8th Annual Northwest Ecological Community Psychology Conference

October 25, 2013

Portland State University

Let Knowledge Serve the City
Acknowledgements

We would like to thank the Native American Student and Community Center at Portland State University for providing the space for this conference. We would also like to thank Thanh-Long Bakery & Restaurant for providing today’s food.

In addition, we would like to acknowledge the founding institutions of the Northwest Ecological-Community Psychology Conference:

Lewis and Clark College
Portland State University
University of Washington- Bothell

Conference Co-Sponsor
Society for Community Research and Action (SCRA)

2013 Planning Committee Members
Keith Kaufman, Eric Mankowski, Amy Shearer, Rachel Smith, Kelly Stewart, Greg Townley, Wendy Viola
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Conference Schedule
8:00 – 8:15: Registration, Coffee, and Conversation
8:15 – 8:25: Welcome Address
8:30 – 9:30: Session 1 Presentations
  o Cultural Competency in Classrooms, Research, Community and Other Projects: Perspectives Regarding Social Justice and Equity Within Current Systems – Room 110
  o Youth Advisory Boards: Organizational Perspectives, Leadership Development Strategies, and Next Steps for Centering Youth Voices in Decision Making- Room 170
  o Getting into the Psychology Graduate Program for You: Tips From Those Who Have Been Through It- Room 180

9:45 – 10:45: Session 2 Presentations
  o Bringing Sustainable Prevention to Youth Serving Organizations- Room 110
  o Engaging Homeless Youth in Place-Based Research to Examine and Enhance Sense of Community and Well-Being- Room 170
  o Battles Faced by Today’s Veterans on College Campuses: An Interactive Workshop- Room 180

11:00 – 12:30: Box Lunch
11:30 – 12:30: Dedicated Poster Time (Posters may stay up until 2:45p.m.)
12:45 – 1:15: Session 3 Presentations
  o Social Networks and the Perpetration of Intimate Partner Violence- Room 170
  o Decolonizing Empowerment for Collective Action and Community Self-Determination- Room 180

1:20 – 1:50: Session 4 Presentations
  o Angry Brains: The Rise of Tablet-Based Psychometric Instruments- Room 170
  o Learning ethical principles and practices in community fieldwork settings- Room 180

2:00 – 3:00: Film Presentations and Discussion
  o Doing It with Dignity- Room 170
  o The Interrupters- Room 180

3:15 – 4:15: Keynote/Panel Session- Room 110
  o Marc Fernandes and Erika Molina: Multnomah Youth Commission

4:30 – 5:00: Northwest Ecological Community Psychology Organizational Meeting
5:45 – 7:30: Optional Dinner
Keynote Speaker

Marc Fernandes and Erika Molina
Multnomah Youth Commission

Youth-Adult Partnership as a Strategy for Organizational and Community Change
Youth are playing more visible roles in decision-making about programs and policies that impact their lives. Yet many youth-adult partnerships struggle with issues of quality and effectiveness. Erika Molina and Marc Fernandes will provide an in-depth view of the Multnomah Youth Commission (MYC) and how it impacts youth and the larger community. In addition, they will share how their organization creates a Culture of Youth-Adult Partnership that promotes both youth development and collective impact. Lastly, they will talk about how the MYC addresses inequity while engaging diverse youth in systems change.
Presentation Sessions Information

Session 1 Presentations:

- **Getting into the Psychology Graduate Program for You: Tips From Those Who Have Been Through It**
  - Sylvia Kidder, Jean McMahon, Amy Shearer, Rachel Smith, Kelly Stewart, & Wendy Viola, Portland State University
  - 60 Minute Roundtable
  - **Abstract**: In this roundtable discussion, current graduate students from Portland State University's Applied Community and Social Psychology doctoral program will share their perspectives on applying to graduate programs in psychology. We will share our own experiences with the search for graduate programs and the application process, and provide advice on finding and getting into a graduate program for Social and/or Community Psychology. First, we will address how you can determine whether a program will be a good fit for you. Second, we will share strategies for effectively studying for the GRE and discuss when you should plan to take it. Third, we will provide advice about obtaining strong letters of recommendation and support from current faculty mentors and advisors. Fourth, we will discuss the application process, including writing a personal statement or a statement of purpose, developing a curriculum vitae, and contacting potential advisors. Fifth, we will share several strategies for preparing for interviews and program visitations. Lastly, we will discuss the process of deciding which program to attend once you are accepted.

- **Cultural Competency in Classrooms, Research, Community and Other Projects: Perspectives Regarding Social Justice and Equity Within Current Systems**
  - Melodi Wynne & Erendira Aldana, Community and Cultural Concentration in Psychology, University of Hawaii.
  - 60 Minute Innovative Session
  - **Abstract**: Perspectives and participation from culturally diverse groups and individuals continue to be encouraged throughout academia and federal and foundation funded projects. This contributes to social justice and promises to replace previously oppressive interactions with equity between mainstream and diverse cultures worldwide. Answering Freire’s (1970) call to, “the great humanistic and historical task of the oppressed: to liberate themselves and their oppressors as well,” two graduate students, representing cultural diversity will facilitate activities to stimulate dialogue that increase the depth of understanding of their reality within these experiences. Privilege, entitlement, control of imagery, classroom format, settler-decolonization, and indigenization are topics that will be developed. Expect to share in the type of discomfort
formerly known only to the marginalized, and bring an openness of heart and mind to imagine future interactions that will propel social justice in the systems and cultures represented in your individual and collective experiences.

- **Youth Advisory Boards: Organizational Perspectives, Leadership Development Strategies, and Next Steps for Centering Youth Voices in Decision Making**
  - Austin Edge, University of Washington; City of Shoreline
  - 60 Minute Roundtable
  - **Abstract:** I propose to facilitate a roundtable discussion guided by information and discussion points generated by youth and staff from organizations involved in youth-led advocacy and action in the greater Seattle area. Questions will center on youth advisory boards, analyzing the role they play organizationally and considering the various dynamics affecting their levels of success. Staff will have provided an historic and structural perspective, while teens will have shared their lived experiences and insights. Session participants will be challenged to think structurally and with a strengths-based lens to collaboratively and critically imagine potential next steps and best practices. As an alumni of the Community Psychology program at the University of Washington, I bring an academic lens to dialogues around youth-development work. As a practitioner in the field – currently Teen Program Assistant with the City of Shoreline – I provide a contextualized knowledge-base that, as facilitator, will allow me to identify connections and strategically guide the conversation.

**Session 2 Presentations:**
- **Engaging Homeless Youth in Place-Based Research to Examine and Enhance Sense of Community and Well-Being**
  - Greg Townley, L Pearson, Josephine Nguyen, Cole Prophet, & Mareike Trauernicht, Department of Psychology, Portland State University
  - 60 Minute Paper Presentation
  - **Abstract:** Homelessness in Portland is a large, visible, and growing concern, particularly for homeless youth, whose numbers increased by 25% between 2009 and 2011. Homeless street culture is often one concerned with survival that can heighten risks of depression, suicide, substance abuse, and other mental health challenges. Fortunately, establishing supportive communities can play a role in buffering the negative effects of living on the street. In this presentation, we will describe a project in which 28 homeless youth were engaged in an intensive three-part research experience examining ways in which youth understand and interact with diverse communities to access resources, participate in meaningful activities, establish social networks, and achieve a sense of community. Results of participatory mapping exercise, surveys, and semi-structured qualitative interviews
will be presented, with particular attention placed on the powerful role that research involvement can play in facilitating meaning-making, resilience, and psychological well-being for homeless youth.

- **Battles Faced by Today's Veterans on College Campuses: An Interactive Workshop.**
  - Casey Hromada, University of Washington Bothell
  - Garth Lindelef, City College of New York
  - 60 Minute Workshop
  - **Abstract:** With 200,000 service members leaving active duty annually, the population of student veterans also increases. Veterans have become a marginalized population on college campuses, and the problem to solving this issue is compounded by the fact that being a veteran crosses gender, cultural, racial, sexual orientation, and religious boundaries. While veterans bring many unique experiences and qualities to their chosen field of study, there are numerous barriers that prevent student veterans from achieving scholastic success. Through a workshop utilizing guided discussion attendees will examine some of the major barriers facing veterans' education. The topics will include the emotional boundaries facing student veterans (isolation, depression, hyper-alertness, anxiety), programs that can help veterans on campus, and the creation of new idea and best practices. Attendees will be able to leave the workshop with a better understanding of student veterans' issues, their transition, and the foundational resources for implementing programs to assist veterans in achieving scholastic success.

- **Bringing Sustainable Prevention to Youth Serving Organizations**
  - Keith L. Kaufman, Hayley Tews, Lindsey Patterson, & Kelly Stewart, Portland State University.
  - 60 Minute Workshop
  - **Abstract:** Millions of youth spend time involved in activities provided by youth serving organizations (YSO). Estimates suggest that each week more than 57 million youth attend school, 40-60 million participate in youth sports, and millions of other children and teens take advantages of programs and activities provided by various other YSOs including Boys & Girls Clubs of America (4.2 million), Big Brothers & Big Sisters (250,000), and Boy Scouts of America (2.6 million). While efforts have been made on the part of these organizations to keep youth safe, we know from the popular media that youth involved in YSOs are at risk for a broad array of risks (e.g., child sex abuse, bullying, unintentional injuries). This presentation will describe lessons learned and preliminary findings obtained from national prevention study utilizing a sustainable safety self-assessment approach based on the Situational Prevention Approach with 16 Boys & Girls Clubs across four U.S. states.
Session 3 Presentations:

- **Social Networks and the Perpetration of Intimate Partner Violence**
  - Wendy Viola, Portland State University
  - 20 Minute Paper Presentation
  - **Abstract**: Adopting a social networks perspective may be useful for enhancing intervention and prevention of the perpetration of intimate partner violence (IPV). Parents influence their children’s choices of friends (Capaldi & Clark), while friendships in childhood and adolescence impact general antisocial behavior (Dishion, Andrews, & Crosby, 1995), concurrent perpetration of sexual assault (Capaldi et al., 2001), and later perpetration of IPV (Arriaga & Foshee, 2004). Adults’ friendships have implications for their criminal recidivism (Andrew & Bonta, 2007) and their perpetration of both sexual assault (DeKeseredy & Schwartz, 1993) and IPV (Abbey et al., 2001; Brown & Messman-Moore, 2010; Raghavan et al., 2009; Silverman & Williamson, 1997). However, little is known about the individuals who comprise IPV perpetrators’ social networks, or whether or how they communicate about IPV. Preliminary results from focus groups with PIV intervention providers and participants regarding IPV perpetrators’ IPV-relevant interactions with their social networks will be discussed.

- **Decolonizing Empowerment for Collective Action and Community Self-Determination**
  - Cynthia Lin, University of Wisconsin-Madison School of Human Ecology
  - 20 Minute Paper Presentation
  - **Abstract**: A core principle of community organizing is that the leadership, the demands and desires, and the voices of people most directly affected by issues of injustice are centered in collective action efforts. This paper explores how participants in civil society collective action form relationships that are grounded in critical consciousness and interdependence, and how the political education, leadership development, framing and messaging, relationship-building, and action-oriented efforts of community organizations contribute to these relationships of solidarity. The analysis will draw empirically from a previous study of interviews with 30 organizers and activists in Wisconsin (Lin, 2009), about strategies for and barriers to their work for political self-determination. It will also draw from the author’s current engagements in community organizing, participatory education, and leadership development efforts, placing them in dialogue with theories of empowerment in community psychology.
Session 4 Presentations:
  o **Angry Brain: The Rise of Tablet Based Psychometric Instruments**
    o Philip Kolba & G.Paul Kolba
    o 20 Minute Paper Presentation
    o **Abstract:** Though scientific literature demonstrates the effectiveness of mental health counseling for treating various conditions, it is a challenge for clinicians to apply similar scientific rigor to their practice with individual clients. Many clinicians rely on client self-report or their own professional judgment as proxies for measurement, which suffer from a lack of validity. But there is value in conducting measures with individual clients. It can provide quantitative data about the issues that bring clients to therapy. Clinicians can only provide effective treatment if they understand what the underlying problem is. Similarly to the measurement problem in quantum mechanics, where measuring a particle changes the particular, measuring human behavior influences it. Thus, measuring can be an intervention in itself by increasing a client’s insight and promoting adherence to a treatment regimen. Measuring the effect of treatments can allow clinicians to emphasize interventions with the greatest efficacy over less effective ones and save time and resources, which are particularly limited in community health settings. Despite the benefits of incorporating measurements into clinical practices, clinicians face many barriers. They must divide limited time between providing therapy and writing case notes and are loathe to take away time from client care for other objectives. Many instruments are administered with pen and paper and do not integrate with Electronic Medical Record systems. The cost of individual instruments is often prohibitive, or may outweigh the perceived benefit for client or clinician. The goal of this project is to explore more organic, interconnected, and lower barrier methods for tracking behavior, change, and treatment outcomes. Due to the ubiquity of always-on, always-online, personal data devices such as smartphones, tablets, and laptops, it is now feasible to gather outcomes data as-it-happens versus doing a mass summary during individual weekly or monthly sessions. This presentation explores the potential for clinician and client use of technology to better promote, reinforce, and track treatment outcomes.

  o **Learning ethical principles and practices in community fieldwork settings**
    o L Pearson, Portland State University
    o 20 Minute Roundtable Discussion
    o **Abstract:** PSU’s motto is “Let knowledge serve the city.” There are many opportunities and much encouragement for students to participate in community/ecological research and hands-on service learning projects. These projects often put students in contact with
vulnerable community members, including children, homeless persons, elderly adults, and individuals with mental illness. Contributing to ethical fieldwork consists of not only having and using ethics, but also actively and intentionally acquiring the principles of ethical practice, including consciousness, awareness, openness, discipline, responsibility, objectivity, and the awareness of subjectivity, prejudice, and ignorance. Learning is a lifelong process, but community fieldwork aims to proactively and innovatively set widely acceptable benchmarks for its students, allowing them to graduate with a high ethical standard in place. This round table discussion invites students to engage in a constructive dialogue regarding the challenging roles student researchers occupy in community fieldwork settings.
Film Presentations

- *"The Interrupters"
  - We will screen the introductory segment of a nationally distributed documentary, *"The Interrupters"*. This film presents a unique approach to addressing the ongoing issue of gang violence in Chicago, Illinois. The intervention program shown in this film works to engage reformed violent gang members as advocates for community members currently entrenched in the violent environment of Chicago’s gangs. The program provides a starting point for discussions around participatory action-research and approaching issues within communities in ways that speak to, and appreciate, the cultural values within distinct communities.

- *"Doing it with Dignity"
  - We will screen a segment of the locally produced film, *"Doing it with Dignity"*, which presents a participatory action research project in which members of the homeless community of Dignity Village worked with video storytelling to re-establish a shared vision and increase community participation. The process of creating the video was intended to build cooperative relationships and empowerment in the community. The research project was facilitated by Heather Mosher as part of her doctoral studies at Portland State University. Following the film, we will discuss our personal and collective responses to the film and to Dignity Village, as well as other empowerment-based approaches to ending houselessness in Portland, such as the R2D2 (Right 2 Dream Too).
Poster Presentations

- **Acculturation and Worldview: Attitudes about Sexual Health in an African American College Population in the Pacific Northwest**
  - Eleanor Battison, Lewis and Clark College
  - **Abstract:** The purpose of this study is to examine the role of culture as a factor in predicting attitudes about sexual health for persons of African descent. Culture will be explored by measuring Afrocentric worldviews think about sexual health education and practices and how levels of acculturation might affect thoughts on sexual health education and practices. The relationship between acculturation and Afrocentric worldview with either more liberal or conservative attitudes about sexual health will be investigated. Worldview orientation and acculturation will be explored in the ways they might differ in predicting attitudes about sexual health. Understanding any cultural variations in attitudes about sexual health is particularly relevant given the lack of culturally appropriate sexual health education programs for persons of African descent and the higher prevalence of STI's and unplanned pregnancies in this population.

- **Engaging Youth Through Photomapping: How Research Methods Can Promote Equity**
  - Melissa Langager; Dawn M. Richardson; Kimberly Deras; Vanessa Gonzalez, Portland State University
  - **Abstract:** Increasingly, participatory methods in research have incorporated Photovoice to investigate how community members experience their environments. Photovoice is a method with 3 goals: to engage people to record and reflect on community concerns and strengths; to promote critical dialogue; and to teach policy makers. To examine how Mexican American youth experience their neighborhood contexts we employed Photovoice along with participatory mapping, asking participants to take photos of their neighborhoods and mapping these pictures using GIS coordinates. Participants then provided a narrative of the photo’s relevance to their lives. These photos, locations, and narratives provided data to help identify and reveal participants’ lived experiences.

- **Deconstructing Hegemonic Masculinity: The Roles of Antifemininity, Subordination to Women, and Sexual Dominance in Men’s Perpetration of Sexual Aggression**
  - Rachel Smith, Dominic J. Parrott, Kevin M. Swartout, & Andra T. Tharp, Portland State University, Georgia State University, CDC
  - **Abstract:** This investigation sought to better understand the etiology of sexual aggression and ultimately inform prevention and intervention efforts. Specifically, this study examined sexual violence
perpetration in terms of men's adherence to distinct dimensions of hegemonic masculine norms and other gendered aspects of their lives. Participants were 208 heterosexual men, ages of 21-35. Participants completed self-report measures of hegemonic masculinity (i.e., antifemininity, sexual dominance), masculine gender role stress, and sexual aggression. Results indicated that the relationships between both adherence to the antifemininity norm and the tendency to experience stress when in subordinate positions to women with sexual aggression were mediated by adherence to the sexual dominance norm. thus, the men who adhere strongly to hegemonic masculine norms may feel compelled to be sexually aggressive toward an intimate partner in order to maintain their need for dominance within their intimate relationship. Implications for future research and sexual aggression prevention programming are discussed.

- Listen to the Youth: Understanding the Health Care Needs of Youth in the Juvenile Justice System
  - Brooke Sullateskee-Rincon & Wadiya Udell, University of Washington-Bothell
  - Abstract: Youth in [the] juvenile justice system are faced with various health disparities such as substance abuse, mental illness, and sexually transmitted diseases. It is therefore essential that consistent health care be readily available and accessible to them. However, many communities do not have efficient and consistent ways to provide health and mental health resources for this high-risk population. As a result, many detained youth lack sufficient health care, receiving much of their primary care while in detention facilities. In this study we identify challenges that effect youth in the juvenile justice system from regularly receiving health care. We also highlight possible protective factors that may promote continuity of health care among this population. Through qualitative analysis of interviews with youth, we identify several themes (e.g., relevance of health programs to youth, lack of transportation, and lack of knowledge of how to make appointments for themselves). We propose possible solutions to foster continuity of care among youth in the juvenile justice system.

- Angry Brain: The Rise of Tablet Based Psychometric Instruments
  - Philip Kolba & G.Paul Kolba
  - Abstract: See Page 10