos in relation to topics that interested them, and shared them in semi-structured group discussions. The discussions were transcribed and coded using open coding and constant comparison. The original aim of the project was to identify core aspects of recovery among Clubhouse members, but unanticipated outcomes and challenges of the Photovoice process emerged during data analysis. The following benefits were observed: 1) members described feelings of empowerment when engaging in PAR, 2) members described a sense of responsibility and trust, and 3) demonstration of social support and positive affirmation among members. This process was described by many members as meaningful, and that sentiment was echoed by the staff and directors. Challenges to participation included 1) physical and cognitive accessibility of using the cameras, and 2) lacking a total sense of freedom to express ideas. These challenges may shed light on how Photovoice methods can be improved to promote equitable participation and promote meaningful collaborations between marginalized communities and researchers. Mental illness is often accompanied with isolation and pervasive stigma. For these reasons, we feel an ethical imperative to examine how our community based research processes can be engaging, synergetic, and meaningful.

**Chairs:**

**Adriana Botero**, University of Hawai'i at Manoa; **Joy Agner**, University of Hawai'i at Manoa; **Tiffany Cha**, University of Hawai'i at Manoa; **Nikolas Herrera**, University of Hawai'i at

Manoa; **Lisa Nakamura**, University of Hawai'i at Manoa; **Tyra Kaukau**, University of Hawai'i at Manoa

**Poster Session 2: Changing the Narrative About Social Determinants of Health: Messaging for Ontarians**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

In Canada, social determinants of health (SDOH) are the greatest determinants of life expectancy. Despite evidence that social factors are key determinants of good health, research shows that public opinion in Ontario reflects an individualistic view of health and does not account for the role of government in decreasing health inequities. The two objectives of this study are to first develop a series of narrative messages which will accurately reflect current Canadian media portrayals of SDOH and to secondly test these messages with the Ontario public to determine the most effective messaging style for raising awareness about SDOH and health inequities, specifically for subgroups found to be difficult to reach through previous research (e.g., males, Conservative voters). This is a two phase, multi-method study in partnership with Public Health Units. Phase one is a media content analysis and an in-depth literature review, which will inform the development of narrative messages about SDOH and health inequities. Phase two is an experimental study, which will test the efficacy of the different messaging styles. A survey will be sent out to a sample of 960 Ontarians (192 participants per four message groups plus one control group). One-way ANOVA analyses will identify message conditions associated with greater message agreement and multiple regression analysis will determine whether support for messages differs by participant subgroups. Preliminary results from phase one reveal several promising narrative styles, which we will employ in the development of the messages. Based on previous research, we hypothesize that "difficult to reach" subpopulations will respond positively to narrative messages using a hybrid of social and individual determinants of health frames. Raising public awareness of SDOH will contribute to changing attitudes and political will to act, and eventually spur much needed changes to health policy to reduce unjust health inequities in Ontario.

**Chairs:**

**Emily Churchill**, Wilfrid Laurier University

**Poster Session 2: Claiming the Mesosystem's Place in Recovery-Oriented Health Care**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Efforts to create recovery-oriented mental health systems have been gaining momentum in recent decades (SAMHSA, 2012). Beyond new approaches to clinical practice, the transformation to recovery-oriented health care requires systems-level changes to support the provision of more holistic, person-centered care. One challenge of these transformation efforts is the tendency for large medical systems to operate in silos, born out of traditional medical model approaches that address individual needs in isolation

from one another. Siloed approaches can also cause duplication and gaps in services when programs work internally to meet consumers' needs as they see them, with limited external coordination. In contrast, a recovery approach encourages mental health care to include housing, employment, social, medical, spiritual, and family needs (among others), ideally in a coordinated and flexible manner. Given these challenges, I argue that those who work as change agents toward recovery-oriented care within these systems could benefit from conceptualizing their work as building the mesosystem within Bronfenbrenner's (1979) Ecological Systems Theory. Bronfenbrenner defined this ecological level as a network of interconnects between microsystem settings, with stronger networks leading to more stability and adaptability to change. Within this framework, recovery-oriented systems transformation involves identifying how resources across a system or community can better connect to meet each other's needs rather than creating new programs. The primary interventions become fostering proactive communication and collaborative relationships while attending to perceived competitions and differing perspectives. Positive outcomes can include improved outreach strategies, more holistic and sustainable care, and more effectively responding to exo- or macrosystem changes and demands. Examples from the Veterans Health Administration will be used to demonstrate challenges and benefits to this approach. Discussion questions will also be provided to foster dialogue with participants about how these principles may apply within other settings.

**Chairs:**

**Betsy Davis**, South Texas Veterans Health Care System

**Poster Session 2: Community Collaboration through HELP**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

This poster will present information about an ongoing community - university partnership, called the HELP program. Originally designed to help raise literacy levels in 1st through 3rd graders, using a values based curriculum, we will discuss program continuation, a math component, a parent component, and a summer enrichment program for HS students. We will present challenges and opportunities throughout the programs stages and discuss directions for future work. Using an ecological perspective, we will analyze data concerning the roles of researcher reflexivity, and student sense of belonging as correlates of positive student outcomes. Multiple stakeholder perspectives, future involvement and directions for future analysis will be presented and discussed.

**Chairs:**

**Melissa Ponce-Rodas**, Andrews University; **Carlisle Sutton**, Andrews University

**Poster Session 2: Competing Stakeholder Understandings of Livability/Safety: Re-Imagining Broadway, Chelsea, MA**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

This poster describes our efforts to engage key stakeholders in community-oriented efforts to reduce crime and perceptions of crime, spur revitalization and build stronger partnerships between public, nonprofit, and community leaders to bring more resources and different approaches to create positive changes to the city of Chelsea, MA. The overarching objectives of this US Bureau of Justice Assistance funded project are to: 1) reduce victimization rates, reported crime, recidivism, and youth offending; 2) increase trust in police responsiveness and residents' perception of safety; 3) reduce elevated risk situations for individuals and families; and 4) increase pedestrian use of the downtown business district. This past planning year was focused largely on mobilizing different sectors of the community to uncover crime drivers, understand the challenges of different "hot spots" in particular parts of the city, and prioritize evidence-based interventions. We facilitated multiple community conversations with City and human service agency staff with 10 to 12 participants each, two more in English and Spanish with 10 to 15 residents that frequent the largest nonprofit in the city that serves the Latinx community, and collected data (n=200) from residents and business owners using surveys at several community events. Data were recorded and coded using NVivo. Findings reveal that community residents, businesses, human service agency staff, and police are all concerned about community safety but solutions and priorities differ.

**Chairs:**

**Robin Toof**, University of Massachusetts Lowell; **Melissa Wall**, University of Massachusetts Lowell; **Rianna Grissom**, University of Massachusetts Lowell; **Andrew Hostetter**, University of Massachusetts Lowell

**Poster Session 2: Context Matters: Examining How School Context Contributes to Bullying Victimization**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Bullying is a specific form of victimization that occurs intentionally and repeatedly among school aged children and is characterized by an imbalance of power between perpetrator and victim (Cecen-Celik & Keith, 2016). One out of every three students is bullied nationally, with boys less likely to report than girls. Bullying has lasting negative consequences including higher levels of anxiety, higher rates of fear and avoidance, and lower academic performance. Authoritative School Climate (ASC) is characterized in the literature as high structure and support. Evidence suggests that schools with higher ASC have enhanced student outcomes such as higher academic achievement and lower rates of bullying victimization (Keith, 2018). The purpose of this study is to expand upon the ASC framework by adding contextual variables beyond structure and support that may contribute to bullying victimization in schools. Data from the 2015 School Crime Supplement of the National Crime Victimization Survey will be analyzed to examine whether contextual variables like crime in the neighborhood surrounding the school, use of physical security measures, and school size will expand the ASC framework to further explain the variance in levels of academic achievement, rates of victimization, school

avoidance, and fear. Preliminary findings will be presented and implications for policy, practice, and action will be discussed.

**Chairs:**

*Leigh Rauk*, University of Miami; *Todd Warner*, University of Miami

**Poster Session 2: Defensive Othering and Propensity for Bystander Intervention: Preliminary Results from a Sexual Violence Education Intervention**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

This poster explores associations between defensive othering and propensity for bystander intervention. The term “defensive othering” refers to the tendency in marginalized groups for individuals to distance themselves from in-group members, based on internalized, negative stereotypes. This is relevant to community psychologists working in prevention and intervention because likelihood for bystander action in risky situations decreases when potential victims are othered. Previous studies addressing rape myths suggest that debunking victim-blaming beliefs is effective in counteracting defensive othering. Our study builds on these findings by examining the effectiveness of the Nest Program for the Right to Healthy Relationships (R2HR). R2HR was piloted with 3,958 high school students in the Pacific Northwest, and debunks child sexual exploitation and trafficking myths (e.g., trafficking only affects certain communities). To understand the association between defensive othering and potential bystander intervention, the proposed poster addresses the following questions: (1) Is defensive othering cross-sectionally related to bystander intervention in situations of risk? (2) Is R2HR successful in debunking myths about child sexual exploitation and trafficking? (3) If so, is debunking myths effective in increasing likelihood of intervention? To address RQ 1, correlational analyses assess the association between defensive othering, measured with items tapping into perceptions of sex trafficking and exploitation (e.g., “sex trafficking and other forms of sexual exploitation cannot happen to me”), and likelihood for intervention (e.g., “what would you do if you noticed some of the signs and signals that someone is being trafficked?”), at baseline. To address RQ 2, pre- and post-scores are compared via paired t-tests. To address RQ 3, covariance analyses investigate whether changes in participants’ perceptions of sexual exploitation correlate with their propensity to intervene in potential situations of exploitation. Results are interpreted in light of implications for future research, policy, and practice.

**Chairs:**

*Joshua G. Adler*, New York University; *Christina Ducat*, New York University; *Corianna E. Sichel*, New York University; *Libby Spears*, Nest Foundation; *Nishima Chudasama*, Nest Foundation

**Poster Session 2: Elevating Leadership and Community: A Mixed Method Approach to Evaluating a University Multicultural Center for Students of Color**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Minority college students often are forced to navigate through a university environment in which they are underrepresented and isolated within a white majority (Jones, Castellanos, & Cole, 2002; Loo & Rolison, 1986). With few opportunities for minority students to connect with individuals of similar background, on-campus multicultural centers provide minority students with an important source of community connections, leadership skills, and feelings of empowerment and acceptance (Harper & Quayle, 2007). This mixed-method study examines students of color engaged in a culturally reflective leadership and civic activism program within a university multicultural center in a predominately white, rural, conservative county within Northern California. Longitudinal survey data was administered to 175 participants, of which 144 (retention rate of 82%) completed surveys prior to and after multicultural center programs. Surveys assessed for associations between leadership experience ( $\alpha = .88$ ), civic engagement ( $\alpha = .86$ ), and sense of connectedness to the center ( $\alpha = .88$ ) and university ( $\alpha = .80$ ). Quantitative findings employed paired sample t-tests to compare scores across time. Survey findings indicated a growth in leadership skills  $t(100) = -3.674, p < .000$ , civic behaviors and engagement  $t(100) = -2.423, p = .017$ , student-staff partnership  $t(97) = -3.956, p < .000$ , and empowerment  $t(98) = -3.622, p < .000$ . Qualitative findings, which consisted of focus groups (12), photovoice sessions (4), and ethnographic field notes (25), were coded to capture emerging themes (9). These results indicate that students of color experienced an increase in overall health and wellbeing after participating in multicultural leadership center. Furthermore, this study highlights implications for future support from educators and peers to enhance minority students’ collegiate experiences using culturally inclusive college community centers. This study was funded by the Spencer Foundation Small Grants Program, New Civics Initiative.

**Chairs:**

*Sherry Bell*, California State University, Chico; *Christopher Jones*, California State University, Chico; *Kristin Vierra*, California State University, Chico; *Jamie Kerby*, California State University, Chico

**Poster Session 2: Eradicating Book Deserts: Teens’ Assessments and Perceptions of Book Access in Low-Income Environments**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Previous research has found that access to reading materials within neighborhood settings tends to be disproportionate depending on the surrounding community’s socioeconomic status. Analyses of neighborhoods delineated by local income indicate there are fewer locations where youth and their families can borrow or purchase affordable reading materials (i.e. fewer public libraries or booksellers) and also contain fewer reading materials to choose from. Most reading resources focus on young children with even fewer reading

resources for teens. These book deserts negatively impact young adults who are still continuing to develop their literacy skills. Using a critical consciousness framework, high schoolers (considered as co-investigators) attending a youth-serving agency participated in a Photovoice project to assess where they can access reading materials and their perceptions of the quality and quantity of those materials. Twenty-five high school students took pictures of things that encourage them to read in three high-poverty zip codes in Wichita and answered a pre-Photovoice questionnaire, and ten were interviewed and responded to a post-Photovoice questionnaire. Results across methods indicated that most co-investigators felt there was adequate access to reading materials in town; many could identify those particular places where they could find books. These co-investigators primarily said they like to read because they can learn from books and enjoy the creativity books enhance. However, they do not read often, partly because of noted challenges to access in the community. Co-investigators said they perceive books as higher-quality when the materials are personalized to teens' experiences and relate to their lives; however, they do not get these types of books in schools. From a group coding session, co-investigators created four distinct themes of pictures that symbolize factors that encourage them to read. Co-investigators provided suggestions for increasing reading among people their age.

**Chairs:**

*Julia Siwierka*, Wichita State University

**Poster Session 2: Evaluating College Assistance Migrant Programs (CAMPs): Identifying Effective Supports and Mechanisms for Retaining Migrant Farmworker College Students**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

There are more than half a million school-age migrant students in the United States (Cahape, 1993; Gibson, 2003; Lennon & Markatos, 2002), but, historically, less than 30% of these children will graduate high school, and only a small percentage of these children will go on to college (Kandel, 2008). College Assistance Migrant Programs (CAMPs) support the recruitment and retention of students with migrant or seasonal farming backgrounds into their first year of college. While there is data to suggest that CAMPs are successful in facilitating college retention and completion, there is little evaluation evidence to show which supports and mechanisms account for these effects. To identify potential supports and mechanisms that account for the college retention and completion effects of CAMPs, we examined data provided by CAMP students at the beginning and end of their first year of college. These data included responses on Davidson, Beck, & Hall's (2009) college persistence questionnaire, as well as to items designed specifically for this study. Multivariate results clarify the specific supports and mechanisms that account for CAMP's effects on retention outcomes. As such, findings have important implications for the administration of CAMPs and for future research into their effectiveness.

**Chairs:**

*Rosaura Dominguez-Rebollar*, Michigan State University;  
*Mary Normand*, Michigan State University

**Poster Session 2: Evaluating Mental Health Promotion Activities: the Example of a Collaborative Research With a Community-Based Organization**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

The MSMQ (Mouvement santé mentale Québec) is a community-based organization aiming to promote mental health throughout the Province of Quebec, Canada. In December 2017, a collaborative project started, involving MSMQ and researchers in community psychology (UQAM). This project aimed to coconstruct and validate an evaluation strategy to support partners in the evaluation of their mental health promotion activities. The purpose of this presentation is to describe the collaborative research process, carried out in partnership with the MSMQ, and to outline current results. During the year of this project, the researchers and the MSMQ worked together towards two main goals. The first consisted in creating a logic model of the Mental health week in Quebec, describing processes and outcomes: objectives, activities, target groups, partners, influencing factors, short and long term effects. An iterative strategy was used to construct the model. Interviews were conducted with stakeholders (N=9) and organizational documents were analyzed to produce a draft of the model. This draft was refined through consultations with MSMQ employees, and discussed with board members and all the member-organizations during the 2018 general assembly meeting. This model was used as a basis to achieve the second goal. A grant application was developed in partnership with the MSMQ to coconstruct an evaluation strategy for the modeled activities, depending on partners' needs. This strategy will support MSMQ member-organizations in the identification of relevant evaluation questions, indicators and methods to evaluate implementation and effects of their mental health promotion activities. It also aims to raise awareness about the objectives, methods, strengths and limits of evaluation science in health promotion. An innovative participatory and transformative research process is proposed to construct this evaluation strategy. This grant also aims to improve current practices in the evaluation of mental health promotion activities in a larger field.

**Chairs:**

*Coralie Mercerat*, UQAM; *Cécile Bardon*, UQAM; *Renée Ouintet*, MSMQ

**Poster Session 2: Evaluating the Mental Health and Substance Use Outcomes of Frequent Emergency Department Users Participating in a Community-Based Case Management Service**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Hospital emergency departments often do not have the resources available to address the complex health and social

needs of individuals presenting with mental health and substance use issues. As a result, some of these individuals will repeatedly visit emergency departments – increasing wait times and healthcare costs – while continually receiving medical support that does not meet their needs. Community-based interventions represent an alternative model to meet the needs of these frequent emergency department users. The Familiar Faces Transitional Case Management program in Ottawa, Canada is a community-based mental health service that diverts these individuals out of emergency departments and provides them instead with more comprehensive and relevant health and social supports in the community. An outcome evaluation was conducted to investigate if the Transitional Case Management program was improving client mental health functioning, reducing client substance use, and reducing client use of emergency departments. This poster presentation will include a description of the Transitional Case Management program; an overview of the outcome evaluation methodology used to evaluate it, including measures of mental health functioning and substance use, and emergency room use data gathered from administrative healthcare databases; and a summary of the key quantitative findings. This poster presentation will also describe the implications of the evaluation results, including a focus on the value of using a community-based approach to support frequent emergency department users with mental health and substance use issues.

**Chairs:**

*Jonathan Samosh*, University of Ottawa; *Alexia Polillo*, University of Ottawa; *John Sylvestre*, University of Ottawa; *Tim Aubry*, University of Ottawa

**Poster Session 2: Formerly Homeless People Maintaining Housing**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

A local agency has implemented a program to provide supportive housing services to clients who have had episodes of homelessness, not including couch-surfing or staying with relatives, for several previous years. In their third year of federal funding the program had approximately 60 clients (out of approximately 300) who had maintained stable housing for at least six months. The stakeholders wanted to focus on clients in permanent housing for more than six months to determine the strengths of the program and challenges for clients to identify strategies to improve the housing program. This evaluation, conducted as a class project in a graduate program evaluation course, focused on how the client was connected with the program, how the program helped in finding and maintaining permanent housing, how the client helped in finding and maintaining housing, what barriers or challenges exist in finding permanent housing and what could be done differently or better to enhance this program. A questionnaire was used to conduct phone interviews with individuals identified as participants in the housing program who had maintained housing for a minimum of six months, and had working phone numbers. The agency provided 30 phone numbers; 12 interviews (40%) were conducted. Results were compared and analyzed for common themes in finding and maintaining housing, specifically, agency-based factors

that were helpful and not helpful, personal factors that were helpful and not helpful, barriers and challenges to finding housing, and suggested strategies to improve the program. Limitations related to participants (for example, non-working phone numbers) and to the agency (for example, lack of funding for this project) will be presented. Suggestions for the program will be included (for example, improving agency-landlord collaboration which will likely increase housing options).

**Chairs:**

*Patricia O'Connor*, The Sage Colleges; *Elyse Calandra*, The Sage Colleges; *Stephanie Fuertes*, The Sage Colleges; *Rachel Hauley*, The Sage Colleges; *Diana Matthews*, The Sage Colleges

**Poster Session 2: Heart Healthy Neighborhood: A Community-Academic Partnership Created Yoga and Mindfulness Intervention to Reduce Stress and Address Cardiovascular Disease Risk Factors**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Cardiovascular disease is a significant public health burden and the source of stark racial and socio-economic health disparities, particularly between White and Black Americans. Racial disparities in cardiovascular health are rooted in the stress experienced by African Americans, including racial segregation, financial stress, lack of perceived safety, and stress from discrimination. Perceived stress can encourage maladaptive health behaviors like smoking, being less physically active, consumption of calorie-dense foods that pose cardiovascular risk and reduced self-efficacy for healthy eating. Reduced stress and increased self-efficacy are crucial for facilitating health behavior changes to reduce cardiovascular illness risk. Given these shared understandings, researchers and community members co-designed a yoga and mindfulness intervention to reduce stress and promote participant desired health behavior changes. Our team will present preliminary findings from our community-engaged research project detailing the collaborative design process and structure of randomized controlled trial. The presentation will share results of pre- and post-intervention self-reported health behaviors and biometric data (blood pressure, waist circumference, glucose, HDL cholesterol, and triglycerides). Finally, we share lessons learned from the project including the key attributes of our yoga and mindfulness that contributed to the success and sustainability of the program for participants.

**Chairs:**

*Jared Olson*, Medical College of Wisconsin; *Melody McCurtis*, Metcalfe Park Community Bridges; *Melissa DeNemie*, Medical College of Wisconsin; *Danell Cross*, Metcalfe Park Community Bridges; *Kirsten Beyer*, Medical College of Wisconsin

**Poster Session 2: Hybrid Active Living Potential Scale (HALPS): The Collaborative Development of a New Built Environment Assessment Tool**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

### Abstract

The Health and Lifestyle Information Survey from the Canadian Armed Forces (CAF) Department of National Defence (2009) reported a decrease in activity levels among CAF personnel between 2004 and 2009. Beyond the operational implications, decreased activity levels can lead to chronic disease and a shorter lifespan (Cohen et al., 2017; DND, 2008; Gilmour, 2007). In light of this problem, new perspectives and solutions are needed. The CAF have traditionally used individual level interventions, such as annual fitness tests; however, research from health and epidemiology suggests that population-based interventions (e.g., more areas to walk) are more effective and sustainable (Rose, 2008). Research also shows that residents living in walkable, diverse, and appealing neighborhoods are more likely to know their neighbours, to participate politically, to trust others, and to be involved socially (Jun & Hur, 2015). Due to a dearth of research on built environments around military bases, the Hybrid Active Living Scale (HALPS) was developed in collaboration with key community partners to assess the impact of the built environment on active living on and around Canadian Armed Forces bases. This poster will present the collaborative developmental process of the HALPS and illustrate key items and initial results via insightful charts, diagrams, and maps. This project represents a unique collaboration between academic, military (Health Promotion and Canadian Forces Housing Agency), and local community partners (real estate agents and residents). The development of the HALPS involved the creation of a codebook, content validation, pilot testing, and refinement before setting out to collect data across Canada. Using Apple iPads, two trained raters assessed the built environment on and around seven military bases and towns where CAF personnel live. This poster will invite conference participants to consider the role and impact of the built environment on active living in their lives and communities.

### Chairs:

**Sean Lafontaine**, University of Ottawa; **Orsolya Holthof**, Canadian Forces Morale and Welfare Services; **Mike Spivock**, Canadian Forces Morale and Welfare Services; **Elizabeth Kristjansson**, University of Ottawa

### Poster Session 2: Illinois Expulsion Legislation Implementation

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

### Abstract

Nationwide, preschoolers are more likely to be expelled than children in K-12 schools. To address this crisis, Illinois passed a law prohibiting the expulsion of children in any state funded or licensed early childhood program as of January of 2018. While the legislation is progressive, the communication about and implementation of such a sweeping change has been inconsistent across the state. The present study is part of an evaluation of the law's implementation. Using survey data from program administrators (N = 185) across Illinois, we learned that knowledge of the legislation is highly variable

with 34.1% saying they are not at all or slightly familiar with the law. In order to better understand whether and how knowledge of the legislation, preparedness to comply, and utilization of available prevention resources vary, this present study considers the structural and systemic factors affecting implementation. All early childhood programs in Illinois are served by resource and referral agencies (See Table 1). Among other services, these agencies provide mental health consultation (MHCs), the best-known intervention to prevent expulsion (Gilliam & Shahar, 2006). MHCs work with programs to amend policies and perceptions of children's challenging behaviors. These agencies are also a key source of information for programs about changing policies and requirements. This poster will present findings from a series of hierarchical linear modeling (HLM) analyses testing the degree to which variance in administrators' survey responses can be attributable to their agency affiliation. Our preliminary analyses indicate that knowledge of the legislation is less attributable to regional agency (ICC = 0.079) than programs' confidence in compliance (ICC = 0.140). Whether expulsion occurs is also somewhat attributable to region (ICC = 0.12). The presentation will also include analysis of HLM models that include regional and program level covariates including agency capacity, number of MHCs and program expulsion.

### Chairs:

**Christen Park**, University of Illinois at Chicago; **H. Callie Silver**, University of Illinois at Chicago; **Qaswa Hussaini**, University of Illinois at Chicago; **Courtney Zulauf**, University of Illinois at Chicago; **Katherine M. Zinsser**, University of Illinois at Chicago

### Poster Session 2: It is Never too Early to Build Relationships: Community Partner and Graduate Student Perspectives on Consultation

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

### Abstract

Community-based partnerships and collaborations are an integral component for the advancement and expansion of our field. Relationship building is the most essential skill that we can hone throughout our time as graduate students that will continue with us into our careers and all future engagements. We collaborate on this lessons-learned poster with our community partner, Depaul USA's Dax Program, a supportive housing non-profit for college students. As first and second year graduate students, we relay what we have learned from navigating our year-long partnership and collaboration with the Dax Program. Using a utilization-focused approach and skills we have learned from mentors and courses at DePaul University, we assisted program staff in developing a detailed logic model, organizing data, conducting literature reviews, creating informational handouts as well as their first program manual. These collaborative projects were selected based on the program's goals, needs, and projected usage. Additionally, our community partner shares their perspective and lessons learned from our work together. This poster is created in hopes to educate future graduate student consultants as well as learn from post-doctoral consultants and generate discussion aimed to increase success for all in future consulting endeavors.



**Chairs:**

**Kayleigh Zinter**, DePaul University; **Rebecca McGarity-Palmer**, DePaul University; **Kelly Lancaster**, DePaul University; **Abraham Morris**, DePaul USA; **Joseph Ferrari**, DePaul University

**Poster Session 2: Latinx Mothers and Fathers' Economic Strain, Co-Parenting Relationship and their Children's Language Development**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Financial stressors have been associated with marital quality (Lavee et al., 1996). Furthermore, unmarried couples seem to be at greater risk for economic hardships and their children tend to have more negative developmental outcomes (Kalil & Ryan, 2010; Manning & Brown, 2006). However, a large portion of the literature on the quality of marital relationships and its impact on child outcomes focuses on behavioral problems or adjustments rather than cognitive development (Stroud, Meyers, Wilson, & Durbin, 2015; Tavassolie, et al., 2016). Therefore, this study addresses the gaps in the literature by examining the associations between perceived economic strain, quality of co-parenting relationship, and children's language development in a sample of unmarried and married cohabitating Latinx mothers and fathers. Participants included 127 first-time Latinx parents (n= 65 moms, n=60 dads), recruited for the Baby Books 2 Project. Mothers and fathers were surveyed when their child was 9 months old about their: 1) co-parenting relationship (e.g., We are maturing and growing together through experiences as parents), 2) economic strain (e.g., My family has enough money to afford the kind of food we need), and 3) demographic information. Children (n=62 girls, n=65 boys) were assessed in English or Spanish using the Preschool Language Scales (PLS<sup>TM</sup>-4), an assessment of receptive and expressive language skills. On average, parents that reported less economic stress were significantly more likely to also report having a positive co-parenting relationship ( $r=.47, p<.001$ ). Positive co-parenting relationships were also associated with higher PLS scores ( $r=.29, p<.001$ ). Interestingly, the relationship between financial strain and co-parenting was greater for males than females. Thus, it appears that economic challenges are meaningfully related to adults' relationship as co-parents, especially for fathers, which is important since co-parenting relationship is related to children's development. These findings suggest another potential risk of poverty, for both co-parenting and child development.

**Chairs:**

**Maritza Morales-Gracia**, University of California, Irvine; **Natasha Cabrera**, University of Maryland

**Poster Session 2: Lost in Translation: An Example of Educational Theory Applied in a School Context**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

While research is often aimed at improving outcomes, the translation of research to practice is often difficult. This poster

presents a case study of how one school within one of the largest US school districts put research-based theory into practice through the use of an assessment survey. This assessment was designed to understand students' experiences on campus and was used by the case-study school as an evaluative tool for their intervention and enrichment programming. After performing a q-sort and confirmatory factor analysis on the 34-item survey, five categories were identified that have components of five research-based theories (e.g., school climate, growth mindset), which were then confirmed by school staff. However, these educational theories were only partially assessed and lacked variability across respondents and time. The incomplete and overly generalized use of these theories likely contributed to the lack of utility of the measure for the school, highlighting the importance of accessibility and usability in community research. Further implications about how researchers can build collaborative relationships with practitioners to build capacity and promote positive change are discussed. These data connect well to the program theme of "community-campus partnerships, collaborations, and networks" as the case study and guidance from the case study are part of a campus-community collaboration.

**Chairs:**

**Jennifer Renick**, University of California, Irvine; **Stephanie Reich**, University of California, Irvine

**Poster Session 2: Maternal Relationship Factors Associated with Personal Stigma towards Mental Illness among Young Adults of Mothers with Depression**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Contact theory suggests that greater contact with individuals with mental illness is generally associated with a reduction in personally held stigmatized beliefs about mental illness. Some research suggests that, despite higher levels of contact, family members of people with a mental illness can endorse personal stigma toward mental illness. Adult children of parents coping with depression often experience feelings of burden and social stigma as a result of their parents' mental illness. Studies suggest that these adult children may also endorse personal stigma towards depression. However, little is known about how adults' relationships with their parents may be related to their endorsement of negative attitudes towards people with mental illness. Research suggests that adult children of parents with depression, who often experience feelings of burden and stigmatization due to their relationship with their parent, may also endorse personal stigma toward depression. Understanding adult parent-child relationships and personal stigma among family caregivers has important intervention implications for community psychologists. The present research summarizes findings from a study of 172 young adults with mothers diagnosed with depression. The study examines the relative contribution of young adults' reports of maternal responsibility, regard, and frequency of maternal contact in accounting for variation in adults' reports of personal stigma toward depression. Regardless of demographic characteristics and self-reported depressed mood, young adults' who reported more contact with their

mother were more likely to endorse personal stigma toward depression. Young adults' reports of maternal responsibility were also positively associated with their endorsement of depression stigma. However, young adults who reported higher levels of maternal regard reported lower levels of depression stigma. Findings suggest that young adults' reports of regard for their mother were more strongly associated with their views of depression stigma than self-reported responsibility or frequency of contact. Implications for community research and action are discussed.

**Chairs:**

*Kevin Walker*, Bowling Green State University; *Sarah E. Russin*, Bowling Green State University; *Melissa F. Rudd*, Bowling Green State University

**Poster Session 2: Navigating Personal and Societal Boundaries in Narrative Accounts of Community Engagement**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Previous research of service learning experiences has argued that building relationships across societal boundaries is necessary for social change and student development (Chesler & Scalera, 2000; Jones, Robbins, & LePeau, 2011; Sanchez, 2004; Skilton-Sylvester, 2000). In practice however, such relationships may present challenges that students are not well-prepared to face. This study explored the ways in which college students problematized and negotiated relational intimacy and set personal boundaries while they were engaged in the important social boundary-crossing work of civic engagement and social justice within the community. We have completed the fourth year of a cross-sequential study in which 123 Bonner Scholars at Rhodes College wrote and then shared with one another narratives about their service experiences twice a year. The Bonner program is a college access initiative that requires weekly community service, and regular reflection on service activities. A thematic analysis of these 405 narratives found that students often formed relationships in their service sites and many struggled in defining their personal boundaries within those relationships. Three distinct categories of relational concerns emerged from the narratives: (1) concerns regarding sexual harassment and unwanted closeness, (2) concerns regarding the author's obligations to others, and (3) concerns regarding unwanted distance in a relationship. These students are emerging adults in semi-professional volunteer positions who have been urged to collaborate rather than "serve." many are intensely aware of structural power imbalances within society. Narrative accounts of their experiences require students to position themselves and others as actors in these complex organizational and societal structures, while they simultaneously question the role relationships play in their own identities (Erikson, 1959). Educators who facilitate civic engagement should be aware of the complexity of such conflict and be ready to help students navigate this collision of societal and personal boundaries.

**Chairs:**

*Anna Baker-Olson*, Rhodes College; *Isabelle Blaber*, Rhodes

College; *Marsha Walton*, Rhodes College; *Elizabeth Thomas*, Rhodes College

**Poster Session 2: Neighborhood Collective Efficacy, Social Support, and Adolescents' Behavioral Health**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

While social support promotes resilience in youth, the neighborhood context, particularly collective efficacy, shapes family and peer influences on behavior (Maimon, Browning, & Brooks-Gunn, 2010; Rankin & Quane, 2002). Few studies have considered both perceived quality and time exposure to support sources when investigating social support effects within neighborhood contexts. This study will examine whether collective efficacy moderates the effects of family and friend support—both perceived quality and time exposure—on adolescents' behavior. Fifty-six adolescents (ages 11-19 years, 80% Black, 43% female) from low-income, urban neighborhoods completed interviews involving self-report questionnaires and detailed time diaries of their routine activities. Age was associated with perceived family support, depression, and delinquency and thus was included as a covariate in analyses. The PROCESS macro was used to test interactive effects between the perceived social support variables and collective efficacy on adolescents' self-reported depression, aggression, delinquency, and positive well-being. Results revealed a significant interaction between perceived family support and collective efficacy on aggression ( $t(50) = 2.60, p < .05$ ) and delinquency ( $t(50) = 2.50, p < .05$ ), such that perceived family support was negatively related to self-reported aggression and delinquency when adolescents reported low neighborhood collective efficacy, but not related to aggression or delinquency when adolescents reported living in neighborhoods with high collective efficacy. Perceived friend support did not interact with collective efficacy on any outcome variables. These results suggest that family support may compensate for poor social control in neighborhoods with low collective efficacy, whereas adolescents in high collective efficacy areas have fewer opportunities to engage in aggressive or delinquent behaviors. This poster further explores whether social exposure demonstrates similar relationships with adolescents' behavior as their perceptions of support, and discusses implications for designing community interventions.

**Chairs:**

*Sindhia Colburn*, Bowling Green State University; *Eileen Diggins*, Bowling Green State University; *Carolyn Tompsett*, Bowling Green State University

**Poster Session 2: Participant Voices at the Podium/Poster: Using Interview Audio to Address Racism and Homelessness**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

People of color in the United States are disproportionately represented in the population experiencing homelessness, relative both to the overall population and population in

poverty. Despite historical analyses linking homelessness to structural racism, studies aiming to understand modern racial inequities in homelessness are limited. Recently, the Center for Social Innovation and Bassuk Center on Homeless and Vulnerable Children & Youth launched SPARC (Supporting Partnerships for Anti-Racist Communities) to conduct mixed methods research and to assist communities in transforming their homelessness response systems through a racial equity lens. SPARC's research has included over 170 qualitative interviews with people of color experiencing homelessness. To help facilitate action from the findings, the researchers asked participants whether they would allow SPARC to play anonymous audio clips from their interviews during presentations. The majority agreed. The purpose of this poster is to showcase SPARC interview findings through participant voices and facilitate discussion on the potential of audio-enhanced dissemination. Using their smartphones, SCRA participants will be able to scan QR codes on the poster to listen to audio clips representing qualitative themes from our research. Including audio in the dissemination of qualitative findings can improve validity of data by maintaining elements of natural speech, engage audiences and improve content understanding, and help to counter hierarchies of power and expertise common in research by centering the voices of people most impacted by social issues. In a topic like the intersection of racism and homelessness, what kind of power lies in bringing voices into rooms where they usually are not present? What limitations and opportunities do researchers and evaluators face in including those voices? This poster will share some of the SPARC's findings, showcase participant voices, and facilitate discussion on this topic.

**Chairs:**

*Molly Richard*, Vanderbilt University, Center for Social Innovation

**Poster Session 2: Participation in an All-Ages, Volunteer-Run, Arts-Based Music Organization: Accessibility and Diversity**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

PDXPOPNOW! is a community-based organization that has provided free, all-ages music festivals and education in Portland, Oregon since 2004, engaging more than 200 volunteers and many hundreds of attendees and artists each year. Festival attendees were approached by volunteers and asked to complete a short demographic survey in order to learn how well the organization fulfills its goals of diversity and inclusion. The survey asked about attendees' age, income, gender, racial/ethnic/national identity, and mode(s) of transportation to the festival. Nearly 400 responses were received in 2017 and 700 responses (n = 676) in 2018. Festival attendance ranged at any one time from 65 (Sunday morning) to 979 (early Saturday evening). Festival participants are younger, less wealthy, and slightly more racially and ethnically diverse than Portland. About one-fourth of the festival participants are under age 21 and cannot legally attend the vast majority of Portland's music performances held in 21 and over clubs. Nearly half of PDXPOPNOW! attendees report their household earns less than \$35,000 per year with

over one-quarter earning \$0 to \$20,000. With club cover charges typically starting at \$10 and increasing to several hundred dollars for tickets to big-name acts, as a free and all-ages festival, PDXPOPNOW! creates a uniquely accessible setting for people with lower or no incomes. Fewer than half of attendees used their own private car but, on average, more than half (57%) used an alternative and more sustainable form of transportation, including public transit (22%), bicycle (17%), and walking (15%). Findings indicate that PDXPOPNOW! creates unique access to a wide variety of music genres for diverse participants. Such access and inclusion facilitates attendees, volunteers, and artists forming microsystems in their social ecology in which they can build relationships, skills, and exchange resources with one another through shared participation in music.

**Chairs:**

*Eric Mankowski*, Portland State University; *Pista Szabo*, Portland State University

**Poster Session 2: Partners in Rhyme: Academic-Community Collaborations in Youth Violence Prevention Using Rap Music**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

The Hip-Hop H.E.A.L.S. (Helping Everyone Achieve Liberation and Success) program is an innovative model of violence prevention that employs strategically- selected songs, videos, and other popular media components from Rap music and Hip-Hop culture to promote prosocial strategies - as opposed to reinforcing antisocial ones. This program represents a joint academic-community venture that originated from a university-based researcher but has evolved into a full-fledged network of community-based partnerships in targeted cities around the country for disseminating, implementing, and evaluating this Rap/Hip-Hop model of violence prevention. Modern Rap music and its related Hip-Hop culture has recently been acknowledged by both noted commentators as well as sales tracking systems in the music industry as the most popular musical genre in the United States today. Public perceptions of, and initial reactions to, the raw and often negative nature of certain segments of Rap music - particularly "Gangsta Rap" - appear to have overshadowed or even precluded developing academic-community partnerships to tap potential positive elements of this music and culture. This poster will highlight the specific processes and key lessons learned from launching and continuing an innovative - and initially controversial - violence prevention program using popular youth music in schools and other community-based settings. In particular, this poster will address key steps, obstacles, and solutions for developing, maintaining, and expanding authentic community partnerships as a means of training, implementing, evaluating, and sustaining community-based programs amid the challenges of high needs and low resources in many urban ethnic minority schools and other environments. Poster presenters will provide visitors with engaging and interactive activities including reading song lyrics, hearing selected songs, watching selected videos, and discussing collaborative strategy techniques for the launch of innovative programming with potentially controversial as well

as beneficial elements of youth violence prevention such as Rap music and Hip-Hop culture.

**Chairs:**

**Jaleel Abdul-Adil**, University of Illinois at Chicago; **Cindy Hill-Ford**, Center for Restorative Solutions; **Alvin D. Farmer, Jr.**, Northeastern Illinois University; **Roberto Lopez-Tamayo**, University of Illinois at Chicago; **Liza Suarez**, University of Illinois at Chicago

**Poster Session 2: Population Dynamics in Child Welfare Practice: A Mixed-Methods Approach to Theory**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

This poster presents an empirical justification for the application of systems theory in child welfare research, policy, and practice. Presenting a novel synthesis of population ecology and social dynamics, this poster articulates a hypothesis that patterning in entries into and exits out of the child welfare system will manifest themselves differently if those entries and exits are constrained by systems structures as opposed to if those cases were reviewed differently and independently. The application of this synthesis considers the theoretical question of whether systems structures shape child welfare outcomes. This study incorporates a mixed methods approach which contextualizes theory within the experience of front-line practitioners. Thirteen semi-structured interviews with child welfare practitioners outlined the practice-level picture of population dynamics. Respondents identified meaningful constraints and sensitivity to changes in populations, justifying the application of the theory. Analyzing 68,324 unique entries and 68,110 unique exits over 784 weeks in six counties in a large western state, this study applied a nonparametric analysis technique called Empirical Dynamical Modeling, and found coupled, nonlinear behavior in the entry/exit patterning under conditions structured by feedback, capacity, and rate governing behavior. That is to say that analysis detected some evidence that observed population processes are structured by constraints which act to pattern decisions to place a child in foster care or release a child from foster care.

**Chairs:**

**John Halloran**, Lewis University

**Poster Session 2: Program Quality and Civic Engagement at Boys & Girls Clubs of America: Longitudinal Analyses**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Research has demonstrated that high-quality after-school programs can facilitate positive youth development outcomes, such as civic engagement (e.g., Durlak & Weissberg, 2010; Larson & Angus, 2011). The Boys & Girls Clubs of America (BGCA) is a national afterschool program that aims to provide youth from low-resource communities with a high-quality Club experience, characterized by supportive relationships with adults, safety, engagement, and belonging. Using self-report survey data from a data set with 101,603 youth BGCA

members across 2,742 clubs throughout the United States, we investigated the longitudinal association between youth perceptions of program quality and civic engagement. Participants were youth (ages 9 to 18; 52% male, 30% African American, 24% Caucasian, 19% Latino) who attended BGCA clubs from 2015-2018. To assess program quality (hereafter referred to as overall club experience (OCE)) youth reported on their perceptions of fun, emotional and physical safety, relationships with adults, and sense of belonging at their Club. Community service (how often youth reported that they volunteered in their school or community or helped at their Club) was measured as an indicator of civic engagement. We estimated a multi-level latent growth models of OCE and civic engagement, controlling for individual (e.g., gender and grade) and setting level (e.g., club type and size) covariates. The data fit the model well:  $\chi^2(47, N=79,119) = 1463.81$ ; RMSEA=.01; CFI=.96; SRMR=.03 and explained 19% of individual (within) and 16% of setting level (between) variance. Results indicate that positive perceptions of OCE were related cross-sectionally to higher levels of community service  $b=.90$ ,  $SE=0.03$ ,  $\beta=0.37$ ,  $p < .001$ . Increases in OCE predicted increases in community over time,  $b=.90$ ,  $SE=0.05$ ,  $\beta=0.39$ ,  $p < .001$ . Overall, this study will help us understand how program quality facilitates indicators of civic engagement over time, thereby providing researchers and practitioners with strategies for increasing civic engagement in youth through after-school programming.

**Chairs:**

**Nadim Khatib**, Georgia State University; **Scot Seitz**, Georgia State University; **Hannah Joseph**, Georgia State University; **Christyl Wilson**, Georgia State University; **Krista Collins**, Boys and Girls Clubs of America; **Omar Guessous**, Boys and Girls Clubs of America

**Poster Session 2: Promoting Self-Esteem and Sense of Community within College Divisions and the University**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

In the fall of 2015, 17 million students enrolled in colleges across the country; however, at the same time 37.2% of the students transferred to a different university at least once during their undergraduate education. Research has shown that universities can identify and separate permanent dropouts from temporary/transfer dropouts by focusing on the students social integration within the college setting— given that their individual factors are equal. Understanding how the individuals' themselves fit into these social interactions can be examined through the lens of social identity theory. The purpose of this poster presentation is to explore sense of community and self-esteem from a social identity theory framework. The sample included 183 junior and senior university students (20–58 years of age) at a Midwestern university. Social identity theory, predicts positive correlations between strength of sense of community: self-esteem and inter-group differentiation. Results indicated that as students' sense of community increases so does their self-esteem ( $r = .30$ ,  $n = 183$ ,  $p < .01$ ). Additionally, as participants spend more time on campus, with other students in general or with students from their same college ( $r = .27$ ,  $n = 179$ ,  $p < .01$ ),

their sense of community increases and results revealed that there were statistically significant differences between the college divisions ( $F(6, 168) = 2.37, p = .03$ ). Research recommendations included fostering sense of community through increased on campus activities and increased college division activities. As students engage more with on campus activities they will experience increases in sense of community and self-esteem. Results from the data could be used to help focus on college divisions where students experience a diminished sense of community and provide interventions to engage students and prevent students from transferring to another university.

**Chairs:**

*Juliana Garcia*, Wichita State University

**Poster Session 2: Promoting Successful Exit from Homeless Services for Families: A Community-Based System Dynamics Approach**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Homelessness impacts thousands of families in the U.S. each year. Despite substantial federal and local funding, rates of shelter use have remained largely stagnant over the past decade. In the St. Louis metro area, families spend on average three months in shelter per episode, and one in six families reenter within two years. The present study aimed to explore decision-making processes among caregivers and staff in family homeless shelters that may drive these system-level patterns. Group model building (GMB) sessions—a participatory system science tool—convened small groups of caregivers and staff to explore how they prioritized complex needs and allocated scarce resources. Insights from GMB sessions were incorporated into a system dynamics simulation model to test various interventions including increased service capacity, improved effectiveness of services, more efficient targeting of services, and targeted interpersonal interventions. Results from GMB indicated several feedback relationships that reinforced longer shelter stays. Crowding increased client stress, which eroded self-efficacy and led to longer stays. Longer stays also increased a sense of “getting comfortable;” although clients initially wanted to leave shelter as quickly as possible, some eventually acclimated to the environment and it became more difficult and less desirable to leave. These processes were balanced by capacity constraints and pressure on staff from agency and federal policy to discharge people within 30 days. Simulation results indicated increased service capacity lengthened average stay and reentry rates as the system expanded to meet previously unmet need. Interventions targeting stress reduction and increased self-efficacy led to reductions in length of stay without increasing likelihood of reentry. Additionally, diverting less vulnerable families to receive preventative services reduced the bottleneck of families seeking shelter services. Findings suggest increasing shelter capacity without correspondingly improving efficiency of referring families to the appropriate level of care actually worsens system performance.

**Chairs:**

*Katherine Marcal*, Washington University in St. Louis;

*Patrick Fowler*, Washington University in St. Louis; *Peter Hovmand*, Washington University in St. Louis; *Jessica Cohen*, Washington University in St. Louis

**Poster Session 2: Psychological Characteristics Related to Surviving an Active Shooter Event: The Survival Attitude Scale**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Tree of Life Synagogue, Pittsburgh, Pennsylvania; Borderline Bar and Grill, Thousand Oaks, California; Marjory Stoneman Douglas High School, Parkland Florida; First Baptist Church, Sutherland Springs, Texas. These are only a few locations of recent mass shooting incidents that have devastated individuals, families, and communities in the United States. Community response to mass shootings include calls for stricter gun control laws, increased law enforcement, emergency preparedness, and prevention plans. Recent efforts have also focused on understanding individual characteristics that may be related to surviving an active shooter event. Using a sample of 401 adults living in the United States, the present research examined psychological attributes ascribed to an increased probability of survival during an active crisis event. Existing literature on the psychology of survival from a variety of disciplines was used to develop a 15 item self-report measure of survival attitude, the Survival Attitude Scale (SAS), and to examine its psychometric properties and psychological and behavioral correlates. The SAS yields three dimensions of survival attitude (confidence in response, relinquishing control to others, and self-preservation). The measure evidenced acceptable reliability and construct validity when compared to measures of decision-making, reaction to threat, self-reported optimism, self-esteem, and social desirability. To establish criterion validity, participants' scores on the SAS were compared to performance on a short vignette depicting an active shooter on a university campus. In predicting scores on the Survival Response Strategies Vignette, scores on the SAS contributed to between 2% and 6% of the variation in survival response strategy scores beyond that of demographic factors (age, gender, religious affiliation), previous disaster experience, and scores on measures of decision-making ability, previous trauma, and personality characteristics. Present findings highlight relevant factors related to survival response strategies. Implications of the study for survivor training in the United States are discussed.

**Chairs:**

*Wendy Fogo*, Columbia SC VA Medical Center; *Wendy Fogo*, Columbia SC VA Medical Center; *Catherine Stein*, Bowling Green State University

**Poster Session 2: Racialized Sexual Discrimination (RSD)**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

The vast majority of research addressing the health needs of young Black gay/bisexual men (YBGBM) has focused on sexuality and HIV, and there is a deficit of research exploring

issues related to racism and psychological wellbeing among this population. This poster illustrates the latest research examining an understudied phenomenon defined as Racialized Sexual Discrimination (RSD). RSD is described as the sexualized discriminatory treatment that gay and bisexual men of color experience in online social venues, and this phenomenon has implications for both psychological and sexual health. I present the results of a series of focus groups comprised of young gay and bisexual men of color, who discussed their personal experiences with RSD. The purpose of this project was to describe the specific ways in which RSD manifests online, and to identify all sub-domains that represent this construct in its totality. This project was in service to an initiative to develop and test a multidimensional scale of RSD, which will be deployed in future research on health and discrimination among this population. The focus groups revealed four principle domains of RSD (Exclusion, Rejection, Degradation, and Erotic Objectification) as well as sub-domains within each of these categories. These domains guided the successful construction of a novel 60-item RSD scale, which is in early phases of testing and validation.

**Chairs:**

*Ryan Wade*, University of Illinois at Urbana-Champaign;  
*Gary Harper*, University of Michigan

**Poster Session 2: Risk Factors and Protection Factors of Suicide Among Veterinarians and Other Animal Health Care Professionals: A Scoping Review and Organization Under Bronfenbrenner's Ecological Model**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Individuals working in the animal health field are at high risk of psychological distress and suicide, compared to other professionals (Fink-Miller & Nestler, 2018; Kahn & Nutter, 2005). In the United Kingdom, veterinarians have a suicide rate 4 times higher than the general population and 2 times higher than human health professionals (Bartram & Baldwin, 2010). According to Nett and colleagues, 9% of the 11,627 surveyed veterinarians were living with severe psychological distress, 17% had suicidal ideations, and 1% had attempted suicide (Nett et al., 2015). A growing body of evidence from various other countries started identifying risk factors and protection factors of suicide, including individual factors (specific personality traits, mental health diagnosis, lack of fear of death, gender, age and years since graduation), work-related factors (heavy workload, job-related stress, exposure to painful and provocative events, social isolation, feeling of incompetence, exposure to animal disease and death, number of euthanasia cases performed, teamwork dynamics, relationships with clients, bereavement management, access and knowledge of lethal means), and social factors (stigma about mental health, help-seeking behavior, social support, competitiveness and high performance expectations) (Fink-Miller and Nestler, 2018; Moore, Coe, Adams & Sargeant, 2014; Skipper & Williams, 2012). This poster will present the results from a review based on a systematic methodology and a pre-determined set of controlled vocabulary and natural language terms from three databases (PubMed, PsycInfo and GoogleScholar). Upon application of exclusion criteria, the

risk and protection factors studied in the selected articles were reviewed and organized according to Bronfenbrenner's ecological model (1977), allowing for a multi-level understanding of the role of each factor in the issue of suicide among animal health professionals. This will in turn help to orientate future preventative measures against mental health problems and suicide among this professional population.

**Chairs:**

*Anne-sophie Cardinal*, Université du Québec à Montréal (UQAM), Department of Psychology (Community Psychology)

**Poster Session 2: Self-Efficacy in Ethnic Minority Adolescents: The Effects of the MOSAIC Student Leadership Program**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Self-efficacy, defined as one's belief about his or her capabilities to perform a given task, is an important part of youth development. Because of the challenges faced by students in secondary schools, such as negative academic feedback and increased disciplinary actions, self-efficacy tends to decline in many students as the school year progresses. This is especially true for those from ethnic minority/lower SES backgrounds. Research shows that self-efficacy is linked to perseverance in the face of adversity, and thus it is imperative that research examine interventions that can effectively decelerate or reverse the deterioration in student self-efficacy. Participants were 165 students (56 Ambassadors and 109 Non-Ambassador matches) who participated in the Ambassador Program within the Mastering Our Skills and Inspiring Character (MOSAIC) project, intended to improve social-emotional skills and character competencies in support of positive purpose, for three middle schools in Jersey City. Students were elected as Ambassadors within a classroom to serve as leaders within their class and school community. Student Ambassadors helped lead community action discussions, participated in team meetings, and worked on school-wide team projects with other Ambassadors in their schools, which they presented at an Ambassador Showcase at the end of the year. Results suggested that self-efficacy significantly decreased from Fall 2015 to Spring 2016 for those in the non-ambassador (matched control) group, but did not significantly decrease from Fall 2015 to Spring 2016 in the Ambassador (intervention) group. In addition, changes in student Ambassadors' self-reported perseverance of effort matched teacher-effectiveness ratings. Therefore, the leadership component of the student Ambassador Program within the MOSAIC intervention seems to hold promise in preventing the deterioration of self-efficacy, as it gives students an opportunity to foster their ability to think independently, communicate their ideas to others, and take action in their communities.

**Chairs:**

*May Yuan*, Rutgers University; *Nina Franza*, Rutgers University; *Maurice J. Elias*, Rutgers University

## Poster Session 2: Shelter Design Considerations and Coping Mechanisms for Homeless Individuals

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

### Abstract

Over half a million individuals do not have access to permanent housing (HUD, 2017). This population is vulnerable to adversities such as: increased risk of substance abuse, high rates of mental illness, physical trauma, and premature death (Johnson & Chamberlain, 2011; Padgett, Hawkins, Abrams & Davis, 2006; England, Department of Health, Office of the Chief Analyst, 2010). While there has been a plethora of research on the homeless, there is less investigation of their experiences within rural communities (National Advisory Committee on Rural Health and Human Services, 2014). In order to gain a more comprehensive view of the homeless population in the United States, it is important to extend research into rural areas to better understand the specific obstacles and needs of these communities. This research project aligns with the Biennial's values by partnering with homeless individuals from rural areas on what design consideration they prefer for shelter construction. Aggregate data will be shared back with the homeless population to check for accurate representation. Next, participants' narratives and experiences will be used to inform service providers and future community developers. A total of fifteen semi-structured interviews were conducted with both sheltered and unsheltered homeless individuals within a rural community. Participants were identified by shelter staff and a community liaison. First, participants were asked to describe the physical considerations of their ideal living space (i.e. small spaces, etc.). Secondly, they were asked about what coping mechanisms they engage in (i.e. meditation, distraction coping, etc.). Notably, themes of environmental barriers also emerged (i.e. marginalization, normalized violence, etc.). Preliminary findings regarding design considerations, coping mechanisms, and environmental barriers will be discussed. Furthermore, recommendations for future community developers will be reviewed regarding participants preferred shelter design, in reference to 1) physical structure, 2) coping resources, and 3) safety considerations.

### Chairs:

**Lindsay Matthews**, California State University, Chico; **Steve Esmay**, California State University, Chico; **Raevyn Letelier-Austin**, California State University, Chico

## Poster Session 2: Social Determinants of Health in a Transformational Healthcare System: What are the Patterns?

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

### Abstract

After the implementation of the ACA, several states were awarded federal funding for DSRIP (Delivery System Reform Incentive Payment). DSRIP is a state-wide implementation of the Medicaid Redesign Team Waiver Amendment, with a focus on innovating care in order to improve patient outcomes and reducing hospital spending. Medicaid is also moving from

fee for service to value based payment. Social determinants of health (i.e., food insecurity, housing, access to care) are a significant driver of healthcare costs, particularly in the Medicaid population. Therefore, in a Medicaid value-based payment system, addressing social determinants of health (SDOH) is key to achieving costs savings. In order to achieve this goal, DSRIP includes funding for traditional medical providers and community-based organizations that are delivering services which address SDOH. A multi-stakeholder network staff survey was conducted in a large PPS (Performer Provider System), which is a consortium of traditional healthcare providers (i.e., hospitals, primary care providers, mental health agencies) and community based organizations. The survey assessed several domains, including staff cultural competence, health literacy, burnout, and joy in work, and also confidence, ability, and perceptions of social determinants of health challenges and organization-wide supports. Staff members (n=1930) responded across 46 organizations, and identified poverty and housing as the most challenging and prevalent SDOH to address with patients/clients. A K-means cluster analysis was conducted to identify which social determinants of health are perceived by staff as most frequently co-occurring and challenging to address. The cluster analysis yielded a 10 cluster solution, examples of which include 1) food insecurity, poverty and housing, and 2) transportation and accessing public benefits. Results of this cluster analysis may help organizations to identify opportunities to focus resources, as well as identify and address unmet SDOH needs. Implications for healthcare staff and organizational practices are also discussed.

### Chairs:

**Kathleen McAuliff**, Einstein College of Medicine; **Bruce Rapkin**, Einstein College of Medicine

## Poster Session 2: Social-Emotional Competence and Social Network Position in the Early Elementary Grades

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

### Abstract

Research shows that social-emotional competence (SEC) – including the ability to understand others' emotions and perspectives, solve social problems, and self-regulate – is critical to success in school and life in general. Because SEC fosters healthy social interactions and relationships, it follows that children with high SEC would likely be integrated and central in their classroom networks. However, little work has examined the relationship between SEC and social network characteristics during the early years of school. To examine this relationship, a diverse sample of first through third grade students (N = 1270) were administered a web-based SEC assessment and completed a peer nomination module during school. Students' network position was calculated, including indegree centrality (amount of ties to others in the network), Katz centrality (measure of importance/influence in the network), betweenness (extent to which one serves as a bridge between others), and reciprocity (bidirectional ties or mutual nominations). We predicted that students with higher SEC relative to their classmates would be more central in their network, as indicated by higher indegree and Katz centrality on preference (e.g., "Who do you like most?") and behavioral

(e.g., “Who is friendly and nice?”) nominations. Additionally, we predicted that students with higher SEC would be more embedded in friendship and prosocial networks, as indicated by higher betweenness and more reciprocal ties. A series of multilevel models confirmed our hypotheses. Children with high SEC were more well-accepted ( $b=.18, p<.001$ ) and widely acknowledged as supportive ( $b=.16, p<.001$ ). Children higher in SEC occupied central positions in positive networks but more peripheral positions in negative networks. Overall, our results demonstrate that social and emotional competence correlates with centrality and embeddedness in classroom networks. More broadly, it demonstrates that these skills shape the social roles that children play in their classrooms.

**Chairs:**

*Teresa Borowski*, University of Illinois at Chicago

**Poster Session 2: Strengthening Roma Community Organizations As Safe Places For Roma Women Advocates**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Different entities in Europe such as, the European Parliament, the European Council, the Agency for Fundamental Rights of the European Union and the World Health Organization urge to train Roma organizations to provide real opportunities for at-risk Roma girls to define and lead the development, implementation and evaluation of initiatives that deal with reversing these inequities. The Open Society Foundation, the Bank of Europe, and the International Organization for Migration emphasize the holistic and systemic nature of the effort required to underline that these organizations must (1) take an intersectional approach in tackling motherhood in Roma girls; (2) advocate against the structural anti-Roma dynamics suffered by the Roma girls, and (3) help them overcome the fact that they constitute the most marginalized and invisible group of the Roma population. The Spanish government through a National Strategy has endorsed this agenda for the Inclusion of Roma Population. Nonetheless, this approach is not exempt of potential challenges; in fact, recent reports from the Open Society highlight the need to regenerate Roma organizations to include the voices of the most excluded Roma people. Currently, Roma organizations occupy political spaces; therefore, there is an urgent need to establish structures that aim to facilitate community development and reorganization of power. This poster will show that the efforts developed within the Road4Health project, funded by the Open Society Foundation and implemented in Roma neighborhood in Spain to strengthen the roll of a Roma grassroots organizations as empowering community settings to reverse the reproductive inequalities suffered by at-risk Roma girls. The significant outcomes are that some NGO's have become safe places in which Roma women can find assistance and resources to acquire critical knowledge, protection and capacity to advocate for their reproductive rights.

**Chairs:**

*Katty M Cavero*, University of Seville, Spain; *María Jesús Albar-Marin*, University of Seville, Spain

**Poster Session 2: Student Experiences of Urban Classrooms: Psychological Climate as Predicting Classroom Functions and Outcomes**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Children spend most of their waking time in classrooms. A rich literature over several decades highlights the robust influence of classroom quality on student learning and behavior outcomes. More recent data also point to the unique contribution of student psychological climate, defined as the extent to which students perceive their classrooms as healthy spaces for learning. The present study examines 1) whether individual student psychological climate can be aggregated to a meaningful classroom-level construct, 2) associations between student- and teacher-reported psychological climate, and 3) extent to which student and teacher climate influence observed classroom functioning and student engagement. Eight K-8 public schools in four low-income neighborhoods of a large Midwestern city participated. Teachers ( $n=69$ , 81.2% female, 47.8% African American, 8.7% Latinx) and students in grades 3 to 8 ( $n=621$ ; 50% female; 68.8% African American, 22.4% Latinx; Mean age = 10.22 years, SD = 1.63) completed questionnaires at three time points within one school year. Independent observers coded emotional support, classroom organization and instructional support. Hypotheses will be tested via Structural Equation Modeling (SEM), with data nested within three levels: 1) time points within students and teachers, 2) students within classrooms, and 3) classrooms within schools. We hypothesize that there will be enough agreement across students to demonstrate a cohesive classroom climate, and that there will be a positive correlation between student and teacher psychological climate. We also predict that psychological climate positively correlates with academic motivation and school liking. Findings will advance understanding of the social context of classrooms. Keywords: student psychological climate, urban schools, classroom functioning

**Chairs:**

*Allison Goodman*, Florida International University; *Timothy Hayes*, Florida International University; *Tara Mehta*, University of Illinois at Chicago; *Stacy Frazier*, Florida International University

**Poster Session 2: The Capabilities Approach and Support Services for People with Mental Illness and Histories of Homelessness**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

The capabilities approach as proposed by Amartya Sen and Martha Nussbaum refers to the personal and social circumstances that affect health and well-being. Capabilities are freedoms that humans either have or do not have in their lives. Homelessness is associated with a wide range of capability impairments that can be further compounded by mental illness and substance use (e.g., limited education opportunities, food insecurity, and lack of sense of belonging).



Yet, a range of health and social services exist to address the many challenges faced by people experiencing homelessness and mental illness, which may also impact their capabilities. This poster will present findings from a qualitative study examining how people with mental illness and histories of homelessness view service use to affect their capabilities. The study involved in-depth interviews with 52 people with mental health problems, half of whom were currently homeless and the other half who were housed with a history of homelessness. Findings showed that both homeless and housed participants perceived many freedoms in their lives to be limited due to poverty and mental illness, such as nutritious food scarcities, limited material rights, and insufficient income to participate in recreational activities. Homelessness exacerbated the lack of freedoms due to participants lacking safety, experiencing a loss of social roles, and having limited ability to plan ahead in life. The health, social, and community services used by participants had mixed effects on their capabilities, though could be limited in some domains (e.g., did not help with home ownership or to overcome affordable housing shortages). In addition, given the interconnectedness of capabilities, there were many instances in which service use could enhance capability while negatively impacting another.

#### Chairs:

*Nick Kerman*, University of Ottawa; *John Sylvestre*, University of Ottawa

#### Poster Session 2: The Longitudinal Associations among Program Quality, Grades, and Physical Activity at Boys and Girls Clubs of America

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

#### Abstract

Evidence is beginning to accumulate demonstrating that high quality youth programs, characterized by appropriate structure, supportive relationships, and opportunities for belonging and engagement, contribute significantly to positive youth development (e.g., Smith, Witherspoon, & Osgood, 2017). Boys & Girls Clubs of America (BGCA) is a national afterschool program that provides youth a high-quality Club experience to facilitate positive youth outcomes, including academic success and healthy lifestyle. Using data from 101,603 youth across 2,742 clubs throughout the United States, the current study builds on previous research by examining the longitudinal associations between youth perceptions of program quality and youth outcomes. Self-report surveys were collected from youth (ages 8 to 20; 52% male, 30% African American, 24% Caucasian, 19% Latino) who attended BGCA clubs from 2015-2018 (24% rural, 30% suburban, 47% urban). Youth's overall club experience (OCE; a program quality measure) includes perceptions of adult relationship quality, physical and emotional safety, sense of belonging, and fun (BGCA, 2017). For preliminary analyses, we estimated latent growth models of OCE and each youth outcome (60 minutes of daily physical activity and current school year grades). The data fit the models well (physical activity:  $\chi^2(47, N=79,119)=765.54$ ; RMSEA=.01; CFI=.98; SRMR=.02; grades:  $\chi^2(47, N=79,121)=766.41$ ; RMSEA=.01; CFI=.99; SRMR=.02). Replicating previous cross-sectional analyses, positive perceptions of OCE were related to higher

grades and more physical activity. Longitudinally, increases in OCE predicted gains in physical activity,  $b=.65$ ,  $SE=0.06$ ,  $\beta=0.20$ ,  $p < .05$  and grades,  $b=.18$ ,  $SE=0.02$ ,  $\beta=0.12$ ,  $p < .05$ . The final analyses will involve multi-level modeling that takes into account site-level factors that may affect these associations (e.g., location and size of club). Overall, this study will provide insight into the importance of youth perceptions of program quality for facilitating positive youth outcomes over time, thereby furthering our understanding of how youth-serving programs can best promote the healthy development of young people.

#### Chairs:

*Scot Seitz*, Georgia State University; *Hannah Joseph*, Georgia State University; *Nadim Khatib*, Georgia State University; *Christyl Wilson*, Georgia State University; *Krista Collins*, Boys & Girls Clubs of America; *Omar Guessous*, Boys & Girls Clubs of America; *Gabriel Kuperminc*, Georgia State University

#### Poster Session 2: The Muslimah Project: Exploring Intersections of Belonging, Mental Health, and Wellbeing for Muslim Women

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

#### Abstract

Background: Muslim women in Canada face a unique reality of discrimination based on their religious, racial, and gender identities. Many theorists suggest that due to Islamophobia, dominant Western European narratives have characterized Muslim women as a homogenous group of oppressed victims, erasing the diverse voices of Muslim women themselves (Helly, 2012; Mohanty, 2003; Zine, 2008). Grounded in an understanding of Intersectionality in practice (Hill Collins & Bilge, 2016), the present research centers the voices of Muslim women in discourse surrounding their experiences of discrimination. This collaborative research project brought together a team of community leaders and local researchers to explore intersections of discrimination as experienced by Muslim women and the subsequent impacts on their health. Methods: Focus groups were conducted to understand various impacts of discrimination on Muslim women of diverse backgrounds. Focus groups were each made up of eight to twelve Muslim women, providing participants the opportunity to share their experiences and testimonies with other women in a welcoming, non-judgmental space. Data collected in focus groups was supplemented by semi-structured interviews with local service providers. A grounded theory approach was used in thematic analysis of data. Main themes that emerged from the data help to deepen our understanding of the impacts of intersectional discrimination on Muslim women's sense of belonging, mental health, and wellbeing. Relevance: Utilizing a community-based participatory action approach, this research provides a unique and meaningful contribution to current understandings of Islamophobia and the mental health and wellbeing of Muslim women in Canada. Results from this study can be used to inform the creation of long-reports and info-graphic resources for use at the community level. Findings also help to inform recommendations for regional programming and service delivery. \*This interactive poster presentation will allow attendees to participate in a visual-

mapping activity focused on personal understandings of belonging.

**Chairs:**

**Brianna Hunt**, Wilfrid Laurier University; **Ciann Wilson**, Wilfrid Laurier University; **Ghazala Fauzia**, Coalition of Muslim Women of Kitchener Waterloo; **Fauzia Mazhar**, Coalition of Muslim Women of Kitchener Waterloo

**Poster Session 2: The Role of Teacher Training on the Implementation and Outcomes Associated with a National Curriculum to Promote Young Worker Safety and Health**  
Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Workers under the age of 18, particularly those from disadvantaged backgrounds, are at higher risk than are adults for experiencing a work-related injury (Rauscher & Myers, 2008). Workplace incidents can result in temporary or lifelong disabilities that impact workers' health, well-being, and financial future (Koehoorn, Breslin, & Xu, 2008). Inexperience and a lack of adequate preparation have been implicated as a contributor to injuries among young workers (Zierold & Anderson, 2006). Schools and teachers may play an important role in preparing young people for the risks they may face on the job. This presentation will report findings associated with the implementation of the Youth@Work—Talking Safety curriculum from the National Institute for Occupational Safety and Health (NIOSH). The curriculum is designed to prepare youth with an occupational safety and health (OSH) knowledge and skill base. The curriculum was delivered to 1,712 students by 34 teachers over three weeks. Using a pre-post, multilevel path model, this study aimed to determine whether changes in students' OSH knowledge, attitude, and self-efficacy predicted intention to engage in healthy workplace behaviors; determined the role that teacher education and experience had on student outcomes; and whether the association between curriculum fidelity and student outcomes were dependent upon the training teachers received. Results suggest that student-level knowledge at post-test predicted changes in attitude and self-efficacy, which predicted changes in intent. At the teacher level, program completion was associated with student gains in knowledge, attitude, self-efficacy and intent. There were no main effects for training cohort but there were significant interactions between program completion and training cohort for attitude, self-efficacy, and intent. Teacher training that empathizes high fidelity of implementation of a young worker curriculum appears to be an important factor in determining the strength of the association between completing the curriculum and positive student gains.

**Chairs:**

**John Barile**, University of Hawaii at Manoa; **Rebecca Guerin**, US Centers for Disease Control and Prevention; **Andrea Okun**, US Centers for Disease Control and Prevention; **James Emshoff**, EMSTAR Research, Inc.

**Poster Session 2: The Session Title is Learning from Communities: A Example Study of Vets and Friends**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Community psychologists are well-suited to studying innovative, community-developed programs to improve quality of life (Miller & Shinn, 2005). These grassroots programs are often strengths-based, led by non- or paraprofessionals, rapidly evolving and congruent with local resources and capacity. In this presentation we discuss the opportunities and challenges of doing such “bottom-up” community research. We share examples from our work with Vets & Friends (VF), a promising community-based, long-term, low-intensity support group intervention for veterans with trauma or moral injury. VF is a model in which veterans, family members, friends, and civilians use a team approach to help veterans communalize trauma to reduce shame, promote healing and foster growth. Based on the view that healing is a life-long process facilitated by diverse community support and reinforcement over time, VF embraces a nonprofessional, team-leadership approach to their groups. To date, four groups have been implemented in rural areas of Minnesota and Wisconsin. We describe our developmental evaluation approach (Patton 2011) and highlight research tasks unique to this work, including: defining and bounding the intervention, making explicit the implicit internal logic of the program, identifying the developmental stage of the program and its components, understanding where program variation is intentional vs unintentional, and timing feedback and learning throughout the project. Emphasis on understanding what works for whom, how, and under which conditions led us to identify principles or functions that can be standardized (vs. specific steps or formats; cf., Hawe et al., 2009). These principles helped contextualize data interpretation and feed back information to our partners. Community- and university-based team members share their reflections on the process and highlight opportunities and considerations for future efforts to learn from communities.

**Chairs:**

**B Balmer**, University of Minnesota Medical School Duluth Campus; **John Sippola**, Welcome Them Home--Help Them Heal; **Sarah Beehler**, University of Minnesota Medical School, Duluth Campus

**Poster Session 2: Theoretical Strategies for Building Sustainability: A School-Based Mental Health Initiative in a Rural Northern Ontario Community**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Canadians living in northern rural communities have less accessibility to mental health services compared to urban areas. Mental health treatment programs that are built into a school curriculum are beneficial for improving access and attendance to treatment programs. Integra Mindfulness Martial Arts (MMA) is a 20-week group treatment program designed to help adolescent youth (ages 12-18) living with learning disabilities and mental health challenges. The Integra MMA program integrates mindfulness and cognitive therapy into the engaging milieu of mixed martial arts training. Sustainability

strategies may allow rural schools to implement the MMA with limited costs, increased ease, and enhance efforts to evaluate the programs' effectiveness for students. The present poster will outline specific strategies for evaluating sustainability in an innovative mental health program between academe and community, with an emphasis on program delivery in low-income/vulnerable communities. Following the recommendations of Moore and colleagues (2017), the sustainability of MMA will be evaluated based upon the five key sustainability constructs: (1) delivery after a pre-determined period of time; (2) the program continues delivery; (3) students behaviour change and clinical outcome measures are maintained; (4) the program and/or individual evolves and adapts and (5) the program continues to produce benefits for the students. Qualitative transcripts on implementation with members of the rural community will be discussed. For example, evaluators will assess the effectiveness of online data collection techniques to reduce printing costs, training manuals and fidelity checklists that are intended to be useful over several years, and maintaining community-university partnerships that allows the evaluation to receive funding from a national non-profit organization (Mitacs).

**Chairs:**

**Katey Park**, Ryerson University; **Karen Milligan**, Ryerson University; **Samantha Yamada**, Child Development Institute; **Trish McKeough**, Child Development Institute

**Poster Session 2: Types of School Leaders in Context for School Systems Change Science**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

This study is part of a broader effort to support the methodological development and implementation of a community-based participatory action research improvement science process for public school principal and teacher leaders in an urban resource-stressed city. Contemporary 21st century American urban public schools must address increasingly complex responsibilities including reducing persistent racial disparities in achievement and behavioral indicators, the developmental and learning needs of increasingly diverse students, and increasingly complex regulatory environments. School improvement literature identifies school leaders as key actors in school change efforts to address these complex responsibilities, yet recent observations indicate that some school leaders appear to impact the effectiveness of school improvement efforts more than others. By better understanding this variability and contextual contributors to this variability, school improvement efforts will likely benefit because they may be tailored to particular types of leaders and features of their contexts. However, current school leadership scholarship lacks clear specification of leadership variability in relation to particular school contextual factors including, for example, indicators of school racial and ethnic diversity. To this end, this study uses 2 sets of latent class analyses to model types of high school staff leaders and high school faculty leaders in a state-wide sample of over 50,000 school leaders. Then using multinomial logistic regression, this study explores the degrees to which these leader types relate within particular schools, and the ways in which they relate to an array of

school contextual factors including accountability, climate, behavioral, and demographic indicators. Results specify five types of school staff leaders and eight types of faculty leaders based on meaningful leadership behaviors found in extant empirical leadership literature. Moreover, results clarify how contextual factors including rates of behavioral disruptions, climate, and demographic characteristics relate with types of school leaders. Implications for the broader school improvement process are discussed.

**Chairs:**

**Joseph Gardella**, Vanderbilt University; **Maury Nation**, Vanderbilt University

**Poster Session 2: Understanding the Multiple Sources of Gender Bias in Early Childhood Expulsion**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Boys are more than three times more likely to be expelled from early childhood education programs than girls. While there is substantial evidence of gender bias in education settings and disciplinary decisions making (Yang et al., 2018), less is known about how these biases vary across levels in a school and contribute to the decide to expel young child. This poster presents findings from parallel studies of both teachers' and administrators' gendered perceptions of and responses to challenging behaviors and expulsion decision making. In study 1 teachers in a larger study of expulsion decision making were selected to participate in semi-structured follow-up interviews about their perceptions of and responses to challenging behaviors (N=27). Interview questions were gender neutral and analyses examined when and how teachers introduced gender into the discussions across levels of expulsion requests. Compared to those who had not requested an expulsion in the prior year (N=12), teachers who had previously requested an expulsion (n=15) referred to boys' negative behavior less often (contrary to expectations). However, those with expulsion request histories generally discussed behavioral management strategies less and in particular, described feeling less efficacious in handling boys' behavior than teachers with no prior expulsion requests. In study 2, a separate sample of early childhood education program administrators (N=40) was presented with a gender-neutral vignette describing a child at risk of being expelled due to challenging behaviors and asked to detail how the program would respond to such a child. Interview transcripts are coded for gendered/non-gendered language and the programs' responses to children's behavior. Analyses will compare the responses of those administrators whose programs have and have not expelled children in the preceding 12-months. While analysis of these data is ongoing, we anticipate themes around differing expulsion procedures and decision making by child gender.

**Chairs:**

**Qaswa Hussaini**, University of Illinois at Chicago; **Courtney Zulauf**, University of Illinois at Chicago; **Callie Silver**, University of Illinois at Chicago; **Katherine Zinsser**, University of Illinois at Chicago

## Poster Session 2: Unique Mentoring Approaches to Supporting Youth

Poster Presentation

Day: 6/27/2019 Time: 12 PM Room: NLU Atrium

### Abstract

Introduction: While research shows formal youth mentoring can positively influence youth relational outcomes (e.g., Dubois et al., 2011), little research has studied the behaviors mentors engage in to support mentees. Using a person-centered approach, this study examined the specific approaches mentors take in supporting youth. Methods: A secondary data analysis of the Mentoring Enhancement Demonstration Program dataset, this study focused on a subset of 1,104 11- to 14-year-old youth who participated in one-on-one community-based mentoring. Youth were 55.2% female and ethnically/racially diverse. A latent profile analysis was conducted using three indicators: mentor-reported connecting behaviors (e.g., “Introducing my mentee to interesting or influential adults in the community”), mentor-reported advocating behaviors (e.g., “Meeting with teachers or other professionals on behalf of my mentee”), and mentor-reported closeness (single item: “I feel close with my mentee”). Following the LPA, profiles were converted to a categorical outcome variable and chi-square analyses examined whether mentee or mentor demographic characteristics or mentor’s participation in enhanced training predicted mentoring approach. Results: Three unique mentoring profiles were identified. Most mentors were classified as “Status Quo Mentors” (N = 734, 66% of total), characterized by moderate closeness, and low connecting and advocating. In contrast, “Close Connectors” were characterized by high closeness, moderate connecting, and low advocating (N = 260, 24% of total). “Connectors and Advocates” were characterized by moderate closeness, connecting, and advocating (N = 110, 10% of total). Both demographic characteristics and enhanced mentor training predicted mentoring approach. Conclusions: There are distinct approaches that mentors take in supporting mentees, which differ by demographic characteristics. Furthermore, these approaches were somewhat affected by an enhancement program for mentors. Implications and next steps will be discussed.

### Chairs:

*Laura Austin*, Suffolk University; *Roger Jarjoura*, American Institutes for Research; *Carla Herrera*, Herrera Consulting Group LLC; *Sarah Schwartz*, Suffolk University

## Poster Session 2: Unpacking the Relationship Between Social Media Use and Emotional Wellbeing: Influences of Newsfeed Content and Neighborhood-Level Factors

Poster Presentation

Day: 6/27/2019 Time: 12 PM Room: NLU Atrium

### Abstract

With a constant stream of social information so readily accessible, people are spending more time browsing on social media websites, and emerging research suggests it can be detrimental to mental health. While it is unclear which characteristics of the social media space drive this relationship, existing literature on exposure to antisocial

behaviors links face-to-face exposure as well as exposure through media such as television and video games to deficits in healthy emotional development. This exploratory study investigated whether antisocial content exposure via the social media newsfeed is one such characteristic associated with the mental health of more frequent users, and whether economic disadvantage and neighborhood dangerousness—two factors associated with more social media use and more direct exposure to antisocial behavior—influence this relationship. We hypothesized antisocial content on the newsfeed to moderate the relationship between how often one uses social media and deficits in emotional wellbeing. We also hypothesized neighborhood-level income and neighborhood dangerousness to exacerbate this relationship. 217 participants between ages 18 and 22 completed self-report surveys and provided their hometown addresses, which were used to gather census data on neighborhood income. Our findings reveal a significant interaction between frequency of social media use and antisocial content on the newsfeed in predicting depressive symptoms and empathy, but not in predicting self-esteem. Neighborhood income and neighborhood danger account for increases in depressive symptoms and decreases in empathy over and above the influences of frequency of social media use and antisocial content on the newsfeed. Findings from this study illustrate the complex interplay between online and offline social spaces and suggest a need for researchers to consider broadening the ecological scope of social media research past the individual level to include neighborhood factors.

### Chairs:

*Markera Jones*, University of Illinois at Urbana-Champaign; *Markera Jones*, University of Illinois at Urbana-Champaign

## Poster Session 2: Using service Learning to Support Students’ Competences for Democratic Culture and Intercultural Dialogue: Challenges and Opportunities

Poster Presentation

Day: 6/27/2019 Time: 12 PM Room: NLU Atrium

### Abstract

Service Learning (S-L) is a relative new teaching methodology in Europe. It is usually described as promoting students’ learning through active participation in experiences of community service (Zani & Guarino, in press), and as such it is coherent with the educational priorities of the EU policy statements, that emphasize “active citizenship” and the development of “civic competences” at all levels of education. “The Council of Europe, in particular, developed the “Competences for Democratic Culture and Intercultural Dialogue” project to identify the skills and knowledge that students at different levels of formal education should develop in order to promote democratic, active, and responsible citizenship (Council of Europe, 2016). The following were identified: Valuing human dignity and human rights, Valuing cultural diversity, Valuing democracy, justice, fairness, equality and the rule of law, Openness to cultural otherness and to other beliefs, world views and practices, Respect, Civic-mindedness, Responsibility, Self-efficacy, Analytical and critical thinking skills, Empathy. Is service learning an effective tool to support the development of those competences? We collected quantitative (survey) and

qualitative (reflexive journals/diaries) data from 167 students who attended Service Learning program offered by the Community Psychology Lab of the University of Bologna. The analysis of the data collected shows that S-L contributes in particular to the development of openness to cultural otherness and to other beliefs, critical skills and empathy, with some variation depending on the different experiences offered within community organizations. The implications for further development of community-oriented service learning will be discussed. Zani, B. and Guarino, A. (in press) Promoting civic engagement through Service Learning at Bologna University: a case study. In Aramburuzabala, P., MacIlrath, L. & Opazo, H. (Eds.) (in press). *Embedding Service-Learning in Higher Education. Developing a Culture of Civic Engagement in Europe*. Oxon: Taylor & Francis.

**Chairs:**

**Cinzia Albanesi**, University of Bologna - Alma Mater Studiorum; **Antonella Guarino**, Alma Mater Studiorum - University of Bologna

**Poster Session 2: Using Social Media to Engage Toronto Communities for Resiliency and Stress Planning**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

Income polarization and segregation are growing across the city of Toronto, which is likely to create conditions of chronic stress in communities that become less safe, less integrated or less affordable over time. This study seeks to combine social innovation and community-researcher collaborations to improve the resilience of marginalized communities. The objective is to pilot test an innovative planning tool that uses social media to identify a high-risk community, and then engage people living and working locally to articulate chronic stressors, community assets and potentially useful resources. By co-creating such community knowledge, this approach can empower marginalized communities to plan for adaptive strategies that can help reduce the chronic stressors experienced. This research is designed as a mixed-methods sequential study. Phase 1 will rely primarily on an analysis of emotions in public tweets that are geo-tagged to the City of Toronto to identify a Toronto community that is experiencing relatively high levels of chronic stress and low levels of resilience compared to the rest of Toronto's neighbourhoods. Phase 2 will emphasize the community's voices and ability to impact change. From the identified community, one set of participants will be recruited to act as a Community Advisory Board (CAB) to provide feedback for the study and another set of participants will be recruited to engage in a concept mapping session to identify chronic stressors and potential strategies to reduce these adverse outcomes. The resulting maps from concept mapping are expected to showcase the community's needs and assets and indicate resources that could help improve local conditions. This study is an opportunity to pilot a method that can utilize social media

tools and community engagement and empowerment to collaboratively strategize with researchers, urban planners and government bodies to reduce the health inequalities marginalized communities face.

**Chairs:**

**Martha Ta**, Wilfrid Laurier University; **Ketan Shankardass**, Wilfrid Laurier University

**Poster Session 2: Working Alongside Refugees in Mental Health (WARMh): A Community-Clinical Approach to Local Capacity-Building in Refugee Mental Health**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

While refugees demonstrate considerable resilience, a significant number of refugees experience psychological distress post-resettlement and nearly half meet criteria for a mental health diagnosis. These challenges have been partially attributed to experiencing potentially traumatic events (e.g., violence, torture), displacement-related challenges, and resettlement-related challenges. There is considerable need for clinicians to provide psychological services to refugees in Anchorage, AK., where 254 individuals have arrived since 2016, and the local refugee resettlement agency, Refugee Assistance and Immigration Services (RAIS), continues to work with 684 individuals from 28 countries. Despite the need, local capacity to provide linguistically-appropriate, culturally-congruent, evidence-based psychological services to refugees is limited. Providing psychological services to refugees is complex, and clinicians may not have the foundational knowledge and skills needed to competently and confidently practice. In Anchorage, clinicians have indicated that while they are interested in serving refugees, they lack training in working cross-culturally and with interpreters to provide mental health services. Consequently, community-clinical psychology practitioners collaborated with RAIS to develop a program aimed at building local capacity to serve the refugee community's mental health needs. This poster will focus on critical reflection on the community-based praxis of this applied work, particularly the process of collaboratively developing continuing education workshops with local stakeholders. Through training in topics including refugee experiences, working cross-culturally, and working with interpreters, these workshops seek to spark interest and build sustainable capacity in the local mental health provider community. This poster also aims to translate perspectives and insights gained in this process to other community-clinical psychology practitioners who desire to build similar local, sustainable capacity in their communities.

**Chairs:**

**Jordan Snyder**, Wheaton College, Alaska VA Healthcare System; **Sara Buckingham**, University of Alaska at Anchorage

**Poster Session #3 Friday 12:00-1:00 PM**

**Poster Session 3: "A Home Away From Home":  
Participatory Evaluation of a Comprehensive School-  
Based Program for Recent Immigrant Youth**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

The 1.1 million youth who are recent immigrants to the U.S. face a broad range of challenges within the first few years of their arrival. Myriad stressors such as trauma and acculturative stress contribute not only to higher rates of mental health problems among newcomer youth (e.g., PTSD, depression, anxiety) but also low academic achievement, with high school graduation rates ranging from 30-50%. These outcomes are especially disheartening considering immigrant youth often enter the American education system with positive attitudes about school and curiosity about their future. It is thus critically important for schools to understand the risk and protective factors that predict positive outcomes among newcomer students and to develop effective strategies for aiding their integration into American society. The present study evaluates the efforts of one such school, a middle school in the San Francisco Bay Area whose innovative Newcomer Program serves 50 Guatemalan-, Salvadoran-, and Yemeni-origin youth through an integration of educational, psychosocial, and family engagement interventions. During a six-month participatory evaluation process facilitated by the author, a diverse group of teachers, staff, counselors, and former students and parents designed a mixed-methods study to evaluate the Newcomer Program's impact on students' school engagement and psychological adjustment. This presentation presents preliminary findings from surveys and focus groups with students and caregivers; discusses lessons learned from the project; and invites feedback and dialogue from other practitioners to identify best practices for engaged scholarship in schools. Participants will be invited to respond to three distinct challenges the author faced over the course of this project, answering the question, "What would you have done?" without prior knowledge of the author's eventual response. This format is intended to stimulate reflection on the multiplicity of approaches one can take to the art and science of participatory evaluation.

**Chairs:**

*Eyal Matalon*, The Wright Institute

**Poster Session 3: "Why Didn't She Just Say No?":  
Exploring the Characteristics of Women who Blame  
Women Victims of Sexual Violence**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

One in five women are sexually assaulted while attending college (Krebs, Lindquist, Warner, Fisher, & Martin, 2007), and the vast majority of these incidents go unreported (Fisher, Cullen, & Turner, 2000). When incidents are reported, victims

are often met with negative reactions, including blame (Ahrens et al., 2007; Ullman, 2000). Not only do these negative reactions cause significant psychological harm and a sense of de-legitimization as a victim (Ahrens, 2006), but self-blame and the anticipation of blaming reactions often prevent victims from reporting at all (Grubb & Turner, 2012; Mahoney & Williams, 1998). Thus, an understanding of why individuals blame victims of sexual violence is crucial to deepening our ecological understanding of sexual violence and challenging the broader system of rape culture. Particularly paradoxical is the phenomenon of women who blame women victims, given they share membership in the same lower status gender group. Unfortunately, little research exists investigating gender-specific reasons why some women victim-blame. In order to better understand why women engage in victim-blaming, this study will investigate how women perceive, identify with, and relate to their gender category, and how these characteristics differ between women who victim-blame and those who do not. This study explores several dimensions: gender-based collective self-esteem, feminist identification, gender linked fate, and internalized misogyny. Data collection is currently in progress. This study will use a cross-sectional sample of approximately 200 college women. Participants will respond to an anonymous online survey that will collect demographic information and assess victim blame, gender-based collective self-esteem, feminist identification, gender linked fate, and internalized misogyny. Multiple regression will be used to determine the degree to which each independent variable predicts victim-blaming, and ANOVAs will be used to explore demographic differences.

**Chairs:**

*Melissa Serafin*, University of St. Thomas; *Bryana French*, University of St. Thomas

**Poster Session 3: #MentalIllnessArt: Creative Expression  
on Social Media and the Response of Online Community  
Audiences**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Social network sites are important for people unable to form in-person communities due to distance, limited resources, or social stigma (Chong et al., 2015). Posting online can be particularly useful to people with psychiatric or medical diagnoses coping with stressors and seeking an extended support system (Petko et al., 2015). Similar to online writing, visual artwork can serve as a community intermediary, building empathy between people with mental illness and other community members (Potash & Ho, 2011). Community psychologists and educators describe alternative or liminal zones as "third spaces," where contrasting groups (such as teachers and students) can meet non-hierarchically and collaborate (Timm-Botos & Riley, 2015). Social media sites may serve as a digital third space facilitating community building for those who identify as having a psychiatric

diagnosis and those who do not. In the proposed poster, we discuss research that examined visual artwork and poetry posted on Instagram and Tumblr by people self-identifying with a psychiatric diagnosis. Specifically, researchers scraped archival posts identified with general mental health art hashtags, such as #mentalillnessart, and common diagnosis art hashtags, such as #bipolarart. The purpose was to explore which diagnoses are represented by artistic expression online and whether the art media, modality, graphic elements, written content, or frequency of posts differed as a function of the users' self-identified diagnoses. With respect to the online audience and reception-effects, we also explored whether content or frequency of community responses differed as a function of media, modality, or self-identified diagnoses. Attendees to this paper presentation will learn to: 1) Recognize graphic elements, media, and modalities common in #mentalillnessart posts, 2) Describe the range of online community responses to #mentalillnessart posts, 3) Understand various qualitative and quantitative methodologies for text and image analysis.

**Chairs:**

**Frances J. Griffith**, Bowling Green State University; **Melissa F. Rudd**, Bowling Green State University; **Jessica Hartl Majcher**, Bowling Green State University; **Catherine H. Stein**, Bowling Green State University

**Poster Session 3: “I Didn’t Feel Like I Was a Victim, so I Didn’t Need to ‘Victim-ize’ Myself”: A Qualitative Exploration of Self-Labeling Following a Sexual Assault**  
Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Although the terms victim and survivor are ubiquitous in the field of sexual assault, little is known regarding how these labels are interpreted by those who have experienced sexual violence. Extant research suggests that individuals who have encountered such violence may hold complex understandings of these terms. While researchers and other stakeholders often use these terms interchangeably, it is important to understand whether the language used to describe a group reflects the preferences of members as ill-fitting terms may result in unintended negative consequences. Using qualitative interviews with undergraduates who have faced sexual violence (N=20), this poster presents preliminary themes that emerged from participant understandings of the terms victim, survivor, and alternative preferred terms. The qualitative analysis engaged their perception of these terms, their use of social comparison, and their understanding of the sequela following the assault; this included special attention given to the participants' multiple forms of identities, motivations for help-seeking, and their narrative of their assault.

**Chairs:**

**Jonathan Bystrynski**, University of Illinois at Urbana-Champaign; **Camarin Meno**, University of Illinois at Urbana-Champaign; **Emily Dworkin**, University of Washington School of Medicine; **Nicole Allen**, University of Illinois at Urbana-Champaign

**Poster Session 3: “The Mosque of Prayer is Nearby, as is**

**the Place for Medicine. Some Get Better With Prayer, Some With Medicine, it's Like That” : Medicine, Prayer and the Road in Between**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Almost 70 million people in India need mental healthcare, while the country faces a treatment gap of 82% and 47% for common and severe mental disorders, respectively (1). For every 100,000 people in need of mental healthcare, there are only 0.3 psychiatrists, 0.07 psychologists and 0.12 nurses (2). With such systemic gaps in the service and delivery of mental healthcare, alongwith rifts between local beliefs and the Western medicine, 31-69% rural population seek help from religious faith healers (1). One such famous faith healing site is the Mira Datar Dargah\*, located in the Indian village of Unava, where approximately 500 faith healers practice faith-based healing. The Dargah plays a key role in developing the ethos of the community and enabling resources of mental healthcare. Initially located within the premises of Dargah, the Dava (medicine) Dua (prayer) OPD, run by The Altruist NGO, provides free psychiatric consultations, medicines, treatment plan, symptoms management, and counseling, while the government funds the program. It is an innovative initiative bringing together culture and science while integrating evidence-based medicine and religious healing methods, without hindering the organic choices for mental healthcare. For the present research, 12 qualitative interviews were conducted with people seeking services from Dava & Dua program. Following the pragmatist approach, the interviews were conducted using a semi-structured interview guide and were thematically analysed using NVivo. The results of the interviews depict the impact of Dava & Dua program in sustaining evidence-based treatment while preserving people's local belief systems. The discussion will highlight the amalgamation of Western medicine and religious faith healing, where governmental and non-governmental organization and local community members work collaboratively to provide holistic treatment to people seeking mental healthcare services. Such synergetic programs between faith-based and Western medicine-based practitioners reinforce the need to develop integrated healthcare systems in the future (1).

**Chairs:**

**Ishita Arora**, Ashoka University, Rajiv Gandhi Education City, Sonipat 131029, Haryana, India.; **Ritika Banerjee**, Ashoka University, Rajiv Gandhi Education City, Sonipat 131029, Haryana, India.; **Zara Bakshi**, Ashoka University, Rajiv Gandhi Education City, Sonipat 131029, Haryana, India.; **Milesh Hamlai**, Altruist office, Unava, District Mehsana 384160, Gujarat, India.

**Poster Session 3: A Critical Review of the Literature on Ethnic-Racial Socialization among Latinx Families**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Ethnic Racial Socialization (ERS) refers to the process by which caregivers convey messages about the significance and

meaning of ethnicity-race, teach children about what it means to be a member of an ethnic-racial minority group, and assist them in building skills to navigate experiences of discrimination. Some scholars noted the prominent inconsistencies in the conceptualization and measurement of ERS. For example, some studies include additional individual and contextual factors that may impact ERS (e.g., other family members) and others have questioned the top-down, unilateral process of traditional ERS models. Regarding ERS measurements, scholars have incorporated additional dimensions to account for Latinx family processes such as familism, family cohesion, and respeto. These studies indicate a need to re-conceptualize ERS models that move beyond a unilateral parent-to-youth relationship and that incorporate the contextual realities of Latinx youth and families. Latino Critical Race Theory (LatCrit) can be used to interrogate racism's varying manifestations within and outside social institutions as an approach for empowering communities of color and achieving social justice. Centered on Latinx in the US, LatCrit focuses on issues such as race, ethnicity, gender, language, immigration, and culture. To address the discrepancies and limitations in ERS literature, the proposed project consists of conducting a critical review on ERS studies on Latinx youth to provide (1) a synthesized definition of ERS, (2) summary of ERS measurements, and (3) analysis of the synthesized ERS definition and measurements through a Latino Critical Race Theory lens. LatCrit theory will guide the analysis of ERS candidate studies via a direct content analysis approach. Results are forthcoming. The goal of this critical review is to provide recommendations to improve and strengthen the theoretical framework underlying ERS and ERS measurement strategies to promote research that accurately reflects the lived realities of Latinx families.

**Chairs:**

**Marbella Uriostegui**, University of Illinois at Chicago

**Poster Session 3: A Scoping Review of Livability Assessments and Evidence for Impact**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Livable community frameworks and assessments highlight the ways in which an area's physical, social and economic environments influence residents' well-being. The term is used broadly; there are varied meanings associated with the term, diverse ways of measuring it, and a wide variety of outcomes thought to be associated with it. While a number of place-based initiatives focus on livability in relation to vulnerable population groups – for example, by promoting senior-friendly, child -friendly, or immigrant-friendly communities-- these efforts are based more often based on practical experience than theoretical and empirical knowledge and have drawn relatively little attention from researchers. This scoping review examined what evidence exists to suggest that livability assessments have a positive impact on planning processes or actual neighborhood change. This scoping study was based on the methodological framework proposed by Arksey and O'Malley (2005). The objective was to identify the range and nature of livability assessments and to examine empirical evaluation evidence regarding their impact. To

identify interdisciplinary literature on livability assessments, we used the Google Scholar database and a search strategy combining key terms related to livability, assessment, indicators and evaluation. Inclusion criteria included articles available in English published between 2010 and 2018 in peer-reviewed journals. Information from each selected article was charted using an analysis grid that allowed the comparison of theoretical frameworks, research questions, study findings, and conclusions and recommendations. Results from this scoping review highlight a lack of research and evaluation regarding the impact of livability indicator systems in relation to improving planning processes or community conditions, suggesting a promising avenue for future research. This work contributes to knowledge and practice related to urban planning and place-based community improvement initiatives.

**Chairs:**

**Liesette Brunson**, Université du Québec à Montréal; **Sonia Daly**, Avenir d'enfants

**Poster Session 3: Adolescents' Perceptions of Their Schools' Respect for Diversity and Equality**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Issues pertaining to school climate may be particularly salient for youth with identities historically marginalized in society (e.g., ethnic, gender, or sexual minorities; Yip, 2018), as discriminatory school climates have adverse effects on academic achievement and mental health (Kosciw et al., 2013). This study investigates how students' perceptions of the school's respect for diversity and equality are related to students' mental health, and whether this association differs for marginalized students. Seventh through twelfth grade students (N = 407, 81% White, 45% female) in a suburban school district in Northwest Ohio completed questionnaires about their perceptions of their school's respect for diversity and equality, academic stressors, GPA, mental health problems, and perceived connectedness with their school, teachers, and peers. "Marginalized identity" was dummy coded to identify students who endorsed any ethnic, gender (i.e., transgender, genderqueer), and/or sexual minority identities. Perceptions of equality were marginally significantly different between marginalized and non-marginalized students ( $t(213.82) = -1.90, p = 0.059$ ). Students who endorsed any marginalized identities were almost three times (odds ratio = 2.90) more likely to report having experienced harassment than their non-marginalized peers. Using moderated regression analysis, we found a main effect for perceptions of diversity and equality predicting mental health problems ( $B = -.62, t(384) = -4.07, p < 0.001$ ), as well as a marginally significant interaction between marginalized identity and perceptions of diversity and equality ( $B = -.40, t(384) = -1.76, p = 0.079$ ): perceptions of lower levels of respect for diversity and equality were more strongly related to mental health problems for students who endorsed any of the marginalized identities. We discuss implications for prevention and diversity inclusion initiatives in school settings.

**Chairs:**



*Catherine Zoleta*, Bowling Green State University; *Sindhia Colburn*, Bowling Green State University; *Eileen Diggins*, Bowling Green State University; *Shanna Riley*, Bowling Green State University; *Eric Dubow*, Bowling Green State University

**Poster Session 3: An Examination of the Complexity of Power and Race Between a Predominately White Institution and Black Communities Addressing Infant Mortality**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

In Wisconsin, Black infants are nearly three times more likely to die before their first birthday than white infants. The Lifecourse Initiative for Healthy Families (LIHF) is a multi-year community-academic collaboration to address this issue and work toward reducing this disparity in infant mortality. LIHF began in 2009 in Beloit, Kenosha, Milwaukee, and Racine, Wisconsin. The University of Wisconsin Madison Population Health Institute conducted a summative evaluation of the initiative 2018-2019, including analysis of vital statistics, surveys of new mothers, and surveys and intensive interviews with key stakeholders. In this presentation, evaluators summarize some of the major themes that emerged from the analysis of the qualitative interviews and survey responses. One of the themes that surfaced was the power dynamics around race and racism between some of the community participants and academic partners. Partners were perceived as insufficiently addressing the role that they played in racism and health disparities throughout the project. Some project stakeholders expressed that in order to properly address Black infant mortality, all partners would have to first understand the ecological composition of southeastern Wisconsin. These stakeholders posit that if partners were unwilling to acknowledge how racism was embedded within systems, structures, and institutions then lasting change will never take place. Another theme that emerged from the data is the complexity of white-led institutions leading initiatives that addressed health disparities in Black communities. Despite attempts by some of the leadership interviewed to address and seek to overcome the impact of differential power, politics, and dynamics around race and racism, some community partners felt these attempts fell short of acknowledging and sufficiently addressing the issue. Ultimately, collaborative members emphasized the need to examine intraorganizational, interorganizational, local, and national race dynamics and how they play a role in infant mortality.

**Chairs:**

*Troy Williams*, University of Wisconsin-Madison; *Aria Walsh-Felz*, University of Wisconsin-Madison

**Poster Session 3: An Intersectional Analysis of Women's Public Harassment Experiences**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Domestic violence, sexual assault, and sexual harassment are pervasive social problems in the United States, experienced by

people of all genders, racial-ethnic identities, and social class categories (Black et al., 2011). Decades of scholarly attention to domestic violence, workplace sexual harassment, and sexual assault have contributed to a large body of literature on these topics, and scholars have identified impairing physical, emotional, and psychological health related outcomes for survivors of these abuses. However, we know much less about the experiences of and impact on victims of chronic, "everyday" gender-based violence such as street harassment. As many outcomes related to women's health and well-being have been shown to vary with the extent of societal racial and gender inequality, greater attention to gender-based public harassment as a highly endorsed and frequently experienced form of gender-inequality may have important implications for intervention. The current study examined 419 undergraduate women's endorsements of public harassment experiences within the previous 12 months using a self-report survey. Data analysis was conducted with SPSS, and included a) characterization of the types and frequency of harassment experiences women endorsed, b) analysis of whether there are differences in the quality and frequency of experienced harassment between women of varying intersecting identities, including ethnoracial status and sexual orientation, and c) exploration of the relationship between frequency of public harassment experienced and indicators of mental and physical well-being. In attempt to appropriately attend to the ways in which women's various social positions impact an individual experience of "womanhood", survey construction and data analysis were approached through an intersectional feminist framework (IFF). Information gained from this study can be used as a foundation for further inquiry into the psychological, social, and physical consequences of this type of experience.

**Chairs:**

*Hope Holland*, University of Illinois Urbana-Champaign; *Nicole Allen*, University of Illinois Urbana-Champaign

**Poster Session 3: Book Presentation: "Dispossession the Performative in the Political" by J. Butler and A. Athanasiou**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

This session offers a presentation as well as a discussion around the book "Dispossession" published by J. Butler and Atena Athanasiou published by Polity Books in 2013. The book has been translated and edited in a new edition for Italy by the proponent, a Community Psychologist specialized in the field of Gender, Queer and Feminist Studies. The book describes the condition of those who have lost land, citizenship, property and a broader belonging to the world. The purpose of the presentation is to debate a critique to the context of neoliberal expropriation of labor and livelihood starting from anti-neoliberal gatherings (Porta del Sol, Syntagma Square, Gezi Park, etc.) and movements as Occupy Wall Street and Gilets Jaunes. Potentially, the event will gather the enthusiasm of gender and LGBT interest groups, as well as all those who are interested in macro social phenomena and in a Marxist theorization of social change. The meeting of about 60 minutes will be structured in two parts: 1) the first (25 minutes) dedicated to the presentation of the book by the

editor of the new edition and with the help of a discussant; 2) the second (35 minutes) in which a discussion about the multiple forms of dispossession will take place with those present, each referring to their own research or lives contexts. The most innovative features of this proposal are theoretical interdisciplinarity and transversal internationality.

**Chairs:**

*Agostino Carbone*, University of Naples Federico II

**Poster Session 3: Broadening the Scope for Intervention Approaches with African American Girls**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

African American girls have a unique and heightened experience of discrimination based on their combined racial and gender identities. Much of this experience is based in stereotypical images of Black women that create expectations related to promiscuity, strong or aggressive attitudes, and femininity. These expectations not only influence the way others treat them, but also play a role in their behavior, emotional expression, and use of coping strategies, possibly impacting the overall mental health of African American girls. Therefore, they have a particularly high need for prevention-based interventions, especially ones that are tailored to these social identities. This poster reviews empirical articles on prevention-based interventions that are exclusive to African American girls, predominantly living in urban communities. The aim of this review is to better understand how research conceptualizes this population, what issues are prioritized, and the dominant methods interventions use to protect against these issues. Interventions are evaluated based on the extent to which they are adapted for both the gender and racial identities of the participants involved. Using a multicultural and feminist framework, recommendations are given for broadening the scope of intervention efforts in order to target positive mental health outcomes and extend the depth of their impact. This includes the principle of consciousness-raising about one's social identities and how they relate to interpersonal relationships and socio-ecological context. It is essential to address the issues at hand much more expansively, looking at the socio-cultural norms that are rooted in sexuality, body image, and racism for African American girls in particular. This poster seeks to continue the discussion of how we can improve existing intervention efforts and encourages its audience to constantly challenge the way we conceptualize identity to create social change in the community.

**Chairs:**

*Melinda Troyka*, DePaul University; *Christopher Whipple*, DePaul University; *LaVome Robinson*, DePaul University

**Poster Session 3: Collective Efficacy in Racially and Ethnically Diverse Neighborhoods in Queens, New York**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Collective efficacy measures the collective capability of residents to solve neighborhood problems and has

demonstrated positive associations with several health outcomes. However, there has been very little consideration on whether being a part of the neighborhood majority or minority impacts how residents perceive neighborhood social cohesion and informal social control. A respondent's race and ethnicity compared to their neighborhood composition is important to consider because it may affect how individuals build personal ties with others in racially integrated neighborhoods. Street intercept interviews (n=8795) in 20 Queens, New York neighborhoods were conducted between 2007 and 2011. First, potential measurement bias was tested using differential item functioning (DIF) to compare items based on matched race and ethnic composition percentage score. There was no significant DIF found that needed to be accounted for in subsequent analyses. Then multivariate regression of social cohesion and informal social control controlling for race and ethnicity, and age found residents highly similar (70% or more) to the neighborhood's majority had significantly more social cohesion compared to similar residents (40-69%). However, residents in groups below 40% reported no differences to those highly similar. Residents similar (40-69%) and dissimilar (20-39%) to the neighborhood's majority reported significantly less informal social control compared to highly similar residents (70% or more). These findings suggest that those in the neighborhood majority reported the highest social cohesion and informal social control, but those in the lowest group did not necessarily report the lowest social cohesion and informal social control. Further neighborhood effects research should consider the community context in which respondents are situated when measuring neighborhood perceptions.

**Chairs:**

*Demetria Cain*, Hunter College of CUNY; *Bruce Rapkin*, Albert Einstein School of Medicine; *Jesus Ramirez-Valles*, San Francisco State University; *Yamile Molina*, University of Illinois - Chicago; *Richard E Barrett*, University of Illinois-Chicago

**Poster Session 3: Community Psychology Intervention in Higher Education: Towards an Ecological Paradigm**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

The biomedical paradigm is still the most used model in higher education, although there are evidence research based for which this model is no longer considered adequate, especially in the educational context (Gutkin, 2012). Community psychology and the ecological model (Kelly, 1966, 1968, 2006) seeks to determine how to optimize the appropriateness between students' needs and contextual characteristics, emphasizing the context-person interactions and the obvious complexity of this phenomenon. It also encourages professionals to carry out the assessments and diagnoses in a contextual way. Ecologically focused services pay attention to changes in school, home and community contexts in order to soften students' problems and prevent the development of dysfunctions. The ecological perspective implies a holistic vision that surpasses the individual, implying that "communities are open systems, with several interdependent levels of analysis and recognizing the multiple

transactions and mutual influence between the individuals and the environments with which they interact" (Ornelas, 2008), p.151).

**Chairs:**

*Olga Cunha*, Faculty of Social Sciences and Humanities - NOVA Lisbon and Applied Psychology Research Center Capabilities & Inclusion (ISPA-IU)

**Poster Session 3: Contextualizing Climate: How Do Off-Campus Experiences Impact On-Campus Racial Climate?**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

While college campuses are often considered cultural microcosms within the larger community, the campus experience does not exist in isolation from its broader environment. Our research provides an ecological analysis of how on-campus racial climate is impacted by off-campus interactions with other students, community members not affiliated with the college, and authority figures (e.g., police officers). Though the College of Idaho is a Predominantly White Institution, it is unique in its recent recruitment of a high percentage of international students. The surrounding town of Caldwell, Idaho has a population of approximately 54,000, with an ethnic makeup that is roughly 60% white (non-Hispanic or Latinx) and 36% Hispanic or Latinx. We conducted several focus groups with undergraduate students at the College of Idaho, sampled from a variety of organizations and clubs across campus. Analysis centered on the research questions: How do off-campus interactions impact students' feelings of safety, wellbeing, and belonging, and how do experiences off-campus impact relationships between individuals from different backgrounds? Themes were developed from a Thematic Content Analysis of the focus group transcripts. This project marks our third year of undergraduate student researchers developing and conducting institutional research on various aspects of the student experience at the college.

**Chairs:**

*Jen Wallin-Ruschman*, College of Idaho; *Virginia Harness*, The College of Idaho; *Laurel Weiss*, The College of Idaho; *Mark Heidrich*, The College of Idaho; *Stephanie Hamilton-Rubio*, College of Idaho

**Poster Session 3: Defining Transactional Sex for Substance Using Women Through Community/Academic Partnership**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Despite recent declines in new HIV diagnoses, substance using women continue to represent a population at risk for HIV and other sexual health concerns. This increased risk could be attributed to high rates of behaviors such as transactional sex. Transactional sex has been broadly defined throughout the scientific community (e.g., the trade of sex for drugs or money), with many researchers highlighting the need for an agreed upon definition. The current study aimed to fill

this gap of defining transactional sex by creating a community/academic partnership of three academic members and five community women with a history of substance use and transactional sex. Using a modified Group Level Analysis, research team members defined transactional sex with the following characteristics: 1) a woman is in a relationship of some sort (defined as a lover, friend, partner, sugar daddy, or even business relationship), 2) within this relationship, there is an exchange of sex in order to get a need met (e.g., to pay for rent or buy drugs), 3) the woman is having riskier sex than she normally would in exchange for the need being met, and 4) otherwise the woman would not engage in the risky behavior. Related issues associated with transactional sex (e.g., consequences on self-esteem, barriers to effective communication, impact on financial independence) were also identified to expand understanding of the term.

**Chairs:**

*Caravella Mccuistian*, University of Cincinnati; *Kathy Burlew*, University of Cincinnati; *Joseph White*, University of Cincinnati

**Poster Session 3: Differences in Social Support between Religious and Non-Religious Individuals in a Recovery Community**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

There are many social factors that influence individuals' recovery journey from substance use disorder (SUD). Particularly, previous research indicates that high levels of social support are associated with favorable recovery outcomes. Furthermore, literature also states that religiosity is a beneficial resource for recovering individuals. An exploratory analysis investigated the relationship between perceived social support, AA affiliation, and religiousness for individuals living in Recovery Homes. Perceived social support, AA affiliation, and religiosity were measured using self-reported scales. 229 members completed the questionnaires, with 40% stating no religious preference and 60% stating a religious preference. Results indicated that individuals with no religious preference had higher perceived social support than individuals who have a religious preference. Gender was also a significant factor. There was difference in social support between religious and non-religious males, but there was no difference between religious and nonreligious females. There were no significant difference in total AA affiliation scores; however, religious individuals reported attending more AA meetings over their lifetimes compared to non-religious individuals. Further research should explore possible reasons for these differences as well as how Oxford houses may cater to individuals of various religions and foster a supportive community for those who have low social support.

**Chairs:**

*Alex Porcaro*, DePaul University; *Rebecca Nguyen*, DePaul University; *Mayra Guerrero*, DePaul University

**Poster Session 3: Don't Blame the Victim, Change the System: How a Community Psychology Service-Learning**

**Course Promotes Undergraduates' Civic Behavior Change**  
Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Civic engagement comprises individual and communal actions that address issues of public concern. Civic development cultivates the knowledge, skills, values, and motivation needed to take these actions. Colleges can employ many strategies to promote students' civic development; service learning, incorporating community service into a course, is particularly effective. However, the cognitive mechanisms through which service learning produces behavior change are not well-understood. This longitudinal study examined how a course that applies a community psychology vantage-point to the social problem of poverty influences civic development processes. The course uses an adapted version of Bronfenbrenner's ecological model to complicate students' understanding of causes and perpetuation of social problems. Students perform 20 hours of service with organizations serving individuals experiencing poverty. The goal is to guide students in seeing the social causes of social problems, increasing their interest and ability in engaging at the social level to address those problems. This poster presents results of a study evaluating the course's impact; 285 students (113 course students; 172 control group) were surveyed at three timepoints: at the beginning and end of the semester and one-year post-course completion. Analyses tested whether taking the course increased students' civic behaviors one year later and whether this change resulted from the course's aim of shifting students' attributions for poverty to systems, away from a victim-blaming mindset. Results show that one year post-course completion, compared to controls, students demonstrated increases in general and poverty-specific civic behaviors and in career-planning action for helping professions. The course significantly decreased individual attributions and increased systemic attributions for poverty; these changes persisted one year later. Changes in systemic attributions partially mediated the course's impact on poverty-specific behaviors, the only cognitive mechanism that emerged. Changes in individual attributions did not mediate behavioral change, and attributional changes did not mediate increases in non-poverty-specific civic action.

**Chairs:**

*Syeda Buchwach*, George Mason University; *Lauren Cattaneo*, George Mason University

**Poster Session 3: Early Childhood Residential Mobility and Adolescent Disruptive Behaviors: Mediation of Effects by Late-Childhood Academic Achievement**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Residential mobility in early childhood is associated with numerous maladaptive outcomes, including disruptive behaviors in pre-adolescence (Womack et al., 2018). Yet, residential mobility is a common feature of American families, especially among poor and racial minority families who move more frequently and for different reasons than Caucasian or affluent families (U.S. Census Bureau, 2017). However, little

is known about the mechanisms by which residential mobility impacts child development. We consider academic achievement as such a mechanism. Children who are residentially mobile in early childhood enter school behind academically (Schmitt and Lipscomb, 2016) and have poorer academic trajectories through middle school (Voight et al., 2012). Poor academic achievement in turn is a strong predictor of adolescent disruptive behaviors (Patterson et al., 1990). The present study extends extant literature by examining middle-childhood academic achievement as a mediator between early-childhood residential mobility and adolescent disruptive behaviors among racially diverse, predominantly low-SES families. We used data from the birth, 1, 3, 5, 9, and 15-year waves of the Fragile Families and Child Wellbeing Study, a longitudinal study of 4898 families. Early-childhood residential mobility was the number of moves between birth and 5. Academic achievement was assessed at age 9 and parents reported on their adolescent's disruptive behaviors at 15. Early-childhood residential mobility negatively predicted academic achievement at age 9 ( $B = -.056, p < .01$ ) and positively predicted disruptive behaviors at 15 ( $B = .099, p < .001$ ). Indirect effects were estimated using bootstrapping with 5000 draws. Academic achievement partially mediated the association between residential mobility and adolescent disruptive behaviors ( $B = .006, p < .05$ ). Our results suggest that fostering academic skills among highly mobile youth may attenuate some of the deleterious effects of mobility on behavior development. Additionally, public policies promoting residential stability in communities with high concentrations of minority or low-SES families may improve school-age academic achievement and decrease adolescent disruptive behaviors.

**Chairs:**

*Sean Womack*, University of Virginia; *Meret Hofer*, University of Virginia; *Melvin Wilson*, University of Virginia

**Poster Session 3: Examining Resilience through a Youth Centered Lens**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Community violence is a public health issue that affects thousands of individuals, particularly, African American youth. Exposure to these violent acts can be experienced directly or indirectly (e.g., witnessing or learning about an occurrence; Finkelhor et al., 2009) and disproportionately occurs in communities of color (Jain et al., 2012). Nevertheless, despite surrounding violence, there are youth of color who can sustain their well-being and adapt or formally known as demonstrating resilience (Masten, 2011). Though multiple studies have been conducted looking at resilience factors among youth more broadly and to a little extent with African American youth, no studies have examined this phenomenon through a participatory approach. As such, the current study engaged in a youth participatory action research project to provide a space for youth to foster critical knowledge about violence as well as an empowering space so they can develop agency and take action in their communities regarding this issue. In the context of this project, we utilized photovoice methodology as means of examining two

questions: (1) What factors contribute to gun violence? and (2) What are important places, people, things that others rely on/find helpful in their community to stay healthy and pull through despite surrounding violence? Preliminary findings from this photovoice activity will be discussed to show what resilience looks like through a youths' lens.

**Chairs:**

*Nickholas Grant*, UIUC; *Helen Neville*, UIUC

**Poster Session 3: Exploring Sociopolitical Consciousness in College Students**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Sociopolitical development is defined as “the process by which individuals acquire the knowledge, analytical skills, emotional faculties, and the capacity for action in political and social systems necessary to interpret and resist oppression” (Watts et al., 2003, p.185). For young people of color specifically, it is imperative that they are aware of how systems of oppression work and what people can do to change their communities. Activism and extracurricular involvement play an important role in socializing young people in the ways they can influence change. This study examines Sociopolitical Consciousness (SPC) within a sample of college-aged students (n=194) from six universities. There were three main aims: 1) how is SPC related to political activism, contentment with their country's political climate, and involvement in extracurricular activities. 2) Is SPC different for students who attend Historically Black Colleges and Universities (HBCUs) than those who attended predominantly white institutions (PWIs)? 3) Can we identify SPC profiles for students across demographic, background, and psychosocial characteristics? Findings showed that political activism and contentment with political climate were positively correlated with SPC, but involvement in extracurricular activities was not. There were no significant differences found in SPC scores between students who attended HBCUs versus PWIs. And finally, a cluster analysis revealed three distinct groups within the sample of participants with high, medium, and low scores of SPC. Results from this study have implications for how we engage college aged students in their development of SPC.

**Chairs:**

*Geena Washington*, North Carolina State University

**Poster Session 3: Exploring the Impacts of a Participatory Research Project on Community Capacity: A Multiple Case Study**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

La Voix des parents (VDP) is a participatory research process developed with the community organisation Avenir d'enfants to enable parents to get involved in promoting children's development in their community. VDP allows parents to analyze their community and identify areas for improvement related to early childhood. A group of local partners works with parents to help implement concrete actions, but the

parents are the ones who perform, from beginning to end, the community analysis and decision-making about recommendations. After being implemented in more than 75 communities, the project is currently in the process of assessing its impacts on parents' citizen participation and its impact on community priorities and actions related to early childhood. One way to assess the project is to analyse its impact on community capacity. Community capacity can be defined as the ability to mobilize and address social and public health problems (Goodman et al., 1998; Smith, Littlejohns, & Roy, 2003). A good understanding of community capacity is useful for strengthening communities' ability to act on community problems and for understanding what still needs to be improved. The study presented here is part of a larger multiple case study evaluation process; here we focus on assessing key actors' views of the impacts of VDP on community capacity at three sites where the program was implemented. Two focus groups were held with parents who participated in VDP, two in-depth individual interviews were conducted with key support personnel, and project documents from all three sites were analysed. The results suggest that VDP has had an impact not only at the individual level, but also at the collective level. Projects have been set up within the communities to address early childhood issues and new structures have been created within community organizations. An impact on social capital was also noted by participants.

**Chairs:**

*Jessica Lemelin*, Université du Québec à Montréal; *Elizabeth Brunet*, Université du Québec à Montréal; *Roxanne Fournier*, Université du Québec à Montréal; *Liesette Brunson*, Université du Québec à Montréal

**Poster Session 3: Family Childcare Providers' Professional Commitment, Workplace Stress and Care Quality**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

One in five young children in the United States are enrolled in family child care (FCC) settings for on average over 30 hours per week (Child Trends, 2016). Given the ubiquity of this care arrangement, it is notable how little research has focused on these providers (Morrissey & Banghart, 2007; Porter, Paulsell, et al., 2010). Much of prior research and policy around FCCs focuses on compliance with regulation and structural quality features (e.g., adequate health and safety measures, outdoor play space, etc.; Morrissey & Banghart, 2007) or on improving program quality (Porter, Nichols, et al., 2010). Missing from the literature is research regarding provider characteristics and how it relates to care quality. With data from a national survey of FCCPs (N=888), the present study aims to provide an understanding of FCCP characteristics to create targeted initiatives to support needs of professionals who provide critical early interventions in the lives of children. Four clusters were identified based on professional commitment, professional engagement and workplace stress (See Figure 1) with demonstrated significant differences in FCCP levels of care quality, which is defined as relationships with family and children and responsiveness to children. Group comparisons of clusters found that there were significant differences between clusters on ratings of FCCP-

perceived quality of relationships, defined as relationships with parents, perceived closeness with children and perceived conflict with children (See Figure 2). Group comparisons of FCCP responses to children's negative emotions were completed using the Coping with Children's Negative Emotions Scale (CCNES).” (See Figure 3). The presentation will include possible implications of FCCP clustering and additional descriptions of motivation and FCCP characteristics by cluster.

**Chairs:**

*Christen Park*, University of Illinois at Chicago; *Katherine M. Zinsser*, University of Illinois at Chicago; *Liney Jeon*, Johns Hopkins University

**Poster Session 3: Healthy Behavior, Substance Use and Religiosity Relation to Adverse Childhood Experiences**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

This poster presents a research study using a database gathered from a midsized Midwestern university. The data, from 375 participants, was analyzed to examine correlations between different factors. The student information database of Wichita State University has information about different factors such as college history of the family, tuition payment, healthy behavior, sexual behaviors, substance use, gun violence and debate, religiosity, ACE, social media use, PANAS, and demographics. These 5 components were chosen to examine if there is a correlation between them; religiosity, ACE, healthy behaviors, and substance misuse. The main research questions are: does a higher adverse childhood experience lead to higher substance misuse and decreases in healthy behaviors? Does religiosity relate to a reduced ace prevalence? Does religiosity relate to a reduces substance misuse, increase healthy behavior and decreased ACEs? Directed by the social-ecological model, results will provide recommendations on the different levels to work with students on health and policy changes.

Additionally, results would be shared to direct action and practice using these ecological findings and empirical data to make data-driven decisions. Research dissemination will benefit from our community relations and promote collective impact for change among student governing bodies and community members on campus and beyond.

**Chairs:**

*Hana Shahin*, Wichita State University; *Juliana Garcia*, Wichita State University; *Rhonda Lewis*, Wichita State University

**Poster Session 3: Identifying a Project's Greatest 'Hits': Meaningful Use of Facebook in Community Mobilization**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Networked relationships refer to the connections people and organizations make and maintain through online social spaces. A community-wide effort to prioritize mobilization, empowerment, and capacity building offers a nearly unlimited opportunity to foster networked relationships using technology

to connect adults and youth, neighbors and community partners. This poster will offer a description of the integration of digital networking tools into a community-wide participatory research initiative to combat neighborhood violence, encourage resident empowerment activities, and, thereby, improve the health and safety of all residents as a result of networked relationships. The purpose of the poster is to illustrate the challenges and successes that emerged from the use of Facebook to inform and motivate community residents to participate in project-focused activities. The unit of analysis for this research was the Facebook page for a Community Based Crime Reduction project. The networked relationships of community members following the initiative's Facebook page were analyzed using a content analysis approach. Considering all groupings and the clustering of responses in each, it was clear from the coding that followers of this project's Facebook videos were primarily interested in engaging through postings where the content was local, and much more interested in how the events that were demonstrated were accomplished, not just to know what was accomplished. Viewers wanted to see and hear about the effects on people who attended events, not just see pictures of who attended the events. Similarly, groupings of still pictures needed to have additional explanation of who, why, and how those events made a difference in the community. Based on our findings and building off of previous literature, we offer recommendations in the form of the Community Mobilization through Social Media framework for researchers engaged in community initiatives where technology is used to initiate, foster, and accelerate community engagement for positive action.

**Chairs:**

*Mary-Ellen Brown*, Arizona State University; *Patricia Dustman*, Arizona State University

**Poster Session 3: Identity Indicators of Optimism for Black Female College Students**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Many Black adolescent women encounter several unique challenges when entering college, specifically stressors associated with marginalized racial and gender identities becoming much more salient. This may be particularly true when Black female students matriculate from highly-segregated neighborhoods and high schools. Interestingly, when Shorter-Godden & Washington (1996) interviewed Black female adolescent community college students, participants emphasized how internal strength was required as a protective factor, and this strength was integral to the development of their identities. While this narrative aligns with the current literature surrounding Black women's self-identification with the strong Black woman or Black Superwoman archetypes and its potentially negative health outcomes (Abrams, Hill, & Maxwell, 2018), the current literature does not address whether potential stress associated with the centrality of race and gender for Black college women impacts their perceptions of optimism, which is the aim of this project. Preliminary results indicate that Black women profiled by higher-than-average race and gender

identity centrality express greater optimism than their differentially self-identified peers when controlling for stressors, self-reported GPA, and reports of racial discrimination. Interestingly, these results were amplified when discrimination was characterized as “bothersome” but were not affected by the racial composition of participants’ home neighborhoods or high schools. Implications for higher education practices are addressed.

**Chairs:**

**Brittney Davis**, University of Miami; **Laura Kohn-Wood**, University of Miami

**Poster Session 3: Imagineering Black Spaces: Campus Racial Climate from a Critical Race Psychology and Afrofuturist Perspective**

Poster Presentation

**Day:** 6/27/2019 **Time:** 12 PM **Room:** NLU Atrium

**Abstract**

African American students' educational experiences have consistently been tied to issues of social justice; they have organized and advocated for African American studies, multicultural curricula, increased minority faculty hiring, and other initiatives that promote equitable access for African American students (Rogers, 2012). This fight has continued into the era of Black Lives Matter. African American college students report more negative views of their campus racial climate than other racial and ethnic groups (Chavous, 2005; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013). Within the last few years, African American college students have protested for and demanded more inclusive and supportive spaces at their schools. From the University of Missouri to Yale, college across the country have been faced with the question of how to improve their campus racial climate. It is important to consider the broader context in which African American students find themselves as it relates to their racial climate. Two perspectives that provide a blueprint for understanding and addressing these issues are critical race psychology and Afrofuturism. A critical race psychological analysis "draws upon the epistemological perspective of the oppressed to reveal and eventually dismantle the structures of privilege that systematically confer racial advantage to White Americans." Afrofuturism can be defined as a "critical project with the mission of laying the groundwork for a humanity that is not bound up with the ideas of white Enlightenment universalism, critical theory, science or technology." In short, Afrofuturism imagines what Black futures look like. This presentation will provide findings from a mixed-methods study examining African American students' perspectives on campus racial climate. Group interviews yielded three main themes: institutional policies and practices, student interracial interactions, experiences with racism. Survey data was used to validate a measure of campus racial climate. Recommendations will be provided for improvements to campus racial climate.

**Chairs:**

**Dominique Thomas**, University of Michigan

**Poster Session 3: Learning Together: The Do's and Don'ts of a University-Organizational Partnership**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

The Institute of Medicine (IOM) and National Research Council's (NRC)'s 2015 report Transforming the Workforce for Children Birth through Age 8 highlights the necessity of an early childhood workforce that is trained in evidence-based, developmentally appropriate theory and practice. Early childhood providers are typically dispersed within a community and not located centrally at school sites. Thus, challenges exist as to how cutting-edge, evidence-based practices can be implemented by providers who are not connected to research institutions or continuing education opportunities. This poster will describe efforts to connect an institute of higher education (IHE) and a community-based early childhood professional organization to better serve preschool providers within a large urban county. The collaboration between an IHE and early childcare professional organization provides a conduit to leverage research expertise in early childhood education and child development with rich practice experience in order to provide evidence-based resources and feedback to early childhood educators. Furthermore, this partnership helps cultivate better-prepared future practitioners by having the professional organization partner contribute to course alignment and real-world internships. This supports a pool of future educators who can benefit from connections with practitioners in the community to connect coursework with “real life.” The partnership also offers opportunities for sustained engagement with the professional organization once students enter the workforce. While these connections are a natural fit, the process of moving this from an idea to practice can pose challenges due to competing demands on time and resources. This poster shares the lessons learned from the initial development of this collaboration to inspire and inform others interested in pursuing community-IHE partnerships.

**Chairs:**

**Melissa Dahlin**, University of California, Irvine

**Poster Session 3: Locating Disconnected Minoritized Youth within Urban Community-based Educational Programs: Confronting Neoliberalism and the Loss of Critical Social Analyses**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Context: Community-based education programs (CBEs) straddle competing interests and divergent directions in their work with youth. CBEs have been promoted as a means of social control, an alternative to urban street life. More activist youth organizations sit in opposition to these views and aim at organizing and educating youth to take up their role as actors in their own communities. The neoliberalism that permeates through CBEs comprises these programs' and, therefore, threatens the range of programming once located in community-based organizations. Purpose: We explore of the experiences of these urban youth of color (N = 59) who are disconnected from their local high schools and now 15 separate CBEs in a resource-deprived and segregated urban

community located in the northeastern United States. We hoped to understand how these young people viewed the role of their CBEs in relation to their community environment, as well as promoting upward mobility and critical awareness. Research Methodology: These disconnected youth were engaged in 11 in-depth focus group interviews that lasted approximately 60 minutes. Interviews were recorded and transcribed verbatim. Data were analyzed using an inductive constant comparative approach, which allowed team members to develop an inductive understanding of data Summary of Findings: Two broad themes emerged: Forgetting what they once knew: A path toward buying-in to individualism and the CBE “second-chance”; Being Schooled toward Individual Responsibility; and A Second Chance at what? Conclusion: CBEs have played multiple roles in the lives of youth. Our own data left us in the midst of these possibilities, unable to fully affirm the work of the programs and the experiences of the youth. Our own data also indicated that while youth were critical of former educational institutions, the “second-chance” offered a warm embrace but were not critical. These CBEs were designed to “keep them in place.”

**Chairs:**

*David Lardier*, The University of New Mexico; *Kathryn Herr*, Montclair State University; *Carrie Bergeson*, Montclair State University; *Pauline Garcia-Reid*, Montclair State University; *Robert J. Reid*, Montclair State University

**Poster Session 3: Measuring Racial Microaggressions among Spanish-Speaking Latinos**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

In this poster, I will present preliminary findings from my doctoral dissertation project, which evaluates the reliability and validity of a Spanish language translation of Torres-Harding and colleagues’ 2012 Racial Microaggressions Scale (RMAS). Racial microaggressions are defined as “brief, everyday exchanges that send denigrating messages to people of color because they belong to a racial minority group” (Sue et al., 2007, p. 273). As a cultural group, Latinos experience numerous disparities – in terms of economic, educational, and health indicators – compared to other cultural groups in the U.S. Researchers have suggested that disparities in these and other areas may be explained by experiences of racial discrimination. As a type of perceived racism, racial microaggressions may contribute to these existing disparities because they are considered to be stressors that impact the health and well-being of Latinos. Therefore, a Spanish language scale of racial microaggressions could aid community interventionists in identifying and addressing pervasive discrimination experienced by monolingual Spanish-speaking Latinos to begin reducing these disparities. Specifically, if the Spanish RMAS is found to have acceptable psychometric properties, researchers and practitioners could use this culturally sensitive tool to determine the types of racial microaggressions their clients experience and distress associated with those experiences. Attendees will leave this poster presentation able to a) Define and articulate at least one example of racial microaggressions, b) Articulate at least two possible differences in the experience of racial

microaggressions by Latinos compared to other racial and ethnic minority groups, and c) Understand the ways in which assessment tools such as the RMAS can be utilized in culturally-responsive practice and research.

**Chairs:**

*Nathan Brown*, Roosevelt University; *Dr. Susan Torres-Harding*, Roosevelt University

**Poster Session 3: Optimizing Diversity in Three Contexts: Applying the 12 “D”s for Transformative Change**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Humankind’s unrealized potential for living together optimally reflects the stratification of natural human differences such that there is asymmetrical access to valued resources (e.g., safety, health, education, information, etc.). Rigid divisions are created that result in devaluation, dehumanization, and discriminatory practices. Optimizing diversity means recognizing its contextualized sociopolitical, sociocultural and sociohistorical dynamics, while simultaneously maximizing individual and collective strengths. The 12 Ds for Optimizing Diversity are offered as a grounding conceptual system to inform the development and implementation of interventions for working across differences toward the ultimate goal of transformative change at intrapersonal, interpersonal, community, and systemic levels of analysis. The 12 Ds are framed as principles that reflect an integration of (1) empirical research on intergroup relations and implicit bias, (2) sociohistorical and sociopolitical work on conceptualizing the dynamics of diversity, oppression, and liberation, (3) efforts to identify competencies, promising practices, and features of successful intergroup work, and (4) the author’s nearly 30 years of experience providing training and consultation relevant to cultural diversity. The principles are grouped into three clusters of core change processes (Contemplative, Communal, and Empowerment). Diversity efforts reflecting Contemplative Processes emphasize experiential awareness, critical consciousness, and meaning-making and include the Developmental, Dialectic, Deconstruction and Deepening principles. Communal Processes involve the activation of relationality and interconnectedness and include the principles of Dignity, Drawing-Near, Dare, and Dialogue. Finally, Empowerment Processes facilitate creative, committed and liberatory action and include the Declaration, Do, Dynamic, and Dream principles. Examples from diversity consultation in three settings (a university department experiencing intercultural tensions among faculty, a training institute with intent to become an anti-racist organization, and interethnic conflict among students in a graduate program) will be presented to demonstrate the application of the 12 Ds for individual, relational, and systemic change.

**Chairs:**

*Shelly Harrell*, Pepperdine University Graduate School of Education and Psychology; *Jasmynne-Shaye Robbins*, Pepperdine University Graduate School of Education and Psychology; *Esther Son*, Pepperdine University Graduate School of Education and Psychology



**Poster Session 3: Participatory Community Action Research in Homeless Shelters: Civic-Related Outcomes for Service-Learning Research Assistants**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

We present outcomes for service-learning students who assist with a transdisciplinary participatory community action research project that implements behavioral activation in homeless shelters. This Project is guided by the psychoecological systems model (Reeb et al., 2017). Behavioral activation provides shelter residents with opportunities to engage in activities that create response-contingent reinforcement and thereby improve quality of life, mood, thoughts, and self-sufficiency (Hopko et al., 2003). Service-learning students work alongside faculty, graduate students, and community partners to implement behavioral activation sessions designed to enhance (1) empowerment (e.g., computer training, reentry programming for the previously incarcerated); (2) coping (e.g., stress management, social support); and (3) shelter social climate (e.g., recreational/social activities). As a background, we will review past quasi-experimental research (Reeb et al., 2018) showing that, relative to non-service-learning students, service-learning students showed pre- to post-semester (a) improvements in community service self-efficacy, (b) decreases in stigmatizing attitudes, and (c) increases in awareness of privilege and oppression. All findings were statistically significant with large effect sizes. Quantitative results were supported by qualitative data (written reflections by service-learning students). With this background, we will feature a study to be completed in spring semester (2019), which will utilize an experimental design (random assignment). This featured study was designed to replicate the above findings as well as compare civic-related benefits of “direct” versus “indirect” service-learning (Bringle et al., 2016). Because the Men’s Shelter (previously a prison workhouse) is in a food desert (away from community resources), we recently implemented an urban farm, with 1,800 pounds of produce harvested to enhance nutrition of shelter residents. Thus, the featured experimental study was also designed to examine pre- to post-changes in environmental attitudes in service-learning students who assist residents on the urban farm. Findings are discussed in light of psychopolitical validity criteria for experiential education (Prilleltensky, 2008).

**Chairs:**

*Amanda Barry*, University of Dayton; *Roger Reeb*, University of Dayton; *Katey Gibbins*, University of Dayton; *Alicia Selvey*, University of Dayton; *Charles Hunt*, Ball State University

**Poster Session 3: Perceived Benefits of Community Gardening in Elementary School Students**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Schools are pivotal settings to educate, encourage, and sustain

nutritious eating habits in elementary school students, families, teachers, staff, and surrounding community members (Perez-Rodrigo & Aranceta, 2001). Additionally, participation in community gardens has been found to have a positive effect on an individual’s health through channels of local social involvement, and relational building (Litt, Schmiede, Hale, Buchenau, & Sancar, 2015). However, access to resources of nutritious education, school gardens, and community programming can be challenging for students in lower socio-economic school systems (Alaimo, Olson, & Frongillo, 2001). This community-based intervention focuses on promoting food education (i.e. nutritious eating, collaborative gardening, and access to food resources), community relationships, and developing student empowerment through nature-based activities surrounding food and gardening. This study consists of a mixed-method approach (i.e. photovoice, video recordings, teacher reports) examines the psychological, behavioral, and setting level impact of a school-based garden intervention. This particular school site was located in a food insecure area, and served a large proportion of migrant families. This study consisted of 38 student participants. Photovoice narratives indicated that students reported growth in the domains of understanding, self-care, health seeking behaviors, sense of pride, and personal agency. In addition, T-Tests performed on teacher report indicated increased behaviors in impulse control and cooperation with peers after the school-based garden intervention. Implications regarding future research design, multi-stakeholder involvement, and strategic implementation of school gardening programming into educational curriculum will be discussed.

**Chairs:**

*Jordan Tackett*, California State University, Chico (Psychological Science Program); *Jordan Tackett*, California State University, Chico (Psychological Science Program); *Amber Barnsen-Wolk*, California State University, Chico; *Steve Esmay*, California State University, Chico; *Katie Henderson*, California State University, Chico

**Poster Session 3: Perinatal Care Services Accessibility: Where are the Parents With Physical Disabilities?**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Despite the fact that more people with disabilities are becoming parents, literature still underlines barriers to access to services at two levels : a lack of information about care services and a lack of accessibility to care services directly. Those barriers refer, for example, to a lack of knowledge of the professionals about the experience of parents with physical disabilities, negative attitudes or lack of physical accessibility (e.g. Tarasoff, 2017). This poster presentation aims to describe the results of a doctoral study about the accessibility of parents with physical disabilities regarding the general perinatal services in Quebec, Canada. The purpose of the study was to explore the adequacy between parents with physical disabilities’ needs and the perinatal services offered in the healthcare system. First, in this presentation, the results of a scoping review about the relationship between parents with physical disabilities and the perinatal services are exposed. Secondly, the preliminary results of the study are presented.

Thirteen parents with physical disabilities (10 mothers and 3 fathers) with various physical disabilities were interviewed. Parents were encouraged to talk about their life in general, related to their handicap. They were then asked to share their experience of parenthood. Finally, they addressed their relationship to services and the way services answered, or not, to their needs. The primary analysis shows that parents are not unanimous about their satisfaction towards the services. Although some are satisfied with their relationship with the professionals and the services, others report experiencing discrimination and lack of consideration. The results also showed a lack of services especially concerning the postnatal period. By an original and rigorous methodology using life narrative approach, this study sought to create a dialog between researchers and practitioners in the public healthcare system.

**Chairs:**

*Coralie Mercerat*, Université du Québec à Montréal; *Thomas Saïas*, UQAM

**Poster Session 3: Photovoice with African Women in Seville (Spain). The Need for Empowerment From an Intersectional Feminist Perspective.**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

This project emerges from a double necessity we identified in two different areas. On the one hand, we are aware of a low social participation of African women in Seville (the Southern Spain). This necessity has been highlighted from African grassroots organizations, who have denounced that this situation has as a consequence the lack of representation of their necessities in community projects. On the other hand, the invisibility of African women into the feminist movement, which do not usually include their needs and demands in their actions. In response, we have developed a Photovoice process in collaboration with two grassroots organizations (MAD Africa & Africa con voz propia). The main objectives of this project were (1) to explore the conceptions that the African women had about gender and feminisms; (2) to promote their social participation; (3) to make visible their points of view introducing non-hegemonic feminist perspectives in community spaces and education institutions; and (4) to encourage the on-going and mutual exchange of knowledge and skills among migrant women, university students, feminist activists, and community agents. This project was funded by a SCRA Community mini-grant. The photovoice consisted of seven sessions based on two thematic clusters: identity/gender, and social involvement/empowerment. It was supported by a multicultural mediator. The 15 women who participated affirmed that, during the process, they: (a) developed critical consciousness about the oppressions that they suffer as migrant African women, identifying barriers and strategies to overcome it; (b) increased their social support and sense of belonging; and (c) acquired knowledge about their rights. They started to organize in order to actively participate in their neighborhoods from an intersectional feminist perspective. In conclusion, Photovoice is an essential tool to promote empowerment processes in social groups in oppressive situations, encouraging their political participation and

promoting social justice in our society.

**Chairs:**

*Rocio Garrido*, University of Seville (Spain); *Rocio Garrido*, University of Sevilla (Spain); *Aloe Cubero*, University of Seville (Spain); *Daniela Miranda*, University of Seville (Spain)

**Poster Session 3: Post-traumatic Stress Disorder Symptoms Moderate the Association Between Food Insecurity and Disordered Eating Behavior**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Rates of eating disorders are markedly greater in military compared to civilian samples. Prevalence rates among military personnel range from 1.1-2.5% for Anorexia, 6.8-12.5% for Bulimia, and 36-62.8% for eating disorders not otherwise specified. Elevated risk among military men and women may be partially due to the disproportionate number of individuals in this population exposed to food insecurity, a state of unreliable access to food and nutrition. Research has suggested that food insecurity is related to disordered eating. Furthermore, Posttraumatic Stress Disorder (PTSD) symptoms, which are also highly prevalent among military personnel, are associated with food insecurity and greater disordered eating risk. The current study examined PTSD as a moderator of the relationship between food insecurity and disordered eating among military personnel (N=247, Mean Age=33.96+ 9.3, 74.1% male). Participants were recruited from Amazon Mechanical Turk. Subjects reported pre-military food insecurity (Household Food Security Survey Module), PTSD symptoms (Posttraumatic Checklist–Military) and disordered eating (Eating Disorder Examination–Questionnaire). Moderated regression analyses were conducted. Examination of the interaction plot suggested that military personnel who reported greater food insecurity were more likely to engage in disordered eating than individuals who reported less food insecurity, regardless of PTSD symptom severity. PTSD symptoms were not associated with a greater risk of disordered eating among individuals who reported greater food insecurity. PTSD symptoms were associated with a greater risk of disordered eating among individuals who reported less food insecurity ( $\Delta R^2 = .008, p < 0.05$ ). Individuals reporting greater food insecurity were likely from lower socioeconomic backgrounds, which is highly correlated with food insecurity. Individuals from lower socioeconomic backgrounds are more vulnerable to experiencing trauma/stressors, increasing susceptibility for disordered eating, regardless of PTSD symptoms. Future research should examine whether trauma exposure after military enlistment increases PTSD risk, and thus disordered eating, among those with less food insecurity.

**Chairs:**

*Emily Ferrell*, Bowling Green State University; *Abby Braden*, Bowling Green State University

**Poster Session 3: Prosocial “Likes”: Helping Behaviors on Facebook Posts Related to Sexual Violence**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

### Abstract

With as many as one quarter of college women facing an attempted or completed rape, researchers are recognizing the need for prevention approaches that engage the entire campus community. Bystander intervention posits that all community members can help prevent sexual violence on every level (i.e., primary, secondary, and tertiary), with past research identifying correlates of helping and different strategies that bystanders employ. However, these studies have widely focused on face-to-face examples of prosocial behavior, ignoring online communities where college students spend a large proportion of their time. The current qualitative study aims to address this gap by examining the strategies of college students who report a likeliness to help in sexual violence-related scenarios on Facebook, as well as why some students report being unlikely to help. Participants consisted of 250 undergraduates enrolled in psychology courses at a public American university. Four Facebook post vignettes related to sexual violence were created for this study and vetted via focus groups. Vignettes depicted direct help-seeking (i.e., asking for advice about a victimized friend, asking for campus resource information) and community support-seeking (i.e., rallying support for a victimized public figure, rallying support for combating the spread of rape myths). Participants were shown each vignette and asked about their likeliness to respond, specifically how they would respond, and why they wouldn't respond, if so indicated. Through qualitative thematic analyses, we expect this study will provide nuanced information on the response decisions and strategies of potential helpers online. The results of this study will build upon a similar, previously conducted study that focused on bystander responses to problematic sexual violence-related Facebook posts (e.g., telling a rape joke). Findings from this study may inform future programming aimed at increasing bystander intervention on social media, potentially having a wide-reaching positive impact.

### Chairs:

*Andrea Jamiel*, Wichita State University; *Jennifer Demers*, Wichita State University; *Cora Olson*, Wichita State University

### Poster Session 3: Racial Differences in Depression and Maternal Self-Efficacy for New Mothers

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

### Abstract

Across the United States, racial health disparities have been linked to the social determinants of health (Williams, 2002). Despite efforts to reduce these disparities, African American women continue to experience worse health outcomes when compared to Caucasian women. Further, they continue to lack access to resources, which some proposed is due to social norms and attitudes (e.g., discrimination, racism) (Williams, 2002). Past research is mixed on whether postpartum depression differs by race, but rates for initiating and continuing treatment are lower for African American women than for Caucasian women (Kozhimannil et al., 2011).

Untreated postpartum depression can critically affect a mother's self-efficacy, which has been suggested to affect parenting skills, and impact children's emotional, behavioral and cognitive development (Cutrona & Troutman, 1986; Murray et al., 1996). This project explores: 1) The relationship between depressive symptoms and maternal self-efficacy at 2 months post-partum and 2) Whether this relationship differs for African American and Caucasian mothers. We used data from low-income, first-time mothers and their babies participating in a longitudinal parenting intervention (Baby Books 1). Women were African American (n=105) and Caucasian (n=52). These mothers were asked to rate their maternal self-efficacy and depressive symptoms two months postpartum. Results indicated an overall negative relation between depressive symptoms and maternal self-efficacy ( $\beta = -.41, p = .000$ ). When comparing African American and Caucasian women, results revealed a statistically significant negative relation between depressive symptoms and maternal self-efficacy for African American mothers ( $\beta = -.49, p = .000$ ), but not for Caucasian mothers ( $\beta = -.27, p = .07$ ). These results indicate that African American women's mental health and efficacy as a parent are related. As such, efforts to address racial health disparities should target maternal mental health outcomes among African American women.

### Chairs:

*Aidee León Lúa*, University of California, Irvine; *Guadalupe Díaz*, University of California, Irvine

### Poster Session 3: Redefining Postgraduate Success: A Longitudinal Study of DePaul's McNair Scholars Program from 1999 - 2017

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

### Abstract

DePaul's McNair Scholars Program aims to prepare first-generation, low-income, and underrepresented students for doctoral study. To evaluate the success of the program, a longitudinal study was conducted to examine (1) students' pre-enrollment campus connectedness and academic profiles; (2) program participation; (3) post-participation campus connectedness and academic profiles; and (4) test their effects on students' program outcomes. This study used the annual assessments and performance report data from 1999 to 2017 of McNair participants (N=186), of which 73% are female (n=136), 71% low-income (n=131), 77% First-Generation college students (n=143) and 91% members of an underrepresented ethnic group (=169) to understand participants' profile, program participation and its relationship with academic development and program outcomes. Based on the results comparing participants' profile, students' college connectedness seems to improve through McNair participation. The program has been successful in helping students matriculate into graduate school (59%). Initial analysis also reveals that only a small percentage of students have attained their doctoral degree (15%) whereas most have only earned their master's degree (49%); however, 31% are still in progress towards earning their Ph.D. In addition, t-test analysis revealed that students' contact with faculty to discuss their interest ( $t(77) = 3.42, p < .005$ ) and their knowledge about the graduate application process ( $t(76) = -2.01, p < .05$ )

had significantly improved from the time students enrolled in McNair compared to the end of program participation. Further, we examined which learning and behavioral changes across program participation contribute to the postgraduate success of first-generation, low-income, and underrepresented students. This poster presentation will present additional analysis about predictors of student's outcomes and discuss the value of program activities. Finally, the authors will discuss the implication for redefining post-secondary success and provide recommendations for future programming and program evaluation.

**Chairs:**

*Mayra Guerrero*, DePaul University; *Terry Vaughan III*, Arnold Mitchem Fellows, DePaul University; *Claudia Cortes*, McNair Scholars Program, DePaul University; *Christina Tus*, McNair Scholars Program, DePaul University; *Luciano Berardi*, TRIO Programs, McNair Scholars, DePaul University

**Poster Session 3: Relationship Between Psychiatric Co-Morbidities and Individual Resources Among Recovery Home Residents**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Hope, abstinence self-efficacy, self-esteem, and social support are important personal resources for individuals recovering from substance abuse disorder, particularly for those with a co-morbid mental illness. We will conduct a path analysis to examine how psychiatric co-morbidities are related to hope, self-efficacy, self-esteem, and social support among residents living in an Oxford House. This study aims to analyze if these constructs are indicative of an individual's overall well-being and recovery. The data were taken from a longitudinal study, which surveyed recovery outcomes of Oxford House residents. Preliminary results indicate that psychiatric co-morbidities are predictive of these individual resources. We will also examine how gender plays a role in these relationships. Implications for further research will be discussed.

**Chairs:**

*Mayra Guerrero*, DePaul University; *Alexandra Porcaro*, DePaul University; *Jessica Chaparro*, DePaul University

**Poster Session 3: Self-Reported Health Status and Concerns of Young Adult Somali Refugees Resettled in North America**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Background. While the literature is limited, research indicates that refugees experience poorer physical and mental health outcomes compared with non-refugee groups (Norredam et al., 2014; Sargent & Larchanche, 2011; Teed & Guillermo, 2017). A growing number of non-communicable chronic diseases have been reported among refugee groups overall (Amara & Aliunid, 2014). Likewise, higher rates of mental health disorders including PTSD and depression are found among

refugee and asylum seekers, including children and adolescents (Lincoln et al., 2015). Method. Data were collected during the fourth wave of a longitudinal, community-based participatory research project with Somali refugee young adults resettled in five cities in North America. 161 participants (M<sub>age</sub>=25.3; 42.2% female) rated their health on a scale from 1 = poor to 5 = excellent. Open ended questions assessed (1) health concerns of the Somali community in North America and (2) health concerns of Somali young adults. Open-ended responses were coded by health concern and qualitatively analyzed. Results. On average, participants rated their health as "good" (M=3.33, SD=1.05), and men reported significantly better health than female participants [t(159)=2.237, p=0.027]. The three most frequently mentioned health concerns for the Somali community were unhealthy diet (18%), mental health (13%), and diabetes (11%). Primary concerns for Somali young adults were drug/alcohol abuse (16%), mental health (12%), and unhealthy diet (10%). Discussion. Preliminary investigations suggest that this sample has better self-reported health than other adult refugee populations (Berthold et al., 2014; Taylor et al., 2014), but poorer self-reported health than national averages (National Health Interview Survey, 2009; McGee, Liao Cao, & Cooper, 1999). Short answer responses reveal diverse factors contributing to health concerns such as stigma, access to care, health literacy, and cultural factors. Individual quotes will be analyzed to understand themes and highlight the unique experience of refugees.

**Chairs:**

*Ashley Houston*, Northeastern University; *Emily Hahn*, Boston Children's Hospital; *Sarah Gillespie*, Boston Children's Hospital; *Osob Issa*, Boston Children's Hospital; *B. Heidi Ellis*, Boston Children's Hospital; *Alisa Lincoln*, Institute of Health Equity and Social Justice Research, Northeastern University

**Poster Session 3: Social Justice in the Classroom: An Exploration of the Undergraduate Experience**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

This research grows from a larger investigation of social justice teaching and learning in community psychology classrooms. The current study explores student perspectives on diversity, social justice, classroom etiquette, educator approaches, and peer respect in two undergraduate classrooms. Participant students were enrolled in either a community psychology or a social psychology course at a small rural campus in Arizona in the Spring of 2017. Two focus groups were conducted at the end of the semester with volunteers from each course. Six community psychology students and 8 social psychology students participated. Focus groups discussed undergraduate experiences as well as recommendations for how best to address controversial social justice related topics in the classroom. The research team who analyzed these data consisted of undergraduate students enrolled in a research course at Northern Arizona University. Data were analyzed using an iterative approach where pairs of researchers mined data for thematic content in several phases. Transcripts were coded for subjects such as facilitating

discussions, classroom culture and professor and student qualities. Additional themes included student definitions and understanding of concepts such as diversity, safe space and social justice. Preliminary findings suggest that community psychology students were more likely to cite a neutral and supportive professor and non-combative, open-minded peers as important aspects of classroom culture. Moreover, they tended to view safe spaces as promoting comfort and trust. Although social psychology students also highlighted aspects of the professor as being important for facilitating class discussion, they were less likely to discuss peer dynamics. Additionally, they more often described both safe space and those who might request a safe space in negative terms. This research has the potential to inform approaches to teaching controversial and complex topics to diverse student bodies. Student recommendations for facilitating discussion, building respect and creating a secure environment will be considered.

**Chairs:**

**Gabriella Cabrera**, Northern Arizona University; **Laura A. L. Barton**, Northern Arizona University; **Victoria W. DuCharme**, Northern Arizona University; **Spencer R. Fox**, Northern Arizona University; **Caroline Guijosa-Munoz**, Northern Arizona University; **Eylin Palamaro-Munsell**, Northern Arizona University; **Lauren F. Lichty**, Unoversity Washington Bothell

**Poster Session 3: Socioeconomic Status and Perceived Parental Interactions in Young Adults' Reports of Self-Compassion and Belonging in College**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

It is estimated that young adults with a college degree will earn over one million dollars more in their lifetime than their counterparts with a high school degree (Carnevale, Cheah, & Hanson, 2015). However, young adults from lower socioeconomic status homes are much less likely to attain a 4-year college degree than young adults from higher socioeconomic backgrounds (Kena et al., 2015). Clearly, access to higher education has a significant impact on the lives of individuals from diverse backgrounds. Understanding issues related to the college experiences has important implications for community-oriented psychologists. This presentation describes an empirical study of 265 young adults from diverse socioeconomic backgrounds that examined the role of family relationships in young adults' experiences in college. Guided by a life course developmental perspective, the goal of the study was to identify aspects of college students' perceived relationship with parents that were related to self-reported college success and individual well-being. Aspects of perceived relationships with parents included support, strategies for managing tension, disclosure and communication with parents, and family environment. Grade point average and social connectedness with peers, factors often associated with persistence and success in college, were included as measures of college well-being. Self-compassion, which has been identified as a well-being construct that contributes to psychological health, has been previously linked to supportive family environments (Gilbert & Proctor, 2006) and was included as a measure of individual well-being.

Findings suggest differences in young adults' reports of parental interactions and support as a function of self-reported socioeconomic background. Participants' reports of their parental relationships were differentially related to their perceptions of self-compassion and belonging. Implications of study findings for community research and action are discussed.

**Chairs:**

**Sarah E. Russin**, Bowling Green State University; **Erin B. Dulek**, Bowling Green State University; **Frances J. Griffith**, Bowling Green State University; **Catherine H. Stein**, Bowling Green State University

**Poster Session 3: Stress and Coping in Recently Resettled Rohingya Refugee Women**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Introduction: Histories of trauma and exposure to chronic daily stressors, put refugees at increased risk for experiencing psychological distress (Miller et al., 2008). When compared to their male counterparts, refugee women often face more persecution and marginalization due to their gender, economic and racial/ethnic status (Goodkind & Deacon, 2004). As refugees are exposed to chronic stressors, the need for adaptive coping techniques becomes increasingly imperative. While there is extensive literature on mental health outcomes among refugee populations, less is known about the Rohingya refugee community. The Rohingya people are a stateless ethnic and religious minority from Myanmar. Approximately 1,500 Rohingya refugees have resettled in Chicago since 2012. This exploratory study seeks to gain insight into daily lives of Rohingya women who have resettled in Chicago. Using Miller & Rasmussen's (2010) Psychosocial Model as a theoretical framework, this study aims to provide more information regarding whether these women are experiencing psychological distress, how this distress is expressed, and how the women are coping with stress. Methods: Semi-structured interviews will be conducted with 20 Rohingya women, ages 18-45, at two time points from February – May. The interview will cover demographic information, migration and settlement experiences, and current life. Participants will be administered the Harvard Trauma Questionnaire, the Patient Health Questionnaire Somatic, Anxiety, and Depressive Symptom scales, and the Brief COPE. Results: Data from the first round of semi-structured interviews from time point 1 will be analyzed using deductive thematic analysis from March – May, and it will be presented at SCRA in June. Discussion: This study seeks to gain insight into the ways in which past experiences and current stress are impacting the Rohingya women in this community. Findings from this study will help with understanding the needs and methods of coping with stress, which will inform future intervention and research.

**Chairs:**

**Samantha Nau**, DePaul University; **Samantha Nau**, DePaul University; **Anne Saw**, DePaul University

**Poster Session 3: Students' of Color Social Experiences in the Transition to College**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

### Abstract

The first year of college is acknowledged as a stressful time of social and academic adjustment (Lubker & Etzel, 2007), therefore is important to understand the factors that may promote healthy adjustment to improve students' persistence. Feelings of isolation (Walton & Cohen, 2011) and changes in students' social networks and experiences (Bordes & Arredondo, 2005) have been reported as barriers for achieving a healthy adjustment. Positive influences such as mentor relationships have been shown to have a significant impact on students' adjustment to college (Sánchez et al., 2006). However, students from historically underrepresented ethnic backgrounds can experience additional stressors from varying negative discriminatory experiences on campus (Suarez-Balcazar, 2003), as well as additional challenges establishing effective support networks. The current longitudinal study examines the effects of students' early experiences of isolation (T1) on their social adjustment at the end of school year (T2), and the role played by newly formed mentoring relationships throughout their first year of college. The study includes 214 students, 77.2% female (n=165), and 46% (n=99) students of color (38 (17%) Latino, 22 (10%) Asian/Pacific Islander, 18 (10%) African-American, 21 (9%) Multiracial). Preliminary analysis revealed that students who did not report developing a new natural mentoring relationship (NMR) during the first quarter of college (n=92) reported having significantly more negative racial experiences ( $F(214, 3) = 2.34$ ), and significantly lower levels of social adjustment ( $F(214, 3) = 3.42$ ) during their first quarter in comparison with those that did report a NMR (n=122). Our poster will present additional findings examining students' social adjustment at the end of the school year for students of color experiencing negative racial experiences and not having a NMR. Poster will also discuss implications for students' of color in college, the role of NMRs, and the development of prevention services for students of color.

### Chairs:

*Yelena Pearson*, DePaul University; *Lydia Preuss*, DePaul University; *Terry Vaughan III*, DePaul University; *Luciano Berardi*, DePaul University

### Poster Session 3: Synergistic Effects of Psychological Intimate Partner Violence Exposure and Gender Discrimination on Postnatal Mental Health

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

### Abstract

The current study addresses critical gaps in our understanding of how psychological intimate partner violence (IPV) exposure and gender discrimination contribute to mental health outcomes during the perinatal period. Seventy-six mothers completed self-report measures of IPV, gender discrimination, and mental health symptoms (depression, anxiety, and trauma symptoms) at 3, 6, 12, and 18 months postnatal. Hierarchical linear modeling revealed a main effect of psychological IPV on the course of trauma symptoms only. As hypothesized, gender discrimination moderated the effect

of psychological IPV on all symptom trajectories in a synergistic manner. At moderate-high levels of gender discrimination only, psychological IPV predicted higher symptom severity and an escalating course of postnatal anxiety symptoms. The findings, which point to harmful effects of intimate victimization specifically in the context of broader social victimization (i.e., gender discrimination), underscore the importance of expanding current conceptualizations of IPV impacts to incorporate relevant aspects of individuals' social-ecological context. In our current cultural context where awareness of the multiple layers of victimization women face is becoming more salient, these findings have particular resonance—not only showing the psychological harm exerted by these forces, but also the potential for prevention and intervention through micro and macro-level change. Future directions and implications for prevention and intervention will be discussed.

### Chairs:

*Danyelle Dawson*, University of Illinois at Urbana-Champaign; *Heidemarie K. Laurent*, University of Illinois at Urbana-Champaign

### Poster Session 3: The Community Library: Applying Lessons in Social Systems Assessment

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

### Abstract

This presentation describes the development, implementation, and evaluation of an action research project created within the context of a psychology graduate course in social systems assessment. Guided by action research techniques, the researchers' primary goal for the project was to initiate a small social change with a specific action in collaboration with the graduate student community in the Psychology Department. A needs assessment was conducted with 18 first and second year graduate students to assess their financial resources and their use and purchase of text books in beginning graduate courses. The needs assessment survey examined the common faculty assumption that graduate students have the financial resources to purchase text books for every course they take in the first two years of graduate training. Survey topics included students' reports of financial resources (e.g., household size, sources of income, annual expenses), textbook usage and purchase behaviors, and perceived need for a community library. Results of the student survey suggested a strong need for relief from the burdensome cost of textbooks. Researchers then collaborated with graduate students and faculty to create a community library of graduate textbooks. The Community Library was created in Spring of 2018 through donations from graduate students who had completed first and second year graduate courses and by faculty who routinely teach those courses. Issues of library maintenance and sustainability were also addressed. As of Fall 2018, a total of 73 regularly assigned textbooks were available in the Community Library. This poster outlines steps taken to design, implement, and sustain the Community Library. Follow-up data is presented on graduate students' use of the Community Library over one academic year since its inception, and students' perceptions of its overall effectiveness as a graduate student resource. Implications for learning and implementing social systems

assessment techniques are discussed.

**Chairs:**

*Sarah E. Russin*, Bowling Green State University; *Emily L. Ferrell*, Bowling Green State University; *Catherine H. Stein*, Bowling Green State University

**Poster Session 3: The Effects of Trauma Exposure on First Responders**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

First responders, defined as firefighters and emergency medical service workers, play an important role in the wellbeing of society. In this role, they are exposed to trauma on a regular basis, which can result in emotional, psychological, and social consequences. They have higher instances of divorce and PTSD, and suicide rates are on the rise for first responders. Trauma exposure can lead to secondary traumatic stress, the stress associated with caring for traumatized victims, and burnout, the emotional exhaustion caused by this stress. Compassion fatigue, in which patient care is compromised, can result from secondary traumatic stress and burnout. Social support plays an important role in helping people process traumatic events and can help people cope with job strain. First responders would likely have reduced effects of trauma if they have strong social support systems in place. Particularly important are supports from their supervisors and peers who experience similar situations as they do. To examine the relationship between trauma exposure and social support on first responders' stress responses, we are asking first responders to report their recent exposure to trauma and degree to which they experience secondary traumatic stress, burnout, and compassion fatigue. We are also measuring the levels of and types of social support they receive from supervisors and coworkers. We hypothesize that first responders reporting higher levels of social support from their supervisors and peers will show lower levels of compassion fatigue, burnout, and secondary traumatic stress. These findings will provide the possible basis for advocating for better resources and support for first responders, as well as the need for additional research needed to identify barriers to and facilitators of support.

**Chairs:**

*Anna Thorpe*, University of North Carolina at Charlotte; *James Cook*, University of North Carolina at Charlotte; *Bradley Dean*, Rowan County Emergency Services

**Poster Session 3: The Impact of Community Participation in Commitment for Social Change in Japan**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Social change has been discussed as the fundamental value in community psychology. However, it hasn't been examined which type of commitment for social change promote actual social change. In order to clarify the process by which citizens participate in social change in Japan, this study focused on commitment for social change and analyzed its characteristics

of community participants. 500 Japanese people who sampled from the survey panel (30s to 70s) owned by the research company responded to the questionnaire on the WEB. The commitment for social change consisted of three factors; "just achieved action", "community activities", "readiness and volunteer", and there was no significant by gender on these subscales. As a result of analyzing the characteristics of these subscales by role of community participation, the scores of "just achieved action" and "readiness and volunteer" were higher than "leader / executive" and "member" in "planning staff". The score of "community activities" was higher than "participating members" in "planning staff. Analyzing the impact of commitment for social change on community participation, higher scores of general trust, community attachment, and neighborhood relations promoted community activity frequency by mediating "readiness and volunteer". The higher scores of general trust and community attachment reduced the community activity frequency and promoted intention to continue community activity by mediating "community activities". There was no effect of "just achieved action" on community participation. In Japan, it was shown that the attitude component of "readiness volunteer" regulated participation behavior, and the behavioral component of "community activity" increased the intention to continue the local activity. As a future task, it was discussed to examine the effect of commitment for social change on macro indexes such as empowerment.

**Chairs:**

*Naoya Takahashi*, Rishso University

**Poster Session 3: The Impact of Community-Based Teacher Education on Pre-Service Urban Educators**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Many pre-service teachers come from White, middle-class backgrounds that are different from the students they teach in urban schools (National Center for Education Statistics, 2012). Despite potential challenges of working in urban districts, it is critical that teachers have the capacity to effectively support students; developing cultural competence through pre-service preparation experiences may help teachers be more effective. In 2008, Miami University inaugurated the Urban Cohort (UC) in collaboration with leaders and residents from Over-the-Rhine, Cincinnati's oldest and poorest neighborhood, predominantly of color. Resulting from years of relationship-building in Over-the-Rhine, UC's community-based approach to teacher education expands traditional teacher education in that students are immersed in community- and school-based experiences over three years. Students and community members who collaborate as co-instructors and mentors engage in critical analyses of their own histories, systemic injustice, and urban education. The community-based courses and placements contribute to the preparation of critically-minded "community teachers" (Murrell, 2001) who are aware of the assets related to urban communities and can utilize this knowledge to build culturally relevant curriculum that opens space for youth to empower themselves. This poster details the results of one component of a larger effort to evaluate whether the UC program is successfully meeting its goal of preparing

students to be effective and culturally competent urban teachers grounded in the life of the community. The poster illustrates outcomes identified through a qualitative analysis of interviews held with first year UC students and defines the growth that these students experienced, while simultaneously offering the field of teacher preparation a road-map for training culturally capable urban educators. Conference participants will be encouraged to share their insights into the challenges incurred during this evaluation, including bridging philosophical gaps between educational psychologists informed by critical race theory and clinical-community psychologists informed by empowerment evaluation and other frameworks.

**Chairs:**

**Jack Baker**, Miami University; **Kristen Morio**, Miami University; **Alison Slaughter**, Miami University; **Paul Flaspohler**, Miami University

**Poster Session 3: The Kink Representation Outreach Project: Critical Analysis of Human Sexuality Textbooks From Academic and Community-Based Perspectives**  
Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Community-based participatory research is central for understanding marginalized sexual identity communities. This poster will report on a study of representations of bondage/discipline, dominance and submission, sadomasochism (BDSM) from both academic and community perspectives. The project consists of three sequential studies involving: 1) a participatory study of BDSM community member experience (see Graham, Butler, McGraw, Cannes, & Smith, 2016); 2) results of a current academic study of BDSM representation in human sexuality textbooks; and 3) a participatory study involving community member appraisal of textbook descriptions of BDSM. Findings from Phase 1 will be briefly discussed, followed by the results of Phase 2. Phase 3 of the project will then be described, underscoring the importance of involving community partners in all stages of community-based research. This study applies a dominant narrative framework for exploring the history and current state of representations of BDSM. A primary focus is on the role that college textbooks play in either challenging or perpetuating dominant narratives. Harnessing community voice to guide analyses of textbooks challenges the stronghold of dominant narratives. Phase 2 analyses included a two-part coding protocol. First, inductive analysis explored how dominant narratives represent BDSM. Second, deductive analysis based on Phase 1 findings allowed BDSM community voice to guide appraisals of academic representation of marginalized identities; a central finding was that descriptions typically fell short of exploring the role of organized communities. People look to academia for empirical sources of information, yet dominant narratives do not always tell the whole story when it comes to marginalized identities and practices. Though BDSM has historically been equated with mental pathology, current research and voices from BDSM practitioners challenge this belief. This study helps sharpen out current understandings of BDSM, and models a method for critically examining dominant narratives of a wide range of

marginalized identities.

**Chairs:**

**Miles Ruvalcaba**, Humboldt State University; **Benjamin C. Graham**, Humboldt State University, Ph.D; **Jessica Fox**, Humboldt State University, A.A.; **Tsolak Michael Kirakosyan**, College of the Redwoods, B.A.; **Sarah Butler**, College of DuPage, Ph.D

**Poster Session 3: The Mediating Effects of Cognitive Empowerment and Social Justice Awareness between Sense of Community, Ethnic Identity, Community Participation and Psychological Empowerment among Queer and non-Queer Youth of Color**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Context: Youth movements have highlighted that young people are change-agents. Youth are empowered to make social change that impacts their well-being, health, and status as a citizen. Empowerment among marginalized youth, such as queer youth of color (YOC) whose social identities place them in a disenfranchised social position, has rarely been studied. Scholarship glances over YOC, and more specifically queer YOC, as capable of supporting change on issues that impact the collective wellbeing of their group and community. Purpose: The present study examines the relationship that social justice issues awareness (SJ) and cognitive empowerment (CE) have between ethnic identity (EI), community engagement, sense of community and psychological empowerment among YOC. Furthermore, less research has examined how these paths differ between queer and non-queer YOC. Research Methodology: Data were collected in a northeastern U.S. urban community among a sample of Hispanic/Latina(o) (75%) and African American/Black (24.3%) youth (N = 383). Data were analyzed using path analysis techniques. Multigroup path analysis techniques assessed variation between queer and non-queer identifying YOC. Summary of Findings: Path analysis findings indicate that while there was no significant difference between groups at the model-level, variation was present at the path-level. Results showed some statistically significant differences between queer and non-queer YOC. Variation in indirect effects were also noted. Conclusion: Our findings echo prior research (e.g. Christens et al., 2018). Results show that these paths are mediated through awareness of SJ and CE. There was also significant variation between queer and non-queer YOC on specific paths. These findings point toward the need for queer YOC to be more acutely aware of how social power operates. Hence, youth participation in their community and a stronger EI may drive empowerment and contribute to youth's awareness of social power, which may be even more critical for queer YOC.

**Chairs:**

**David Lardier**, The University of New Mexico; **Ijeoma Opara**, Montclair State University; **Stacy A. Pinto**, University of Denver; **Pauline Garcia-Reid**, Montclair State University; **Robert J. Reid**, Montclair State University

**Poster Session 3: The Process of Empowering Popular**



### Opinion Leaders in the House/ Ball Community

Poster Presentation

Day: 6/28/2019 Time: 11 AM Room: NLU Atrium

#### Abstract

Black, young MSM (YMSM) and transgender women (TGW) are disproportionately affected by HIV infection and are at high risk for other sexually transmitted infections (STIs). For many Black youth who have suffered rejection and discrimination, the House/Ball Community (HBC) offers a social network where they can be free to express diverse sexual and gender identities. Stigma around sexual orientation and historic medical mistrust within the Black community hamper efforts for improving healthcare engagement, regular HIV/STI testing, and uptake of new biomedical prevention strategies. The POSSE project is an effectiveness-implementation trial of a popular opinion leader (POL) intervention designed to address social norms around HIV and STI prevention in the HBC of Chicago and Philadelphia. POLs were identified by other members of the HBC and were trained and empowered to disseminate information about sexual health, including HIV/STI prevention within their social networks. Eligible POLs were identified as leaders by other HBC members, were able complete a social networking interview and agreed to complete all training sessions of the POSSE intervention. In Chicago, 64 POLs (mean age = 20.4; 85% cis-male; 67% gay-identified) completed the training and in Philadelphia 49 POLs (mean age = 27.8; 76% cis-male; 64% gay-identified) were trained. POLs reported having 615 conversations about sexual health within their networks. Opinion leaders also gained additional training on topics such as substance abuse and addictions, love and healthy relationships, violence prevention and conflict de-escalation, available housing programs and job training programs through monthly POL reunion meetings. POLs were given information on available local resources for the community, which was critical since 40% of Chicago participants and 25% of Philadelphia participants reported that research studies were their primary access to healthcare. POLs can be successfully identified and trained to conduct interventions within the HBC.

#### Chairs:

*Christopher Bathazar*, Stroger County Hospital; *Sybil Hosek*, Stroger County Hospital; *Kortez Davis*, Stroger County Hospital; *Bevin Gwiazdowski*, CHOP; *Richard Laboy*, CHOP; *Marne Castillo*, CHOP; *Margo Bell*, Stroger County Hospital

### Poster Session 3: UMass Lowell Center for Women & Work: Community Psychology in Action

Poster Presentation

Day: 6/28/2019 Time: 11 AM Room: NLU Atrium

#### Abstract

Since its founding in 1998, the Center for Women & Work (CWW) at UMass Lowell has grown into a vibrant interdisciplinary community engaged in broad-ranging projects related to gender and work that can drive progress on gender equity. CWW's organizational mission grows out of distinctly community-psychology related values, i.e., to challenge inequalities and promote equity by: 1) advancing

disciplinary and interdisciplinary research about the relationship between gender and work, 2) promoting understanding of this relationship through education and training, and 3) promoting institutional change, both within our own institution and externally. Additionally, we recognize that 1) differences among women affected by race and ethnicity, age, disability, class, and sexual orientation - and the intersections among these differences - have a profound effect on women's lives; 2) social structures - including political, economic, cultural, social, and religious systems - have a substantial influence on women's contribution to and share in the benefits of economic activity, and 3) it is critical to expand change efforts beyond individual capacities/skill deficits to focus on how intersectional inequalities become embedded in ongoing organizational norms, practices, and policies on a daily basis. Our tag line is "scholarship for social change." The proposed poster will illustrate the ways in which the center has put these CP values and aspiration into practice by creating settings that promote interdisciplinary exchange to enrich scholarship on workplace equity; establishing interdisciplinary teams to address difficult contemporary problems (e.g., women in STEM, care work, gender violence); promoting equity within our own university through initiatives to challenge bias and microaggressions among faculty (e.g., an NSF-funded ADVANCE Institutional Transformation grant) and through fostering bridges across rank, discipline, and faculty-staff-student roles; engaging in public policy advocacy; partnering with community groups on issues of shared concern; and mentoring future social justice scholars (aka students).

#### Chairs:

*Meg Bond*, UMass Lowell

### Poster Session 3: Using Ecological Momentary Assessment (EMA) to Evaluate How Youth Spend Their Time

Poster Presentation

Day: 6/28/2019 Time: 11 AM Room: NLU Atrium

#### Abstract

This work considers the questions of how and with whom do low-income, racial/ethnic minority youth spend their time. Data for this descriptive study come from a sub-sample of children (N = 602) participating in a longitudinal study of low-income, predominately racial/ethnic minority Chicago youth. The present study's sample includes 50 youth recruited from the larger longitudinal study during 2016. The study sample was 56% female, 80% Black, 18% Latino, and the average age was 15.04 years (SD = .73). During the one-week assessment period, youth were asked to carry a smartphone and respond to Ecological Momentary Assessments (EMAs) five times each day (for a total of 35 assessments per youth). At each assessment, youth indicated who they were with (e.g. parent, peer) and the person's age and gender. Youth also reported on risky and protective feelings and behaviors engaged in over the past three hours (e.g. In the past three hours have you drank alcohol? Helped someone?). Participants' response rate to EMAs was high, with participants on average completing 24.86 (SD = 6.03) of the 35 assessments (71% valid). Descriptive results show youth most often reported being with their mother (42%) or at least one sibling (42%) during the assessments. When participants were asked what they had

done within the three hours prior to each assessment, there were few reports of tobacco (1%), alcohol (2%), and marijuana usage (3%). Youth reported having helped someone across 26% of the assessments. In-the-moment assessment strategies offer nuanced understanding of how and with whom youth spend their time. This is critical for developing targeted prevention programs to support healthy youth development. Next steps for analyses include examining whether adolescent companionship and behaviors differ across time of day and day of the week and considering who adolescents are with when they engage in specific activities.

**Chairs:**

*Alysa Miller*, University of Illinois Chicago; *Amanda Roy*, University of Illinois Chicago

**Poster Session 3: Using Latent Profile Analysis to Explore the Social Wellbeing of LGBTQ+ Communities**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Dominant approaches in LGBTQ+ research are often deficits-based and examine LGBTQ+ experiences as a group compared to heterosexual/cisgender people. In contrast, this research integrates perspectives from community and positive psychology to examine distinct profiles of contextual factors and psychosocial experiences that influence the social wellbeing of LGBTQ+ individuals. This research includes six social wellbeing facets: outness, social support, discrimination, safety in community spaces, belonging, and community acceptance. These facets, along with demographic information and outcome variables (e.g., self-esteem) were measured in a community-based needs assessment of the LGBTQ+ community (N = 526) in a region of Ontario. We conducted two latent profile analyses (LPA) using MPlus 8.2 software to depict the unique experiences of social wellbeing separately for cisgender and transgender participants. Based on indicators of fit, the cisgender and queer participant LPA (n = 414) uncovered four profiles of social wellbeing. Profile 1 (n = 25) depicts the lowest levels of social wellbeing across all facets, while Profile 4 (n = 242) is the largest of the four profiles and reveals the highest levels of social wellbeing. Profiles 2 (n = 66) and 3 (n=81) depict a moderate level of social wellbeing overall. However, Profile 2 demonstrates the highest levels of discrimination and space avoidance of the four profiles, while this is low for those in Profile 3. We will discuss additional analyses examining how the profiles relate to self-esteem, as well as an exploration of the experiences of transgender participants. This research demonstrates the value of LPA to provide a contextualized snapshot of the LGBTQ+ experiences, specifically considering how these experiences vary across individuals and subgroups of this community. We will disseminate findings through community organizations to inform the service provision, policy recommendations, and development of community spaces for LGBTQ+ people.

**Chairs:**

*Kendra Hardy*, Wilfrid Laurier University; *Simon Coulombe*, Wilfrid Laurier University; *Todd Coleman*, Wilfrid Laurier University; *Michael Woodford*, Wilfrid Laurier University;

*Ciann Wilson*, Wilfrid Laurier University; *Robb Travers*, Wilfrid Laurier University

**Poster Session 3: Vietnamese American Students Identifying Intimate Partner Violence: A Pilot Study**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Intimate partner violence (IPV) is defined as domestic violence by a current or former spouse or partner. It includes physical, verbal, economic, emotional, or sexual abuse, all of which allow the perpetrators to gain power and control over their victims. Within the Asian American community, the lifetime prevalence rate of IPV is every one in five women. For Vietnamese American women, that rate is slightly higher at one in four, similar to what is seen in the broader population of the United States. Amongst Vietnamese Americans who are immigrants, a staggering one half of all women reported having experienced spousal abuse at some time in their lives. To date, there have been several studies that examined the influence of Vietnamese culture on survivors' barriers to help-seeking, as well as Vietnamese Americans' attitudes towards IPV. However, very few studies have examined how Vietnamese Americans identify abusive behaviors. The purpose of the current study is to explore this issue through Vietnamese American students and how they identify IPV. Four students (Nmale = 2, Nfemale = 2, Mage = 24) participated in semi-structured interviews. They were given a total of six scenarios that described men's behaviors towards women. These six scenarios were divided into three moderate forms of abuse (e.g., slapping) and three severe forms (e.g., threatening to kill the victim's family and friends). Students were asked to identify whether or not the behaviors can be considered IPV. The results show that Vietnamese American students identified IPV based on three criteria: (1) how frequent the behaviors occur, (2) how intensive the behaviors are, and (3) the impact of the behaviors. Students were able to identify both moderate and severe forms of physical abuse, sexual abuse, verbal abuse, psychological/emotional abuse, and economic abuse. Implications and recommendations from these results will be discussed.

**Chairs:**

*Phuong Nguyen*, California State University, Fullerton; *Samuel Phan*, California State University, Long Beach; *Alfrie Nguyen*, California State University, Long Beach; *Lucia Alcalá*, California State University, Fullerton

**Poster Session 3: Well-Being among Youth Experiencing Homelessness**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Given the myriad of hardships, stressors, and marginalization faced by youth as they navigate life on the streets, it is encouraging that researchers have begun examining well-being among youth experiencing homelessness. However, the few studies examining well-being among homeless youth have produced inconsistent results. Furthermore, little is known about the components of well-being that are both relevant to

and valued by homeless youth, as well as which factors predict differences in well-being among youth. This mixed-methods study examined psychological well-being and its associations with demographic characteristics (race, gender, and sexual orientation), intrapersonal factors (mental health, optimism, and self-esteem), and social-contextual factors (social support, sense of community, and empowerment) among 100 homeless youth utilizing services in Portland, Oregon. Quantitative results indicated that the intrapersonal and social-contextual variables were all significantly associated with psychological well-being among homeless youth at the bivariate level. However, in a full hierarchical regression model containing all study variables, only self-esteem and psychological distress were significant predictors of well-being. Thematic analyses of qualitative data revealed 11 categories of factors that impact youth's well-being, including Self Care, Social Support, and Personal Outlook. Combined with the quantitative results, these findings have practical implications for program development at homeless youth service centers while also informing future research in this area.

**Chairs:**

*Katricia Stewart*, Portland State University

**Poster Session 3: White College Students' Rhetorical Resistances to Confronting Racism Online**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Black students consistently report lower satisfaction with campus racial climate than any other racial group (Museus, Nichols, & Lambert, 2008). Increasingly, as online spaces, such as social networking sites and online news publications, have become more central to college life (Rowan-Kenyon et al., 2016), more attention has been paid to the potential influence of online discrimination on students' perceptions of campus racial climate (Tynes, Rose, & Markoe, 2013). As predominantly white universities confront racist legacies, it is imperative to understand daily practices that underlie the maintenance of systems of inequality. As such, the current study sought to consider rhetorical strategies white college students use when encountering racist posts online, and the ways in which these strategies may preserve white supremacy. Data for the current study are drawn from four focus groups of 33 white college students attending an elite, predominantly white institution in the southeastern United States. Students were in their second through fourth years of study and represented a broad range of majors. Focus group questions explored the landscape of racially offensive online posts specific to the university community and the conditions that may prompt white students to confront such posts. We employed the "sort, shift, and think" qualitative method (Maietta et al., 2017) to identify the different rhetorical strategies white students engaged in while discussing their encounters with racist posts within the online university community. Four distinct, but overlapping, rhetorical strategies emerged: 1) not seeing racist posts, 2) questioning whether or not something was racist, 3) distancing from racist people, and 4) protecting racists' feelings. These rhetorical strategies serve to diminish the reality of racism seen online, position racist commentators as isolated and beyond help, and

preserve white solidarity. Implications of study findings will be discussed in the context of dismantling white supremacy at predominately white institutions.

**Chairs:**

*Haley Johnson*, University of Virginia; *Janelle Billingsley*, University of Virginia; *Noelle Hurd*, University of Virginia

**Poster Session 3: Workplace Well-being in Employees with One or More Marginalized Statuses**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Background: Well-being and mental health issues in the workplace represent one of the most pressing contemporary public health concerns. Consistent with minority stress theory, individuals who possess marginalized statuses experience lower levels of well-being and mental health as compared to individuals in non-marginalized groups. We examined these outcomes in the workplace. Rationale: Although research has been conducted on the impact of specific marginalized statuses on well-being, there is limited research on workplace related outcomes, and the effect of having more than two marginalized statuses is rarely considered. Hypotheses: We hypothesized that an employee's marginalized status (i.e. women, sexual minorities, or living with low income) would be associated with lower well-being at work. In addition, the more marginalized statuses an employee had, the stronger this association would be. We predicted that sexual minority women with low income would report the lowest well-being, as they held the most marginalized statuses. Method: Participants identified their income, gender, and sexual identity. They answered validated scales of presenteeism, positive mental health, and questions on professional projects. Results were analyzed through regression analyses in Mplus. Results: Marginalized status was associated with negative outcomes at work. In particular, female gender was associated with high levels of troublesome symptoms, and low income was associated with lower perceived support for professional projects and decreased well-being. Further, having more marginalized statuses was found to be significantly associated with impaired performance and lower well-being. Interaction analysis demonstrated that sexual minority men of low income experienced the worst outcomes. Conclusion: These findings show the disadvantage that members of minority groups face in the workplace. Decreased workplace well-being and increased presenteeism could lead to chronic unemployment of these populations, further exacerbating health risks. Qualitative research is needed to better understand our interaction results, and to guide workplace intervention and policy.

**Chairs:**

*Drew Burchell*, Wilfrid Laurier University; *Emily Cox*, Wilfrid Laurier University; *Kevin Bonnell*, Wilfrid Laurier University; *Kyle Smilovsky*, Wilfrid Laurier University; *Sophie Meunier*, Université du Québec à Montréal

**Poster Session 3: Youth Characteristics, Program Content, and Ecological Context as Drivers of Staff Competencies in Urban Creative Arts Programs**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

Organized youth programs are critical contexts that promote positive youth development, with staff being important levers of developmental assets, skills, and social capital. While staff are uniquely positioned to make a meaningful impact on youth, their role is only sustainable and effective if they possess the proper competencies to address the needs of their participants. Depending on the program activity content and the demographic and contextual characteristics of youth, the competencies upon which staff operate may vary. Program activities such as expressive arts may influence the relevance of certain competencies particularly when arts activities are conducted among youth with complex experiences and identities. Arts programs may evoke emotional responses more so than non-arts programs or programs comprised of more privileged youth. This conceptual poster will review staff competency frameworks from the broader afterschool literature. Using what is known about general staff competencies as well as considerations for youth in economically disadvantaged urban communities, this poster will explore the importance of three key competencies for staff in urban arts programs: 1) intentional cultural competence and humility, 2) building leadership, advocacy, and empowerment, and 3) mental health & risk management. These competencies are the least frequently cited in the literature but have the potential to be the most critical in urban arts programs. Considering how the interaction of arts program content, youth characteristics, and ecological contexts may inform staff competencies, recommendations for research, policy, and practice will be presented. Particular attention will be paid to the importance of bridging knowledge of frontline community workers with academic researchers to promote research-informed practice and practice-informed research. Applying general theoretical frameworks from the broader literature to a specific applied context focusing on youth with marginalized identities will provide a clearer picture of how staff can promote positive experiences for and form effective relationships with youth.

**Chairs:**

*Kirsten Christensen*, University of Massachusetts Boston

**Poster Session 3: Youths' Career Identity Development During the Transition to College**

Poster Presentation

**Day:** 6/28/2019 **Time:** 11 AM **Room:** NLU Atrium

**Abstract**

For many youth, the transition to college is a critical time for exploration and commitment to a college major, which is often related to youths' career aspirations. The process through which young people evaluate and commit to a college major varies. Some youth commit to a particular major and career path early on, and many others continue to explore their options beyond the transition (Dietrich, Lichtwarck-Aschoff, & Kracke, 2013). Ample research has explored this process quantitatively (Galotti & Clare, 2014), but there is less research that has explored the nuances at work in this process. The research question explored in the current study is, "How

do youths' major intentions and career aspirations develop over the transition to college?" In the current study, interviews were conducted at two time points with 24 participants who participated in a science-focused youth development program at a large museum in the Midwest. The first interview took place in the summer before participants left for college, and the second interview took place the following summer, after they had completed their first year of college. In each interview, participants were asked about their major intentions and career aspirations at that time, and in the year two interviews, participants were asked to discuss the factors and/or experiences that occurred in the previous year that affected their continued commitment to or deviation from their intentions and aspirations in Year 1. Participants were 58% female and 42% male, and racially/ethnically diverse. Participants identified as African American/Black (41.6%; n = 10), White (41.6%; n = 10), Latinx (20.8%; n = 5), Asian/Asian American (16.6%; n = 4), Middle Eastern (<1%; n = 1), and five participants identified as biracial. Preliminary results suggest the roles of intersectionality, university experiences, and broadened worldviews in shaping participants' major intentions and career aspirations.

**Chairs:**

*Alison Mroczkowski*, Museum of Science and Industry, Chicago; *Natalie Harris*, Museum of Science and Industry, Chicago