ACHIEVING HUMAN RIGHTS: SOCIAL CHANGE IN THE 21ST CENTURY

The Society for Community Research and Action
Division 27 of the American Psychological Association

and its co-sponsors present the

8TH BIENNIAL CONFERENCE ON COMMUNITY RESEARCH AND ACTION

June 7 - 10, 2001

on the campus of

Georgia State University
Atlanta, Georgia

www.gsu.edu/scrabiennial
Welcome Letter from Conference Co-Chairs

Welcome to the 2001 SCRA Biennial Conference on Community Research and Action! The theme for this 8th Biennial Conference is Achieving Human Rights: Social Change in the 21st Century. As such, we hope to emphasize the important elements of community psychology and related disciplines that focus on social action as a means of achieving and protecting human rights. We feel Atlanta is the ideal site for such a conference, given its rich legacy as the setting for much of the important work of the civil rights movement. We encourage you to visit the Martin Luther King Historical District (about one mile from the conference site) in order to gain further historic inspiration regarding this movement and this city.

We are pleased that you will be part of what promises to be a very special event. A major goal of the conference is to encourage constructive discussions, interaction, and exchange of ideas among researchers, practitioners, community members, professionals, students, and faculty. We believe the program is an exciting one, and hope that you will be enriched and inspired by it. From keynote speeches to poster sessions, workshops to wine and cheese receptions, the Biennial offers you an opportunity to learn, reflect, and even dream. Although the Biennial is a professional and scholarly conference where you can find the latest research, theory, and practical applications relating to community work, it is much more than that. There is a social and emotional dimension to our biannual gatherings that makes them a very special occasion. The Biennial is an opportunity for us to live the ideals of our field – to bridge the gap between action and research, to foster a sense of community among ourselves, to honor and promote diversity of all kinds. So if this is your first Biennial, don’t be shy! Plunge right in. We welcome you. We embrace you. And if you are returning, welcome home!

Cary Cherniss
Jim Emshoff
John Peterson
Conference Co-Chairs
SCRA Committees

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INTEREST GROUPS
Interest Group on Lesbian, Gay, Bisexual, and Transgender Concerns
Alisa Luckstead, Chair
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Self-Help/Mutual Support Interest Group
Larry Davidson, Chair
Yale University

Prevention & Promotion Interest Group
Arthur Reynolds, Chair
University of Wisconsin - Madison

Community Action Interest Group
Paul Soper, Chair
Rutgers University

Community Health Interest Group
Steve Goldin, Chair
Eastern Kentucky University

Disabilities Interest Group
Eleanor Ogura, Chair
Michigan State University

School Interventions Interest Group
Emily Brodman, Co-Chair
University of Maryland - Baltimore County

Rural Interest Group
Sherry Hanley, Chair
University of New Hampshire

Students of Color Interest Group
Vishal Topt, Co-Chair
New York University

TASK FORCES
Community Action Research Centers
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Vanderbilt University

Awards Task Force
Sharon Roam, Chair
James Island, MD

Diversity Visibility Task Force
Cary Cremaschi, Chair
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Interdisciplinary Task Force
Margaret Rosner, Chair
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Society for Community Research and Action 8th Biennial Conference

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University of Illinois at Urbana-Champaign

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James Sibley and staff

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Chair
Frin Norris
Georgia State University

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Kimberly Bloomfield
Georgia State University

Interest Group Coordinators
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University of Maryland - Baltimore County

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Jennifer Foster
Laura Jacobo
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Ellie Diaz
Georgia State University

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University of Illinois at Chicago

Phyllis Hedin
Andy Macaulay
Georgia State University

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University of Illinois at Urbana-Champaign

Sylvia Lombardo
Wayne State University

Rachel Becker Klein
New York University
Society for Community Research and Action 8th Biennial Conference

Appreciation is extended to the following for their generous financial support:

Office of the President
Georgia State University

Office of the Provost
Georgia State University

Office of the Dean
College of Arts and Science
Georgia State University

Department of Psychology
College of Arts and Science
Georgia State University

Center for Substance Abuse Prevention
Substance Abuse and Mental Health Services Administration
Coca Cola Company
Graphcom, Incorporated

Please see the program insert for a list of exhibitors and publishers who have also provided support.

Conference Co-Sponsors
Society for Applied Anthropology
CONFERENCE OVERVIEW

THURSDAY June 7
10:00 - 12:00
Preconference Meetings

PM
1:00 - 5:00
Regular Sessions
5:15 - 6:15
Tribute to Jim Kelly
6:30 - 8:00
Opening Reception and Welcome Session
with music by The Jazz Pioneers

FRIDAY June 8
7:30 - 8:30
Continental Breakfast
8:30 - 10:15
Opening Plenary with Jane Fonda
10:30 - 12:00
Regular Sessions

PM
12:00 - 1:00
Boxed Lunch
Student Measuring Lunch
Open Meeting SCR4 Executive Committee
Open Meeting Interdisciplinary Task Force
1:00 - 6:15
Regular Sessions
6:30 - 7:30
Remembrance of Emory Coven Students of Color Meeting
8:00 -
Women's Night Out

SATURDAY June 9
7:30 - 8:30
Continental Breakfast
8:30 - 9:30
Mid-Conference Plenary with the Honorable Andrew Young
9:45 - 12:30
Regular Sessions

PM
12:30 - 2:00
Boxed Lunch
Committee and Interest Group Meetings
2:00 - 3:15
Regular Sessions
3:30 - 5:00
Poster Session
7:30 -
Society Banquet at the fabulous Fox Theatre
with music by the Full Moon Trio

MONDAY June 10
7:30 - 9:00
Continental Breakfast
Cultural & Racial Affairs Committee Meeting
Jim Dalton's Focus Group & Breakfast
9:00 - 11:30
Regular Sessions
11:45 - 12:45
Closing Plenary
Toward Creative Misadjustment: Martin Luther King’s Words Then and Now

PM
1:00 - 3:00
Postconference Meetings

GENERAL CONFERENCE INFORMATION

CONFERENCE INFORMATION CENTER AND REGISTRATION
The Conference Information Center is located in the Georgia State University Student Center. The Center includes the conference registration desk and the message center, and has conference staff available to answer questions or troubleshoot a problem. The Center is also the site for the Annual Silent Auction, Georgia's T-Shirt sales, and other fundraising events.

GENERAL OR ACCESSIBILITY ASSISTANCE
Should you need assistance during the conference, contact anyone wearing a biennial conference staff t-shirt. Staff at the Conference Information Center will also offer accessibility orientation to those who require assistance.

CONFERENCE SESSIONS
Conference sessions will take place in the GSU Student Center, the Urban Life Building, and Alumni Hall. The GSU Student Center and Urban Life Building are adjacent; layouts are provided in the program. Alumni Hall is located across Gilmer Street from the GSU Student Center.

CONTINENTAL BREAKFASTS AND BOX LUNCHES
Continental breakfasts of fresh baked muffins and breads, bagels, fruit, and beverages will be available beginning at 7:30 a.m. Friday through Sunday mornings in the GSU Student Center lobby in front of the Ballroom. If you are attending one of the breakfast meetings on Sunday morning, please pick up your beverage and take it with you to the room. Food will be available in the room.

On Friday (12:30-1:30 p.m.) box lunches and beverages will be distributed in the Student Center lobby in front of the Ballroom and on the 2nd floor of the Urban Life Building. Feel free to enjoy lunch at the Courtyard tables in the Student Center, or in Hurt Park, directly across the street from Alumni Hall at the corner of Courtland Avenue and Gilmer St. Lunches will be delivered to those attending Friday's Advocacy on the Hill and in the Classroom Workshop. Please wear your conference badge when picking up your lunch.

BREAKS
Refreshment breaks of cookies, brownies, chips, other delectable snacks and beverages will be available each morning (10:00-11:00 a.m.) and afternoon (2:00-3:00 p.m.) in the Student Center lobby and on the 2nd floor of the Urban Life Building. If you need a place to take a break during the conference, the Odeley Lounge (room 346) or the Student Lounge (room 246) in the GSU Student Center provides a degree of quiet and comfortable chairs. You are also welcome to use lounges throughout the Center.

INTEREST GROUP MEETINGS AND POSTERS
Except for the Racial and Cultural Affairs Committee, interest groups and committees will meet for Saturday lunch. Posters describing the various interest groups are on display in the Odeley Lounge (Student Center Room 346) throughout the conference.

POSTER SESSIONS
Poster sessions Thursday and Saturday evenings will take place in Alumni Hall. The Jazz Pioneers will provide music on Thursday evening. Please remember to take drink tickets to Thursday’s reception.

DINNER AT THE FOX THEATRE
Dinner Saturday evening will be at the Fox Theatre, a national historic landmark and museum. Full Moon Trio, a local and popular blue grass band, will provide music. Remember to take your dinner invitation (distributed at registration) to dinner. It is REQUIRED for admission. Detach the drink tickets at the bottom of the invitation before handing it to conference staff at the door. You may purchase additional invitations at the registration table for $50.00 each.

Atlanta’s public transportation system, MARTA, is the best transportation option. The Fox Theatre is located at 660 Peachtree Street, just 2 blocks east of the NJ (North Avenue) stop on MARTA’s north line. Following are directions to NJ from GSU, The Suites, Omni, other downtown hotels, and the Village. From GSU or The Suites, walk to Five Points Marta Station, take the north line 3 stops and exit at NJ. From The Omni, walk to the Dome/GWCC/Phillips/CNN Center stations (W1); take east line 1 stop to Five Points; transfer to the north line and exit at NJ. From other downtown hotels, walk to Peachtree Ol. Station (N1); take north line 2 stops to NJ. From the GSU Village, walk 3 blocks east on North after crossing 175/85 and turn north on Peachtree Street. A 5-10 minute cab ride will also get you there.

ATM LOCATIONS
ATMs are located in the GSU Student Center, between the GSU Student Center Information desk and the Ballroom.

PARKING
Limited parking is available. Thursday and Friday: GSU’s “M” Deck; $5.00 per day. The “M” Deck pay window is located on Augustine Place, across from Courtland Avenue (northbound traffic) or Courtland Street (southbound traffic).

Saturday and Sunday: “G” Deck for $5.00 per day. The “G” Deck pay window is located next to the GSU Sports Arena via Collins Street (off Deen Avenue).

CONFERENCE EVALUATION
Conference evaluation forms are included in the conference packet. Please return the evaluations to designated box prominently located at the GSU Student Center. Completed evaluations are eligible for door prizes at the closing plenary on Sunday.
### THURSDAY AM Conference Schedule

**INTRODUCTION**

8th Biennial Conference of the Society for Community Research and Action
Achieving Human Rights: Social Change in the 21st Century
Georgia State University, Atlanta GA
June 7 – 9, 2011

#### Thursday, June 7, 2011

<table>
<thead>
<tr>
<th>Time &amp; Place</th>
<th>Format</th>
<th>Title</th>
<th>Chair</th>
</tr>
</thead>
</table>
| 9:00AM-12:00PM | Meeting | CACR Precollection Meeting | John Robert Nevins
| 9:00AM-12:00PM | Meeting | Council of Community Psychology Program Directors | James Endoff |
| 1:30PM-12:00PM | Meeting | Regional Coordination Meeting | Paul Tuo 

#### Thursday, June 7, Afternoon

<table>
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<tr>
<th>Time &amp; Place</th>
<th>Format</th>
<th>Title</th>
<th>Chair</th>
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</thead>
<tbody>
<tr>
<td>1:30-2:30PM</td>
<td>Symposium</td>
<td>Ethnic Identity: Influences on Well-Being and Implications for Intervention</td>
<td>Susan Melkonian</td>
</tr>
<tr>
<td>2:30-3:30PM</td>
<td>Symposium</td>
<td>Popular Bullying, School-Based Programs: Questioning Unchallenged Support</td>
<td>batman Batliner</td>
</tr>
<tr>
<td>3:30-4:30PM</td>
<td>Symposium</td>
<td>Community Action Research Center: Women's Health Project: A Progress Report</td>
<td>Robert Nevins</td>
</tr>
<tr>
<td>4:30-5:30PM</td>
<td>Symposium</td>
<td>Multidisciplinary Parenting Project: A Model of University-Community Collaboration</td>
<td>Sally Lee</td>
</tr>
<tr>
<td>5:30-6:30PM</td>
<td>Symposium</td>
<td>Developing an Achievement Process to Decrease Community Level Change</td>
<td>Matthew Pyke</td>
</tr>
<tr>
<td>6:30-7:30PM</td>
<td>Symposium</td>
<td>Social &amp; Cultural Dynamics of Disaster Recovery: Taskforce, Faulkner &amp; Valdiboll, Tabacco, Mexico</td>
<td>Anurag V. Mathur</td>
</tr>
<tr>
<td>7:30-8:30PM</td>
<td>Symposium</td>
<td>Social Change Through Service Learning, Students, Faculty and Agency Perspectives</td>
<td>Luana Kake</td>
</tr>
<tr>
<td>8:30-9:30PM</td>
<td>Symposium</td>
<td>Reforming Systems at Work: A Developmental Approach</td>
<td>Robin Cohen</td>
</tr>
</tbody>
</table>

### THURSDAY PM Conference Schedule

**INTRODUCTION**

**FRIAMDAY AM**

7:30 – 9:30 AM, Student Career Reception Hall, Continental Breakfast

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<th>Time &amp; Place</th>
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<th>Title</th>
<th>Chair</th>
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<tbody>
<tr>
<td>9:00-11:30AM</td>
<td>Meeting</td>
<td>SOCIAL CHANGE IN THE 21ST CENTURY</td>
<td>James Endoff &amp; John Nevins</td>
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**Friday, June 8, 2011**

#### Friday, June 8, Afternoon

<table>
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<th>Time &amp; Place</th>
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<tbody>
<tr>
<td>1:30-3:30PM</td>
<td>Symposium</td>
<td>Innovative Empowerment: Integration and Synthesis</td>
<td>Peter Berg</td>
</tr>
<tr>
<td>2:30-4:30PM</td>
<td>Symposium</td>
<td>Low-Income Families Demographic &amp; Psychosocial Correlates of Family Well-Being</td>
<td>Michael Weiss</td>
</tr>
<tr>
<td>3:30-5:30PM</td>
<td>Symposium</td>
<td>Reclaiming the Desert: Fighting and Social Change in Latino Communities</td>
<td>Eduardo Lojo</td>
</tr>
<tr>
<td>4:30-6:30PM</td>
<td>Symposium</td>
<td>Community Psychology's Role in the CDC's Response to HIV/AIDS</td>
<td>Richard Veltri</td>
</tr>
<tr>
<td>5:30-7:30PM</td>
<td>Symposium</td>
<td>Social Capital &amp; Community Psychology: Interdisciplinary/International Approaches</td>
<td>Sarah Haupt</td>
</tr>
<tr>
<td>6:30-8:30PM</td>
<td>Symposium</td>
<td>Improving the Quality of Community Life</td>
<td>Larry Davidson</td>
</tr>
<tr>
<td>7:30-9:30PM</td>
<td>Symposium</td>
<td>Conceptualizing Competence in Adolescence: Crosscultural Frameworks and Empirical Strategies</td>
<td>Jane Pendered</td>
</tr>
<tr>
<td>8:30-10:00PM</td>
<td>Workshop</td>
<td>ADVANCE RESEARCH</td>
<td>Sarah Cook</td>
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#### Friday, June 9, 2011

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<th>Time &amp; Place</th>
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<th>Title</th>
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<tbody>
<tr>
<td>9:00-11:30AM</td>
<td>Meeting</td>
<td>STUDENT MENTORING SESSION</td>
<td>Rich Watts</td>
</tr>
<tr>
<td>10:00-12:00PM</td>
<td>Meeting</td>
<td>Open meeting with the Executive Committee of SCRA (bring lunches)</td>
<td>Cary Connens</td>
</tr>
<tr>
<td>11:00-12:00PM</td>
<td>Meeting</td>
<td>Open meeting with the Interdisciplinary Task Force (bring lunches)</td>
<td>Ken Mabon</td>
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<tr>
<td>Time &amp; Place</td>
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<tr>
<td>12:15-1:30PM</td>
<td>202</td>
<td>Workshop</td>
<td>The Caging Power Program Interwoven with Aggressive Children and Their Parents</td>
</tr>
<tr>
<td>1:00-2:00PM</td>
<td>203</td>
<td>Symposium</td>
<td>Improving the Health and Well-Being of Adolescents</td>
</tr>
<tr>
<td>1:00-2:00PM</td>
<td>207</td>
<td>Roundtable</td>
<td>Nontaxonomic Roles for Community Psychologists</td>
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<tr>
<td>1:00-2:00PM</td>
<td>208</td>
<td>Symposium</td>
<td>Social Opportunities, HIV Risks, and Ethnic Minority Gay Men</td>
</tr>
<tr>
<td>1:00-2:00PM</td>
<td>231</td>
<td>Roundtable</td>
<td>Using Internet-Based Tools to Support Community Development Initiatives</td>
</tr>
<tr>
<td>1:00-2:00PM</td>
<td>232</td>
<td>Symposium</td>
<td>Culturally-Driven Collaboratives: Critical Concepts in Youth Violence Prevention</td>
</tr>
<tr>
<td>1:00-2:00PM</td>
<td>237</td>
<td>Roundtable</td>
<td>Implementation of School-Based Prevention Programs: Fidelity Adaptation Debate</td>
</tr>
<tr>
<td>1:00-2:00PM</td>
<td>238</td>
<td>Symposium</td>
<td>A Model for Training Undergraduates as Advocates: Adaptations Across Social Contexts</td>
</tr>
<tr>
<td>1:00-2:00PM</td>
<td>239</td>
<td>Roundtable</td>
<td>Can We Measure Success? We Can and We Did!</td>
</tr>
<tr>
<td>1:00-2:00PM</td>
<td>240</td>
<td>Symposium</td>
<td>Building Healthy Rural Communities in Alaska: Challenges and Local Solutions</td>
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<tr>
<td>2:15-3:30PM</td>
<td>242</td>
<td>Roundtable</td>
<td>Real World Concerns in Program Evaluation</td>
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<tr>
<td>2:15-3:30PM</td>
<td>243</td>
<td>Symposium</td>
<td>Methodological Issues and Challenges in Conducting Participatory Action Research</td>
</tr>
<tr>
<td>2:15-3:30PM</td>
<td>245</td>
<td>Roundtable</td>
<td>How Can Community Psychology Assist LGBT Community Organizations?</td>
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<tr>
<td>2:15-3:30PM</td>
<td>246</td>
<td>Symposium</td>
<td>Understanding Contemporary African American Issues: A Historical Context</td>
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<tr>
<td>2:15-3:30PM</td>
<td>248</td>
<td>Symposium</td>
<td>School Culture: A Challenge to Social Change</td>
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<tr>
<td>2:15-3:30PM</td>
<td>249</td>
<td>Symposium</td>
<td>Evaluations Within the Amoroso Cancer Society: Achieving the Mission</td>
</tr>
<tr>
<td>2:15-3:30PM</td>
<td>251</td>
<td>Innovation</td>
<td>Interactive, Community, and Internal Processes</td>
</tr>
<tr>
<td>2:15-3:30PM</td>
<td>252</td>
<td>Poster Cluster</td>
<td>Empirical Advances in Issues of Community: Current Issues and Applications</td>
</tr>
<tr>
<td>2:15-3:30PM</td>
<td>257</td>
<td>Workshop</td>
<td>Workshop on &quot;TheSRF&quot; and &quot;CTC EX-Test&quot; Qualitative Data Analysis Software</td>
</tr>
<tr>
<td>2:45-3:45PM</td>
<td>258</td>
<td>Symposium</td>
<td>Exploring the Complexity of Identity: Multiple Contexts, Multiple Identities</td>
</tr>
<tr>
<td>2:45-3:45PM</td>
<td>262</td>
<td>Symposium</td>
<td>International Research in Trauma and Other Natural Disasters</td>
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<tr>
<td>2:45-3:45PM</td>
<td>267</td>
<td>Roundtable</td>
<td>Graduate Student Advocacy: Social Change Within Community Psychology Programs</td>
</tr>
<tr>
<td>2:45-3:45PM</td>
<td>268</td>
<td>Roundtable</td>
<td>Teacher-Child Relationships across Developmental Stages: Why They Matter</td>
</tr>
<tr>
<td>2:45-3:45PM</td>
<td>269</td>
<td>Innovative</td>
<td>Engaging Governments and Building Collaborations in Advance Community Psychology Literature</td>
</tr>
<tr>
<td>2:45-3:45PM</td>
<td>270</td>
<td>Symposium</td>
<td>Exposure to Violence, Life Stress, and Psychosocial Adaptations Among Urban Youth</td>
</tr>
<tr>
<td>2:45-3:45PM</td>
<td>271</td>
<td>Symposium</td>
<td>Community Health Research: Addressing the Needs of Multicultural Populations</td>
</tr>
<tr>
<td>2:45-3:45PM</td>
<td>272</td>
<td>Symposium</td>
<td>Housing Crisis in Michigan</td>
</tr>
<tr>
<td>2:45-3:45PM</td>
<td>273</td>
<td>Symposium</td>
<td>The Cool Girls Experience: A GSA-Adult Community Collaboration</td>
</tr>
<tr>
<td>2:45-3:45PM</td>
<td>274</td>
<td>Symposium</td>
<td>Ethics and the Role of the Evaluator in Action Research</td>
</tr>
<tr>
<td>2:45-3:45PM</td>
<td>275</td>
<td>Symposium</td>
<td>University-Community Partnerships for School Success</td>
</tr>
<tr>
<td>2:45-3:45PM</td>
<td>276</td>
<td>Symposium</td>
<td>HIV Prevention and Technology Transfer among Community-Based Organizations</td>
</tr>
<tr>
<td>2:45-3:45PM</td>
<td>277</td>
<td>Symposium</td>
<td>Community Collaboration: What Do We Know and What Needs Knowing?</td>
</tr>
<tr>
<td>2:45-3:45PM</td>
<td>278</td>
<td>Symposium</td>
<td>Service Needs and Service System Response: Match or Missmatch in Educational Transitions?</td>
</tr>
<tr>
<td>2:45-3:45PM</td>
<td>279</td>
<td>Symposium</td>
<td>Qualitative Approaches to Researching Refugee Communities</td>
</tr>
<tr>
<td>2:45-3:45PM</td>
<td>280</td>
<td>Symposium</td>
<td>Popular bar institution Juvenile Justice Intervention: Empirical Evidence Doesn’t Matter</td>
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**FRIDAY PM Conference Schedule SATURDAY AM**

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<th>Format</th>
<th>Title</th>
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<tbody>
<tr>
<td>6:46-6:54PM</td>
<td>316</td>
<td>Symposium</td>
<td>Promoting Conservation and Community Intervention Among Diverse Groups</td>
</tr>
<tr>
<td>6:46-6:54PM</td>
<td>318</td>
<td>Symposium</td>
<td>Discrimination as Setting and Distress</td>
</tr>
<tr>
<td>6:46-6:54PM</td>
<td>322</td>
<td>Symposium</td>
<td>Across Europe: Preventing Violence Against Women: System Response and Intervention</td>
</tr>
</tbody>
</table>

**Friday, June 8, Afternoon**

- Hosts: **Mary Hughes**
- Venue: **Laurel Hotel**
- Time: **6:30 PM - 9:00 PM**

**FRIDAY PM Conference Schedule SUNDAY AM**

<table>
<thead>
<tr>
<th>Time &amp; Place</th>
<th>ID</th>
<th>Format</th>
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<tbody>
<tr>
<td>7:30-8:00AM</td>
<td>315</td>
<td>Symposium</td>
<td>Remembrance of Emory Council</td>
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<tr>
<td>8:00-8:30AM</td>
<td>317</td>
<td>Symposium</td>
<td>Student of Color Meeting</td>
</tr>
</tbody>
</table>

**Saturday, June 9, Morning**

- Hosts: **Sarah Cook & Larry Tiedje**
- Venue: **Arizona Hotel**
- Time: **9:30 AM - 12:00 PM**

**Saturday, June 9, Evening**

- Hosts: **Gary Hartman**
- Venue: **University of Arizona**
- Time: **8:00 PM - 9:00 PM**

**SUNDAY PM Conference Schedule**

- Venue: **Festive Hotel**
- Time: **9:00 PM - 10:00 PM**

**SUNDAY PM Conference Schedule**

- Venue: **Festive Hotel**
- Time: **9:00 PM - 10:00 PM**

**SUNDAY PM Conference Schedule**

- Venue: **Festive Hotel**
- Time: **9:00 PM - 10:00 PM**

**SUNDAY PM Conference Schedule**

- Venue: **Festive Hotel**
- Time: **9:00 PM - 10:00 PM**
### SATURDAY PM Conference Schedule SATURDAY PM

**Saturday, June 8, Afternoon**

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<tr>
<th>Time &amp; Place</th>
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<tbody>
<tr>
<td>12:30 - 1:45 PM</td>
<td>Session</td>
<td>Meeting: AFAKIDS Peer Education</td>
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<tr>
<td>1:45 - 2:45 PM</td>
<td>Session</td>
<td>Meeting: Sexual Health and HIV/AIDS Education</td>
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<tr>
<td>2:45 - 3:45 PM</td>
<td>Session</td>
<td>Community Health: A Multicultural Approach</td>
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<tr>
<td>3:45 - 4:45 PM</td>
<td>Session</td>
<td>Meeting: The Role of Women in Health Care</td>
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<tr>
<td>4:45 - 5:15 PM</td>
<td>Session</td>
<td>Meeting: The Future of Healthcare Policy</td>
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<tr>
<td>5:15 - 6:15 PM</td>
<td>Session</td>
<td>Meeting: The Influence of Technology on Health Outcomes</td>
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**Chair**

- Kim Eby
- Sarah Cook
- Chris Seer
- Larry Davidson
- Lance Lekom
- Arthur Reynolds
- Paul Spier
- Steve Godin
- Austin O'Leary
- Edie Bledsoe & Nola West
- Sherry Harday

**Saturday, June 9, Afternoon Poster Session**

**Theatre Hall-Venue A, 2:00 - 5:00 PM**

<table>
<thead>
<tr>
<th>Title</th>
<th>Presentation Area</th>
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<tbody>
<tr>
<td>HIV/AIDS</td>
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<td>Mental Health</td>
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<td>Nutrition</td>
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<td>Education</td>
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<td>Community Health</td>
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<td>Environmental Health</td>
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**Sunday, June 10, Morning**

**SUNDAY AM Conference Schedule SUNDAY AM**

**Chair**

- Fabio De Luca
- Jim Dutton

**Saturday, June 9, Evening**

**7:30PM, Frey Theatre, 460 Prentice Street NE**

**SOCIETY BANQUET**

**Music provided by Fred d'Ambrosio**

**Sunday, June 10, Afternoon**

**Chair**

- Catherine Cheek-Canal
- Clifford O'Donnell
- Nel Shkurti
- Curt Courneya-Kiely
- Brian Flay
- Ben Koons
- Sally Creamer
- Elizabeth Thomas
- William Davidson
- Cheryl Hanes
- Kevin Wodass

**Conference Closing**

**Manifesto for Acceptance: Martin Luther King’s Words Then and Now**

**Chair**

- John Robert Neudrah
J. Tweed
University of Virginia, Charlottesville, VA
Identifying the effective and optimum criteria for addressing adolescent sexual activity and judging topic of public debate and more importantly, public health. Adolescent pregnancy, sexually transmitted diseases, and other potential complications result during unprotected sexual activity were considered a public health concern enough to cause a public forum in 1977 allowing taxes unrestricted access to contraception. However, contrasting controversy exists over methods for educating adolescents about abortion. Some argue that abstinence-based curricula should be the only instruction provided. This ideological viewpoint, while popular, does not have strong empirical support in preventing the onset of sexual activity. While abstinence-only programs often are promoted for religious, moral, and political reasons, evaluations have not demonstrated any long-term impact on adolescent sexual behavior, only more positive attitudes toward abstinence. In contrast, research indicates that education initiatives that include information regarding safe sexual practices have sustained impacts on teen sexual behavior, such as condom use. Nevertheless, abstinence-only programs continue to receive federal funding while later sex curricula are resisted. Community psychologists should aim to become active in dialogue with educators and schools about identity effectively sexual education curricula.

J. Jones
University of Virginia, Charlottesville, VA
Drug Abuse Resistance Education (D.A.R.E.) is a school-based drug prevention program, with a 17-week core curriculum taught by uniformed law enforcement officers. D.A.R.E. was developed in 1989, and has since become the most widely implemented school-based drug prevention program in the U.S. It is currently used by at least seventy percent of the nation's public schools. Despite its widespread popularity and favorable reviews, there is a lack of documentation supporting the program's efficacy. Short-term evaluations of D.A.R.E. have demonstrated marginal success. However, long-term evaluations of D.A.R.E. have suggested that it is not effective in diminishing actual drug use, especially among adolescents, or reducing recidivism. The program's focus is on teaching students about the negative consequences of drug use and the benefits of remaining drug-free, which could improve public perception of the program. However, the program's success in reducing drug use is not well-supported by empirical evidence. Community psychologists should be aware of these concerns and critically evaluate the effectiveness of drug prevention programs.

[9] The Questionable Efficacy of Peer-Based Prevention
M. Smith
University of Virginia, Charlottesville, VA
In-school peer-based prevention programs aimed at combating drug use are popular, but their effectiveness is questionable. In these programs, young people are taught to recognize and oppose drug use among their peers. However, the literature suggests that only a small percentage of students involved in these programs actually adopt the behaviors they are taught. Additionally, the effectiveness of peer-based programs is difficult to measure, as they rely on self-report data that may be biased. Community psychologists should be aware of these limitations and critically evaluate the effectiveness of peer-based prevention programs and their potential to reduce drug use among teenagers.

[10] Discussant
M. Jones
University of Illinois at Urbana-Champaign, Champaign, IL
Dealing with the question of what to do when popular programs don't produce positive results.

S. Bawa
P. Foster-Finnam and D. Linnos
Michigan State University, East Lansing, MI
Over time, the use of qualitative methods has gained a broad acceptance within the field of community psychology. What is less acknowledged, however, is the potential for qualitative research methods to create actions that facilitate change within organizations, systems, and communities. In a flexible, semi-structured interview process, a researcher is often providing participants with an on-the-spot feedback about the conceptual context at the same time he/she is gathering their perceptions of that reality. Thus, interviews and other qualitative methods can serve as valuable bridges that heighten the gaps between stakeholders or between a stakeholder and a broader culture. The power of these interfaces is unleashed when the knowledge, opinions, and hopes of individual participants are amplified, reflected, and shared across a stakeholder domain. In this roundtable presentation, discussions will share examples of how qualitative research processes have had unintended but positive impacts on systems and communities under study and encourage the sharing of similar examples by roundtable participants. In addition, discussions will facilitate collaboration among researchers interested in learning about or implementing qualitative methods as a catalyst for community change.

J. Newcomer
University of Virginia, Charlottesville, VA
In an integrative fashion, this is a report of the Community Action Research Centers Project that began in Woods Hole Project in 1994. Three sites have been selected: University of Puerto Rico, Rio Piedras, University of Kansas, Lawrence, and three universities in Chicago (DePaul, Loyola, and University of Illinois, Chicago in consortium). Two projects have been undertaken: (1) Use of the Community Tool developed at the University of Kansas to develop community development intervention strategies with groups interested in participating in the CA-RC Project. (2) A conference in Chicago about community development strategies in the best thinking about methods for Community Research and Action. These two will be briefly covered in this paper. The next phase of action in the form of the Woods Hole Project is being pursued for its first collaborative project in community development.


[17] Developing an Assessment Process to Detect Community Level Change M. Saper

[18] Social & Cultural Dynamics of Disaster Recovery in Mexico: Tezcatlipoca, Puebla & Villahermosa A. Mouzon

[19] Social, Political, and Economic Aspects of Disasters and Recovery in Mexico M. Amin


[22] The Needy for Community Involvement in Classroom Learning S. Hartman and M. Sterk

[23] The Community Agency and Student Learning: What Can We Learn From Each Other? A. Rocking

TH 1:00-2:00PM Lancer

This symposium reports on the research process exploring the relationship between social capital, well-being, and community health.

TH 1:00-2:00PM Lucerne

This paper presents the results of the purposes of the CAR Cycles sine and engages in an active roundtable discussion regarding potential roles of the University Puerto Rico hub.

TH 1:00-2:00PM Capital

This model examines the theoretical, qualitative, and demographic aspects of the project "The Social and Cultural Dynamics of Disaster Recovery: The project has three components: (1) an epidemiological study of normative stress levels in Mexico; (2) a study of the recovery process after a disaster; and (3) ethnographic studies of


University of Michigan, Ariz, Ariz, MD; [Dorothy Hispanic Development Corporation, Dayton, OH]

Service learning involves partnerships between academic institutions and community agencies in integrating and authenticating students' educational experiences and to serve community needs. As a pedagogical tool, service learning can be an ideal model for social change goals as it facilitates community involvement and a sense of community citizenship among students. This session will highlight new, innovative, and creative approaches that have been implemented in these partnerships. The goals of service learning through unique partnerships are to better understand and create opportunities for students to work with communities, to foster their discussion and experiences, and experiences and the ability of the model as a service for social change.

[17] Developing an Assessment Process to Detect Community Level Change M. Saper

Karen Health Institute, Kolkata, KS

There is a growing recognition that only through the health status of the entire people can we begin seriously reforming the incidence of preventable disease and disability. Dietetics of smoking, nutrition, and health education programs can make an critical impact. This paper will discuss the design and implementation of a novel ethnographic research, prevention science, and the literature approach of issues to health and the relationships between individuals and communities. The potential benefits of this approach have been evaluated or researched.

[18] Social & Cultural Dynamics of Disaster Recovery in Mexico: Tezcatlipoca, Puebla & Villahermosa A. Mouzon

Georgia State University, Atlanta, GA

In the fall of the year, a series of tropical depressions resulted in extraordinary rainfall in the eastern regions of East Texas. In the city of Tezcatlipoca, Puebla suffer several hundred families lost their homes and over 100 people perished in the 1985 floods. These were the worst floods in a century. The papers we present today were written to begin to assess what happened. To understand the need for the population of the new subdivision, a new sub-division of the city of Tezcatlipoca, Puebla, and thousands of people who lost their homes in the disaster. This paper is based on two months of ethnographic research living in the community. Living with the residents, I was able to observe and evaluate how social, political, and economic factors are influencing the process of community building. These major factors are influencing the people to come together to form community. First, there it is a fact that many citizens are to other. Little can be taken to see to how that neighborhood from the previous neighborhood live close to each other in the new neighborhood. People feel that as they are among people are uncomfortable in such a context. Second, the nearest nature of politics in Mexico means that parties politics use division among the community to their advantage. Therefore, it is important for the community and residents to understand the reality of the community and its characteristics and needs. These students will go back to their classrooms to design research that will address those needs.
Discussion will focus on planning and establishment of CSA, initial implementation, and adjustments made while the system has been fully operational. The results of a study on the impact of CSA on the local economy will be presented. The project system in response to escalating costs and expressed concerns about disruptions to the new system will be discussed.

Time line of various steps, including implementation of CSA and presentation of conceptual model/perceptual approaches for server system, will be presented. A model/principles to critical stages of CSA development. Application and discussion in making the project successful. The workshop will be oriented to the workshop to the workshop's own experiences.

TH 2:15-3:30PM Senate

TH 2:15-3:30PM Senate

[Image 0x0 to 1224x792]
In other cases we are partners. These partnerships are negotiated and the roles clearly defined. For example, we started a partnership with a local educational organization on a pilot program to measure progress for individuals who became disabled as a result of gun violence. Both organizations have clear roles and responsibilities and both are very committed to measuring progress.

Finally, in some cases we have a collaborative relationship that could be characterized as that of partners. The goals were specific, the partners were negotiating the support of the participating schools; collecting qualitative information to better understand the specific conditions of each school's implementation of the intervention while being responsive to the particular context; evaluating the transition outcomes of participating students. School personnel are encouraged in participa-tion as "teaching partners" but their participation is not central to the implementation of the project.

University-Community Partnerships for Participatory Evaluation

[38] University-Community Partnerships for Participatory Evaluation

Y. S. Borkar, S. Brandt, and M. Lawrence

Loyola University, Chicago, IL

Community-based organizations are often confused with a number of challenges in conducting evaluations of their own community initiatives. However, indicators are requiring evaluations and impact reports of programs they develop. The concept of community-based organizations has been tied to partnerships with academic units to facilitate the evaluation of initiatives but also to increase their capacity for evaluation. This presentation illustrates through case studies the process involved in conducting research and action for program evaluation in collaboration with community organizations and staff and community fellows. We will specifically illustrate the following phases: 1) developing the university-community partnership, 2) Program planning and development of methodology. We will illustrate issues of power and conflict of interest among different stakeholders. We will also illustrate how the nature of the methodology and data collection procedures shape and influence the roles of the partners and program ownership. Finally, we will illustrate how the ethical and cultural characteristics of the populations including the community intervention center (CSIC) in Flint, Michigan assisted the project.

Reciprocity Processes in Self-Help Groups

[40] Reciprocity Processes in Self-Help Groups

L. Blavac, T. Blavac, and K. H. Weiss

University of Michigan, Ann Arbor, MI

Community-based programs are often confused with a number of challenges in conducting evaluations of their own community initiatives. However, indicators are requiring evaluations and impact reports of programs they develop. The concept of community-based organizations has been tied to partnerships with academic units to facilitate the evaluation of initiatives but also to increase their capacity for evaluation. This presentation illustrates through case studies the process involved in conducting research and action for program evaluation in collaboration with community organizations and staff and community fellows. We will specifically illustrate the following phases: 1) developing the university-community partnership, 2) Program planning and development of methodology. We will illustrate issues of power and conflict of interest among different stakeholders. We will also illustrate how the nature of the methodology and data collection procedures shape and influence the roles of the partners and program ownership. Finally, we will illustrate how the ethical and cultural characteristics of the populations including the community intervention center (CSIC) in Flint, Michigan assisted the project.

Using Participatory Evaluation to Document the Success of After-School Programs


University of South Carolina, Columbia, SC

Community-based evaluation and action evaluation are two concepts that are closely related. Community-based evaluation focuses on the involvement of community stakeholders in the evaluation process, while action evaluation emphasizes the use of evaluation results for making decisions and improving programs. The Institute for Families in Society (IFS), the National Dropout Prevention Center (NDPC) and Community in Schools, South Carolina (CIS-SC) are partners in the plan, implementation, and evaluation of a statewide effort to develop and sustain after school programming. Efforts directed from the South Carolina Department of Social Services (SCDSS) to the C2CS-SC, the initiative is designed to respond to the needs of children and their families who meet specific poverty levels and/or have DSS involvement. Twenty-five groups were funded by CIS-SC, NDPC and SDDC partners are also engaged in this effort. The purpose of this public-private partnership is to support after school initiatives.

Building a Logic Model in Conflict Resolution

[45] Building a Logic Model in Conflict Resolution

C. Brown

George Mason University, Sterling, VA

The components and flow of a "logic model for conflict resolution. Students in schools has been criticized by the research and theory. The process of building a model are of importance to this presentation.

[44] A Metaphor for the Eastside: Motivating Inner-City Youth Through Art

M. Gazmar

George Mason University, Sterling, VA

According to the Carnegie Foundation (1996), "One in five violent criminals are from the Eastside (the North side of San Antonio, Texas). Because the schools lack high-quality and instructional programs, students are more likely to be engaged in criminal behavior. The Eastside has been identified as a problem area where there is a high percentage of students who are at risk of dropping out of school. This is a critical area for program development and evaluation." The purpose of the study was to examine the effectiveness of an art program in reducing high school dropout rates in the Eastside.

Creativity Approaches to Researching Conflict Resolution in Schools

[49] Creativity Approaches to Researching Conflict Resolution in Schools

M. Hall, A. Innov

George Mason University, Sterling, VA

This presentation will discuss the varied methods used to study the "conflict resolution "dual model" in practice. Such research is new and takes creative approaches to implement without being a great improvement. The purpose of this paper is to share our research findings and give students, teachers, and administrators a better understanding of conflict resolution strategies and techniques. The paper will cover the various methods used in the implementation of the dual model. The research will involve qualitative and quantitative data collection methods, including interviews, questionnaires, and case studies. The data will be analyzed using thematic analysis, grounded theory, and content analysis. The findings will provide insights into the effectiveness of the dual model in promoting healthy conflict resolution skills and behaviors among students. The statistical significance of the findings will be discussed, and implications for future research and practice will be considered.

A Requiem on the Eastside: Motivating Inner-City Youth Through Art

M. Gazar

George Mason University, Sterling, VA

According to the Carnegie Foundation (1996), "One in five violent criminals are from the Eastside (the North side of San Antonio, Texas). Because the schools lack high-quality and instructional programs, students are more likely to be engaged in criminal behavior. The Eastside has been identified as a problem area where there is a high percentage of students who are at risk of dropping out of school. This is a critical area for program development and evaluation." The purpose of the study was to examine the effectiveness of an art program in reducing high school dropout rates in the Eastside.

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[50] Creative Tensions and Emerging Interdisciplinary Research on Caribbean Studies

G. Espinosa, J. Perrella, G. Jesus, and A. Martinez

[51] Social Pathways in Community Psychology

S. Lomax, A. Martin, and D. Lomax

[52] Preventing Suicide: Federal and State Initiatives

J. Lawler, A. W. Johnson, and L. D. Halton

[53] Georgia’s Suicide Prevention Initiative

[54] The National Resource Center for Suicide Prevention

I. Bolton

[55] Assessing Readiness for Community Research and Action

S. Pavao

[56] Assessing Community Readiness to Enforce Tobacco-Control Policies

S. Pavao, S. Townsend, C. Corri, L. Lazo, and M. E. Pavao

[57] The Community Readiness Theoretical Model developed by the Tri-ethnic Center for Research on Tobacco and State University provides a unique framework for evaluating a community's readiness for implementing interventions. Understanding the readiness of community members (e.g., existing Prevention Programming, Knowledge of the Problem, Leadership, etc.) along some key dimensions (i.e., ranging from No Awareness to Professionalization). The Youth Tobacco Access Project adopted the model to assess community readiness for tobacco use policies. This presentation will report findings from a study of tobacco control policies in 11 communities accross central and northern Illinois. Two scales were developed to assess readiness for the intervention and track changes over time. One scale focused on enforcement of tobacco marketing/sales laws and another scale focused on enforcement of tobacco-possession laws. Data gathered from public officials were used to rate each scale's readiness to enforce these laws. Results of the initial ratings and implications for intervention strategies will be discussed.

[58] Correlates of Community Implementation of Science-Based Prevention Practice

D. Flegal and R. Cataldo

[59] Preparing a public-private collaborative partnership in which STAM, the Suicide Prevention Advocacy Network, a national network of existing suicide prevention leaders, and the state of Georgia are working collaboratively in a public-private partnership with the state’s Department of Revenue and the Georgia Mental Health Association of Georgia. The needs assessment and prevention planning process undertaken in FY 2000-2001 will be presented and the highlights of the resulting plan will be presented.
TH 3:45-5:00PM House

T. Tairov, P. Taloo, T. Spaulding, M. Rogers, D. Chavez, and S. Cook

City University of New York, New York, NY, New York University, New York, NY, University of Illinois, Chicago, IL, Elmhurst College, Elmhurst, IL, City College and the Graduate Center, CUNY, NY, NY, Association for the South and Development Psychology, Illinois State University, University of Akron, Ohio

The original definition of mentor may not be as relevant in the 21st century. Obvious is the need for mentor-mentee pairs to help each other gain self-confidence. Members provide mentors from those taking on leadership roles. Do members only need one mentor? What is the "universal alternative" for mentoring that enter a new decade of technology, scholarship, and community work? Objectives (1) to address mentoring issues relevant for diverse groups, specifically risk/vulnerability (2) on various career levels (3) from Wichmann-undeveloped or minority groups (4) in academic and non-academic settings (5) to develop positive solutions and approaches to mentoring (6) to focus on short-term programs for specific careers, and (7) to develop new strategies and approaches for social change. Format: We will start discussing and planning. The session will end with a mentorship activity where the audience will participate in creating mentorship ideas for the emerging fields.

TH 3:45-5:00PM Lanier

[70] Youth Governance: Strategies and Outcomes for Increasing Young Opportunities to Participate in Decision-Making M. Hudson

Macon State University, East Lanier, GA

This symposium presented by youth workers, youth, and researchers, will provide an overview of current innovative strategies being used for involving youth in community decision-making, the impact of youth involvement in these decisions, and challenges in increasing youth involvement in policy decisions. The session will also discuss strategies for conducting this important work and will summarize findings of current research projects from the emerging field.

TH 3:45-5:00PM Capital


University of Kansas, Lawrence, KS. University of Minnesota, Minnetonka, MN

The rights to live and participate in the community have often been denied to individuals who have disabilities, and in some instances the health of the individual has been questioned. Yet, health promotion is very important to these populations. The symposium will address health promotion activities that are key to maintaining a level of functioning that is consistent with independent living. Additionally, research suggests that secondary health conditions (such as physical conditions) that are associated with primary disabilities are often more debilitating than primary disabilities. This symposium will focus on issues related to Board development and inclusion, focusing on the needs of individuals with disabilities. The session will also address the role of the Board in supporting the growth of the Board and the Board's development and the Board's accomplishments and challenges in its first two years.

TH 3:45-5:00PM Court

[64] Literacy and Adaptation in Prevention Programming J. Greenberg, S. Gourdin, T. Backer, and S. Hubert

Community College of Baltimore County Foundation, Baltimore, MD.

This session covers the issues of literacy and adaptation in ensuring the reach and delivery of prevention programming. Participants will discuss how that quality that defines the integrity of program implementation whereby intervention protocol is followed to increase the likelihood of achieving outcomes that approximate those yielded by the program during initial randomized and developmental efforts. Adaptation is the process through which program providers change the substance and delivery parameters of an intervention to fit the demands of their field requirements. Special consideration is given to the role of core components analysis as a tool in understanding the nature of fidelity and adaptation. The session will focus on how adaptation of prevention program integrity under field conditions that require adaptation. Efforts in the field and academics will be invited to present their findings and discuss future delivery will be discussed with the participants. Early findings from analysis and data collection efforts to date and the future of the field of prevention programming will be available. The session has science for prevention researchers, practitioners, and policy makers.

TH 3:45-5:00PM Capital


University of Kansas, Lawrence, KS. University of Minnesota, Minnetonka, MN

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THURSDAY PM Full Program including Abstracts THURSDAY PM

[83] The Effects of a College Dropout Prevention Program on School Attachment
S. DAVIS
George Peabody College, Nashville, TN.

The Freshmen Year Initiative (FYI) program is designed to help incoming freshmen and their families identify and address problems occurring in three areas: academic, social, and community. In the FYI program, students receive feedback on their academic performance, social interactions, and community involvement. Students also receive a confidential portal where they can ask questions about the program. The program is designed to help students feel more connected to the university and to improve their academic performance. The program is evaluated using a pre-post design, with students in the FYI program and a control group. The results show that students in the FYI program have higher levels of academic and social engagement than those in the control group. The program is effective in improving students' college attachment and academic performance.

[84] Youth Theme (POSTER PODS A - B)

[85] Psychological First Aid: Multilevel Intervention for Children Exposed to Violence
G. SARKARAKIS, S. PORTNOY and S. SPOCK
University of Massachusetts, Amherst, MA.

For children, exposure to family and community violence begins at a young age. A recent study has shown that children who witness violence are at risk for a variety of psychological and social problems. The study found that children who witness violence are more likely to experience anxiety, depression, and aggression. The study also found that children who witness violence are more likely to have difficulties with peers and academic achievement. The study concluded that early intervention is crucial for children who witness violence. The study was conducted using a longitudinal design, with children followed from early childhood to adolescence. The results show that early intervention is effective in reducing the negative impact of violence on children.

[86] Parent-Adolescent Violence as a Predictor of Outcomes among At-Risk Adolescents
M. HUANG
Wayne State University, Detroit, MI.

Research has shown that children and youth who are victims of parental violence are more likely to have a variety of poor outcomes. Recent research has suggested that adolescents can also be violent toward their parents. The study examined the independent and combined contributions of adolescent violence against parents and parental violence against adolescents in the prediction of several important outcomes. The study found that adolescent violence against parents and parental violence against adolescents are both significant predictors of several important outcomes, including depression, anxiety, and academic performance. The study was conducted using a longitudinal design, with adolescents followed from early adolescence to young adulthood. The results show that adolescent violence against parents and parental violence against adolescents are both significant predictors of several important outcomes.

[87] Child & Youth Development - School Community University Collaboration
S. HEG, B. MCGHAIE, B. MURPHY and C. OGD
University of Nevada, Reno, NV.

The National Research Council's (NRC) strategy to promote healthy childhood development through neighborhood-based after-school activities is called the KISS Program. The KISS Program provides a daily afterschool program for children in low-income neighborhoods. The program is designed to improve children's social, emotional, and academic outcomes. The program is evaluated using a randomized controlled trial, with children in the treatment group receiving the KISS Program and children in the control group receiving no intervention. The results show that the KISS Program is effective in improving children's social, emotional, and academic outcomes.

[88] Evaluation of YouthFriends: A School-Based Mentoring Program
P. AUSTIN and R. WALD
University of Kansas, Kansas City, MO.

The YouthFriends program is a school-based mentoring program designed to improve the social and academic outcomes of at-risk youth. The program involves a peer mentor and an at-risk youth in a weekly meeting. The program is evaluated using a pre-post design, with students in the YouthFriends program and a control group. The results show that students in the YouthFriends program have higher levels of social and academic engagement than those in the control group. The program is effective in improving students' academic and social engagement.

[89] Examining Diverse Predictors of Female Adolescent Sexual Behavior
A. DAVIS, H. KEMP and A. THERIET
University of Pennsylvania, Philadelphia, PA.

Studies of adolescents indicate that demographic factors such as race, economic status (SES), and a variety of personal characteristics influence adolescent sexual behavior. Additionally, recent research has shown that the personal characteristics of adolescents, including beliefs and attitudes toward sex, may significantly influence their understanding of female adolescent sexual behavior. The study investigated how these various factors interacted to predict female sexual behavior among female adolescents. The study was designed to examine how personal characteristics and attitudes toward sex contribute to the prediction of sexual behavior after accounting for race and SES. These findings will be used to provide recommendations to family planning clinic staff regarding how to encourage safer sexual behavior among female adolescents. The study was conducted using a longitudinal design, with adolescents followed from early adolescence to young adulthood. The results show that personal characteristics and attitudes toward sex contribute to the prediction of sexual behavior after accounting for race and SES.

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Empowerment Cycle. Through the findings of this evaluation, we will discuss the implications of implementing a comprehensive evaluation plan and the potential for evaluating the impact of the training programs on children's psychological and behavioral adjustment. The current project evaluation will explore neighborhood safety and resilience as well as the safety and psychosocial well-being of children. This research has shown that living in communities with high crime rates, poverty, and drug-related problems can lead to a greater risk of delinquent behavior. It is important to assess these contextual factors as well as the neighborhood and school environment in which children live in order to more fully understand what factors may moderate children's psychological and behavioral adjustment. The current project will provide an opportunity for all families to have a voice and to contribute to the development of a comprehensive evaluation plan.
Implementing Collaboration: Effects on Resource Distribution and Parental Stress

E. Sauter and V. Cornell
University of Virginia, Charlottesville, VA

Research demonstrates collaborations minimize expenses and service duplication, enhance training opportunities, and utilize program resources more efficiently. However, in certain social service and educational agencies, such as those serving families, there is a need for further research to evaluate the impact of these collaborations. This research investigates two key aspects: the establishment of partnerships and the effectiveness of these partnerships in improving outcomes for families. The study was conducted through a collaborative partnership between the University of Virginia and the Charlottesville-based Community Action Partnership (CAP). The research involved surveying families who had participated in CAP programs and comparing their outcomes with those of families who had not. The findings indicate that families who participated in CAP programs demonstrated improved outcomes in terms of reduced stress and increased access to resources. The study highlights the importance of partnership-based collaborations in improving the well-being of families.

Exploring Community Capacity through Participatory Evaluation

S. Harlow
University of Virginia, Charlottesville, VA

Participatory evaluation is increasingly being recognized as a valuable tool for assessing community capacity. This study explores the potential of participatory evaluation to enhance community capacity by examining the experiences of a group of community residents involved in a participatory evaluation project. The study found that participatory evaluation allowed residents to engage in the decision-making process, which enhanced their sense of ownership and agency. The findings suggest that participatory evaluation can be a powerful tool for building community capacity.

Organizational Consultation with a Family Service Agency: A Case Study

C. Ramey
University of Hawaii at Mānoa, Honolulu, HI

Organizational consultation is a process through which an external consultant helps an organization improve its performance. This study examined the impact of organizational consultation on a family service agency. The results suggest that consultation can help organizations improve their services, but it is crucial to tailor the consultation approach to the specific needs and resources of the agency.

Building Collaborative Capacity: A Review and Integrative Framework

P. Foster-Fishman, S. Berkowitz, D. Loewenstein, S. Jacobson, and N. A. NIC"S
University of Virginia, Charlottesville, VA

Collaborative capacity is critical for promoting systems change and enhancing community well-being. This paper reviews the existing research on collaborative capacity and proposes an integrative framework to guide future research. The framework is designed to help researchers and practitioners understand the dynamics of collaborative capacity and develop strategies to enhance it.

The Carter Partnership Award: Mobilizing Campus Community Collaboration

P. Dreissel and S. Stirling
Georgia State University, Atlanta, GA

The Carter Partnership Award recognizes outstanding collaboration between a campus community and an external partner. This paper describes a successful partnership between Georgia State University and an external organization that led to significant improvements in student success. The partnership model and lessons learned from this case study can guide future collaborative efforts.

Inclusion of the Self in the Neighborhood Scale

A. Lippman and L. Helm
Claremont Graduate University, Claremont, CA; University of Redlands, Redlands, CA

This paper introduces the Neighborhood Self Inclusion Scale (NSIS), a measure of the extent to which individuals feel included in their neighborhood. The NSIS has been validated using multiple studies. Specifically, circles are used to represent "self," and are placed at different points within a community. The results indicate that individuals who feel more included have a greater sense of well-being and stronger social connections.

Bringing Broad and Specific Initiative Outcomes: An Evaluation of the Community of College Barkley, Berkeley, CA

M. Straussman and C. Gallus
The University of California, Berkeley, Berkeley, CA; The Insurance Group, Inc., Los Angeles, CA

This paper evaluates the outcomes of a comprehensive initiative focused on improving outcomes for diverse multi-site communities. The initiative contains multiple components, each with specific outcomes, that work together to achieve overall community improvements. The study demonstrates the feasibility and effectiveness of such a multi-pronged approach.

The majority of respondents indicated that the overlapping circles represented the degree of involvement in their neighborhoods or the degree to which they felt they were a part of their neighborhood. Additional respondents indicated that neighborhoods in neighborhoods identified as high to low-cohesion using this measure were, respectively, more and less related to interactions as neighborhood assets.

Studying the impact of government efforts to intervene approximately 600 women's welfare in New York City. Respondents simultaneously linked to questions in headframes and view them on the screen. As answer choices are read, the outcome of the appropriate response is displayed. Respondents touch the computer screen to respond. The computer computes training records prior to the interview. The interviews suggest that government administrators' results in terms of more effective utilization of government resources and the combination of Violence and Mental Health symptom and fewer "don't know" and "refused" responses. This format also allows multiple interviews simultaneously. There are discrepancies across similarly timed as at one time, prompt instant scoring, and reduces data management problems. In addition to demonstrating the effectiveness, this report will report on its success through ethnographic vignettes. We are using the interview to study cases that can be used to record women using welfare services and their ability to cope with difficulties. The women who are interviewed will be stated at one time or another. Studies include women's welfare in New York City.

School: General College,Yale University, New York, NY; Simon K. Ng, Lintong, NY, "New York City Human Resource Administration, New York, NY".

We demonstrate a computer program created to interview about 600 women's welfare in New York City. Respondents simultaneously link to key questions in headframes and view them on the screen. As answer choices are read, the outcome of the appropriate response is displayed. Respondents touch the computer screen to respond. The computer computes training records prior to the interview. The interviews suggest that government administrators' results in terms of more effective utilization of government resources and the combination of Violence and Mental Health symptom and fewer "don't know" and "refused" responses. This format also allows multiple interviews simultaneously. There are discrepancies across similarly timed as at one time, prompt instant scoring, and reduces data management problems. In addition to demonstrating the effectiveness, this report will report on its success through ethnographic vignettes. We are using the interview to study cases that can be used to record women using welfare services and their ability to cope with difficulties. The women who are interviewed will be stated at one time or another. Studies include women's welfare in New York City.
[118] Lessons and Gains When Analyzing Interview Transcripts

B. Brincko and L. Loosen

University of Maryland Baltimore County, Baltimore, MD

To illustrate the process of analyzing qualitative data, we present findings of qualitative study researchers and how these findings can be used by other research teams. This process, which is important in multiple qualitative and quantitative studies, involves the identification of themes and patterns within the data. These patterns are then used to generate insights and understanding that can inform future research and practice. The study we present here is a method of data analysis that focuses on identifying themes within the data. This method is particularly useful when working with large datasets, such as those obtained from in-depth interviews. The method involves coding the data, identifying patterns within the data, and organizing these patterns into themes. This process is iterative and requires constant critical reflection. The study we present here is a method of data analysis that focuses on identifying themes within the data. This method is particularly useful when working with large datasets, such as those obtained from in-depth interviews. The method involves coding the data, identifying patterns within the data, and organizing these patterns into themes. This process is iterative and requires constant critical reflection. The study we present here is a method of data analysis that focuses on identifying themes within the data. This method is particularly useful when working with large datasets, such as those obtained from in-depth interviews. The method involves coding the data, identifying patterns within the data, and organizing these patterns into themes. This process is iterative and requires constant critical reflection.

[120] Ecological Validity Program Assessment at a Community Women's Center

R. Bradley, A. Heidenreich, and J. Jacobson

Girard, Ill.

This paper presents a collaborative research project conducted with a community-based women's center and a community health organization. The project aimed to evaluate the effectiveness of an ecological validity program assessment. Data were collected through interviews and a survey of program participants. The results indicated that the ecological validity program assessment was an effective tool for evaluating the program and provided valuable insights into the program's effectiveness. The findings suggest that ecological validity program assessments can be useful in evaluating community-based programs and should be considered as part of the evaluation process.

[121] Challenges for Social Change: Community Psychology and the 21st Century

J. Smith

Wichita State University, Wichita, KS

As community psychology enters the 21st century, it may be useful for us to pause and analyze how we approach the process of bringing about social change. The premise of this paper is that the field has to respond to several challenges in order to have a meaningful impact on social problems. First, the majority of research is conducted using psychological research methods, which may not be the most effective way to analyze social problems. Second, research on social problems is often conducted in highly controlled settings, which may not accurately reflect the complexity of real-world situations.

[122] Social Regularity of the Client-Worker Relationship: A Cross-Level Investigation

G. Szarka

University of Missouri-Kansas City, Kansas City, MO

Efforts to characterize the quality of the relationship between child protective services (CPS) agencies and child welfare workers have been largely focused on the level of the individual worker and child. This study examined the social regularity of the client-worker relationship from a cross-level perspective. The study used a mixed-methods approach, combining qualitative and quantitative data. The results indicated that the quality of the client-worker relationship is influenced by various factors at both the individual and agency levels, and that there is a need for more research in this area.

[123] Ethnicity of Lesbian and Gay Rights Activist

K. Nakano and K. Hara

Minneapolis, MN, University of Alaska Fairbanks, Fairbanks, AK

This study explored the experiences of lesbians and gay men who were involved in social movements for gay rights in Japan. The study used qualitative research methods, including interviews and observations. The results indicated that the experiences of lesbians and gay men who were involved in social movements for gay rights in Japan were unique and different from those of heterosexual activists. The study suggested that the experiences of lesbians and gay men who were involved in social movements for gay rights in Japan were unique and different from those of heterosexual activists. The study also indicated that the experiences of lesbians and gay men who were involved in social movements for gay rights in Japan were unique and different from those of heterosexual activists.

[124] Experienced Emotion and the Expression of Intergroup Dissonance

S. Franklin and D. Matsumoto

San Jose State University, San Jose, CA

As communities become more diverse, it is important to understand how people experience and express their emotions in intergroup contexts. The study aimed to examine the role of experienced emotion in the expression of intergroup dissonance. The study used a survey design, with participants completing measures of intergroup dissonance and experienced emotion. The results indicated that experienced emotion played a role in the expression of intergroup dissonance, with higher levels of experienced emotion being associated with greater expression of dissonance.

[125] Human Dignity in the Lives of Families Who Are Homeless

E. T. Brown and E. T. Brown

Michigan State University, East Lansing, MI

The study aimed to explore the experiences of families who are homeless and how their dignity is maintained or threatened in these situations. The study used a qualitative research design, with data collected through in-depth interviews. The results indicated that families who are homeless often have to make difficult decisions about their own dignity. These decisions are influenced by a range of factors, including the availability of resources and the support of others. The study recommended that policies be developed to support families who are homeless and to promote their dignity.

[126] Social Networks of Homeless and House Poor Women

S. Toney, M. Soon, and B. Weitzer

New York City

This study aimed to examine the social networks of homeless and house poor women. The study used a mixed-methods approach, combining qualitative and quantitative data. The results indicated that the social networks of homeless and house poor women were characterized by a lack of stable and supportive relationships. These networks were often unstable and lacked the support and resources needed to maintain a stable life.

[127] Coping in College: A Multicultural Perspective

M. A. Williams

University of San Francisco, San Francisco, CA, University of San Francisco, San Francisco, CA

This study aimed to explore how students of color cope with stress in college. The study used a qualitative research design, with data collected through in-depth interviews. The results indicated that students of color use a variety of coping strategies, including problem-focused strategies, such as seeking support from friends and family, and emotion-focused strategies, such as expressing emotions and using coping skills. The study recommended that colleges and universities develop programs to support students of color and promote their well-being.
rejection and satisfaction of Latino parents in parenting programs? Which characteristics have the greatest effect? These research questions will be investigated in a study of 500 Latino and 500 non-Latino parents in 100 public education programs across the nation. Program administrators will provide program characteristics and retention rates of Latino parents; parents will be asked their satisfaction with their children's education and participation in the program. Least squares regression analyses will be used to test the effect of socioeconomic status and program characteristics on retention. The researchers will also test for interaction effects with acculturation and test the effect of other demographic characteristics.

[130] Child Soldiers and the Psychology of Liberation in El Salvador. N. Portillo

[131] Ethical Differences among Homeless Adolescents. E. Conover and P. Taves


[133] Understanding Critical Aspects of Young Activists Sociopolitical Development. T. Clayton

[134] Intimate Partner Violence in Lesbian Relationships. S. Shin

[135] Sexual Assault and Revictimization Among Ethnically Diverse Low-Income Women. S. Stead and J. Marshall


[138] Silent and Silenced: Rape Victims Experiences of Disclosure. C. A. Blaney and J. L. Murphy

[139] Violence Against Women in the Nineties: The Psychological Community Uncovered. L. Woodard and S. Cook

[140] Recognizing the Harm of Rape: Feminist and Cross-Cultural Considerations. J. DiSalvo

[141] Sexual Assault and Revictimization Among Ethnically Diverse Low-Income Women. S. Stead and J. Marshall

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[135] Sexual Assault and Revictimization Among Ethnically Diverse Low-Income Women

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[136] Violence in a Gay Male Community

R. M. Williams

[137] Forced Sex in Intimate Relationships: An Analysis of Causes and Consequences

A. Howard and S. Rinaldi

[138] Silent and Silenced: Rape Victims Experiences of Disclosure

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[139] Violence Against Women in the Nineties: The Psychological Community Uncovered

L. Woodard and S. Cook

[140] Recognizing the Harm of Rape: Feminist and Cross-Cultural Considerations

J. DiSalvo
revealed that rates of all types of abuse were greater for the larger group in relation to rates in the comparison group. Furthermore, for both groups, increases in depressive symptoms and decreasing health promotion behaviors occurred the year before pregnancy. Implications of these findings are discussed in terms of current and future research. Limitations of the study and conclusions of the arguments, omissions and implications will be presented.

[141] Women's Fear of Rape, Precautionary Behavior Use, and Physical Competence M. Blum

[Georgetown University, Atlantic, GA] Although men are more frequently victims of crime, women fear rape more and rape fear rates are off. Almost all women have experienced some fear and implementing precautionary behaviors with the intention of preventing rape, but to different degrees. This study evaluated the relationships between women's fear of stranger and acquaintance rape, precautionary behavior use, and perception of physical competence. Results showed that women fear sexual assault and rape by strangers more by acquaintance. They also believe that rapists are aware of their victim's personal information and are more amoral than when committing it by acquaintance. Although women reported that they use precautionary behaviors to protect themselves from sexual violence, their perceived protection was solely related to their perception of physical competence. Likewise, physical competence was not correlated with fear of stranger or acquaintance sexual assault. Finally, women used more precautionary behaviors aimed to prevent acquaintance rape than stranger rape.

[142] Women's Perceptions of Legal Definitions of "Domestic Violence" K. Coleman & S. Ternovanskiska

[University of Missouri-Kansas City, Kansas City, MO] The social situations (e.g., legal, familial, medical, economic, educational) that influence the experience of social reality create a variety of settings in which women live their lives. Unfortunately, women experience violence in many of these settings. Likewise, women's experiences in any of these settings may conflict, in that the reality created within a particular setting may not match women's actual experiences. Therefore, a woman's experiences of violence may not match the perception of violence against women perpetuated by the legal system. One component of the incongruity between the actual and legal concepts of violence against women is the legal definition of "domestic violence" or "intimacy themselves as having experienced violence. The process research will begin to explain the variable language around "domestic violence." By investigating how a representative sample of college women perceive the legal definitions that make legal definitions of "domestic violence." The implications of stereotypes held within the legal system for women's lives and public policy will be discussed.

[143] Rates of Partner Violence Before and During Pregnancy A. Harris, Bebott, S. Martin, V. K. McRae, J. Coronado, & G. colleagues

[University of North Carolina at Chapel Hill, Chapel Hill, NC] The Johns Hopkins Bloomberg, Baltimore, MD] Recognizing the trend of past two decades had demonstrated that many women, including those who are pregnant, have been victims of physical abuse. The use of the Violence Against Women Act (VAWA) has created national awareness of the prevalence of intimate partner violence. The study focused on a target group of thirty-five women who were randomly selected through a community-based approach. The participants were surveyed using the Skidmore Outcome Questionnaire to assess the severity of abuse and relationship scores. Further, within the tool used to assess the incidence of domestic violence, the tool for screening was significantly different. The data was used to assess seven major dimensions of HQQL, physical, psychological, social, and emotional: Analyze. Personality traits partially mediated the relationship between stress and total HQQL. Further, when total HQQL was disaggregated into domains, the data for screening depression significantly on the domains of spiritual well-being, when the social support was added to the model. This suggests that social support and with less social support may decrease the overall quality of life. However, the greatest effect is a loss of happiness, positivity, certainty about the future, and general optimism that is important for long-term quality of survival. Women's Fear of Rape, Precautionary Behavior Use, and Physical Competence M. Blum

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undergraduates enrolled in a large, urban university and members of a superior court jury pool. The study examined cortices of postmortem brains to determine negative and positive influences on cortical patterning, world assumptions, received social support, PTSD, and history of trauma. To test the validity of the findings, the same group was invited back and their memories were tested. The results showed that exposure to positive influences can lead to better mental health outcomes, whereas exposure to negative influences can lead to worse outcomes. The study was conducted by researchers from several institutions and the findings were published in a top-tier psychology journal.

[153] Impact of Perceived Childhood Abuse on Native American Women

Little is known about the mental health of Native American women. This study examines the impact of childhood abuse on mental health outcomes in Native American women. The results show that childhood abuse is associated with higher rates of depression, anxiety, and PTSD in Native American women compared to non-native women. The study was conducted by researchers from several institutions and the findings were published in a top-tier psychology journal.

[154] The Long-Term Impact of Parental Divorce and Parental Death
J. Smith, A. Brown.

This study examines the long-term impact of parental divorce and parental death on children's mental health. The results show that both parental divorce and parental death are associated with higher rates of depression, anxiety, and PTSD in children. The study was conducted by researchers from several institutions and the findings were published in a top-tier psychology journal.

[155] Natural Disasters and Social Support in Mexico: A Gender Analogue

This study examines the impact of natural disasters on social support in Mexico. The results show that men and women receive different levels of social support during natural disasters. The study was conducted by researchers from several institutions and the findings were published in a top-tier psychology journal.

[156] Importance of Childbirth: Women's Decision Making During Pregnancy
H. Davidson, A. Baldwin, and D. Cross.

A woman's freedom to make decisions about her care during pregnancy is a vital human right that impacts her own well-being and that of her future child. This study examines the decision-making process during pregnancy. The results show that women have varying levels of control over their care decisions. The study was conducted by researchers from several institutions and the findings were published in a top-tier psychology journal.

[157] Policy Theme (POSTER PODS J-K)

[158] Effective System Change in a School Environment

This study examines the effectiveness of system change in a school environment. The results show that system change can have positive effects on student outcomes. The study was conducted by researchers from several institutions and the findings were published in a top-tier psychology journal.

[159] Collaborative Divorce Project: Dispute Resolution for Families with Children
T. Williams, G. Isabella, J. Sherman, and M. D'Amato.

This study examines the effectiveness of collaborative divorce in resolving disputes for families with children. The results show that collaborative divorce can be an effective alternative to traditional litigation. The study was conducted by researchers from several institutions and the findings were published in a top-tier psychology journal.

[160] Implementing Complexities of Mentoring in Preventive Interventions for Youth
F. Thune, J. Brown, and L. Gussman.

This study examines the complexities of mentoring in preventive interventions for youth. The results show that mentoring can be an effective way to prevent negative outcomes in youth. The study was conducted by researchers from several institutions and the findings were published in a top-tier psychology journal.

[161] Race Reform and Well-Being: Results from the 1979 NBSA
C. Lecce.

This study examines the relationship between race reform and well-being. The results show that race reform can lead to improvements in well-being. The study was conducted by researchers from several institutions and the findings were published in a top-tier psychology journal.

[162] Community Psychology and Action Research: 8th Biennial Conference

This study examines the impact of community psychology and action research on well-being. The results show that community psychology and action research can be effective in improving well-being. The study was conducted by researchers from several institutions and the findings were published in a top-tier psychology journal.
FRIDAY JUNE 8

7:30-8:30AM Student Center Reception Hall
Continental Breakfast

FRI 8:30-10:15AM Ballroom
Opening Plenary with Jane Fonda
James Embhoff and John Peterson, Co-chairs
Social Change in the 20th Century,
a video produced by the OSI Community Psychology Program
Welcome from the Planning Committee
Welcome from the University, Carl Patton, Ph.D.
Welcome from the City of Atlanta
Achieving Human Rights for Women and Girls in the 21st Century:
Challenges in Education and Reproductive Health, Jane Fonda
FRI 10:30-11:45AM Lanier

Interpersonal Empowerment: Integration and Synthesis
M. Bergo, M. Dalla, and R. Hamilton
1Incorporative Empowerment Institute, New York, NY

The focus of this interactive session will be on highlighting a novel approach to wide-ranged community intervention. The intervention of community empowerment and interpersonal psychodynamic theory and methods will be touched upon in preparation for an in vivo experience of how such a model works in community settings. Examples will be given from previous interventions conducted within disenfranchised community settings in South Central, Los Angeles, New York, Atlanta, São Paulo, and South Africa. Although didactic information regarding the theory and development of the Interventional Empowerment model will be given, the session will be conducted as an interactive experience whereby audience members learn about the model from an experiential perspective in which they are encouraged to be "participants-observers" in the learning process.

FRI 10:30-11:45AM Capital

Low-Income Families Demographic & Psychosocial Correlates of Familial Well-Being
M. Wilsdon, T. Armitage, G. Hidano, A. Cramera, T. Lee, and L. Twenge
1University of Virginia, Charlottesville, VA

The purpose of this roundtable is to initiate and encourage discussion about various issues related to low-income families and low-income children. Topics to be discussed include poverty and education, race and gender, and the relationship between social and economic factors. The discussion will cover issues such as the impact of poverty on children's development, the role of education in poverty reduction, and the importance of social services in addressing poverty. The discussion will also include the role of social services in addressing poverty and the impact of poverty on children's development. The discussion will conclude with a roundtable discussion on the potential for collaborative approaches to addressing poverty and promoting children's well-being.

Society for Community Research and Action 8th Biennial Conference

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[176] Cross-Cultural Mentoring of Latino Students
G. Ramirez
DePaul University, Chicago, IL
The discipline of community psychology has always advocated for groups as the subject of research. Dr. Ramirez has a strong focus in addressing issues of diversity. One issue that has not received much attention, however, is the impact of mentors on the lives of Latino students. In this presentation, Dr. Ramirez will review research on Latino community psychologists who mentor Latino students. After an overview of the current state of mentoring, Dr. Ramirez will discuss best practices for effective mentoring and the impact of these practices on student success.

[179] Behavioral Intervention to Reduce HIV Transmission
R. Wolitski
Centers for Disease Control & Prevention, Atlanta, GA
Community psychology has had a clear influence on the efforts of Behavioral Intervention (BI) programs to reduce the transmission of HIV. BI programs are based on a theory of behavioral change and have been shown to be effective in reducing HIV transmission. Dr. Wolitski will discuss the latest research on BI programs and the challenges they face in scaling up to impact larger populations.

[171] Community-Level Interventions to Address Structural Barriers to HIV Prevention
H. Rowan
Centers for Disease Control & Prevention, Atlanta, GA
HIV prevention efforts are strongly affected by proxies of the social and structural environment as well as by characteristics of persons who are at risk for infection. Dr. Rowan will review the role of community-level interventions in improving access to effective HIV prevention programs, increasing HIV testing and counseling, and reducing social stigma.

[171] The Role of Social Capital in Comprehensive Community Development Initiatives
S. Biddle
City University of New York, New York, NY
For the purposes of this presentation, social capital will be discussed at three levels: bonding (the ties among members of disadvantaged communities), bridging (relationships of trust and cooperation that connect diverse individuals and groups) and institutionalized relationships of trust and cooperation that do not depend on social face or rationality but are characterized by a sense of obligation and respect for the high social capital of the community. It will be argued that comprehensive community initiatives work best when they are able to establish a balance between these three levels to leverage other investments.

J. Hoge
University of Missouri-Kansas City, Kansas City, MO
This paper will be designed to determine whether bonding and bridging social capital are significantly related to the effective implementation of health promotion or development activities in 99 Iowa communities. Bridging social capital is considered the key factor in the study, and bonding social capital is considered a weaker link.

[176] Crucial Determinants of Latino Students’ Success
G. Ramirez
DePaul University, Chicago, IL
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FRIDAY AM  Full Program including Abstracts  FRIDAY AM

locations of six major and 135 subcategories of SC. One form of SC, public schools, served a high need for development of SC. In one inner city school district, the high school students in 8th grade neighborhood school created opportunity to use schools as bases for local SC development. Ice councils, the ice council which community organizing principles were involved, including a community, learning campaign, 40 improv involving catalyzed by parents from five schools. Concerns and relationships developed through learning generated diverse community issues and served as the basis for development of SC. Site councils and the community issues can be integrated into the GIS system.


S. Hernman

Faulkner University, Nashville, TN

It is widely assumed that support groups and voluntary associations provide the underpinnings of a civil society, and a civil society is at its core served at the level of social cohesion. But what are the mechanisms involved? Is the influence of all voluntary associations positive, or if it does contribute some to the operation of social cohesion, it in turn weakens social cohesion? Is the influence of all voluntary social voluntary associations negligeable? We see that we derive that two organizations both positively contribute to social cohesion, we could distinguish between an organization which was more effective from one that was less effective, and we could contribute of voluntary associations compare with the contributions of other mechanisms of social cohesion, such as those at the level of government, government, and education. Drawing upon the literature of institutional economics, this paper will attempt to respond to these questions.

FRI 10:30AM-12:00PM ULC 201

[184] Improving the Quality of Community Life

A. Woodward

University of South Carolina, Columbia, SC

After more that 35 years of existence of the community psychology. Some symptoms are still relevant to the quality of community life. This is an insecure area. The quality of community psychology offers for the improvement of the quality of community life 106 in the same area. The main findings of the research are: Those who feel secure about the quality of community psychology are more likely to have positive relationships, experience a sense of belonging, and be engaged in community activities. The results of the research suggest that community psychology has significant impact on the quality of community life.

FRI 10:30AM-12:00PM Alumni Hall Veteran's Hall


S. Eskin

New York University, New York, NY

This paper will discuss the use of a cross-cultural equivalence of the widely used measure of interpersonal competence (Beckman, 1995) in 10 other countries. The research will be presented at the conference. The analysis of the data suggests that the measure has good psychometric properties and that it is sensitive to cultural differences.

[186] Distinctive Community Psychology Contributions to Improving Community Life

S. D. Olson

Bloomington University, Bloomington, IN

Pathway Project, a longitudinal study of low income, ethnically diverse urban youth to understand what it is that helps to identify and summarize the field for student readers can be used in community psychology as research for these communities. In this paper, we will present the potential contributions of community psychology to the field of community psychology. We will discuss the potential contributions that psychology can make to the field of community psychology. The paper will conclude with a discussion of the potential contributions that psychology can make to the field of community psychology.
FRIDAY AM Full Program including Abstracts FRIDAY AM

Society for Community Research and Action 8th Biennial Conference

[196] Overcoming the Odds: Raising Academically Successful African American Women
K. Maton, F. Haldane, M. Green Smalls, and G. Comer

University of Missouri-Columbia, MO.

Qualitative methods were employed to examine the rate of the female in the academic success of very high achieving African American female youths. In-depth, semi-structured interviews were conducted with 66 daughters, 40 of their mothers, and 27 fathers. The daughters were participants in a college scholarship program for talented students in the sciences. Interviews focused on why these young women succeeded academically while so many of their peers did not. The current results are based on 1000 pages of interview transcripts. Daughters and parents both reported that the parents put forth extreme efforts to keep their daughters in school through the barriers and temptations that have detailed the academic focus of so many other capable black female students. The daughters' and parental sources converged in emphasizing six general parent components: (1) child-focused love, (2) effort into child's academic high expectations, (4) academic and family corruption, (5) strategic use of community resources including (church, teachers, peers, extracurricular activities, extended family), and (6) strong ethnic and female identification. Overall, the qualitative findings reflected a multidetermined, rich, and compelling story of pathways to academic success, and highlight the main ingredients to these black middle-class conceptualization, research, and intervention approaches.

[199] Coping and Urban Adolescents: Perceptions of Safety
A. Romer and M. Arell

University of Illinois, Urbana-Champaign, Urbana, IL.

Coping styles affect adolescents' perceptions of stressors both within and outside of theirSEL and have been linked to differential rates of anxiety, depression, and posttraumatic stress disorder among urban adolescents. Using a modified version of the Ways of Coping Scale (23 items), this study examines the frequency of use of various coping strategies among 178 adolescents in low-, middle-, and high-violence neighborhoods in Chicago. A comparison of means across five coping scales was used to identify coping strategies that are frequently used by adolescents. Differences in perceptions of safety. A K-means cluster analysis is used to identify risk tiers of students for intervention strategies. These coping profiles are related to individual, family, and neighborhood characteristics that identify environments that foster resilience.

[120] Discussant

Starr, Susan

New York University, New York, NY.

FRIDAY AM Full Program including Abstracts FRIDAY AM

Advocacy Training: On the Hill and in the Classroom
P. Linz, K. Ross, J. Wolf, A. Smalley, B. Welch, J. Woolard, C. Parker, J. Haxley, and R. McDowall

American Psychological Association, Washington, DC.

The proposed workshop is in two parts. Part I (On the Hill) will provide participants with an overview of legislative processes and different avenues through which psychologists can impact policy. The training aims to increase an understanding of the legislative process among psychology advocacy. Specifically, participants will learn how to navigate the Hill, who to contact, how to contact them, and what to say. Part II (In the Classroom) will utilize the HSLP model to provide an overview of how to bring advocacy into the psychology curriculum. The workshop will be led by an expert in psychological science and policy advocacy. Specifics on Part II will be provided at a later date.

FRIDAY AM Full Program including Abstracts FRIDAY AM

Dealing with Grieving Children and Adolescents
B. E. O. Wooldridge, K. Baker, and B. Baker

University of Arizona, Tucson, AZ.

The grief of losing a loved one is quite often stable over time and serves as a very productive role model for adolescent substance abuse, depression, and violence. To explore the characteristics and severity of adolescent substance abuse, depression, and violence in relation to the grieving process, researchers conducted a study of 217 grieving children and adolescents who were interviewed about their grief experiences and the impact of their grief on their lives. A significant number of the participants were found to be at risk for substance abuse, depression, and violence, and the impact of their grief on their lives. The results of this study suggest that grief is an important factor in the development of adolescent substance abuse, depression, and violence.

[202] The Coping Power Program: Intervening with Aggressive Children and Their Parents
J. Rothman, T. Barnes, K. Schall, and J. Barnes

University of Arizona, Tucson, AZ.

The purpose of this study was to examine depression, suicidal ideation and help-seeking behavior on a college campus in the Midwest and determine the relationship between these variables and the clients' perceived social support. The study was conducted at the University of Wisconsin-Madison, and included 111 college students. At Wisconsin State University (WSU), 86% of the participants reported that they had a personal problem. The participants were 18-22 years old, and completed the survey. Two hundred forty (12% of the participants) reported that they had experienced suicidal ideation, and 32 (2.92% of the participants) reported that they had experienced suicidal behavior. The researchers also found that a significant number of the participants reported that they had a personal problem, and that a significant number of the participants reported that they had a personal problem. The researchers also found that a significant number of the participants reported that they had a personal problem.

J. K. Brown, J. R. Smith, and J. R. Brown

University of Wisconsin, Madison, WI.

The purpose of this study was to determine the relationship between stress, social support, and coping with social problems. The researchers examined the relationship between stress, social support, and coping with social problems. The researchers found that stress was positively related to social support, and that social support was positively related to coping with social problems. The researchers also found that stress was positively related to social support, and that social support was positively related to coping with social problems. The researchers found that stress was positively related to social support, and that social support was positively related to coping with social problems.

H. Yoshino

New York University, New York, NY

Experiences of oppression are associated with higher levels of HIV risk among gay men of color. For Asian/Pacific Islander (API) gay men, oppression takes the forms of racism, homophobia, poverty, or anti-immigrant discrimination. The current study examines the experiences of oppression which API gay men report, the variety of responses they employ, and their perceptions of how oppression is linked to HIV risk, in order to inform the current and potential strategies of HIV prevention for this population. Results are drawn from an in-depth interview study of 33 Chinese, Korean, Filipino, and Southeast Asian gay men. These API gay men reported providing youth with an intensive focus on substance abuse, sex trafficking, HIV prevention, and 2) influencing the social norms of the African American community by promoting healthy behaviors in African American adolescents through a targeted media campaign. The evaluation model will be used to track how the program is implemented (process evaluation) and document how well the objectives of reducing substance abuse and increasing condom use among African American adolescents is being met (outcome evaluation).

[210] Homophobia, Poverty, Racism, Mental Health and HIV Risks in Latino Gay Men

San Francisco State University, San Francisco, CA

In the United States, there has been a lack of research on the experiences of Latinx gay men in the United States. Based on a qualitative study of 15 Latinx gay men in the United States, this study aimed to explore the impact of homophobia, poverty, and racism on the mental health and HIV risks faced by Latinx gay men. The study found that Latinx gay men experienced homophobia, poverty, and racism in various forms, such as discrimination, bullying, and harassment. These experiences had a significant impact on their mental health and HIV risks. The study also identified the need for further research to address the intersectionality of these factors and to develop effective interventions to reduce the negative impact of these experiences on the mental health and HIV risks of Latinx gay men.

[211] A Community HIV Prevention Program for Young Gay Men of Color

G. Lawrence

DePaul University, Chicago, IL

Despite their high HIV risks, there is a paucity of community efforts focused on the culturally-specific HIV prevention needs of young gay men of color. This presentation will describe the development and implementation of a community-based HIV prevention program tailored to the needs of African-American and Latino LGBTQ youth. The program was implemented over a four-year period involving the collaboration across multiple departments, including family, church, and community and youth-serving systems such as schools, juvenile justice, and mental health. This presentation provides 1) a framework and strategies for culturally competent collaboration and 2) evidence of the effectiveness of the program, in the planning stages, in an African American community, and 3) an ethnically-specific program built on cross-systemic collaborations in an Asian American community.

[212] Using Internet-Based Tools to Support Community Development Initiatives

J. Schaufel, S. Pletcher, V. Franciscus, R. Berends, T. Wolfl

University of Kansas, Lawrence, KS; "World Group on Health Promotion and Community Development, Lawrence, KS; "University of Massachusetts Medical School, Amherst, MA; "University of Massachusetts Lowell, Lowell, MA

This innovative discussion will focus on the use of internet-based technology as a tool for community development. There are many internet-based resources to help support health and well-being, including community forums, online workshops, tailored WebPages to access content, and other innovative tools (e.g., social media). In this session, the approach that the presenter will focus on will be three of these features and their application to community development. In addition, the presenter will describe their experience in community development and their use of these tools as well as their role in these efforts as well as their role in the development of community initiatives. The presentation will briefly describe the features, but they will spend most of the time facilitating a discussion with the audience. The panel will discuss the benefits of using internet-based tools to support community development initiatives. Two hours of these features can be improved and 3) The value-added, as well as the cost of these features to community development initiatives.

[213] Culturally-Directed Collaboration: Critical Component in Youth Violence Prevention

L. Branc, G. Anzaldua, N. Rosenshein, T. Hsu

Center for Primary Prevention Services, Dallasville, GA

This presentation will provide an overview of the role of a culturally-directed collaboration in youth violence prevention programs and its potential to enhance the effectiveness of these programs. The presentation will highlight the importance of culturally-sensitive and community-based approaches to violence prevention and provide examples of successful collaborations that incorporate cultural traditions and values to promote positive youth development and reduce the incidence of youth violence. The presentation will also discuss the challenges and opportunities of implementing culturally-directed collaborations and provide recommendations for practitioners and policymakers who aim to promote healthy communities and reduce youth violence.
FRIDAY PM Full Program including Abstracts FRIDAY PM

[217] Implementation of School-Based Prevention Programs: Fidelity-Adaptation-Debriefing

P. Gazzarof, W. Burkhauser, E. Arnett, M. Kanner, L. Hatcher, S. Flaherty, M. Bloodworth, D. Brown, R. Moore, K. Levit, J. Feinberg, and C. McKearn

University of Chicago, Illinois, Chicago.

Implementation quality refers to the degree to which a program or intervention is put into practice as designed. Implementation quality has been alternatively referred to as adherence, fidelity or integrity (Durlak, 1998). A fundamental concern related to implementation is that, as effective programs "go to scale," how much should a program be implemented as designed and how much should it be changed and adapted in response to a particular context or culture? "Fidelity" refers to maintaining a program as originally designed, while "adaptation" refers to modifying programs according to context. This is a roundtable discussion of issues involved in implementing school-based intervention programs, specifically with regard to how issues of fidelity and adaptation should be addressed. The presenters are pre- and post-doctoral interns in the NIH-sponsored Prevention Research Training Program at the University of Illinois at Chicago. The group has identified several important issues related to the fidelity-adaptation debate and plan to facilitate a discussion around these.

FRIDAY PM Full Program including Abstracts FRIDAY PM

[218] A Model for Training Undergraduates as Advocates: Advancing Community Action

S. Atwood, J. Cooen

Michigan State University, East Lansing, MI.

The university-based model of training undergraduates to work as advocates and change agents with disadvantaged groups and individuals has been developed at Michigan State University. The model involves training of disadvantaged undergraduates (as opposed to social workers or other professionals) who have personal experience with the community and its needs and who are included as participants. In addition, undergraduates benefit from extensive training, heightening their awareness of issues in low contact with instructors, valuable educational experience, and employment opportunities, and course credit in the community. Thus, the use of this model combines the missions of social change research and undergraduate education. This presentation will outline the model and show how it has been successfully applied to address a wide variety of social problems. We will also emphasize the importance of assessing to context when adopting an effective model for social change.

[219] The Adolescent Diversion Project III: A Project for Youth in the Michigan State University

W. Scott, W. N. Davis

Michigan State University, East Lansing, MI.

The Adolescent Diversion Project (ADP) has been training university students to divert youth from the criminal justice system by making contact with local law enforcement, at their own university, or at their own community. This project addresses the issue of the treatment of youth involved in the criminal justice system. The premise of the project is that by diverting youth from the criminal justice system and enhancing their access to community resources, youth will avoid the negative consequences associated with labeling youth as delinquents (e.g. higher likelihood of recidivism due to limited access to community resources and increased criminal justice visibility). This project entails a multiple strategy model with two main components: 1) advocacy for youth from diverse backgrounds, and 2) behavioral interventions, which involve increasing youths' positive behaviors rather than only reducing negative behaviors. Based on many years of evaluation that have shown the effectiveness of this model, the project has continued, as well as served as the framework for the other advocacy projects discussed in this symposium.

[220] The Resident Child Study and the Community Advocacy Project

W. Scott, S. Atwood, C. Shullman, and N. Alabi

Michigan State University, East Lansing, MI.

A project described in its initial phases is the Resident Child Study (RCS) of children living in poverty in a midwestern city. The RCS is a study of urban poverty in a midwestern city, and the project is designed to understand the needs of children who are exposed to urban poverty in order to provide advocacy to resource centers. Thus the RCS is an expanded 16-week intervention with four main components: 1) advocacy and support for mothers and children, 2) increasing a positive, nurturing relationship between each child and a significant adult in their lives, 3) providing a 12-week support and education group for the children, and 4) improving children's school performance.

[221] The Refugee Welcoming Project

Michigan State University, East Lansing, MI.

The most recent adaptation of the advocacy model is the Refugee Welcoming Project (RWP). The RWP is designed to aid refugees from former Soviet states who have been forced from their homes due to political or religious persecution or other reasons. Refugees are trained as refugee advocates and are invited to advocate in human rights cases, support families in schools, and advocate for their children's rights in school-based intervention programs.

Adaptations of the advocacy model specifically address particular needs of refugees as well as serve to make this project culture-specifically informed for helping refugees.

[222] The Art of Advocacy: Community Engagement as a Context for Learning

University of Illinois at Urbana-Champaign, Champaign, IL.

This paper is a call to action for universities to develop an advocacy model for teaching undergraduate students through an ongoing consultation effort with a local community. The paper will describe a model that uses multi-ethnic African American working class neighborhood. It is illustrated how the particular setting and cultural narratives, engaged with narratives and the expectations for the students' learning and success, influenced the strategies and tactics employed by the undergraduate advocates to support the school children and to create opportunities for social change. The process of creating, developing, and sustaining a community advocacy project as a service for students in the school and community is presented as a form of community advocacy. The paper is based on an evaluation of project effectiveness and site visits, needs, and interest. Advocacy in this setting is described with an ecological framework for understanding the dynamics of community and family, and the role of the advocate in facilitating change.

[223] Community Health in Rural Alaska: Promoting Wellness and Community Development

C. Larson, V. Brown, and D. Mungur

University of Alaska Fairbanks, Fairbanks, AK.

The Kaltag Community Wellness Project (KCWP) is a community health promotion project in the village of Kaltag. This village is located on the Yukon River in the central Brooks Range in northwestern Alaska. The KCWP is a project to develop a conceptualization of health promotion and to implement a comprehensive lifestyle change intervention program on the basis of an indigenous definition of mental health. The intervention has proven to be effective in reducing the rate of smoking among high school students. The intervention is a comprehensive, holistic program that includes nutrition, exercise, social skills, and mental health education. It is designed to improve the well-being of Alaska Native communities. The KCWP will be developed in three phases. First, the community development process that was originally begun by the community ten years ago as a way to address a variety of health and safety concerns in the village will be supported through funding, technical assistance, and training, and will involve the development of a comprehensive program that includes nutrition, exercise, social skills, and mental health education. Second, the university researcher will work with the current village mayor and other community members to facilitate and evaluate the implementation of the community development project in the village. Third, we will work toward the formation of a model of community development as a way to provide a framework for future community development in other Alaska Native communities. We will bring a multi-method approach to the project that will allow us to assess the effectiveness of the intervention.

[224] An Indigenous Model of Community Development: Alaskan Native Community Development

K. Hazel, M. C. Sturgeon

University of Alaska Fairbanks, Fairbanks, AK. People of Alaska Project, Fairbanks, AK.

This paper presents a model of community development for Alaskan Native communities. The model is based on the idea that communities have the capacity to improve their own well-being. The model is based on the idea that communities have the capacity to improve their own well-being. The model is based on the idea that communities have the capacity to improve their own well-being. The model is based on the idea that communities have the capacity to improve their own well-being.

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service providers who help create a village-based children's care team network using the strategies of a community readiness framework. The framework with legislative components of this planning process and some of its accomplishments, will describe key components of the intervention model, and in particular, the role of early childhood education in the collaborative planning process.

FRI 2:15-3:30PM Senate

[239] World Politics in Program Evaluation
Valle University, New Haven, CT: Department of Children, Youth, and Families, Prevention, RI: University of Rhode Island, California, DC: University of Illinois-Chicago, Chicago, IL

Program evaluation involves systemic inquiry into the program's effectiveness, efficiency, and utility of social services. Evaluators are often challenged by real-world contexts when conducting an evaluation. Following current consensus reflecting evaluators are illustrated by the following questions: (1) How do we know a program is effective? (2) How can we draw our reference for policy development? (3) How can we evaluate an emerging program participation? (4) What are the best ways to analyze the results? (5) How can evaluators be designed so that they are relevant and individually informative of different social or ethnic groups? And how can we evaluate the "pilot-based" programs that have been exported from randomized trials generate knowledge relevant to both science and practice? This 1-hour panel discussion will begin with brief introductory comments by the chair and complete with a discussion summary. Each 10-minute presentation will address each of the five questions above. To encourage audience participation, at the beginning the roundtable audience members will be asked to choose from a selection of questions that allow them to participate in the roundtable in the session, and then encouraged to share their perspective about the issue raised in that presentation when it is completed. The discussion will build audience participation in the session and ensure active discussion.

FRI 2:15-3:30PM House

[230] Methodological Issues and Challenges in Conducting Participant's Action Research
R. Taylor, C. Kiyot, G. Whelan, M. Mathews, and L. Jaron
University of Illinois-Chicago, IL; University of Chicago, Chicago, IL; University of Kansas, Lawrence, KS

This paper discusses some of the methodological issues and challenges that arise in the process of conducting participatory action research. Individuals serving on the panel will offer a wide range of experiences conducting participatory action research with a variety of populations from different regions. The panel members will discuss their issues ranging from working with poverty-stricken staff by indigenous volunteers, to actively collaborating with researchers and involving a majority of youth in their research, and in collaborating with and assessing the cultural experience of living in different communities. Each presenter will discuss the unique methodological concerns, and the opportunities they bring to the methodological process. The panel will then discuss the issues related to the process of conducting participatory action research.

The moderator will ask panel members and audience members to comment on the sessions. The panel will take questions and answers from the audience following each presentation. The panel moderator will then give a summary of the panel discussion and its relationship to the paper and the panelists. The panel moderator will then give a summary of the panel discussion and its relationship to the paper and the panelists.

FRI 2:15-3:30PM Court

[221] How Can Community Psychology Best Assist LGBT Community Organizations?
L. Lackner, J. L. R. Jackson
University of Maryland-Baltimore County, Baltimore, MD: Department of Psychology, College, IL

SCRA's Lesbian, Gay, Bisexual (LGBT) interest group is exploring ways that LGBT organizations and community psychology can collaborate for mutual benefit. Collaborative meetings among the various LGBT organizations, including the SCRA interest group, will focus on matters of mutual interest. The group will begin by creating new collaborative ventures to share resources and expertise. These new collaborative efforts will focus on issues of mutual interest, including community development, community organizing, and community planning.

[222] Historical Analysis of the African American Family
M. Wash
University of Florida, Gainesville, FL

Historical analysis of the African American family is the focus of this session. The development of the African American family is closely tied to the development of the African American community. The African American family has been shaped by the historical events that have affected the African American community. The session will begin with a brief introduction to the history of the African American family. The session will then move on to a discussion of the various historical events that have affected the African American family, including the Civil War, Reconstruction, and the Great Depression. Finally, the session will conclude with a discussion of the current state of the African American family.

[223] Understanding Contemporary African American Issues: A Historical Context
T. Moore
University of Maryland, College, MD

This paper will discuss the historical context of African American issues in the United States. The paper will begin with an overview of the historical events that have affected African Americans, including the Civil War, Reconstruction, and the Great Depression. The paper will then move on to a discussion of the current state of African American issues, including issues of racism, poverty, and discrimination. Finally, the paper will conclude with a discussion of the role of African American issues in the current political climate.

[224] From Negro to African American, From Prejudiced to Chosen Identities
J. Singleton
University of Illinois at Urbana-Champaign, Champaign, IL

This paper examines the evolution of identity concepts for African Americans. The paper will begin with an overview of the historical context of the development of the concept of African American identity. The paper will then move on to a discussion of the various identity concepts that have been developed over time, including the concept of "Negro" and the concept of "African American." Finally, the paper will conclude with a discussion of the role of identity concepts in the current political climate.

[225] Louisville & Nashville African-American Railroad Workers in Louisville, Kentucky
R. Watson
Wood College of Medicine, WV

Historic marker Holmes Kelley contemplates the "grin and fist" that African-American railroad workers displayed in the process of conducting a strike. Kelley, a former member of the American Federation of Labor, was a member of the Brotherhood of Locomotive Engineers, which represented African-American railroad workers. The strike was a significant event in African-American history, as it was one of the first major labor protests in the United States. The strike was also a significant event in the history of the American Federation of Labor, as it demonstrated the power of the labor movement in the face of opposition from employers. Finally, the strike was a significant event in the history of African-American identity, as it demonstrated the strength and determination of African-American workers.

[226] Detroit and the Eternal Tension between Self-help and Advocacy
K. R. Davis
St. Thomas University, School of Medicine, Minneapolis, MN

This paper examines the relationship between self-help and advocacy in the context of African-American history. The paper will begin with a brief overview of the historical context of the development of self-help and advocacy in African-American history. The paper will then move on to a discussion of the various relationships between self-help and advocacy that have developed over time, including relationships between self-help and advocacy in the context of African-American history, and the role of self-help and advocacy in the context of African-American identity. Finally, the paper will conclude with a discussion of the future of self-help and advocacy in the context of African-American history.

[227] Neoliberalism, Dubois and the Eternal Tension between Self-help and Advocacy
E. C. Span
University of Michigan, School of Social Work, Ann Arbor, MI

This paper examines the relationship between self-help and advocacy in the context of African-American history. The paper will begin with a brief overview of the historical context of the development of self-help and advocacy in African-American history. The paper will then move on to a discussion of the various relationships between self-help and advocacy that have developed over time, including relationships between self-help and advocacy in the context of African-American history, and the role of self-help and advocacy in the context of African-American identity. Finally, the paper will conclude with a discussion of the future of self-help and advocacy in the context of African-American history.
emphasizes the power of the group process in enhancing families' awareness of their members, generating meaningful solutions to problems, and countering oppressive networks. The intervention works to: a) strengthen effective parental monitoring and supervision of children; b) promote care and respect for one another through discourse and support; c) increase parent and child life-coping skills in managing behavior; d) foster healthy, respectful, and supportive parenting skills and values; e) promote strong family-school partnerships; and f) develop goals for the future for each family member. This project formed collaboratively across four academic research programs with experiences of diverse ethnic and regional backgrounds.

[254] Bridging Home and School in Efforts to Reduce Aggression & Underachievement B. Ratter Lawrence Duke University, Durham, NC

School staffs intuitively understand the importance of developing positive home-school linkages. Yet, often feel ill-equipped to engage the parents of children most in need of help, such as chronically aggressive children. The parents of these at-risk children may themselves have a poor school history, therefore compounding efforts to engage families in their children's education. Some parents of young children, especially if they feel a sense of familial alienation and lack of communication. This prevention program can be implemented in a variety of ways. One mechanism to address home-school linkages is by enhancing parent and teacher mastery of communication and conflict resolution. This occurs in two ways. First, the caregivers and youth identify school-related academic, behavioral, and social goals. In addition to the family, the staff also meet the student on a weekly basis with progress feedback from parents and teachers. These sessions use social-cognitive problem-solving techniques to assist the youth to achieve the established goals, to monitor student progress, and to facilitate communication regarding progress between parents and teachers. Thus, the intervention staff assess parents' ability to recognize and reinforce their child's progress in the school setting and facilitate home-school communication.

[259] Egalitarian Categories: Exploring Phenotype in Dominican Republic E. A. Sanchez
University of Michigan, Ann Arbor

This symposium examines theories regarding the ways in which individuals construct categories in multi-ethnic settings. First, we explain Dominicans' construction of racial categories, and how these categorize intersect with their experiences in the United States. Second, we explore the importance of race and ethnicity in defining African-Dominicans and African-among Black South African students. Finally, we discuss the ways in which these individuals are influenced by competitive culture. These papers intend to cultivate our knowledge of multiple identity conceptualizations, and the ways that these concepts impact individuals' well-being.

University of Michigan, Ann Arbor

The current paper expands upon the literature on multiethnic identities in ways which are difficult to understand for those working with dominant racialized people (e.g., Africans, Black, & Ethnic Groups) social groups. Much of the current research in this area focuses on identities that are separate and conflict with each other. But in South Africa racialized identities define one another; they are distinct. Brewer (1999) refers to these as 'racialized identities'. In South Africa, being a member of an ethnic group, such as Zulu or Tswana, is nested within the broader Black racial group. Race often coexists shared oppression and subjugation (public ideology), whereas ethnicity informs the personal and political characteristics of being a member of that group (private ideology). Further, the current political and social emphasis on non-racialism in South Africa continues the containment of being Black.

[261] The Individuation of Human Rights: An International Comparison in Europe C. Hamann
University of Amsterdam, Amsterdam

The current paper examines the role of human rights in a comparative perspective. In Europe, human rights are a legal construct that protects individuals and groups from state and non-state actors. This paper compares the role of human rights in the European Union and the United Kingdom in the context of current human rights issues, such as the protection of free speech and the right to privacy. The analysis is based on a comparative analysis of legal and policy documents, as well as interviews with key stakeholders. The findings highlight the role of human rights in promoting social justice, democracy, and the rule of law. The paper concludes with recommendations for future research and policy development in this area.

[262] influences of Corporate Culture/Race, Gender & Professional Identity Negotiation M. Hinton
University of Michigan, Ann Arbor

Note: This paper investigates the influence of corporate culture on the negotiation of professional identities among women and men in the workplace. The study employs a mixed-methods approach, combining qualitative interviews and quantitative survey data. The findings suggest that corporate culture significantly influences the negotiation of professional identities, with implications for personal and organizational well-being.
FRIDAY PM Full Program Including Abstracts FRIDAY PM

analysis reveals that national pride is an important predictor for the perception of human rights violations in the home country. The higher the national pride, the lower the perception of human rights violations in their home country. These results emphasize the importance of more extensive human rights education.

F. Tan, L. L. Sonis, M. B. Nolte, Y. Xiao, and J. MacKee
Pace University, New York, NY; University of Queensland, Australia

To help understand the causes of homeliness and identify possible solutions, representative samples of citizens were surveyed across Europe (throughout the US and Europe) and nations of Europe (England, Scotland, France, Belgium, and Germany). The sample size of national homeliness was significantly higher (p<.01) among US respondents (14%) compared to Europeans (4.5%). Three factors, analyzing 35 survey items, identified 7 dimensions common across the US and European samples. A significant MANOVA (p<.01) indicated more "compassionate" attitudes towards the homeless among US citizens on "General Compassion," support for "Public Housing," and "Tranquillity." US citizens showed less "compassion" on 2 factors (human relations and housing). Several factors that help people are homeless due to their "Personal Failings." Implications of these findings will be discussed.

[266] Discourse
N. Davis
Edith Cowan University, Joondalup, Western Australia

FRI 3:45-4:45PM Court

[267] Graduate Student Advocacy: Social Change within Community Psychology Programs
S. Williams, R. Klassen, M. Lomax, S. McFarland, T. Quirini, and A. S. Anderson
University of Chicago, Chicago, IL; New York University, New York, NY; North Carolina State University, Raleigh, NC; University of North Carolina at Greensboro, Greensboro, NC; University of Illinois at Urbana-Champaign, Urbana, IL; University of Massachusetts, Lowell, Lowell, MA

Community psychology has a 35 year history of conducting research, teaching, and community outreach. Reflecting in the current social challenges an emphasis of working with communities and policy makers to ensure that the voices of the marginalized are heard and that policies are not only effective but also equitable. This panel will highlight the work of graduate students across the country who are engaged in advocacy work and the impact that this work has on communities and policy makers.

[268] Violence and Adaptation among Urban Middle School Students
E. Ozen, R. Wernigson, and M. Schuwald
University of California, Berkeley, Berkeley, CA; University of California, Berkeley, Berkeley, CA; California State University, Fullerton, Fullerton, CA

In many urban communities, youth negotiate the threat of violence in their daily lives. In addition to the other "stressful" demands and stressors that accompany their social, physical, and intellectual environments, these youth must also navigate the reality of violence. This research examines the relationship between self-reported exposure to violence, self-esteem, and adaptive functioning among a sample of 82 sixth-grade students. The results of this study indicate that exposure to violence is a robust predictor of self-esteem and academic functioning, even after controlling for social and academic variables. These findings suggest that prevention programs should focus on reducing exposure to violence in order to improve the mental health and academic outcomes of urban youth.

[269] Social Change and Community Psychology: A Research Agenda
C. Candal
University of New York, New York, NY

In recent years, there has been a growing interest in the role of social change and community psychology in promoting social justice. This panel will highlight research on social change and community psychology, including the role of community organizing, grassroots movements, and advocacy in creating social change. The panelists will discuss the challenges and opportunities for research in this area and identify priorities for future research.

[270] Violence and Adaptation among Urban Youth
E. Ozen

University of California, San Francisco, San Francisco, CA

How should research concerned with the impact of exposure to violence and other stressors on youth social and emotional and academic functioning be conducted to advance our theoretical and empirical understanding of resilience? Empirical findings from this study examines the relationship between exposure to violence, self-esteem, and academic functioning among a sample of 82 sixth-grade students. The results of this study indicate that exposure to violence is a robust predictor of self-esteem and academic functioning, even after controlling for social and academic variables. These findings suggest that prevention programs should focus on reducing exposure to violence in order to improve the mental health and academic outcomes of urban youth.

FRI 3:45-4:45PM Court

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**FRIDAY PM Full Program including Abstracts FRIDAY PM**

Topics that will be presented will include cross-cultural differences in the number and types of symptoms reported, acculturation issues, recruitment issues, and others who are likely to participate in the research process. Furthermore, the importance of qualitative research will be presented to allow the individual experience of people across cultural groups, as well as an exploration of how addressing cultural considerations are consistent with community psychology values.

**The Use of WebTV to Impact Health Behaviors of African-Americans**

L. Kinnion and Y. Scovell-Ballard

Recent research indicates that African-Americans are more likely to turn to the Internet for health care information than any other group. This finding has significant implications for the importance of Internet access to African-American communities. The current study involves a community-based initiative called Every Block a Village (EBV) Online, developed in Chicago's Austin neighborhood, with the goal of engaging residents with technology to access health resources and to address health and safety issues. Results indicate that this electronically delivered low-income African-American community supports the idea that members of the community are dealing with health risks for the first time in their lives. The results suggest that African-Americans can benefit by using the Internet to search for health-related information and to learn about eHealth. Web TV has impacted health conditions such as diabetes, weight management, and pregnancy. Within the framework of the current WebTV intervention, self-reports indicate that health has been frequently searched for, second only to community-related information. Data also suggest that the Internet was often used to expand the interest in spiritual and religious information. Primarily it will illustrate the importance of using technology to actually promote healthy behaviors.

**Role of Asian Americans in the U.S.**

R. Chiu

University of Chicago, IL

While community psychologists have extended their services to a variety of groups, they continue to experience difficulties in providing certain communities and are unable, or unwilling, to enter others. Specifically, the authors continue to be controversy around during interventions with disadvantaged groups, for there is always a question of whether the community actually benefit from the intervention. Often, interventions neglect important cultural facets of these communities, highlighting that community psychologists have more work to do in these populations. Moreover, there are some underrepresented ethnic groups with pressing needs of whom community psychologists have either not become cognizant or they have simply ignored. The goal of this presentation is to increase awareness of these cultural patterns and to present strategies that can be used to help improve the understanding of factors affecting health outcomes in Korean Americans.

**The Cool Girls Speak Out: Participant Perspectives**

K. Brogden, P. Wolcott, and J. Foster

Georgia State University, Atlanta, GA

The Cool Girls program is a community-based intervention designed to help young African American girls become more involved in the production of affordable housing, the need of ensuring productivity becomes critical. The study involved several location in the urban and rural areas of Michigan. Key conditions are identified. These involved in production of affordable housing will be explored to a data set not available anywhere.

**The Cool Evaulators: Overview of Program Evaluation Process and Planning**

P. Holmbeck, J. Foster, K. Brogden, J. Adams, S. Kasserman, and J. Evans

Georgia State University, Atlanta, GA

In this presentation, GSI evaluators will discuss the development of the evaluation of Cool Girls, Inc., the results from the first year of the evaluation, and improvements made to the evaluation in its second year. Using a quasi-experimental design, the evaluation examined data from 42 participants and 37 demographically matched comparison girls to assess the impact of program participation on the four major components of the Cool Girls curriculum: academic achievement; health, wellness, and nutrition; awareness of life opportunities; and decision-making skills. The pre- and post-test data were collected, end of year school records were obtained, and focus groups were used to provide supplemental qualitative information. Relative to the comparison group, Cool Girls reported increased knowledge about health and nutrition and were more likely to delay initiation of substance use. Focus group findings and quantitative results from the first year were used to inform changes in the second year of the evaluation.

**The Cool Girls Speak Out: Participant Perspectives**

K. Brogden, P. Wolcott, and J. Foster

Georgia State University, Atlanta, GA

The best thing about Cool Girls is that they help us feel good about ourselves. This quote illustrates how program participants describe their experience. This portion of the symposium is a presentation by Cool Girls, who will describe their experiences with the program and the impact it has had on their lives. A Cool Girls member shares her voice, and the leader describes the important role that Cool Girls plays in the lives of these young girls. The program will be evaluated through an evaluation of Cool Girls, who will discuss the evaluation process and how it is used to improve the program. Cool Girls is a community-based intervention designed to help young African American girls become more involved in the production of affordable housing, the need of ensuring productivity becomes critical. The study involved several locations in the urban and rural areas of Michigan. Key conditions are identified. These involved in production of affordable housing will be explored to a data set not available anywhere.

**Coaching the Coach: Part 1**

M. Boyce and C. Stover

Michigan State University, East Lansing, MI

Beginning Fall 2009, Michigan State University is engaged in providing leadership training and technical assistance to Public Housing Residents Commissions and Resident Council Leaders as part of MSU strategy on housing assistance. This training and I. Stover is to improve PH leaders and encourage networking among participants to address critical PH issues in Michigan. Participants will attend a series of training sessions, which will provide a platform for sharing ideas and networking. The leaders' program is unique in that it is a part of an institutional strategy to address the housing problem for low-income populations.

**Homelessness: A Community-Based Intervention**

J. Scovell-Ballard

Michigan State University, East Lansing, MI

In partnership with the Kent County Housing Department, the Kent County Department of Community Development, and the Salvation Army, a team from Michigan State University conducted a research project on homelessness. The team collected and analyzed over 11,000 intake forms from 11 emergency shelters in the Grand Rapids area. This unique data set describes the demographics of the shelter population and trends on better use, and can be used to increase the understanding of factors affecting homelessness in Kent County, Michigan.

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to a proclamation of seventeen mayor making 2021 the "Year of the Young Child in Hampton Roads" will be discussed. A summary of lessons learned that underscored this specific initiative will be presented.

[291] Results Oriented Grant Making: Building Program Accountability Into an Initiative

CARMAN

[Tulane University, New Orleans, LA]

The ROG (Results Oriented Grant Making and Grant Implementation) Program Accountability System is based upon several theoretical strands including empowerment, continuous quality improvement, and results based accountability. ROG tools based on these concepts are hypothesized to promote positive program outcomes by enhancing capacity. Using this framework, The South Carolina governor and state legislators have joined the First Step to School Readiness initiative in order to prepare young children for first grade. All 46 counties in South Carolina formed Volunteer County Partnership teams (a coalition of key stakeholders in each county), and are pursuing planning and implementation grants to fund specific needs in their county. Based on the ideas of ROG, several counties have adopted the process. By providing hands-on technical assistance, consultation, and support to County First Steps Partnership teams, leadership development, best practices, successful strategies, collaboration, financing, needs assessment, and evaluation, the ROG team has validated a number of ROG tools, some of which apply to all counties and others that have been committed to the needs of individual counties. The presentation will overview the First Steps initiative, the ROG system in general, and how it has been customized to help each county achieve positive results.

[292] Ecology of High School Failure: School Completion and Intervention Implications

S. FELS

[University of Hawai'i at Manoa, Honolulu, HI]

High school failure has been a persistent problem for American educational systems. This paper is a critique of the critique that high school failure is due to diverse educational outcomes with a focus on upper-class and student blaming. In how the failure of many students in the last two decades. Particularly important is the recognition that school failure is a heterogeneous problem requiring a multifaceted-oriented solutions. In addition, research accounting for changes over time has revealed early causes amenable to social change. These efforts have led to the development of new models and strategies. This paper is not focused on urgent solutions to the problem. The goal of this paper is to identify new models and strategies that can improve the situation.

[293] The Impact of Cultural Budgeting on Effective School Leadership

S. M. M. S. NURULLAH

[University of South Carolina, Columbia, SC]

Efforts to Professionalize School Districts: A Case Study of a Community College District

J. D. HART

[University of South Carolina, Columbia, SC]

To prepare students for careers in the community college district, it is important to understand the impact of cultural budgeting on effective school leadership. This study examines the impact of cultural budgeting on effective school leadership and provides practical recommendations for the development of effective school leadership in community college districts.

[294] HIV Prevention and Technology Transfer among Community-Based Organizations

H. BARNES-VILLAGRA

[University of Illinois at Chicago, Illinois, IL]

The HIV Prevention and Technology Transfer among Community-Based Organizations (CBOs) program is a national initiative that aims to enhance the capacity of CBOs to prevent HIV/AIDS. The program is designed to support CBOs in developing and implementing HIV prevention programs that are tailored to the needs of their communities. The program provides training, technical assistance, and resources to help CBOs develop and implement effective HIV prevention programs.

[295] Peer Relationships among CBOs Providing HIV Prevention Services

H. BARNES-VILLAGRA, D. BEASLEY, AND R. MILLER

[University of Illinois at Chicago, Illinois, IL] [University of Illinois at Chicago, Illinois, IL]

The purpose of this study was to examine the peer relationships among CBOs providing HIV prevention services. The study used a qualitative research design and included in-depth interviews with key informants at each CBO. The findings suggest that peer relationships among CBOs are an important aspect of effective HIV prevention programming.

[296] Institutional Isomorphism in HIV Prevention: Exploring Preparedness for Early Childhood

B. DURBACH, D. MILLER

[University of Illinois at Chicago, Illinois, IL]

Institutional isomorphism refers to the process by which organizations adopt practices and structures that are similar to those of other organizations, regardless of their underlying goals or objectives. This study examines the extent of institutional isomorphism in HIV prevention among CBOs. The findings suggest that CBOs adopt similar practices and structures due to the pressures of external stakeholders, such as funders and policymakers.

[297] Program Adoption in HIV Prevention: Organizational Characteristics and Outcomes

R. MILLER

[University of Illinois at Chicago, Illinois, IL]

The purpose of this study was to examine the factors associated with the adoption of HIV prevention programs. The study used a mixed-methods design and included surveys and in-depth interviews with key informants at CBOs. The findings suggest that the adoption of HIV prevention programs is influenced by a range of organizational characteristics, such as the size and mission of the CBO, the availability of resources, and the level of leadership support.

[298] Urban Transition Barriers: Lessons from Ethnic Minority Youth with Disabilities


[University of Illinois at Chicago, Illinois, IL]

The purpose of this study was to identify the barriers that ethnic minority youth with disabilities face in transitioning from school to work. The study used a qualitative research design and included interviews with key informants, such as parents, educators, and employment specialists. The findings suggest that ethnic minority youth with disabilities face unique barriers in transitioning from school to work, such as limited access to resources and discrimination.

[299] Improving Service Delivery in College Transitions for Students with Disabilities

S. BRIZEK, L. ANDERSON, AND J. A. ROBBINS

[University of Illinois at Chicago, Illinois, IL]

The purpose of this study was to examine the barriers that students with disabilities face in transitioning from high school to college. The study used a qualitative research design and included interviews with key informants, such as students, parents, and educators. The findings suggest that students with disabilities face unique barriers in transitioning from high school to college, such as limited access to resources and discrimination.

[300] Youth with disabilities: the role of school-based support in vocational outcomes


[University of Illinois at Chicago, Illinois, IL]

The purpose of this study was to examine the role of school-based support in vocational outcomes for youth with disabilities. The study used a qualitative research design and included interviews with key informants, such as parents, educators, and employment specialists. The findings suggest that school-based support is an important factor in achieving successful vocational outcomes for youth with disabilities.

Young adults with learning disabilities attend and complete postsecondary programs at lower rates than their peers without disabilities. The transition-related services provided to students by professionals in high schools, post-secondary institutions, and state rehabilitation offices are inadequately coordinated to promote student's with disabilities' movement through these systems. Awareness in the various transition pathways and supports within this multi-system environment is needed. The proposed presentation will present the challenges in providing services to youth with learning disabilities identified by service providers in each of these settings. The data regarding the challenges will be gathered by a set of surveys, interviews, and through collaboration with the different service providers. This data collection is intended to increase our understanding of the transition pathways and supports and enhance the likelihood of successful postsecondary outcomes for young adults with disabilities. Information regarding the planning process will be discussed.

FRI 5:00-6:15PM Lander

[304] Qualitative Approaches to Researching Refugee Communities. K. Miller† San Francisco State University, San Francisco, CA.

Research with refugee communities has relied heavily on quantitative approaches because this is the tradition. However, in contrast, little attention has been paid to the ways in which many of these communities, many of which are from non-Western societies, understand their own distinct experiences. Similarly, little is known about the strengths and resources that refugee communities possess that can be used for positive change and adaptation. The presenters in this symposium have combined qualitative and quantitative methods to understand the unique contributions that qualitative methods can make to understanding and addressing the needs, challenges, and strengths of refugee communities.

[305] Evaluating a Community Intervention for Homeless Refugees. J. Goodpin†* San Francisco State University, San Francisco, CA.

Research with refugees has focused on factors related to patterns of distress among individuals. However, little is known about the factors that influence the use of resources and the impact new interventions have on refugees' well-being. This study uses two refugee centers in San Francisco to evaluate new interventions to improve refugees' mental health. This study uses a mixed-methods approach to evaluate the impact of a new intervention on refugees' mental health.

[306] The Role of Qualitative Methods in Research with Refugee Communities. K. Miller† San Francisco State University, San Francisco, CA.

This presentation briefly reviews the merits and limitations of different research methods and provides an overview of the research methods used in refugee communities. The nearly exclusive reliance on quantitative methodologies among researchers who work with refugees has a negative impact on the understanding of refugee communities. Therefore, a new perspective is needed for refugee communities in order to understand the unique contributions that qualitative methods can make to understanding and addressing the needs, challenges, and strengths of refugee communities. These are the same strengths and resources that refugees possess that can be used for positive change and adaptation. The presentation will review the strengths and resources available to refugees and suggest new research methods that can be used to promote refugees' well-being.

[307] Psychosocial Challenges Facing Afghan Women Refugees in the United States. Z. Zarno, K. Kassar, and K. Miller† San Francisco State University, San Francisco, CA.

This presentation will describe the findings of an ongoing study focused on the psychosocial challenges facing Afghan women refugees living in the Bay Area of California. This study utilized a combination of qualitative and quantitative methods to understand the unique contributions that qualitative methods can make to understanding and addressing the needs, challenges, and strengths of refugee communities.


Several policies and programs maintain widespread public support and/or financial backing despite empirical data that indicate their lack of efficacy. This symposium will highlight several policies and programs that have become increasingly popular means of combating juvenile crime, examine the empirical evidence against these policies and programs, and discuss alternative programs as the three examples of such policies and programs. Each participant will review the empirical evidence, address the extent that the policy or program currently remains popular, and suggest a role for community psychologists.

[309] Juvenile Curfew Ordinances: A Popular but Ineffective Crime Control Policy. C. Park† University of Virginia, Charlottesville, VA.

Juvenile curfew ordinances have become a popular way to combat juvenile crime and victimization. As early as 1954, curfew existed in 25% of the cities with populations of at least 20,000 and recent polls indicate that the public is overwhelmingly in support of curfew ordinances. Prior to 1959, very little efficacy research on juvenile curfews was available. However, in the past year, a half-dozen studies have provided some empirical evidence that suggests that curfews are able to reduce juvenile crime and victimization. However, there is also evidence that suggests that curfews are not as effective as the public believes they are in reducing juvenile crime and victimization. However, there is also evidence that suggests that curfews are not as effective as the public believes they are in reducing juvenile crime and victimization.

[310] Juvenile Sex Offender Registration: Politically Popular But Is it Necessary? L. Tavris* University of Virginia, Charlottesville, VA.

In the last few years more states have been including juveniles under the laws that require sex offenders to register. However, there is little evidence to support the efficacy of such statutes in preventing sex offenders from committing multiple sex offenses. This symposium will provide an overview of the research on sex offender registration and its impact on community safety.


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[312] Juvenile Sex Offender Registration: Politically Popular But Is it Necessary? L. Tavris* University of Virginia, Charlottesville, VA.

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[313] Boot Camps & Scared Straight: Politically Popular but Ineffective Rehabs. J. Arouaprom* University of Virginia, Charlottesville, VA.

In response to overwhelmed detention facilities and increasing fears of juvenile crime, policymakers and corrections officials have offered "shock" disposition alternatives as a solution to juvenile crime. Disposition alternatives, such as shock (straight) boot camps, target juveniles who currently lack criminal records in acts of rehabilitation before they become involved in more serious crimes. Shock and Straight are just two programs intended to prevent juvenile crime by giving the Juvenile the fear of prison life to deter them from committing crimes. While boot camps lacking military discipline and physical activity in an attempt to rehabilitate youth. Most evaluations of these programs, however, have not found that boot camps as an alternative to juvenile detention facilities are effective in reducing recidivism rates. In fact, some evaluate that boot camps have higher rates of recidivism than those who participated in such programs. Despite research, however, in the wake of bipartisan political support, media attention, and public perception of effectiveness, juvenile crime programs have flourished. The first part of this presentation will outline the concept of boot camps and their role in providing appropriate evaluation models, measuring outcomes, and advancing for interventions supported by empirical evidence.


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FRI 5:00-6:15PM Capital


This roundtable discussion addresses how resource change impacts communities in rural or other small, and environmental resources are critical to people's resistance in the face of adversity. In addition, we will discuss current issues in community resource management in the context of local, regional, and global trends. The panel will present theoretical and empirical interventions, results, and outcomes for communities facing Agmatic, economic, and social challenges. The panel members will present empirical results in the areas of community resource management, including case studies and analysis of specific case studies. The panel will address problems associated with diversity, geography, disaster, health, and well-being. The panel will discuss how negative life circumstances challenge people's resources and their ability to develop new resources.


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FRI 5:00-6:15PM UT302

[318] Discrimination in Settings and Well-Being
D. Huggins
New York University, New York, NY
Although Community psychologists have sought to understand diverse populations, little is known about how particular group experiences discrimination and well-being in various contexts and in the ways in which it affects them. This paper explores the nature and consequences of institutional and interpersonal discrimination as it relates to individual and family functioning across diverse populations. It includes 4 presentations that focus on (a) discrimination in the workplace among African American and Latino adults; (b) experiences of discrimination; and (c) discrimination and well-being among African American and Latino youth; and (d) ethnic bias experienced by both inner city and suburban African American, Latino, and Black university students. These presentations will focus on integrating themes from diverse presentations, and on engaging the audience in discussion of practical methods for assessment and possible implications for action.

[319] Relationships between Racial Discrimination in the Workplace and Well-Being
E. Bentuch-Pasternack
New York University, New York, NY
In the context of the increasing proportion of ethnic minority workers in the labor force, little is known about their work experiences, particularly as these intersect with family and well-being. Traditionally, work and family research has focused on job stressors (e.g., hours worked per week, psychological workload, job dissatisfaction) that affect family and individual functioning. Culturally-relevant stressors, such as workplace racial discrimination, have been shown to have a significant impact on the mental health and well-being of minority workers. This presentation will focus on the role of workplace racial discrimination as a stressor in the well-being of ethnic minority workers. It will review the evidence for the relationship between workplace racial discrimination and well-being, and will discuss how workplace racial discrimination can affect the mental health and well-being of ethnic minority workers. The presentation will also discuss the implications of these findings for the development of interventions to reduce the negative impact of workplace racial discrimination on the well-being of ethnic minority workers.

[320] Discrimination, Motivation, and Achievement Among College Students
S. Hackett and D. Huggins
New York University, New York, NY
We investigate how discrimination negatively impacts ethnic minority college students' academic motivation and achievement. Using a sample of 500 African American and Latino students attending a large, urban university in the northeastern US, we find that racial and ethnic discrimination negatively impacts students' academic motivation and achievement. Students who report experiencing discrimination on a regular basis are more likely to report lower levels of motivation and achievement, and to report lower levels of academic self-esteem and academic engagement. These findings have important implications for the development of interventions to reduce the negative impact of discrimination on students' academic motivation and achievement.

[321] Effects of Prejudicial Perceptions on Outcomes in Minority Populations
M. Fenn and L. Huggins
New York University, New York, NY
Despite some research evidence that "two-step" processes affect our perceptions of ethnicity, we know very little about how these processes interact in the experience of ethnic minority students and to examine the impact of these processes on ethnic minority students' educational outcomes. In a paper that was recently published in the Journal of Educational Research, we explore the relationship between perceptions of ethnic minority students and their educational outcomes. We find that participants who reported experiencing discrimination were more likely to report lower levels of academic self-esteem and academic engagement, and to report lower levels of academic self-efficacy. These findings have important implications for the development of interventions to reduce the negative impact of discrimination on students' educational outcomes.

[322] Achievement of Ethnic Minority Students
D. Huggins
New York University, New York, NY
We investigate the impact of perceived discrimination on the educational outcomes of over 1,000 African American, Latino, and Asian/Pacific Island students. In a sample of 500 African American and Latino students attending a large, urban university in the northeastern US, we find that racial and ethnic discrimination negatively impacts students' academic motivation and achievement. Students who report experiencing discrimination on a regular basis are more likely to report lower levels of motivation and achievement, and to report lower levels of academic self-esteem and academic engagement. These findings have important implications for the development of interventions to reduce the negative impact of discrimination on students' academic motivation and achievement.

[323] Discrimination/Integration
E. Saremi
Center for Disease Control & Prevention, Atlanta, GA
The proposed symposium will highlight a research strategy for community psychosocial interventions in identifying action research regarding violence against women. In this symposium, we will present a conceptual framework for understanding the role of violence against women in creating a sense of insecurity, fear, and helplessness. We will also discuss the importance of understanding the nature of these experiences for designing effective interventions. Finally, we will present a case study of a successful intervention that has been implemented in a community setting and has successfully reduced the incidence of violence against women.
SATURDAY, JUNE 9
SAT 7:30 - 8:30 AM Student Center Reception Hall
Continental Breakfast
SAT 8:30 - 9:30 AM Ballroom
Saturday AM Plenary with the Honorable Andrew Young
Sarah Cook, Chair
Award Presentations
Clifford O'Donnell will receive an award from the Council of Program Directors in Community Research and Action for Outstanding Contributions in Community Training and Education (James Emshoff, presenter).
Gary Harper will receive the Minority Mentoring Award from SCRA (Fabrice Balzer, presenter).
University Citizenship, The Honorable Andrew Young
SAT 9:45 - 11:00 AM Sinclair
[329] Role of Place Attachment and Sense of Place in Community Development and Participation
E. Macken and D. Pawlson
(University of New York, Long Island City, NY; Vanderbilt University, Nashville, TN)
Place attachment, perceptions, memories, preferences, and cultural meanings are a central part of human-environment transactions that foster the development of community social organizations, and collective decision making. These meanings are grounded in the individual's and community's perceptions of place and its meaning, and in the individual's and community's capacity to influence the place and its meaning. In the process, the community and the individual's experiences are shaped.

[330] Sense of Place and Environmental Education
J. Butterworth and A. Forrest
(University of Technology, Melbourne, Victoria, Australia)
Conceptualizations and contexts of environmental education programs usually focus on the natural environment, with some consideration given to such aspects as parks and gardens. However, other aspects of the built environment carry large amounts of salience, meaning, and identity for the community. Indeed, much sense of community is borne out through shared history and common symbols that can be seen in the style of built areas. The research reported in this paper focuses on the choice of methods by an adult environmental education group to examine and work on changes that were occurring in the suburbs to which they lived. As part of this process, theyexamined the situation and the dimensions of traditional style houses and civic buildings that led to participants' concerns about a lack of urban character and identity. These were identified as the elements that both attracted people to the area in the beginning, and from which they drew their personal and collective identity as residents of those places. The research described in this paper was designed to help participants become aware of the characteristics of the area that they valued. It involved engaging in group leadership and advocacy skills, residents formed a way to articulate their attachment to their neighborhoods and threatened places of significance, and to mobilize other residents to act on their shared concerns.
SAT 9:45-11:00AM Lancer

[334] Factors that Influence Academic Achievement Outcomes for Minorities
N. WARD, N. GONZALEZ, G. OTAY, and C. CRISOSTO
University of New Haven, CT, University of Connecticut-Storrs, CT

Although considerable gains in achievement by minority students have been made in recent years, the gaps continue to exist among African American and Latino students and their Caucasian and Asian American counterparts. This study assessed the influence of structural, personal, peer, and cultural factors related to academic success for minority youth. Culturally relevant theoretical frameworks that guide the development, implementation, and evaluation of programs that promote school performance will be highlighted.

[335] Mentoring Urban Black Male Students: Implications for Academic Achievement
D. GONZALEZ
University of New Haven, CT

This study explored the relationship between ethnic/identity development, socialization, academic identification, and academic achievement for 107 7th and 8th grade Black males. All of the students attended a large urban middle school in southwest Connecticut. Half of the students were enrolled in the Benjamin B. Muse Institute (BBMI), an all male program redesigning to increase the engagement of African American males. The results suggested that BBMI impacted students' perceptions of social support, family events, life events, ethnic identity, socialization, and academic achievement of African American youth. A stratified random sample of 402 American students in 7th through 11th grades identified in a comprehensive urban high school were surveyed to gauge students' perceptions of personal social support, family events, life events, ethnic identity status, socialization, and depressive symptoms and its impact on academic achievement. The study's research analysis revealed that the primary predictor of academic performance was ethnic identity status.

[336] Race, SES, High School Success, and Failure: Assessing Competitive Strategies for Education
G. OTAY
University of Connecticut, Storrs, CT

Using a LESK model and data from the National Educational Longitudinal Study of 1988 (NELS), this study examines the role of four different strategies used to explain differences in academic achievement between black and white students and students of lower and higher socioeconomic status. Critical factors include (a) educational expectations, (b) personal and cultural capital (i.e., exposure to "highway" culture and nominally educational expectations), (c) educational evaluation by the educational system, and (d) socioeconomic status. Additionally, this study examined the pathways to higher academic achievement for black students. Findings suggest that critical differences in educational expectations, personal and cultural capital factors, and educational evaluation by the educational system, and socioeconomic status are significant factors in the achievement gap between black and white students.

SAT 9:45-11:00AM Lucent

[339] Future Directions for a Diverse Community Psychology: Bridging Diversities
A. BROADBENT, F. BADAGILI, M. BURG, K. EVAN, K. KROGEL, A. LUCKNIGT, S. STASS, and V. TEPKE
University of Maryland Baltimore County, Baltimore, MD, University of Illinois at Chicago, Chicago, IL, University of Massachusetts Lowell, Lowell, MA, George Mason University, Fairfax, VA, F. Bass, Toronto, ON, University of Missouri at Baltimore, Baltimore, MD, International Christian University, Tokyo, NY, New York University, NY

Diversity has always been a focus of community psychology, and this interest has experienced a great deal of turbulence and introspection over the years. The maintenance and further development of programs that support this fact. Attention to diversity in community psychology continues to gain strength and visibility. In particular, increased attention to diversity and economic, and communication shifts necessary changes in the way community psychologists think about complex issues. This shift has led to more work as part of the community, who seek the best ways of making and addressing today's concerns. As a result, the diversity may also emerge together to discuss these issues as they relate to a particular interest group. It is a time of diversity is discussed across groups. This roundtable discussion is designed to engage representatives across diverse committees and interest groups as well as audience participants in a discussion of diversity within community psychology. Roundtable participants will be from the National and Social Action Committee, National Council of420 Community Psychology, Women's Committee, Disability Interest Group, Lesbian, Gay & Straight Interest Group, and Students of Color Interest Group. Roundtable participants will present their perspectives on progress, context, and challenges for the future of diversity in community psychology. Roundtable discussions will be open to conversations between participants and all audience members.

SAT 9:45-11:00AM Capital

J. BUSCIO, R. CRISP, P. KOPERNIK, and J. STALS
Center for Substance Abuse Prevention (CSAP), MD, University of Maryland College Park, College Park, MD, The Health Resources Administration of the Substance Abuse and Mental Health Services Administration's (SAMHSA)/Center for Substance Abuse Prevention (CSAP) is piloting its first prototype of a new online Decision Support System at www.preventonsite.org. Preventionists, service providers, experts, engineers, and policy makers are working collaboratively with CSAP staff to design and develop a prototype that is a web-based resource that provides portals to assess scientific evidence and new evidence-based practices. The system is designed to support the organization of evidence, and to enhance evidence-based practice. The system provides a user-friendly interface that allows users to easily access and collect evidence and practice in a searchable and retrievable format. The CSAP's Decision Support System is designed to help preventionists make evidence-based practice decisions, and is intended to support the ongoing research and development of the system. The system will be tested with feedback from users and will be updated as needed to support the evolving needs of the field. The system will be tested with feedback from users and will be updated as needed to support the evolving needs of the field. The system will be tested with feedback from users and will be updated as needed to support the evolving needs of the field. The system will be tested with feedback from users and will be updated as needed to support the evolving needs of the field.

[341] Building the Capacity of CBOS to Evaluate Their Violence Prevention Programs
H. HARRIS, J. LEVY, S. MARTIN, M. SANCHEZ-CEDILLO, R. JONES, R. LUCKNIGT, and D. SHANKOFF
University of Chicago and the Illinois Center for Violence Prevention, Chicago, IL, "DePaul University and the Illinois Center for Violence Prevention, Chicago, IL, Northern Illinois University, DeKalb, IL, University of Chicago, Chicago, IL, Southern Illinois University, Carbondale, IL

This presentation will describe the work of the Evaluation Resource Organization (ERO), a partnership between the Illinois Center for Violence Prevention, a think tank, for profit capability is provided. The ERO's mission is to build the capacity of violence prevention organizations in
illness to evaluate their programs. The EUR has developed a model of capacity building for evaluation that focuses on providing information, resources, guidance, and technical assistance. The emphasis of this model is on building the skills of staff members within communities and on using community-based organizations to implement interventions. This approach recognizes the importance of building the capacity of communities to carry out programs and to evaluate their own interventions. The European Union (EUR) has worked with over 50 organizations in 20 countries to increase the capacity of communities to address the challenges they have encountered while collaborating with CBSS on these issues.

[343] Increasing Evaluation Capacity in a Community-Based AIDS Organization

William G. Clark & D. Forsyth
University of Illinois at Chicago, Chicago, IL

The potential impact of evaluation on community-based (CBSS) programs has been recognized. The program, however, has not yet been used as a tool for capacity building. Many of the CBSS organizations work in areas where the resources and capacity for evaluation are limited. This presentation will illustrate how our program evaluation efforts sought to understand the organization's understanding of capacity and design, and implementation of intervention activities and how the collaborative assistance to improve its capacity to use the evaluation findings.

[344] Collaboration on a Community-Based HIV Program: Expanding Evaluation Capacity

A. Barlow, B. Contreras, L. Harvey, A. Peraza, M. Tollefson & L. Yves
University of Illinois at Chicago, Chicago, IL

This presentation describes a collaborative effort between a Latino-based CBSS and a team of university-based researchers to develop the capacity to evaluate interventions for Latino adolescents. This project was undertaken to overcome the barriers to evaluating CBSS programs that are typically described in the literature. The evaluation team included a diverse group of individuals with expertise in qualitative and quantitative methods. The evaluation team used a variety of methods, including focus groups, surveys, and interviews, to collect data. The evaluation team also provided technical assistance to the CBSS organization, including training on evaluation methods and the use of evaluation data to improve program design and implementation.

[345] Community-Based HIV Provider's Perspectives on Evaluation and its Use

M. Malano, B. Bynum & B. Villanueva
University of Illinois at Chicago, Chicago, IL

This presentation provides an overview of the perspectives and experiences of community-based HIV providers regarding evaluation. The presentation will discuss the challenges and benefits of evaluation, as well as the role of evaluation in improving the quality and effectiveness of HIV care and prevention services. The presentation will also highlight the importance of involving community-based organizations in the evaluation process to ensure that the needs and perspectives of the communities they serve are taken into account.

[346] Violence, Power, and the Use of Quantitative and Qualitative Methods

L. Langsdorf
University of Illinois at Urbana-Champaign, Champaign, IL

Setting up quantitative and qualitative methods as oppositional and dualistic forces in evaluation is a common practice. However, it can be misleading. This presentation will describe results from 38 interviews with a statewide random-sample of HIV prevention service providers. The presentation will also consider the development of the HIV prevention programs and included discussion of how the organizations determined that they were meeting their project goals, implications for how community psychologists can be more successful in building such organization's evaluation capacity are discussed.
For social programs without requiring them to censor their religious expression or give up their religious identity. Some, with varying degrees of rigor and autonomy, have partnered with faith-based organizations to provide community services that serve the purpose of transitioning people from welfare dependency to self-sufficiency. The third strand examines the potential for faith-based organizations to develop community through these new and anticipated legal developments. Next, the results of three focus groups that were held with religious and lay leaders from three countries in South Carolina will be presented. Finally, the paper ends with discussion of the potential strategies and likely barriers to building or enhancing the capacity of faith-based community development.

[335] Extension of Rights to Children: Unfounded Assumptions & Psychological Paradoxes
M. Scarr and N. Rovee
1University of Virginia, Charlottesville, VA
2Vanderbilt University, Nashville, TN
The 19th and 20th centuries witnessed the extension of extension to children, underscoring entitlements to nutrition, medical care, and other benefits. Only in the second half of the 20th century, however, have children (primarily adolescents) been awarded some rights to self-determination, following them to make autonomous decisions and exercise control over their lives. This paper begins by examining the extension of entitlements to children, a great deal of unexplained variations among which (and which self-determination rights should be accorded to children. As a result, a number of paradoxes have arisen in the extension of rights to children, which are examined in this paper. The second section of the paper discusses the assumptions about children's capacities. A key role for community psychologists can be to use methodologically sound research in order to address the assumptions underlying the extension of self-determination rights to children and adolescents. This presentation will highlight untested assumptions made by the U.S. Supreme Court in a number of areas of children's rights, including the extension of medical and mental health care services, children medical and mental health care services, and the extension of other rights (i.e., protection from child abuse and the death penalty). The question of what social science can and can have done to address these assumptions will then be examined.

[336] Therapeutic Jurisprudence as a Tool for Addressing Intimate Violence
S. Pfeffer
1University of Memphis-Kansas City, Kansas City, MO
Notable among contemporary perspectives that seek to unite law and social science is the therapeutic jurisprudence movement. What distinguishes this approach from the therapeutic jurisprudence movement is that it is not simply a therapeutic jurisprudence movement, but a movement that attempts to address the therapeutic jurisprudence movement's efforts to address the problems of women and children in intimate relationships. This paper will explore the therapeutic jurisprudence movement's efforts to address the problems of women and children in intimate relationships. The paper will also consider the potential of therapeutic jurisprudence movement to address the problems of women and children in intimate relationships.

J. Hires, H. Yoshikawa, and J. Bost
1New York University, New York, NY
2University of Pennsylvania, Philadelphia, PA
3University of California, Berkeley, CA
Previous research on welfare reform and employment has focused on the effects of new employment and earnings opportunities on welfare participation. This paper explores the effects of welfare reform on employment and earnings opportunities for welfare recipients. The paper examines the relationship between employment and earnings and welfare reform, and finds that welfare reform has had a significant impact on employment and earnings opportunities for welfare recipients. The paper also examines the relationship between employment and earnings and welfare reform, and finds that welfare reform has had a significant impact on employment and earnings opportunities for welfare recipients.

[338] SimulReal: A Large Group Intervention for Community Problem-Solving and Change
J. Klein
1The Union Institute, Cincinnati, OH
SimulReal is a large group intervention that brings together for one or two days all stakeholder groups involved in a situation to address, separately and together, an issue or area of concern in which they are involved. Each SimulReal is designed in advance with a facilitator and a facilitation group that provides a structured planning tool for the event. With the help of a facilitator, the Facilitation Group (1) decides on the role for the SimulReal event; (2) designs the arrangement of the participants groups on the floor of the meeting space based on a consensus of each faction as intergroup trust, social distance, and influence; (3) takes responsibility for minimizing information flows and managing logistics for the event; and (4) determines who will be responsible for follow-up work based on decisions made at the event. Configuration of a typical one-day SimulReal alternates three Action Periods, each followed by Analysis Sessions in which participants exchange information about their experiences and observations regarding what just took place.

The workshop includes: 1) 300 Person Session: Brief Introduction to SimulReal theory and method; 2) 300 Person Experience: A role-playing mini-experience of SimulReal involving participants as public school parents and citizen groups in designing a change from centralization to decentralized management; 3) 300 Person Experience: a role-playing mini-experience of SimulReal involving participants as public school parents and citizen groups in designing a change from centralization to decentralized management; 4) 150 Small Groups: Consensus of possible use of SimulReal in better situations; and 5) 150 Person Experience: a role-playing mini-experience of SimulReal involving participants as public school parents and citizen groups in designing a change from centralization to decentralized management.

J. Hires and J. Bost
1New York University, New York, NY
2University of Pennsylvania, Philadelphia, PA
As our understanding of the effects of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) increases, there has been growing recognition that welfare recipients are disproportionately impoverished and marginalized; this has raised significant issues for researchers, policymakers, and the general public. This paper examines the session that explores the sensitivity to diversity and broad-based policy reform and discusses potential solutions to this paradox.
Organization of African-Americans and Hispanics in an Impoverished Community: New Directions for Research

J. Berkowitz* and J. L. Lee
*University of South Carolina, Columbia, SC

This presentation describes an initiative to organize African-American and Hispanic residents of an impoverished, urban community that was experiencing racial tension that included anti-black riots. The sponsors, working with a small group of concerned citizens, organized a community meeting to address the tension. The presentation will be based on the experiences of the presenters, who were involved in the planning and implementation of the initiative. The presentation will include a discussion of the challenges faced by the community and the strategies that were implemented to address them. The focus of the presentation will be on the success of the initiative and the lessons learned in this process.

Attention-Bias in a Community Psychologist: C. Parson

Interaction Institute for Social Change, Cambridge, MA

Interactions Institute for Social Change (IISC) provides training, coaching, consulting, and technical assistance to communities, partnerships, communities, and individuals helping to solve social problems. The organization works to increase the capacity of communities to create solutions to social problems. The presentation will outline the IISC structure and give examples of the work they have done in the past.

Addressing Concerns about Race-Based Favoritism in a Community Psychologist: C. Parson

Interaction Institute for Social Change, Cambridge, MA

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Parent-Child Acculturation: Male or Female?

R. Stemberg

Researcher, Rockville, MD

The second presentation will focus on the family issue most often identified by acculturation assessment for pairs of Hispanic and non-Hispanic families. The presenters will review the literature on this topic and present data from their studies examining the impact of cultural differences on the relationship between the mother and the child. The presentation will focus on the cultural differences that affect the relationship between the mother and the child, and the impact of these differences on the development of the child. The presentation will also include a discussion of the implications of these findings for future research on acculturation and cultural differences in the family context.

Understanding Acculturation: Toward a Person-Centered Perspective

D. Bierman

University of Illinois at Chicago, Chicago, IL

The topic of acculturation is of particular interest in the United States. This presentation will focus on the challenges that Hispanic and non-Hispanic families face when they move to a new culture and how these families adapt to the new culture. The presentation will also include a discussion of the implications of these findings for future research on acculturation and cultural differences in the family context.

Nontraditional Fathers: A Key Link to Impacting Child Poverty

S. Bowes

Georgetown University, Atlanta, GA

The presentation will focus on the role of nontraditional fathers in the impact of child poverty. The presentation will include a discussion of the challenges faced by nontraditional fathers and the strategies that have been implemented to address them. The presentation will also include a discussion of the implications of these findings for future research on nontraditional families and child poverty.

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[378] Evaluating and Promoting System Change to Empower At-Risk Parents

J. Cowan
University of North Carolina at Charlotte, Charlotte, NC

Community psychology must regularly address the needs of diverse stakeholders when developing applied research and intervention strategies. This description underscores the necessity of enrolling these stakeholders in system change efforts to ensure their meaningful involvement. Effective implementation of low-income neighborhoods and mental health service systems. Methods used to engage various stakeholders are effective at increasing system change and improving the efficiency of services. Effective collaboration among stakeholders is essential to promote system change.

[381] Latino Neighborhoods’ Efforts to Activate Mental Health Change

J. Cowan
University of North Carolina at Charlotte, Charlotte, NC

Latino neighborhoods’ efforts to activate mental health change are limited by low-income neighborhoods and mental health service systems. Mental health services in Latino neighborhoods are often underserved due to language barriers, cultural differences, and lack of understanding of mental health issues. Mental health services in Latino neighborhoods are often underserved due to language barriers, cultural differences, and lack of understanding of mental health issues.

[379] Studying Resilience Among At-Risk Children: Applications for Social Health

R. Kalman and J. Cowan
University of North Carolina at Charlotte, Charlotte, NC

Resilience and well-being in children are critical factors in understanding the development of children. Children who develop positive social and emotional well-being are more likely to have successful outcomes in life. The study of resilience provides insights into the factors that contribute to positive outcomes in children.

[518] Improving Resilience Among At-Risk Children: Applications for Social Health

R. Kalman and J. Cowan
University of North Carolina at Charlotte, Charlotte, NC

Improving resilience among at-risk children is crucial for promoting positive social and emotional well-being. Strategies to improve resilience include providing support, creating safe environments, and fostering positive relationships. These strategies can be implemented in various settings, including schools, homes, and communities.

[521] Improving Resilience Among At-Risk Children: Applications for Social Health

R. Kalman and J. Cowan
University of North Carolina at Charlotte, Charlotte, NC

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SAT 11:15AM-12:30PM Capel

[382] Housing Assistance for People with SMI: Towards Empowerment and Community

B. Cowan
Wake Forest University, Winston, VA

During the past 30 years, many programs have been developed to support the empowerment of people with serious mental illness (SMI). These programs aim to provide support and assistance to people with SMI in order to improve their quality of life and promote their well-being.

[383] Innovations in Housing People with Serious Mental Illness

G. Nelson
Widener University, Wilmington, DE

The purpose of the presentation is to review innovations in housing for people with serious mental illness (SMI) and to assess the current state of the field. The presentation will review interventions that have been implemented in housing settings.

[384] Social Role Valorization in Housing for Persons with Psychiatric Disabilities

T. Adams
Louisiana State University, Baton Rouge, LA

"Social role valorization" (SRV) (i.e., providing disabled populations with opportunities to function in society without being stigmatized) has been shown to be an effective strategy for improving the quality of life for people with psychiatric disabilities. SRV involves providing opportunities for people with psychiatric disabilities to live normal lives and participate in society. This involves enabling people with psychiatric disabilities to engage in social roles and activities that are valued by society.

[385] The Importance of Landlord-Social Environment Fit in Supported Housing

B. Cowan
Wake Forest University, Winston, VA

The paper reports on a study of a program of research and intervention that seeks to foster the development of positive social relationships for persons with serious mental illness (SMI) living in supported housing. The goal of the study is to improve the quality of life for people with SMI living in supported housing by providing them with support and assistance to help them develop positive social relationships.

[386] G. Nelson’s presentation: "Innovations in Housing People with Serious Mental Illness"

Widener University, Wilmington, DE

The presentation reviews interventions that have been implemented in housing settings to provide support to people with serious mental illness. These interventions include providing support, creating safe environments, and fostering positive relationships.

SAT 11:15AM-12:30PM U2301

[387] Investigating Our History to Promote an Ecological Experience of Empowerment

H. Davidson
University of Tennessee, Knoxville, TN

The study of history is essential to our understanding of current perspectives in psychology, within the context of our society. History provides us with an understanding of the development of ideas and concepts, and the ecological experiences of empowerment that have been developed over time. This understanding is necessary for the development of effective interventions that promote social and emotional well-being.

[388] Emergence of an Ecological Theory: Historical Roots and Future Branches

H. Davidson
University of Tennessee, Knoxville, TN

For the past 40 years, Community psychology has promoted an ecological approach to the study of people in their environments, complemented by diverse, social psychological theories. This approach has been characterized by a focus on the development of social and emotional well-being. The ecological approach provides a framework for understanding how people interact with their environment and how this interaction influences their well-being.

[389] From Exclusion to Empowerment: Psychology, Politics, and Mental Illness

J. Cowan
University of North Carolina at Charlotte, Charlotte, NC

From Exclusion to Empowerment: Psychology, Politics, and Mental Illness is an approach to understanding the impact of mental illness on individuals and society. The approach highlights the historical and cultural factors that contribute to the marginalization of people with mental illness.

[390] Coalition Building: Linking Coalitions to Further Build Community Capacity

L. Seguin, D. David, D. McMeekin, M. DeSousa, and H. Brown
Chicago Human Health Center, Chicago, IL; Chicago Department of Public Health, Chicago, IL

Community coalitions have been established to address the lack of services and resources for people with mental illness. These coalitions aim to build community capacity by bringing together different stakeholders and organizations to work towards a common goal. The focus of these coalitions is on addressing the needs of people with mental illness and creating a more supportive environment.

[391] Advocating for Change: From Exclusion to Empowerment

J. Cowan
University of North Carolina at Charlotte, Charlotte, NC

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SAT 11:15AM-12:30PM U2302

[395] Coalition Building: Linking Coalitions to Further Build Community Capacity

L. Seguin, D. David, D. McMeekin, M. DeSousa, and H. Brown
Chicago Human Health Center, Chicago, IL; Chicago Department of Public Health, Chicago, IL

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[396] Alliance for Change: From Exclusion to Empowerment

J. Cowan
University of North Carolina at Charlotte, Charlotte, NC

Alliance for Change: From Exclusion to Empowerment is an approach to understanding the impact of mental illness on individuals and society. The approach highlights the historical and cultural factors that contribute to the marginalization of people with mental illness.

[397] Advocating for Change: From Exclusion to Empowerment

J. Cowan
University of North Carolina at Charlotte, Charlotte, NC

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[398] Coalition Building: Linking Coalitions to Further Build Community Capacity

L. Seguin, D. David, D. McMeekin, M. DeSousa, and H. Brown
Chicago Human Health Center, Chicago, IL; Chicago Department of Public Health, Chicago, IL

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SAT 12:45-1:45PM UL210
Disabilities Interest Group Meeting
Eldora Farnsworth, Chair
SAT 12:45-1:45PM UL216
School Intervention Interest Group Meeting
Emily Bradbury and Nadia Ward, Co-chairs
SAT 1:00-2:15PM UL217
Rural Interest Group Meeting
Sherry Hamby, Chair

[397] To Narrow the Achievement Gap: Racial Socialization, Spirituality, and Racism J. MILLER
Emory University, Atlanta, GA
High school dropout rates among African American youth remain disproportionately high. The purpose of this study was to examine how experiences of racism, racial socialization, and spirituality affect the achievement attainment and general achievement motivation among African American females 11-18 years old. The sample consisted of 116 African American students (N = 116) from a South Los Angeles high school. The sample reportedly came from working and middle-class families; fifty-four percent (54%) were 14 or 15 years old. The participants and their families frequently attended church or worship services. Racism was expected to negatively relate to internal attribution for success, internal attribution for failure, and general achievement motivation. Racial socialization was expected to be positively related to the achievement-avoidance variables. The predictions were partially confirmed. The findings suggest that socialization and spiritual variables are related to academic achievement motivation and attitudes among African American female adolescents. Future research for this study includes further exploration of the role of spirituality and socialization messages.

[398] [Race] and Social Psychology in California: Multicultural College Students S. HARRELL
Pepperdine University, Camarillo, CA
The experience of racism is multidimensional and can be encountered as a source of stress. It is experienced both individually and collectively, as well as through social interactions. This presentation will lead participants to understanding the relationship between race, socialization, race and social interactions. The study assessed four dimensions of racism: race and socialization, race and social interactions, race and social interactions, and race and social interactions. The relationship between these dimensions of racism will be presented. Overall, the study found greater exposure to social interactions while social interactions were more racism experiences were reported. The relationship between social interactions and socialization was found to be complex and depended on the type of racism assessed. All dimensions of racism were assessed using both qualitative and quantitative methods. The study explored the relationship between socialization and social interactions, and the racial identity of participants. The study also explored the role of social interaction, identity and the relationship between socialization and social interactions, and the racial identity of participants. The study also explored the role of social interaction, identity and the relationship between socialization and social interactions, and the racial identity of participants.

[399] From Eugenics to Empowerment: Research on the Black Community T. PALMER
University of Nebraska, Omaha, NE
Throughout the history, psychological and sociological research on African Americans has often been used to support stereotypes and ideology and discriminate against various ethnic and cultural groups, particularly African Americans. Social Darwinism, racism, and the psychological testing movement all provide salient examples. As we take our first few steps into the 21st century, however, psychological research has begun to concentrate on methods of facilitating empowerment of those individuals and communities that our field once so deliberately and systematically tried to marginalize. In this paper, I will briefly discuss the lessons of past efforts in the field and speculate about new directions for the future.

[400] SAT 11:15-12:30PM UL217
Reactivity and Racism: Understanding the Interactions Between Race and Socialization J. BROWN
The University of North Carolina at Chapel Hill, Chapel Hill, NC
The purpose of this study was to examine the relationship between race, socialization, and psychological well-being. The study used a cross-sectional design and included 200 African American college students. The results of the study indicated that race was positively associated with socialization, and that socialization was negatively associated with psychological well-being. These findings suggest that race and socialization are important factors in understanding psychological well-being among African American college students.
specifically for this population. Most existing programs do not address the social and emotional factors that contribute to the mental health of African American youths, and do not take into account the ecological environment within which 10% of patients experience the BPHRS Program. First, the presentation will introduce the development and implementation of a collaborative polis research evaluation and the strategies utilized in an attempt to improve and modify the prevention program. Some strategies included in the research evaluation of the BPHRS Program include the following: tagging logs and a case evaluation form. During the four-week follow-up process, the collaborative team conducted an outcome evaluation to have found data on the impact of the intervention. All of the different components of the outcome evaluation will be presented such as the incorporation of a theoretical model and the development of the evaluation design. Finally, recommendations will be provided in conducting an effective transition from process to outcome.


P. Wilson and H. Yonkohawa

As we enter the third decade of the AIDS epidemic, HIV/AIDS is the leading cause of death for African American women ages 25 to 34 years. Among African American men, the highest incidence of AIDS and death from AIDS is among those aged 25-34 years. As a result, the need for targeted HIV/AIDS prevention programs is critical.

[427] Disability Theme (POSTER PODS B – D)


C. Weiss

The relationship between mental health and social support is found to be complex, especially when it comes to the psychological wellbeing of individuals. The empirical context of findings and methodological scales of social support that are empirically supported findings and presented in the literature for intervention and intervention literature are not consistent. Unfortunately, the effectiveness of social support models are not consistent. The current literature in this area is not consistent. The literature in this area is not consistent.

[425] Disability Theme (POSTER PODS B – D)

[424] Are Reported Coping Strategies Related to Actual Stress Reporting?

T. Jackson and S. Howell

1 Yale University, New Haven, CT; 2 Towson University, Kent, OH

Stress is a ubiquitous experience. The manner in which stress is perceived, managed, and responded to varies significantly across cultures. The goal of this study was to examine the relationship between stress and coping strategies in a sample of African American women.

[423] Young Adults Coping with Mental Illness: Expectations for a State of Mind

C. Green

1 University of Southern Mississippi

Recent advances in medication and mental health treatment, varying individual needs, and the complexity of mental health problems in the United States. Psychiatric treatment frequently prevents individuals from achieving or maintaining optimal mental health, often resulting in the use of medications for mental illness. This chapter presents an empirical research project that examines the impact of various mental illness on the daily lives of young adults with mental illness. The research uses a life course perspective to examine the response to changes caused by mental illness. This first chapter describes the processes by which Coping and Coping strategies are assessed.

[422] Personal Strivings: Young Adults with Mental Health

M. Heym, M. Szwach, and E. Yacovone

Research suggests important links between personal goals and individual differences. Self-report measures that are used to assess personal goals and individual differences are often not sensitive to changes in mental health status.

[421] Understanding Adolescents’ Perceptions of Adolescents’ Maturity

J. Tweed

University of Virginia, Charlottesville, VA

Self-esteem is often held as a critical component of mental health, and it is impossible to understand how adolescents are perceived to be as adults in different situations. Because our society has not seen age
limits on a range of liberties (e.g., at age 16 one can drive, at 18 one can vote, at 21 one can drink alcohol), the moment at which a teen is "reached" or "momentous" is made to be relative, not an absolute, marker of the achievement of independence or the recognition of adolescents' culpability in criminal events and their maturity in non-criminal offenses. This shift in the timeline of culpability is related to our understanding of adolescent development. By adolescence, we have a better understanding of the social, cognitive, and emotional changes that occur, which helps us to better understand the behavior of adolescents. This understanding is crucial for effective law enforcement and the treatment of adolescents in the justice system.
stress across domains, ignoring the possible unique effects of stress among specific domains. Research, however, has shown differential effects of domains-specific life events on depression. Future research might be particularly salient predictor of depression for adolescents. It might be useful to use for "unique" effects. Unlike regression, structural equation modeling (SEM) allows researchers to examine "unique" effects, above and beyond the effects of the covariates. The SEM approach is a multivariate, low-rank sample to examine the unique effects (using regressions) and specific effects (using SEM) on outcomes. Results of a multiple regression suggested that both peer and family stress uniquely relate to depression, with SEM accounting for a significant specific effect. We argue that SEM provides a more conservative estimate of the construction of individual answers to depression. This research opens up discussion of various ways to examine adolescent stress and depression in low-income, ethnically diverse communities.

463. Help-Seeking Behavior, Depression and Suicide in College Students

L. C Pentz and A. L. Lamb

University of Delaware. Newark, DE

Students aged 18 to 24 have the highest suicide rate (per 100,000) in all age groups. About 6% of high school females report suicide thoughts or plans each year. The adolescent population is at a critical period in the developmental trajectory of depression and suicide. The current study examined the association between help-seeking behavior and depression in college students. The sample consisted of 100 female college students. Participants completed a questionnaire assessing their help-seeking behavior and depression levels. Results indicated that help-seeking behavior is associated with lower levels of depression and suicide ideation. These findings suggest that helping professionals should promote help-seeking behaviors among college students to prevent suicide.

464. Mothers' Socialization of Adolescents' Coping with Interpersonal Stressors

A. A. D. J. K. Blackwater and A. M. C. Brown

University of North Carolina at Chapel Hill, Chapel Hill, NC

Research findings suggest that children's knowledge of coping strategies may be influenced by socialization processes in the family and parents have indicated that verbal methods are often used to teach coping strategies to their children. The goal of this study was to investigate the role of mothers' socialization of coping strategies in adolescents. Fifty-two mothers of seventh and eighth grade students were interviewed about their interpersonal stressors (e.g., peer and parent stress) and their coping strategies. Results indicated that mothers who provided more positive coping strategies, such as logical analysis and Problem Solving, were more effective in helping their children cope with interpersonal stressors. These findings highlight the importance of mothers' socialization of coping strategies in helping adolescents develop effective coping skills.

465. Evaluation of a Peace Education Program

J. D. J. K. Blackwater and J. M. Brown

University of Missouri-Kansas City, Kansas City, MO

This poster presentation will focus on evaluation results from the first and second year of operation. The program, PeaceWorks, is a community-based, faith-based, and culturally relevant peace education program. Evaluation efforts began during the program's first year of operation. Recognizing that programs seldom achieve full implementation within the first year of use, the evaluation focused on program implementation and control. Evaluation data from the first year were used to inform implementation adjustments in year two. The two-year expansion was evaluated to determine its impact on community development and on the peacebuilding process. This evaluation is an example of successful collaboration between a university research team and a community-based peace education program. Challenges faced by community psychologists working as program evaluators include identifying key stakeholders and decision-makers to address the needs of all stakeholders, creating a meaningful research design that meets the needs of the setting, and identifying strategies to measure costs of implementation.

466. Team Sports Participation and Self-Esteem among Urban Adolescent Girls

S. Fowler

New York University, New York, NY

Adolescent girls often report lower self-esteem than their male peers. The need for research that identifies strategies and mediators of girls' self-esteem development is essential. This study investigated the determinants of self-esteem in a specific subgroup of adolescent girls. The findings of this study are one modifiable factor that may be related to positive adolescent development, including enhanced self-esteem. The current study investigated the role played by sex-specific structural and environmental factors, team sports, in adolescent girls' self-esteem development. Ninety-five girls from ethnically diverse backgrounds were surveyed as part of a larger study investigating the development of peer, urban youth in the Northeast. Hierarchical regression analysis revealed that team sports participation is associated with higher self-esteem among girls in middle to late adolescence relative to the girls of older age groups (mean age 18.5 years). Results of the analysis showed that girls who participate in team sports have higher self-esteem. Additional mediational analysis suggested that the positive relationship between team sports participation and self-esteem is most robust for girls who report low levels of participation in early adolescence. This study provides valuable insights into adolescent girls' development and self-esteem during adolescence. Implications of these findings include intervention strategies that focus on enhancing self-esteem among girls who are at risk of developing low self-esteem.


University of Kansas, Lawrence, KS - REKSHA Project, Uptown, KS

Access to health services is an essential component for preventing adolescent pregnancy. Comprehensive community initiatives like REKSHA (Reduction of Sexual Activity of Kids) can integrate health education and support services in accessible settings. The REKSHA project was designed to address these needs. The intervention focused on providing comprehensive reproductive health education, including contraception and safe abortion services. The project aimed to prevent unintended pregnancies among adolescent girls and to promote healthy decision-making. The findings showed statistically significant differences in pregnancy rates among 12 intervention communities compared to control communities. The intervention was successful in preventing adolescent pregnancies, providing an innovative approach to strengthening other community efforts for increasing access to health services for youth.

468. Youth Project: Teens & Violence in the Community

M. S. C. Blackwater and E. K. Blackwater

University of Illinois at Urbana-Champaign, Urbana, IL

This poster will present the results of the Youth Project, an intervention aimed at reducing community-based teen violence prevention programs. The youth Project was designed to teach youth from rural and urban communities about violence prevention and the consequences of violent behavior. The project used a multi-faceted approach, including problem-solving strategies, role-playing scenarios, and discussion groups. The results of this program have been promising, with reduced rates of violence and increased awareness of the consequences of violent behavior.
SATURDAY PM Full Program including Abstracts SATURDAY PM

findings for community interventions and mental health systems planning are discussed.

[42] Full/Half Empty: Diversity As a Risk or Protective Factor
N. Yst, H. Wessol, L. Irwin, and C. Loomis
University of Minnesota, Minneapolis, MN
This study investigates how women in a job-matching program perceive diversity and how diversity affects their job satisfaction across individual and community domains. The Carolina Center, a holistic job-matching and employment agency, provides services to help women leaving welfare and/or working in non-living wage jobs gain the skills and experience necessary to obtain and keep living wage jobs. Our research has focused on examining women's resources and needs and how Carolina Center meets these needs. Students are predominantly African-American and live in low-income urban neighborhoods. 16 to 60 years old, 65% do not have a high school diploma, and 70% have children. Qualitative methods were used to analyze semi-structured interviews comprising five focus groups totaling 41 student, individual interviews with 10 non-homogeneous alumni (i.e., currently employed), and 10 early careers (i.e., 20% full time, 80% part time) currently completing the program. Women spontaneously discussed issues of race, ethnicity, class, socioeconomic status, age, spirituality, and social support. This methodology allowed students to provide a broad, diverse perspective of diversity to determine the process by which the women define, discuss, and compensate for differences in diversity and its impact on protective factors and across individual and community levels - shaping the perception of their experiences.

S. Timely, L. J. Della A. Borski, and L. Roteraki
Loyola University Chicago, Chicago, IL
Collectivism and individualism are broad terms that have been used to characterize a wide range of cultural and ethnic groups. In general, ethnic minorities are believed to have higher collectivistic cultural norms with two emphases on individualism relative to Caucasians. However, heterogeneity within ethnic groups suggests individualism varies in collectivistic cultures. This study was designed as an exploration for group differences, the lack of conceptual clarity in defining this construct, and the relationship between individualism. An exploratory study was conducted with seven diverse cultural groups. There were seven ethnic minorities with a diverse array of socio-economic and cultural statuses with negative and positive internal collectivity factors. This study focused on one group and was then compared across the other six groups. The findings suggest the assessment of collectivist values and contribute to understanding the dynamic components of collectivism may vary across ethnic group differences.

[44] Individualism-Collectivism and Coping Effectiveness
J. DeNitto, S. L. Garcia, and C. L. Rooker
Loyola University Chicago, Chicago, IL
This paper examines the moderating effects of individualist and collectivistic value orientations on the utilization and effectiveness of active, avoidance, and social support coping. Active coping was hypothesized to be more effective for those with an individualistic value orientation than for those with a collectivistic value orientation. Social support coping was hypothesized to be more effective for those with a collectivistic value orientation than for those with an individualistic value orientation. These hypotheses were tested in a cross-sectional survey of approximately 200 college students. The results of the study indicated that those with a collectivistic value orientation were more likely to use social support coping than those with an individualistic value orientation and were more likely to use active coping when utilizing social support coping. The results of the study suggest that those with a collectivistic value orientation would benefit from a greater variety of social support coping strategies and could benefit from the development of greater social support coping strategies.

[45] Bridging the Employment Gap in Hispanics: Community Agency Approaches
R. Alia, N. Potter, L. Ornellas, D. Matella, and Y. Sharpe-Ballcar
Loyola University Chicago, Chicago, IL
According to the Universal Declaration of Human Rights (Art.23), everyone has the right to work and equal pay for equal work. However, Hispanics and other minorities in the US still experience job discrimination and earn lower wages compared to White-Americans. One strategy that community agencies may employ to bridge such gaps is providing vocational training and employment services to minority members. This study sought to examine whether minority-oriented community agencies (n=15) differ in their approach to employment, effectiveness of various coping responses in relation to adjustment outcomes.

[46] The Journey is the Goal: Incremental Success in Job Training
C. Mancini, H. Wissow, and L. Valentine
University of Maryland-Baltimore County, Baltimore, MD
Traditional job-training programs define success and program completion in terms of job attainment only. This dichotomous view of success ("job" versus "no job") is often fueled by policy mandates and welfare legislation, discounting the incremental growth of participants and alternative definitions of success. This study will explore the experiences of individuals enrolled in a job-training program who, through multiple, varied, personal goals, and incremental change as facilitated by a multi-funded curriculum. Carolina Center is a holistic job training and education center that serves low-income women living in Baltimore City. The goal of the Center is to support women for acquiring and maintaining living wage jobs. Program goals include academic, life skills training, self-esteem, and goal development workshops, monitoring, and other individualized services. Perseverance improves with longer Carolina Center program participants were interviewed. Interviews included both "successful" graduates of the Center (those who left upon attaining a living wage job) and early exits. Qualitative analyses of these interviews allow for a better understanding of the incremental growth and social mobility regrowth regardless of program completion. The findings suggest a need for shifting program focus from "end-goal" to "process" to facilitate long-term life and job satisfaction for participants.

[47] New Directions in Latin Adolescent Acculturation
E. Baehr
University of Michigan, Ann Arbor, MI
Adolescent acculturation is defined in the process of change that occurs in members of one group as they have contact with a different group. Despite the variety of conceptualizations of biocultural models and theories of acculturation, the literature has one common perspective. This study is based on the assumption that adolescent minorities encounter unique sociocultural forces. The context is given in that the study identified the development of cultural norms and traditional values in the community. This study uses a social network approach to examine the relationship between acculturation and attitudes toward the study participants. The sample included 120 students from an urban school district in Chicago, IL. These students were recruited from the pool of minority students in the school district. The results of the study suggest that adolescent minorities have a unique way of understanding the world and that this understanding is influenced by the cultural norms and traditional values in the community. The study also suggests that adolescent minorities may experience greater social and emotional stress due to the process of change that occurs in the contact with a different group. The study highlights the importance of understanding the unique experiences of adolescent minorities in the process of change and the potential for positive outcomes.

[48] Influences of Adolescents' Social Determinants on Self-Esteem
University of California at Los Angeles, Los Angeles, CA
The goal of this study was to examine the relationship between social determinants, such as social support, coping, and social networks, and self-esteem in a sample of adolescents. The study included 300 adolescents from a diverse racial and ethnic background. The results of the study suggest that social support, coping, and social networks are positively associated with self-esteem. Adolescents who perceived higher levels of social support, coping, and social networks also reported higher levels of self-esteem. The study highlights the importance of considering these social determinants in the development of interventions aimed at promoting self-esteem in adolescents. The findings have implications for future research and practice, and could be used to guide the development and implementation of interventions to improve self-esteem in adolescents.

[49] Resource Acculturation, Social Capital and Participation in High Risk Communities
University of California at Los Angeles, Los Angeles, CA
The goal of this study was to examine the relationship between social determinants, such as social support, coping, and social networks, and self-esteem in a sample of adolescents. The study included 300 adolescents from a diverse racial and ethnic background. The results of the study suggest that social support, coping, and social networks are positively associated with self-esteem. Adolescents who perceived higher levels of social support, coping, and social networks also reported higher levels of self-esteem. The study highlights the importance of considering these social determinants in the development of interventions aimed at promoting self-esteem in adolescents. The findings have implications for future research and practice, and could be used to guide the development and implementation of interventions to improve self-esteem in adolescents. The study also highlights the importance of understanding the unique experiences of adolescents in the process of change and the potential for positive outcomes.
[493] Exposure to Violence and Related Psychopathology in Adolescents

C. Warren, A. Flumser, C. Zuzul, M. Mullen, and W. Lombardi

This study assessed the reliability of instruments that might be used for epidemiological investigations of exposure to violence and related symptoms in the South African context. Investigative prevalence of exposure to violence and related symptoms was high. Test-retest reliability and concurrent validity of the instruments were examined. The Cohen's kappa coefficients ranged from 0.40 to 0.80, indicating good to excellent agreement. The findings have important implications for future research on the effects of exposure to violence on mental health, particularly in the South African context.

SATURDAY PM Full Program including Abstracts SATURDAY PM

Sat. 9:30 PM - 9:40 PM

[494] Community Research for Social Justice in Public Policy

D. Cottrell and B. Bose

Community research is a powerful tool for promoting social justice and advancing public policy. In this presentation, we discuss the role of community research in shaping policy decisions and improving the lives of marginalized populations. We highlight recent examples of community research initiatives that have led to significant policy changes and present strategies for effectively engaging communities in the research process.

[495] Violence Against Children

I. Asuncion and K. Kamatani

This study investigated coping strategies of 163 Filipino children and adolescents who were victims of violence. The research focused on how children cope with traumatic events and the strategies they use to deal with violence. The findings suggest that children who have experienced violence use a variety of coping mechanisms, including seeking social support, using problem-solving strategies, and engaging in maladaptive coping behaviors.

[496] Children and Adolescents Coping with Disaster – Polish Flood of 1997

A. Bonczak and K. Kantowiak

This study investigated coping strategies of 163 Polish children and adolescents who were victims of the 1997 Polish floods. The research focused on how children cope with traumatic events and the strategies they use to deal with disaster. The findings suggest that children who have experienced disaster use a variety of coping mechanisms, including seeking social support, using problem-solving strategies, and engaging in maladaptive coping behaviors.

[497] Career Anniversaries

P. Mijlan and M. Kostov

This presentation discusses the importance of career anniversaries in the professional life of psychologists. The presentation highlights the significance of career anniversaries in recognizing the contributions of psychologists and celebrating their achievements. The presentation also provides strategies for organizing and celebrating career anniversaries.

[498] Women Practicing for Democratical & Social Change

U. Bezner

This presentation explores the role of women in promoting democratic and social change. The presentation highlights the contributions of women in various contexts and provides examples of successful interventions. The presentation also discusses the challenges faced by women in the pursuit of democratic and social change and provides strategies for overcoming these challenges.

[499] Whiteness, White Australians and Reconciliation

M. Green

This presentation examines the role of whiteness in Australian society and the challenges of reconciliation in this context. The presentation highlights the need for a deeper understanding of the experiences of white Australians and the importance of engaging in meaningful conversations with Indigenous Australians. The presentation also provides strategies for fostering reconciliation in Australian society.

[500] Psychological Society of Community Among Young Women in Custody

T. Tamaki and A. Funari

This presentation explores the psychological experiences of young women in custody. The presentation highlights the importance of providing support and resources to these individuals and the need for further research on their experiences. The presentation also provides strategies for improving the quality of life for young women in custody.

[501] Determinants of Community and Political Involvement of Volunteers

A. Panico, B. Huesgen, and M. Pirth

This presentation explores the factors that influence community and political involvement of volunteers. The presentation highlights the importance of identifying these factors and provides strategies for encouraging greater involvement. The presentation also provides examples of successful strategies for increasing community and political involvement.

[502] Sense of Neighbourhood and Community for Young People

I. Okasaki, J. Waddup, and A. Fisher

This presentation explores the sense of belonging and community for young people. The presentation highlights the challenges faced by young people in forming a sense of community and provides strategies for fostering a stronger sense of belonging. The presentation also provides examples of successful strategies for building community and fostering a sense of belonging.

[503] Qualitative and quantitative methods were used in order to gather a larger understanding of the experiences of young people. The findings supported earlier research suggesting that length of residence and the number of neighbours knew by some impacted on the level of perceived support young people felt in their neighbourhood. The data also revealed that the safety was a considerable concern. This may be due to the age of the participants, but is worthy of further research in order to
understand the impact of safety needs in young people and how it relates to the development of psychological sense of community. The research also found that the sense of community is related to significant feelings of attachment and was more pronounced among the younger people and those concerned about the welfare of older people. The role of that:...not recognised in prior research.

[495] Aboriginal Coastal Communities of Community
P. Dungay1, M. L. Dugand1, D. Goulbourne1, A. Fisher1
1 Curtin University of Technology, Perth, Western Australia; 2 Curtin University, Bentley, Western Australia
This paper explores what the term 'Aboriginal coastal community' means for Aboriginal people. The concept is seen as one that is important to Aboriginal people, but over time has come to signify a particular aspect of social life and self-identification for Aboriginal people. This paper also explores the prevailing view of the term 'community' among Aboriginal communities. It is proposed that the concept of Aboriginal communities has been informed by the literature and indigenous perspectives. This process of building communities is seen as a form of cultural and emotional expression. Communities are seen as constructed from both the literature and indigenous perspectives of this process. The authors of this paper document the views of Aboriginal people on this concept and provide a more nuanced understanding of the term 'community' among Aboriginal people. This paper also provides an overview of the current understanding of the term 'community' among Aboriginal communities.

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[497] Predicting Quality of Life for People with Chronic Mental
G. S. Palacios1, A. Fisher1
1 University of Technology, Sydney, Sydney, Australia
This paper investigates the factors that predict the quality of life for people with chronic mental illness. The study used a sample of 100 patients with chronic mental illness, including those with schizophrenia, bipolar disorder, and depression. The study found that the quality of life for these patients was significantly influenced by factors such as social support, medication adherence, and access to treatment. The results suggest that interventions targeting these factors could improve the quality of life for people with chronic mental illness.

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to encourage responsible drinking can help to correct the repercussions and decrease high-risk drinking.

[52] Using Key Opinion Leaders to Reduce Perceived Drinking Threats by S. Gossen and J. D. Gilmore
University of Rhode Island, Kingston, RI, and SUNY-ESF, Syracuse, NY
A needs assessment, to develop intervention priorities for a community university campus indicated that our male students were more concerned about alcohol use as twice the national average whereas our female students were similar to the national average. However, almost one-third of the males and one-half of the female students reported drinking only one drink or fewer per week. In addition, students perceived norms for their classmates alcohol use were clearly inaccurate. From these results, the coalition developed a prevention campaign with the vision of reducing high-risk drinking and associated behaviors. Popular, well-known women on campus--"key opinion leaders" (KOLs)--were selected as "pitch-persons" promoting the message that men who drink excessively or irresponsibly are uninstructive and unattractive, and who men who drink alcohol are more risky and acceptable. This social marketing campaign includes posters, newspaper ad, counseling, and social marketing. The trial and evaluation of this prevention program implementation strategies for coalition members with social pathways, scientific evidence, documentation, informing local the community, and the importance of key influential the coalition. A hall analysis model will be used to conceptualize our interventions, which is an alternative of which model will be shared as the foundation of our evaluation and research mission.

SUN 9:00-10:00AM Senate

[520] Using Social Norms to Prevent High-Risk Drinking by College Students by C. Conroy, S. Gossen, and S. Darrow
University of Rhode Island, Kingston, RI, and SUNY-ESF, Syracuse, NY
What do you think when the norms for binge drinking are significantly higher on your campus than the national average, and your students perceive these norms as only slightly resembling the norm? How do you cope with a student population that is resistant to giving up their reputation as a party school, especially when others who are most resistant are the drivers and responsible drinkers? These are some of the challenges we have faced in our small, rural campus. The combination of this situation has increased our attention in terms of responsible drinking behaviors, such as the use of designated drivers. We have also undertaken an intervention in a predominantly rural school by intervening through gatekeepers, for example during a training for all students who serve in residential advisors. As a result, these students have begun to own ownership of the intervention and are requesting more than less involvement in their implementation.

SUN 9:00-10:00AM House

University of Nevada, Las Vegas, NV; University of South Carolina, Columbia, SC; and SUNY-ESF, Syracuse, NY
The employment opportunities in community psychology have changed in recent years. Opportunities include positions in governmental agencies, educational institutions, private firms, and non-profit organizations. The purpose of this presentation is to provide an overview of the employment opportunities in community psychology. The employment opportunities will be divided into two sections, general employment and specific career delivery positions. Preparations for these positions, methods to seek employment, and the application of community psychology principles in these positions will be discussed. Discussion, questions, and comments from members of the audience will be encouraged.

[530] Preliminary Results from the Atlanta IRA Program by C. Conroy, G. O'Neill, K. Heywood, G. O'Neill, and J. Emmerson
Georgia State University, Atlanta, GA, and University of Massachusetts Amherst, MA
The 1999 research served as the basis for the for the motivation of the community development program and the current research of the Atlanta IRA will be discussed. This work presents, but does not test, the relationship between the financial impact of community development and health. The research lays the groundwork for focused impact assessment which will be completed.

[531] Challenges for Community Economic Development in the Empowerment Zone Initiative by E. Newman
University of Pennsylvania, Philadelphia, PA
Community economic development (CED) is a strategy for assisting disadvantaged communities. CED is appropriate for communities with multiple obstacles for generating job opportunities, capital supply, and building wealth that are vulnerable to disinvestment and substandard housing. CED practitioners are using their basic needs as well as all their potential. CED practitioners in both developed and developing countries have incorporated CED into their basic needs and the development of community capacity to enhance economic growth and wealth creation. This presentation will discuss the importance of addressing the digital divide and the use of technology as a powerful tool for community development and Community Economic Development.

SUN 9:00-10:00AM Court
[SUNDAY AM Full Program including Abstracts SUNDAY AM]

Society for Community Research and Action 8th Biennial Conference

[512] Overview of the AAV's School and Community Intervention
B. Flav [1]
University of Chicago, Chicago, IL.

This overview will discuss the intervention components and research design for the ABA Aya Youth Project: a comprehensive risk reduction intervention that focuses on the prevention of violence, sexual behavior, and substance use among minority African American adolescents. Particular emphasis will be placed on describing the School/Community conditions of this intervention that includes targeted social development curriculum, 4) a parent program that reinforced the curricula, 5) a school staff program that integrated intervention philosophy and skills into the educational process, and 6) a community program that forged linkages among parents, schools, and agency resources. Specifically, this presentation will provide a framework for the ABA Aya Youth Project in which the School/Community conditions provide a more "interceptive" intervention design, hypothesized to more greatly impact various child, parent, and community outcomes. This overview will set the stage for subsequent presentations presenting child and parent factors that influence decreases in adolescent risk behavior and increases in parental empowerment, respectively.

[513] Tracking Community Process in the ABA Aya Youth Project
C. Igra [1]
University of Arizona, Tucson, AZ.

This presentation summarizes the process evaluation that was conducted for academic and student data for the ABA Aya Youth Project. We summarize the process by which the school/community (GC) intervention has been implemented by the ABA Aya Youth Project, as well as community activities conducted. Finally, we present an activity monitoring system to record information about each activity (target of activity, planning the event, and general content characteristics, etc.). We present basic process summaries, summarized within communities and across communities, that help to answer the following questions: What are the activities that were conducted to influence behavior change among different subgroups of youth? What are the differences in activities at schools vs. community? What are the activities at schools vs. at home? Recap is at the intersection between students and adults? To what extent were program efforts devoted to activities that were recreation vs. education students and parents vs. strengthening the LSTF family?


during period activities independent of AAV staff and resources? To what extent did program activities influence students and peers from the original curri

cultivates the nature of the activities, and the proportions of failures reached from the origins of the three types of efforts we expect to see among AAV students and parents?

[514] Measures of Parental Empowerment Associated with the ABA Aya Youth Project
D. Tandon [1]
Johns Hopkins University, Baltimore, MD.

The School/Community (SC) conditions of the ABA Aya Youth Project (AAVP) impacted parents in each of its five target communities. Over the course of this intervention, parents became involved in multiple school and community-based activities, many of which were organized by School-Based Local Task Forces (SBTs)-an organizations established in each community to involve parents in establishing linkages among parents, schools, and community agencies. This presentation discusses three sets of outcomes that illustrate the AAVP’s success in promoting parental involvement in school/community activities that influence children’s development. First, the SBTs’ increased activities provided parents with opportunities to learn about child development and to develop a sense of efficacy in their parenting roles. Second, the AAVP’s efforts to involve parents in community activities were successful in increasing parental involvement and reducing parent alienation. Third, this parent survey illustrated parents’ increased feelings of involvement in their neighborhoods through their child’s involvement in AAVP activities, as well as their increased confidence and social capital in their communities.

[515] Understanding Recovery from Schizophrenia in a Mutual Help Organization
K. Weaver Ramhall, D. Salain & T. Resenburg [1]
Michigan State University, East Lansing, MI; University of Michigan, Ann Arbor, MI.

Mutual help groups provide a context in which to understand the process of recovery from the perspective of those experiencing it. The finding and relating of others and sharing of expertise are key characteristics of mutual help that allow members to create an ongoing and empowering sense of recovery. In-depth, qualitative interviews were conducted with 46 participants of SchizophreniaAnonymous (SAA), a national offshoot of the National Alliance for the Mentally Ill. Cross and within-case analyses were conducted to understand how participants presented experiences of recovery and which strategies were most regularly employed. Such analyses within social support groups are the current and relevant in understanding of SAA’s impact. The process of recovery consists of four phases (Grief and Mourning, Recognition and Awakening, Reflection and Transformation, and Enhanced Well Being and Quality of Life). Links between the process of recovery and participation in SA will be discussed.

[516] World View Transformations of Narcotics Anonymous Members in Israel
K. Track and A. Ross [2]
Stanford University, Menlo Park, CA; Tel Aviv University, Tel Aviv, Israel.

The 12-step mutual help organization Narcotics Anonymous (NA) has over 300,000 members worldwide, including in Israel. In order to shed light on how substance-dependent Israelis adapt and utilize the NA program for drug recovery, this ethnographic study describes how NA members in Israel understand the process of recovery and how they view the NA community. Experience of faith, universal order, God, relationships with others, and problem of addiction. NA's core message of change in philosophy and values which are similar to those documented in narratives of addiction-related 12-step self-help groups in the U.S. Methodological and interview techniques for the ethnographically-informed study of world view change, 12-Step Narcotics Anonymous groups are organized and focused, and future directions for this research area are proposed.

B. Kline [1]
Tufts University, New Haven, CT.

Three studies examine how mutual help world views contribute to understanding longstanding problems in addiction. In each study, participants identify addiction in terms of agency, community, and spirituality. In the context of residential treatment settings, mutual help groups, recovery from psychiatric disabilities/recovery from substance abuse, recovery from psychiatric disabilities/recovery from substance abuse, recovery from psychiatric disabilities/recovery from substance abuse. All studies also provide qualitative methods to understand subjective experience and meaning-making of persons striving for recovery. Despite differences in the LSFT’s disability, the similarities in findings suggest that a mutual help world view and practices can make transformative contributions that enrich and facilitate recovery.

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[538] Small Wins as a Means to Second Order Change  
D. S. Malloy, L. Liberman  
Northwestern University, Chicago, IL; Georgia State University, Atlanta, GA  
HIV prevention programs are greatly needed for incarcerated populations, yet few programs have been implemented. In response to this need, we have created alliances to address the complex, multi-dimensional needs of incarcerated populations. We have worked to create programs that improve the overall health status of these populations and reduce the spread of HIV. We have evaluated the impact of a comprehensive HIV/AIDS prevention curriculum entitled "Live Hard, Stay Safe" with the help of formerly incarcerated women to create a culturally appropriate and gender responsive program. While our program was initially well received, when we attempted to evaluate the program, we were denied entry into the correctional system. This presentation will outline how we gained access through engaging concepts of "small wins" and have been able to successfully negotiate multiple barriers. Through collaboration, linkage and alliances, our staff have begun to affect second order change. This project is now affecting how women's health is addressed within the correctional system. We will outline how we have progressed from being denied access to participating in systemic change through our invited participation in the new Office of Women's Justice Advisory Committee to develop a collaborative system of addressing the complex, multi-dimensional needs of incarcerated women.

[539] Discussant  
D.:s
Wayne State University, Detroit, MI

SUN 10:15-11:30 AM Lander

[540] Interactive Interventions: Using Peers to Promote Social Change  
E. Haney  
University of Illinois at Chicago, Chicago, IL  
As interventionists we have learned that attempts at change are more effective when built on the assets present in particular communities. One important resource in the lives of adolescents and young adults are peer groups. Peers are often viewed as the strongest agents of social change. Our presentation will discuss how we have used peers as agents of social change. Implications for future work of community psychologists will be discussed.

[541] The Value of Peer Mentors in the Lives of Mexican-American Young Adults  
B. Szwarcwies  
University of Illinois at Chicago, Chicago, IL  
An overreliance on the measuring instrument is peers. Similar to other types of instruments, researchers often use the same measures because these measures do not report on new outcomes. However, an advantage of peer mentorship relationships relative to other mentoring relationships is that young people can be more open about their mental experiences and problems because of the similarities in age and experiences. This presentation is an attempt to fill the gap in the research literature by presenting data on peer relationships. The data is drawn from a large survey study on the natural mentorship relationships of Mexican American undergraduates. Mentors and their mentees were interviewed in-depth, and data is being analyzed through a grounded theory approach, which allows theory to emerge from data collection. This approach to analysis allows participants to be captured accurately. In this presentation, we will discuss the findings regarding the relationship of these ten mentees and their peer mentors. In addition, findings from interviews with four of the peer mentors will be presented. Specifically, I will discuss the sense of responsibility that these mentors have in which mentoring is provided, and the consequences of receiving mentorship from peers. Implications for intervention will be discussed.

[542] Responding to Community Violence with a Peer-Mentor Model  
F. Basrak, C. Kevy, H. Basrak, E. Hayes, M. Emrick  
University of Illinois at Chicago, Chicago, IL; 3M Health Rehabilitation Hospital and Care Network, Chicago, IL  
Young men from ethnically diverse groups with injuries due to gun-shot wounds are the quickest growing hospital population. Despite their growing numbers rehabilitation services are still not yet to meet the full needs of this vulnerable population. In addition to dealing with their new injuries, many of these young men need help transitioning to a new identity and to a new life. The purpose of this symposium is to respond to the needs of this group and to develop collaborative models to support young men recovering from gun-shot wounds. Peer-mentored programs have been developed in collaboration with rehabilitation hospitals. This program aims to help a group of young men with various injuries, including those with traumatic brain injury, who have already completed the rehabilitation process to become peer mentors for new patients entering the hospital. This presentation will focus on the various challenges that can arise in the development of rehabilitation programs that can work with the unique challenges of this population. The presentation will also highlight the role that peer mentors play in the rehabilitation process.

[543] The Role of Prehospital, Personality & Serendipity in Community Research & Action  
J. Glodie  
Fairfield University, Fairfield, CT  
This symposium will focus on the role of prehospital, personality, and serendipity in community research and action. The papers will examine the ways in which prehospital, personality, and serendipity can be viewed as factors that influence the outcomes of community research and action. Implications for future work of community psychologists will be discussed.

[544] Successful Advocates: The Community Health Advisor Network  
D. Forsyth, B. Wilson, G. Greene, D. Griffo, J. Strokes  
University of Illinois at Chicago, Chicago, IL; University of Illinois at Chicago, Chicago, IL  
Lasting social change often takes place when individuals work within their own communities. Psychologists and advocates of health behavior change have long recognized that individuals are most likely to change when they are motivated to change. However, in many cases, individuals are not motivated to change. This presentation will focus on the role of community health advisors in changing behavior. The presentation will also discuss the role of community health advisors in changing health behavior.

[545] Community-Based Research: Using Peer Mentors to Reduce Gun Violence  
E. Haney  
University of Illinois at Chicago, Chicago, IL; University of Illinois at Chicago, Chicago, IL  
This presentation will focus on the role of peer mentors in reducing gun violence. The presentation will also discuss the role of community health advisors in changing health behavior.

[546] Relationships Within and Between: Community Research & The Research Team  
W. Au, K. Wiest, C. Tews  
University of Maryland—Baltimore County, Baltimore, MD;  
University of Michigan, Ann Arbor, MI;  
University of California, Davis, CA  
This presentation will focus on the role of community researchers in developing collaborative relationships with community members and researchers. The presentation will also discuss the role of community health advisors in changing health behavior.

[547] The Nature of Community Research and Action—Untold Stories  
J. Glodie  
University of Michigan, Ann Arbor, MI;  
University of Michigan, Ann Arbor, MI  
This symposium will focus on the untold stories of community research and action. The papers will examine the ways in which prehospital, personality, and serendipity can be viewed as factors that influence the outcomes of community research and action. Implications for future work of community psychologists will be discussed.

[548] Responding to Community Violence with a Peer-Mentor Model  
F. Basrak, C. Kevy, H. Basrak, E. Hayes, M. Emrick  
University of Illinois at Chicago, Chicago, IL; 3M Health Rehabilitation Hospital and Care Network, Chicago, IL  
Young men from ethnically diverse groups with injuries due to gun-shot wounds are the quickest growing hospital population. Despite their growing numbers rehabilitation services are still not yet to meet the full needs of this vulnerable population. In addition to dealing with their new injuries, many of these young men need help transitioning to a new identity and to a new life. The purpose of this symposium is to respond to the needs of this group and to develop collaborative models to support young men recovering from gun-shot wounds. Peer-mentored programs have been developed in collaboration with rehabilitation hospitals. This program aims to help a group of young men with various injuries, including those with traumatic brain injury, who have already completed the rehabilitation process to become peer mentors for new patients entering the hospital. This presentation will focus on the various challenges that can arise in the development of rehabilitation programs that can work with the unique challenges of this population. The presentation will also highlight the role that peer mentors play in the rehabilitation process.

[549] Grassroots Community Development  
M. Aupont, T. Moore, S. Minchak  
University of Illinois at Chicago, Chicago, IL  
For the past three years the three authors have been involved in a grassroots community development project. The project aims to increase the economic potential of the African American community in Chicago by increasing the number of African American owned micro-enterprises located there. It was the authors' hope that the economic development and workforce development that is occurring as a result of this endeavor would help to create an organization that facilitated collaborative work among a wide variety of agencies and organizations involved in the development of the city. The presentation will focus on the process and the outcomes of this project and will also discuss the importance of community psychology in the development of collaborative relationships.

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J. Glodie  
University of Michigan, Ann Arbor, MI;  
University of Michigan, Ann Arbor, MI  
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SUNDAY AM Full Program including Abstracts SUNDAY AM

[552] Cleaning Up Our White Backyard - Decolonizing Psychology in Australia
C. Scan1 and H. Chanty2
1Edith Cowan University, Joondalup, Australia; 2Victoria University of Technology, Melbourne, Melbourne, Victoria, Australia

Historians of psychology traditionally link the disciplinary scientific community to the Coon-Churchman, western scientific methodology. The grand narrative of the discipline’s creation and development was the triumph of a Cartesian model of industrialisation and colonisation. Psychology in Australia continues to be characterised by such discourses - it is difficult to identify a distinctive Australian psychology that reflects either the multicultural nature of past World War II Australian society or the society and living nature of its Indigenous people. In the past decade however, community psychologists have worked in partnership with the small number of Indigenous psychologists to tackle the task of decolonising Australian psychology, or at least, of privatising the Australian Psychological Society (APS) to reflect on and address its racial and professional responsibilities towards Indigenous people, and more widely, to operationalise its Mission Statement tenet of enhancing community wellbeing. This paper examines the role of community psychologists both as critical figures from the margins and as drivers of APS social policy development in the mainstream. At the start of the 21st Century, new paradigms are opening up space for minority voices to claim legitimacy in a discipline that is older and younger than we dreamed.

[553] Cultural Challenges for Reconciliation in Australia
C. Scan1 and M. Cassel2
1Edith Cowan University, Joondalup, Australia; 2Curry’s University of Technology, Bentley, Western Australia

For the past ten years a movement of reconciliation between Indigenous Australians and the broader community has been occurring. Reconciliation and related issues of race relations and Australian identity have been strongly debated amongst the community in recent years. My research has attempted to contextualise reconciliation to explore how Whiteness, defined as an ideology or worldview of superiority and power, is now prevalent and dominant in the Australian society. Through discourse analysis of a number of interviews with White Australian involved in or supportive of the reconciliation process, a number of deep cultural concerns for reconciliation have been raised. These concerns are related to the issue of Whiteness in Australia and the history of colonisation that has shaped White Australians in pursuit of dominance, superiority and privilege. In this paper I present some of the key findings that have been found for reconciliation identified in my research and question how the position of Whiteness may be challenged both in psychology and the broader community to attain the aims of justice and equity in Australian society.

[554] Journeys Away from Dominance
I. Hewitts
1Poverty, Hamilton, New Zealand

Antarctic New Zealand has been undergoing a process of public awareness-raising around the agreements made by the indigenous peoples (i.e. Maori) about the process of colonisation by white settlers. A recent national conference in Antarctica New Zealand drew together scientists by Polkite (descendants of white settlers) practitioners about change within their workplaces towards fulfilling the original agreement (Treaty of Waitangi) on Indigenous autonomy and rights. As one of the organisers, I will present a summary of the themes emerging including domino, mono-culturalism, and institutionalisation. I will also draw on insights relevant to community and social psychology about the importance of group-to-group work, examining power at the micro- and macro-levels, recognising cultural dominance, providing new knowledge, and the importance of structural changes in institutional power and accountability. Specific processes such as consultation, representation, advocacy and building relationships will be discussed. Some preliminary thoughts may also be noted on how members of a dominant group begins journeys of consciousness.

[555] Discussant
J. Philpott
1Victoria University, Melbourne, Australia

SUN 18:15-11:30AM UL217

[556] Envisioning New Possibilities in Community Organizations
W. Hayes1
1Public Conversations Project, Watertown, MA

This workshop will examine a consultation methodology to help community agencies envision and live into new organizational possibilities. It draws on concepts from Appreciative Inquiry and Narrative Theory. Appreciative Inquiry is an approach to organizational consultation that drives the focus of what is to envision what could be, and develop what should be. Narrative work is a social constructional approach to change that has been applied to families as well as group and community endeavors. Appreciative Inquiry shifts the focus to organizational consultation from solving problems to appreciating and building on what works. As times, Appreciative Inquiry has been criticized for its solution-focused may inadvertently continue to minimize real life difficulties. The process of "sensitizing" from Narrative Approaches can be helpful to address this concern. Sensitizing is a way of thinking and talking about problems that new problem as systemic and distant from the people or organizations experiencing them. Rather than thinking about an organization having a problem, or having a problem which hampers the risk of potentially further reconnecting organizations in a problem-orientation identity, we can think about organizations as being in relationship with particular problems which open up space for the individuals in organizations to experience these difficulties differently, freeing them to act on their own behalf in developing a different relationship with that problem. This process allows participants to acknowledge problem and share their relationship to those problems without becoming trapped by them. This consultation approach has been used with multiple community agencies to develop new institutional structures and organizational culture to help them become more respectful of and responsive to both workers and the people they serve. In the consultation process, practitioners are invited to reflect on interactions in the organization that stand out as reflecting movement toward desired ends in the organization. These narratives provide a foundation for envisioning future organizational possibilities. That envisioned future is connected through Possibility Statements (P and affirmative statements that would currently envision the envisioned future). Participants are invited to reflect on the importance of possibility statements, enhancing motivation and commitment in the process. They are encouraged to anticipate potential outcomes for futures in the implementation of the possibility statements. These constraints are internalized and there is an evaluation of the effects the constraints have on individuals and relationships in the organization as well as on the support those constraints receive in the existing organizational culture. The ways in which participants resist or cope with those constraints are explored, reframed and acknowledged and these experiences are drawn on to plan for ongoing organizational change. The workshop facilitator will facilitate the process of the consultation process. Participants will be entitled as members of a community organization and go through an abbreviated version of this process with periods of reflection about their experience of the process. At the end, there will be time for participants to respond to the experiential component and examine applications in their own context.