Conference Program
4th Northwest ECO/Community Psychology Conference

October 16th, 2009
The University of Washington Bothell

Sponsored by The University of Washington Bothell, Portland State University, & The Society for Community Research and Action (SCRA)

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All Morning Events take place at the North Creek Events Center
Afternoon Sessions (1-5 pm) take place on the Lower Level of Building UW1
See attached Site Map

8:45—10 AM  
Registration/Check-In & Continental Breakfast  
North Creek Events Center

9—10 AM  
Poster Session & Interest Group Meetings

Poster Session
BAM! Evaluation study: Assessing the Efficacy of an Advocacy and Mentoring Program for Boys.  
Ashley Boal & Eric Mankowski, PhD, Portland State University

“I Am Old Enough to Be Able to Make My Own Decisions”: The Decision Making Process in Research with Adults with Intellectual Disabilities.  
Colleen Kidney, Mazna Patka, & Katherine McDonald, PhD, Portland State University

I’m Watching You: Parental Supervision and Ethnicity in Juvenile Sexual Offending.  
Lindsey Patterson, Sara Valenzuela, Amber Hayes, Julie Yagoda, Lee Anne Knox, & Keith Kaufman, PhD, Portland State University

10:00—10:30 AM  
Welcome and Introductions

Eric Stewart, PhD  
Elizabeth Thomas, PhD  
University of Washington Bothell

Eric Mankowski, PhD  
Katherine McDonald, PhD  
Portland State University
Veri Et Recti Amici—True and Sincere Friends: Building All-Ages Community and Culture through Participatory Arts Programs
Shannon Roach, Nick Turner, and Joshua Powell, Co-Directors of The Vera Project
Discussant: Elizabeth Thomas, PhD, University of Washington Bothell

All-ages skill sharing and power sharing and best practices for youth engagement and volunteerism in the context of The Vera Project’s history, organizational structure, programming, strategic planning and evaluations. The Vera Project is an all-ages music and arts space in Seattle that fosters a participatory creative culture through popular music concerts, arts programs, experiential learning and volunteer opportunities for all ages. Vera uses the concept of all-ages to create paths towards learning and power-sharing between youth and adults of different backgrounds, towards a positive attitude to youth culture, and towards a vibrant and progressive community. Vera participants become true and sincere friends.

Lunch—North Creek Events Center
Lunch Included with Conference Registration

Afternoon Sessions in Building UW1, Lower Level

Concurrent Sessions I (1:00 – 2:00)
Room 040: Sites, Goals and Values of Community Music (2 papers)
Room 051: Optimizing Community Coalition and Citizen Engagement (2 papers)
Room 030: Ethics and Community Psychology: Creating Space for Dialogue about Graduate Training and Research with Vulnerable Populations (Workshop)

Concurrent Sessions II (2:15 - 3:15)
Room 051: Responding Creatively to Cultural Diversity through Case Stories (Workshop)
Room 041: Development of the Community Psychology Value Proposition (Interactive Presentation)

Concurrent Sessions III (3:30 – 4:30)
Room 040: Community Art and Music for Health (2 papers)
Room 030: Collaborating Across Sexual-Political Lines (Roundtable)
Room 041: Youth and Culture: Program Development and Evaluation (2 papers)
Community Music is a discipline concerned with the facilitation of musical participation within communities. While it exists as a more codified profession in countries such as the United Kingdom and New Zealand, in America it is practiced informally or in conjunction with associated professions such as music education, applied ethnomusicology, and music therapy. Northwest Folklife Festival, a four-day community arts festival, held in Seattle for the last thirtyeight years and overseen by the nonprofit organization Northwest Folklife, embodies many of the characteristics of Community Music in its design and implementation. The festival organization works with a large number of musical communities—based on ethnic, local, and subcultures—to provide spaces for participation and representation at the festival. Three of Community Music’s key principles—access, inclusion, and participation—are manifested in both the organization’s mission and design of the festival. This paper draws on research including observation, interviews with festival staff members and participants, and participation as a staff member, volunteer, and performer at the festival. By comparing the underlying principles of both, it can be demonstrated that the Northwest Festival is a site of Community Music.

The Vera Project: Breaking Barriers in Community Musicking
Sylvia DeTar
University of Washington Seattle

There exists a common goal amongst musickers, and especially community music (CM) facilitators: We want more of a music scene, and we want one that is healthy, vibrant, active, and supportive on all fronts. Everyday life ought to integrate music, impacting social participation and peoples’ experiences of human-ness. Music coordinates sound, self, body, society, and the environment. It inspires the flow, or loss of self-consciousness, that makes up the goal of many human activities. In today’s commodity-focused world, fostering music is often conflated with seeking stardom and financial gain. Though CM and popular success are not mutually exclusive, the goals of CM have more to do with facilitating, enabling, and empowering inclusionary participatory access in order to build validating, beneficial instances of music in daily life. Why do we need to actively foster music making? If it is indeed so beneficial, why is it not more inherent or authentic in daily life? And what is the best way to facilitate the energetic music scene that community musickers seek? This paper seeks to build awareness of specific barriers disabling access to music. To better understand potential obstacles to musicking, the author participated with The Vera Project (Vera), an art and music venue located at Seattle Center. Although Vera encourages big CM concepts—access, inclusion, participation, validation, empowerment, and facilitation—in any social activity there will always exist barriers, power asymmetries, and hierarchy. Though Vera challenges the barriers of provision, popular/professional and marginal/amateur, performer and audience, pedagogy, and motivation, they persist. However, these inequalities inspire enticing explorations, and like the music Vera fosters, the project changes and grows with dynamic vitality in order to keep Seattle’s music scene alive and dancing.
Room UW1-051: **Optimizing Community Coalition and Citizen Engagement** (2 papers)

**Understanding the Process of Resident Engagement: Leveraging Factors for an Active Citizenry**
Charles R. Collins, MA (presenting), & Pennie G. Foster-Fishman, PhD
Michigan State University

Resident engagement is vital in building healthy neighborhoods (Foster-Fishman, Pierce, & VanEgeren, 2009). In fact, many comprehensive community initiatives (CCI’s) have turned their focus to developing and sustaining active engagement among residents. For CCIs, it is essential to understand the elements that influence the processes that engage residents in community building activities. However, the variation in type and amount of resident engagement and residents’ perceived roles makes this process difficult to assess. For example, some residents consider themselves to be neighborhood leaders, whereas others are more ambivalent to leadership. For CCIs, then, it is imperative to understand the factors that can be leveraged to engage a wider range of resident participation. This presentation will compare and contrast the processes by which leadership avoidant and leadership seeking residents engage in the efforts of a CCI. We randomly sampled 542 low-income residents from seven distressed urban neighborhoods. Using structural equation modeling, we found that distinct groups of residents (leadership avoidant vs. leadership seeking) have different processes by which they become active in community building efforts. For example, engagement is more likely for leadership seeking residents if they perceive neighborhood problems and have the skills to affect change. Alternatively, leadership avoidant residents become more engaged when their perceived skills are mediated through neighborhood efficacy and norms for activism. We will discuss the factors that are involved in leveraging these residents to become more engaged. Also, we will present these results along with suggestions for promoting engagement among disparate groups of residents.

**Community Psychology and Prevention Science: An Empirical Investigation of Community Coalitions for Public Health Outcomes**
Valerie B. Shapiro, MSS (presenting), Michael W. Arthur, PhD., & J. David Hawkins, PhD
Social Development Research Group, University of Washington School of Social Work

Although advances in prevention science over the past two decades have produced a growing list of tested and effective programs and policies for preventing mental, emotional, and behavioral disorders in children and youth, widespread dissemination and high-quality implementation of these effective programs and policies in communities has not been achieved. Community coalitions have been advocated as a mechanism for mobilizing communities to engage in prevention and health promotion efforts because they can bring together diverse community stakeholders to address a shared goal. Activating a coalition of stakeholders could hold promise for coordinated, widespread change in preventive services across organizations and agencies in a community, including the dissemination of tested, effective strategies. This paper presents the results of a study of prevention coalitions participating in a randomized controlled trial of the Communities That Care (CTC) prevention system. Methods used to comprehensively assess coalition characteristics, activities, and outcomes across twenty-four communities will be described. Findings reveal that a high degree of coalition functioning can be achieved when sufficient training and a technical assistance infrastructure is available and utilized. Further, this study demonstrates the impact of a community mobilization process on the successful use of effective prevention practices in communities. This session will offer insights that build upon our current understanding of the characteristics and activities of coalitions that effectuate system transformation, coalition sustainability, and public health outcomes. Implications for building successful coalitions and supportive infrastructures will be discussed.
Room UW1-030: Workshop

Ethics and Community Psychology: Creating Space for Dialogue about Graduate Training and Research with Vulnerable Populations

Krista DeLisle, Colleen Kidney, Mazna Patka, Aubrey Perry, & Mary Grey (Presenters);
Katherine McDonald, Nancy Bothne, Susan Eckerle Curwood, Vincent Francisco, Angela Ledgerwood, Bradley Olson, & Michele Schlehofer
Portland State University

Our roles as community psychologists routinely bring us face to face with ethical challenges. As we grapple with how to balance ethical frameworks and values, we face many questions along the way about how to conduct ourselves in a good and just way. The purpose of this workshop is to create a setting in which community psychologists can share and discuss ethically challenging moments to further our collective ethical dialogue and learning. During the workshop, we will present key ethical frameworks and principles (e.g., from the American Psychological Association, American Evaluation Association, and the Belmont Report, as well as from writings by community psychologists). Workshop attendees will then break into two small workgroups where workshop facilitators will present ethical dilemmas and invite discussion about an ethical challenge and potential ways to constructively address it. The two groups will focus on:

1. Ethical Challenges in Graduate Training: As students pursue degrees in community psychology, they often encounter novel challenges related to holding multiple roles with faculty, issues concerning authorship, and time constraints on their community-based work. We will explore the ethical dimensions of each of these topics.

2. (Collaborative) Research with Vulnerable Populations: Community psychologists often conduct research with members of sociopolitically marginalized groups using collaborative research strategies. We will explore questions related to working with vulnerable populations including how to work effectively with IRBs and the creation of alternative spaces for securing the well-being of participants.

2:15—3:15 PM Concurrent Sessions II

Room UW1-051: Workshop

Responding Creatively to Cultural Diversity through Case Stories

Diane Gillespie, PhD, Jennifer O’Hare, Magdelena Ruby, & Kentaro Tsiyi
University Of Washington Bothell

In this interactive workshop, participants will learn about the advantages of case stories for enhancing critical thinking and raising consciousness about diversity in classrooms and in community settings. Led by three students (from a community psychology course) and their instructor, the workshop will engage participants in discussion of two brief cases. We will then use our discussions as sources for understanding the pedagogical advantages of cases for creating shared meanings about diversity. The two case stories were created from the real life experiences of underrepresented college students, a Somali female student who was shut out in her group and a white female student who stands up to the racism in her family, only to find that she faces a challenge from a Latina student in her sociology class. Through in-depth discussions of the meanings of race/ethnicity, gender, disability, age, class, and/or sexual orientation in cases such as these, students (or participants in community settings) develop habits of reflection and critical inquiry and practice strategizing for the future. Workshop participants
will receive a monograph (which has the cases that we will discuss). It provides background on a case story project entitled *Critical Moments*, which has been implemented on college campuses in Nebraska and Washington.

**Room UW1-041:**

**Development of the Community Psychology Value Proposition**

Allen W. Ratcliffe, PhD,
Practicing Community Psychologist, Tacoma, WA

The SCRA Practice Task Force is developing a “marketing piece” that attempts to explain community psychology and its skill sets to potential employers who may be unaware that our profession exists. The task force has drafted a “Value Proposition” and is now attempting to assess its face validity. The task force has surveyed CP training institutions to determine what key skills they teach. We are now asking practicing community psychologists to report the key skill sets that they actually use in practice. The presentation will include the general findings from the questionnaire sent to universities, the then-current version of the Value Proposition, an overview of the development process, and a request that practicing community psychologists who attend the conference fill out a draft of the questionnaire reporting the key skills they actually use in practice of community psychology.

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**3:15—4:30 PM  Concurrent Sessions III**

**Room UW1-040:  Community Art and Music for Health (2 papers)**

**Expressive Art Activities in Recovery from Chemical Dependency**

Andrea Kovalesky, PhD, RN
University of Washington Bothell

This presentation will focus on the use of expressive art activities especially by persons with histories of chemical dependency. Background information will discuss: 1) how the terms expressive arts and art therapies differ in this paper; 2) the rapid growth of expressive art use in contemporary healthcare; 3) current theoretical frameworks to support the use of expressive art activities; and 4) the associated use of volunteer and staff artist consultants who have limited, if any, training in mental health. The focus will then turn to a developing partnership with the Stillaguamish Behavioral Health Programs in Arlington, Washington, which houses a large methadone and general substance abuse treatment center in a semi-rural area. Currently I am completing a survey there of how clients are using the arts in their recovery program; funding is through a small grant through the International Nurses Society on Addictions. An additional study is also in development to determine if bringing artists to the center to provide several sessions about a particular expressive art (such as drumming, beading, sculpting, movement, and/or fiber arts) can influence the client’s recovery efforts. The presentation will close with an exploration of factors that affect research about the use of expressive art activities by persons in recovery in maintaining or strengthening one their recovery program.
Music Therapy, Community Music and People with HIV
Bonnie McConnell
University of Washington Seattle

This paper looks at how community music principles of access and empowerment play out in music therapy sessions at Bailey Boushay House in Seattle, a skilled nursing facility catering to the needs of people with HIV. Observations from Bailey Boushay House support the idea that optimal health outcomes require more than exceptional medical care; culture and social relatedness profoundly impact human health and well-being. Music therapy and community music programs, such as those offered at Bailey Boushay House, offer opportunities for social connectedness and improved health and well-being that may be particularly valuable for people with HIV who, as a result of both biomedical and socio-cultural factors, often experience increased levels of social isolation. To explore the benefits of music therapy and community music for people with HIV, I elaborate on factors contributing to the social isolation of people with HIV worldwide (including hospitalization, HIV-related dementia, stigma and discrimination). I then address the social, experiential nature of music that allows it to elicit potentially powerful responses on multiple levels and provide opportunities for interaction, communication, reflection and processing of emotions that participants may not experience elsewhere. Finally, I examine non-hierarchical, participatory approaches that result in empowering and validating music therapy and community music experiences. Topics for further discussion include: barriers to participation in music therapy and community music activities (e.g. concepts of musicianship in USA society), and cross-cultural perspectives on community music, music therapy and HIV/AIDS. A comparison of musical participation at Bailey Boushay House and the Allatentu Support Group in The Gambia offers additional inspiration for discussion.

Room UW1-030: Roundtable
Collaborating Across Sexual-Political Lines
Kari Lerum, PhD & Wadiya Udell, PhD
University of Washington Bothell

Engaging in researcher/community collaboration has become increasingly popular in social science and public health research. While the benefits of such collaborative processes have been widely discussed (e.g., better informed research, more effective programs, sustainable practices, community empowerment, etc.), so have the challenges (e.g., achieving common goals, distributing power, etc.). These challenges are even more complicated for sexuality researchers who seek out collaboration with community groups who hold vastly different ideologies and values regarding sex. The presenters draw on their respective research programs (working within the anti-sex trafficking movement, and HIV prevention for adolescents in religious communities) to generate a working discussion of the challenges faced by sexuality researchers collaborating with multiple community stakeholders. This workshop/roundtable will discuss issues regarding competing values, finding areas of compromise, and generate strategies for developing successful collaborations.
Children whose families are recent immigrants to the U.S. participate in multiple communities with distinct cultural heritages (Rogoff, 2003, pg 25). Developmental researchers have found that when these children are encouraged to understand the dynamics among their communities, to value their background, and to be able to function in two or more cultural communities they are more successful and confident than children that do not (Rogoff, 2003, p 330; Carasquillo, 1991). However, bilingualism is often seen as ‘un-American’ and a deficit to learning (Bernal, 2002, 112). In this presentation, I will share an evaluation project that explores children’s biculturalism as represented through a children’s museum in the Pacific Northwest during a three-week day camp for 15-25 Hispanic/Latino children age 6-12. The camp’s primary goals are to help improve English, make the children feel more community oriented, and to instill hope in these children. The purpose of the research was to explore if a three-week day camp can help relieve these tensions and supply organizational data for the children’s museum to ascertain if they have fulfilled their program objective. The research consists of interviewing the teachers, parents and campers, along with participatory observation for the period of the camp experience. I hope that my research findings will be used to broaden perspectives of the growing number of cultural communities that exist in this community, along with how children are coping while living within shifting cultural domains. I hope the findings will also provide educators and staff of the museum a perspective of those that are using and benefiting from such program. My goal with this is to increase civic dialogue within the community at large, provide the children’s museum the necessary organizational data to improve cultural competency, along with giving these children a voice.

Youth Voice: More than Just Buzzwords
Jennifer Gaudinier
Northshore Family Center, Bothell Washington
Schools teach students how to follow directions, sit quietly, listen, and complete tasks. Rarely do elementary students have opportunities to make suggestions about what they learn or how they want to learn. The discussion will focus on how a local afterschool program encourages and enables elementary aged youth to inform and shape the program they attend.

4:30pm – 5pm Closing Session and Reflections – UW1 Room 051

6:30pm Informal Dinner
Conference participants are invited to gather for dinner. Details forthcoming. Dinner is not included in the conference registration fee.
Located approximately 15 miles northeast of downtown Seattle, the campus is easily accessible by bus, car or bicycle. The Burke-Gilman/Sammamish River Trail system also provides direct access to campus. We have lots of parking available for a $3 daily fee. (Note that we share the campus with Cascadia Community College, so don’t let the college sign throw you off!)

Directions
From North via I-5/I-405
Take I-405 South towards Bothell. Take Exit 23B (SR-522 West). Stay right onto South Campus Way.

From SR-522 Westbound
Take SR-522 West towards Bothell. After passing under the I-405 interchange, stay to the right. At the first traffic light, turn right onto South Campus Way.

From South via I-405
From Interstate 5, take Exit 182 (I-405 South) Follow I-405 South towards Bothell. Take Exit 23B (SR-522 West). Stay right onto South Campus Way.

From SR-522 Eastbound
Take SR-522 East (Bothell Way NE) towards Bothell. At traffic light at SR-527/SR-522 and Main Street, bear right heading eastbound onto SR-522. Continue through traffic light at Kaysner Way. At next stoplight, turn left onto South Campus Way.

Parking is $3 per visit and is paid (cash or credit) upfront at parking garages pay stations. Metered parking is also available. See link for instructions http://www.uwb.edu/admin/transportation/parking