11th Annual Community Research & Action in the West (CRA-W) Conference

October 21, 2016

Portland State University
PSU Urban Center Building – 2nd Floor

Urban Places and Issues:
Challenges and Possibilities
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2016 Planning Committee Members

Eric Mankowski & Greg Townley (co-chairs)

Contributing Institutions
Arizona State University, Colleges at Lake Havasu City, AZ
California State University, Chico, CA
California University of Pennsylvania
Central City Concern, Portland, OR
Domestic Violence Safe Dialogue, Portland, OR
Humboldt State University, Arcata, CA
Immigrant & Refugee Community Organization, Portland, OR
Lewis & Clark College, Portland, OR
Native American Youth and Family Center, Portland, OR
One Community Health, The Dalles, OR
Pacifica Graduate Institute, Carpinteria, CA
Partners for a Hunger Free Oregon, Portland, OR
Portland State University, Portland, OR
Self-Enhancement, Inc., Portland, OR
Survivor Collective Alliance Reaching Society, Portland, OR
The College of Idaho, Boise, ID
Tufts University, Medford Massachusetts
University of California, Santa Cruz, CA
University of Miami, Coral Gables, FL
University of Nevada, Reno, NV
University of Washington Bothell, WA
University of Washington, Seattle, WA
University of Washington, Tacoma, WA
Western Washington University, Bellingham, WA

Conference Hosts and Co-Sponsors
Portland State University
Portland State University College of Urban and Public Affairs
Society for Community Research and Action (SCRA)
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| 1:30 – 3:00  | Round Table Discussions       | 1. Stewart, Sheehan, Scheele, Sackett, Johnston, & Christensen (room 204)  
|              |                                | 2. Wallin-Ruschman, Kornbluh, Lichty, Palamare-Munsell, & Townley (room 710) |
| 3:15 – 4:45  | Round Table Discussions)      | 1. Brott, Dixon, West, Chavez, & Kornbluh (room 212)                     
|              |                                | 2. Andringa, Camm, Little, Smith, Thomas, Wilkinson, & Hershberg (room 710) |
|              | Panel Symposium                | 1. Ciofalo, Grammer, Chew, Cummings, & Alexander (room 204)              |
| 5:00pm       | Wrap-Up and Reflections of the Day | (room 212)                                                              |
| 5:30pm       | Social Gathering at Laughing Planet Cafe | (1720 SW 4th Ave.)                                                        |
Oral Presentations

9:00- 10:30, Room 212

**Title:** Culturally specific organizations as vital spaces for inclusion: Reporting on a Delphi Study with five organizations

**Authors:** Ann Curry-Stevens, Founding Director, Center to Advance Racial Equity and Associate Professor, School of Social Work, Portland State University, Steph Ng Ping Cheung, Research Assistant, Portland State University and United Way, Alejandro Queral, Director, Systems Planning and Performance, United Way, Marie-Elena Reyes, Evaluation Manager, Immigrant and Refugee Community Organization, Rebecca Gibbeson, Data Manager, Self-Enhancement Inc., Sarah Feldman, Research, Learning and Training Coordinator, NAYA, Lorraine Escribano, Research Manager, Latino Network, Geoff Brusca, Database and Impact Manager, Metropolitan Family Service, Cassie Lovett, Senior Evaluator, United Way

**Presentation Abstract:** Urban places pose considerable hardship for communities of color. Damages range from policing violence to neighborhood and educational segregation, and limited opportunities for equitable employment. Deep disparities have been documented across the nation, and in Multnomah County. Opportunities also exist. One example are the organizations that are designed by and with communities of color. Called ‘culturally specific organizations,’ they are rising in influence on the policy and funding landscape. This presentation details a study with these organizations, conducted in a partnership with seven organizations and part of a collaborative designed to reduce child poverty within communities of color. The research method is community based participatory action research, and is designed to increase the visibility, voice and influence of organizations who are on the leading edge of institutional equity in the region. The research group includes five service providers (IRCO, SEI, Latino Network, MFS and NAYA) the backbone organization (United Way) and research leadership (PSU). Specifically, we used a Delphi Study and engaged with approx. 12 people from each organization to identify the assets they believe are responsible for having a positive impact on its community. These results will inform the next phase of this research: listening to service users about their engagement with these assets. Our findings detail 13 assets of such organizations, including providing respite from racism, inclusion and belonging, leadership opportunities, and community development as valued assets emerge. We also identified 20 staff assets, as such settings recruit and nurture a specific type of service provider. The presentation details the relevance of the research findings. Partner organizations assert these insights are important for those considering how to improve race relations and racial inclusion in cities, as well as how higher education might improve the ways they prepare service providers. While these assets are embedded in these culturally specific spaces, they can become elements of mainstream institutions, and urban planning efforts.
Title: De(re)constructing Counterspaces: An Extended Case Study of Race and Resistance in Youth Development

Authors: Brett Coleman, Western Washington University, Men Against Violence Research Collaborative

Presentation Abstract: This extended case study (Burawoy, 1998) examined the creation of a social justice-oriented youth development program with Black and Latino young men, based on a Youth Participatory Action Research (YPAR) model, at a youth family services agency in Chicago. Through participant observation, interviews with youth participants and Agency staff, and document review, the aim of the study was to develop a theoretical framework to interpret the role of resistance in the relationship between programmatic settings that function as counterspaces and their organizational hosts. According to Case & Hunter (2012), counterspaces facilitate resistance to marginalization and oppression through challenging processes such as narrative identity work, direct relational transactions, and acts of resistance. By comparing the embodied, narrative-based ways in which youth participants understood violence to the professionalized approach to violence prevention among agency staff, I show how counterspace settings can facilitate resistance to marginalization. In the setting under study, such marginalization manifested in patterns of exclusion associated with the culture of power (Delpit, 1988; Kivel, 2004) within the agency and emanated from policies attached to program funding. The ways in which the youth participants challenged those patterns of exclusion—enduring them to violating rules associated with them—demonstrated the power of their culture to resist, protect against, and transform marginalizing processes. I conclude by identifying the domains in which challenging processes interacted with patterns of exclusion, which enacts a view of resistance as diagnostic of the ways in which marginalization of youth of color can be maintained in youth development practice ostensibly meant to empower them (Kelley, Tuck & Yang, 2014). This extended counterspace framework, which accounts for organizational cultures of power, can inform the development of empowering settings with marginalized people (Maton, 2008). Such knowledge can be applicable to a range of contexts, from program development to grassroots organizing.

Title: Risk Minimization on College Campuses: A Situational Approach to Sexual Violence Prevention

Authors: Judith Zatkin, Kelly Stewart, Erin McConnell, Miranda Sitney, Alyssa Glace, Keith Kaufman, Portland State University

Presentation Abstract: Sexual violence on college campuses is a well-documented and pervasive problem, with about 1 in 4 women and 1 in 16 men being affected every year.
(Cantor et al., 2015). Most prevention programming on campuses is educationally based, but situational based prevention allows stakeholders to view and assess risk on a community level. This session will take participants through a situational risk assessment process, which is being used currently in a DOJ Grant for college sexual violence prevention. Participants will work in groups to assess a given location, and come up with potential safety risks under a variety of contexts, such as high-risk locations, policies and norms, and lifestyle and routine activities. Once risks are brainstormed, participants will discuss the feasibility of solving them, and come up with low-cost, prevention based solutions. This process will show participants how simple organizational prevention initiatives can be, and give them skills to think critically about situational prevention in a variety of settings.

9:00-10:30, Room 204

Title: Relational empowerment praxis and ethics: Wearing two hats
Authors: Erin Rose Ellison, MA, MS, University of California, Santa Cruz
Presentation Abstract: This paper examines ethics and relationships in community-based research, and more specifically, the difficult ethical terrain of becoming embedded in a research site. For researchers sustaining collaborative relationships with community organizations, relationships and rapport are central concerns, influencing research processes and outcomes. Yet these relationships are also fraught. In the context of a multi-method social network study of relational empowerment with an ethnographic orientation, I interrogated how individual organizers confront and process their own reproduction of oppression in the organizing setting, how organizers confront the reproduction of oppression of others within their group, and the network structure involved in the resolution of oppressive interpersonal interactions (e.g., microaggressions, sexual assault) within the organizing setting. Frankly, these are sensitive and relational questions. By talking to me, my participants were asked to gossip or ‘dish’ on each other to help me address these research questions. What does it mean to ask participants to gossip, or (seemingly more legitimately) to report on each other? Further, my ethical discomfort was amplified as, during my (hopeful) transition from graduate student to assistant professor, I was hired by the statewide office of the organization I studied to serve as a community organizer myself. This is what Coy (2006) calls ‘wearing two hats’ when referring to the dual roles an embedded community-based researcher may encounter. This paper responds to the call for critical focus on the researcher-participant relationship (Kral, 2014). The concern is relational in collaborative settings, network studies and participatory research. As a critical social-community psychologist, I must examine my research relationships and how they influence my dual work as a researcher and as an organizer. This research has implications for what it means to have a sustained relationship with a research site, and to have collaborative, shared political projects with community partners.
9:00 - 10:30, Room 204

**Title:** From Street to Home: A photovoice project with clients of Central City Concern inspired by their journeys into and out of homelessness

**Authors:** Greg Townley, Ted Amann, Nicole Cerra, Ken Jones, Gordy Karpen, Sam McCrary, Rai Mckenzie, & Max West

**Presentation Abstract:** Homelessness is a pressing social issue in Portland and other urban and rural communities throughout the United States. In order to better understand the state of homelessness in Portland and identify factors that help individuals transition from homelessness to housing, we utilized photovoice, defined as “a process by which people can identify, represent, and enhance their community through a specific photographic technique” (Wang & Burris, 1997, p. 369). For the project, eleven individuals who experienced and survived homelessness were recruited from HEARTH, a community-based participatory research collaborative which includes researchers from local universities along with staff, clients, and volunteers at Central City Concern, a local agency that provides housing and health services to individuals experiencing homelessness. Participants received training in the photovoice method, took hundreds of pictures representing the theme “from street to home”, selected their favorite pictures, and discussed the meaning and significance of these images in a series of group discussions. The group then selected 50 photographs to include in exhibits to community members and placed them into categories of “Street,” “Getting There”, and “Home.” Project participants will present their photographs and experiences using photovoice, and we will engage the audience in a discussion about how photovoice and related research techniques can promote critical dialogue and knowledge about important social issues affecting diverse people and places.

9:00 - 10:30, Room 710

**Title:** Designing a Study of Critical Consciousness on an Urban Campus: Initial Findings and Reflections

**Authors:** Rachel M. Hershberg (PhD, Assistant Professor at UWT), Samuel Larsen, Anthony Webb, Alan Zable, Becca Smith, Joshua Little, Olivia Andringa (UWT undergraduate students), Sara Johnson (PhD, Assistant Professor at Tufts University, Medford, Massachusetts)

**Presentation Abstract:** Freire (1973) described Critical Consciousness as a process through which individuals may analyze their social conditions and associated injustices (i.e. critical reflection) and take actions to change them (i.e. critical action). These components are associated among youth of color (Diemer et al., 2014), but more research is needed to examine if and how they may also manifest in youth with different experiences of power and privilege (e.g., white youth from low-income backgrounds, persons with disabilities, etc.). Accordingly, our team of undergraduate coresearchers and a professor are designing a
study of CC development at our urban campus: the University of Washington, Tacoma. UWT’s student diversity (e.g., 40% are white, 20% are Asian, 10% are Hispanic/Latino, 10% are African American; 64% are first-generation college students and 10% are veterans), makes it an excellent context for examining CC in different populations. Our team members represent some of this diversity: two are white men, two are white women, one is Filipino and white, and two are black men. Two are from rural Washington, one is gay, and one is a parent. Our mean age is 25 years.

We conducted a pilot study with thirteen peers, including semi-structured interviews about social issues, communities, and civic engagement, and survey questions drawn from existing CC measures (e.g., Diemer et al., 2014). Initial content analysis (Hsieh & Shannon, 2005) suggests that UWT students were concerned with many social issues, including racism, sexism, and LGBTQ rights. Some students spoke only of issues that affected them directly; others described valuing issues that affected family, friends, and people they didn’t know. Participants provided varied responses to survey items and described a high level of comfort with them. We will discuss how these findings are informing the larger study, and the benefits of including undergraduates as coresearchers on studies of their campus communities.

9:00-10:30, Room 710

**Title:** A Process Model of Civic Engagement and Mobilization: From Uninformed and Disengaged to Agents for Social Change

**Authors:** Charles Collins, University of Washington Bothell, Mariah Kornbluh, California State University, Chico, & Danielle Kohfeldt, California State University, Long Beach

**Presentation Abstract:** Research indicates that citizens tend to display low levels of formal civic engagement (Caprini, 2014; Flanagan & Levine, 2010), and those behaviors are seemingly on the decline (Putnam, 1995, 2000). While citizens may indicate low levels of engagement in formal political activities (e.g. voting and campaigning) (Caprini, 2014), many seem interested in alternative and diverse forms of civic action, such as grassroots organizing and activism within online spaces (e.g. #BlackLivesMatter) (Galston 2001; Syversten et al., 2011). Current iterations of civic engagement within community research and action relies heavily on categorical and quantitative understandings regarding the ways in which citizens become actively engaged in community and political arenas. Furthermore, these understandings provide a blunt instrument by which to measure and understand the subtle processes through which civic engagement takes place. They also disregard the holistic and contextual factors in which civic engagement decisions take place. As civic engagement efforts evolve and diversify, community psychologists need new frameworks and measures to effectively understand and map out pathways towards civic engagement in order to fully support and inform social justice movements (Kornbluh, Neal, & Ozer, 2016). This presentation seeks to expand our understandings of the socio-political and cognitive processes by
which individuals become active in their communities. We propose a process model of the social, political, and cognitive processes through which citizens go from “unengaged and uninformed” to centers of mobilizing others.

9:00-10:30, Room 710

Title: Theoretical and Practical Aspects of a Community-based Gardening Project
Authors: John Murphy, University of Miami, & Ramsey Dahab, University of Miami
Presentation Abstract: Based on a current community-based gardening project, we have discovered a shortcoming in the literature on this topic. In short, most of the projects are not community-based, even though this standard is desired. Serious omissions include a lack of theory, superficial definitions of community, a failure to be organic in action, and so forth. In our presentation, we will address these and other issues required of projects that aim to be community-based.

1:30–3:00, Room 212

Title: When Communities Respond: Transformative Justice and Community Accountability Approaches to Gender Violence
Authors: Ahjane Billingsley, University of Miami
Presentation Abstract: With an average of more than one in three women beaten or sexually abused in her lifetime, violence against women has been called a pandemic, a global phenomenon with catastrophic effects (Hannan, 2007). Gender violence, intimate partner violence, domestic violence, and violence against women continue to challenge the well-being of urban communities, places, and spaces. Over recent decades, awareness of gender violence has grown from almost a void in the mainstream, to public awareness and criminalization, and now to a growing consensus that criminalization has not solved the problem but has created its own problems (Ptacek, 2010; Coker, 2002). Unfortunately, because of increased reliance on the criminal justice system to deal with gender violence, communities have lessened their capacity for self-governance (Goodmark, 2013). There has been a call for the movements against violence to redress this relationship with the state and work to strengthen and develop community responses to interpersonal, systemic, and state violence. Alternative responses to gender violence focus on community responses in place of the currently dominant criminal justice focused responses. Although already being employed, alternative community-based responses such as transformative justice and community accountability have not been comprehensively researched, described, or evaluated for effectiveness and sustainability. In efforts to support community-based responses, I employ a community based participatory method that examines current ways of responding to gender violence among community-based collectives. This
includes describing both the alternative approach each employs, and what they identify as effective strategies for sustainably establishing community-based approaches to gender violence. It also seeks to identify how these community-based approaches understand the problem of gender violence, specifically how they articulate it, how they define the problem, and how their understanding aligns with community-based philosophy and black feminism.

1:30 – 3:00, Room 212

**Title:** The Earth is my Elder: An Indiginist Methodology for Re-indigenizing Women, Mothers, and Lost Relatives  
**Authors:** Krista Arias, University of British Columbia, Okanagan and The Indigena Project  
**Presentation Abstract:** As a restorational method for recovering temazcalli earth-medicine for urban Split Feather –Xicana girls, women, and mothers working to restore traditional Indigenous birth and mothering practices, and in response to my own loss of Eldership as an Indigenous woman and mother, I created a year long performance ceremony titled “The Earth is my Elder, An Indiginist Methodology for Re-indigenizing Women, Mothers and other Lost Relatives.” In this ceremony, I lay on the earth in a relational restoration of land based epistemology. This performance also includes four residencies, titled The Indígena Project: remembrance, recovery, restoration” of reindigenizing girls women and mothers who have lost connection with their ancestral people, land, language and culture. These residencies, in which I am included as a facilitator-participant collaborator, each culminate in a public trauma-driven performance protest in which we ceremonially offer an earth based ritual of maternal restoration. The first performance was held in Portland, Oregon and was titled: Grandmothers Sitting in a Circle: the pace and posture of permission. It was a ceremonial expression of our request, as a group, for permission from our ancestors to engage in the work of cultural reconnection and restoration. The year long ceremony will culminate in the raising up of a community temazcalli (Mesoamerican sweat house) within Portland as a resource for reindigenizing Split-Feather and Xicana girls, women and mothers.

1:30 – 3:00, Room 212

**Title:** Genetic predispositioning to generalized anxiety disorder with a specific focus on stressful life events  
**Authors:** Molly Miller, University of Washington, Charles Collins, Ph.D., University of Washington Bothell, & Eric Stewart, Ph.D., University of Washington Bothell  
**Presentation Abstract:** Generalized Anxiety Disorder (GAD) is one of the most prominent mental illnesses in modern day American society. With diagnoses taking place earlier in life than ever before, research surrounding the illness has been catapulted to the forefront of psychological research; a hyper focus on genetic
predispositioning has been spearheading this movement. Researchers have found a specific serotonin transporter gene polymorphism, known as 5-HTTLPR, that when found at high levels in the body, can make an individual more prone to developing GAD. However, there is an intermediate step between the presence of this genetic variation and a diagnosis of GAD. This middle portion is known as Stressful Life Events (SLEs) which are what trigger an individual to develop GAD. However, in current GAD research, there has been a lack of importance placed around SLEs. My research provides insight into the genetic predispositioning to GAD with a focus on what specific SLEs trigger the development of GAD in an individual. SLEs are individualized meaning an event triggering one person to develop GAD varies vastly from what triggers another, even if the two individuals have identical genetic predispositioning. For example one person could be triggered by an F in a class while for another it could take a violent death in the family to trigger GAD. However the type of SLEs an individual experiences are fairly predictable based on her socioeconomic status. Additionally, the psychological skills taught to people in order to handle SLEs are identical. I have researched different psychological skills such as emotion regulation and mindfulness which can be taught before an individual experiences an SLE, allowing her to have the skills necessary to adequately handle an SLE in advance.

My research shows with proper psychological skills training, the development of GAD can be limited, and potentially halted, within all demographics. In connection to the theme of this symposium, my research looks at the SLEs present in urban life. These SLEs have been found to have significant impacts on Anxiety Sensitive (Anxiety Sensitivity - AS) people, leading to high rates of GAD within this urban context. However, teaching psychological skills in a school environment to kids who fall within this demographic provides the possibility for curbing the ever growing GAD diagnoses. My research looks at the challenges of SLEs among kids in an urban context and also looks at the possibilities that psychological skills training can provide to kids living within this context, specifically those shown to be suffer from AS due to genetic predispositioning to GAD.
Roundtable Discussions

10:45 – 12:15pm, Room 710

**Title:** Where to Start? Tips to Getting in Psychology Graduate School  
**Authors:** Rachel Terry, Katricia Stewart, Alyssa Glace, Jason Kyler-Yano & Erin McConnell, Portland State University  
**Round Table Abstract:** For undergraduate psychology students, getting into graduate school is an exciting and important step towards future careers in psychology. However, finding the right school and going through the application process can be a difficult but rewarding challenge. A panel of current graduate students in the community psychology program at Portland State University will host a roundtable about getting into graduate school. The roundtable will be made up of a short presentation and a question and answer session. The presentation will include information about finding potential schools, the tools you need to apply, going through the interview process, and choosing the right program for you. It will also include many tips and tricks from students that have successfully gone through the process. Finally, the presentation will include additional resources for students who are interested in applying to graduate school.

1:30 – 3:00pm, Room 204

**Title:** Participatory action research: A roundtable discussion with co-researchers of intimate partner violence  
**Authors:** Stewart, M., (Survivor Collective Alliance, Reaching Society [SCARS]), Sheehan, J. (Domestic Violence Safe Dialogue), Scheele, R., (Survivor Collective Alliance, Reaching Society [SCARS]), Sackett, K., (Portland State University), Johnston, M., (Domestic Violence Safe Dialogue) & Christensen, J. (Lewis & Clark University)  
**Round Table Abstract:** Participatory action research (PAR) is a research method that involves individuals who are members of a community or population of interest as active co-researchers (e.g., Fine et al., 2003; Kelly et al., 2004), the collective engagement and commitment of co-researchers to study an issue or problem, self- and group-reflection to deepen understanding of the issue, and collaborative decision-making in the planning, implementation and dissemination of research. This research method results in useful individual or collective action relevant to the issue (McIntyre, 2008). The roundtable discussants have recently created a PAR team to investigate intimate partner violence (IPV) and alternative responses to IPV such as restorative justice practices, with a commitment to valuing the knowledge that comes from direct experience with this issue (Lewin, 1951). Members identify as IPV survivors and/or perpetrators, community practitioners, and academics, with some working professionally in the field of IPV intervention and prevention. We are all committed to engaging in research that produces community action and radical social change to address IPV (Fals-Borda, 1979; Freire, 1982). No published research to date has been found that investigates these topics using this method. This roundtable discussion will
focus on the process of building a PAR team as well as the motivations, struggles and challenges that team members have identified in our work thus far. We will discuss possibilities for our own research and encourage group discussion of PAR, audience members’ experiences with the method and ways to incorporate the method in their own work.

1:30 – 3:00pm, Room 710

**Title:** Igniting the Spark: Developing a Community Psychology Network Focused on Undergraduate Education  
**Authors:** Jen Wallin-Ruschman, Assistant Professor of Psychology, The College of Idaho, PhD, Eylin Palamaro-Munsell, Psychology Faculty ASU Colleges at Lake Havasu City, PhD, Greg Townley, Assistant Professor of Community Psychology, Portland State University, PhD, Mariah Kornbluh, Assistant Professor of Community Psychology, California State University, PhD, Lauren F. Lichty, Assistant Professor, Community Psychology and Gender, Women, and Sexuality Studies, University of Washington Bothell, PhD

**Round Table Abstract:** In this interactive roundtable we will brainstorm, as a group, strategies for developing a community psychology (CP) network and share resources focused on working with undergraduates. The five presenters will begin by offering a brief overview of our work teaching CP related courses and doing community-based research with undergraduate students. However, we would like to spend the majority of the time brainstorming as a group: 1) strategies and best practices for doing CP with undergraduate students, 2) failures and challenges of doing CP in undergraduate education, 3) strategies to assess CP skills and key competencies, 4) developing next steps for creating a community of practice and resources within SCRA for doing CP with undergraduates. Anyone currently working with or hoping to work with undergraduate students (research or teaching) is invited to attend. We also encourage participation from current undergraduate students. We hope to have a lively discussion that leads into ongoing collaboration and support opportunities focused around CP issues within the undergraduate setting. Notes will be taken during the sessions and disseminated. We would also like to collect and later disseminate a list of individuals interested in being a part of a community of practice or network focused on CP in undergraduate settings.
3:15 – 4:45pm, Room 212

**Title:** Bridging the Gaps: Discussing Homeless within Rural and Urban Settings  
**Authors:** Holly Brott, B.A. (California State University Chico), Marissa Dixon, B.A. (California State University Chico), Max West (Portland State University), Leilani R. Chávez, B.A. CADCII (University of Nevada), & Mariah Kornbluh, Ph.D. (California State University Chico)

**Round Table Abstract:** Homelessness is a prevalent social issue throughout the United States impacting both urban and rural communities. Many factors influence one’s ability to obtain stable housing including lack of gainful employment, restricted mental health services and supports, limited educational resources, and history of trauma and abuse (Shinn, 1992). While homelessness is sometimes overlooked by the general public, it can affect entire families. Additionally, its prevalence can stimulate divides within communities, especially concerning how to provide needed services and address systemic causes. Notably, this issue has garnered greater attention within the field of community psychology triggering the field to explore the role of the community psychologist in both assessing and partnering with communities to address this complex issue (Greenwood, Michelle, Schaefer, Tsemberis, 2005; Paradis, 2000).

In this roundtable, we hope to discuss diverse efforts, strategies, and tactics to address homelessness. Our roundtable will focus on the following questions: (1) What forms of assessments or specific measures have been used to examine issues of homelessness? (2) What are areas of convergence and divergence when exploring issues of homelessness within rural versus urban settings? (3) How does the political and cultural context of a community influence the lives and well-being of homeless individuals? (4) How can community psychologists partner with service providers and homeless individuals to tackle these complex issues? What are potential strategies and tactics? (5) What types of community connections are needed as individuals transition through various stages or degrees of homelessness? By the end of this roundtable, we aim to collect and later disseminate a list of individuals interested in working and sharing resources around issues of homeless across diverse geographic contexts.

3:15 – 4:45pm, Room 710

**Title:** Barriers to Student Access and Success: Student Reflections on a Class-wide Photovoice Project  
**Authors:** Olivia Andringa (University of Washington, Tacoma undergraduate student), Katie Camm (BA), Joshua Little, Becca Smith, Essi Thomas, Sarah Wilkinson (University of Washington, Tacoma undergraduate students), Rachel M. Hershberg (PhD, University of Washington, Tacoma)
**Round Table Abstract:** Photovoice is a participatory research method that was developed to enhance communities and to represent the voices of individuals who are often marginalized from power and decision making (Wang & Burris, 1997). More recently, this method has also been used as a pedagogical tool in undergraduate community psychology courses (Lichty, 2013). The purpose of this roundtable is to reflect on “Barriers to Student Access and Success”, a class-wide photovoice project completed by 25 undergraduate students at the University of Washington, Tacoma who took Community, Psychology, Research, and Action in spring 2016. Six students from this class, and Dr. Hershberg, the instructor and project facilitator, will reflect on their experiences with photovoice as a teaching and learning tool, and as a means through which student voices might reach administrators at urban serving universities. Students will describe the project they were a part of and actions that developed from it - including a presentation to the University administration about UWT students’ perceived barriers to success. Students will also discuss how implementing the photovoice project helped them to better understand some of the values of community psychology, including self-determination, holism, and respect for diversity, and how to apply them in a research process (Nelson & Prilleltensky, 2010). Dr. Hershberg will reflect on some the challenges she experienced when she simultaneously served as an instructor of community psychology and a photovoice facilitator. The round table participants hope to foster a discussion about the promise of using photovoice more widely in higher education—and especially on urban campuses—to provide more opportunities for students to learn and practice participatory research methods while also influencing and improving their university communities.
Symposia Panels

10:45- 12:15, Room 212

Title: Building Urban Communities from the Inside of Souls and Out in the World

Authors: Lizzie Rodriguez, PhD(c), Jonathan Rudow, M.A., and Carl G. Chavez, M.A., Community Psychology, Liberation Psychology, and Ecopsychology Specialization, Pacifica Graduate Institute

Panel Abstract: This panel will present a proposal and two case studies in which communities, paraphrasing Kretzman (1993), are being built from the inside (soul) out (in diverse cultural locals). The first presentation will describe work conducted in a community in India that can become inspiration to recreate Western cities in which diversity and inclusion are possible. The second paper will narrate the work conducted by a community network formed to create promising pathways for restorative justice and reconciliation within the juvenile justice system in Santa Barbara County and inspired by work conducted in Rwanda. The final presentation will propose creative sounds to strengthen urban communities.

Presentation 1: Broadening Community Perspectives on Ecological Issues, Jonathan Rudow, M.A.

In the wake of the current ecological crisis, urban communities are struggling to source creative solutions to impending water and food shortages. Many of these communities are seeking the wisdom of rural farming and indigenous practices, adapting them to fit the resources offered within urban settings. At the same time, philosophical inquiries are being made within Ecopsychological communities about the connections between the industrial world’s propensities toward ecological suppression and destruction, and the historical and contemporary examples of the similar suppression of women, indigenous persons and persons of color, as well as persons who are neuro-diverse. In approaching potential solutions to ecological crisis within urban communities, it is beneficial to explore the drive to suppress these voices, and to focus on their inclusion in emerging conversations and community efforts. In the summer of 2015, I travelled to Southeast India to visit an organization focused on Permaculture-based farming efforts as a model for inclusion, in which they’ve created an intentional community that harnesses the strengths of persons of varying abilities, gender, age, race, and background to create sustainable solutions to ecological and social justice issues. Though this community is operated in a rural setting, urban communities can learn from their example. Allowing the perspectives of all individuals within a given community, especially those who have been historically left out of the conversation, provides an opportunity for more diverse and creative proposals for restructuring our approach to ecological issues. This presentation will provide examples of how this is done at the Sristi Foundation in Thazhuthali, India, and explore possibilities for how this practice may be adapted in urban communities to foster more inclusive community structures; operating under the premise
that there exists a deep connection between the suppression of various peoples, and the decimation of our natural world.

**Presentation 2: Case Study: Building a Restorative Community**, Lizzie Rodriguez, MA, PhD candidate

The Restorative Community Network (RCN) is a coalition of individuals and organizations committed to working together to address complex social issues contributing to juvenile crime. The purpose of the RCN is to advocate for the use of Restorative Practices in the juvenile justice system, educational system, and youth & family services; promoting a system change away from an isolative and punitive model toward a healing and transformative model through collaborative partnerships. Jointly, members of the RCN strategized the strengthening of existing programs and processes, determining an action plan designed to meet the needs of the community and begin the process of creating a Restorative Community. Restorative practices draw upon principles of relationship and community building. Through a collaborative approach, stakeholders were drawn together to address community conflict, healing from the harm of conflict, and the prevention of future conflicts. This paper presentation shares a case study of a community collaborative using a multi-dimensional approach focusing on collaborative partnerships and shared resources, highlighting the effectiveness as well as critiques of the Collective Impact © model, organizational and exchange theories informed through the perspective of critical theory, depth psychology, and liberation psychology. The Restorative Community Network found that a restorative approach must not only occur at the individual level, but is most effective at the community or collective level.

**Presentation 3: Defining the City with Music and Rhythm**, Carl G. Chavez, M.A.

More often than not when the word urban is said the first thing that comes to mind is New York, Chicago, Los Angeles. Although for some the first thing that may come to mind is urban music, urban art, traffic, or just plainly, busy city life. But can a small city or town be considered urban? It can represent a group of people who lives in a place in which concrete structures have been erected which they now call home. For others urban means living in an area in which corporations, retailers, and businesses dominate the space, and where propaganda is always outside their window. For others, urban means being able to ask the next door neighbor for salt and hand it to you across the building’s window. Urban places categorically have been defined as extremely congested, full of motorized vehicles, polluted, with high poverty rates, high drug use, high violence, and high suicidal rates. How do we create possibilities to address challenges in urban places? The answer lies within each community and will require collaborative participation from outsiders as ideas and concepts are explored to address them. We may want to select an essential component of city life to explore its definition. This presentation proposes that urban music plays an integral part of urban living. Urban music can be defined as a blend of our native rhythms with our current way of life. Our native rhythms provide the beat to which we express ourselves, whether it be through incorporation of the voice of our souls or through dance. There is
something intrinsic in rhythms that has brought generations and various communities together. Music can create the link to build and strengthen communities.

3:15- 4:45, Room 204

**Title:** The Ecology of Fear and the Soul of the City: Imagination of Love and Disaster

**Authors:** Nuria Ciofalo, PhD., Harry Grammer, M.A., Kristopher Chew, M.A., Rahsan Cummings, M.A., and Marcia Alexander, M.A., Community Psychology, Liberation Psychology, and Ecopsychology Specialization, M.A., PhD Depth Psychology Program, Pacifica Graduate Institute

**Panel Abstract:** James Hillman’s (2006) analysis of the city as a place of love, imagination, desire, Gemainshatsgfeuehl, dream, and panic will be placed in dialogue with Mike Davis’ (1998) description of the city as the place of disaster and renewal, the fantastic imagination that creates and recreates greedy and violent capitalism. For both authors the city is, however, also a place of art, poetry, dance, music, and majestic architecture. It is a product of our imagination and desires. For Hillman the city has a soul. It is the task of the critical community psychologist to contribute to city planning nourishing its soul with love, raising awareness and creative imaginary for the reconstruction of urban spaces as testimonies of nature—not of violence, racism, and corruption. As Hillman (2006) said, we need to slow down at nature’s pace for communal well-being to thrive. But instead we rush through its streets and hidden alleys with fear to lose hope. We take breaks searching for spirituality carrying our yoga mats to practice under a lonely tree. Our cities have become sites of racist juvenicide, numerous young lives have been lost in the hands of a violent police state. At the same time, Indigenous communities resist to pave the floors of their homes and rain forest trails walking through their abandoned ceremonial cities and majestically surviving the global age. In the crowd and cacophony of manipulated sounds, we forget to learn from those silenced by the colonial myth of civilization, that powerful myth that invades the global city soul. This panel will present a collection of tapestries that depict action, love, and hope in urban ecologies and re-imagine epistemologies of liberation that recreate holistic relations as taught by Indigenous ancestors.

**Presentation 1: A View from the City: Re-constructing Los Angeles with Images and Soul,** Nuria Ciofalo, PhD

This presentation will reflect on work conducted with youths in a youth center of San Fernando Valley, Los Angeles. Youth-driven images, dreams, and nightmares will be used to analyze the soul of the City of Los Angeles. Mike Davis’s ecology of fear will be applied to understand the youths’ imaginary. Hillman’s call for a city with soul that needs its images will highlight the also existing strikes of love contained in the youths’ images. The decadence of urbanism and the myth of civilization are creating the still colonial and oppressive habitats in which we raise and educate our youth. Examples existing in the realm of ludic, decolonial, and alternative imagination will demonstrate how to create...
community in cities and nature contrasting urban habitats created and maintained by global capitalism with those created by nature. The urban-rural divide may be overcome as dialogue opens up for the inclusion of young generations from diverse habitats. Images created by youths inhabiting the City of Los Angeles and the Lacandon Rainforest will be weaved in the re-imagining of the urban landscape, finding alternatives for love to manifest in our cities and lands. This is a proposal for a dialogic polis in which the politics of love flourishes and inspires our imagination in such common sites as schools and universities.

**Presentation 2: The City as Ecology of Fear, Dehumanization, and Youth Incarceration**
Harry Grammer, M.A and New Earth Founder
Incarceration for inner-city youth begins long before their first arrest. Cities are like boxes with walls too high to jump. Black and Latino children learn from a world that has a five-mile radius. This limited and limiting world has everything they believe they need packed into eight city blocks, such as, restaurants like McDonalds, low-end grocery stores, liquor outlets, and swap meets. These young generations live in neighborhoods where you buy $150 Nike Air Jordan, and celebrate your shoe purchase over a date expired steak or a Big Mac special. Unfortunately, local community members do not own any of these consumer locations. These places are strategically anchored in these communities to make profit for outsiders, distracting young people and hiding the expansive world beyond their invisible borders. In urban communities of color traditional gatherings like cookouts and Quinceañeras are frequent but so are candle light vigils for murdered children and caravans to the local prison. The broken school system is destroying dreams and trapping youth in the only alternative, which is, “turn to crime or starve.” Children in these parts of town are boxed in by police who act like prison guards on cell blocks preventing youth from venturing “out of bounds”. As responsible community psychologists, we must be bolder in asking critical questions around the fear and dehumanization that causes extraordinary racism towards the urban youth of color. Inside the soul of the city these children are pushed into the shadows where they are forgotten until they wither away. We must reimagine and recreate a new world where they thrive and love.

**Presentation 3: Guerrilla Urban Gardens: Building the Futurist City for Youth Liberation and Empowerment**, Kristopher Chew, M.A
This presentation will tell the story of a group of 14 youths residing in the City of Los Angeles that has been meeting over a year to envision and implement their hopes, dreams, and drive for a better future. Each member has a unique personality and role that is vital to the creation of the project. The continually growing group began at a local gaming shop and quickly relocated to a local library. The youths proposed to utilize public spaces irrigated by the city’s recycling water to plant vegetables and fruits. We learned about soil creation and water sources and how to plant food when none of us had access to land or water. We discovered vertical gardening and water harvesting techniques. We learned about “guerrilla gardening,” a social action to reclaim the city’s
public spaces as sources for sustainable food production. We planted potatoes across the city areas that were watered with recycled water and planted fig and avocado trees in the local reservoir. We drove around the city to learn from other sustainable gardening efforts. We determined our priorities and interests. The group decided to focus on art, guerrilla gardening, and music creation. Furthermore, in my role as “Resource Facilitator and Collaborator,” I assisted the youths in submitting college and grant applications. This project is driven by the deep hopes, dreams, and desires of a group of urban youth that eagerly looks for ways in which they can contribute to recreate our city. Their voices need to be heard and supported. As committed community psychologists, we need to expand our role as resource facilitators and collaborators of this young generation that resiliently hopes and acts to create “the futurist city. “A city that is ecologically sustainable, provides food for all, and sings songs of love and hope.

**Presentation 4: Reconstructing Collective Memory in Leimert Park Village Cultural Arts Community, Rahsan Cummings, M.A**

Leimert Park Village is a community within a community. It is a fortress of Black resistance protected by a sustained sense of pride, dignity, love, and respect. Interestingly, Leimert Park Village serves mostly people who live outside the Leimert Park area in the larger Black communities of Los Angeles as far away as Watts, Inglewood, Long Beach, Compton, Boyle Heights, Pasadena, and the surrounding Baldwin hills and Windsor hills. Mindy Thompson Fullilove (2013), in her book *Urban Alchemy*, described how programs of urban renewal or development dislocate Blacks by uprooting longstanding communities and spreading communities apart. This uprooting in turn causes disruption in families, kinship ties, and group cohesion. The end result is cultural dissonance, a virulent form of violence and destruction of Black communities. African drumming, like any art, communicates the mythologies and stories that give life to people and culture. To the Africans, ancestor worship experienced through drumming and ritual is the primary spiritual system for healing and the source for collective sharing, living, and renewal. This presentation is an exercise in soul-making and the recovery of the collective memory of the city. It will connect us to the archetypal and ancestral motifs of healing wisdom as experienced in the body and psyche. It will bring together the archetypal past and the present activating the myths being told by the rhythm that open up the future. We will honor new ways of knowing such as body movement, storytelling, art, music, and community activism. This project has the purpose of accessing the needs, assets, and visions of the Leimert Park community that is experiencing the violence of gentrification.

**Presentation 5: The Tapestry of the City’s Soul, Marcia Alexander**

This presentation imagines the city as a unique tapestry, woven from many threads, and carrying multiple images and stories. Somewhere, hidden between its images and stories, lies its soul, its psyche. Is it underneath the sidewalk? Is it at the edges of the ego? Is it hidden in the deep recesses of marginalized land, imagery, voice, and culture?
This presentation further suggests that pieces of the urban psyche are buried, discarded, and ignored but also clamoring for attention. The container, the gap that holds these soul fragments, is found in Hillman’s redefinition of Gemeinschaftsgefuehl as the “common,” embodied in humans and nonhumans, in the park, and the buildings. It is the source and telos for deep feeling. The author further suggested that this “sense of the commons” is found in notitia, the aesthetic moment of stillness when voices are once again heard, faces seen, and stories shared. But, most of all, psyche/soul is rediscovered in the moment when the anesthetized heart is grasped by a roar of love found in accompanying those suffering at the edges of the urban world. Ground shared by all life, stillness that listens for the voice of the other, and willingness to walk with suffering is the handwritten invitation to the reawakening of the anesthetized city heart. Soul/psyche resides in the earth, the peoples, the animals, the discarded, and the oppressed. The soul of the city is waiting to be reclaimed, loved and rewoven into its images and stories.
Poster Presentations

12:15-1:15, 4th floor Terrace Rooftop or Room 212 (weather depending)

Title: Where do we go?: Charting the Trajectories of Early Career Community Psychologists
Authors: Benjamin Graham, Humboldt State University
Poster Abstract: Community psychology (CP) training programs prepare social justice-oriented “participant-conceptualizers” (Bennett et al., 1966) for a wide range of careers and work settings. As the field has evolved, resources have emerged which describe some of these diverse career trajectories (McMahon, Jimenez, Bond, Wolfe, & Ratcliffe, 2015). There exists a need to better understand and map where community psychology trainees go, and how our values, skills, and aspirations manifest within the actual work we do.

The purpose of SCRA’s Early Career Interest Group (ECIG) is to support members in their immediate years following graduate training, and includes researchers, practitioners, activists, and educators, as well as trainees who are concluding their graduate study in community psychology. This year, the ECIG is launching the Early Career Trajectories Project, a survey project aimed at describing the post-training experiences of early career community psychologists. Using a diversity of recruitment methods, and modeled after other large-scale early career surveys, the project will capture important domains including job search strategies and successes, current job satisfaction and role/salary structure, assessment of CP training impact on current work duties, and professional affiliation with CP. These findings can serve the SCRA community in several important ways, including: 1) summarizing the various job search strategies used; 2) norming the field in terms of job search experiences, outlook on the job market, and compensation structures; 3) informing educational programs on the strengths and gaps of CP training when applied in actual work settings; and 4) capturing ‘untold stories’ of early career CPs who pursue personal or non-CP professional paths atypical of training expectations. This poster session will describe the project, outline the survey domains, share preliminary data, and provide an interactive opportunity to participate in the survey itself as well as its dissemination across early career CP networks.

Title: Populism and Empowerment among Protesters of the 2016 National Conventions
Authors: Tsolak Kirakosyan, B.A. (Humboldt State University), Lily Syfers, B.A. (Humboldt State University), Samantha Woods (Humboldt State University), Amber Gaffney, A. M., Ph.D (Humboldt State University), Benjamin Graham, Ph.D (Humboldt State University) & J.D. Hackett, Ph.D (California University of Pennsylvania)
Poster Abstract: Empowerment describes the ability for individuals and communities to control their own lives (Rappaport, 1981). Social and political groups can contribute to a strong sense of politicized identity (Becker & Tauche, 2011), which in turn can promote
collective action as well as group response to a negative situation. Populism refers to
the belief that political power should be in the hands of the people, not a few elites.
In this research we examine the role of populism in coalescing politicized identities into
protest. We collected data from participants involved in demonstrations at both the
2016 Republican and Democratic National Conventions (RNC; DNC) to consider how
politicized social identifications and populism predict future protest and action against
mainstream politics. Demonstrations were primarily in protest of current American
political systems. Whereas RNC protesters were comprised of people from multiple
groups with diverse agendas (e.g., Code Pink, Trump supporters, Westboro Baptist
Church), DNC protesters were primarily Bernie Sanders supporters protesting the DNC
and Hillary Clinton’s nomination. Populist sentiments predicted collective action ($\beta = .24$, $t(202) = 3.69$, SEB = .06), $p < .001$ and among people holding populist sentiments,
politicized identity predicted further collective and political action ($\beta = -.19$, $t(201) = -5.68$, SEB = .03, $p < .001$).
Proponents of community-level empowerment prefer local action to top-down, or
federal, policy handling. High rates of populism in participants suggest a need for local,
or bottom-up, empowerment rather than national-level solutions. The politicized
identities of protesters (rather larger categorical identities such as “American”,
“Democrat”, or “Republican”) predicted collective action, suggesting that politicized
identities provide a sense of empowerment expressed in collective action. The inclusion
of protestors at both conventions highlights the need for empowerment, crosses
political lines, and underscores the role of political and collective identities as drivers of
collective action.

Title: Ethnic Differences in the Predictors of IPV Perpetration
Authors: Jason Z. Kyler-Yano, MA
Poster Abstract: The association between witnessing parental violence in childhood and
later perpetration of violence against an intimate partner (IPV) is well-established.
Furthermore, plenty of research supports the associations between masculine gender
role strain and anger on IPV perpetration. The mechanisms that transmit partner
violence across generations however, are yet to be established, and even less is
understood about the risk factors for IPV perpetration in ethnic minority groups. The
present study addresses the question, “What are the ethnic differences in the predictors
of intimate partner violence.” Controlling for social desirability, ethnic group did
differentiate the significant predictors of IPV, with anger disposition emerging as a
significant predictor in the Latino subgroup, and witnessing parental violence emerging
as a significant predictor in the Asian American subgroup. Interestingly, masculine
gender role strain was not a significant predictor of IPV in the total sample or in any
ethnic subgroup, and none of the predictors of interest were significantly associated
with IPV perpetration in the White sample. These results suggest that predictors of
male-to-female IPV vary by ethnic group and that interventions aimed at ending IPV in
ethnic minority groups would be best informed by future study with targeted
participant samples. Current and future directions with the present study are discussed,
including the incorporation of qualitative data to support findings from quantitative analyses.

**Title:** Connecting Content to Context: Using Photovoice to Examine Sexuality

**Authors:** Amy Nelson, Seattle University, Angeilea Yancey, University of Washington Bothell, Emily Parks, University of Washington Bothell & Lauren F. Lichty, University of Washington Bothell

**Poster Abstract:** In pursuing an engaged pedagogical practice in undergraduate education, we must find ways to bring course content to life. Deep learning requires an integration of existing knowledge with new information. Students need opportunities to consider how the ideas, theories, and findings presented in our classes show up, align, or misalign with their lived experience and their community context. This is particularly relevant for students living in understudied rural and urban contexts, and from other underrepresented groups (e.g., students of color, LGBTQIA students). So how can instructors facilitate this deep learning and connection across content, experience, and context? One strategy is to use the Photovoice method to hold space for students to actively move through their life while reflecting on course content. Photovoice is a participatory action research method that positions community members as experts as they document and make sense of their own lives (Wang & Burris, 1997). Through photography, personal storytelling, and facilitated group dialogue, this method has been deemed empowering and insight inducing (Catalani & Minkler, 2010; Foster-Fishman et al., 2005). Building off past efforts to bring Photovoice into the classroom (Lichty, 2013), this poster will share the experience of undergraduate students in an Introduction to Human Sexuality course taught by a community psychologist. Photovoice became a recurring platform for insight and discussion. The current classroom-based method adaptation included an extended journaling technique developed by the lead instructor and principal investigator (last author) and an undergraduate peer facilitator/co-instructor who had previously completed the course (first author). The second and third authors were members of the class and subsequently helped design and execute an evaluation of the method. We will describe the modifications made, student reactions to those activities (i.e., evaluation feedback), as well as some of the photovoice-based photo-narratives that emerged. Student authors will also share reflections on the arc of their experience, from course participant to evaluator. Attendees will be invited to brainstorm additional creative strategies for bringing course content to life and fostering connection in undergraduate education.
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