You Are What I Eat: Assessing the Dyadic Effects of Knowledge, Attitudes, and Eating Behaviors on Dietary Adherence and Relationship Satisfaction (Chapel)
Lindsey Alley, Portland State University

Little is known regarding the role of partner support in eliciting certain eating behaviors or the interpersonal predictors of dietary adherence within intimate relationships. The proposed investigation will assess whether cohabitating partners’ emotional support, dietary knowledge, and voluntary food concessions affect their diet adherence and relationship satisfaction. The Actor-Partner Interdependence Model (APIM) will be used to test these questions within couples where only one partner is required to adhere to a difficult diet (i.e., gluten-free diet). It is predicted that favorable attitudes and greater dietary knowledge by both partners will result in higher levels of adherence, and that couples in which the non-dieting partner voluntarily adheres to the diet at least sometimes will display higher levels of relationship satisfaction. Results of this study will elucidate the role of relationships in health behavior engagement, and provide insight into eating processes and precedents which can be applied to the study of a wide array of diet types and severities.

Healing and Rebuilding Our Communities (York 117)
Lizzie Rodriguez and Shelly Stratton, Pacifica Graduate Institute

Using recent community psychology fieldwork experience in Rwanda, participating in an international community convened for the Healing and Rebuilding Our Communities (HROC) training, this innovative session will explore the influence of engaged community involvement on the developing relationship between fieldworker and fieldwork. Communities share unique and distinct relationships shaped by values, traditions, history, and socio-economic conditions. Developing an understanding of these relationships is essential in gaining a deep awareness of the nuances of such collectives. Noticing distinct influences while also observing how they shape fieldwork experience and interpretation is vital in constructing successful and effective community-based programs. As participant observers, the researcher witnesses, listens, and by immersing herself in the community, becomes an influencing, as well as an influenced, element of community relationships. This presentation will also highlight successful elements of the HROC program, designed to bring together perpetrators and survivors of the Rwandan Genocide for trauma healing and reconciliation.

Beyond the Proscenium: Portland Center Stage and Creating a Successful Ecology for Community Engagement (Chapel)
Kelsey Tyler, Portland Center Stage

How can an institution bridge constituencies and cultures in emotionally powerful ways? Whether the focus is exploration, connection, action, or debate, organizations can nurture an approach to community that links exciting populations and partners from across a wide spectrum. PCS was among the models for “highly collaborative and successful organizations” cited in “The Arts in Cross-Sector Collaborations: Reflections on Recent Practice in the U.S.” contributed by national arts consultants Bill Flood and Beth Vogel. In this collaborative presentation for institutions looking to engage diverse constituencies in their own communities, PCS will share their three step process of identifying partners, building successful programs, and capitalizing on a partnership’s capital.
Highlander Research (York 117)
Jennifer Wallin-Rushman, Portland State University
All participants then will be encouraged to discuss attendees’ questions, drawing on their work, experiences, and knowledge as gendered beings in community settings. Topics will include 1. Tensions that exist between men’s understanding of the constraints and impact of gender socialization and engaging them in social action to address “male issues” (i.e., male privilege, sexual assault prevention, bystander intervention), and 2. How social networks might be used in a coordinated community to facilitate change among men.

10:30-11:20 Using Geographic Information Systems (GIS) to Better Understand People and Places (Chapel)
Greg Townley, Portland State University
This presentation will draw from a mixed-methods study examining community participation and inclusion among 300 individuals with psychiatric disabilities. We used GIS to link research participants’ experiences to community indicator data about neighborhood characteristics (e.g., socioeconomic status and racial diversity) and proximity to neighborhood resources (e.g., grocery stores and health centers). This presentation will outline methods used in this study, discuss implications of results for community practice, and suggest applications to research and practice among other populations. Audience discussion will help inform ways that GIS research can be applied to the unique environmental context of Portland, OR.

Juntos Podemos (Together We Can): Participatory Ethnography and Community Organizing in the Latino Community (York 117)
Katherine Rodela, Stanford University and Anabertha Martinez, Juntos Aprendemos Program
Co-led by a researcher and a community leader, this bilingual, innovative session will engage the audience in a Popular Education workshop, in the style of Latino Network’s Juntos Aprendemos (“Together we learn”) parent education and leadership program. Audience members will participate throughout the workshop. In a radionovela, participants will read lines from a play that documents the program’s grassroots history. They will learn how the program builds upon Latino immigrant parents’ knowledge and experiences, helping them become leaders in their local community and schools. The co-presenters will dialogue about participatory ethnographic work and the importance of respeto (respect), cariño (love/affection), time, and reflexivity in research. This discussion will address issues of race, ethnicity, language, identity and social justice in community research. The session will end with a lluvia de ideas (brainstorming session) on the role of researchers in community organizing efforts.

11:30-12:15 Keynote Address (Chapel)
Jan Haaken, Ph.D., Portland State University

12:15-1:10 Lunch

1:10-2:00 Questions and Challenges in Doing Male Gender-Based Action Research in Communities (Chapel)
Eric Mankowski, Ph.D. and Wendy Viola, Portland State University
Sylvia Ferguson and Brian Jacoby, Mount Hood Community College
Facilitators will briefly introduce their recent community-based projects with boys and men, including: 1. evaluation of strengths-based programs for youth in schools and prisons (i.e., Boys Advocacy and Mentoring; The Council for Boys and Young Men), 2. work as director of the UO Men’s Center, 3. service on the Oregon Batterer Intervention Advisory Committee and Oregon Domestic Violence Fatality Review Team, and 4. presentations at women’s service organization trainings for domestic violence victim advocates. All participants then will be encouraged to discuss attendees’ questions, drawing on their work, experiences, and knowledge as gendered beings in community settings.
**Being the Difference (York 117)**
Ericka Turley, King County
Since March 2012, the King County (Seattle, WA) Department of Community and Human Service’s (DCHS) Equity & Social Justice Committee has been participating in a participatory action research (PAR) project entitled “Being the Difference – Change from Below”. Collectively, this group of non-supervisory staff has been meeting weekly to investigate, understand and create strategies that address workplace inequities. As its primary focus, the committee is drafting a multi-year plan that will support the department’s mission of embedding equity into everyday practice and eliminating inequities in policies, procedures and programs. The group has grappled with how to handle internal group dynamics, co-optation by senior management, and attrition.

**2:10-2:30**

**Exploration and Engagement through Participatory Action Research: Youth Perceptions of Tourism in a Costa Rica Community (Chapel)**
Ashley Anglin, University of Hawaii
This PhotoVoice study explored and described youth perceptions of tourism in Liberia, Costa Rica, in order to better understand the development of attitudes toward tourism within this cultural context and to situate these perceptions within developmental theory by including two age groups (10-11 and 15-16). Results indicate that youth in this context are able to perceive both positive and negative aspects and impacts of tourism, and explain how these impacts relate to their lives, community, and country. The participant-generated topics included environmental, economic, cultural, and historical impacts, tourism infrastructure, injustice, and the role of the government. Additionally, the methodology provided a unique opportunity to explore developmental differences in a way that is relevant in the participants’ community and culture. Their ability to generate discussion related to this topic implies that tourism is a salient topic for youth; these participants are actively forming opinions about the role of tourism in their community.

**Freire Scholars Program: Promoting Access and Success in Advanced Placement Courses for Underrepresented Students of Color (York 117)**
Charisza Santos, Lewis & Clark College
Freire Scholars Program is an intervention that utilizes Dialogic to promote the access to and success of students of color in advance/honors classes in high school. Paulo Freire introduced Dialogic as the ideal teaching method for students of color. Dialogic underlines an experiential approach, where the students and teacher engage in a dialogue rather than the teacher providing students information they need to learn. The program encompasses four basic interventions: individual counseling, group counseling, individual parent meetings and an FSP advisory board. The interventions will have a dialogical approach where the proctor, the students, and the parents enter the collaborative relationship incomplete and learn from each other. The presentation will discuss what FSP entails, why FSP should be implemented in our schools, how we will measure the effectiveness of FSP and what it will take for our community to promote the success of the often marginalized groups of students.

**2:40-3:00**

**To Stay Here and Die Here for My Country: Climate Change Perceptions and Projections of Tuvaluans (Chapel)**
Laura Kati Corlew, Pacific RISA—East-West Center
Climate change is a global issue with disproportionate impacts according to regional topography and climate as well as community economics, infrastructure, local and global political power, and other “human” concerns. In many cases, the people who are most vulnerable to climate change are those who
are least responsible for causing it. Tuvalu is a small, low-lying island nation in the South Pacific that is projected to become uninhabitable in the next 50-100 years. Qualitative interviewing and ethnography in Tuvalu revealed that the concept of “drowning” is a powerful image to participants; consideration of migration is couched as an absolute last resort; Tuvaluans must have options to direct their own future with agency; every possible option (no matter how expensive or how improbable the success) must be exhausted to save their homeland; and a strong belief that foreign nations can and must help Tuvaluans save their country from climate change.

Planting the Seeds of Social Justice: A Case Study of a Freshmen Inquiry Course (York 117)
Alma Trinidad, Ph.D., M.S.W. and Jessica Rubinstein, Portland State University
Students recruited into the helping professions must be equipped with the competencies to effectively work with diverse communities and understand the disparities that exist. Such academic programs grapple how to better introduce potential students into the field. The role of general education can assist in creating a pathway to a major in the helping professions (e.g., community psychology, social work, etc.). An undergraduate, freshmen inquiry course on race and social justice provides a venue for students to explore introductory issues related to diversity, inclusion, privilege, equity, structural systemic analysis, social movement, and anti-oppressive practices. This course also has a mentoring component. Using a case study and a content analysis of student eportfolios, this paper presentation highlights the impact of its curriculum and reflexive student learning. Implications will be discussed on curriculum development on topics such as social justice, community based service learning, and research skills building.

3:10-4:00 Beyond the Individual: Perspectives in Community Psychology (Chapel)
Tod Sloan, Ph.D., Lewis & Clark College, and Eric Mankowski, Ph.D., Portland State University
Facilitator: Steven Lucas, Lewis & Clark College
A panel discussion among researchers, teachers, and practitioners in the field of Community Psychology to discuss the approach and scope of the Community Psychologist’s role in community and research settings. Beginning with a brief introduction of each panel member and their affiliations and research, we will delve into their varying perspectives on the hard to pin role of the Community Psychologist. What do Comm. Psychologists really do? What settings do they work in and where are available opportunities? What levels of intervention do they work with? How is this research translated into social action? And finally, what direction is Community Psychology going?

4:00-4:20 Poster Session (Chapel)
Nicole Nevan, Psi Chi, International Psychology Honor Society
Sylvia Ferguson, Portland State University
Nadezhda Luybachick and Lindsey Alley, Portland State University

4:30-5:00 Closing

5:00-6:00 Networking