2017 Southeast ECO Conference

October 27-29, 2017

Hosted by The University of Miami
Greynolds Park Campground
North Miami Beach, FL
Conference Schedule
SE Eco Conference
CP Rising: Multiple Community Psychologies for Social Change

FRIDAY OCTOBER 27TH

4:00-10:00 PM  Conference and Camping Check-ins
6:00-10:00 PM  Potluck Dinner/Social at Greynolds Park Campground

SATURDAY OCTOBER 28TH

8:00-8:45 AM  On-site Breakfast and Registration
8:50-10:20 AM  Opening Plenary

Multiple Community Psychologies for Social Change: Hearing from the Southeast
Facilitated by: Dr. Ed Trickett
Discussants: Dr. Dina Birman, Dr. Dominique Thomas, Dr. Scot Evans,

10:30-11:20 AM  Concurrent Session I

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### 12:20-1:50 PM  Lunch (Empowered U Food Truck ViBE 305)

12:30-1:10 PM  Poster Session (12-30-1:10)

1:10-2:00 PM  Presentation from the Miami Climate Alliance

2:00-2:50 PM  Concurrent Session III

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### 3:00-3:50 PM  Unconference session: Where do we go from here?

### 3:50-4:05 PM  Closing Words (Isaac Prilleltensky)

### 4:05-4:20 PM  Closing Student Meeting
PRESENTATION ABSTRACTS

[1] The 2017 Beaufort County, SC Quality of Life Report
Carey J. Fitzgerald and Anton Abraham
Many cities across the United States have begun implementing annual surveys assessing their residents’ quality of life. Cities such as Jacksonville, FL, Loveland, CO and Dublin, OH, as well as institutions like the University of Nevada, University of Wisconsin, the Urban Land Institute, and Gallup’s State of American Well-Being Index have all administered surveys to assess their residents’ well-being. In measuring specific indicators of social well-being, these local governments and organizations have made marked improvement to their residents’ Quality of Life. Given the success of these cities and institutions, as well as the socioeconomic conditions of southeastern South Carolina, the University of South Carolina-Beaufort and the Human Services Alliance of Beaufort County collaborated to design an instrument to measure a series of indicators related to quality of life in Beaufort County.

We have been administering this survey via phone. Although data collection is still ongoing, these data illustrate a preliminary portrait of life in Beaufort County, SC as described by its residents. This Beaufort County 2017 Quality of Life Survey focused on six indicators of social and physical well-being within the region. These indicators are: Perception of Life in Beaufort County, Diversity, Safety, Health, Transportation, and the Future of Beaufort County.

Postal codes and census tract numbers have been collected to better identify specific locations within Beaufort County that may need more attention than others. However, data collection is currently ongoing. This study was funded by a grant that was awarded by the University of South Carolina-Beaufort’s Sea Islands Institute.

[2] New Methods of Assessing Bystander Intervention for Sexual Violence in a Laboratory Experiment
Wojciech Kaczkowski
Sexual violence (SV) on college campuses is a public health epidemic that affects a significant portion of the student population. While the blame for SV should ultimately rest on the perpetrators, bystanders can play an important role in prevention. Accordingly, several prevention programs exist that aim to prepare bystanders to
intervene against SV. Although these programs are based on an extensive psychological literature, evidence for the application to SV is limited. Research has yet to examine how social context in which SV takes place may influence bystander behavior. Moreover, prior studies examining bystander intervention programming for SV have focused on bystander attitudes (e.g., rape myth acceptance), rather than behaviors (e.g., intervention). To address this gap in research, we formulated a novel, laboratory-based social-norms manipulation to directly assess the effects of bystander self-efficacy and social context on actual bystander behavior, rather than proxies of such behavior. Participants are exposed to an emergency situation involving SV, in the presence of a prosocial or ambiguous audience of confederates. Bystander intervention is operationalized as whether and how quickly they intervene. Based on our preliminary study (N=68), there was a significant social context by self-efficacy interaction predicting intervention speed (B = -2.19, p < .001). These findings imply bystander education programs should emphasize social context in addition to bolstering bystander self-efficacy. Thus, the proposed laboratory manipulation has the potential to make significant contributions both to a theoretical understanding of bystander intervention behavior and to providing needed information for SV prevention programs on college campuses.

[3]
Responding to Community Needs through Organizational Capacity Building
Erin Godly-Reynolds, Khalil Salim, Caitlin Simmons, Andrew Gadaire, Ryan Kilmer, and Jim Cook

The Community Psychology (CP) Research Lab at UNC-Charlotte helps local organizations in many fields (i.e., schools, nonprofit healthcare and social service providers, and social justice advocacy groups) develop the capacity to use data to address the needs of their beneficiaries. UNCC Community Psychology faculty cultivate and sustain university-community partnerships that provide students with a wide range of options regarding research topics and diverse community psychology practice opportunities for coursework, practicum experiences, and program milestones. This roundtable session will have two purposes: provide attendees with specific capacity building examples that reflect UNCC graduate students’ diverse interests, and facilitate a conversation around depth vs. breadth in graduate student skill development and training. Graduate student presenters hope to lead an honest discussion in which faculty and students in attendance learn from their peers at other institutions, specifically how different labs respond to community needs while staying true to their lab’s identity.

Assessing Fidelity & Utilizing Data to Understand What Works & Why: Partnering with Communities in Schools of Charlotte-Mecklenburg
Erin Godly-Reynolds

Headlines such as, “Man is shot in Charlotte as unrest stretches to second night” (Fausset & Blinder, 2016) and “Segregation in the South” (Semuels, 2017), as well as the Chetty et al. (2014) findings that if you were born poor in Charlotte in the 1980s, chances are you were still poor in 2013, have put a national spotlight on the city. Clearly, social change work is needed in Charlotte. Local nonprofits, such as Communities In Schools of Charlotte-Mecklenburg (CIS), have begun taking a more critical look at how they can and ought to have a deeper impact on all Charlotteans’ upward social mobility.

CIS, the Nation’s leading dropout prevention organization, utilizes evidence-based strategies and community partnerships to promote school and student achievement. The UNC-Charlotte CP Research Lab’s partnership with CIS Charlotte-Mecklenburg provided one student the opportunity to work towards bridging the gap between research and action by increasing CIS’ capacity to make more informed, data-driven decisions that improve their service delivery model. Knowing “what works” and for whom helps agencies like CIS focus resources on the essential components of their program model that benefit children and families in need.

This roundtable session will provide participants with practical strategies on how to gather data on “what works”, such as developing and piloting fidelity performance assessments. Presenters will facilitate discussion
around participants’ experiences with successful strategies for similar endeavors including, but not limited to, increasing nonprofits’ capacity to make data-driven decisions through university-nonprofit and other partnerships.

Building Evaluation Capacity: Partnering with a College and Career Readiness Program and Custody Advocacy Program
Khalil Salim

A rise in accountability demands from funders has led to pressures for nonprofit organizations to demonstrate compliance with contractual agreements and evaluation of their services (Carman & Fredericks, 2010). As a result, funders are requiring grantees to engage in program evaluation and report performance information on a regular basis; however, research has noted some challenges faced by nonprofit organizations in implementing evaluations, such as lack of resources and lack of affordable technical assistance (Carman & Fredericks, 2010).

Evaluation capacity building has been described as developing logic models, providing technical assistance, small group collaboration, and large-scale multisite evaluation projects (Arnold, 2006). The following presentation will highlight one graduate student’s experience working with a college and career readiness program, and a custody advocacy program in Charlotte, NC in an effort to achieve two goals: (a) build the evaluation capacity of the nonprofit organizations, and (b) develop the skills and competencies of the student.

The presenter will engage audience members through prompts to learn about audience members’ interests or experiences in using organizational capacity building to effect change within their communities. More specifically, participants will be prompted to discuss how to build evaluation capacity for under resourced nonprofits, build a culture of evaluation in nonprofits, build capacity through partnerships, and address challenges and barriers to sustaining evaluation capacity.

Utilizing Data to Guide Instruction, Implementation, and Administrative Decision-making: Partnering with Charlotte-Mecklenburg Schools’ Pre-K Program
Caitlin Simmons & Andrew Gadaire

Our Community Psychology Lab’s partnership with Charlotte-Mecklenburg Schools’ (CMS) Pre-K program began in response to the community’s need for quality early childhood education programs. Research has shown that high quality preschool education promotes the development of language, reading, math, and social-emotional skills (Gormley et al., 2011). Furthermore, preschool programs can also help reduce disparities among children from minority groups and low-income households, as public preschool programs appear to have larger effects for these children (Gormley et al., 2005). Despite the evidence supporting early childhood education, funding for Bright Beginnings (the largest CMS Pre-K program) was threatened in 2013. In response, the UNCC Community Psychology Lab evaluated the program to better understand curriculum implementation and outcomes for students.

Our current partnership with Bright Beginnings addresses the findings from that evaluation by increasing CMS’ capacity to utilize data to guide instruction, implementation, and administrative decision-making. The goal of the partnership is to serve children more effectively and promote positive development throughout their schooling. The connection between preschool and economic mobility highlights the importance of this research in Charlotte, which ranked 50th out of 50 major US cities in economic mobility.

This presentation will illustrate the practical application of community psychology research to build the capacity of organizations to meet community needs. Presenters will also share how the project has allowed them to gain skills in various areas of interest. Discussion will address how audience members have pursued their research interests and developed skills while also addressing the needs of their community.
Capoeira in Praxis: Weaving Empowerment into Communities and Societies
Karen Galea, Marcio Gomes, and Nicole Madalozzo

Capoeira is a Brazilian martial arts with an underlying philosophy of nonphysical contact, community and teamwork (Burt & Butler, 2011). Created by African slaves as a form of resistance, capoeira has historical roots in repression, institutionalism, and issues of social class. Capoeira can be parallel with Paulo Freire’s (2001) theory of liberation education where literacy is not a technical skill but a necessary tool to write and read one’s own reality and eventual liberation. Likewise, capoeira is not a technical form of self-defense, but an opportunity for communities to learn and practice the power of liberation from personal and environmental oppression. While limited empirical research exists on the transformative impact of capoeira as a psychosocial intervention, the potential for capoeira to empower communities is profound. Facilitated discussions examine the effects of capoeira within three marginalized groups and its potential as a psychosocial intervention. A participatory capoeira session will take place.

Karen Galea received her PhD in Community Psychology in June 2017 from National Louis University in Chicago, IL. While studying at National Louis University, Karen wrote and led discussions within her cohort on the psychosocial opportunity capoeira presents to engage communities in collaborative, physical activity that is good for the mind and spirit of both the individual participant and community. Burt and Butler (2001) state that capoeira may serve as a pragmatic martial arts/clinical model that promotes cultural sensitivity for marginalized youth, collective action in performance, self-efficacy in individual youth, and positive capabilities. Capoeira celebrates diversity of the collective by combining physical activity, music, and rhythm within the context of positive interaction among people, positive role modeling, diversity and cultural awareness. No other martial arts form combines what is referred to as reciprocal determinism (Bandura, 1986) where the tridactic interaction of behavior, environment and interpersonal aspects merge in continuous, synchronous movement. Where literacy is Freire’s tool to liberate the mind, could capoeira be the tool to liberate society from intolerance and distrust in one another? Do we need such a tool? Two scholarly articles will be presented, shared and discussed on capoeira in praxis.

Marcio Gomes, or Professor Mr. M - a nickname he received because of his stance which resembles the American Illusionist the “Masked Magician”, has been practicing capoeira for more than 30 years. Originally from Porto Alegre, Brazil, Professor Mr. M currently practices in Boca Raton and surrounding Southeast Florida communities. Professor Mr. M will discuss the transformative process capoeira has on adults with intellectual disabilities through Capoeira para Crescer or Capoeira to Grow, a group he founded in 2007 in Porto Alegre, Brazil. Professor Mr. M. will discuss capoeira in praxis as a psychosocial intervention and the effects on his students with intellectual disabilities. He attributes the transformation in his students to the core philosophies of inclusiveness, teamwork and community. Professor Mr. M is part of Esporte Nacional Capoeira based in Porto Alegre, Brazil and he leads the Esporte Nacional Capoeira in the United States. Participants will be invited to ask questions, reflect and discuss his experiences and observations.

Nicole Madalozzo
Nicole Madalozzo, or Instructor Rebelde (pronounced “hey-belge-ee” which means “rebel” in Portuguese) has been practicing capoeira for over 15 years. A native of Venezuela, Instructor Rebelde will discuss her work with youth in Khayelisha, South Africa from 2010 to 2012 and her current work in Little Haiti, Miami. Khayelisha is a township of Cape Town established in the 1980s which was originally planned as a community for 200,000 Black Africans. Today, Khayelisha has a population of over 1 million and 50% of residents are under the age of 19; 47% are unemployed and; on average, four murders take place daily (Wainright, 2014). Domestically, Instructor Rebelde works with the youth of the Little Haiti Cultural Center. Here, she provides after school programming and runs a summer camp. Instructor Rebelde will discuss capoeira in praxis as a psychosocial intervention with her young students in both the South African and Miami communities. She will recount the empowerment she has witnessed in her students and their burgeoning responsibility to create positive change in their communities as the result of capoeira. Instructor Rebelde is a member of Cordao de Ouro based in Sao Paulo, Brazil. She leads Cordao de Ouro in Miami. Participants will be invited to ask questions, reflect and discuss her experiences and observations.

[5]

Promoting Community Well-Being Through Intermediary System Formation and Evaluation
Katy Morgan, Dan Moranville, and Joseph Guiterrez

Intermediary systems allow change agents to coordinate their action toward solutions of broad community issues. We present a case study of a network-wide evaluation of an intermediary system, and offer space for researchers and practitioners to envision community issues that could be addressed therein. We offer a conceptual framework that expands traditional stakeholder analysis to serve intermediary systems rather than single programs and organizations. Finally, we outline the ways in which intermediaries can have transformative rather than ameliorative impact at the community level. As advocates for these systems, researchers from multiple psychologies can offer processes to reduce power inequalities and increase sociopolitical agency in networks. Through applying, questioning, or problematizing our conceptual framework by drawing on their own research experience, we hope to collectively create a more equitable and holistic approach to conducting research in network organizations.

Network Organizations and the Need Coordinated Action

Network-based approaches bring together organizations and individuals to collectively construct goals, consolidate resources, and create communities of practice. How well an intermediary organization achieves target outcomes underlies all evaluation, but how target outcomes are determined, their relevancy to a target population, and how they can be operationalized are all ways in which we can evaluate organizations. The process of evaluating formal aspects of a network is well defined, as everyone is oriented towards a single mission. But in a network, the preponderance of multiple target outcomes can complicate the original mission. It is here that intermediary systems can attend to multiple voices held at different intersections of the network.

Network organizations differ from typical organizations because they are more likely to have goals that are less specific because they must cater to a larger set of stakeholders. Additionally, formalized roles are typically present when we look at relationships within an organization, but are not typical when we think of relations between organizations. Through the formation of intermediary coordinated effort among partners working on a single issue that take distinct approach based on meso-level factors, coordinating allows for organizational efficiency and community empowerment. This presentation offers a space for researchers and practitioners to envision community issues that could be addressed through the intermediary systems.

Building a Conceptual Framework to Evaluate Intermediary Systems

Over the course of the past year, a transdisciplinary research team at Vanderbilt University has been working on an ecological evaluation of NAZA, the Nashville After-Zone Alliance, an intermediary network that brings
together after-school program providers that serve middle school students in Metropolitan Nashville Public Schools. We will outline the ways a range of key stakeholders, including caregivers, after school program site staff, community members, and organization directors, see program outcomes differently due to their unique positionality within the system.

Through our work in evaluating an intermediary system, we see the critical nature of including multiple voices in the evaluation process. We present our process of identifying stakeholders and creating protocols that address their unique understanding of organizational behaviors. We propose a model for identifying stakeholders needed to assess a system-wide intervention, linking desired programmatic outcomes to stakeholders based on their role in the system, using NAZA as a case study.

Our work seeks to expand traditional stakeholder analysis to address intermediary systems rather than single programs and organizations. As this is an iterative process, we hope to engage other researchers interested in the study of networks to discuss and question our conceptual framework, drawing from their own research experience, in an effort to create a more equitable and holistic approach to conducting research in network organizations. We hope to draw on the group’s collective experience to explore ways in which our framework might address program outcomes more broadly.

**Toward Psychopolitical Validity in Intermediary System Evaluation**

Drawing on Prilleltensky’s (2008) model for psychopolitical validity, we evaluated power dynamics of system stakeholders in an intermediary organization to advance the wellness of participants, families, and partners. Wellness is “achieved by the simultaneous, balanced, and contextually sensitive satisfaction of personal, relational, and collective needs” (p. 122). An intermediary system must attend to personal needs and outcomes for each participant, but must also mediate the relational power between stakeholders and attend to the collective needs of stakeholders writ large.

Prilleltensky asserted that human service is often focused on ameliorative work at the individual, rather than emphasizing collective level interventions and outcomes which offer a chance for the transformation of structural power dynamics and thus a liberation from oppression toward wellness. It follows that intermediary organizations tend to stray from their system-wide role toward a focus on micro-level outcomes, which can conflate misaligned process and outcome measurements and lead to dissonance among stakeholder perspectives.

The major challenge for intermediary organizations is to maintain their strategic focus at the collective systemic level, mediating oppressive power structures on behalf of participants and stakeholders relationally while providing specific resources that individuals need. To reach transformational validity, intermediaries must, “promote personal, relational, and collective wellness by reducing power inequalities and increasing political action” among youth (p. 130).

We present strategies for (a) reducing power inequalities and (b) increasing political action among youth and stakeholders, and seek to garner new perspectives toward psychopolitical validity in intermediary system evaluation through group discussion.


*Kwesi Brookins, Ann Scheunemann, and Geena Washington*

Community Psychology most often extends from university settings. As such, the types and levels of institutional supports for our work can either hamper or assist community research and action initiatives. This roundtable will describe the institutional outreach and engagement landscape around the country and at NC
Engagement Scholarship, and Moving the Needle on Community-University Engagement.  
*Kwesi Brookins, Ph.D.*

Community Psychology work fits squarely within the realm of the scholarship of engagement, a relatively recent but emerging area of scholarship that is taking hold at universities. This presentation will describe engagement scholarship and the opportunities it offers community psychologists as we seek institutional support for our work, and, for students pursuing academic positions and faculty working toward tenure and promotion.

**The National Landscape of University Outreach and Engagement**  
*Geena Washington*

As part of effort to restructure itself, the Office of Outreach and Engagement at NC State University is engaged in a process of restructuring recently underwent administrative changes. In order to gauge what the future direction of the Outreach and Engagement (OE) office could be, we set out to create an inventory of OE offices at other universities to compare. The purpose of this presentation is to examine how different universities define/talk about community outreach and engagement. Universities were chosen based on different academic and service-related networks that would likely require them to have a community presence. Given the instrumental role universities can play within their respective communities it is important to also understand how community engagement is framed at the University level. To help distinguish offices from one another, we examined aspects of university community engagement related to faculty involvement, Carnegie designation, Land-Grant status, and the role of administrative leadership. This presentation will provide a summary of the inventory and the lessons learned that relate to the various ways universities are defining community engagement.

**A Case Study: Building Community Capacities through Interdisciplinary Collaboration and Community Engagement.**  
*Ann Scheunemann*

The Southeast Equine Research and Education Partnership (SEREP) is an interdisciplinary, interinstitutional, community-university collaboration in the Isothermal Region of North Carolina. SEREP is designed to determine the possibility of leveraging community-based needs and opportunities by building on the area’s unique equine history and culture. Short term goals include building community capacity through evidence-based knowledge about the area and enhanced cross-sector relationships among residents. This 18-month collaboration extends from a university-community partnership initiative that includes a local community college, equine-related university scholars, a research team of community psychologists, landscape architects, and people-first tourism faculty, and stakeholders within the community’s equine culture.

Long term goals of SEREP include establishing an Equine Research and Education Center (EREC) that will contribute to community, economic, and workforce development in a rural region emerging from two decades of economic downturns. Additionally, the partnership model is expected to become a prototype for how a land grant and research extensive university can be more comprehensive, proactive, and focused in how it engages with local communities. The presentation will provide an overview of the research and engagement model, the challenges and opportunities of interdisciplinary work, and the current status of the project at its midway point.

[7]  
*International Assessment Tools and the Globalization of Education Policies: The Exacerbation of Structural Inequalities*  
*Ignacio Barrenechea*
In this paper I explore different ways in which standardized tests exacerbate existing structural inequalities in education. Relying on Foucault’s ideas on the intersection between knowledge, truth and power I argue that standardized tests further perpetuate social inequalities. In addition, I argue that the globalization of education policy and the involvement of international agencies in the field of education aggravated the promotion of cultural biases that negatively impact minority students. For example, I explain in what ways international agencies and governmental officials represent the guards in Foucault’s description of the Panopticon. Lastly, I also introduce an alternative to the top-down approach to accountability systems that dominates the educational policy discourse. I claim that rather than fomenting the devaluation of local knowledge and the prevalence of one size fits all recipes, it is important to revalorize local knowledge and to include a diversity of voices. Doing this, I argue, will make accountability systems more democratic, and thus, legitimate.

Keywords: Standardized Testing, Foucault, Structural Theories, Social Inequalities, Stratification of Knowledge; Minority Students

Robyn Borgman

One quality of Community Psychologists that Kelly (1971) discussed was giving away the by-line. Giving away the by-line means taking a humble step into the background and encouraging a community to celebrate their own successes. This quality, as well as the six others discussed by Kelly, lays the foundation for the legacy we leave as Community Psychologists. The phrase “work yourself out of a job” is discussed frequently in graduate courses, trainings, and seminars. This phrase, although counterintuitive, greatly captures the essence of community work and Kelly’s “Qualities for the Community Psychologist”. Working yourself out of a job means building up a community’s knowledge, confidence, and abilities until it can operate successfully and independently. It’s selfless work. It can occur by empowering communities to organize, providing trainings on coalition building to help these empowered groups continue to grow, and educating organizations on best practices in program implementation, monitoring, and evaluation. I would like to use this roundtable as an opportunity to discuss working ourselves out of our jobs: Why do we do it? How do we do it? What does it mean for the communities we work with and our futures as professionals?

[9] Complementary Principles and Values: Exploring the Relationship between Community and Counseling Psychology
Denise Marques and Elizabeth McInerney

Honoring multiple community psychologies invites us to explore the relationship between community psychology and other disciplines that embody similar values. Much like community psychology, counseling psychology focuses on well-being and prevention in addition to ameliorating distress. Although traditional psychotherapy is essential to the counseling psychology framework, both the fields of community and counseling psychology recognize that interventions beyond traditional psychotherapy are integral to healing at the individual and community levels (SCRA, 2017; SCP, 2017). In particular, these disciplines recognize the inherent relationship between contextual factors and wellness, and both fields highlight the disparities and inequities underlying individual and community distress (SCRA, 2017, SCP, 2017). As such, social justice is a key guiding principle underlying interventions within the two disciplines.

Despite the aligned principles and values with these respective fields, to our knowledge, community/counseling psychology graduate programs do not exist. Moreover, formal collaborations between these disciplines do not seem commonplace. Considering the shared values between these disciplines and their commitment to social justice, this absence is noteworthy. Rather than pathologize an individual’s psychological distress, counseling psychologists often examine contextual influences, a task in which community psychologist are especially
poised. Similarly, the training within counseling psychology can be especially beneficial in working with individuals experiencing psychological distress due to oppression, a societal hindrance at the focus of community psychology. As such, through this discussion, we endeavor to facilitate dialogue focused on collaboration between community and counseling psychology, as well as to foster potential partnerships between scholars and practitioners within these two fields.

[10]
**Grounding Public Policy Approaches within Community Psychology Values: Strategies to Effect Change**
*Jaimelee Behrendt-Mihalski*

Community psychology uses a multidisciplinary approach, and grounding our research and practice within the theories of other disciplines can help us to better understand the needs of our communities and effect change. This skillshare will focus on incorporating public policy theories to move community work forward. For example, Kingdon’s Multiple Streams Analysis considers the various streams of problems, policies, and politics. Within the problem stream, an issue arises that requires attention and must be framed appropriately. The policy stream includes available solutions for problems. These solutions are often generated prior to a problem arising and modified to meet the current situation. Then, in the politics stream, problems and solutions must gain the attention of policymakers to be enacted as policy. The work of Kingdon and other public policy researchers can help community psychologists to frame issues, build coalitions, and determine appropriate actions and timing. This skillshare will focus on translating public policy theory situated within community psychology values into action. Specifically, collaboration and coalition development, taking an ecological perspective, mobilization of communities, and empirical grounding are important for policy change. In the interactive portion of this workshop, small groups of participants will be provided with vignettes based on real policy issues impacting children in the Southeast and will use information from the presentation to create a plan to effect policy change. After the small group discussion, the larger group will come together to discuss their plans and how skills from this workshop can be applied to their current work.

[11]
**How to use social network analysis in your research and evaluation practice**
*Devin Gilmore and Gabriel P. Kuperminc*

Social network analysis is a method used to quantify and visualize connections between individuals, organizations, and other entities. First developed by sociologists, this method is relevant for community psychologists because our work commonly involves multiple stakeholders embedded in complex webs of relationships. Presenters will share preliminary results from a social network analysis conducted within two county-level community collaboratives in Georgia. Participants in this methodology skillshare will engage in an exercise to help them develop research questions that can be addressed using social network analysis, familiarize themselves with the types of data SNA can provide and view examples of the different ways this information can be visualized.

[12]
**Critical Participatory Theory Development**
*Natalie Kivell*

Paradigm and methodology are deeply connected in terms of the questions we ask, the assumptions we hold, the knowledge we center and the outcomes we work for. As a critical community psychologist, I am proposing (and currently attempting to implement) a critical Participatory Action Research (C-PAR) approach that includes the centering of community knowledge in theory development. My dissertation is a study about building a contextually-based, grassroots-developed, and adaptable local theory of transformative change, with, by and for grassroots community organizers. In this methodology skillshare I will share my current process, the underlying critical theories of centering of knowledge to decolonize research processes and I will explore the methods and forms of analysis that can be used for co-constructed theory-building processes in Community Psychology.
Through an engaged process of playing with themes from my data, session participants will get a hands-on experience of working together to construct knowledge, and reflect on the challenges and opportunities of such a process. Time at the end of the session will be used for discussion on the methodological feasibility and to hear from other on their own work and how we might build on this methodology in the field of CP.

POSTER PRESENTATIONS:

Examining Relationships Among Perceived Discrimination, Racial Identity Centrality, Religiosity, and Depressive Symptoms in African American Emerging Adults
Jessica Prince

Emerging adulthood is a developmental period characterized by role and identity explorations. For African American emerging adults, this period is complicated by experiences of structural and interpersonal racism, which can lead to depressive symptoms. The unique developmental task faced by these individuals is negotiating their identity as members of a stigmatized group while figuring out how to respond adaptively to racism. Fortunately, emerging adulthood is also a period in which African Americans develop “racial-ethnic protective factors.” These include racial identity centrality, the importance of race to one’s self concept, and religiosity, which are beliefs and practices related to God. Both factors are important to African American culture, supported and enhanced by empowering settings (e.g., the Black Church), and theorized to be sources of strength and resilience. The present study examined whether religiosity and racial identity centrality were protective against depressive symptoms in the face of perceived discrimination (PD). Participants (n = 169, Mage = 21.35, SD = 5.62, 66.5% female) completed self-report measures of religiosity, racial identity centrality, PD and depressive symptoms. We used the PROCESS macro in SPSS to test the moderating effects of racial identity centrality and religiosity on the association between PD and depressive symptoms. Consistent with our hypotheses, we found that PD was positively associated with depressive symptoms and that religiosity weakened this association. However, racial identity centrality did not influence the association between PD and depressive symptoms. Implications of these findings will be highlighted.

Evaluating the Efficacy of a Physical Activity Intervention Using Media Technology with Middle School Students
Victoria Galica

It is well established that childhood and adolescent overweight and obesity represents a major health concern in the United States and is related to worsened physical and psychological outcomes (Dawes, 2014; Ebbeling et al., 2002; Jeffery et al, 2014). This worrisome trend is linked to decreased engagement in physical activity (PA) and increased engagement in sedentary behaviors, which begin to escalate exponentially during adolescence (Eime et al., 2016).

Racial Disparities in the Juvenile Justice System
Margaret Goldman, Ramis Mercado, and Laura Kohn-Wood

Research indicates that despite a steady decline in juvenile incarceration rates over the past few years, Black youth remain at least twice as likely to be arrested as their white counterparts, and for certain crimes racial disparities among arrest rates are even larger (The Sentencing Project, 2014). These racial disparities persist through multiple stages of the juvenile justice system; while 84 percent of all juvenile offenders will reoffend within five years following their release, Black male adolescents are 16 percent more likely to reoffend than are their White male counterparts (Sentencing Guidelines Commission, 2008). These racially disproportionate recidivism rates are exigent justification for the development of reentry programs tailored specifically for minority youth offenders.
This presentation will detail the preliminary findings of a qualitative study designed to assess the impact of one urban youth reentry program that elucidates hip-hop based lyrical expression instruction as a crucial component of reentry education designed to target minority youth. This study combined a series of semi-structured participant interviews with biweekly observations of the lyrical expression sessions, which allowed the researcher to submerge herself in the teaching environment. Preliminary thematic analyses revealed several themes indicating specific domains of impact on youth, including 1) personal growth, 2) vocational and academic motivation, 3) positive identity formation, 4) effective communication and 5) mature emotional expression. This presentation offers audience members a model for an innovative approach to education for at-risk populations, juvenile justice and recidivism reduction.

**What About Elementary Level Teachers: A Closer Look At The Intersection Between Standardization And Multilingualism**

*Ignacio Barrenechea*

The specialized literature in the field of education does not thoroughly address how teachers facing multilingual classrooms can effectively surf the tension created by the need to comply to federal, state and locally mandated standards, while embracing multilingualism at the same time. That is to say, there is a need to better understand what are the adaptive strategies teachers can display to confront the tension between standardization and multilingualism.

My study proposal aims at giving voice to a very often-silenced key actor/actress: teachers. Even when the issue of standardized testing has been vastly explored in the specialized literature, there is no information about teachers’ experiences in highly multilingual settings, such as the one offered by Miami Dade County. The expected outcome is to get to explore the different experiences that mold and affect teachers’ strategies in their task of preparing both ESOL and non-ESOL students for a same standardized test, such as the FSA. Understanding teachers’ experiences will be important to inform policy with regards to the implementation of standardized testing in multilingual settings. Secondarily – and perhaps for future research studies -, this investigation will be an important resource to understand teachers’ stress level as a possible explanation for teacher burnout.

Therefore, the purpose of this grounded study is to explore the experience and strategies of teachers in multilingual classrooms as they confront the tension between meeting the educational needs of multilingual students while complying with federally mandated standard requirements for third grade teachers in Miami Dade public schools. In this grounded theory I will use in-depth interviews, as they are intended to explore individuals and perceptions in rich details.
MIAMI NIGHTLIFE

Miami is truly a city that never sleeps and there is always something to do any night of the week. Below are just a few options if you are interested in exploring!

Halloween-Specific Activities:

Hollyweird Halloween  
Time: 6:00 PM – 2:00 AM  
_Hollywood Arts Park, Hollywood, FL 33020_  
Join us on Saturday, October 28th for the **Hollyweird Halloween Downtown Hollywood Block Party**! The event is on Hollywood Boulevard and will include family friendly activities from 6pm to 9pm that include a Treat-or-Treat Street, a costume contest and family-fun entertainment. After 9pm, the party continues for the 21+ crowd with live bands, outdoor bars and a costume contest with $10,000 in cash and prizes. Follow us online at Florida’s Hollywood or visit FloridasHollywood.org/Hollyweird

Hallo- weird: RZA, Tony Touch, DJ Heron  
Time: 11:00 PM  
_Basement Miami, Miami Beach, FL, 33140_  
At this year's theme, Dia de los Muertos, dance til you’re dead all weekend. On Saturday, bounce to RZA from Wu-Tang Clan and Tony Touch. So put on your best (or scariest) face and we'll see you on the dance floor. There will be $10 slushie specials and the cover is $20. Doors open at 11PM.

Fright Night Bar Crawl  
Time: 6:00 PM – 11:00 PM  
_Shots Miami, Wynwood Arts District, 33127_  
Join Where Locals Go Saturday October 28th, 2017 for our FRIGHT NIGHT Bar Crawl! Join hundreds of crawlers and enjoy 5 FREE Drinks, 7+Venues, Candy, Halloween Swag, & much more! Dress up in your favorite costume with a chance to win $200 in our Costume Contest & roam freely from bar to bar in Wynwood's most sought after hot spots & while Receiving 5 FREE Drinks and Drink Specials between 7+ different venues. So bring your friends and get ready to experience this unique and fun twist in celebrating Halloween! FYI Dressing up is not mandatory lol. Venues Include: SHOTS, Butcher Shop, Garden, Wynwood Diner, J. Wakefield, Box Elder, & More to come.

Other Things to Check Out:

Below are some Miami neighborhoods with good nightlife with some bars and lounges we would suggest checking out:

**Brickell**  
_Recommendeds:_ Blackbird Ordinary, Sidebar, Better Days, American Social, Blue Martini, Fado's

**Wynwood**  
_Recommended:_ Wood Tavern, Gramps, Brick, El Patio, Wynwood Walls
South Beach
*Recommended:* Lost Weekend, Sweet Liberty, The Broken Shaker, Purdy’s Lounge, Sing Sing Karaoke

Coconut Grove
*Recommended:* Monty’s, Barracudas, Taurus, Fat Tuesdays, Sandbar