2013 BIENNIAL CONFERENCE
JUNE 27-29, 2013

COMMUNAL THRIVING: PURSUING MEANING, JUSTICE & WELL-BEING

UNIVERSITY OF MIAMI
SCHOOL of EDUCATION & HUMAN DEVELOPMENT
Please visit our conference website at: http://www.scra27.org/biennial/2013_biennial

**BIENNIAL PLANNING COMMITTEE**

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**EMERGENCY NUMBERS**

*IN ALL CASES OF EMERGENCY, PLEASE DIAL 9-1-1 FROM THE NEAREST PHONE*

University of Miami Campus Police (UMPD) - (305) 284-6666

**DISABILITY ACCESS**

All classrooms and buildings that are hosting conference events are fully accessible. The elevator in the Dooley Memorial Classroom Building provides access to the 2nd and 3rd floors, and a wheelchair ramp on the 2nd floor leads to the courtyard area, where breakfasts will be provided each morning.

The University of Miami strives to maintain accessibility to all of its programs and services. Any problems or questions related to physical access on campus should immediately be reported to the Office of Disability Services at (305) 284-2374.

If you have any specific needs, please inform someone at the registration desks so that we can do our best to accommodate your needs.

**CONFERENCE REGISTRATION AND CHECK-IN**

Before attending any sessions, please be sure to register/check-in for the conference to receive your name badge and other materials. Registration desks will be on the first floor courtyard in the Dooley Memorial Classroom Building, the location for the majority of conference sessions. Please see below for when registration is open.

- **Wednesday, June 26** 8:00 am to 3:00 pm  
- **Thursday, June 27** 8:00 am to 5:00 pm  
- **Friday, June 28** 8:00 am to 4:00 pm  
- **Saturday, June 29** 8:00 am to noon
Dear Participants,

The local planning committee is delighted to welcome you to the University of Miami. The theme of the conference this year is Communal Thriving: Pursuing Meaning, Justice, and Well-Being. We believe that all over the world there are many groups and communities thriving despite adversity; striving to achieve justice and well-being through the creation of shared meaning. This conference pays tribute to people all over the world who join with others to fight oppression, defend human rights, advocate for social justice, celebrate each other, and improve the health and well-being of children, families, neighbors, friends, and entire communities.

The conference offers many talks, roundtables, poster sessions, town meetings, preconference workshops, and interactive sessions that illustrate best practice and sound research in communal thriving. We planned a series of events where all participants can spend time together to share ideas and network, including several meals together and wonderful invited addresses.

We try to be a green conference, so we have minimized the use of paper. Please make use of the mobile app that is available for the conference (http://guidebook.com/g/e7phim5f) and the SCRA Website Biennial page. Also, sign up for time-sensitive announcements and changes by text. Join this announce-only group by texting scra2013 to (305) 748-2875. Your number remains private and will not be shared.

In an effort to prevent complications, we recommend the following:
1. Carry an umbrella with you at all times.
2. Do not feed the alligators roaming around campus (just joking).
3. Use sunblock SPF 148 (ok, 36 will do).
4. If you are lost, don’t worry; look for our volunteers wearing bright orange T-shirts!
5. Drink lots of water.
6. Don’t miss the buses to and from Coconut Grove, and to and from the banquet.
7. If you have wonderful things to say about the conference, please share them with the planning committee and on Twitter using the hash tag #SCRA2013.
8. If you have terrible things to say about the conference, keep them to yourself. No, seriously, tell the President and the executive committee, don’t tell us! 😊
9. Make an effort to meet some of our wonderful community partners. They are key to the health and vitality of our communities, fun to be with, and if they like you, you may end up on a great tour of the area.
10. If you plan to go to the beach instead of attending your own session, make sure you carry enough sunblock.
11. Don’t miss the food trucks on Saturday at noon. They will be on Stanford Drive.
12. If you are bored, try some plastic surgery, there are many outlets near campus!
13. Don’t forget to complete the evaluation form.

Have a wonderful time, and let us know if there is anything we can do to help.

Your 2013 Biennial Planning Committee
Etony Aldarondo, Mera Boulos, Adam Clarke, Dina Elias-Rodas, Scot Evans, Varzi Jeanbaptiste, Laura Kohn-Wood, Guerda Nicolas, Isaac Prilleltensky, Anna Wheatley
OUR WONDERFUL COMMUNITY PARTNERS

The Thelma Gibson Health Initiative, Inc., is a not for profit organization. Our mission is “Building Healthy Minds and Bodies” through providing quality social services to underserved groups in Coconut Grove, South Miami, and adjoining Coral Gables.

Mrs. Thelma V.A. Gibson
President Emeritus

Merline Barton
Executive Director and co-founder

OUR VISION
All people have the social, educational and economic resources to thrive

YES! CAMP OATH

Today is the best day of my life! I am celebrating my life and ALL life around me!
I celebrate the birds, the sun, the wind, the rain, the trees and ALL Humanity!
I am holding my head up high with a happy heart I share my enthusiasm with my smile
I am grateful for my creative genius and my special talents
YES, today
and every day is the best day of my life! YEAH!!!

Saliha Nelson, Executive Director

Coconut Grove Cares

Coconut Grove Cares is a not-for-profit organization dedicated to building a better community for the children and families of Miami, Florida’s West Coconut Grove. We provide free after school and summer camp programs for children with financial and domestic hardships. Coconut Grove Cares operates The Barnyard, a fun, supervised community center for children ages 5-12. Programs focus on education, arts and culture, science exploration, literacy, fitness and parental engagement.

Coconut Grove, Florida, is the first and oldest settlement in Miami, with many of the descendants of its original settlers remaining in the community today. More than a century old, the Village West neighborhood (also known as “West Grove”, “Black Grove”, and even at one time, “Colored Town”) is where Bahamian and African-American descendants of those who pioneered the development of Coconut Grove and the incorporation of the city of Miami live.

Here at the Overtown Youth Center our MISSION is to inspire and empower youth and families by fostering hope through enrichment services. Our GOAL is to be an integral part of the community by delivering enrichment services that foster hope and promote life-long learning and success for our inner-city youth and citizens. Our goal is to help build a child who is resilient. A resilient child is a child who can live in an environment that is loaded with risk factors, including drugs and crime/violence, a chance at growing into a competent and productive member of society.

enFAMILIA, Inc was incorporated in September of 2000 to provide educational programs to help improve and preserve family life for a large population of migrant farm workers and low-income families living in Deep South Miami-Dade County. This area includes Homestead, Florida City, Leisure City and Naranja. The community in Deep South Dade is characterized by factors such as poverty, low education, discrimination, cultural prejudices and immigration laws, all of which have contributed to some of the social problems enFamilia addresses. In addition, teen pregnancy and lack of teen parenting skills are, unfortunately, common in this community.

Carlos E. Salgado, MFA and Rocio Tafur-Salgado, MS, CFLE, founders and directors of enFAMILIA, Inc. both hold Master-level degrees and have extensive experience working with migrant and low-income families. They combined field experiences and formal education to create the enFAMILIA Center to provide programs and services that address the unique needs of families in South Dade.

Shake-A-Leg Miami is South Florida’s premier adaptive water sports community that serves people of all abilities. With many programs offered seven days a week, Shake-A-Leg Miami provides many opportunities for children, youth and adults with or without physical challenges to experience beautiful Biscayne Bay. Shake-A-Leg Miami is a not-for-profit working with children & adults with physical, developmental and economic challenges in a marine environment, utilizing Biscayne Bay to teach environmental lessons, therapeutic sailing, swimming & kayaking.
The Melissa Institute is a non-profit organization dedicated to the study and prevention of violence through education, community service, research support and consultation. The Institute's mission is to prevent violence and promote safer communities through education and application of research-based knowledge.

On May 5, 1995, Melissa Aptman was murdered in St. Louis. A Miami native, she was just two weeks away from graduation from Washington University. A year after her death, Melissa's family, friends and violence prevention experts established The Melissa Institute for Violence Prevention and Treatment to honor her memory and make a difference by working to prevent violence and assist victims.

Catalyst Miami

Founded in 1995 as a Miami-based nonprofit 501(c)3 organization, Catalyst Miami, formerly the Human Services Coalition (HSC), identifies and launches innovative strategies to help people and communities thrive and to create a more equitable and caring society. We work through a network of partner organizations, linking people with financial education, healthcare information, public benefits and educational and economic opportunities. Our programs promote economic self-sufficiency, participation in civic life, organizational strength, and respect across many divides. We inspire people to get involved and prepare them to step up to leadership roles that lead to long-term community transformation. Our Vision: We live in a just and equitable society in which all residents are meaningfully engaged. Our Mission: To develop and support individual leadership and strong organizations that work together to improve health, education and economic opportunity in all our communities.

What is MCCJ?

We are a nonprofit organization dedicated to eliminating intolerance. We profoundly believe every person has the right to live in dignity and enjoy respect, regardless of race, gender, faith, ethnicity, national origin, age, sexual orientation, physical or mental ability or socioeconomic status. We aspire to make Miami a model of intercultural understanding.

What does acronym MCCJ stand for?

MCCJ stands for Miami Coalition of Christians and Jews. In 1927, the National Conference of Christians and Jews (NCCJ) was founded in response to rising anti-Catholic and anti-Semitic climate in America. The Greater Miami chapter of NCCJ opened its doors in 1935. In 2005, our local chapter became independent as part of a national decentralization and adopted the name Miami Coalition of Christians and Jews (MCCJ). Today, MCCJ is a nonsectarian organization that seeks to advance understanding and respect among people of all cultures, religions and races.

Our Mission

To prevent suicide and ensure the healthy development of all youth through powerful communication and education on gender and orientation.

"YES Institute has saved my family. It’s because of YES Institute that we now have the ability to really listen to each other, and build a safe and comfortable home."

A 501 © (3) nonprofit organization focused on transforming Liberty City into a prosperous community.

In partnership with Liberty City's residents, youth, religious centers, schools, businesses and non-profit organizations, we seek to address the needs of our community by investing in our children. Miami Children's Initiative and its partners are making bold moves to transform the lives of the children and families in our community by providing a unified system of support, education and care that begins before birth through college and career. MCI believes that Liberty City’s strength lies in the undeveloped potential of its youth and that through focused strategic work the potential of each child can be unleashed.

Mission

Sant La’s mission is to empower, strengthen and stabilize South Florida's Haitian community, through access for free services and resources, to ensure its successful integration.

Vision

A self-sufficient and fully-integrated Haitian community.

The Children’s Movement of Florida believes that the well-being and education of our children in Florida must be the highest priority of government, business, non-profit institutions and families. The economic future of our state and the stability of the communities we live in depend on achieving this goal. The major objective of the citizen-led, non-partisan Children’s Movement of Florida is to inform the political, business and civic leaders, and the parents and people of this state, about this issue – and encourage them to make the well-being and education of our children our highest priority, including in the way we invest our public resources.
CONFERENCE AT A GLANCE

Wednesday, June 26th

Preconference Workshops
8:00am: Registration opens
9am-5pm: Public Policy Workshop
9am-1pm: Early Career Workshop
2pm-6pm: Practice Summit

Thursday, June 27th

Conference Begins
8:00am: Registration opens
8:30am-12:20pm: Concurrent Sessions
12:30pm-2:00pm: Lunch and Poster Session A
2:15pm-3:35pm: Concurrent Sessions
4:00pm-5:15pm: Opening Reception with Keynote speech by Michelle Fine

Friday, June 28th

8:00am: Registration opens
8:30am-10:20am: Concurrent Sessions
10:45am-11:45am: Keynote Speaker - Leonard Jason
12:00pm-1:30pm: Lunch & Poster Session B
1:45pm-5:05pm: Concurrent Sessions
7:00pm-9:00pm: Banquet - The Rusty Pelican (Keynote: Alison Austin)

Saturday, June 29th

8:00am: Registration opens
8:30am-11:50am: Concurrent Sessions
12:00pm-1:00pm: Lunch - Miami Food Trucks
1:00pm-3:00pm: Closing Keynote by Nikki Harré and Award Speeches
3:15pm-5:35pm: Concurrent Sessions
**INTERNET ACCESS**

**Free** Wireless Internet Guest Access is available throughout the campus for Web Browsing Only by selecting *WirelessCanes* and "logon as guest".

**Unrestricted** and faster Wireless access is available for the duration of the Biennial by using the event code. An event code has been created to allow you to register for wireless access. The event code is **235581**. To obtain access to the wireless network you must register your computer by following the instructions below:

- **Vista / Windows7**: go to the Control Panel, Network and Sharing Center; for Vista go to Manage network connections or for Windows7 go to Manage adapter settings; Right-click on the Wireless Adapter and click Connect/Disconnect or View Available Networks, Select *WirelessCanes*.

- **Windows XP**: go to the Control Panel, Network Connections, Wireless Network Connection, View Available Wireless Connections, Choose a Wireless Network, and click on *WirelessCanes*.

- If you have an Apple machine, use the drop-down selection at the top-right of your computer to change your wireless network to *WirelessCanes*.

Open the browser to any web site and you will be presented with a WirelessCanes Guest Login page. Follow the link that says "Guests with an event code: Click here..." and the WirelessCanes Registration page will appear (see image below)

In this registration page, please enter the event code **235581** and fill in your name, telephone number and contact information. The University of Miami Contact sections can be left blank.

Your MAC address should be populated automatically in the required box. If for some reason the MAC address is not there, follow the link on the registration page for instructions on how to find your MAC address. Then click Submit to continue to the next page.

You will then get a page confirming your registration information. If there is an error, back up, correct the information and click Submit again. You will then get a final confirmation page. Finally, you may have to reboot the computer before you have access.
GET SOCIAL!

A to-go breakfast will be available Thursday – Saturday mornings from 7:30 am to 8:30 am in the Courtyard of the Memorial Building, 1111 Memorial Drive, Coral Gables, FL, 33146. Boxed lunches will be provided Thursday – Friday at the Field House, where poster sessions will also take place. Those participating in meetings during the lunch hour may pick up their lunch at the location of their meeting.

On Saturday, many of Miami’s best food trucks will be on campus at Stanford Circle. Bring some cash and your appetite to try some local favorites!

BOOKSTORE

The University of Miami bookstore, in partnership with the SCRA Biennial Conference, will have over 25 titles available for purchase at the bookstore. This book display will be in the center aisle with signage for the conference. Discounts are available on many of the titles by presenting your conference name badge!
TRANSPORTATION

SHUTTLES

This shuttle service will run from the Mayfair Hotel in Coconut Grove, Miami (3000 Florida Avenue, Miami, FL 33133), to the University of Miami’s University Circle (see map on following page). Please note: these times are approximate, and will depend on traffic and weather conditions.

Thursday, June 27

7:15 AM, 7:30 AM, 7:45 AM – Mayfair Hotel to University Circle
Shuttles will depart approximately every 30 minutes after these original departure times, until 10:30 AM.

4:15 PM, 4:30 PM, 4:45 PM – University Circle to Mayfair Hotel
Shuttles will depart approximately every 30 minutes after these original departure times, until 7:30 PM.

Friday, June 28

7:15 AM, 7:30 AM, 7:45 AM – Mayfair Hotel to University Circle
Shuttles will depart approximately every 30 minutes after these original departure times, until 10:30 AM.

2:45 PM, 3:00 PM, 3:15 PM – University Circle to Mayfair Hotel
Shuttles will depart approximately every 30 minutes after these original departure times, until 6:00 PM.

Saturday, June 29

7:15 AM, 7:30 AM, 7:45 AM – Mayfair Hotel to University Circle
Shuttles will depart approximately every 30 minutes after these original departure times, until 10:30 AM.
2:45 PM, 3:00 PM, 3:15 PM – University Circle to Mayfair Hotel
Shuttles will depart approximately every 30 minutes after these original departure times, until 6:00 PM.

Additional shuttle service will be provided at no cost for transport to the Biennial Banquet at the Rusty Pelican. Shuttles will pick up attendees at 6:30 PM from two locations:

Mayfair Hotel, 3000 Florida Ave, Miami, FL 33133 (In Coconut Grove)
University Circle, University of Miami (adjacent to Storer Auditorium)

Upon completion of the Biennial Banquet, these shuttles will return attendees to the locations listed above, at approximately 10:30 PM.
PARKING

- Short-term parking on campus is limited – there are parking meters available along Stanford Drive and Stanford Circle in a central location of campus, and also a few along Miller Drive near Gusman Concert Hall.
- Pavia Garage, located just off of Stanford Drive, offers one-day parking passes at a cost of $7. These parking passes also allow you to park in most surface parking lots on campus (excluding Resident lots).
- More information about parking may be found at [www.miami.edu/parking](http://www.miami.edu/parking)

KEY PLACES
MENTORING PROGRAM

If you are interested in participating in the Mentoring Program for this year’s Biennial conference, please visit [http://www.scra27.org/biennial/2013_biennial/mentoring](http://www.scra27.org/biennial/2013_biennial/mentoring) for more information. This year’s program (all of which takes place in the Memorial Classroom Building) includes a Friday morning Breakfast Orientation (7:30 - 8:15 am in MM312) to the Mentoring Program, small group discussions at lunchtime on Thursday, Friday and Saturday, and individualized mentoring in which the 19 Mentors will signal their availability as they move around the conference.

This year, Mentors range from graduate students through early career, mid-career and senior community psychologists; also both practitioners and academics. Thus, Mentors are available for every level of experience and a mix of careers. They all are highly motivated to meet you!

Mentoring Sessions will take place in the Dooley Memorial Classroom Buildings in rooms **MM 312-318** during the lunch period on Thursday-Saturday, with the Orientation session scheduled for Friday morning. Specific session information and times can be found at the Mentoring Program table near the registration area.

The schedule, Mentor/hosts and topics of the small groups:

**Thursday, June 27 (12:45 - 1:45 pm)**
- Bloodworth, Michelle: How to combine your career and family
- Chavis, David: Careers in community strengthening and change
- Emshoff, Jim: How to set up a consulting business
- Lounsbury, David: How to do community psychology in medical settings
- Moritsugu, John: How to find and keep a mentor
- Wolfe, Susan: Exploring practice career options

**Friday, June 28 (12 - 1 p.m.)**
- Bond, Meg: How to become active in SCRA
- Chien, Victoria: Community based internships for community/clinical students
- Fernandez, Jesica: A chat with undergrads and incoming grad students
- Martin, Pamela: How to use the community psychology competencies
- Ozer, Emily: Partnering with community schools
- Yang, Evelyn: How to search for jobs in practice settings

**Saturday, June 29 (12-1 pm)**
- Beasley, Christopher: A chat with undergrads and incoming grad students
- Hamill, Alexis: How to incorporate community psychology in clinical settings
- Levin, Gloria: International development opportunities
- Nettles, Christopher: Community based internships for clinical students
- Serrano-Garcia, Irma: Being Latina/o in an Anglo world
- Tandon, Darius: How to obtain external research funding
- Wolff, Tom: Being an activist community psychology practitioner
SAVE THE DATE
for the 15th SCRA Biennial Conference
Celebrating 50 Years of Community Psychology: Innovation, Diversity, and Sustainability
June 25-28, 2015

The University of Massachusetts Lowell    •    Lowell, MA    •    SCRABiennial2015@uml.edu
Purpose and Goals
The vision of the program in Community Well-Being (CWB – pronounced cube) is to be a hub for engaged scholarship in community well-being and social change. The mission of the program is to produce community-engaged scholars who promote individual, relational, and collective well-being through community-based research and action.

The program in CWB trains community-engaged action-researchers committed to promoting well-being and social justice through rigorous theoretical analysis and community-based research. The program prepares scholars for careers in academia, research, and public policy. Community-engaged scholarship involves the faculty member in a mutually beneficial partnership with the community. Such partnership augments the scholarship of teaching, discovery, integration, application, or engagement.

The Ph.D. degree includes:

- Foundations - a core set of courses covering community psychology, organizational theory and change, ethics, inequality, diversity & social justice, and;
- Applications - a second set of core courses focused on community application of theories and practice in topics such as disease prevention and health promotion, youth development, community organizing, and not for profit administration;
- Research methodology - covering research philosophy, quantitative, qualitative and mixed-methods, and community-based action research;
- Professional skills – including consultation, management, grant writing, ethics, and leadership, and;
- Electives - cognate areas that are designed individually and drawn from other departments and specializations within the SEHD (e.g., Educational and Psychological Studies, Teaching and Learning, Kinesiology) and departments and schools throughout the university (e.g., economics, sociology, public administration, public health, nursing).

The program builds on the undergraduate major in Human and Social Development (HSD) and the master’s program in Community and Social Change (CSC). These two programs are also housed in the department of Educational and Psychological Studies in the School of Education and Human Development.
American Journal of Community Psychology

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Jacob K. Tebes, Ph.D.
Yale University, New Haven, CT

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► All SCRA members receive a free subscription to the American Journal of Community Psychology as part of their membership dues.
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Manuscripts should be submitted in English to Editorial Manager, the online submission system: ajcp.edmg.com. All inquiries should be made to the Editor at Jacob.tebes@yale.edu. Inquiries in writing may be sent or faxed to:
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Abstracted/Indexed In:

Popular Content:
Community Resilience as a Metaphor, Theory, Set of Capacities, and Strategy for Disaster Readiness | Norris, Fran H.; Stevens, Susan P.; Pfefferbaum, Betty; Wyche, Karen F.; Pfefferbaum, Rose L.

Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey Spector, Paul E.

A Typology of Youth Participation and Empowerment for Child and Adolescent Health Promotion | Wong, Naima T.; Zimmerman, Marc A.; Parker, Edith A.


Building Collaborative Capacity in Community Coalitions: A Review and Integrative Framework | Foster-Fishman, Pennie G.; Berkowitz, Shelby L.; Lounsbury, David W.; Jacobson, Stephanie; Allen, Nicole A.
Take your place in practicing interdisciplinary transformative approaches to community, cultural, and ecological challenges. Put depth psychology into dynamic dialogue with ecopsychology, critical community psychology, indigenous, and liberation psychologies from diverse cultural settings. Widen your repertoire of dialogue and arts-based approaches to group and community work, while gathering the skills to conduct participatory action research and community and organizational program evaluation. Receive mentorship to create paths to peace and reconciliation, justice, and sustainability in the particular areas of your interest through community engagement, research, teaching, and scholarship.
THE BIENNIAL HAS GONE MOBILE!

Schedule, Maps, Twitter and more on your mobile device - completely free.

Download Guidebook on the Apple App Store or Android Marketplace or visit guidebook.com/g/e7phim5f/
PRECONFERENCE EVENTS (Wednesday, June 26)

Public Policy Workshop: Learning the In's and Out's of Public Policy Work from a Community Psychology Perspective
Instructors: Brad Olson, Jean Hill, Susan Wolfe, Leonard Jason, Kenneth Maton, Mellisa Strompolis, Christopher Corbett, Steven Howe, Judah Viola, Jonathan Miles
Time: 9am - 5pm
Room: Whitten Learning Center - LC 184
Description: Public Policy has become an important part of the work of the community psychologist. As individuals, and as part of the SCRA policy committee, community psychologists have engaged in much work, attempting to influence policy through a wide variety of approaches.

This full-day interactive workshop includes a full list of community psychologists, some of whom have been involved in policy change initiatives at global, federal, state, and local levels, on a host of social issues. The efforts range from advocacy and traditional activism, to research and evaluation, to the writing of legislation, examinations of law, lobbying, and many other policy change methods.

The goal of this workshop is designed to offer fun and exciting methods to early career community psychologists (including graduate students), as well as to experienced researchers and practitioners who want to add to their tool kits.

As part of this whole day workshop, numerous fast paced, interactive presentations will be offered about how to engage in policy work. The presenters will discuss ideas about working toward social change, thinking about legal issues, leveraging academic research, making a living as a policy researcher, working with legislators, and getting involved in SCRA and APA initiatives.

Early Career Development Training
Instructors: Susan Wolfe, Leonard Jason, David Julian, Maria Isabel Fernandez, Eric Mankowski
Time: 9am - 1pm
Room: Dooley Memorial Classroom Building - MM 218
Description: This workshop will provide advanced graduate students and early career professionals within seven years of receiving their graduate degree with advanced professional development training. Five distinct sessions on topics of relevance to early career professionals in a variety of work settings are offered. These sessions include: Community Consulting in Practice, Influencing Public Policy, Practicing Community Psychology in Local Health and Social Service Settings, Federal Grants 101, and Forming and Sustaining Inter-Cultural Partnerships for Community Research and Action

Practice Council Summit: The Future of the Practice of Community Psychology - Sharpening and Broadening Our Agenda
Time: 2pm - 6pm
Room: Fieldhouse at the Bank United Center
Description: We are convening practitioners, students, faculty, and members of allied professions to discuss the future of Community Psychology Practice and would really like you to be there. We are especially interested in having those of you who have worked for many years in the field, and may have fallen out of touch with SCRA, join us. Your perspective is invaluable.
THURSDAY, JUNE 27 – 4:00 P.M. – GUSMAN HALL

Dr. Michelle Fine

Dr. Fine is a Distinguished Professor of Social Psychology, Women's Studies and Urban Education at the Graduate Center, CUNY and is a founding faculty member of the Public Science Project (PSP). A consortium of researchers, policy makers and community activists, PSP produces critical scholarship “to be of use” in social policy debates and organizing movements for educational equity and human rights.

Fine and colleagues has the provided expert testimony in more than a dozen ground breaking legal victories focused on gender, race and class equity in k – 12, and higher education, including women’s access to the Citadel Military Academy and in Williams v. California, a class action lawsuit for urban youth-of-color denied adequate education in California.

Recognized nationally for her mentorship, scholarship and her work on education and criminal justice public policy, Fine was most recently named as the recipient of the 2013 American Psychological Association Award for Distinguished Contributions to Research in Public Policy.

On Participatory Policy Research in Times of Swelling Inequality Gaps

Responding to Martin Luther King Jr.’s 1968 address at the American Psychological Association calling for a psychology that would educate Whites about racial injustice and Audre Lorde's denunciation of the "Masters' Tools," this talk challenges the widening epistemological gap between those who suffer from inequality and those who study social policy. When split off from deep collaboration, in the name of objectivity, gated communities of policy researchers, comprised exclusively of like-minded, demographically similar researchers committed to consensus, assured of their moral superiority and rejecting of divergent perspectives, may contribute to what Irving Janis called Group Think: Psychological Studies of Policy Decisions and Fiascos (1982).

This talk explores an epistemological counter-narrative in which the gap of experience and expertise is delicately sutured in participatory action research. With a long and buried history within psychology, participatory policy research offers an alternative paradigm. Research teams integrate varied forms of expertise among academics and everyday people, in theoretical and methodological deliberative dialogue, producing materials for scholars, community activists, and policy makers about urgent matters of social (in)justice. This talk reflects a 20 year memoir on the impact of a single piece of participatory policy research, Changing Minds: The Impact of College in a Women's Maximum Security Prison. Readers are invited to explore how participation by university researchers and prisoner researchers facilitated methodological rigor, enhanced context and construct validity, deepened ethics and fueled the political sustainability of the findings over two decades.
FRIDAY, JUNE 28 – 10:45 A.M. – GUSMAN HALL

Dr. Leonard Jason

Dr. Jason is a professor of Psychology at DePaul University and the Director of the Center for Community Research. He is a former president of the Division of Community Psychology of the American Psychological Association. In 2011, he was presented with the Tom Fellows Award by the Oxford House Organization for his 20 years of research documenting the process of long term recovery from addiction. He has served on the editorial boards of ten psychological journals. Jason has served on review committees of the National Institutes of Health, and he has received over $26,000,000 in federal research grants.

Dr. Jason has edited or written 23 books, and he has published over 600 articles and 77 book chapters on ME/CFS; recovery homes; the prevention of alcohol, tobacco, and other drug abuse; media interventions; and program evaluation. Oxford University Press recently published his book titled “Principles of Social Change”.

**Principles of Social Change: Community Partnerships Promote Social Justice**

The efforts of social activists and mental health professionals to institute population-level social change often fail to account for stakeholder commitment to the status quo and do not develop concrete strategies to build coalitions to alter policies. We need to better understand what is required for success and what steps to take to avoid pitfalls, including: clearly defining the change being sought, identifying current stakeholders and forces that maintain the status quo, creating coalitions that will work for the desired change, and being patient while persistently working toward the goal. Social change often requires a grassroots initiative that radically challenges the system or status quo. Throughout history, it has been ordinary people, driven by a desire for social justice, who have achieved meaningful, life-changing reforms, often starting in their own communities. Ordinary individuals who do not lose faith can overcome enormous odds to target the root of a systemic problem.
FRIDAY, JUNE 28 – 8:00 P.M. – RUSTY PELICAN BANQUET HALL

Ms. Alison Austin
Alison Austin has had an extensive international career in community-based research, ecotourism, and youth development. As recent CEO of Miami’s TACOLCY Center, Austin listened to the needs of the community and implemented programs & services that positively impact youth and families.

During her tenure, Austin focused on returning the 47-year-old organization to its social justice origin by launching a blended social services-social change model in Liberty City. This included numerous partnerships such as the Children’s Defense Fund and the first Freedom Schools Program in South Florida.

Austin studied broadcasting at Miami Dade College and was inducted into its Hall of Fame in 2007. She earned a B.A. in Communications from University of South Florida, a M.S. in Hospitality Management from Florida International University, a Certificate in Non-profit Leadership from the Harvard Business School and a M.S. in Community & Social Change from the University of Miami.

See Me as I See Me
Liberty City is an urban neighborhood in the heart of Miami. It is seen as disadvantaged – a place laden with deficits and social challenges. And if someplace has to be deemed the bad part of town then, my community has been selected to carry the flag. However, this is not the way we see it, nor is it the way it has always been. What happens when a community tells their own story? Transformative change occurs.

A small group of residents and committed others are mobilizing a collective effort to facilitate revival of the neighborhood. Based on its strengths – and the impetus coming from women and youth – restoration is on the horizon. We are working hard towards a major paradigm shift, embracing collective values, progress and liberation; so we can move our community to its new place of respect and well-being. As Margret Mead said, “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.

Special introduction by Dave Lawrence
David Lawrence Jr. retired in 1999 as publisher of The Miami Herald to work in the area of early childhood development and readiness. He is president of The Early Childhood Initiative Foundation and “Education and Community Leadership Scholar” at the University of Miami’s School of Education and Human Development. He leads The Children’s Movement of Florida, aimed at making children the state’s top priority for investment and decision-making.

Mr. Dave Lawrence
SATURDAY, JUNE 29 – 1:00 P.M. – GUSMAN HALL

Dr. Niki Harré

Niki Harré is an associate professor at the University of Auckland where she teaches social and community psychology. In 2007 she co-edited the book *Carbon Neutral by 2020: How New Zealanders Can Tackle Climate Change*. Her main research interests are in social activism and youth development and she works closely with schools, communities and local authorities on sustainability projects. In 2011 she released the book *Psychology for a Better World: Strategies to Inspire Sustainability* which is free to download from [www.psych.auckland.ac.nz/psychologyforabetterworld](http://www.psych.auckland.ac.nz/psychologyforabetterworld).

She lives in the suburb of Point Chevalier in Auckland and has three children. She is a founding member of the Point Chevalier Transition Town, cycles to work, learns the guitar from a musician who lives on her street, and has a large organic garden thanks to her husband.

*Psychology and the Infinite Game*

Long ago, academic psychologists understood the importance of myths and symbols to the human experience and collective action. In recent decades however, this understanding has largely been replaced with a fixation on precise communication of measurable phenomena. In this talk I suggest that we need to reconnect with the metaphorical insights that myths and symbols can provide. By doing so, we will better understand the psychological struggles of our time and be able to work more effectively with others towards positive social change. I offer a symbol to illustrate this process, that of the infinite game. According to the philosopher James Carse, life is comprised of at least two kinds of games. In finite games the object is to win and in infinite games the object is to keep the game in play. Finite games have boundaries, include only select players and have rules that must not change for the duration of the game. In contrast infinite games have horizons that move as the player moves, welcome everyone into the game and the rules must change over time or the game will cease. In fact, when infinite players sense someone is about to lose, they change the rules to prevent this. Which game is dominant in our society and in our universities? The talk will consider this question and how symbols in general and the infinite game in particular can aid the contribution of community psychologists to the human project.
SATURDAY, JUNE 29 – 2:00 P.M. – GUSMAN HALL

Geoff Nelson – 2012 Award for Distinguished Contributions to Theory and Research in Community Psychology

Dr. Geoffrey Nelson is Professor of Psychology and at Wilfrid Laurier University, Waterloo, Ontario. He has served as Senior Editor of the Canadian Journal of Community Mental Health and Chair of the Community Psychology Section of the Canadian Psychological Association. Professor Nelson was the recipient in 1999 of the Harry MacNeill award for innovation in community mental health from the American Psychological Foundation.

Kien Lee – 2012 Award for Distinguished Contributions to Practice in Community Psychology

Dr. Kien Lee is a co-founder of Community Science and directs, manages and provides research, evaluation, and other types of technical support to national and local community change initiatives. She has directed and implemented evaluations on institutional capacity building, intergroup relations, immigrant integration and cultural competency, as well as led numerous community and organizational assessments. She has worked with community-based organizations to transform research into practical knowledge to inform their change strategies. She was the recipient, along with David Chavis, of the 2002 Outstanding Evaluation Award from the American Evaluation Association.
POSTER SESSIONS

Poster Sessions during the Biennial Conference will take place on-campus at the Fieldhouse, adjacent to the Bank United Center. The Fieldhouse is approximately a 10 minute walk away from the Memorial Classroom Buildings or Gusman Hall. There will also be a special, on-campus shuttle running from Stanford Circle to the front of the Bank United Center.

POSTER SESSION A
THURSDAY, JUNE 27 – 12:30 p.m. to 2:00 p.m. – FIELDHOUSE
Set-up time begins at 12:00 p.m.

POSTER SESSION B
THURSDAY, JUNE 27 – 12:00 p.m. to 1:30 p.m. – FIELDHOUSE
Set-up time begins at 11:30 p.m.
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<tr>
<th>Time</th>
<th>Fieldhouse at the Bank United Center</th>
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**Thursday June 27, 2013**

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<td>Poster Session A (46)</td>
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<td>KEYNOTE ADDRESS - MICHELLE FINE On Participatory Policy Research in Times of Swelling Inequality Gaps (75)</td>
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<td>MM 213</td>
<td>8:30a - 9:20a Critical Social Theory - Why Bother? (4)</td>
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<td>MM 214</td>
<td>9:30a - 10:20a Citizen Participation towards Social Transformation (21)</td>
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<td>10:30a - 11:50a Mutual Self-Help Groups Create Innovative Strategies to Enhance Individual and Communal Well-Being (35)</td>
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<td>2:15p - 3:35p Developing Culturally-Anchored Preventive Interventions and Policies: Multicultural and Global Issues (61)</td>
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<td>MM 214</td>
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<td>9:30a - 10:20a Ethical Dilemmas in Youth Participatory Action Research (22)</td>
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<td>10:30a - 11:50a Housing First: Program Dissemination, Adaptation and Fidelity (36)</td>
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<td>MM 217</td>
<td>2:15p - 3:35p International Research on Housing First (62)</td>
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<td>MM 216</td>
<td>9:00a - 10:20a Innovative Methodological Approaches to Community-Based Research: Theory and Application (15)</td>
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<td>MM 217</td>
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<td>2:15pm</td>
<td>MM 218</td>
<td>2:15p - 3:05p What do research, a train and choir have in common? Communal thriving in South Africa (63)</td>
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<td>8:30a - 10:20a Public Policy 401: Legislative Bill Analysis to Influence Public Policy: A Core Competency Workshop: #15 (6)</td>
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<td>MM 218</td>
<td>10:30a - 11:50a The Community as Teacher: Learning How to Help Community Organizations Thrive (38)</td>
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<td>MM 219</td>
<td>2:15p - 3:05p Making the Complex Simple: Exploring Self-Organizing As a Social Change Process within Complex Community Contexts. (64)</td>
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<td>MM 219</td>
<td>10:30a - 11:50a Youth Empowerment Implementation Project: Promoting Communal Thriving Through Prevention and Wellness for Low-Income Youth (39)</td>
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<td>MM 220</td>
<td>2:15p - 3:35p School Contexts Shaping Youth Behavioral and School Outcomes (65)</td>
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<td>Theology and Practice: Understanding Thriving in African American Faith Communities (8)</td>
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<td>Statistical procedures for complex community phenomenon: latent growth curves, multidimensional IRT, and the LABK procedure (16)</td>
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<td>University-Community Partnerships for Social Change: Creating and Teaching an Experiential Learning Course on Your Campus (42)</td>
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<td>Taking Youth-Adult Partnership to Scale: A Strategy for Communal Thriving (24)</td>
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<td>Benefits of Using Adults and Peers to Influence Risky Sexual Behavior (66)</td>
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<td>&quot;Red Comunitaria&quot;: An approach for community-based development and participation. (9)</td>
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<td>MM 316</td>
<td><strong>Dooley Memorial Classroom Building</strong> Transforming settings for social change: Conceptual frameworks, assessment approaches, &amp; action strategies (10)</td>
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<td>MM 317</td>
<td><strong>Dooley Memorial Classroom Building</strong> Student-Community Evaluation Partnerships: A Graduate Student Perspective on How Both Parties Can Thrive (11)</td>
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<td>MM 318</td>
<td><strong>Dooley Memorial Classroom Building</strong> Using Systems Science to Understand Communities (18)</td>
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<td>LC 120</td>
<td><strong>Whitten Learning Center</strong> Promoting Transformative Change in Mental Health: Creating an International Network (19)</td>
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<td><strong>Whitten Learning Center</strong> Different Lenses - A Common Goal: Faculty and Students Share Service Learning Experiences (27)</td>
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<td>MM 316</td>
<td><strong>Dooley Memorial Classroom Building</strong> “Improving Access to Justice for Linguistic Minorities: Community Thriving through Partnership” (25)</td>
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<td><strong>Dooley Memorial Classroom Building</strong> Telling to the Eyes: How Young People Use Visual Art and Media to Construct Meaning (26)</td>
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<td>MM 318</td>
<td><strong>Dooley Memorial Classroom Building</strong> Critical consciousness raising: Comparing strategies across academic and community settings (71)</td>
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<td>10:30a</td>
<td>LC 120</td>
<td><strong>Whitten Learning Center</strong> Beyond research as science: Tips and tools for students and early career scholars journeying into research for organizational/community change (72)</td>
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<td><strong>Dooley Memorial Classroom Building</strong> Beyond cultural competence: What it takes to work collaboratively in multicultural, interdisciplinarity contexts. (73)</td>
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<td>MM 317</td>
<td><strong>Dooley Memorial Classroom Building</strong> Facilitating and Enhancing Readiness in Community-Based Organizations: R = MC^2 (51)</td>
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<td>Using community psychology to engage young people in environmental action: An empirical exploration (52)</td>
<td>Whitten Learning Center LC 182</td>
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<td>Curriculum Mapping to Assess and Integrate Community Psychology Practice Competencies in Education Programs (1)</td>
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<td>Promoting social justice through critical consciousness raising and community service-learning in the face of neoliberal social frameworks (28)</td>
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<td>Getting Your Work out There! Publishing &amp; Disseminating the Full Range of Products of Community-Engaged Scholarship (29)</td>
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<td>Town Hall Meeting: Increasing SCRA’s Interorganizational Connections 1 (12)</td>
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<td>Town Hall Meeting: Increasing SCRA’s Interorganizational Connections 2 (30)</td>
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<td>Landing Work among the Diverse Careers for Community Psychologists (53)</td>
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<td>Preparing for Tenure and Promotion (54)</td>
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<td>What Does Community Psychology have to Offer Back to Mainstream Psychology?: Community-Engaged Psychological Science (CEPS) (55)</td>
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<td>Organization Studies Interest Group Info Session (56)</td>
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<td>10:30a - 11:45a KEYNOTE ADDRESS – LEONARD JASON Principles of Social Change: Community Partnerships Promote Social Justice (110)</td>
<td>9:00a - 10:20a Community Psychology Research Unit at ISPA University Institute – Portugal: Contributions towards Community Thriving (91)</td>
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<td>Collective Impact Initiatives for Education and Community Change (86)</td>
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<td>Community work, activism, and the Occupy Movement (107)</td>
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<td>International Committee Meeting (116)</td>
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<td>University-government partnerships to build community capacity: How can we foster genuine engagement? (124)</td>
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<td>Alternative clinical-community predoctoral internships: Formal internship experiences for community psychologists in clinical-community psychology programs (127)</td>
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<td>Evidence-Based Practice and Thriving: A Critical Assessment (145)</td>
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<td>Contextualizing Causal Theories for Process Evaluation: What Makes or Breaks the Program? (87)</td>
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<td>Promoting Youth Leadership Development in Communities: Using Research to Foster Youth Leaders (126)</td>
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<td>Building a professional brand and action plan: A career development workshop for women in community psychology (147)</td>
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<td>Practice Council Meeting (77)</td>
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<td>Engaging Seniors for Healthier Communities (92)</td>
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<td>Community Conflict transformation through humanitarian sustainable interventions (128)</td>
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<td>Identifying and mixing philosophies of science: A strategy for communal thriving through research (150)</td>
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<td>Cultural and Racial Affairs Group Meeting (78)</td>
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<td>Creating Interventions That Are Deeply Cultural: Methods, Examples, and Discussion (93)</td>
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<td>Acculturation and Wellbeing of Immigrants (149)</td>
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<td>Policy Committee Working Breakfast (79)</td>
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<td>Community Collaborations and Prevention: Domestic and International Perspectives on Coalition Building to Achieve Community Change (94)</td>
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<td>Facilitating Change in Complex Community Systems (95)</td>
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<td>Greater Than or Equal To: Empowerment, Acceptance, Self-determination, and Voice for Adults with Physical or Psychiatric Disabilities (96)</td>
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<td>Guiding Competencies: Critical Skills to Engage in Community Work from the Perspective of Students (97)</td>
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<td>Engaging Front-Line Staff: Piloting a Tool for Applied and Academic Researchers (88)</td>
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<td>Informed citizenship in undergraduate psychology education: Integrating, personal, professional and organizational values for transformative change (108)</td>
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<td>Community-Based Participatory Research (CBPR) and Youth: Partners, Participants or Passive Recipients? (129)</td>
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<td>Conceptualizing and Measuring Constructs related to Domination and Marginalization of Oppressed Populations (130)</td>
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<td>The Context of Communal Thriving in the Caribbean: Successes, Challenges, and Future Developments (131)</td>
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<td>Enhancing Community thriving through Partnership for place based research and knowledge mobilization (132)</td>
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<td>Community Engagement Fail: Lessons Learned From Community-Based Action Research Projects Gone Wrong (151)</td>
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<td>Community Health Workers and Patient Empowerment: Multisectorial Approaches to Community Health and Interdisciplinary Care (152)</td>
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<td>Thriving definitions. Participatory strategies of heuristic and transformative knowledge (153)</td>
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<td>It takes a village: Community-based research and intervention with juvenile justice-involved youth (98)</td>
<td>The Complexity of Coalition Development and Maintenance in Four Different Organizations and Communities (133)</td>
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<td>Measuring Psychological Empowerment: Advances in Theory and Methodology (99)</td>
<td>The Role of Community Psychologists in the Promotion of a Clean Election Campaign in Puerto Rico (134)</td>
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<td>Sociopolitical Development &amp; International Education (89)</td>
<td>Miami Thrives: Weaving a Poverty Reduction Network (109)</td>
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<td>1:45p - 2:35p Challenging the western pedagogy: Helping university students thrive through collaborative learning and assessment (137)</td>
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<td>Community Psychology and Human Rights: Exploring the Connections (82)</td>
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<td>How to Conduct Community Psychology Practice as a Faculty member (102)</td>
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<td>Enhancing Individual and Collective Capacity to Influence Social Policy: A Roundtable Discussion (118)</td>
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<td>The role of critical theory in the education and training of community psychologists (140)</td>
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<td>Understanding and Impacting Policy: The Context and Process of Policy Relevant Research (90)</td>
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<td>The Range of Practice Careers for Community Psychologists (103)</td>
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<td>Expanding Online Learning in Community Psychology: Moving from Planning to Action (119)</td>
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<td>Social environments and the well-being of persons experiencing psychiatric disabilities (141)</td>
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<td>The American Journal of Community Psychology - A Meeting with the Editor to Learn More about the Journal, Discuss Opportunities for Involvement, and Ask Questions (104)</td>
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<td>Inside Out from the Inside Out: Neighbor-Initiated Community Change (142)</td>
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<td>Community Action Interest Group Meeting (160)</td>
<td>9:00a - 10:20a Effects of narrative elements on colon cancer screening intentions of African American women (175)</td>
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<td>10:30a - 11:50a International perspectives on community psychology practice competencies (193)</td>
<td>10:00a - 11:50a Adolescents involved with Child Protection Services: Longitudinal analyses of child, family, and contextual risks (194)</td>
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<td>Women's Committee Meeting (209)</td>
<td>12:30p - 1:30p Community Health Interest Group Meeting (210)</td>
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<td>1:15p - 3:00p</td>
<td>KEYNOTE ADDRESS – NIKI HARRE Psychology and the Infinite Game (212)</td>
<td>3:15p - 4:05p Integrating Sociopolitical Development into Social and Emotional Learning Interventions (215)</td>
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<td>Discrimination among African Americans: What does intersectionality have to do with it? (231)</td>
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<td>Looking Closely at Culture in Research and Practice for Community Thriving (164)</td>
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<td>Education for Communal Thriving: Master's Level Community Psychology Training Program Goals, Processes and Outcomes (185)</td>
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<td>Culturally Competent Research: Theories and Research Methodologies to Engage Ethnically and Racially Diverse Populations (196)</td>
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<td>Reflections from the Field: How do systems and settings shape the empowerment strategies we employ with youth in the community? (218)</td>
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<td>Emancipated: Multi-Disciplinary Collaboratives for Communities free from Human Trafficking (186)</td>
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<td>The Space Between: The Challenges and Opportunities of Practicing Community Psychology in Post-Revolutionary Egypt (197)</td>
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<td>Implementing Community Arts Programs – Themes, Challenges and Methodologies (219)</td>
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<td>Transforming Schools to Support Students: A Case Study of One State’s Efforts to Improve School Climate (233)</td>
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<td>Housing and Child Welfare: New, Integrated Approaches to Systems Change (166)</td>
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<td>Emotions in Research: The Process of Studying Marginalized, Traumatized, and Oppressed Populations (187)</td>
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<td>Neighborhood Context Effects on Juvenile Delinquency (198)</td>
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<td>Linking Policy, Planning, Development, and Evaluation (220)</td>
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<td>Research-practice partnerships: What do we have to invest...and with what results? (167)</td>
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<td>Engaging Marginalized Youth in Research and Decision Making (188)</td>
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<td>Preventing Homelessness, Identifying Risk, and Exploring Housing (In)Stability (199)</td>
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<td>Measuring Community Impacts (221)</td>
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<td>Teen Dating Violence: The Importance of Understanding the Influence of Family and Friends (234)</td>
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<td>- 10:20a Fighting Big Pharma in the UK: A social action workshop (168)</td>
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<td>- 10:20a Mediating Gendered Experiences: Understanding Representations of Race, Sexuality and Victimhood in Contemporary Media (179)</td>
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<td>- 10:20a The way forward: Critical reflections on barriers and facilitators for meaningful participatory mental health research (180)</td>
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<td>- 11:50a Stigma at the Intersections of Health and Race: Raising Awareness and Reducing Harmful Effects (200)</td>
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<td>- 11:50a Voices from Ireland: Social Connection and Community Service (202)</td>
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<td>- 12:00p Navigating Complex Ethical Terrains in Community Research and Action (222)</td>
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<td>- 4:05p Navigating the Road Ahead: Sustaining Community Partnerships in Grant-based Environments (223)</td>
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<td>- 5:35p The Role of Neighborhood Economic Context in the Promotion of Health and Well-Being (235)</td>
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**Whitten Learning Center**

**LC 190**

- **9:00a - 10:20a** Health Policy Spanning Time and Place: Understanding the Impact of Policies on Vulnerable Populations (172)

**LC 192**

- **9:00a - 10:20a** Sense of community, diversity and intercultural relationships (173)

**LC 194**

- **9:00a - 10:20a** Addressing Complex Problems: An Interorganizational Network Assessment of Community Culture (174)
001. Curriculum Mapping to Assess and Integrate Community Psychology Practice Competencies in Education Programs
Workshop
8:30 to 10:20 am
Whitten Learning Center: LC 184
Curriculum mapping will be introduced as a practical tool for community psychology graduate and professional education programs to assess how their curriculum addresses community psychology practice competencies and to further develop their program. Using the Applied Community Psychology Specialization as an illustrative case study, a six-step process for mapping curriculum to community psychology practice competencies will be presented. The curriculum mapping process includes developing criteria by which to assess curriculum, developing categories and descriptors which represent the range of training opportunities for students, constructing the curriculum map tables, completing the curriculum maps throughout independent and collaborative faculty ratings, establishing reliability through obtaining student feedback, and, sharing results. Audience members will engage in the curriculum mapping process by mapping a course they teach, a course they have completed as a student, or an alternative syllabus will be provided. After completing the exercise using the templates and worksheets provided, the workshop instructors will provide specific feedback on audience members' newly created course maps and engage audience members in reflective dialogue about the process of mapping and implications for supporting students in learning community psychology practice competencies.
Presenter:
Sylvie Taylor, Antioch University Los Angeles
Session Organizer:
Gregor V. Sarkisian, Antioch University Los Angeles

002. Accommodating Culturally Diverse Groups in Youth Programming
Roundtable Discussion
8:30 to 9:20 am
Dooley Memorial Classroom Building: MM 209
The youth demographic in New Zealand is characterized by great ethnic diversity and it is becoming increasingly so. Accordingly, there is growing recognition of the importance of cultural consideration when working with young people. Unfortunately, there appears to be a disconnect between what is advocated at a policy level and knowing how to incorporate cultural consideration into youth programming practice. For instance, there has been noted growth in youth mentoring and adventure-based programs in recent years, but it appears that many program developers have uncritically implemented Westernized models of such programs. The disparities in well-being outcomes between ethnic minority groups and the dominant New Zealand European population consistently evidenced in youth research reinforces the need to reconsider how current models fit with the unique values and experiences of different ethnic groups. While New Zealand has a unique cultural mix, it is likely that these issues will resonate with practitioners and evaluators in other multi-cultural settings; thus the purpose of this roundtable is to facilitate an information-sharing session on how to best accommodate culturally diverse groups involved in youth programming. To initiate the discussion, the presenters will briefly share interesting insights from their research on New Zealand-based youth programs. The remainder of the session will involve small group discussions using a structured process. Groups will rotate through discussion stations focused on successful vs. unsuccessful strategies related to four key components: instructor/mentor characteristics; interpersonal dynamics; program activities; and program environment. Group notes will be taken at each station and left for the next group to review and contribute to. Key insights will then be shared with the larger group. The notes will also be collated and distributed to all participants at a later date. Our hope is that participants will leave the session with new ideas to share with their own communities.
Presenter:
Pat Bullen, University of Auckland
Session Organizer:
Kelsey Deane, University of Auckland

003. Distinguishing Between Primary Prevention and Health Promotion: A Framework for Intervention and Evaluation
Workshop
8:30 to 10:20 am
Dooley Memorial Classroom Building: MM 211
While the concept of health/wellness promotion is gaining wider attention and acceptance in numerous physical and mental health fields, there continues to be a great deal of ambiguity and confusion about the distinctions between promotion and prevention. For example, in the call for proposals for this biennial conference, the program track description says that “wellness promotion seeks to enhance . . . protective factors” while prevention “seeks to reduce risk factors.” In fact, both risk and protective factors pertain to prevention, since they refer to risk for and protection against negative outcomes while the goal of promotion is to obtain positive outcomes (National Research Council and Institute of Medicine, 2009). An entry in the upcoming Second Edition of the Encyclopedia of Primary Prevention and Health Promotion (Miles et al, in press) describes a framework that clarifies the distinctions between prevention and promotion. The entry also offers a new model for intervention that expands upon the Mental Health Intervention Spectrum “fan” first introduced in the landmark Institute of Medicine report about reducing risks for mental disorders (Mrazek & Hatterty, 1994). Finally, the entry describes the implications of these advances for both research and intervention. The workshop will be led by Dr. Jon McIntosh, Director of Searchlight Consulting and lead author of a 2010 report commissioned by SAMHSA and published by Georgetown University (Miles et al, 2010) that applied public health concepts to children’s mental health. He will use structured activities to engage participants in a process of a) pinpointing issues that cause confusion around promotion and prevention, b) deciding whether those issues are simply semantic or of real concern, c) reaching consensus around shared definitions, and d) considering the implications of those definitions, particularly for measurement and public policy. Miles, J., Espiritu, R.C., Horen, N., Sebastian, J., Waetzig, E.Z., & Blau, G.M. (in press). Primary Prevention and Health Promotion in the Public Health Context. In T.P. Gullotta & M. Bloom (Eds.), Encyclopedia of Primary Prevention and Health Promotion, Second Edition. New York: Springer Science and Business Media. Miles, J., Espiritu, R.C., Horen, N., Sebastian, J., & Waetzig, E. (2010). A Public Health Approach to Children’s Mental Health: A Conceptual Framework. Washington, DC: Georgetown Center for Child and Human Development, National Technical Assistance Center for Children’s Mental Health. Mrazek, P.F., & Haggerty R.J. (Eds.) (1994). Reducing Risks for Mental Disorders: Frontiers for Preventive Intervention. Committee on Prevention of Mental Disorders, Washington DC: National Academies Press. National Research Council and Institute of Medicine. (2009). Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities. Committee on the Prevention of Mental Disorders and Substance Abuse Among Children, Youth, and Young Adults: Research Advances and Promising Interventions. M. E. O’Connell, T. Boat, and K. E. Warner (Editors). Board on Children, Youth, and Families, Division of Behavioral and Social Sciences and Education, Washington, DC: The National Academies Press. Presenter:
Jonathan Miles, Searchlight Consulting Llc
Session Organizers:
Jonathan Miles, Searchlight Consulting Llc
Rachele Espiritu, Change Matrix, LLC
Elizabeth Waetzig, Change Matrix LLC
Suganya Sockalingam, Change Matrix, LLC

004. Critical Social Theory - Why Bother?
Roundtable Discussion
8:30 to 9:20 am
Dooley Memorial Classroom Building: MM 213
Given community psychology's origins in applied social psychology and community mental health (as opposed to sociology or cultural
anthropology), the potential of perspectives from critical social theory to illuminate social phenomena and identify ideological functions of our subdiscipline and associated practices has not been tapped. Critical social theory refers to an array of interdisciplinary thought emerging from neo-Marxism, feminism, structural linguistics, psychoanalysis, existential phenomenology, and postcolonial studies, for example. While they are admittedly prone to jargon and elitism, it could be argued that the perspectives advanced by figures such as Foucault, Habermas, Fanon, or Butler can only be ignored by community psychologists at the risk of replicating the ideological matrix of capitalist modernity. This roundtable has two objectives. First, to share ways in which some of us have found critical theory essential to our research and practice. Second, to address questions from those who are curious about where to begin as well objections from those who have tried and found the supposed potential of these approaches unfulfilled. A facilitated dialogue format will ensure that all find meaningful ways to participate.

Session Organizer:

Tod Sloan, Lewis and Clark College

005. Inquiry and Practice in Immigration as a Culture
Roundtable Discussion
8:30 to 9:20 am
Dooley Memorial Classroom Building: MM 214

The proposed roundtable will discuss the effects of immigration on the family unit. Issues of bicultural stress, various transitional barriers, and challenges of acculturation that result from immigration will be presented for dialogue. The entire life course is a neglected area in current research. Understanding the lack of a college experience (e.g. residing in the dorms or apartments, joining organizations, Greek life, gaining independence at 18 years of age) increases the knowledge that researchers and helping professionals have on the overall development of an immigrant student. This specific aspect of immigration will be analyzed. Additionally, the education system of the United States will be a focus as it can become an obstacle for immigrant youth and their families. The immigrant experience will be highlighted from the perspective of research with immigrant students to foster conversation on interventions to aide immigrants. An interactive, experiential learning model will be implemented in the roundtable process in order to address the complexities of immigration as a culture. Questions for exploration will include: 1) What are the implications for helping professionals when working with immigrant youth and their families? 2) How is immigration a culture? 3) What are barriers in conducting research and interventions with immigrants? 4) What are the benefits and the challenges of intervening in the school system (school-based prevention and intervention)? 5) How early does intervention need to occur for the young adult immigrant student to be successfully supported? 6) What are the influences of bicultural stress on intervention development? 7) What are the implications of collectivism in developing interventions for immigrant communities? 8) How can research benefit our abilities to help immigrants? The above questions will cultivate the awareness of audience members of the roundtable. Open-ended discussion will be emphasized. The conceptualization of immigration as a culture will be promoted.

Session Organizer:

Shabnam Etemadi, Middle Tennessee State University, Professional Counseling Program

006. Public Policy 401: Legislative Bill Analysis to Influence Public Policy: A Core Competency Workshop: #15
Workshop
8:30 to 10:20 am
Dooley Memorial Classroom Building: MM 216

The workshop’s purpose is skill development to advance Core Competency # 15: Public Policy Analysis, Development and Advocacy (Wolfe & Dalton, 2012, 12). As reported in The Community Psychologist 45(4), SCRA’s Executive Committee approved eighteen Core Competencies (p. 10-13), creating a solid foundation for skill development, ripe for application through workshop settings TCP 41(3/4), (Corbett 2008a, p. 78-81). This workshop is a new addition to the Public Policy 101, 201 and 301 workshop series presented at prior Conferences beginning in 2005 (SCRA Programs 2005-2011). It furthers SCRA Presidential visions since 1998 that conclude public policy has been neglected yet deserves high priority at SCRA, including former Presidents Bond, Maton, Solarz and Toro, (TCP, 31(3); 32(2); 33(1) and 36(4)). More recently, Elias implemented a Presidential Three Year public policy priority [TCP Presidential Columns 41(3/4); 42(1); and 42(3)], concluding SCRA public policy influence is long overdue. Workshop participants will be provided, in small group format, four legislative bills such as pertaining to: wage exploitation of foreign workers; harassment in school settings, TCP 44(3) (Corbett, 2011, p. 32-34); corporal punishment of children and disabled; and legal prohibitions against strikes by teachers/public servants. Attendees will:
analyze each bill; identify stakeholders; impacts; intersection with SCRA values and public interest; and political viability. The workshop will enable attendees, considering their interest area and intervention goals, to translate their findings and research into useful recommendations to directly engage elected officials to influence public policy. The workshop advances both exposure and proficiency training objectives TCP 41(2), (Corbett 2008b, p. 68). Participants will be offered post-conference consultation to analyze specific bills of interest-- implementing no cost, on-line learning between Conferences, a strongly recommended future direction for SCRA, The Community Psychologist 45(4), (Corbett, 2012, p. 16-17).

Session Organizer:

Christopher Corbett, N/A

007. Theatre of the Oppressed as community action
Workshop
8:30 to 10:20 am
Dooley Memorial Classroom Building: MM 217

The Theatre of the Oppressed is a systematic methodology theater by the Brazilian director and activist Augusto Boal that aims to transform the everyday realities with focus on dynamic oppressor and oppressed of interpersonal relationships, providing dialogue between the considered oppressed. The method combines games, theater exercises and techniques that aim to break conditioned physical and intellectual habits of its practitioners aimed at democratically of the theater, expanding they intellectual and social leadership. By this way, conditions are created for the Oppressed practices take ownership of the means of producing theater and expand their possibilities of expression. The Theatre of the Oppressed is an awareness tool used in the groups participating in social projects aimed at activating and strengthening of democratic processes. It is a method that uses the theater for social change. In order to contribute to the methodologies applied in projects such as activator awareness process is developed this research we are working in Brazil. We start our research perceives an opportunity for great contribution of social psychology to use tools related to art, especially the Theatre of the Oppressed to raise awareness of the problems and conflicts pertaining to day-to-day and the possibility of changing the reality of individuals. Paulo Freire as Boal believe that the way to overcome the social vulnerability begins with the reflection that goes through an abstraction of reality everyday as pre-disposition to an educational practice focused on the transformation of the individual in society. Therefore individuals expose their ideas and thoughts about themselves and the context in which they live, internalizing the meanings presented, correlating with their own concepts and issuing his opinion for authentic and critical thinking. The proposal in our research is to reflect in the context of everyday living through theatre for social change.

Session Organizer:

Kelly Cristina Fernandes, pontificia Universidade Católica São Paulo

008. Theology and Practice: Understanding Thriving in African American Faith Communities
Roundtable Discussion
8:30 to 9:20 am
Dooley Memorial Classroom Building: MM 218

Theology supplies a foundation for the teaching at religious organizations. Theology also may impact religious behaviors among individuals because
of theology influences the ways people practice their faith. The transnational relationships between what people learn at their religious traditions shape Black adolescents’ definition of community? How do theological traditions promote adolescents’ religious and racial identity formation? Lastly, we will present a model based on theological orientation within African American Protestant faith communities (Lincoln & Mamiya, 1990). This model provides a theoretical basis for understanding these communities and allows community psychologists to move beyond the assumptions regarding denominational studies, religiosity, and spirituality. To encourage increasing consideration of religious teaching in the research of community psychologists, the proposed roundtable discussion addresses the need to analyze theological orientations to uncover applicable person-environmental fit issues relevant to both community psychology research and practice. Several empirical studies will be presented which examine the role of theology and human behavior across the individual and community context.

Presenters:

Pamela Martin, North Carolina Central University
Shereta T. Butler-Barnes, Washington University in St. Louis
LaTrese Adkins, The Beloved Community Consulting Group

009. “Red Comunitaria”: An approach for community-based development and participation.

Roundtable Discussion 8:30 to 9:20 am
Dooley Memorial Classroom Building: MM 315

Recent approaches to community-based development have begun to incorporate an active participation of beneficiaries in the design and management of development projects, reducing the gap between the designers of “solutions” and the communities requiring them. This active involvement of all members and actors present in the community not only incorporates the local knowledge in the project’s decision-making processes but also creates an opportunity to make participation a self-initiated action for members and actors (Mansuri & Rao, 2004). In turn, the participation of members and actors is expected to trigger better designed projects, targeted benefits, more cost-effective and timely delivery of project inputs; in the long run, more sustainable projects (Mansuri & Rao, 2004). Nevertheless, most community-based development experiences have not been able to sprout this process towards a sustainable approach of community thriving. In an effort to critically examine the challenges and opportunities of community-based development and participation, this roundtable discussion will start by describing an experience developed in Monterrey, México in which citizens of deprived urban communities, government authorities, organized civil society and a network of companies actively participate in the design and implementation of an initiative to develop sustainable communities through civic capacity and social cohesion. The audience will be capable of understanding the means of interaction taking place between members of the communities, stakeholders and key actors; as well as the intervention method proposed, the evaluation process being undertaken and the results and findings observed in the communities. Mansuri, G., & Rao, V. (2004). Community-based and driven development: A critical review. The World Bank Research Observer, 19(1), 1-39. Retrieved from: http://www.cultureandpublication.org/bijupdf/mansurirao.pdf

Presenter:
Armando Estrada, Via Educacion

Session Organizers:

MELISSA COLTER, Via Educacion
Armando Estrada, Via Educacion
Carlos Luis, Via Educacion

010. Transforming settings for social change: Conceptual frameworks, assessment approaches, & action strategies

Roundtable Discussion 8:30 to 9:20 am
Dooley Memorial Classroom Building: MM 316

Community psychologists work within community settings to affect broad social change such as sharing power across diverse groups or preventing violence. In our action research and practice, how can we ensure that our efforts appropriately target qualities of the settings themselves and not just the people who populate them? The purpose of this roundtable is to surface the challenges we face and the aspirations we hold when attending to qualities of settings in our: 1) conceptualizations of the work at hand and the articulation of action goals, 2) methods for assessment, and 3) multi-leveled strategies for intervention. Roundtable leaders Sharon M. Wasco, Meg A. Bond, Michelle Haynes and Robin Toof will invite session participants to answer questions such as: How have you used your knowledge of system dynamics to frame action goals? How can we encourage others to frame organizational or community capacity as more than a collection of individual skills? What are creative ways for identifying and measuring organizational or community strengths/weaknesses? And, importantly, how do you navigate this work when the dominant discourse focuses on individual skills? This session is a chance for us to share strategies for fostering communal thriving, healthy diversity, and wellness at the organizational level. Session leaders will also encourage future strategy sharing by summarizing the discussion into a post-session resource guide. Session leaders’ interest in transforming organizational and community settings is informed by our current projects, including how to assess multiple dimensions of community readiness for change (Wasco), assessing and promoting qualities of organizational settings to support diverse staffing (Bond, Haynes, & Toof), and addressing the distinction between “diversity” and demographic “match” when enhancing the capacity of health centers to serve diverse communities (Haynes, Bond & Toof).

Session Organizers:

Sharon Wasco, N/A
Meg Bond, University of Massachusetts-Lowell
Michelle Haynes, University of Massachusetts Lowell
Robin Toof, University of Massachusetts Lowell

011. Student-Community Evaluation Partnerships: A Graduate Student Perspective on How Both Parties Can Thrive

Roundtable Discussion 8:30 to 9:20 am
Dooley Memorial Classroom Building: MM 317

As future community psychologists, graduate students require real-world experience collaborating with community stakeholders in the development and implementation of evaluative research. Partnerships between universities and community-based organizations can provide the means for students to hone their applied research skills and build the capacity to effect community and organizational change (Strand, Marullo, Cutforth, Steocker, & Donehue, 2003). Emphasizing graduate student development, this roundtable will engage students, instructors, and practitioners in a discussion of successes and challenges in developing and maintaining university-community partnerships to conduct evaluations that are responsive to organizations’ needs, capacities, and goals. Graduate student presenters will share three case examples of their evaluative research in partnerships with child welfare, public school, and transition-aged youth service systems. Though evaluations developed through these partnerships were methodologically sound, various implementation issues arose, including: limited organizational support and follow through; misperceptions of the assets, structures, or practices of organizations by university evaluators and vice versa; and difficulty achieving shared understanding between student and organizational goals and developmental capacities. Successfully navigating these challenges allows both
organizations and students to thrive within these partnerships by improving the ability to communicate about the application of evaluation, negotiate goals between stakeholders, and develop balanced evaluation approaches that meet the goals of both student researchers and community organizations. The challenges and experienced growth among graduate students will be described to elicit discussion among audience members related to their own experiences. Methods for addressing evaluation challenges will also be shared and discussed with the audience, including: (a) developing “cultures of learning” to support evaluation efforts and internalize evaluation practices within an organization, (b) identifying stakeholders and integrating their diverse perspectives in the evaluation plan, and (c) assessing outcomes that are relevant to the immediate needs of the organization, even at the expense of measuring more distal outcomes.

Session Organizer:
Virginia Johnson, University of North Carolina at Charlotte
Chair:
Virginia Johnson, University of North Carolina at Charlotte
Discussants:
Jennifer Bishop, University of North Carolina at Charlotte
Thomas Laporte, University of North Carolina at Charlotte
Kate Strater, University of North Carolina at Charlotte
Jacqueline Tynan, N/A

012. Town Hall Meeting: Increasing SCRA's Interorganizational Connections
Town Meeting
9:00 to 10:20 am
Whitten Learning Center: LC 194

Consistent with the SCRA Visibility Planning efforts, this Presidential Town Hall, including presidents (or their representatives) of multiple organizations that are viewed as having potential strategic alliances with SCRA intends to build links among organizations and identify potential collaborations. Potential organizations attending are: Association for Community Organization and Social Administration (ACOSA) • Community-Campus Partnerships for Health • American Public Health Association • Community based public health caucus • Society for the Psychological Study of Social Issues (SPSSI) • American Orthopsychiatric Association • American Evaluation Association Two sessions will be included: Session 1 (9:00-10:30am): A. Identifying our Common Ground: Overlap in Mission and Action Representatives provide a brief presentation that would include: 1. Description of organization (using twitter or other means), with emphasis on overlap between organization and SCRA mission, vision 2. Benefits of membership in organization (including SCRA) 3. Special offers for joint/dual membership available for conference attendees (such as discounts for joint membership, free student memberships.) Ample time provided for audience Q&A regarding the respective organizations B. Identification of Specific Collaborative Initiatives 1. Several collaborative partnerships between organizations will be described (either complete, ongoing, or planned) 2. Delineation of sources of support/funding for such partnerships, which build upon the strengths of the different organizations 3. Discussion by audience regarding possible other initiatives that could occur, and identification of people who are interested in partnering to implement/develop/propose an initiative Session 2 (10:30-12): A. Networking and Planning for Action 1. Participants will break out into smaller groups, where representatives will come together to clarify actions/initiatives to take 2. Specific, tangible action steps will be identified for follow up, with time lines, individuals responsible.

Session Organizers:
James Cook, University of North Carolina at Charlotte
Jean Hill, New Mexico Highlands University

013. Accessibility outside prostitution
Symposium
9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 208

Many women who are exploited in prostitution express the desire to get out. But they are prevented from doing so by the oppressive conditions to which they are subjected, resulting in physical and psychological harm, social exclusion, poverty, and violence. Accessible social interventions are necessary to counter this situation of social injustice. Yet, accessibility, or the degree of ease with which one can benefit from an intervention, has received little attention in the scientific literature concerning the exit from prostitution. Authors who have mentioned it have usually confined the discussion to on site sex industry outreach activities, ignoring the problems associated with such strategies: mistrust on the part of the women being addressed, pimps’ interference, and the danger involved for social practitioners. This presentation is based on a study of social interventions designed to facilitate the process of exiting prostitution, in particular, the accessibility of such interventions. The study was conducted in Québec, a Canadian province where, for several years now, services have been available to help women wishing to exit prostitution. Eight in-depth individual interviews were conducted with women on their process of exiting prostitution. The interviews were then analyzed using qualitative content analysis. This revealed two main types of accessibility: 1) geographic accessibility, or the availability of help close to the individuals in question—in this case, away from the sites of the sex industry; and 2) organizational accessibility, or the relationships among service organizations. These research findings can be used to improve the accessibility of interventions, which would ultimately help women live free of prostitution.

Session Organizer:
Laurence Fortin-Pellerin, University of Ottawa

014. Before and After: Disaster Planning, Response, and Recovery
Symposium
9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 212

Disaster research often focuses exclusively on the disaster event itself and the subsequent response and recovery efforts. However, disasters are more accurately conceptualized as events in complex ecological systems. Specifically, a disaster event can only be fully understood in the context of the pre-existing system. The way a community responds to and recovers from a disaster, for example, is predicted by its level of pre-disaster functioning, preparedness, and sense of empowerment, and is framed by local cultural norms and values. This symposium assesses three phases of the “disaster cycle” – planning, response, and recovery – at the community level, assessing disaster events and community characteristics as an integrated whole. For example, through our coverage of disaster planning, we explore how mitigation policies can reduce or exacerbate vulnerability, depending on the level of participatory planning in a community. In addition, we present on the application of a capacity building framework for supporting and implementing evidence based post-disaster school mental health programming for post-Katrina New Orleans. Finally, we address the issue of disaster recovery in the unique cultural context of American Samoa by considering how cultural norms and competencies guide a community’s response to and interpretation of a disaster and, in turn, shape the recovery process at both the individual and community level. Implications for disaster researchers and practitioners will be discussed.

Participants:
Multilevel tools for increasing disaster preparedness behaviors. Sarah DeYoung, North Carolina State University at Raleigh
Disaster preparedness has gained increasing attention in recent years and months due to Super Storm Sandy as well as predecessor storms such as Hurricanes Katrina, and Andrew. In addition to emergency managers and practitioners, social scientists in policy studies, communication research, sociology and psychology have made significant contributions to the burgeoning knowledge regarding preparedness for nature hazards. I argue that the most essential tools for increasing preparedness behaviors are multi-level (individual, community, and societal). Also, I argue that an integration of human and non-human systems is essential in the assessment and mitigation
planning phases of disaster preparedness. Specifically, a participatory action research approach in the human systems is crucial for building sustainable preparedness plans, just as a human factors approach is crucial for assessing effectiveness of warning communications and technology. Some of the major barriers for engaging in research with this integrative approach include: complexity of variables for measurement, lack of collaboration between fields and specialties, and a mismatch between preparations based on hazard types due to policy changes. Benefits of an integrated approach for preparedness include: reduction of loss and life and property, exploration of novel variables for predicting preparedness intentions and behaviors, and increased cohesion between disciplines of research and between researchers and practitioners.

School as Strongholds in the Wake of Disaster: Building Capacities for Post-Disaster School Mental Health. Leslie K Taylor, University of South Carolina

Consistent with federal advisory websites, many schools focus on generating school disaster preparation and readiness plans with scant recommendations for addressing school mental health post-disaster (Cohen et al., 2009; Council on School Health, 2008; Graham, Schirm, Liggin, Aitken, & Dick, 2006). For example, both the Federal Emergency Management Agency (FEMA for Kids, 2010) and the Department of Education (Office of Safe and Drug Free Schools, 2010) provide a number of resources to parents and teachers about youth’s emotional and behavioral responses to disaster events and strategies for helping them cope at school and at home. While both of these organizations encourage the development of community partnerships for coordinating intervention, neither provide stakeholders with information regarding the types of organizations to partner with, expectations for service needs, or the capacities these services will require. Inclusion of disaster related mental health provisions are critical given that schools have emerged as post-disaster strongholds (i.e., location for supply distribution, community meetings; Dean et al., 2008). The overarching aim of presentation is to provide guidance for preparation, implementation and sustainability of school based disaster focused interventions. Guidance and recommendations will be drawn from discussion panel data with key community stakeholders (i.e., within education, special education, school mental health, juvenile justice, family and child advocates across New Orleans schools) regarding feasibility of application to school mental health within the city. In addition, dialogue regarding strategies for capacity building will be presented. Finally, disaster focused mental health planning with an emphasis on intervention procedures for traumatized youth, and the sustainability of this type of intervention in post-disaster contexts given the lingering effects of disaster related traumas (i.e., Weems et al., 2010), possible recurrences of a community related trauma, or the experience of an interpersonal trauma post-disaster, will be integrated and presented.

Resilience and Recovery in American Sāmoa: A Case Study of the 2009 South Pacific Tsunami. Sherri Brokopp Binder, University of Hawaii at Manoa

On September 29, 2009 an earthquake off the coast of American Sāmoa generated a tsunami that struck the islands fifteen minutes later. The local response to the physical impacts of the tsunami was swift and efficient, reflecting a core cultural competency of physical resilience. Cultural mechanisms for dealing with grief, however, proved insufficient in helping people manage the emotional trauma caused by such a large-scale event. Samoan cultural norms strongly discourage uncontrolled emotional expression outside of highly ritualized grieving events. Disruptions in social networks and activities, combined with lack of available emotional support, resulted in significant psychological distress for many survivors. Sixteen months after the tsunami residents continued to exhibit numerous symptoms of posttraumatic stress. In response to this need for emotional support, some groups within American Sāmoa are setting an example of how the culture can adapt by forging new, culturally grounded methods for addressing the emotional needs that arose in the wake of the tsunami. Case study findings are analyzed through the lens of the social support deterioration deterrence model and activity settings theory.

Session Organizer:
Sherri Brokopp Binder, University of Hawaii at Manoa

015. Innovative Methodological Approaches to Community-Based Research: Theory and Application
Symposium
9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 215

The last 30 years have seen a dramatic increase in the number of professionals involved in community-based research. Their work includes interventions and program evaluations, as well as basic research on specific social problems. During this time, however, application of the newest research methodologies has not kept pace with the development of theory and multi-level data collection techniques. This symposium will present a number of community research issues and discuss specific, innovative methodologies that help bring conceptual clarity to these issues. The presentations will deal with generative methodological themes. This symposium will also highlight the increasing collaboration occurring between professionals from various disciplines (e.g., psychologists, public health professionals, social workers, educators, and clergy). Furthermore, the papers will illustrate the benefits that occur when community theorists and interventionists collaborate with methodologists to better understand complicated person-environment systems and the change processes within communities. We expect that the symposium will stimulate academically-based social scientists, mental health professionals, professionals and practitioners working in the community, and graduate students from various disciplines to contribute to the further maturation of community-based research by using a wider array of contemporary research methods that are theoretically sound and creative and empirically valid and innovative, and which will allow researchers to ask important empirical questions beneficial to the communities in which they work. Following the formal presentations and the discussant's comments, the presenters will meet with audience members in smaller groups so that they can discuss the particular methodology and provide further insights into how the techniques might be used in the settings in which the audience members work.

Participants:
A Multilevel Modeling Approach to Examining Systems Change in the Coordinated Response to Intimate Partner Violence. Nicole Allen, University of Illinois at Urbana-Champaign; Nathan Todd, DePaul University; Shabnam Javdani, New York University; Carolyn Anderson, University of Illinois Urbana Champaign

Communities across the United States are collaborating to create a coordinated response to intimate partner violence (IPV); ideally, this involves promoting best practices in the justice and human service systems and engaging a broad array of community sectors (e.g., human service, criminal justice, faith, business, education) in the response to IPV to promote victim safety and batterer accountability. Of particular interest is whether councils facilitate distal changes in systems’ responses to IPV. Yet, such systems change efforts are often underway before a research process has been developed. One methodological approach is to examine changes in various “systems markers”. We collaborated with the Illinois State Family Violence Coordinating Councils to develop a statewide study of their efforts funded by the National Institute of Justice. Together, we identified a set of longitudinal systems change markers that might illuminate the degree to which councils were creating desired changes in targeted systems over time. In this presentation we will share our approach to examining judicial protection order data from 1990 to 2005 to
establish whether the formation and development of councils across the State of Illinois promoted the issuance of plenary orders of protection following the granting of emergency orders of protection, a pattern that would indicate implementation of a best practice in the systems’ response to IPV. Utilizing a multilevel logistic modeling approach, we found that the introduction and development of councils was indeed related to the accessibility of plenary orders of protection. We will discuss the implementation of this approach and associated strengths and weaknesses in the study of collaborative approaches to systems change. For example, we will elaborate on how we identified appropriate markers, how we negotiated the use of the data, the inherent challenges in using secondary data, and how to approach analysis with such data.

Using Multiple Baseline Designs to Meet the Needs of Both Researchers and Community Stakeholders in a Holistic Health Intervention. Rae Jean Proeschold-Bell, Duke University

Community psychologists are often challenged to use research designs that provide the intervention to all possible participants. Also, sometimes it is desirable to be able to change the intervention as it unfolds. The multiple baseline study design provides solutions to these problems if participants are willing to wait and there are sufficient resources for data collection from both current and waiting participants. Multiple baseline design studies consist of time-series studies for multiple groups, and each group intentionally receives the intervention at a different time point. Data are collected for each group, even when the group is not actively receiving the intervention. The combination of staggering the intervention timing and ongoing data collection allows researchers to examine differences in variables of interest between a group receiving the intervention and a group waiting to receive the intervention. Researchers can also examine trends in variables before and after receipt of the intervention to understand the patterns of extraneous variables. The multiple baseline design has additional strengths, including strong internal validity, especially when individuals (or population groups) are randomly assigned to when they receive the intervention. I will present on the use of the randomized multiple baseline design in the evaluation of a holistic health intervention for clergy, called Spirited Life. I will also discuss other issues to consider, such as the representativeness of the initial groups, the stability of measures at baseline, and autocorrelation in analyzing repeated measures.

Person-Environment Fit and Recovery Home Citizenship: An MSEM Path Model. Christopher R Beasley, DePaul University; Leonard Jason, DePaul University

In a social climate of decreasing government for social supports, mutual-help supports for problems such as addiction recovery are increasingly vital to our health care system. However, compared to professional healthcare systems, little is known about factors that sustain these mutual-help organizations. Unlike support systems with paid staff, mutual help groups and organizations depend mostly on member citizenship for organizational survival. Much of the research to date has examined either individual- or setting-level predictors of voluntary behaviors that sustain mutual help settings; however, an ecological perspective must recognize not only individual and setting characteristics but also the interactions between different levels of the system.

Person-environment (P-E) fit is one such perspective found to have important implications for such citizenship behaviors in the workplace. This study examined P-E fit as a potential predictor of citizenship behavior in the Oxford House network of mutual-help addiction recovery houses. With over 1,500 homes and over 12,000 residents across the U.S. and abroad, this recovery housing system is an important component in ongoing support for addiction recovery support after treatment. The study examined a multilevel path model for the relationship between components of P-E fit and citizenship for a national sample of 305 residents from 85 randomly selected Oxford Houses (a residential program for persons with substance abuse histories). The multilevel path modeling approach was used to address potential dependency in our data that can result from complex sampling techniques such as those used in the current study. We randomly sampled at the house level from the population of all Oxford Houses across the U.S., resulting in a complex sample of residents nested within houses. The research is an effort to move the field forward by examining the applicability of workplace theory and findings to community settings while further developing fit models.

Session Organizers:
Leonard Jason, DePaul University
John Moritsugu, Pacific Lutheran University

Chairs:
David Glenwick, Fordham University
Leonard Jason, DePaul University

Discussant:
John Moritsugu, Pacific Lutheran University

016. Statistical procedures for complex community phenomenon: latent growth curves, multidimensional IRT, and the LARK procedure

Symposium
Introduction and opening remarks
9:00 to 10:20 am
Doebley Memorial Classroom Building: MM 312

Our knowledge of statistics can either limit or expand our notions of the types of research questions we can ask and the ways that we can answer them. Community psychologists study a wide range of topics, but share a common interest in complex community-based phenomenon. Simple statistical tools, while useful, have assumptions and limitations that can result in representations of community phenomenon that are perhaps overly simplistic and possibly inaccurate. Advanced statistical tools can allow researchers to capture more complex community phenomenon such as change over time, non-linear relationships, and measuring multidimensional graded behaviors. In turn, such techniques can help improve the quality of our findings and their implications for community practice. In this symposium, we will highlight three statistical innovations and their utility for community psychologists: latent-growth curves (a subset of structural equation modeling for repeated-measures data), multidimensional item response modeling (an extension of traditional item response theory for multidimensional latent traits), and the LARK procedure (a new regression procedure for testing assumptions of linearity by comparing a variety of model fits). Specifically, we will discuss when these approaches should/should not be used and their advantages and limitations. Case examples will be discussed to illustrate how they have been applied to community-based data. The symposium will conclude with time for questions, as well as discussion with the audience of challenges associated with analyzing community-based data and implications for community psychology statistical training and collaboration. Handouts for each of the three presentations will also be provided. A background in statistics will be helpful.

Participants:
Latent growth curves: Capturing non-linearity and diversity in change over time. Megan Greeson, Michigan State University; Adrienne E. Adams, Michigan State University; Angie Kennedy, Michigan State University

A fundamental concern of community psychology is understanding and creating social change. Thus, tools for capturing change over time are an important part of a community psychologist’s tool box. Latent growth curves (LGC) are a flexible and increasingly popular tool for modeling repeated measures data that are particularly well-suited. LGCs can particularly applicable to meeting community psychologists’ needs. Community phenomenon may not always change in linear, consistent ways. For example, there may be a lag between
an intervention and when change occurs, the positive effects of an intervention may decay, or an initial change may spur even more rapid change. Latent growth curves can capture such non-linear change. In addition, different people (or organizations or communities) may exhibit different amounts and patterns of growth, and LGC allows the analyst to predict such variation. The purpose of this presentation is to provide a conceptual introduction to latent growth curves as a tool for community psychologists. First, the requirements, assumptions, and applications of latent growth curves will be discussed, and then a case example utilizing latent growth curves will be described in detail.

Measuring HIV risk behavior as a multidimensional construct using item response theory. **Patrick Janulis, Michigan State University**

In recent years, significant improvements have been made to statistical approaches for modeling latent traits. Some of these developments may be particularly relevant for applied community research. For example, despite significant gains combating the spread of human immunodeficiency virus (HIV), viral diseases continue to pose an enormous health burden on individuals who inject drugs. Measurement techniques must improve in order to be sufficiently sensitive to identify levels of the latent trait required to further reduce the spread these diseases. Item response theory (IRT) offers a useful statistical approach to scaling risk behavior that is well suited for this task and overcomes many limitations of traditional scaling methods. Building on previous research (see Milburn et al., 2007), the current presentation will use data from the National Treatment Improvement Evaluation Study (NTIES) to explore the applicability of modeling HIV risk behavior using multidimensional IRT. Results of the study indicate that multidimensional IRT can be used to scale and model the measurement of HIV risk behavior using traditional self report sexual and injection risk behaviors items. In effort to further promote the application of IRT in community psychology, the theoretical and analytic advantages will be discussed in addition to a demonstration of how to implement this analytic technique using the 'mirt' package in the R statistics program.

If it’s not a nail, put down the hammer: The new LARK regression procedure for testing your linear assumptions. **Mark Relyea, University of Illinois at Chicago; Laura Mercurio, University of Illinois at Chicago**

In the name of parsimony, most regression analyses in psychology assume a linear relationship between variables. Yet, assuming linear relationships without testing that assumption can lead to many undesirable outcomes, including hiding significant effects, producing false positives, and poorly specifying models. Of particular concern to community psychologists, such faulty results can have social justice implications. We present the new LARK procedure that automatically tests the assumption of linearity by examining the relative fit of a variety of relationship types (e.g. linear, quadratic, exponential, etc) across multiple bootstrapped samples, and then uses that information to inform the creation of a stronger overall model. In the first part of the talk, we provide the rationale for the new procedure and give an example of how incorrectly assuming linearity can produce false findings for third variables such as race. In part two, we present an overview of the LARK procedure as a way to allow the researcher to test the assumption of linearity against competing alternatives during regression analyses. During the talk, the audience will be asked to critically reflect on situations from their own work where questioning linear assumptions is warranted, particularly in analyses with social justice implications.

Session Organizer: **Megan Greeson, Michigan State University**

**017. Understanding the Role of Mentoring on Promoting Youth’s Well-being**

**Symposium**

**9:00 to 10:20 am**

**Dooley Memorial Classroom Building: MM 314**

During the last fifteen years, mentoring has become a popular intervention to improve the lives of disadvantaged youth (Walker, 2007). Community psychologists are interested in understanding the processes through which social interventions might help in improving youth’s life and promote their well-being. Mentoring is an avenue through which disadvantaged youth can gain access to knowledge, resources and opportunities that otherwise would not been available for them in life (Jarrett et al., 2005; Larson, Walker, & Pearce, 2005). The purpose of this symposium is to present research findings from four different quantitative studies examining critical issues of both artificial and natural mentoring relationships (NMR). Research findings from these studies will address important gaps in youth mentoring research. The first presentation will look into racial and cultural processes that may predict the development of natural mentoring relationships of ethnic minority students and their college adjustment. The second presentation will show findings from an after school program that has a unique and very comprehensive youth development curriculum for elementary and middle school girls from urban low-income schools. The third presentation uses a resilience theory framework to examine the protective effects of natural mentoring relationships against stressors to promote academic well-being among urban, low-income, Latino high school students. The last presentation will use and ecological model to examines the roles of youth’s attachment to parent and help-seeking behaviors in the development of mentoring relationships and the effects of these relationship on student academic outcomes. Overall, this symposium will present research finding that will help with the understanding of critical yet less explored issues of mentoring relationships. Also, this symposium will illustrate how these research finding can be used to inform future mentoring intervention about how mentoring relationships can be used to improve the life of young people and promote their well-being.

**Participants:**

Examining Racial Climate and Cultural Mistrust as Predictors of Mentoring Relationships and Student Adjustment. **Bernadette Sanchez, DePaul University; Luciano Berardi, DePaul University; Shannon M. Williams, DePaul university**

This study uses an oppression framework (Prilleltensky, 2003) to understand the types of racial and cultural processes that predict the natural mentoring relationships of ethnic minority students and their college adjustment. A source of oppression that ethnic minority students might experience is racial discrimination. For instance, ethnic minority college students were found to report more negative racial interactions than White students (Reid & Radhakrishnan, 2003). Such experiences may lead ethnic minority students to feel a sense of cultural mistrust toward individuals of a different race/ethnicity as well as a perception of a negative racial campus climate, which in turn could serve as a barrier to developing mentoring relationships in their own social networks. It was predicted that more negative perceptions of the racial campus climate and more cultural mistrust towards people of a different race/ethnicity would lead to fewer natural mentoring relationships on campus, which would predict a poorer adjustment to college in the first year. Participants were 112 ethnic minority college students who completed surveys in the beginning (Time 1) as well as at the end (Time 2) of their first year. Contrary to study hypotheses, structural equation modeling revealed that a more negative perception of the racial campus climate at Time 1 significantly predicted a more positive college adjustment at Time 2. Further, a more negative perception of the racial campus climate at Time 1 predicted more natural relationships on campus at Time 2. Perhaps ethnic minority student who perceive a more negative environment seek the support of adults and older students on campus, which leads to developing these natural mentoring relationships. However, the number of mentoring relationships on campus did not
Stressors and academic outcomes among urban, low-income preadolescents through Youth Development: “Value-added” benefits of mentoring. Kandi Felmet, Georgia State University; Gabriel Kuperminc, Georgia State University

Economically disadvantaged youth often lack hope for the future, which is associated with numerous negative outcomes into adulthood (Brezina et al., 2009). However, effective mentors can help youth maintain positive outlooks about their futures (Oyserman, Bybee, & Terry, 2006), specifically by encouraging youth to have positive beliefs about themselves, the importance of educational attainment, and pathways to success (Rhodes, et al., 2006). This study examines data from the evaluation of Cool Girls Inc., a weekly after-school program that provides academic support and life skills development to girls in grades 2-8. The 1:1 mentoring component of Cool Girls is open to girls that have participated for at least 1 year. We examined 2-year change in youths’ perceptions of hope for the future (Snyder et al., 1997), learning from adults about careers, and importance of a career. The sample included 309 girls in grades 5-8 (median age=11.7 years, 80% African American, 95% economically disadvantaged). We compared linear growth from baseline through 1-year follow-up of (a) Cool Girls who were new to the program during year 1 (n = 112), (b) “mentor-eligible” Cool Girls (n = 105, of which 45 were matched with a mentor), and (c) demographically matched controls (n =92). Controlling baseline differences in dependent measures, grade level, and family composition, first year Cool Girls reported increases in hope, b = .45, p = .02, and learning from adults about careers, b = .37, p = .02, relative to controls. Cool Girls who were matched with a mentor reported relative increases in career importance, b = .31, p = .04. Whereas participating in a comprehensive youth development program such as Cool Girls can help raise awareness of and hope for achieving career possibilities, the addition of a mentoring component may help solidify youths’ commitment to career pursuits.

Stressors and academic outcomes among urban, low-Income, Latino adolescents: natural mentoring relationships as a moderator. Claudio Rivera, DePaul University; Bernadette Sanchez, DePaul University

Latinos represent the largest ethnic minority group in the United States yet also represent the highest proportion of the nation’s dropout rate (U.S. Census, 2006; Center for Labor Market Studies, 2009). Stressors have been shown to have a negative effect on the academic outcomes of urban, low-income, Latino adolescents (ULLA; Gillock & Reyes, 1999; Howard et al., 2010). Natural mentoring promotes adolescents’ academic outcomes (Erikson et al., 2009). Resilience theory provides a framework for understanding why some youth who are exposed to high levels of risk, such as stressors, do not experience the problems associated with those risks (Fergus & Zimmerman, 2005; Luthar, 2000). This study examines the moderating effects of natural mentoring relationships on the relationship between stressors and academic outcomes across the first two years of high school among a sample of 360 Latino high school students from a large urban city. Structural equation modeling will be used to determine whether characteristics of natural mentoring relationships, such as relationship quality and the number of natural mentors, will buffer the negative effects of stressors on academic outcomes, such as grades and attendance, among this sample from the first year of high school to their second year of high school. Preliminary cross-sectional multiple regression analyses reveal main effects for stressors and mentoring relationship quality on academic outcomes as well as interaction effects between mentoring relationship quality and stressors on academic outcomes. Findings from this study will contribute to a better understanding of the promotive and risk factors of academic outcomes among Latino adolescents.

An Ecological Analysis of Natural Mentoring Relationships: Predictors of Relationship Development and Students’ Outcomes. Luciano Berardi, DePaul University

Moos’ (2002) theory of human transition proposes that individual characteristics and the social environment to which a person transitions affect one another and influence individual functioning and psychosocial outcomes. There is a scarcity of research examining natural mentoring relationships (NMR) during college, although studies have shown evidence of college-aged young adults reporting relationships with natural mentors (e.g., DuBois & Silverthorn, 2005a; Sanchez, Reyes & Singh, 2006). Another gap in the mentoring literature is the lack of understanding about the formation of NMRs during the transition to college. Few studies had looked into predictors of the development of mentoring relationships (Mullen, 2007). A recent correlational study using Structural Equation Model (SEM) analysis showed a linear pathway from attachment to parents to help-seeking behaviors which also predicted the presence of NMR (Berardi & Sanchez, 2012). This study examines the roles of attachment to parents and help-seeking behaviors in the development of NMR and number of mentoring relationships reported by college students and the role of NMR in students’ academic outcomes. Participants for this investigation are 250 first-year students. Participants completed surveys in the beginning (Time 1) as well as at the end (Time 2) of their school year; 76% female (n=191), 45% (n=112) is ethnic minority, and 38% (n=95) is first-generation college students. Findings of a SEM analysis show that higher levels of attachment to parent predict more help-seeking behaviors, which in turns predict the number of NMR developed during the first year of college. Second, it shows that help-seeking strategies mediate the association between attachment to parents and the number of mentors. Finally, analysis shows that the more NMR on campus the more likely students are to report healthier adjustment to college. Based on these findings, this presentation will also discuss potential new approaches to develop mentoring program for college students.

Session Organizer: Luciano Berardi, DePaul University
Chair: Luciano Berardi, DePaul University
Discussant: Fabricio Balcazar, University of Illinois at Chicago

018. Using Systems Science to Understand Communities

Symposium 9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 318

The field of community psychology typically focuses on issues of community and well-being at the ecological and systems levels, but the most widely used research methods (e.g. surveys and interviews) and analytic techniques (e.g., regression) continue to focus on individuals. An emerging set of methods collectively known as “systems science” offers an opportunity to more fully integrate notions of interdependence and other supra-individual processes into research on communities. This symposium will explore and demonstrate how three different types of system science methods can be used to gain new insight into processes of communal thriving. The first presentation uses a social networks to reformulate Bronfenbrenner’s Ecological Systems Theory from one structured by a strict hierarchical nesting of systems into one structured by a more complex and realistic overlapping configuration of systems. The second presentation uses agent-based modelling to explore the relationship between diversity and sense of community by simulating the formation of neighborhood social networks under a wide range of conditions. The third presentation uses system dynamics as a tool to plan and evaluate program implementation in nine federally-funded community-based pilot
interventions intended to improve access to high quality HIV primary care for women of color. Each presentation will begin with a brief overview of the method – social networks, agent-based modelling, and system dynamics – then demonstrate how the method can be used to explore a specific dimension of community thriving. Three steps will be taken to facilitate audience participation: (1) Presenters will time their presentations to allow ample opportunity for audience questions (2) After each presentation, we will take 1-2 questions to ensure ongoing participation from the audience throughout the session and (3) We will not include a discussant to allow more time for discussion with audience members.

Participants:

Nest or Networked? Rethinking Ecological Systems Theory. Jennifer Watling Neal, Michigan State University; Zachary Neal, Michigan State University

Bronfenbrenner’s ecological systems theory (EST) is among the most widely adopted theoretical frameworks for studying individuals in ecological contexts. In its traditional formulation, different levels of ecological systems are viewed as nested within one another. In this paper, we use Simmel’s notion of intersecting social circles and Bronfenbrenner’s earlier writing on social networks to develop an alternative “networked” formulation that instead views ecological systems as substructures that are linked through social interactions and that overlap in complex ways. We redefine each of the systems discussed by EST – micro, meso, exo, macro, and chrono – in formal social network terms, then illustrate how this alternative approach might be applied in the classic context of the developing child. We conclude by discussing how this new approach can be applied both as a measurement methodology and a conceptual framework, and how it offers community psychologists with a more precise and flexible way to think about ecological contexts.

The (In)Compatibility of Diversity and Sense of Community. Zachary Neal, Michigan State University; Jennifer Watling Neal, Michigan State University

Community psychology places great value on both diversity and sense of community, and often aims to promote both simultaneously. However, we hypothesize that this may not be possible. To explore the relationship between these two values, we develop an agent-based model of neighborhood social network formation. In this model, the probability of a friendship forming between two individuals depends on three factors: their similarity (i.e., homophily), number of mutual friends (i.e., transitivity), and location (i.e. proximity). Sense of community is measured using the resulting network’s clustering coefficient, which captures the extent to which individuals perceive that “everyone knows everyone else” and thus have a sense of local cohesion. We find that for levels of homophily, transitivity, and proximity most often observed in past studies of network formation, there is a positive relationship between segregation and community: stronger communities form in more segregated neighborhoods. Strong communities form in desegregated, diverse neighborhoods only when social network formation is governed by levels of homophily, transitivity, and proximity that are not typically observed among humans. These results suggest that, at least given the way humans typically form relationships, the values of diversity and sense of community may not be compatible.

Using System Dynamics Modeling as a Tool for Program Planning and Evaluation. David Lounsbury, Albert Einstein College of Medicine; Anton Palma, Albert Einstein College of Medicine Department of Epidemiology and Population Health

To address disparities in access to high quality HIV primary care, a Special Projects of National Significance (SPNS) Program targeting women of color was funded by the Health Research and Services Administration (HRSA; 2009-2014). As part of an on-going, multi-site evaluation conducted by the Einstein College of Medicine [HRSA GRANT I99HA15152; Dr. Arthur Blank, PI], we are using system dynamics (SD) modeling to examine patterns of HIV care delivery within a site’s targeted catchment areas. To facilitate model development and validation, participatory ‘webinars’ are scheduled using a conference call line and an interactive computer screen-sharing service. Basic epidemiological trends, primary care capacity, and program intervention indicators for sites’ catchment areas are generated by the model. On-going, tailored consultation about the implications of the simulated output is presented individually to each site. Adjustments are made to model inputs until simulated output is effectively validated. Sites report that SD modeling is teaching new ways to synthesize data, and that it is useful for evaluating both clinic- and community-level interventions. All sites reported that this approach was new and different from any prior program evaluation exercise they had participated in. The process has been useful for helping them see where the greatest intervention needs exist and how best to deploy limited SPNS resources to improve performance. Sites noted that it is challenging to make the required parameter estimates about their catchment area with confidence, especially estimates about incidence and mortality, but they find that the iterative, reflective cycles of model calibration helps with this task. Useful data for the modeling often lies with stakeholders external to the site, so this evaluation exercise has fostered a new quality of communication with other HIV clinics and local public health authorities in their catchment area.

Session Organizer: Jennifer Watling Neal, Michigan State University
Chair: Jennifer Watling Neal, Michigan State University

019. Promoting Transformative Change in Mental Health: Creating an International Network

Roundtable Discussion
9:30 to 10:20 am
Whitten Learning Center: LC 120

This round table focuses on an on-going effort to promote transformative change in mental health. These discussions have been held at conferences at previous SCRA and ICCP conferences and have led to the formation of the International Network for Transformative Change in Community Mental Health. We are a group of academics, advocates, consumer/survivors, and practitioners. Members of the network invite others at the 2013 conference to join us in creating action agendas that promote transformative change. Part of our efforts has drawn upon community psychology perspectives and practices to restore “community” in mental health systems and services. In particular, we are interested in promoting transformative change that focuses on empowerment and participation of persons with lived experience of mental health challenges. We will give an overview of the mission and goals of the Network to ground our discussion about developing projects and relationships to advance this work.

Presenters:
Geoffrey Nelson, Wilfrid Laurier University
Jose Ornelas, ISPA University Institute
Tim Aubry, University of Ottawa
John Sylvester, University of Ottawa
Rita Aguilar, ISPA - Instituto Universitário de Ciências Psicológicas, Sociais e da Vida
Betsy Davis, University of South Carolina-Columbia
Laura Kurzban, University of South Carolina-Columbia
Greg Townley, Portland State University
Rachel Caplan, Wilfrid Laurier University
Summer Schrader, University of Chicago & Voices and Visions Lab
Maria F. Jorge-Monteiro, ISPA University Institute
020. Social Justice in the Classroom: Teaching Controversial Topics
Roundtable Discussion
9:30 to 10:20 am
Dooley Memorial Classroom Building: MM 209

A community in which people treat one another with dignity and respect would likely be a thriving community. Social justice issues around inequality, oppression, and privilege, however, often incite controversy; inspiring socially just behavior can take grit and perseverance. Despite the challenges inherent to addressing controversial topics such as these, community psychologists often aim to promote dialogue and initiatives to increase understanding and action around social justice. University classrooms are ripe environments for safely introducing controversial topics. In college, students are pursuing knowledge and expanding their horizons. Even so, that does not mean that raising uncomfortable topics in the classroom is an easy task. With this in mind, the goal of this roundtable is to prepare participants to take up intentional conversations in their teaching and community work to promote communities’ abilities to thrive through social justice. In this roundtable, participants will engage in conversations about challenges faced when teaching controversial topics including: creating a safe environment, managing student comments, customizing the topic for diverse classrooms, managing our own expectations, and course design. The presenters have a range of experiences teaching controversial topics including race, social and economic status, gender, sexual orientation, nation of origin, global and local disparities, and societal privilege. This interactive session will draw from participants’ experiences and insights through an interactive activity and break-out groups. Participants will leave the session with resources for activities, readings, and connections for on-going support.

Presenters:
- Heather Grohe, Wichita State University
- Nghi D. Thai, Central Connecticut State University
- Rochelle Rowley, Emporia State University
- Michelle Ronayne, Nova Psychiatric
- Susan Long, Lake Forest College
- Emily Dworkin, University of Illinois at Urbana-Champaign
- Zermarie Deacon, University of Oklahoma Norman Campus
- Dawn Darlaston-Jones, University of Notre Dame
- Olya Belyaev-Glantsman, DePaul University
- Jameca Barlow

Session Organizer:
- Ashlee Lien, Wichita State University

021. Citizen Participation towards Social Transformation
Roundtable Discussion
9:30 to 10:20 am
Dooley Memorial Classroom Building: MM 213

Constructive paths towards social transformation require critical awareness along with participatory competence (Dalton, Elias & Wandersman, 2001), which is gained once citizen’s communicative, emotional and cognitive abilities are developed (Ministry of Education Colombia, 2004). Fostering citizen’s participation results crucial as it could have a direct impact on community’s wellbeing and prosperity. Monterrey, Mexico, on 2012, Citizen’s Culture survey, showed a 14.2% participation rate on voluntary organizations, 13.1% in activities to improve/build community facilities and 9.2% in forums to address public affairs. Although statistics show an increase of 7.9%, 6.6% and 5.8% respectively, compared to 2010 data (Universidad Autónoma de Nuevo León-Centro de Investigaciones Económicas, 2012), it is important to continue the efforts towards citizen participation, especially when it’s been observed that participation in voluntarily activities is more likely to occur when citizens are involved with others who do, specifically family members (Butcher, 2008). To address this concern along with the interest to promote social sustainable development; Via Educación (a non-profit organization) created an intervention program called: Citizens Circles towards Social Transformation (Via Educación, 2013). After 2 years of its initial launch, and with presence in 2 of Monterrey’s major industrial consortiums, it has proven to be an effective program for the development of citizen competencies; which enables citizens to be engaged and intervene in community affairs. This roundtable will discuss the process in which competencies are developed, the methodology of the program, learning’s and success stories of its 110 advocates and nearly 20,307 beneficiaries.

Presenter:
- Armando Estrada, Via Educacion

Session Organizer:
- Carlos Luis, Via Educación

Chair:
- MELISSA COLTER, Via Educacion

022. Ethical Dilemmas in Youth Participatory Action Research
Roundtable Discussion
9:30 to 10:20 am
Dooley Memorial Classroom Building: MM 214

The proposed roundtable will focus on ethical issues arising in participatory action research (PAR) with adolescents. Youth PAR highlights youth voice in political and social processes and allows for youth to collaboratively undertake roles traditionally reserved for adults. Participation in these new roles raises new ethical issues for PAR researchers which can complicate gaining Institutional Review Board (IRB) approval. Roundtable members will discuss ethical challenges in the design and proposal of youth PAR with particular attention to the IRB process. Questions to be explored may include: 1) How do we engage youth as both participants and co-researchers simultaneously, and what implications does this dual role carry? 2) How do we balance power between adult researchers and youth if minors cannot hold truly equal power (For example, the IRB may not allow minors to recruit research participants, obtain informed consent, collect, or store data)? 3) How can we ensure that minors be listed as researchers on IRB protocols and therefore complete IRB ethics training, and, if so, how can we ensure their understanding? 4) Should minors be listed as researchers on IRB protocols and therefore complete IRB ethics training, and, if so, how can we ensure their understanding? 5) Must adult researchers be present during any and all research related activities? 6) How can we prevent youth from social scrutiny if we provide them a vehicle through which to publicly speak out for social change on controversial issues in their communities? Roundtable participants will share stories and perspectives concerning these and other ethical questions that have arisen in the process of proposing youth PAR and will invite audience members to do the same.

Discussion of recommendations for building awareness among Institutional Review Boards of new ideas and innovations in participatory research and youth intervention will additionally ensue.

Presenters:
- Regina Langhout, University of California-Santa Cruz
- Michael Kral, University of Illinois at Urbana-Champaign
- Eduardo Lugo, Universidad Del Este
- Urmitapa Dutta, University of Massachusetts-Lowell

Session Organizer:
- Miatta Echetebu, University of Illinois at Urbana-Champaign

Chair:
- Mark Aber, University of Illinois at Urbana-Champaign

023. Teaching Rural Community Psychology
Roundtable Discussion
9:30 to 10:20 am
Dooley Memorial Classroom Building: MM 218

The goal of this SCRA Rural Interest Group roundtable is to facilitate discussion on key topics in teaching rural community psychology. Rural communities in the US include many varied characteristics, and also some common characteristics: individuality, isolation, migration of youth, religiosity, distrust of outsiders, and economic distress. Recent research in
the areas of substance abuse, mental health, and physical health issues including AIDS indicate an increase in negative health outcomes among rural residents. This increase coupled with the lack of available, accessible, and acceptable prevention and treatment is an alarming trend affecting almost a fourth of the US population. Many of these problems stem from percepational issues that can be addressed by educating professionals who work in rural areas and among rural residents themselves. Furthermore, certain ethnicultural populations are more likely residing in rural areas.

One example is the indigenous populations of Hawai‘i and Alaska, thus the intersection of rurality and indigeneity is an important teaching concept. This roundtable will focus on teaching a stand-alone full semester course, as well as teaching a unit within a larger community or rural psychology course. Graduate, undergraduate, and professional development teaching and learning will be discussed. Engaging rural students to pursue higher education by teaching on-site and on-line will be explored, as well as the act of teaching in a rural context. Facilitators will highlight theory, research, and practice relevant to teaching rural community psychology. Participants with teaching experience in rural community psychology are encouraged to bring their syllabi and related teaching materials to share.

By the end of the roundtable discussion, participants will have an increased knowledge base of theory, research, and practice in rural community psychology. Finally, a product of the roundtable will be a ‘teaching rural community psychology’ educator’s manual, to which participants may add materials subsequent to the conference.

Session Organizer:
**Susana Helm**, University of Hawaii at Manoa

**Discussants:**
- **Susana Helm**, University of Hawaii at Manoa
- **Cheryl Ramos**, University of Hawaii Hilo
- **Ettu Lee**, Abraham Baldwin Agricultural College

### 024. Taking Youth-Adult Partnership to Scale: A Strategy for Communal Thriving

**Roundtable Discussion**
9:30 to 10:20 am

**Dooley Memorial Classroom Building: MM 315**

More communities are engaging youth in research, organizing and governance activities related to communal thriving. Evidence indicates that youth-adult partnership (Y-AP) benefits youth, organizations and communities, and a set of design principles is emerging around quality practice (Kirshner, 2008; Sullivan & Larson, 2009; Zeldin, Christens & Powers, 2012). Yet Y-AP remains the exception, rather than the norm. Now that the field is more established, let’s discuss how to transition Y-AP - and youth perspectives - from the periphery to the center of research, policy and practice. This roundtable aims to spark dialogue and action around the issue of taking Y-AP “to scale”: in terms of expanding from isolated exemplars to widespread, sustainable, and influential youth-adult partnership. Drawing upon the expertise in the room, we will explore how community psychology offers useful models and frameworks for thinking about how to scale up a practice such as Y-AP, which is a set of principles and processes enacted in diverse settings, rather than a specific program model. The session will be led by an interdisciplinary panel of researchers who engage with youth-adult partnerships in organizations, coalitions, government and schools. Using examples from panelists and participants, we will explore the following questions: 1. Reflecting upon our community experiences, what is the potential for taking Y-AP to scale? How does this relate to issues of quality, capacity, and impact? 2. What are potential leverage points for change in research, policy and practice? 3. What are lessons learned from community psychology, especially implementation science, that may be applicable to a principles-based practice such as Y-AP? 4. What action steps we may take as community psychologists? Facilitators will lead interactive activities, small and large group dialogue around these issues. The session will result in a documented set of action steps that will be e-mailed afterwards to participants.

**Presenters:**
- **Shepherd Zeldin**, University of Wisconsin-Madison
- **Emily Ozer**, University of California-Berkeley
- **Julie Petrokubi**, University of Wisconsin-Madison

**Session Organizer:**
**Julie Petrokubi**, University of Wisconsin-Madison
027. Different Lenses - A Common Goal: Faculty and Students Share Service Learning Experiences

Symposium
10:30 to 12:00 pm
Whitten Learning Center: LC 180

Service learning enables the student to explore course content by working with communities. This pedagogy allows students to appreciate the complexity of social issues and incites the development of civic responsibility. With this understanding, we may expect students to facilitate sustainable community development that promotes leaders in a global community and thus may promote social justice, a key component of community psychology. Our panel will focus on integration of theory, practice and process; lessons learned from teaching service learning courses; and student experiences. Some of our panel members bring an international perspective on service learning from Australia and Egypt. Our discussant, Maurice Elias, will provide integrative thoughts and guide an interactive discussion among participants and attendees.

Participants:

Undergraduate Experiences in Service Learning and Field Work from the Perspective of a Professor. Olya Belyaev-Glantsman, DePaul University

As community psychologists, we grapple with an array of social and mental health problems. We do so by emphasizing both (theory-based) research of social issues and (applied) service delivery to the community. Thus, it is not surprising that many undergraduate community psychology courses include a field work component. By engaging in community volunteer experiences, students can gain valuable experiential learning. Through these experiential learning activities student can learn how to apply community psychology principles, theories, and methods of inquiry to the communities in which they live. In addition, such experiences illustrate relevance of academic work in an applied setting and encourage hands-on participation in community psychology research and action. From my five-year experience of teaching both service-learning as well as internship courses, I will address undergraduate field work related issues such as securing and retaining a placement, incorporating students’ site experiences into the classroom discussions, and making the most out of the supervision experience.

Student-led curriculum efforts for civic engagement. Christina Holt, University of Kansas

Students serving as Undergraduate Fellows at the Work Group for Community Health and Development at the University of Kansas (KU) are engaged in efforts to enhance student civic engagement. Students Will Dale and Micah Melia, also student leaders at the Center for Community Outreach volunteer center, are partnering with the Community Tool Box team to build students’ skills in core competencies for community work. In the past year, the board for the student-run Center for Community Outreach updated their mission: “To empower students through service experiences and collaborative partnerships to meaningfully serve our local and global communities as lifelong active, aware and engaged citizens.” Student leaders note that though many students are engaged in service to the community, they often do not receive skills training for thinking critically about community issues and learning skills to effectively bring about change and improvement. The Undergraduate Fellows have been working with a team of students, staff, faculty, and administration to adapt and use the Community Tool Box Curriculum in a series of advanced training workshops for students. These workshops will be systematically offered to help build skills in areas including community assessment, planning, community action, evaluation, and sustainability. These trainings will help students transform volunteer/ service efforts into how they might engage in lasting community efforts and serve as advocates for issues on a larger scale, and beyond their college years. The Center for Civic and Social Responsibility at KU is exploring utilizing these skills-based trainings to supplement the current Service Learning Certification, and efforts are underway to offer academic credit for these workshops as part of our new KU Core Curriculum. We will explore how the student curriculum has been developed, how we have partnered with administration, and what we have learned from pilot tests of the curriculum.

Service Learning as a Tool for Community Change. Emma Ogley-Oliver, Marymount College Rancho Palos Verdes

I view service learning as a tool for individual, organizational, and community change. At the individual level I have witnessed changes in students and service providers due to their engagement with service learning courses. At the organizational level I have witnessed organizations re-evaluating their practices based on the energy and insightfulness of students’ work. In addition, I have witnessed how service learning can change the academic institution and their ideals and expectations for pedagogy. Ultimately, I am interested in service learning because I believe that the process has the potential to change culture at the institutional and community level. For example, I envision our use of service learning at Marymount College (MCPV) to help expand the culture of learning. Currently, at the undergraduate level we require volunteerism from all students and require at least one service learning course to graduate from MCPV. So far we have civic engagement and reflection at the undergraduate level and I am interested in expanding this concept to evolve into action research. We are currently pending approval for our Masters in Community Psychology program and I see service learning as a platform (providing a foundation) to develop action research projects. I am interested in understanding the undergraduate experience (civic engagement and reflection). I've conducted exploratory research at MCPV to understand our students' perspectives on service learning. Rosin, Reed, Ferrari, and Bothne (2010) published an article titled "Understanding student complaints in the service learning pedagogy" in the AJCP. I would like to add to their list of complaints and find out how we can enhance our practice of using service learning. Service learning may evolve into action research. My sense is that the care and diligence that is required to create and maintain meaningful service learning is required to create and maintain authentic action research projects.

Now I Know: Lessons Learned from Evaluating a New Service Learning Course. Jennifer Gibson, Xavier University

Service learning can be a transformational learning experience that concurrently deepens students’ understanding of course content, strengthens their commitment to civic engagement, and benefits a community. Research has demonstrated that several conditions help to promote positive outcomes. Among these are open communication, collaborative goal setting and planning, clear definitions of roles and responsibilities, and a thorough student orientation (Seifer & Connors, 2007). With these outcomes and strategies in mind, I recently set out to convert a typical lecture and discussion-based undergraduate psychology course into a service learning course, and to document the process and outcomes of implementing the course for the first time. The revised course requires students to tutor and mentor at-risk students, as well as complete small group projects to benefit a local elementary and middle school that primarily serves urban, low income students. In this presentation, I will share the lessons I learned during the first semester of teaching the course. These lessons will arise from analyzing several sources of data including students’ mid-semester feedback on the strengths, weaknesses, opportunities and threats (i.e. SWOT analysis) of the course, students’ end of the year quantitative and qualitative evaluation of the course, and the school liaison’s
feedback to me about the course. By systematically analyzing this data and sharing the results with conference participants, I hope colleagues will learn from my experience and utilize the strategies that worked for me while avoiding the pitfalls I encountered. Ultimately, I aim for conference participants to leave the presentation with a better understanding of effective and ineffective strategies for starting their own community service course.

Promoting equity, diversity and social justice through service learning: Creating meaningful opportunities for undergraduate psychology students to link theory and practice. Sharon McCarthy, University of Notre Dame

The Bachelor of Behavioural Science is a three year undergraduate degree at the University of Notre Dame (UNDA) in Western Australia founded on the principles of Critical Community Psychology. Nested within a Catholic ethos and sharing the values that promote social justice and equity for all persons, the university and the degree espouse a primary commitment to civic engagement, service and active citizenship. One of the challenges for psychology education however, is providing meaningful opportunities for students to engage in experiential/service learning at the undergraduate level whereby they begin to integrate theory and practice and contribute to positive community functioning. In their final semester of Behavioural Science, students engage in a Capstone unit which is designed to assist students develop critical skills for applying theory based learning to a professional environment as well as contributing to a community engagement activity. By concurrently observing skilled professionals and through their own supervised practice, students learn to apply the principles, theories and values of Community Psychology and develop their understanding of praxis. In 2011, 25 students were part of the National Conversation on Aboriginal and Torres Strait Islander Peoples Recognition in the Constitution of Australia. Students were mentored through a process of conceptualising, and organising community consultations with the UNDA community as part of the YouMeUnity project coordinated by the Federal Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA). The consultations culminated in a submission to the expert review panel, who produced the final report to the Prime Minister. In this session I discuss the theoretical foundations and development of the unit, the manner in which this has evolved to consolidate students learning and the highlights and challenges associated with engaging students in ‘real world’ community interventions that aim to reduce oppression and exclusion due to discriminatory policies and practices.

Service Learning: Lessons Learned and Curriculum Developed.

Julie Pellman, St Francis College

As a community psychologist, when Saint Francis College began a service learning initiative in the Fall of 2011, I felt compelled to give my students the opportunity to work in the community and in so doing learn about different ethnic and cultural traditions and values, encounter different viewpoints, and rethink commonly held assumptions and biases. My students, are traditional and nontraditional urban undergraduates who are as culturally, ethnically, and racially diverse as the populations they encounter. Thus, their service learning experiences may serve as a mechanism for breaking down stereotypes and dispelling prejudice. The opportunity to make a difference in the lives of others may foster leadership, community advocacy, social action, social justice, and healthy sustainable communities. As one of my students put it, “Psychology is a giving profession where the ultimate purpose is to understand and help one another. Service learning exemplifies the very initiative of psychology. Psychology is the thought, whereas service learning is the action.” (Jacob, 2012) In this presentation, I wish to discuss two different types of experiences I have had teaching service learning classes. First, I would like to discuss lessons learned in teaching service learning classes at Saint Francis College. There, I work through the Service Learning Office. Students obtain service learning credit through working with New York Cares. Next, I would like to discuss my experiences developing my own service learning curriculum at New York City College of Technology. In order to do so, I collaborated with a variety of community based organizations. My students in both schools have worked in diverse environments: schools, homeless shelters, soup kitchens, senior centers, with the emotionally and physically challenged, and with animals. Some also opted to work in the area of disaster relief after Hurricane Sandy. Jacob, A. (2012) “Psychology: A Giving Profession”, New York City College of Technology, reflection paper.

The Developers. Omar Ezzeldin, AUC Developers, Inc

The American University in Cairo exposes the student to various experiences especially in terms of extracurricular activities. As a student in psychology and political science, I am intrigued by the sense of community and understanding of the surrounding phenomena. The Egyptian environment, which is socially, economically and more importantly politically changing, is a factor that would lead a student with my academic background to engage in ground work with different communities. The existing organizations, however, limited my exposure to basic community development work. Civic engagement, social change, and other concepts were newly introduced when I studied community psychology. Since I developed a new perspective regarding community work, it was hard to limit work to the traditional organizations present on campus. This is why, it was a necessity to find an organization that was working on different aspects of development, social change and personal development. The first projects involved developing awareness and civic engagement among students that were eager to rebuild their country after the revolution. Two thousand students experienced the creation of an identity of that of “developer” until they identified with what it means to be a “developer”. The experience was not simply limited to the organization founded. It extended to projects supervised by community psychology professors. One of these projects was working on the internal evaluation of one of Egypt’s largest NGOs, while the other is targeting the Sudanese refugees living in Cairo, with the hopes of integrating them in the community. Undergraduate life is not only academic, it beholds professional and personal development experiences for those who seek it outside the comfort of the classroom setting. This development, however, will cease to take place without professors who enhance the application of what they teach.

Undergraduate Service Learning: A Career Shaping Experience.

Jennifer Lawlor, DePaul University

As a graduate student who participated in a number of service learning and civic engagement courses as an undergraduate, I can bring a perspective on the way those courses influenced classroom experiences, the challenges associated with student participation in service learning, and how it propelled me toward community psychology. Service learning provided me with a means of experiencing course work as it plays out in the real world. Aside from learning firsthand about social issues, working with other students at my community partner site, enabled me make connections with them and they became people with whom I could reflect on the experience. The tone of the classroom was also very different because students were connecting with each other and were often eager to share their personal experiences. The process of service learning, however, is not without its challenges. For students who have jobs, internships, or are working on research with faculty members, scheduling time for service learning can be quite challenging and sometimes stressful particularly around midterms and finals. Compounding this is the need to travel to the site, which is sometimes very far from campus. In addition, students must navigate relationships with community partners to ensure that
their learning goals are met while also making positive contributions to the site. Finally, by seeing firsthand the social inequality and making personal connections with community members and individuals working at community-based organizations, I came to choose community psychology as a career. By having this personal experience, I started to seek ways of understanding and addressing the social issues I was witnessing and finally found community psychology. The experiences I had in the community illuminated the need for using things like the ecological model and recognizing when victim blaming is occurring in a way that I do not think I could have understood or appreciated from classroom learning alone.

Who We are as Seen through Interactions with Dissimilar Others. **Ellie Pellman-Isaacs, University of Massachusetts-Amherst**

I have always been deeply fascinated by human relations: where and how we learn who we are, our cultural and social behaviors and how we relate back to them, and the norms of our geographic and interpersonal communities. In order for us to understand who we are, we need to understand how those that surround us think, feel, and believe. I am a “Big Sister.” I have been affiliated with the Big Brothers/Big Sisters of Hampshire County since the Fall of 2011. My “Little” is a nine year old girl of Hispanic origin. She comes from a home with several siblings and parents who work long hours to make ends meet. When I first met my “Little” she was very quiet. She sometimes looked shocked when I ask her to explain something, almost as if she never has to elaborate on anything elsewhere. It was only as I got to know her that I was able to draw her out. Our sociocultural backgrounds are very different. Her parents are immigrants from El Salvador. She comes from a blue collar home where English is a second language. I am an American from a white collar middle class family. My work with my “Little” has made me aware of how important programs like Big Brothers Big Sisters are because these kids really need more enriching environments, and people to listen to them and push them to do their best when their parents might not be around to do that for them. They need the extra support, someone who will listen and try to understand. It is a very eye opening experience that has given me insight into the lives of others and increased my self-understanding and empathy for those who are not as fortunate as myself.

Session Organizer:
**Julie Pellman**, St Francis College

Chair:
**Julie Pellman**, St Francis College

Discussant:
**Maurice J. Elias**, Rutgers University

028. Promoting social justice through critical consciousness raising and community service-learning in the face of neoliberal social frameworks

Town Meeting
10:30 to 11:50 am
Whitten Learning Center: LC 190

The promotion of social justice is often a desired outcome of efforts for critical consciousness raising. Critical consciousness is reflected in an individual or group’s capacity to analyze and act on social, political, and cultural structures. The development of critical consciousness is constituted by affective, cognitive, and behavioral changes. These changes can enhance individuals’ and communities’ efforts to resist and prevent oppression and to promote liberation and well-being. Educators practicing consciousness-raising pedagogy, however, face many constraining contextual factors as a result of the current dominance of neoliberal social frameworks. These contextual factors include the dominance of an adversarial approach to education and the extension of the market system into non-economic spheres (including education). These conditions raise issues for educators that seek to establish critical learning environments with their students. This session will create a participatory forum for exploring the connections between critical consciousness raising and social justice within education settings. Several questions will frame our exploration. First, how is critical consciousness raising conducive to social justice? What aspects of the process and outcomes of critical consciousness raising contribute to reducing oppression and enhancing liberation and well-being? What are some barriers to this process? Second, what is the role of experiential learning experiences, particularly community service-learning (CSL) activities, in the relationship between consciousness raising and social justice in the classroom? Are CSL activities sufficient to enhance critical consciousness when not also supplemented by critical teaching approaches, such as critical and feminist pedagogies, particularly in the face of the neoliberal contextual factors described above? Town hall participants will take part in several interactive and dialogueic activities for critical discussion and reflection in order to collectively generate insights on these themes. Through this session, we will collectively seek to enhance our understanding of the practice of critical consciousness raising through CSL and its role in contributing to social justice.

Session Organizer:
**Livia Dittmer**, Wilfrid Laurier University

Discussants:
**Livia Dittmer**, Wilfrid Laurier University

Jennifer Wallin-Ruschman, Portland State University

029. Getting Your Work out There! Publishing & Disseminating the Full Range of Products of Community-Engaged Scholarship

Workshop
10:30 to 12:20 pm
Whitten Learning Center: LC 192

Many SCRA members are contributing to the health and well-being of their communities through community-engaged teaching, research and service. These efforts can lead to the development of diverse products, such as journal manuscripts, instructional manuals, policy reports, assessment tools, educational videos and photovoice exhibits, to name but a few. Although an increasing number of journals are accepting manuscripts resulting from community-engaged work, there continue to be barriers to publication, including discrepant definitions of what is scholarly, lack of familiarity with community-engaged approaches, and constricted definitions of who is a “peer” in peer review. We have also until recently lacked mechanisms for peer review and broad dissemination of products other than journal manuscripts, limiting their impact both in communities and faculty promotion and tenure decisions. Exciting new opportunities exist in the form of peer reviewed print and online journals and portals that have expanded definitions of “peer” and “scholarly product”, including Progress in Community Health Partnerships, the Global Journal of Community Psychology Practice and CES4Health. The presenters in this skill-building workshop represent each of these three publication mechanisms. They will review peer review and publication challenges, discuss the opportunities their mechanisms represent and provide guidance and feedback to participants on products they have developed or plan to develop. Tips and strategies for avoiding common pitfalls and increasing the likelihood of publication success will be shared.

Presenters:
**Lisa Thomas**

Darius Tandon, Progress in Community Health Partnerships

Vincent T Francisco, University of North Carolina at Greensboro

Session Organizers:
**Sarena Seifer**, Community-Campus Partnerships for Health

Darius Tandon, Progress in Community Health Partnerships

030. Town Hall Meeting: Increasing SCRA's Interorganizational Connections 2

Town Meeting
10:30 to 11:50 am
Whitten Learning Center: LC 194
Consistent with the SCRA Visibility Planning efforts, this Presidential Town Hall, including presidents (or their representatives) of multiple organizations that are viewed as having potential strategic alliances with SCRA intends to build links among organizations and identify potential collaborations. Potential organizations attending are: • Association for Community Organization and Social Administration (ACOSA) • Community-Campus Partnerships for Health • American Public Health Association – Community based public health caucus • Society for the Psychological Study of Social Issues (SPSSI) • American Orthopsychiatric Association • American Evaluation Association Two sessions will be included: Session 1 (9:00-10:30am): A. Identifying our Common Ground: Overlap in Mission and Action Representatives provide a brief presentation that would include: 1. Description of organization (using twitter or other means), with emphasis on overlap between organization and SCRA mission, vision 2. Benefits of membership in organization (including SCRA) 3. Special offers for joint/dual membership available for conference attendees (such as discounts for joint membership, free student memberships.) Ample time provided for audience Q&A regarding the respective organizations B. Identification of Specific Collaborative Initiatives 1. Several collaborative partnerships between organizations will be described (either complete, ongoing, or planned) 2. Delineation of sources of support/funding for such partnerships, which build upon the strengths of the different organizations 3. Discussion by audience regarding possible other initiatives that could occur, and identification of people who are interested in partnering to implement/develop/propose an initiative Session 2 (10:30-12): A. Networking and Planning for Action 1. Participants will break out into smaller groups, where representatives will come together to clarify actions/initiatives to take 2. Specific, tangible action steps will be identified for follow up, with time lines, individuals responsible.

Session Organizers:

James Cook, University of North Carolina at Charlotte
Jean Hill, New Mexico Highlands University

031. The ABLe Change Framework: An Action-Oriented Approach for Implementing Systems Change to Promote Communal Thriving
Workshop
10:30 to 12:20 pm
Dooley Memorial Classroom Building: MM 208

The words “system change” are used frequently in community interventions, but we often don’t know what they mean or how using this methodology is different from what we are doing now. This workshop will provide an overview of the ABLe Change framework, a specific model for implementing systems change using an action oriented approach. Essential to effective systems change work is understanding the characteristics of the system targeted in change efforts. This includes understanding the core components of the system (such as mindsets, connections, resources, power dynamics, service components, and regulations), their interactions and interdependencies, and the outcomes that emerge from these patterns. Information from this assessment can then inform goal setting and strategy development. Participants will leave this training knowing how to conduct a systems scan, who to engage in this assessment, and how to use the data gathered to drive strategic action. However, great strategic designs for promoting community change are not enough; systems change efforts must also attend to the effective implementation of their proposed strategies by creating conditions that foster system readiness, capacity, diffusion, sustainability, and system alignment. In fact, some researchers argue that effective implementation can account for up to 50% of the success rate of change efforts (Klein and Knight, 2005)! Participants will learn about how to assess and build a climate for effective implementation that will support their strategic efforts. The workshop will actively engage participants in learning through small group discussion, interactive activities to practice new concepts, the creation of individualized system change tools, and large group reflection. Participants will leave this workshop thinking differently about their current methods for addressing social problems and with strategies for becoming more effective in promoting thriving communities.

Presenter:

Pennie Foster-Fishman, Michigan State University
Session Organizer:
Erin Rae Watson, Michigan State University

032. Methodological Approaches to Examining Empowerment, Power, and Social Justice
Symposium
10:30 to 11:50 am
Dooley Memorial Classroom Building: MM 209

The field of community psychology has long been interested in conducting rigorous research to better understand issues of empowerment, power, and social justice. The proposed symposium provides an innovative examination of each of these topics by using different methodological strategies to advance theory and research on these topics. The first presentation uses social network analysis to examine the distribution of relationships in a setting as a way to understand and measure what makes settings empowering and will provide an example using children’s social relationships in urban classrooms. The second presentation takes a person-centered approach to understanding empowerment and uses latent class analysis to identify distinct types (i.e., sub-groups) of participants based on cognitive and emotional components of psychological empowerment. The third presentation uses hierarchical linear modeling to investigate the empowering setting characteristics of religious networking organizations in shaping individual empowerment for involvement in local community social justice efforts. All presentations will provide both a theoretical overview of how the authors conceptualize empowerment, power, or social justice and a subsequent empirical example to demonstrate how their analytic approach connects to their understanding and advances knowledge on the topic. Overall, the symposium is directly in line with the themes of the conference as it focuses on innovative research strategies that can be used to promote community thriving by better understanding empowerment, power, and social justice. In order to ensure interactivity and audience participation, the presenters will adhere to a strict time-limit, will take one-two questions after each presentation, and will encourage the discussant to first provide a few brief integrative comments, and then moderate an in-depth discussion with audience members.

Participants:


Advances in empowerment theory have prompted community psychologists to extend their focus beyond psychological empowerment to consider what makes settings empowering for their members (e.g., Maton, 2008; Zimmerman, 2000). Here, there is recognition that the setting’s relational structure plays an important role. Drawing on recent theoretical work outlining relational power as relational (Christens, 2012; Neal & Neal, 2011), this presentation will examine what makes settings empowering from a social network perspective. First, I will propose that to understand what makes settings empowering, it is more important for community psychologists to examine how relationships are distributed than to examine how material and nonmaterial resources are distributed. Here, an empowering setting is defined as one in which: (1) actors have relationships that allow for the exchange of resources and (2) the distribution of these relationships provides actors with similarly advantageous network positions from which to exchange resources. Second, drawing on this definition, I will present an overview of how researchers can examine distributional properties of Neal and Neal’s (2011) structural measure of network power to identify settings that provide more or less equitable access to the material and nonmaterial resources necessary for empowerment. The presentation will provide both an abstract outline of this process as well as a concrete illustration with empirical data on children’s social relationships in urban classrooms. Finally, I will close with implications for empowerment theory and the conceptualization and measurement of empowering settings in future research.
Critical Hopefulness: A Person-centered Analysis of the Intersection of Cognitive and Emotional Empowerment. Brian D. Christens, University of Wisconsin-Madison; Jessica Collura, University of Wisconsin-Madison; Faizan Tahir, University of Wisconsin-Madison

Studies of psychological empowerment and leaders in struggles for social justice agree on the importance and the difficulty of maintaining hopefulness while developing critical awareness of social issues. This study used a person-centered analytic approach, latent class analysis, to identify sub-populations of participants (n = 1,322) according to the cognitive and emotional components of psychological empowerment. Four distinct sub-groups emerged: those who were relatively (1) Critical but alienated, (2) Uncritical but hopeful, (3) Uncritical and alienated, or (4) Critical and hopeful. These groups were then examined for demographic differences and relationships with a set of conceptually relevant variables including social capital, psychological sense of community, openness, organizational participation and mental wellbeing. Results shed light on the complexity of empowerment processes and yield implications for ongoing community research and action.

Using Hierarchical Linear Modeling to Examine Religious Networking Organizations as Settings for Empowerment. Nathan Todd, DePaul University; Jaclyn Houston, DePaul University; Rachael Leigh Saffrin, DePaul University

Religious networking organizations are local social settings where individuals from multiple religious congregations consistently meet face-to-face to organize around common goals (Author citation, 2012). These organizations are described as “networking” as they provide a setting for people from different congregations to form links and connections and may create different types of bonding and bridging social capital (e.g., Perkins, Hughey, Speer, 2002). Of interest to community psychologists, religious networking organizations have potential to create concrete settings for member empowerment and community change efforts. Indeed, qualitative work with two religious networking organizations provides initial evidence that these organizations may focus on particular community issues (e.g., interreligious understanding and dialogue, poverty, homelessness) and help connect organizational members and community members to resources from other community structures such as religious congregations or social service agencies (Author citation, 2012). However, less is understood about the role of religious networking organizations in empowering members to be involved in the political process in their local community and other local social justice activities for community betterment and social change. This presentation will use hierarchical linear modeling with data from over 30 religious networking organizations located in different communities across the United States to examine how empowering characteristics of religious networking organizations (e.g., leadership, relationships within the group, capacity for bridging capital) are associated with individual participation in local social justice efforts. Such an examination is vital to better understand how religious networking organizations may serve as an empowering setting to facilitate individual involvement in efforts for local community change. Implications for community psychology theory, research, and partnership with such organizations also will be discussed.

Session Organizer: Nathan Todd, DePaul University  
Chair: Nathan Todd, DePaul University  
Discussant: Christopher Keys, DePaul University

033. Gender Community Profiling

Workshop  
10:30 to 11:50 am  
Dooley Memorial Classroom Building: MM 211

In 1988, two Community Psychologists, Martini &Sequi made up a community research method called Community Profiling. This method is a powerful tool to make a recognition about the strengths and weaknesses (social capital, value, tradition, geographical, territorial, number of local services, hospital, schools, sense of community, social trust) of a local places (neighborhoods, cities, towns, suburbs). We propose a revisitation of this Methodology adding to it the attention to gender issues, using an ecological view, to assess the degree of attention and care of the community about the situation of women’s emancipation and integration of LGBT communities. In particular, the workshop aims to consider the degree of heterosexism and sexism experienced daily by citizens considering some psychological, anthropological, indicators: - State legislation: gay marriage, gay parents adoption, maternity leave, legal equality -Gender-Based Violence: number of women murdered by her husband number of hospitalizations due to gender-based violence gay couples assaults number of killings of trans-Work-family balancing social services aimed to support women -Social Support LGBT and Women Associations - Institutional Support Police and the health care Help Mental Health/wellbeing Internalized homophobia and misogyny Identity integrity Paranoia and isolation The aims of the evaluation is to promote a process of awareness for researcher and local participants about the conditions the promote gender inequality and oppression and begin empowering actions in pursuit of more equal opportunities and social justice for genders oppressed.

Session Organizer: Agostino Carbone, University of Naples Federico II - Italy  
Chair: Caterina Arcidiacono, University of Naples Federico II  
Discussant: Francesca Esposito, ISPA-IU

034. Do Community Psych Programs Need a Sense of Community?  
Roundtable Discussion  
10:30 to 11:50 am  
Dooley Memorial Classroom Building: MM 212

Sense of Community is one of the richest theories within community psychology. The theory speaks to the field as a whole, it is one of our main "phenomena of interests" in our area. To the extent that we believe in our fundamental principles, we should, theoretically also try to live by them in our own work and lives. Part of that is reflected in student and faculty connections in a graduate program. How do we determine whether we as students or faculty members have a sense of community in our cohorts, and overall programs, and with our schools and even other programs throughout community psychology? In this roundtable, students and others connected to a community psychology PhD cohort at National Louis University will discuss Sarason's theoretical ideas about a sense of community and will begin an interactive discussion through describing what has worked well in feeling like one supportive unit in the program and how that feels in our work toward completing the program together, supporting each other through this process and staying connected long after we have completed our dissertations. Challenges will also be explored and all session participants will be encouraged to share their own perspectives, experiences and ideas on the topic.

Presenters:  
Norma Seledon, Chicago Public Schools  
Gloria Mullons, National-Louis University  
Elizabeth Villarreal, National-Louis University  
Chynna Hampton, New York University  
Cynthia Anglin, N/A  
Aggie Hanni, National-Louis University  
Venoncia M. Bate', National-Louis University  
Brad Olson, National Louis University
**035. Mutual Self-Help Groups Create Innovative Strategies to Enhance Individual and Communal Well-Being**

**Symposium**

10:30 to 11:50 am

**Dooley Memorial Classroom Building: MM 213**

The SCRA conference theme of communal thriving through prevention and wellness promotion is extremely apt. Mutual self-help groups are peers by virtue of having undergone similar experiences who voluntarily attend group meetings to heal and to enhance their well being; this is the outcome of communal thriving! Grassroots mutual self-help groups develop innovative technologies that enhance wellness not just for members but also for the broader community which our symposium illustrates. Our symposium includes four presentations: 1. Ruth Hollman, director of a self-help center (SHARE!), demonstrates an innovative approach to hiring peer specialists who understand and can behaviorally demonstrate commitment to principles of self-help/mutual aid and peer support especially focusing on respecting each person’s individuality. Audience members will experience the roles of both interviewer and candidate thus learning this innovative technology. 2. Tehseen Noorani will demonstrate a methodology of The Hearing Voices Network, a mutual help group for people who hear voices but reject psychiatric solutions, which developed a role playing technology which has become an integral part of improving the social support and wellness of voice-hearers. 3. Thomasina Borkman and Sarah Zemore challenge the audience to confront their generalizations about addiction research with audience polling and answers from current online survey data from a large sample (N=9432) of persons recovering from alcohol and drug problems. Community psychology’s lack of awareness of addiction mutual help group research limits knowledge of recovery and its creative approaches to wellness. 4. Louis Brown and Xiaohui Tang consider what kinds of social exchanges in mutual self-help groups are beneficial to participants. Measures of different aspects of social exchange were developed, tested with 278 group members, statistically analyzed, revised, and retested. After a brief presentation of results, the presenters will seek audience reaction.

**Participants:**

- An innovative experience-based approach to hiring effective mental health peer specialists. **Ruth Hollman, SHARE! the Self-Help And Recovery Exchange**
  
Experts-by-experience (the Mental Health Peer Specialists) are increasingly recognized and used by many consumer-run mental health organizations, hospital and clinic treatment programs, and other venues to prevent relapses and improve recovery. Twenty-four states have Mental Health Peer Provider Certifications that candidates spend up to 12 weeks obtaining. Everyone with lived experience and a Peer Provider Certificate, however, does not make a good peer staff person to implement communal thriving through prevention and wellness. How do you hire people who will be able to do the job, and not be judgmental, rigid, critical, nor burn out, relapse or be ineffective? SHARE! the Self-Help And Recovery Exchange has been hiring Mental Health Peer Specialists for 15 years and currently has 14 Mental Health Peer Specialist successfully working to maintain a thriving community of people seeking wellness at its two facilities in Los Angeles. SHARE! has developed an innovative interview process to find people with lived experience who can also do the job successfully. It finds those who can avoid judgmental reactions while modeling recovery; it identifies people who can accept criticism and process mistakes, as well as learn new ways of doing things. Ruth Hollman, SHARE!’s Executive Director will replicate the interview process in an interactive session.Part of the process is to give people scenarios that Peer Specialists will be required to handle. We then do a training on SHARE! values and job expectations and ask candidates if they want to revise their answers. I will mirror this process with participants by having them fill out a scenario, give them a quick overview of SHARE!, think about revisions and then have a discussion on what job skills that people have when they make changes to their scenarios.

**Role-play as advocacy:** Expanding the community of empathy beyond the mutual-help group boundary. **Tehseen Noorani, Authority Research Network**

Mutual self-help and peer support (hereafter ‘mutual self-help’) groups in mental health are often analyzed either through the lens of therapeutic efficacy or the lens of political activism and claims-making. Such a bifurcation of the research topics and questions fails to grasp the creative potential of mutual-help practices in producing political tools out of sharing personal problems. In this session, I will ask audience members to replicate a role-play developed within the grass-roots mutual self-help groups of the UK Hearing Voices Network (HVN). This ‘voices simulation exercise’ role-play was initially devised by group members in order for families and friends of voice-hearers to better be able to empathize with the experiences of voice-hearers. Helping families and friends become more empathetic is an integral part of improving the social support and wellness of voice-hearers. Since its invention, prominent activists within the HVN have begun using the role-play technique amongst broader medical and policy publics to great success, in order to advance the Network’s advocacy and campaigning goals. In the first part of my presentation, I will contextualize and facilitate a role-play where all willing audience members will be organized into groups of three. The second part of my presentation will follow up on the role-play by using a graffiti-carousel method. Here, each group will brainstorm and share large sheets of paper, recording ideas and developing arguments about the role-play, focusing on why and how the role-play is effective, and its implications for rethinking the politics of sharing experiential knowledge. The flip-chart paper can be used to record and articulate the lessons learned from the session.

**Challenging audience mis-perceptions about addictions mutual self-help groups.** **Thomasina Borkman, George Mason University; Sarah Zemore, Alcohol Research Group**

Four separate and distinct research traditions have been identified that characterize the study of mutual help groups in English. Each tradition operates as a silo primarily unaware of the others. With rare exceptions U.S. community psychologists participate in the North American psychosocial research tradition which emphasizes mutual self-help groups for mental health, life transitions, & medical problems (Borkman 2006): Julian Rappaport, colleagues and a generation or two of students studied GROW for people with mental health problems; Greg Meissen and researchers at the Self-Help Center explicitly left out Alcoholics Anonymous. Community psychologists, as a whole, reference little research on mutual help groups in the addictions and consequently may harbor mis-perceptions about them. This presentation offers an interactive session for the audience to confront some of their mis-perceptions about addiction mutual help groups such as AA and the non-12 step groups Women for Sobriety and Life Ring. The audience will be
asked about selected ideas about addiction groups and then given current evidence from a large national online survey of people recovering from alcohol or drug problems (N=9,432) to check against misperceptions. After the audience polling, a brief presentation of survey results, audience discussion will center around the means by which individuals and community psychology can move beyond the silo mentality to become acquainted with the highly relevant research on addictions’ mutual help groups which features recovery and its innovative approaches to health.

What are beneficial social exchanges in mutual self-help groups that enhance well-being? Louis Brown, University Of Texas School Of Public Health; Xiaohui Tang, University of Texas School of Public Health

Social exchange is central to how people benefit from mutual self-help groups. Exchanges of mutual support and experiential knowledge help participants manage the shared challenge uniting group members. Some types of social exchanges are likely to be more beneficial than others, however existing research provides little guidance on the types of exchange that are most beneficial. Identifying the most beneficial and harmful types of exchange is of substantial practical value because groups can take action to maximize the most beneficial exchanges and prevent harmful exchanges. The goal of this workshop presentation is to enhance understanding of the different types of social exchanges that occur in mutual help groups and how their measurement can inform efforts to improve group dynamics. We aim to achieve this goal through group discussion informed by qualitative and quantitative social exchange measurement development work. We sought to develop a comprehensive list of Likert scale items that could capture the different aspects of social exchange in groups. Initially we generated items by drawing from the existing literature and discussions with self-help group experts. We piloted our survey items with 278 self-help group members and used exploratory factor analysis to identify empirically distinct aspects of social exchange. We also used open-ended survey questions to identify aspects of social exchange we had not yet tried to measure. We then revised the scale and administered it to a second set of groups. Confirmatory factor analyses suggest there are several distinct social exchange behaviors that we hypothesize are either beneficial or harmful to group members. After brief presentation of results, the workshop discussion will seek audience reaction to our work. Discussion will then consider how our measure can be used to enhance supportive social exchanges and minimize unsupportive exchanges in mutual self-help groups.

Session Organizer:
Louis Brown, University Of Texas School Of Public Health

Chair:
Thomasina Borkman, George Mason University

036. Housing First: Program Dissemination, Adaptation and Fidelity

Symposium
10:30 to 11:50 am
Dooley Memorial Classroom Building: MM 214

The driving ambition behind the Housing First approach to homelessness services is to promote communal living through prevention of homeless recidivism and promotion of psychological and social wellness for adults with histories of chronic homelessness and complex psychiatric and/or substance misuse problems. At the time of its ‘birth’ in New York City, in 1992, Housing First directly challenged “treatment first” homeless services by providing immediate access to permanent, independent housing without treatment prerequisites. As a consequence of its strong evidence base, Housing First has spread across the globe to Canada, Europe, and Australia. Along the way, Housing First has met with both successes and challenges. Implementations of the Housing First model in different political, social, and economic systems have raised important questions about adaptation and fidelity. In this symposium, we will discuss and debate the importance of model fidelity, as well as the advantages and disadvantages of program adaptation. Topics to be covered include findings from Housing First implementations in a range of diverse settings, focusing on local adaptation and challenges to fidelity. Questions to consider include: What factors will shape the inevitable metamorphosis of Housing First in the next decade? How will different forms of “Housing First” impact consumer outcomes? What evidence do we need to evaluate this process?

Participants:

Session Introduction. Ana Stefancic, Pathways to Housing

This brief introduction will set the stage for the presentations by emphasizing the importance of rigor in research, evaluation, and fidelity assessment. Research on Supported Housing & Housing First has been extensive, but - with few notable exceptions – is often hampered by “black box” program evaluations and comparisons that lack the ability to document extensive variation in housing and services. A more nuanced approach would allow for evaluations to systematically measure variability in housing and services and account for it in research. The case example of assessing fidelity to Pathways Housing First will be used to illustrate these points.

Fidelity to Housing First: Assessing California’s Full Service Partnerships. Ana Stefancic, Pathways to Housing

This presentation will begin with a brief description of the development and validation of a self-administered program survey that maps program practices and provides a rough metric of a program’s fidelity to the Pathways Housing First model. The survey was used to assess 93 Full Service Partnership Programs (FSPs) in California that provide team-based treatment and access to housing in order to improve residential stability and mental health outcomes among persons with serious mental illness who are homeless or at risk of homelessness. While FSPs did not follow the Housing First model by design, their implementation was to be guided by an emphasis on team-based services, recovery, permanent housing, and consumer independence, thus creating the potential for significant overlap with a Housing First approach. The degree to which these programs demonstrate fidelity to Housing First - highlighting areas of high/low fidelity - and assessing whether fidelity to Housing First is associated with positive housing outcomes will be discussed. Participant outcome data were obtained through a state-wide database that tracks participant outcomes through quarterly program assessments. Overall, participant residential outcomes improved in the year after enrollment in FSPs, with proportionately large reductions in homelessness and time spent in the criminal justice system and commensurate increases in time spent in housing. There were no significant differences in outcomes among FSPs serving different sub-populations (adults, transitional age youth, criminal justice, older adults), suggesting that the approach is generally effective among a wide range of groups. Findings suggest that there was great variation among FSPs in terms of philosophy and practice. Survey responses showed that FSPs demonstrated greater fidelity to the Housing First model with respect to dimensions of service array/team structure than housing structure/service philosophy. Few programs used scatter-site apartments, over half imposed clinical or treatment pre-requisites that participants had to fulfill prior to being offered independent housing, and some aspects of consumer choice in services were also restricted. Greater fidelity to the Housing First model was fairly consistently associated with larger improvements in housing outcomes, such as greater decreases in time spent homeless and in emergency shelters, and greater increases in time spent in apartments/SROs.

Implementing Consumer-Driven Services: A Comparative Qualitative Investigation of Service Provider Attitudes and Practices in California’s Full Service Partnerships with High and Low Fidelity to Housing First. Marian Katz, UCLA
Housing First: Holding True or Are Hybrids in Order?

The focus of Housing First is on helping individuals access and manage 125 units of permanent supportive housing operated by DESC, a Seattle-based Housing First model of consumer-driven services. This will be followed by a consideration of the barriers and facilitators to high fidelity practice, and their implications for effective implementation of Housing First-type programs.

Integrating Project-Based Housing First with Mental Health Services: Enhancing Funding Resources and Improving Care. Molly Brown, Northwestern University

The Housing First philosophy has been integrated into scattered sites and project-based housing models, both demonstrating success in reducing homelessness and public service utilization among residents with chronic homelessness histories and co-occurring psychiatric and substance use disorders. The evidence base for Housing First has gained the interest of public service providers and has promoted collaborations with Housing First agencies. This presentation will describe one such collaboration between DESC, a Seattle-based Housing First provider; and King County Mental Health, Chemical Abuse and Dependency Services Division (MHCADS), a county mental health service provider for Medicaid-funded consumers. DESC has adapted a project-base Housing First program to meet the needs of an MHCADS-driven initiative to divert individuals who are frequent users of inpatient psychiatric treatment from hospitals into community settings. This collaboration opens the doors of Housing First to a unique population of consumers who do not necessarily have long-term homelessness histories but would likely benefit from the low-demand, high-support atmosphere of project-based Housing First. Moreover, housing and support services for those with frequent psychiatric hospitalizations are funded by mental health service dollars, as opposed to more traditional homeless service resources. Data on one-year psychiatric hospitalization and housing tenure outcomes among Housing First residents will be presented. Implications for broadening the Housing First model to new populations and increasing funding streams for Housing First programs will be discussed.

Housing First: Holding True or Are Hybrids in Order? Geraldine L Palmer, Consultant

North Side Housing and Supportive Services is a 501 (c)(3) nonprofit organization located in Chicago, IL. The agency manages 125 units of permanent supportive housing operated based on the Housing First approach. North Side’s Housing First model follows the definition summed up by the National Alliance to End Homelessness (2012). The Alliance states that: 1) the focus of Housing First is on helping individuals access and sustain rental housing as quickly as possible, and there is no limited stay time; 2) all tenants receive wrap-around or supportive services as needed bolster housing stability, and 3) housing is not contingent upon compliance (i.e., sobriety), but tenants do have to adhere to standard lease agreements from landlords and can be evicted.

Dr. Palmer, North Side’s Executive Director will present on the agency’s program evaluation data that identifies whether tenants came directly from the streets or from emergency or interim housing programs to permanent housing, and the length of time they stayed in interim housing before obtaining permanent housing. This presentation will illustrate North Side’s fidelity to and adaptations of the Housing First model. A number of variables that prevented the clients from experiencing immediate success, and which affected North Side’s fidelity of the Housing First model will be highlighted. Lastly, Dr. Palmer will offer thoughts on future implications of Housing First.

Housing First: Program Fidelity and Adaptation in the Irish Context. Ronni Michelle Greenwood, University of Limerick

Housing First, which has all but supplanted the continuum of care as the gold standard of homeless service delivery provision in the United States, is now making inroads into many European countries including France, the Netherlands, Portugal, Scotland, and now Ireland. In each of these new political, economic, and social contexts, the model faces particular challenges for acceptance, fidelity, and adaptation. While the dissemination of Housing First programs to different countries and contexts is a measure of its success, this success comes with certain trade-offs, and the ratio of success to cost, in terms of the model’s efficacy and reputation, must be assessed. The Dublin Housing First Demonstration was introduced to Ireland by an initiative of the Dublin City Council’s Regional Homeless Executive. Through this initiative, a diverse affiliation of housing and service providers cobbled together a “volunteer” Housing First program. Key challenges faced by the program will be described, focusing on the practices and processes that have both opened and constrained opportunities for the demonstration’s growth and development. Findings of the Year 1 evaluation of the Dublin Housing First Demonstration will be used to explore the efficacy of these kinds of adaptations of the Housing First model for service delivery in Ireland as well as their consequences for the of Housing First ‘brand’ of homeless service delivery.

Session Organizers: Ronni Michelle Greenwood, University of Limerick

Sean Bromfield, University of Limerick

Chair: Ronni Michelle Greenwood, University of Limerick

Discussant: Ana Stefancic, Pathways to Housing

037. Peace-building through community development

Symposium 10:30 to 11:50 am

Dooley Memorial Classroom Building: MM 215

The emergence over the past three decades of an exponential growth in peace building efforts and research around the globe has occurred over multiple sectors of societies. These have occurred over a continuum ranging from building interpersonal and intrapersonal healing to evolving community stability and justice. At the base is a psychological approach of building multicultural and multidimensional minds which will: act and speak authentically; listen compassionately and empathically; and engage in methodologies that engage yet transcend both bottom up and top down resources. Ultimately, from these diverse methodologies, communities may develop from the rubble of chronic and acute economic and environmental devastation. A dynamic constructivist (emphasis on internalization) approach is utilized to build a cognition and culture of sustainable peace. Internalizing a culture of peace is the motif operandi and the operative methodology in guiding individual and communal construction of meaning (psychology's process of acculturation) so that communities can begin to evolve a pluralistic and compassionate society. Professionals are working
with empathic listening via vis storytelling; "blending": mindfulness techniques and authentically working with on the ground community leaders and professionals in areas of public and private health. Through our shared mission and humanitarian interests and beliefs we are able to transcend differences involving our diverse professional orientations and coalesce a multidimensional approach for humanitarian and sustainable relief as a transformative replacement. As a result, we have bridged traditional professional and divisional boundaries to engage a culture of peace within diverse communities. Presenter bio Leah James, MSW, Ph.D., Social Work & Social Psychology (2012) University of Michigan, Ann Arbor. Dissertation: “Relief for the Spirit” in post-earthquake Haiti: Development, implementation, and evaluation of a lay mental health worker project For full Bio of Presenter (Bio page: https://portfolio.du.edu/pc/port?portfolio=james42)

Presenters:

Dr. Emmanuel Justina, President JG VILLESNEUVES

Dr. Leah James, MSW, PhD, APA, and International Disaster Psychology M.A. program University of Denver

Session Organizers:

Brian C. Alston, APA Division 36 and the Humanitarian Sustainability Initiative

Dr. Leah James, MSW, PhD, APA, and International Disaster Psychology M.A. program University of Denver

Chair:

Dr. Steven E Handwerker, APA Member, Member Divisions 32, 36, 48, 52

Discussant:

Dr. Steven E Handwerker, APA Member, Member Divisions 32, 36, 48, 52

038. The Community as Teacher: Learning How to Help Community Organizations Thrive

Symposium

10:30 to 11:50 am

Dooley Memorial Classroom Building: MM 216

“The Community as Teacher” (Kelly, 1992) represents an ecological perspective on how to integrate theory and practice in community psychology. Following Kelly’s lead, and building on Forrest Tyler’s “participant/conceptualizer” notion, this symposium presents an update on the integration of theory and practice in the UIC Community Psychology program. As part of the required curriculum, graduate students engage in a year-long collaboration with a community setting while simultaneously participating in a weekly meeting designed to process and conceptualize the field experience. The course has three integrative objectives: (1) learn about the organization and its adaptive challenges (an ecological assessment); (2) learn about the populations the organization is intended to serve; and (3) do something useful during the course of the year that leaves a footprint. The overall goal is to learn about how to understand and be useful to a community of which you were not previously a member. The sympoasium is developed by graduate students who have completed this course and is designed to stimulate a discussion of graduate training. The first paper, by Mark Relyea, discusses the creation of a role to aid in the evaluation process in Chicago city government’s Division of Domestic Violence, while Lindsay Bynum outlines efforts to aid in restructuring a college office designed to provide students with service learning and civic engagement opportunities. Hillary Rowe and Brett Coleman discuss their efforts to carve out an organizational-level change process in a chaotic community-based organization serving youth, and Tim Tasker takes an “across projects” perspective on how the issue of developing and using data for internal planning purposes gets played out in the settings where students are spending the year. Gloria Levin discusses the implications of the work for graduate training.

Participants:

Applying a Community Psychology Perspective to an Evaluation of Government-Funded Domestic Violence Services. Mark Relyea, University of Illinois at Chicago

This presentation discusses how a community psychology perspective can aid in the challenges that city governments face in prioritizing resources for domestic violence restructure. In particular, this talk will focus on the work of a practicum student at one Midwestern city government’s division on domestic violence (DDV). The graduate practicum experience involves using an ethnographic assessment to understand community systems and develop a breadth of perspectives from multiple community stakeholders. Throughout this experience, community members and practicum students engage in a constant iterative process of feedback in order to enrich and correct each other’s understanding of the community. The goal is for students to develop a broad enough perspective to help the community adapt toward its goals. To that end, I will describe how this process has led me to decide to help incorporate needs assessment, diverse perspectives, and feedback loops into the evaluation processes of city-funded domestic violence services. The DDV is in the process of attempting to create sustainable evaluative feedback mechanisms that the city believes can provide a triple use of assessing whether services are meeting client needs, providing the city summatative information on how services are helping, and providing agencies useful information to develop their programs. Each of these goals faces unique challenges. This talk will focus on the challenges of creating changes, and applying a community perspective to the first and second order tactics we have employed to face them.

Service Learning Squared: Using Principles of Community Psychology to Assist in the Restructuring of a University Office of Civic Engagement. Lindsay Bynum, University of Illinois at Chicago

This paper will describe my experience with the community service and leadership office at a large urban university. My tenure with this office is aimed at collaboration, with the ultimate goal of aiding in the office’s restructuring process. The community service and leadership office is a student development office that recently hired a new director and is at the beginning of revamping everything from programming, to personnel, and the focus of its mission. Months of immersion at this office uncovered a lack of cohesion and focus in the restructuring process, which includes problems with communication, inconsistency in the effective use of resources, and a lack of networking both on and off campus. My contribution to the office includes the creation of a restructuring plan which includes a logic model, a data collection plan, and a structure that will facilitate future office processes running more smoothly. In this symposium I will discuss my ethnographic experience in understanding the environment, creating a restructuring plan, the interdependence between office level changes and the university at large, and how my experience here has affected my academic experience. My role in making this part of the university thrive, and how my role in leadership and service affects the larger community on and off campus, has been enlightening. As a graduate student I found the process of crafting my role in the organization and framing my organizational goal of making a difference particularly enriching, and will be elaborating on that experience.

Community Involvement in a Community Based Organization’s Adaptation to Change. Brett Coleman, University of Illinois at Chicago; Hillary Rowe, University of Illinois at Chicago

This paper describes our collaboration with an urban CBO; the intent of the collaboration is to seek community members’ input for the organization’s strategic plan for organizational restructuring. Our CBO partner is a 40-year-old agency that provides “youth led” after school programming and clinical services to mostly low-income Black and Latino/a youth. National and local economic decline, changing demands from funders, and changes in community demographics have contributed to the organization’s need to restructure its
039. Youth Empowerment Implementation Project: Promoting Communal Thriving Through Prevention and Wellness for Low-Income Youth

Symposium
10:30 to 11:30 am
Dooley Memorial Classroom Building: MM 217

Poverty and oppression create life trajectories that can lead to a cycle of poverty, lower educational attainment, and maladaptive behaviors (i.e., drug use and early sexual activity). In order to curb the social factors that lead to poverty and oppression a collaborative partnership was established to create communal thriving and social change to work collaboratively with youth and their families to address social factors that contribute to poor educational and health outcomes. A total of 33 youth and their families participated in the Youth Empowerment Implementation Project. This program was funded by the Office of Minority Health. Program components include tutoring, mentoring, and evidence-based curriculum to reduce maladaptive behaviors and increase educational outcomes and improve overall healthy behaviors. The symposium will present results from this partnership. First, an overview of the Youth Empowerment Implementation Project will be presented. Second, information regarding parent involvement will be described. Third, the overall evaluation results will be presented. Fourth, qualitative information will be discussed. Fifth, lessons learned from the partnership will be shared. The results showed that 87 percent of youth want to get an advanced degree, 86% of males reported not ever drinking alcohol and 90% of females reported not ever drinking alcohol. One hundred 100% of males reported not ever smoking cigarettes compared to 95% of females reporting not ever smoking cigarettes. Dr. Lenny Jason will serve as the discussant for this symposium on communal thriving through prevention and wellness promotion.

Participant:
Youth Empowerment Implementation Project: Promoting Communal Thriving Through Prevention and Wellness for Low-Income Youth. Rhonda Kay Lewis, Wichita State University

Poverty and oppression create life trajectories that can lead to a cycle of poverty, lower educational attainment, and maladaptive behaviors (i.e., drug use and early sexual activity). In order to curb the social factors that lead to poverty and oppression a collaborative partnership was established to create communal thriving and social change to work collaboratively with youth and their families to address social factors that contribute to poor educational and health outcomes. A total of 33 youth and their families participated in the Youth Empowerment Implementation Project. This program was funded by the Office of Minority Health. Program components include tutoring, mentoring, and evidence-based curriculum to reduce maladaptive behaviors and increase educational outcomes and improve overall healthy behaviors. The symposium will present results from this partnership. First, an overview of the Youth Empowerment Implementation Project will be presented. Second, information regarding parent involvement will be described. Third, the overall evaluation results will be presented. Fourth, qualitative information will be discussed. Fifth, lessons learned from the partnership will be shared. The results showed that 87 percent of youth want to get an advanced degree, 86% of males reported not ever drinking alcohol and 90% of females reported not ever drinking alcohol. One hundred 100% of males reported not ever smoking cigarettes compared to 95% of females reporting not ever smoking cigarettes. Dr. Lenny Jason will serve as the discussant for this symposium on communal thriving through prevention and wellness promotion.

Presenters:
David Stowell, Wichita State University
Kyrah K Brown, Wichita State University
040. Addressing participant attrition and other threats to validity when evaluating community programs

Syposium
10:30 to 11:50 am

Dooley Memorial Classroom Building: MM 218

Georgia BASICS is a SAMHSA funded program which targets issues related to substance misuse among a population of emergency department (ED) patients. This program utilizes the SBIRT (Screening, Brief Intervention, and Referral to Treatment) model and is part of the SAMHSA’s ongoing initiative to manage and prevent substance abuse. SAMHSA specifies the study design and procedure. Our evaluation team has faced a number of challenges related to participant retention and drawing causal inferences from the data. Over the course of 3 years, evaluators have developed and implemented creative solutions in the form of follow-up processes and data analyses to combat these issues. This panel will highlight the unique challenges faced in tracking and collecting data from a substance abusing, precariously housed population of ED patients. Specific strategies for overcoming challenges related to research design and differential attrition will be discussed. Audience participation will be requested throughout the session in an effort to develop additional and innovative solutions to this issue.

Presenters:
Jennifer Zorland, Georgia State University
Joanna Akin, Georgia State University
Lindsey Cochran, Georgia State University
Devin Gilmore, Georgia State University

Session Organizer:
Jennifer Zorland, Georgia State University

Chair:
Gabriel Kuperminc, Georgia State University

Discussant:
James Emshoff, Georgia State University

041. “Eradicating Mosquitoes”: The Use of Participatory Research Methods and Approaches to Engage Communities

Workshop
10:30 to 12:20 pm

Dooley Memorial Classroom Building: MM 312

“Researchers are like mosquitoes; they suck your blood and leave.”—Native Alaskan saying Community members, especially from marginalized populations, are often left out of research studies, or when they are involved, research is conducted on them (researchers as mosquitoes) not with them. Traditional research has often been expert-driven, extractive, and disengaged from community members’ daily lives and sociocultural contexts. In contrast, participatory research methods and approaches are designed to build trust and engage community members in the research process including sharing information, collecting and analyzing data and disseminating results—of which could ultimately lead to established, sustainable academic-community research partnerships. We propose a workshop that introduces the audience to various participatory research methods and approaches including community-based participatory research, group level assessment, community champions and other peer leader approaches, “pass the buck,” photography/video, narrative, concept-mapping, and arts-based methods. Such methods are both empowering and energizing, allow for a variety of expressive capabilities, are publicly visible (allowing group ownership of data versus individual “hidden” data), and promote issues being voiced by the very people that researchers seek to understand. By engaging communities in participatory methods and approaches, the emphasis of research is focused on practical problems of importance to its constituents. Participatory methods may also serve as a catalyst in creating visibility of current community obstacles in a way that prevents outsiders from generating false and sometimes idealistic realities about a particular community. These participatory methods can also enhance reciprocal and collaborative relationships desired by academic-community partnerships. Further, the knowledge generated from participatory methods and approaches is culturally relevant and connected to community members’ lived experiences. Findings are thus more readily translated into action rather than knowledge that is disconnected from familiar contexts and practices.

Presenters:
Melissa DeJonckheere, University of Cincinnati
Melissa Muchmore, University of Cincinnati

Session Organizers:
Lisa Vaughn, Cincinnati Children's Hospital Medical Center
Melissa Muchmore, University of Cincinnati
Melissa DeJonckheere, University of Cincinnati

Chair:
Lisa Vaughn, Cincinnati Children's Hospital Medical Center

042. University-Community Partnerships for Social Change: Creating and Teaching an Experiential Learning Course on Your Campus

Workshop
10:30 to 12:20 pm

Dooley Memorial Classroom Building: MM 313

This interactive pre-conference workshop will explore the process of developing and teaching an undergraduate experiential learning course that emphasizes social justice. The session will stimulate and support participants’ thinking about the development of experiential learning courses on their own campuses. Facilitators will share experiences and lessons learned from one such course, an education course that places undergraduate students in local schools, and pose the question: How might you tailor an experiential learning course for your department, university, and community? The workshop will focus on four technical and conceptual components. First, we will discuss the importance of building intra-university partnerships, both between and within departments, in order to attract students who will benefit from the course and also be a benefit to the community. We also consider how to position and market the course within the university. Next, we will focus on how to identify and build lasting relationships with community partners. We will discuss the importance of defining expectations of partner organizations, setting expectations of university students, and promoting students’ continued engagement with social justice work in the community. We will also discuss relevant course material that highlights social justice and community well-being and compliments students’ experiences with their community partners. Through this component we will discuss syllabus development, and aligning theory and research with practice. Finally, we will consider class structure. In particular, we will examine pedagogical techniques that promote critical engagement with course material, and reflection on field experiences. Following discussion of these four components of course development, we will lead the workshop participants in a hands-on group activity. In this activity, participants will break into small groups to discuss strategies for developing or improving their own experiential learning course. Participants will then formalize these thoughts as a course description and plan of action.

Presenters:
Stephanie Moore, University of Michigan
Faheemah N. Mustafaa, University of Michigan
Chauncey Smith, University of Michigan

Session Organizer:
Elan Hope, University of Michigan

043. Innovative Approaches to Measuring Transformative Processes among Youth
Symposium
10:30 to 11:50 am
Dooley Memorial Classroom Building: MM 314

Participants:

In his vitality criterion, Jeffery Jensen Arnett noted that research with young people should be reflective of their lives – diverse, lively and vibrant (Arnett, 2005). Guided by this philosophy, this symposium presents a series of innovative research techniques that capture transformative processes and/or are transformative in and of themselves. This session aims to demonstrate how communal thriving can not only be captured through these innovative techniques, but also promoted through research participation. In the first presentation, Power of Observation in Creative Community Settings, the presenter will discuss how observational techniques were used to develop a conceptual framework of positive creative community experiences. To demonstrate this, symposium members will be invited to participate in a non-threatening communal music and movement activity that will then be analyzed by the group. In the second presentation, the process of using letter writing as an evaluation tool will be described and practiced. Using the communal music and movement activity completed in the previous presentation, working in small groups symposium members will be asked to pay it forward by crafting a hypothetical letter to the next cohort of symposium members reflecting on their experience and offering their advice on how to get the most out of the session. In the final presentation, working with communities to develop theory-driven processes of change will be discussed. A youth development program will be used as an exemplar of how psychosocial transformations can be captured and evaluated. To close, symposium members will be engaged in developing a theory of change to reflect the learning that occurred throughout this session. There will also be an opportunity for symposium members to share their thoughts on other innovative methods that could be employed to capture positive youth transformations.

Participants:

Power of Observation in Creative Community Settings. Jan Traves, University of Auckland

Participation in a creative community, such as a musical production or choir, can be an emotionally uplifting and bonding experience, especially when the end-goal is a public performance. In these contexts, participants can experience intense feelings of belonging, pride and achievement along with the “buzz” that is often a by-product of on-stage performance. These settings are also invaluable in developing performance and life skills. It is important, then, that creative communities are accessible to all young people, not just those who are tagged as “talented”, or who can afford them. In this presentation, I will firstly describe my investigation of Stage Challenge, a popular dance competition for New Zealand youth aged 10 to 18 years. Given that this event is well-established as a thriving community setting, my aim was to “unpack” the processes experienced by the young competitors by observing five demographically different teams as they prepared for and competed in their regional competition. From this, I developed a conceptual framework which represents a positive community experience for youth in the performing arts field. In particular, I will outline the experiences of two novice teams who gave me research access to their community in return for my mentorship of their Stage Challenge experience. Additionally, I will consider the challenges of rigorous inquiry within a community setting, particularly a large-scale performing arts environment, and describe the various data collection methods I adopted in an effort to capture the young dancers’ perspectives without intruding on their creative process or embarrassing them as they learnt their craft. Finally, I will give symposia members a personal snapshot experience of a creative community by guiding them through a non-threatening communal music and movement activity, which we will then evaluate against my conceptual framework using some of the data collection methods employed in my doctoral research.

Paying it Froward: Letter Writing and Program Evaluation. Pat Bullen, University of Auckland

Youth mentoring works. More specifically, research has clearly demonstrated that participating in formal mentoring programs can facilitate positive changes in a young person’s life across a variety of domains (e.g., DuBois et al. 2011). According to Evans and Ave (2000) mentoring is defined as an “enduring relationship between a novice (mentee) and an older more experienced individual (mentor) who provides guidance in a particular domain” (p. 41). While a mentor may be a novice when entering a program, through participation, they gain important skills and knowledge that position them as program “experts” upon completion. This expertise is an invaluable individual and program resource that is often overlooked. In this presentation, I will discuss how letter writing can be used to tap into this expert knowledge. To achieve this, I will first describe my research with mentees (age 12-13) who participated in a school-based youth mentoring program in New Zealand. Participants who completed the program were invited to write a letter to the next cohort of mentees reflecting on their experiences and offering advice, and these letters were then distributed to the next cohort of mentees prior to the start of the program. This process allowed participants to reflect on their experiences, and pay it forward by mentoring the next cohort of mentees. The content of the letters was also analyzed, providing important information on program processes and outcomes I will discuss how this technique can be used across a variety of program and classroom contexts. To highlight this, symposium members will be given the opportunity to practice this technique by using the communal music and movement activity completed in the previous presentation. In small groups, members will begin to draft a hypothetical letter to the next cohort of symposium members reflecting on their experience and offering their advice.

Capturing Psychosocial Transformation in a Youth Development Program. Kelsey Deane, University of Auckland

Most youth development (YD) programs aim to engage young people in structured experiences that set in motion a transformative psychosocial process to cultivate youth thriving. Theory-driven evaluation designs (e.g. Donaldson, 2007) provide useful guidelines for researchers interested in uncovering the program mechanisms responsible for promoting change in YD programs, yet it is difficult to find an example of theory-driven evaluation research that captures the psychosocial transformation that should result from participation in a high quality YD program. In this presentation, I will describe such an example by outlining the processes used to develop Project K’s (a multi-component youth development program) theory of change. Findings from eight staff focus groups, 361 youth participants’ comments, four key program documents, and results from six previous Project K research projects were triangulated and integrated to produce a theory that reflects the transformative psychological process participants are thought to undergo as a result of their program experiences. The theory suggests that Project K reinforces participant growth with experiential learning and scaffolded support using a unique iterative and cyclical process that progresses individuals towards greater self-determination. A logic analysis (see Brousselle & Champagne, 2011) was then conducted to assess the plausibility of the proposed model against relevant research literature. This demonstrated that Project K incorporates the great majority of best practice principles discussed in the youth adventure, service-learning and mentoring program literature (the three key components of Project K). I will summarize the contributions of this theory-building process to organizational learning and development and to cumulative knowledge on youth development programming. Symposium members will also be invited to participate in a brief activity to design a theory of change focused on capturing the learning experienced across the three sessions.
044. Spirituality, Community Cohesion, Cultural-Religious Empowerment, and Environmental Justice: A Demand for Indigenous Human and Ecological Rights

Symposium
10:30 to 11:50 am
Dooley Memorial Classroom Building: MM 315

This panel collects four stories of the human-nature relationship in Indigenous communities told by researchers and a Mayan, Lacandon community artist and activist. Three stories interweave the voices of Nahuatl and Mayan community members and one story theorizes about current environmental policies on tropical islands. The diverse, narrated localities emphasize Indigenous sovereignty to sustain and maintain the rich biodiversity of their regions. Whilst the stories unfold in diverse geographical configurations, from the highlands of the Sierra Madre of Puebla, Mexico, embraced by rich Nahuatl cultural legacy; the polyphonious embroidery of the tropical Mayan jungles, surrounded by majestic spiritual sites such as Bonampak, Palenque and Yaxchilan to the soothing aroma of tropical islands and archipelagos, they weave together the demand for human and ecological rights. International and national public policies are critically analyzed while highlighting pervasive cultural impacts. The audience is invited to generate fertile dialogue for transformative policies that sustain and maintain the remainders of a still rich biodiversity as well as wisdom, spirituality, mythology, and renewed metaphors for multi-cultural social justice, environmental sustainability, and peace building.

Lastly, the audience is invited to perform the oral histories, collected through participatory action research, to revive the Indigenous lifeworlds for collective mobilization towards transformative social change.

Participants:

Popular Power and Contra Power: An Analytical Model to Promote Indigenous Community Empowerment. Nuria Ciofalo, Pacifica Graduate Institute

Empowerment is a multidimensional construct. This presentation proposes an organization of the diverse definitions concerned with empowerment. A model of Indigenous community empowerment is applied to two communities, a Nahuatl and a Mayan Indigenous community based on ethnmethodological and arts-based, participatory action research approaches to inquiry. The Nahuatl community study provided data to develop the model in interaction with community members. The Mayan community study involved children as the central participants and co-creators of new knowledge. The methodology included diverse approaches such as, dialogue, participatory observation, in-depth interviews, and arts-based inquiry. In the Mayan community study the use of symbols, dreams, storytelling, and theater allowed for crystallization of data to assess ecological impacts on the community psyche. The analysis of the model reveals that this construct is a feedback system composed of channels and phases of empowerment that can be stimulated and/or constrained by the external or internal system’s environment. Mexican rural policies are analyzed to assess their impact on autonomous community development. Outcomes of both case studies are integrated to reflect on the analytical interpretation of the model and to convey policy recommendations to sustain the natural and cultural environment. Cultural-religious empowerment is considered to be the main channel of empowerment in these two Mexican Indigenous communities. The value of the model is, mainly, its use as a tool for social intervention planning that includes: (a) the promotion of endogenous community capacity, (b) community organizing and mobilization, (c) community cohesion, and (d) popular power. These are considered to be key ingredients to assert Indigenous social justice, environmental sustainability, and cultural health.

The Role of Community Cohesion in the Development of Sustainable Indigenous Policies. Susana Estela Valle-Garcia, Instituto Politécnico Nacional

The multisectoral implementation of public policies in Mexico seeks to eradicate poverty, sustain the natural environment, and preserve the still alive, ancestral cultural manifestations. Policies were analyzed applying several methodological approaches to allow for triangulation of results. Surveys, depth interviews, and participatory observation were used to interact with the Mayan community of Lacanjá Chansayab, located within two Protected Natural Areas (PNA) of the state of Chiapas and subjected to a high degree of marginalization. The outcomes evidenced that: (a) governmental policy interventions were designed and are being implemented as a mechanism of control and dependency formation—they do not promote the productive community capacity of the indigenous population that seeks to constantly readapt its uses and cultural traditions; (b) the abundant but unequal flow of capital creates internal community disputes regarding the management and preservation of natural and economic resources; (c) contrary to the fact that poverty has not been even alleviated, there are increased poverty belts inside an already marginalized community; (d) ecotourism, as governmental policy, generates high impact commercial tourism controlled by regional, macro-economic networks that negatively impact the PNA; lastly, (e) the expected assumption that these policies would promote environmental and cultural sustainability do not sufficiently prioritize the reverse effects of social and cultural conditions that impact the natural environment. This study concludes that the classical governmental top-down approach imposes a linear and homogeneous model to heterogeneous cultural locations and fails to produce the expected outcomes. To strengthen the political power of Indigenous Lacandon areas, community cohesion reviving the Mayan culture needs to be addressed. This is a required condition to achieve ad hoc outcomes for bottom up local development thereby generating effective Indigenous participation in policy design and implementation.

Oral History and Theater in a Mayan, Lacandon Community: Indigenous Protagonists Raise their Voice for Social and Environmental Justice. Mario Chambor, Mayan community Lacanja, Chansayab

Mario Chambor is a Mayan actor, activist, and educator of the Lacanaj Chansayab community of Chiapas, Mexico. While planning and implementing a community service project, dedicated to the festivities of the end of the school year of this community’s elementary school, researchers, local teachers, and community members collaborated to represent the still existing, traditional and contemporary cultural power in Indigenous education and community development. Mario teaches a group of young actors to retake their wise oral history and to perform it communicating with the audience the demand to transform our lifeworlds in relation with all ecological species of our planet. A group of Lacandon children tell the ancestral history of the human relationship with nature, including our relation with animals of the jungle and the necessary ethic to live with the rich biodiversity and mythology of the Protected Natural Areas called the Blue Mountains. In addition, Mario revives the wise mythology of the ancestral Mayans in his majestic community performance entitled “Palenque Rojo,” under which he invites us to reflect about our deepest self in the creation and re-creation of a world rich in cultural and ecological diversity and in ethical forms of co-existence with nature and cosmos. This presentation will share videos of a theater performance carried on in the Lacandon community as well as some scenes of the community performance of Palenque Rojo. Mario will invite the audience to reproduce playfully the community intervention and to discern its consequences for public policy formulation to create new relationships among humans, animals, and plants; in sum, with nature, ecology, and cosmos.

Attitude, Behavior, Policy, Spirituality, and Place in Positive

A double blind trial for analysis of behavioral and attitudinal margins that foster positive human-nature relationships in Indigenous Peoples and Community Conserved Areas focused on sacred natural sites. The variable of spirituality—as an inherent intellectual construct on the spectrum of human rationality and systematic thinking—was specifically isolated and examined with respect to higher biodiversity yields, and compared to other categorized protected areas designated by the International Union for Conservation of Nature. Traditional Indigenous environmental practices that are contemporarily viewed as “sustainable” draw inextricably from a spiritual component that is always present in Indigenous cultures. With the purpose of developing an ideological framework that can be both applied and that is contextually and culturally salient, examples of this phenomenon are examined in the context of tropical island ecological settings. These places provide fractual glimpses of principles that can be extrapolated to archipelagos and other lithospheric area networks. This study examines existing research within locally managed community areas to assess possible correlations between and among different policy measures, governance structures, management actions, and the preservation of biocultural and biological diversity. Population viabilities for indicator species are considered and trophic levels are analyzed with inclusion of human populations and expressed levels of happiness, well-being, and livelihood. Lastly, this study seeks to scrutinize traditional research funding paradigms and how undue time, financial constraints, and uni-variate evaluation schemes confound and bias results. Liberally developed studies would more readily and more significantly contribute to inter-species cooperation as well as cross-ethnographic tolerance and understanding. The results from these studies may contribute to equitable worldwide prosperity and peace building.

Session Organizer:

Nuria Ciofalo, Pacifica Graduate Institute

045. Thriving in the Undergraduate Community Psychology Classroom: Experiential Learning

Symposium
10:30 to 11:50 am
Dooley Memorial Classroom Building: MM 316

Experiential learning -- learning rooted in the direct experience of the student -- is highly relevant to community psychology. It aligns with core values of our field, and it can prompt student learning as well as civic engagement, social justice, and community betterment. In the April 2013 issue, the Journal of Prevention and Intervention in the Community published a collection of papers on experiential learning for undergraduates enrolled in community psychology courses, including (1) individual and group service-learning exercises; (2) other strategies for using community experiences to augment in-class learning; and (3) ways of having students draw upon prior out-of-class or in-class community experiences to increase student understanding. The authors of the papers in this special issue will gather at this session to discuss their teaching strategies. Following brief introductory remarks by the guest editors, the authors will have posters outlining their experiential teaching methods and techniques set up throughout the room. Attendees will circulate among the posters to discuss their teaching ideas. Copies of teaching exercises and materials will be provided. The session will close with discussion and audience observations.

Participants:
The Praxis Assignment: Experiential Learning in a Large Social-Community Psychology Class. Irene Cruze, University of California, Santa Cruz; Danielle Kohfeldt, University of California-Santa Cruz

Community-Partnered Needs Assessment: A Strategy to Teach College Students about Health Disparities. Farrah Jacquez, University of Cincinnati; Stephanie Ghantous, University of Cincinnati

Experiencing Community Psychology through Community-Based Learning Class Projects: Reflections from an American University in the Middle East. Mona Ameer, The American University in Cairo; Salma Nasr Mohamed, The American University in Cairo; Vincent Ganzon, Wake Forest University

Photovoice as a Pedagogical Tool in the Community Psychology Classroom. Lauren Lichty, University of Illinois at Urbana-Champaign

Promoting Learning and Critical Reflexivity Through an Organizational Case Study Project. Kritika Malhotra, University of Miami; Andrea Headley, University of Miami; Scot Evans, University of Miami

Star Power: An Experiential Learning Exercise to Foster Ecological Perspectives on Power, Privilege, and Oppression. Nkiru Nwajulezi; Christina Campbell; Kalleigh Landstra, Michigan State University; Cortney Vandegrift, Michigan State University

Pedagogy of the Logic Model: Teaching Undergraduates to Work Together to Change Their Communities. Lindsey Zimmerman, University of Washington School of Medicine; Zohra Kamal, Georgia State University; Hannah Kim, Georgia State University

Two Approaches, One Course: An Experience in Experiential Learning. Ashlee Lien, Wichita State University; Sharon Hakim, Wichita State University

Experiential Teaching in an Adult Development Course: Promoting an Understanding of Intergenerational Interactions. Stephanie Wilsey, Carlow University; Nate’ Y. Arnold, Carlow University; Marcia M. Criado, Carlow University; Alexandra Mykita, Carlow University

Session Organizer:

Suzanne M. Phillips, Gordon College

Chair:

Michele Schlehofer, Salisbury University

Discussant:

Suzanne M. Phillips, Gordon College

046. POSTER SESSION A

Poster Session
12:30 to 2:15 pm
Fieldhouse at the Bank United Center: Poster Session
Poster Session A - Thursday 12pm - 1:45pm

INDIVIDUAL ABSTRACTS CAN BE FOUND AT THE END OF THE PROGRAM

047. Organization Studies Interest Group Meet & Greet

Business Meeting
12:45 to 1:45 pm
Dooley Memorial Classroom Building: MM 209

In the session, I will be inviting anyone who is interested in the Organization Studies Interest Group to attend, meet the leadership, and get to know each other over lunch. In addition, we will orient folks to the big issues that the interest group has been working on, and share our individual
connections to the interest group.

Session Organizer: 
Neil M. Boyd, Bucknell University

048. Publications Committee Meeting
Business Meeting
12:45 to 1:45 pm
Dooley Memorial Classroom Building: MM 211
Please join us for an open Publications Committee meeting. We invite your interests, ideas, and engagement.

Session Organizers: 
Roger Mitchell, North Carolina State University at Raleigh
Meg Bond, University of Massachusetts-Lowell

049. Rural Interest Group Meeting
Business Meeting
12:45 to 1:45 pm
Dooley Memorial Classroom Building: MM 212
Please join the Rural Interest Group to introduce yourself and learn about our respective teaching/learning, research, practice, and professional development activities.

Session Organizer: 
Susana Helm, University of Hawaii at Manoa

050. Self-Help Interest Group Meeting
Business Meeting
12:45 to 1:45 pm
Dooley Memorial Classroom Building: MM 213
The Self-Help/Mutual Support Interest group is an international organization of researchers, self-help leaders, and policy makers that promotes research and action related to self-help groups and organizations. At our meeting, we will discuss our proposed APA Resolution on Self-Help Groups, identify our goals/plans for the next two years, and introduce our new Co-Chairs.

Session Organizer: 
Greg Townley, Portland State University

051. Facilitating and Enhancing Readiness in Community-Based Organizations: R = MC^2
Symposium
2:15 to 3:35 pm
Whitten Learning Center: LC 180
There are many challenges when we facilitate the introduction of innovations into community-based organizations. One critical component is how ready an organization is to adopt a change. The concept of readiness is well established in the field of individual change. Miller and Rollnick (2002) suggest that a person must be both able and willing in order for a particular behavioral change to take place. This simple observation also can be applied to organizational-level change. Organizational readiness for change involves two dimensions: the organization’s motivation to and capacity to implement intentional change. Organizations vary in their capacities, the knowledge, skills, and abilities that are needed to implement an innovation. Capacities can be further subdivided into general capacities, those which can be applied to any innovation, and those which are innovation-specific. Simply having the requisite amount of organizational capacity, however, will not be sufficient to insure successful implementation. There needs to be organizational willingness to adopt the new innovation. Organizational motivation is an often neglected part of the change process, although many authors have referred to concepts such as buy-in among relevant stakeholders. Taking into account motivation and capacities, organizational readiness can be defined in the following way: Readiness = Motivation x General Capacity x Innovation-Specific Capacity or, R= MC^2 In this symposium, we will discuss: 1) Advances in conceptualizing organizational readiness accounting for these three unique factors, 2) Different measurement strategies pertaining to these factors in three community-based projects, and, 3) The readiness-building implications of how an R = MC^2 model can support organizational development (e.g. training, technical assistance, etc.). We will facilitate audience discussion about how this heuristic can be applied to audience’s own projects and research.

Participants:

Components of Organizational Readiness: An Overview.
Jonathan Scaccia, USC; Jason Katz, USC; Abraham Wandersman, University of South Carolina-Columbia
Organizational readiness can be thought of as involving three components: 1) The general capacities of an organization to adopt any innovation, 2) the innovation-specific knowledge, skills, and abilities that are needed to put a particular innovation into place, and, 3) the willingness and motivation of an organization to adopt an innovation. An organization’s readiness to implement an innovation will be dependent on all three of these variables. Although these dimensions can be orthogonal, their precise relationships will vary depending of the complexity and scope of the innovation. A “zero” quantity in any of these variables will indicate that the organization has no readiness to implement. We propose that conceptualizing organizational readiness in this manner is a method to enhance the ability of community-based organizations to translate, support, deliver, and evaluate innovations. We will discuss how these factors can vary and interact in a way that provides perspective on how community stakeholders and researchers can recognize and better work with organizations in order to enhance the likelihood of positive implementation. Some examples will be provided from a systems of care initiative for substance-abuse treatment.

Ready for PLAY: Assessing program readiness for the Positive Leisure Activities for Youth (PLAY) Program. Brittany Cook, University of South Carolina; Nicole Zarrett, University of South Carolina; Abraham Wandersman, University of South Carolina-Columbia
The Positive Leisure Activities for Youth (PLAY) Program is an intervention to increase physical activity (PA) within after-school youth development (YD) programs. PLAY aims to: 1) systematically observe the PA motivational climate of YD programs, and 2) to design/implement a PA intervention that has been specifically tailored to the program’s Healthy Lifestyles mission. Despite this shared mission, the capacities of individual sites and the motivation of program staff and youth vary. PLAY is bridging the research-practice gap by: 1) examining the existing capacities of each program, 2) assessing staff and youth motivation for PA and to implement a new intervention, and 3) adapting the PLAY intervention to fit within the unique capacities and motivational climate of each program.

Assessing Evaluation Readiness in Homeless Services. Jennifer Castellow, University of South Carolina-Columbia; Betsy Davis, University of South Carolina-Columbia
This presentation will describe how the Getting to Outcomes® (Chinman et al., 2004) framework was utilized to enhance the ability for a newly developed homeless services organization to thrive in the Southeast region of the United States. Building evaluation capacity was critical to (1) securing funding, (2) informing the refinement and modification of current programs, and (3) providing a more systematic way to monitor client progress. Central to this process was a consideration of the structure and social climate of the organization as well as the historical, political, and fiscal context of the surrounding community. Our presentation will emphasize how addressing evaluation capacity allowed for a deeper exploration of intra-organizational motivation as well as general organizational capacity.

Session Organizer: 
Jonathan Scaccia, USC
Chair: Abraham Wandersman, University of South Carolina-Columbia
Symposium
2:15 to 3:35 pm
Whitten Learning Center: LC 182

052. Using community psychology to engage young people in environmental action: An empirical exploration

The key to creating a movement toward a more environmentally sustainable and just world may be to engage and empower the younger generation whose future is at stake. Many cultural revolutions and political movements have been driven by younger generations. Thus, it is important that we explore how to engage youth and empower them to create their own vision of what a sustainable future for them should look like.

Community psychology (CP) has a lot to offer in this regard. In this symposium the presenters will discuss several empirical studies that explored the effectiveness of CP approaches in engaging youth in environmental action. The first presentation and chair of this session will provide an introduction to the topic of this symposium by reviewing some of the key concepts, theories and best practices of youth engagement in environmental issues. Following this introduction, the presenter will provide some initial insights from the multi-national study Youth Leading Environmental Change. The second presenter will demonstrate how CP can be used to support waste management in a high school. Using social network maps, the researchers explored the social transmission of waste-related behaviour from individuals to their friendship groups and the wider peer social network. The third presenter will present research evaluating a method comparison group design to study the effectiveness of a 10-hour workshop on principles of critical psychological theory to real world situations through their experiences and feelings about environmental issues. The two guiding theoretical frameworks of this course are critical pedagogy and community based-learning. The final presenter will discuss the innovative program Maui’s Dolphins Litter Challenge and data that was collected to better understand what behaviours and motives had contributed to the observed reduction in litter. The chair will conclude the session with a brief discussion highlighting common elements and differences among the presentations and implications for future research.

Participants:

Using community psychology to engage young people in environmental action locally and internationally. Manuel Riemer, Wilfrid Laurier University

Engaging young people in environmental action is critical to creating a lasting movement toward a more sustainable world. In this first presentation the chair of this symposium will provide an introduction to the topic by reviewing some of the key concepts, theories and best practices of youth engagement in environmental issues. In addition, the presenter will highlight some of the key community psychology concepts and approaches that are relevant for youth engagement in environmental action. Following this introduction, the presenter will provide some initial insights from the multi-national study Youth Leading Environmental Change. This longitudinal study uses a mixed-method comparison group design to study the effectiveness of a 10-unit environmental justice workshop, which was implemented in six countries (Bangladesh, Canada, Germany, India, Uganda, and the USA). The workshop was developed based on principles of critical consciousness, ecological system thinking, empowerment, action competency, and environmental justice. Some insights and findings from the implementation of these workshops and the initial data collection will be presented.

Using community psychology to support waste management in a high school. Jenny Long, University of Auckland

Schools provide a key platform to shift environmental knowledge, attitudes, everyday behaviour and environmental leadership in a large cohort of young people. Through a long-term partnership with a local high school in Auckland, New Zealand we have been involved in a range of activities that support opportunities for environmental action. Recently our partnership has concentrated on a new waste management system that ensures waste is recycled and composted where possible. The project involved new bins that separate recycling, compost and landfill; incentives for waste streaming; audits and feedback to the school; attempts to de-stigmatize picking up other’s rubbish, teacher enforcement; litter clean-ups and educational activities. Our research focused on monitoring attitudes and understanding the social processes associated with waste-related behaviour. In particular we were interested in the social transmission of waste-related behaviour from individuals to their friendship groups and the wider peer social network. A range of data demonstrated changes in recycling and littering behaviour, attitudes and perceived encouragement from friends. Waste audits and questionnaire data suggested large changes in behaviour. Focus groups suggested that many students played an active role in encouraging their friends to use new waste management systems. Social network maps revealed friendship clusters with similar rates of littering and recycling. Whilst there has been an 85% increase in the waste diverted from landfill as a result of the project, more work is required to target friendship groups yet to fully engage with the new waste systems.

Green Classrooms: Exploring an Example of Community-Based Learning in the Context of a University Course on Environmental Issues. Livia Dittmer, Wilfrid Laurier University

This paper describes a course offered at Wilfrid Laurier University entitled “Psychology, Environment, and Action.” Through a collaborative approach involving faculty members, the Laurier Centre for Community Service Learning (LCCSL), and several community-based environmental organizations in Waterloo Region, this course engages students in an action-oriented learning experience. The approach taken by this course integrates community-based learning, relevant psychological theory of behaviour change, and critical reflection on personal experiences and feelings about environmental issues. The two guiding theoretical frameworks of this course are critical pedagogy (particularly its emphasis on critical social engagement and on cycles of action and reflection) and community service-learning (which took the form of semester-long group projects, each one supervised by a community partner organization). In order to explore the impacts of this course on the students’ thinking and behaviour, a mixed-methods study was implemented for which data was collected from the perspective of the students, the course professor, the LCCSL, and the community partners. Main findings and conclusions from this study will be described. Initial findings suggest that students’ participation in this course exposed them to course content, information and opportunities that heightened their participation in environmental issues on several levels, including their personal and family lives and their involvement with the community and the university. The students’ consciousness of environmental issues reflected an increased awareness of the social dimensions of climate change and the impacts of power and privilege on outcomes related to health and psychological well-being in the context of environmental injustice. Finally, the ability to apply psychological theory to real world situations through their community service-learning projects contributed to the students’ confidence in their ability to pursue future employment in professions that are environmentally and socially beneficial.

The Maui’s Dolphins Litter Challenge: Motivating action through high school students desire to do good. Niki Harre, University of Auckland

The Maui’s dolphin is said to be the world’s rarest marine mammal, with only 55 adult dolphins at last count (WWF NZ, 2012). Our research team challenged a local high school in Auckland, New Zealand to earn money for the WWF’s campaign to protect these dolphins by not littering. Each week for three weeks we pledged to donate $200 to the campaign, but for every piece of litter we found in a target area at school, $1 would come off the total. In weeks two and three of the challenge we also...
prepared posters and education designed to present not-littering as normative, to inform students about the plight of the dolphins and to show how the campaign can protect them. In pre-
challenge litter audits we found between 104 and 175 (mean = 136) pieces of litter in the target area each day. During the campaign we found between 28 – 118 (mean = 67) pieces per
day. Overall, $463 was donated to the WWF campaign. Surveys were conducted with students and staff to understand what
behaviours and motives had contributed to the reduction in litter.

Session Organizer:
Manuel Riemer, Wilfrid Laurier University

Chair:
Manuel Riemer, Wilfrid Laurier University

053. Landing work among the diverse careers for Community Psychologists
Roundtable Discussion
2:15 to 3:05 pm
Whitten Learning Center: LC 184

While the first question most prospective students to the field of community ask is, “What types of job can I get with this degree?” Once that is answered, a whole host of other questions become important. How do I position myself for a career in community psychology? How do I successfully pursue a CP practice job – How do I find out about the job openings? (because ads never say they are looking for a community psychologist), When applying for them how do I best present my unique set of skills? Seven community psychologists from a variety of settings will discuss the necessary preparation and networking required in their current and past CP jobs, how they found about these jobs and the community psychology competencies they used in their work. Steps to earning positions in settings such as non-profits, government, consulting, evaluation, and schools will be presented. Each presenter will initially present for five minutes, and then the remainder of the session will be dedicated to discussion and questions.

Presenters:
Susan M. Wolfe, Susan Wolfe and Associates, LLC
Shepherd Zeldin, University of Wisconsin-Madison
Kate Landon, The New York Women's Foundation
Evelyn Yang, National Coalition Institute
Natalie Brown, Common Thread Consulting

Session Organizers:
Judah J Viola, National Louis University
David Chavis, Community Science

Chair:
Judah J Viola, National Louis University

054. Preparing for Tenure and Promotion
Roundtable Discussion
2:15 to 3:05 pm
Whitten Learning Center: LC 190

For early career academics, the process of tenure and promotion can seem daunting. The early career task force is hosting a roundtable on preparing for tenure and promotion. This roundtable is designed to provide advice and guidance on the tenure and promotion process. Topics covered will include tips on organization, key elements in successful files, suggestions of ways to prioritize competing demands and opportunities, and promoting work-life balance on the tenure clock. Additionally, the types of evidence generally included in a tenure or promotion packet will be discussed, including how to best present oneself and suggestions for highlighting the importance of the type of work community psychologists do. Members of this round table represent an array of types of institutions and include both faculty recently tenured, and those who have served on a multitude of tenure committees. This will be an interactive discussion in which presenters will address questions generated both through the early career listserve and from session attendees. There will be ample time provided for questions to the presenters and discussion among all participants in the room. Further, resources on organizing and preparing the tenure and promotion packet will be distributed.

Presenters:
Holly Angelique, Pennsylvania State University-Harrisburg
Meg Bond, University of Massachusetts-Lowell
Maury Nation, Vanderbilt University
Stephanie Reich, University of California-Irvine
Michele Schlehofer, Salisbury University
Yolanda Suarez-Ballez̃azar, University of Illinois at Chicago

Session Organizers:
Michele Schlehofer, Salisbury University
Stephanie Reich, University of California-Irvine

055. What Does Community Psychology have to Offer Back to Mainstream Psychology?: Community-Engaged Psychological Science (CEPS)
Roundtable Discussion
2:15 to 3:05 pm
Whitten Learning Center: LC 192

Community psychology started in many ways as a movement away from more traditional forms of laboratory and one-on-one clinical psychology. In recent years, within psychology, there has been a greater realization of the need for the broader field of psychology to connect with the community. Therefore community psychology, it may be argued, has become more important for a variety of different types of psychologists. In other words, regardless of whether a psychologist's primary focus is education in academia, research, or clinical work, there is a need for more community-engaged psychological science (CEPS). The extension of more traditional forms of psychology out in the community is likely to benefit by taking advantage of the vast knowledge offered by community psychology. Through CEPS, the broader field of psychology can benefit from taking approaches that emphasizes wellness and justice. The broader field of psychology can work to emphasize values, collaboration, participatory approaches, systemic thinking, empowerment, and other community psychology principles. The group of community psychologists presenting in this session were invited to a conference with more traditional psychologists at an American Psychological Association event focusing on community outreach. This group of community psychologists are optimistic that community psychology can have a beneficial influence on the broader field of psychology. There is a question, however, of how well these approaches will be accepted and utilized by psychologists who have very different forms of training that is not community-based. The goal of this roundtable is to reflect on what community psychology has to offer mainstream psychology, what risks are involved, and what benefits can from such a collaboration.

Presenters:
Isaac Prilleltensky, University of Miami - School of Education and Human Development
Brad Olson, National Louis University
Sharon Lambert, George Washington University
Laura Kohn-wood, University of Miami
Shabnam Javdani, New York University
Jessica Goodkind, University of New Mexico
Joseph Patrick Gone, University of Michigan-Ann Arbor
Nicole Allen, University of Illinois at Urbana-Champaign
Mark Aber, University of Illinois at Urbana-Champaign

Session Organizers:
Brad Olson, National Louis University
Sharon Lambert, George Washington University

056. Organization Studies Interest Group Info Session
Roundtable Discussion
2:15 to 2:45 pm
Building an Effective Early Childhood System: Lessons Learned about Critical Levers for Systems Change and Essential Knowledge Utilization Processes

Symposium
2:15 to 3:35 pm
Dooley Memorial Classroom Building: MM 208

It is widely recognized that an effective early childhood system is critical to ensuring that young children thrive and enter school ready to learn (Klein, 2012). Unfortunately, in most communities and states, early childhood efforts are typically episodic and uncoordinated and lack a systems focus that includes collective planning, collaborative learning and shared goals (Kagan & Kauerz, 2012). Consequently, young children and families often do not get their needs met and kids enter school with numerous challenges that impede their learning (Kagan & Kauerz, 2012). To address these limitations within Michigan, the Early Childhood Investment Corporation promotes state and local level systems change within the early childhood arena. Recognized nationally for their innovative approach to system building, the Investment Corporation has developed a unique infrastructure that includes a multi-stakeholder collaborative and a parent coalition in every county in Michigan. These two entities work collaboratively to build a more responsive community context and develop a more integrated and effective early childhood system. This session will describe Michigan State University’s five-year partnership with the Investment Corporation and their efforts to understand and improve the effectiveness of this early childhood system building work. The first paper will first explore the composition and purpose of the local partnerships, the nature of their system building work, and our longitudinal evaluation findings that have identified critical levers for promoting systems change. For the second portion of the session, we will examine the processes used to promote effective knowledge transfer and use of evaluation findings at the local and state level and how the knowledge utilization process was designed to further promote systems change. To complete the session, continuing in the spirit of collaboration, the attendees will be asked to participate in an open space process where they can self-organize into groups around the critical levers for change and key knowledge utilization processes and explore these components within their own areas of work.

Participants:
Leveraging Systems Change within the Early Childhood Arena: The Great Start Approach. Joan Blough, Early Childhood Investment Corporation; Pennie Foster-fishman, Michigan State University; Mei You, Michigan State University; Charles Collins, Michigan State University; Jennifer Mortensen, Michigan State University; I-Chien Chen, Michigan State University

This paper discusses the unique design, function, and impacts of the statewide Great Start Infrastructure, a systems building partnership between 54 local multi-sector collaboratives and parent coalitions that work together to create authentic parent leadership and voice, generate public will, and promote a more effective and responsive early childhood system. The processes used to build this infrastructure will be described along with the findings from the longitudinal evaluation designed to assess the processes and outcomes of this infrastructure. Key findings identified several critical levers for systems change, such as promoting equity, addressing root causes, building local readiness for change, and pursuing authentic voice. These levers will be described as well as example tactics pursued at the local level to promote these levers.

Building System Capacity through Effective Knowledge Utilization. Pennie Foster-fishman, Michigan State University; Abby Wattenberg, Michigan State University; Kathryn McAlindon, Michigan State University; Jennifer Lawlor, DePaul University; Joan Blough, Early Childhood Investment Corporation; Alissa Parks, Early Childhood Investment Corporation

This paper will describe the collaborative partnership between the Early Childhood Investment Corporation (ECIC) and Michigan State University and the strategies they developed to promote the utilization of evaluation findings in 54 early childhood community collaboratives and Parent Coalitions. To increase the relevance and use of evaluation findings, partners developed an action learning orientation to the feedback process, presenting customized local evaluation reports as the data for consideration and analysis at the local level, generating local discourse processes to support critical thinking around the findings, linking state-level technical assistance to support learning and action, and embedding relevant action steps into required planning processes. This paper will describe: 1) A description of the collaboration between ECIC and MSU including the co-designed evaluation and elements of this partnerships that promoted effective evaluation use; 2) the innovative strategies used to promote utilization of evaluation finding and the types of evaluation findings most likely to be used; and 3) lessons learned about how to promote effective use of evaluation findings in a statewide project.

Session Organizer:
Kathryn McAlindon, Michigan State University

Chair:
Pennie Foster-fishman, Michigan State University

Helping Students Thrive by Creating Equitable Schools
Symposium
2:15 to 3:35 pm
Dooley Memorial Classroom Building: MM 209

In 1848, Horace Mann wrote that education, “beyond all other devices of human origin, is a great equalizer of the conditions of men [sic]” and asserted that public education had the power to prevent poverty (p. 154). However, more than 160 years after Mann advocated for the creation of public schools in the United States, dramatic disparities and academic underachievement characterize the U.S. education system. For example, only 16% of Black and 16% of Hispanic/Latino 4th graders can read at their appropriate grade level or above (National Assessment of Educational Progress, 2007), and Black students are three times more likely than White students to be suspended from school (Children’s Defense Fund, 2010). Despite numerous educational reforms, the achievement gap between the privileged and the marginalized remains large (Kao & Thompson, 2003; Reardon, 2011). This symposium will present to two papers focused on creating more equitable schools for all students. In a statewide sample of schools, the first study found that SES and race were significant predictors of standardized achievement scores after controlling for other factors. The second paper developed a model of Student Empowerment and revealed that equitable classroom environments have more empowered students, with greater effects for students of color and lower socioeconomic status. Together, these papers suggest the need for educational interventions that incorporate the larger socio-cultural context and consider new ways to engage marginalized students. The symposium will conclude with a discussion around the implications of these studies for educational interventions, reform, and classroom practices.

Participants:
The Powerful Impact of Socio-Economics and Race on Standardized Academic Test Scores: Implications for Interventions and School Turnaround. Maurice J. Elias, Rutgers University; Gywon W White, Rutgers University;
Creating Empowering Schools for Marginalized Students. "Empowering" high school was used to develop a Student Empowerment Model. This model provided a helpful framework for the process of student empowerment and identified characteristics of empowering classrooms and schools including: equitable teacher-student relationships, shared decision-making, valued student leadership, and teacher empowerment. To test these relationships, surveys were administered to teachers and students at five urban high schools. Data revealed that student empowerment was predicted by positive teacher-student relationships, prosocial teacher power use, and sense of community in the classroom over and above demographic factors (race, gender, age, parental education level). Further “empowered” students were less likely to skip class and get in trouble and more likely to participate in school activities, report better grades, and express higher educational expectations than “disempowered” students. While race/ethnicity and SES were not independent predictors of student empowerment, the effect of empowering classrooms and schools remained significant in 3rd grade to 8.4% of overall Language test variance and 54.9% and 61.6%; p<.001 for both) in 11th grade to account for greater than half of overall Language and Math test variance (54.9% and 61.6%; p<.001 for both) in 11th grade. Even after controlling for the factors in Step 1, the influence of SES factors of district income level and percent free/reduced lunch Step 2 assessed the impact of the percentage of Black and Hispanic students within the school. Step 2 of the model revealed that the influence of SES on test scores is both highly significant and increases from 3rd grade to account for greater than half of overall Language and Math test variance (54.9% and 61.6%; p<.001 for both) in 11th grade. Even after controlling for the factors in Step 1 and SES in Step 2, by 11th grade the impact of race increased from non-significant in 3rd grade to 8.4% of overall Language test variance and 8.3% of overall Math test variance (p<.001 for both). These results suggest that, above the other factors frequently targeted for intervention, there remains a serious and concerning influence of SES and, independently, race, on academic achievement scores. These results have significant implications as they suggest that school level interventions to improve academic achievement scores will be stymied by the impact of socioeconomic and racial factors.

Creating Empowering Schools for Marginalized Students. Chris Michael Kirk, Atlantic Health System; Rhonda Kay Lewis, Wichita State University; Kyrrah K Brown, Wichita State University

In an educational system marred by inequity, urban schools in the United States must find ways to help students from marginalized groups succeed. To date, most educational reforms have been built on “deficit-based” models that ignore the larger sociocultural context and blame students and teachers for a lack of academic success. In contrast, Paulo Freire (and those who followed him) advocated for an educational system that is characterized by shared power between students and teachers. To better explore the process by which students are empowered to succeed, a series of studies were conducted in urban high schools in the Midwestern U.S. First, an ethnographic case study of an

Participants:
Effects of Scattered Site Supportive Housing on the Social and Economic Integration of Men Formerly Homeless. Geraldine L Palmer, Consultant

Housing advocates, providers and policy makers have been concerned about housing for nearly a half of century—with huge efforts to transform urban public housing undertaken in the last ten to twenty years. Most US cities have demolished their public housing developments in favor of scattered site supportive housing and mixed-income developments. Research is available on the impact of this housing trend, but much more research
needs to be conducted to get a fuller picture of the success or failure of public housing transformation. Questions include, has this movement to deconcentrate and desegregate housing worked? Or does NIMBYism (“not-in-my backyard”) still stand in the way of progress? Dr. Palmer will present the results of her dissertation examining five factors (resident satisfaction, sense of community, income, neighbors’ perceptions and property values) to determine the impact of scattered site supportive housing in one affluent community in Chicago. The results of the study found no evidence of NIMBYism from the neighbors or community members where several scattered site properties were located, and the presence of scattered site supportive developments did not diminish property values. However, as we put forward efforts to enhance community openness to communal and supportive residences, this study is important to help us understand the factors needed to mitigate and even eradicate NIMBYism in other communities, and continue to develop effective housing interventions.

Resident Perceptions of Project-Based Housing First: Tackling “Not in My Housing Program”. Molly Brown, Northwestern University

Congregate, or project-based, Housing First programs have demonstrated both effectiveness and efficiency in housing formerly homeless adults with serious mental illness and/or substance use disorders. However, the structure of project-based programs providing housing for large numbers of individuals under one roof makes them prone to community resistance or “not in my backyard” (NIMBY) messages. Community members often voice concerns about increased crime and decreased property values associated with the integration of a concentrated population of formerly homeless individuals into their community. Such resistance can hinder the development of project-based Housing First programs, often prompting legal intervention. However, is it possible that Housing First residents share many of the same concerns raised by the broader neighborhood? Dr. Brown will present results from a study conducted with residents of a project-based Housing First program located in a middle-class Seattle neighborhood. The survey evaluated resident perceptions of their living environment. Results suggest that residents identify drugs and crime as primary neighborhood problems, which are largely congruent with themes raised by community members in opposition of the development of Housing First programs. A resident of project-based Housing First will be present via webcam to discuss personal experiences of NIMBYism within and outside of the housing program. This study sheds light on the need to differentiate NIMBYism from actual challenges that exist within housing programs in order to promote interventions to improve resident and community satisfaction with project-based Housing First.


The challenges of prisoner reentry and successful community reintegration have been well documented in the literature. Individuals who exit criminal justice systems are limited in their opportunities for employment, education, housing, and financial support. State-level policies add to the complexities of the community reentry and reintegration process, as states frequently impose restrictions on formerly incarcerated individuals’ life opportunities. These policies restrict opportunities for tangible resources in housing, education, employment, voting, and other areas throughout the reentry process, and often for the rest of their lives. One underlying factor that may exacerbate the challenges of successful community reentry and state-level policies is the stigma associated with the ‘ex-offender’ label. Perceived stigma for the ‘ex-offender’ label may result in adverse coping strategies, which include limited social interactions, poor mental and physical health, and decreased service utilization. Unfortunately, no studies have demonstrated the relationship between state-level policies, perceived stigma, and coping strategies among community-based ‘ex-offenders.’ Thus, this presentation will describe how we used a scale that ranked state’s re-entry policies (Legal Action Center, 2009) to conduct multi-level analyses to examine how state-level re-entry policies impacted individual-level perceived stigma and coping strategies among a national, community-based sample of self-identified ex-offenders. The benefits and challenges of using state-level data as well as the potential for a greater impact and understanding of policy will be highlighted.

Session Organizer: Molly Brown, Northwestern University
Chair: Molly Brown, Northwestern University

060. Disability & the Workforce: Individual Placement & Support (IPS) Model Roundtable Discussion 2:15 to 3:05 pm Dooley Memorial Classroom Building: MM 212

Disability & the Workforce: Individual Placement & Support (IPS) Model Chairperson: Kimberly Martin, PhD The unemployment rate for individuals with disabilities is considerably higher than the general population. Initiatives through state Rehabilitation programs encourage individuals with disabilities to seek employment as well as offer incentives for companies that employ those individuals. However, there is a significant gap in the literature addressing why individuals with disabilities are not employed. People with disabilities encounter a number of barriers as they make the decision to enter the workplace. The 1992 Rehabilitation Act reinforced vocational rehabilitations importance on employment of people with severe disabilities. The Act provided access to services by revising the rehabilitation process, and supported policy on individual and community involvement in the rehabilitation process. The ideology of the rehabilitation process is to assist individuals in becoming job ready. As a result, the process could take individuals with disabilities months or even years to reach the goal of job readiness. The Individual Placement and Support (IPS) Model is an evidence based practice that integrates mental health and vocational services and has been shown to produce positive outcomes for individuals with severe mental illness in achieving competitive employment. The IPS philosophy is that employment is part of their recovery. The IPS approach is to place an individual into employment as soon as possible, placing less emphasis on the traditional concept of employment readiness. It is believed that working is therapeutic for many individuals with mental illness and therefore contributes to their recovery. Studies show with continual supports the implication of IPS improves long term well being, is cost effective and has a high rate of successful implementation over time. In this session, there will be an overview of the IPS Model and engage in meaningful discourse regarding the implications of IPS.

Session Organizer: Kimberly M Martin, National-Louis University


The SCRA Prevention and Promotion Interest Group (PPIG) proposes an innovative symposium addressing issues and challenges in developing culturally-anchored preventive interventions and policies across different cultural contexts. Following a brief overview of how community psychology has addressed interconnections between culture, social justice, prevention, and community well-being in the past, all symposium participants will share briefly their research and practice experiences in designing and implementing culturally-relevant interventions with
culturally-different contexts. The next segment of the symposium includes brief presentations of four research projects around the world which demonstrate the challenges and promise of considering culture in the design of prevention programs: a) Connections, a family intervention in South Florida shows the benefits of participatory processes to enhance cultural relevance and increase program participation; b) the need for evidence-based prevention programs targeted to marginalized groups is illustrated by a study of Ho`ouna, a school-based substance abuse prevention in rural Native Hawaiian communities; c) an assessment of smoking at an Egyptian university is used as a basis for discussing the limits of employing American approaches to smoking cessation across cultural contexts, and the potential for more culturally-relevant smoking prevention programs and policies; and d) preliminary findings on a recent survey of Brazilian migrant workers in rural Japan will focus on the role of community readiness and sense of community in the design of prevention programs from a social justice framework. After individual presentations, the symposium will continue involving the panelists and audience for questions and answers. Finally, the discussant will lead the audience for an integrative summary discussion of the entire symposium.

Participants:
Learning how to learn: Using qualitative methods to address multicultural issues in preventive interventions. Diana Formoso, Center for Psychological Studies, Nova Southeastern University; Sasha Stok, Nova Southeastern University
Connections is a school-based, family-focused preventive intervention intended to enhance coping skills, social support, and parent-child relationships, and ultimately, to foster parent and child well-being for low-income, ethnic minority and immigrant families. Culturally-adapted interventions have demonstrated the potential to strengthen family relationships and promote child well-being. Such adaptations ideally are guided by cultural analysis that informed our work with Latino, West Indian, and Haitian families in South Florida. In such situations, it can be adaptive to adopt a “learning how to learn” perspective (Trickett & Formoso, 2007), where interventionists educate themselves on the context, culture, strengths and needs of a community to guide intervention efforts. This presentation describes the use of qualitative research methods to learn about the communities of interest at each stage of the intervention, including: (1) focus groups and qualitative interviews with parents and children; (2) consultation with cultural brokers (e.g., bilingual faculty and school counselors); and (3) satisfaction surveys assessing participant perceptions of Connection’s effectiveness, cultural competence, and contextual relevance. This process led to the inclusion of multiple topics of particular relevance to participants: the impact of multiple, chronic and uncontrollable stressors on family life; faith-based coping; cultural values supporting hierarchical parent-child relationships; children’s cultural brokering and family work; acculturation and parents’ socialization practices; and the legal limits of corporal punishment in Florida. A learning how to learn approach (e.g., drawing on existing relationships with cultural brokers) was critical to responding to the needs of Haitian participants in real time after the 2010 earthquake in Haiti. Ethnic and acculturation differences in participant engagement (assessed via attendance rates and participant satisfaction ratings) will be presented. Implications of using participatory processes to enhance the cultural competence and contextual relevance of preventive interventions and increase participant engagement will be discussed.

Ho`ouna Pono: School-based substance use prevention in rural Native Hawaiian communities. Susana Helin, University of Hawaii at Manoa; Scott Okamoto, Hawaii Pacific University
Introduction. The broad purpose of this program of research is to develop socio-culturally relevant drug prevention focused on the indigenous Hawaiian youth. Native Hawaiian youth consistently represent the largest proportion of public school students in the State of Hawaii and tend to reside in rural locations. Hawaiian youth consistently have reported the highest rates of drug use among ethnic groups in Hawaii, participate in the highest rates of drug use in rural areas. Compared to other ethnocultural groups, drug use onset tends to be earlier among Hawaiian youth, with more severe consequences. While there have been substantial efforts in recent years to develop drug prevention programs focused on indigenous youth populations, very few have targeted Hawaiian youth. Methods. A mixed-methods approach has been used since 2007, with primarily qualitative studies informing subsequent quantitative investigations, and so on. For this phase of the research, pre- and post-intervention surveys are compared between intervention schools (N=3) and comparisons schools (N=3). Sixth and Seventh grade students (N=313) with active parental consent and youth assent completed 35 minute surveys regarding these topics: ethnicity & culture; risk & protective factors, including drug use; and resistance strategies. Results. Baseline and post-intervention results are summarized for both the intervention and comparison schools. Group differences in substance use are compared by grade/age and sex, ethnic identity and culture, and risk/protection and resistance strategies. Discussion. While the field of prevention has made great strides in developing evidence based programs, the scientific paradigm has marginalized indigenous health concerns and approaches. In particular, substance use/abuse represents significant and persistent health disparities among Hawaiians. Despite the persistent problem, nationally recognized EBP interventions are lacking among Hawaiians. Ho`ouna Pono addresses this fundamental problem in health equity and social justice.

Smoking at an Egyptian University: Assessment and strategies for prevention. Carrie Forden, Clarion University; Amy Carrillo, The American University in Cairo; Hana Shahin, The American University in Cairo
A common approach to the prevention of smoking on American college campuses is to establish a smoking policy which strictly limits the areas on campus where people can smoke. As an American institution, the American University in Cairo, Egypt (AUC) has such a policy, but its effectiveness has been limited. A survey was used to assess smoking practices on campus and examine the campus community’s attitudes toward the smoking policy. A total of 802 respondents (faculty, staff and students) completed the survey. It was found that 29% of respondents were smokers, a rate that is more than twice as high as the Egyptian national rate of 14%. While the rate of men smoking at AUC was the same as the national rate (38%), the rate of women smoking at AUC was 20%, compared to the national rate of only 5%. Both smokers and nonsmokers responding to the survey were aware of the health hazards of both smoking and secondhand smoke. Smokers reported that their primary occasions for smoking on campus were during a break, in order to relax, and when they were under stress. Although the campus community was overwhelmingly in favor of restrictions on smoking on campus, the smoking policy was not well understood. In addition, while a majority wanted the policy to be more strongly enforced, a third of respondents felt that nothing could be done because people would never follow a smoking policy. Based on these findings, recommendations for culturally appropriate smoking prevention on the AUC campus included targeting women with gender-specific programming, developing exercise and stress reduction programs, and implementing a smoking policy education and enforcement package. The extent to which American smoking cessation and prevention programs are applicable across cultural contexts will be discussed.

Community Readiness and social capital in a Brazilian migrant community in rural Japan. Toshiaki Sasao, International Christian University, Japan and University of Opole, Poland; Kota Tamai, International Christian University, Japan; Noemi Agagianian, Haverford College, USA &
International Christian University, Japan; Carolina Tiharu Kuriyama, International Christian University, Japan

The migratory movement reflects the social-economic structures and the historical relations between two countries. Generally, economic changes are initiated or imposed by migratory politics for a determined period of time. An example of this movement is the immigration of Japanese descendants of Brazilian residents to Japan. From 1990, due to the fast acceleration of the Japanese economy and the endemic economic crisis in Brazil, many Japanese Brazilians moved to Japan, accompanied by their wives and children seeking for better life conditions, without restricting the time of stay in Japan. According to data from the Japanese Ministry of Justice, a total of 210,632 Brazilians lived here in 2011 in Japan, out of which 54,458 live in Aichi prefecture and 33,547 in Shizuoka prefecture, the two prefectures with the highest concentration of Brazilians. However, small pockets of the Brazilian migrant workers are scattered in rural Japan, where manufacturing factories often hire them. Very little information exists on the migrants living in rural areas, thus raising concerns for individual and community well-being of the families and children. As such, a large-scale study was recently launched in collaboration with a local Brazilian church in order to understand and promote well-being among the Brazilians currently living in a small town in northwestern Japan (Echizen-shi, Fukui). The purpose of this presentation is to report on preliminary findings on various psychological problems and issues faced by them in schools, homes, work settings, and communities using mixed-method methods (focus groups, photovoice, and key informant interviews) and the community survey. Also, a feasibility study was done to assess community readiness for designing preventive interventions using a social justice framework, while measuring social capital including sense of community. Implications for future prevention work through the local church and the public school will be also discussed.

Session Organizer:
Toshiaki Sasao, International Christian University, Japan and University of Opole, Poland

Discussant:
Toshiaki Sasao, International Christian University, Japan and University of Opole, Poland

062. International Research on Housing First

Symposium
2:15 to 3:35 pm
Dooley Memorial Classroom Building: MM 214

Housing First starts with the recognition that the best, most humane, and cost-effective way to end homelessness among people with complex needs is to help them find and move into a clean, safe, quiet, independent apartment of their own. When they have housing stability and housing confidence, people can begin to engage in health and social services and make changes in other areas of their lives. Housing First is an evidence-based model that has consistently generated positive results in U.S. cities. The Housing First model has since been implemented in various other countries and given the differences in health care and social policies between the U.S. and other countries, it is vital to understand how the Housing First model works in different international contexts. Five speakers will present various research conducted on the Housing First model in Canada and in Portugal. Topics covered within the housing first model will include: 1) an implementation evaluation of a transition house; 2) the cost offsets in health care and justice use associated with the model; 3) developmental evaluation issues in the implementation of a housing first model; 4) the perspective of private market landlords; and 5) subjective experiences of participants and systems change processes. In general, these findings provide information about the Housing First model implemented outside of the U.S. In addition, these presentations should contribute to the overall knowledge on new and innovative interventions focused on producing health care and social services systems change.

Participants:

Inês Silvano Almas, ISPA; Paulo Daniel Martins, ISPA; Jose Ornelas, ISPA University Institute

The investigations that will be presented aims to study both, community, organizational and political change processes based on an innovative community intervention program in Portugal – Casas Primeiro Program for homeless with mental illness, as well as the recovery process and community integration of their participants. The Casas Primeiro Program is based on Housing First Model principles and values, and according to research contributes greatly to the enhancement of recovery, since the acquisition of a stable and secure dwelling in which person have the right to choose, promoting empowerment and having a critical role in the promotion of the recovery process. It will also allow a deeper understanding of the subjective experience of the participants relating to their levels of satisfaction with the program and the impact of these factors in the individual recovery process This investigation also focus on systems change processes (community, organizational and political level) from an ecological perspective, using qualitative methods and the application of our findings in the Ecological Process Model of Systems Change, developed by Peirson L., Boydel K., Ferguson H., Ferris L. (2011). We expect that these studies give a contribution to Community Psychology from the point of view of new paradigms, new interventions focused on social change, existing settings, or even changing the way how resources are distributed, developing new resources or alternative services (Rappaport, 1977). Qualitative Implementation Evaluation of Housing First for People with Mental Illness: The Canadian At Home/Chez Soi Project. Rachel Kaplan, Wilfrid Laurier University; Geoffrey Nelson, Wilfrid Laurier University

At Home/Chez Soi is a complex community-based intervention based on the Housing First model for addressing issues of homelessness in people with mental illness. This presentation reports the results of an implementation evaluation of the At Home/Chez Soi project across four Canadian project sites (Moncton, Toronto, Winnipeg, and Vancouver). Specifically, this research addresses five questions related to implementation evaluation: (a) what are the reasons for issues that continue to represent implementation fidelity strengths? (b) what are the reasons for emerging implementation fidelity strengths? (c) what are the reasons for issues that continue to present an apparent challenge to implementation fidelity over time? (d) what are the reasons for issues that have emerged as apparent challenges to implementation fidelity? and (e) what are the other emerging implementation issues? Qualitative data bearing on these questions were obtained from 192 participants: 36 key informant interviews, 17 staff focus groups with 99 participants, and 57 interviews with landlords and caretakers. Findings of this research illustrate three common themes regarding maintained and emerging implementation fidelity strengths, including: partnerships and collaboration, housing and re-housing, and the presence of dedicated specialists and professionals on housing and service teams. Findings illustrate five themes regarding maintained implementation challenges or trouble spots, including: staffing, the scatter-site model of housing, participant feelings of isolation and loneliness, peer support, and documentation. Two common themes regarding emerging challenges or trouble spots include housing and vocational and educational goal supports. In general, these findings provide information about identifying and maintaining strengths, as well as identifying and potentially preventing challenges or trouble spots when implementing complex community-based interventions.

Do All Housing First Programs Produce Cost Offsets? Jonathan Jetté, University of Ottawa; Tim Aubry, University
Implementation Evaluation of a Transition House Implemented

Landlords in Supported Housing Programs. Timothy MacLeod, Wilfrid Laurier University; Geoffrey Nelson, Wilfrid Laurier University

Community Psychologists have long argued for a conceptualization of mental illness that goes beyond the scope of the individual. It is hoped that this presentation will show how novel stakeholders – like landlords – are important actors in understanding the social determinants of mental health and how this information is important in informing the implementation of supported housing programs. This presentation will center on a qualitative study that sought to document the perspectives of both landlords and clinical and housing service teams for head lease (agency holds the lease) versus rent subsidy (tenant holds the lease), in two Toronto based supported housing interventions for homeless adults with a serious mental illness. The research questions were: (a) What are the points of tension / trouble spots with regard to landlord-tenant relationships and do these tension points differ by rent subsidy / head lease conditions? And, (b) In what ways do landlords / caretakers support participants who experienced multiple evictions over their first year in the study than individuals in the treatment as usual group. Reasons for this increased cost will be discussed along with implications for policy and program development.

Implementation of Housing First Services in the At Home/Chez Soi Project. Stephanie Yamin, University of Ottawa; Tim Aubry, University of Ottawa

The At Home/Chez Soi demonstration project, sponsored by the Mental Health Commission of Canada, is implemented in 5 cities across Canada, namely Moncton, Montreal, Toronto, Winnipeg and Vancouver. As part of the Housing First program in Moncton, a “transition house” was created in order to house participants who experienced multiple evictions over their first year in the program. The hope is that the transition house will help participating housing and clinical service teams develop the necessary skills to be able to achieve stable and independent housing. The data from this evaluation will be qualitative. In-person interviews are being conducted with clients, superintendents and key informants involved in the transition house in Moncton. The objectives of the evaluation are: 1) to determine overall impressions by different stakeholders; 2) to assess how the created housing and associated services are helping participants understand the implementation challenges; 4) to evaluate if there is a common understanding of the program goals and anticipated outcomes among stakeholders; and 5) to determine how services could be improved. Findings from this evaluation will be presented in the form of common themes emerging from the conducted interviews. It is expected that the implementation evaluation will provide useful information to other communities offering Housing First services and wanting to implement a transition house.

Session Organizer:
Stephanie Yamin, University of Ottawa
Chair:
Tim Aubry, University of Ottawa

063. What do research, a train and choir have in common? Communal thriving in South Africa
Symposium
2:15 to 3:05 pm
Dooley Memorial Classroom Building: MM 215

This 3 part symposium will focus on various ways in which Stellenbosch University works toward communal thriving and the pursuit of meaning, social justice and well-being in the South African context. The symposium aligns with the first track of the conference, namely ‘Communal thriving through community partnerships and social change’. Various examples of community interaction that the presenters have been involved in will be presented and discussed. Part one focuses on communal thriving through research. This part will consist of three subsections 1.1: Three years down the line of a CBPR project in Railton, Swellendam; 1.2: Lived experiences of adolescents with cerebral palsy; and 1.3: Educating each other: Research on peer education. Part two will focus on communal thriving through partnerships, entitled “Crossing bridges in service on the Phelophepa Health Care Train”. This part will consist of the subsections 2.1: Meet the Phelophepa Health Care Train; 2.2: Lost in translation, touching on the issue of a language barrier between counsellors and clients; and 2.3: Community service is personal: Reflections of psychology students on the Phelophepa train. In the last part, “Singing songs for change” the focus will be on a Heritage Day Choir Event, which was a collaborative project between Stellenbosch University and various other partners which aimed to contribute to an inclusive heritage for the people of Stellenbosch. This symposium will be interactive as “virtual site visits” (video and photo footage) to the different example projects; Q&A opportunities for attendees; and structured reflection and discussion of key issues that emerged from the presentations will be incorporated. Participants can also reflect on their own research and practice. Stellenbosch University is a key partner in all the mentioned subsections, and the institution’s efforts toward communal thriving, pursuit of meaning and social justice will thus be illustrated in various ways.

Presenters:
**Bianca Monique Joseph**, Stellenbosch University South Africa  
**Sybrand Anthony Hagan**, Stellenbosch University  
**Lorenza Logan Williams**, Stellenbosch University  
**Lauren Conchar**, Stellenbosch University  
**Julie McFarlane**, Stellenbosch University  
Session Organizer:  
**Lorenza Logan Williams**, Stellenbosch University

**064. Making the Complex Simple: Exploring Self-Organizing As a Social Change Process within Complex Community Contexts.**
Roundtable Discussion  
2:15 to 3:05 pm  
Dooley Memorial Classroom Building: MM 216

Many social problems related to communal thriving are complex in nature and in turn require systems change efforts that incorporate theories of complexity (Patton, 2011). Over the last decade there has been an explosion of ideas and theories emerging from the multidisciplinary field of complexity science that are particularly useful to the field of community psychology, such as adaptive self-organizing processes across multiple community stakeholders and sectors. Despite the relevance of complexity ideas to social change, there have been relatively few applications of complexity frameworks to guide community interventions. This roundtable will facilitate an active exploration of how complexity ideas – specifically Eoyang’s (2002) self-organizing framework – can be used to design and implement community-based social change interventions. Following a brief orientation to key complexity concepts, participants will form small groups and select a complex problem situation from their own work where self-organization may be useful (such as developing community partnerships or implementing social norms interventions). Using this example situation, groups will then apply Eoyang’s (2002) framework to identify how to build conditions needed to promote self-organizing for social change. Each group will summarize their key ideas on a poster, and participants will have the opportunity to briefly visit each group’s poster and leave comments to promote dialogue and reflection. Facilitators will also leave comments to deepen participants’ understanding of key concepts. Small groups will then reconvene to discuss their colleagues’ comments as well as insights gained from visiting the other posters. The session will end with a facilitated large group discussion where participants can integrate ideas and reflections that emerged during the session. Photographs of the posters will be emailed to participants following the conference. Participants will leave this session with new ideas on how to identify complex situations in their own work and foster self-organizing conditions for social change.

Presenter:  
**Mark Relyea**, University of Illinois at Chicago  
Session Organizer:  
**Erin Rae Watson**, Michigan State University

**065. School Contexts Shaping Youth Behavioral and School Outcomes**
Symposium  
2:15 to 3:35 pm  
Dooley Memorial Classroom Building: MM 217

Schools function as a normative context for the development of children and youth. Yet, from a social ecological standpoint, understanding the myriad of school related contextual influences on children and youth outcomes can be complex. Schools consist of social systems (e.g., classrooms, peer groups) and also exist within larger systems (e.g., neighborhoods), all of which influence youth outcomes. This symposium consists of four presentations examining the link between various social-ecological spheres and school outcomes among children, youth, and young adults of diverse backgrounds. Specifically, using various statistical methodologies (e.g., structural equation modeling, multi-level modeling) these presentations examine a range of ecological frames including neighborhood, school, extracurricular activities, and the perceived environment as they relate to student academic and behavioral outcomes. The first presentation is a school-based study examining neighborhood context and student perceptions (i.e., perceived control and perceived contingency) as they relate to externalizing behaviors among African American high school youth. The second presentation is a multi-level analysis examining how individual (e.g., gender, ethnicity) and school-level characteristics (e.g., school size) contribute to students’ school disciplinary outcomes. The third presentation examines the context of extracurricular activities in relation to the academic achievement of middle school children within a large urban city. The fourth presentation investigates the role of the perceived college campus environment (i.e., racial climate and cultural mistrust) in relation to college adjustment among young college adults. Each presentation will also present and discuss regarding how context shapes individual outcomes as well as the disparate consequences of context depending on individual characteristics. The presentation will conclude with an interactive question and answer session, and will allow for an open discussion regarding how context may have different consequences when individual characteristics (e.g., demographics, individual perceptions) are taken into account.

Participants:  
**Neighborhood Disadvantage: Implications for Perceived Control and Contingency among African American Youth.**  
**Roberto Lopez Tamayo**, DePaul University  
**W. LaVonne Robinson**, DePaul University

African American adolescents are more likely to live in disadvantaged neighborhoods that offer limited academic and occupational opportunities. Mounting evidence indicates that neighborhood disadvantage (e.g., poverty, unemployment, and community violence) is associated with adherence to unconventional norms and maladaptive coping, affecting social interactions in the home and school. Specifically, neighborhood disadvantage has been linked with adolescents’ low perceived contingency, which in turn affects perceived control, both of which are predictors of school outcomes. Parental involvement has also been linked to better behavioral and academic outcomes, moderating the association between neighborhood disadvantage and externalizing behaviors. However, there is a dearth of research examining the association between neighborhood disadvantage and African American student’s perceived control and perceived contingency and the impact on externalizing behaviors using longitudinal data. This study is a school-based examination consisting of 519 African American students in the 9th to 11th grade (44.9% females) with a mean age of 14.7 (SD= 0.35). We propose a model using structural equation modeling (SEM) in which neighborhood disadvantage in grade 9 predicts teacher-reported externalizing behavior in grade 11, and in which this association is also mediated by perceived control and perceived contingency. We also propose that parental involvement moderates the association between neighborhood disadvantage and perceived control and perceived contingency. This study will inform prevention interventions seeking to reduce violence and other externalizing behaviors among African American adolescents.

**Individual and School-level Determinants of Student Office Disciplinary Referrals.**  
**Andrew Martinez**, DePaul University  
**Susan Mccahon**, DePaul University  
**Nathan Todd**, DePaul University

Research has documented the disproportionate rate of office disciplinary referrals among African American and male students in school settings. Such disparities are concerning given that student disciplinary referrals often result in school suspension and expulsion, and have been linked to school failure and contact with the juvenile justice system. Despite extant research documenting disproportionate rates of student office disciplinary referrals, such disproportionality has rarely been examined using multi-level modeling strategies that can account for the nested nature of these data (e.g., students within schools), and can elucidate individual and school-level determinants of these outcomes. The current study uses multi-level modeling strategies to examine student disciplinary referrals among 1,501 elementary and middle school students across 13 schools in a large urban
Organized Activities as Contexts Shaping Student Outcomes.

Crystal Coker, DePaul University; Susan Mcmahon, DePaul University

Participation in after-school activities has been shown to be positively related to multiple indicators of well-being, such as high academic achievement. Moreover, research suggests that different types of activities may be more beneficial than others in promoting positive outcomes and that these relationships may be moderated by demographic factors such as gender. While there is evidence supporting the positive relation between achievement and extracurricular activities, there is a lack of research that examines the effects of extracurricular activities in low SES, ethnically diverse student populations. In this study, five after-school activities are explored: faith-based and service, performance and fine arts, academic and leadership, community organizations, and vocational clubs. The sample includes 380 middle school students from Latino/Hispanic, African American, Chinese, and White backgrounds. Students came from predominantly low SES as indicated by eligibility for free/reduced lunch. We examine the relationship between different types of extracurricular activities and academic outcomes as well as the moderating role of gender. Results indicate that both the number and type of activity influence academic outcomes. Additionally, results suggest that the relation between activity involvement and school outcomes may differ between boys and girls. This presentation ends with a discussion regarding after-school activities as a context shaping student outcomes as well as implications for future research, theory, and practice.

Perceived Racial Climate and Cultural Mistrust: Implications for College Adjustment. Shannon M. Williams, DePaul University; Bernadette Sanchez, DePaul University

Gaps in college persistence rates and educational attainment have been widely documented between ethnic minority and White students. In light of these disparities, evidence suggests that perceived cultural mistrust and negative perceptions of the campus racial climate may contribute to these disparities, especially among male ethnic minority students. Moreover, cultural mistrust and negative perceptions of campus racial climate have also been linked to poorer academic outcomes among elementary and middle school children. However, these associations have not been examined in relation to students’ adjustment to college. This longitudinal study examines 250 Caucasian and ethnic minority students during their first year at a large, urban, Catholic university. Using Structural Equation Modeling (SEM), we examine the association between students’ race/ethnicity and college adjustment, and the mediating role of perceived racial climate and cultural mistrust within this relationship. Findings reveal that while perceptions of cultural mistrust are associated with poorer college adjustment, some dimensions of college adjustment (i.e., social adjustment, institutional attachment) are moderated by student demographic characteristics (e.g., ethnicity, gender). Furthermore, moderation effects were also found for perceptions of racial climate and college adjustment. Implications for research and practice are discussed.

Session Organizer: Andrew Martinez, DePaul University
Chair: Andrew Martinez, DePaul University
Discussant: Susan Mcmahon, DePaul University

066. Benefits of Using Adults and Peers to Influence Risky Sexual Behavior

Roundtable Discussion 2:15 to 3:05 pm
Dooley Memorial Classroom Building: MM 218

National data show that birth rates rose 3% for young women ages 15-17 and 4% for young women ages 18-19 from 2005 to 2006. These statistics disrupted the steady decline in teen birth rates for the 14 years prior. The highest increases were among Black women at 5% compared to Hispanics at 2% and Whites at 3% (Martin, et al. 2008). Additionally, according to the OASIS public health database, in Fulton County, GA the 2007 teen pregnancy rate was 10.4 per 1,000 females ages 10-17. The racial distribution showed that at 16.4 per 1,000, the pregnancy rate for Black females ages 10-17 was approximately 4 times greater than white teens of the same age (a rate of 4.2 per 1,000). Moreover, Fulton County ranks among the top 10 counties in the state of Georgia in the number of reported sexually transmitted diseases, and mirrors the state in its high prevalence of Chlamydia and Gonorrhea among the STDs. As a result of these staggering statistics, the Center for Black Women’s Wellness received federal funding to replicate an evidence-based pregnancy prevention curriculum, The Teen Health Project, in Fulton County, GA. This curriculum provides 6 hours of workshops facilitated by a health educator to multiple cohorts. From each cohort, participants nominate 2 – 3 peer leaders to serve on the Teen Health Project Leadership Council. This council is typically comprised of 10 – 15 members, representing multiple cohorts then meet weekly for six months to engage the community and promote positive peer norms related to healthy decision making through the planning and hosting of community based activities. During this presentation, the program participants, staff and evaluators will present on the successes and challenges of implementing a program designed to change peer group and community norms. Preliminary follow-up data will also be presented.

Presenters: Gabriel Kuperminc, Georgia State University
Keri McDonald Pridegon, Center for Black Women's Wellness

Session Organizers: Kimberly Broomfield-Massey, EMSTAR Research, Inc.
Lytani Wilson, Center for Black Women's Wellness
Veronique Davenport, Georgia State University

067. Women in Research: Giving Voice to the Female Experience

Roundtable Discussion 2:15 to 3:05 pm
Dooley Memorial Classroom Building: MM 312

Presenters will engage in a discussion about research with women, viewed through the lens of Community Psychologists seeking to empower the marginalized populations with which they work. To begin the discussion, the presenters will discuss their various interests and research backgrounds in relation to women’s issues, which include human trafficking, women and the Christian church, preventing violence against women, families in poverty, and women in academia. Topics to be explored in discussion include: the importance of drawing on the strengths of women and acknowledging the unique contributions of women’s voices; the benefits and struggles of building collaborative relationships with the women we study; and the importance of being cognizant and cautious of the power differential that exists in research collaborations. Finally, the presenters
will engage in a participant-driven discussion with roundtable attendees about the benefits and challenges of adhering to the Community Psychology principles when working and doing research with women.

Presenters:
- **Jaelyn Houston**, DePaul University
- **Susan Long**, Lake Forest College
- **Olya Belyaev-GLantsman**, DePaul University

Session Organizer:
- **Charlynn Odahl**, DePaul University

**068. Social Change through Policy Advocacy: How to Evaluate Efforts and Demonstrate Effectiveness**

Roundtable Discussion
2:15 to 3:05 pm

Dooley Memorial Classroom Building: MM 313

Advocacy is a critical method for achieving social change, both because it conveys the will of the people to policy decision-makers and because it helps build coalitions and partnerships that are more effective at generating political pressure. Although advocacy organizations face some of the same pressures to show evidence of effectiveness as direct service providers, advocacy evaluation is often elusive and has its own unique challenges. Those challenges include a) the political sensitivity of asking people the impact advocacy had on them, b) distinguishing one organization’s impact from other organizations, and c) choosing appropriate outcomes (e.g., changing one legislator’s mind, changing the overall vote count on legislation, passing legislation, etc.) that are assessable in a reasonable time frame. This symposium will provide a presentation and discussion about potential ways to overcome these and other barriers. The goal of this symposium is twofold: one, to provide an example of a current project aimed at evaluating and improving advocacy efforts, and two, to brainstorm about new and innovative ways to conduct advocacy evaluations. To achieve the first goal, the authors will present data and process information from a current advocacy evaluation. This project is a partnership with Children First/Communities in Schools (CF/CIS), a nonprofit organization in Asheville, NC. In addition to providing services to economically disadvantaged children, youth, and families, CF/CIS has a strong commitment to advocacy and takes an important local leadership role to empower the voices of children, youth, and families. To achieve the second goal, this symposium will utilize the World Café method of facilitating discussions. The symposium presenters will create collaborative and active engagement in which the participants generate ideas, share experiences, and suggest solutions to advocacy evaluation challenges in small groups. The information will be shared during the symposium by the participants and collected for further dissemination.

Presenters:
- **Melissa Strompolis**, University of North Carolina at Charlotte
- **Jonathan Miles**, Searchlight Consulting Llc
- **Greg Borom**, Children First/Communities in Schools of Buncombe County

Session Organizers:
- **Melissa Strompolis**, University of North Carolina at Charlotte
- **Greg Borom**, Children First/Communities in Schools of Buncombe County

**069. Voices from the margins: (Re)conceptualising diversity, inclusivity and social justice in Community Psychology**

Symposium
2:15 to 3:35 pm

Dooley Memorial Classroom Building: MM 314

Many of the definitions of oppression used in community research emphasise the economic, political and non-discursive dimensions that serve to marginalise or isolate individuals and groups. This perspective often acts to reinforce the notion that oppression is something that only occurs to ‘others’ who, by virtue of their constructed marginality (e.g., political views, race, gender, or other clearly demarcated characteristic or setting), have been oppressed by an easily identifiable dominant group. This session discusses the notion that oppressive practices can be enacted towards individuals and groups who are generally regarded as privileged and challenges the assumption that oppression is an easily recognisable phenomenon that is solely economic, political or non-discursive. More specifically this session examines what Harvey (1999) refers to as “civilised oppression” or the norms and assumptions embedded in everyday subtle but pervasive processes, systems and associated power relations that serve to marginalise some individuals and groups. Within this definition, it is possible to see how systemic attitudes, policies, or practices directed toward professionals who may practice in divergent ways to these established community psychology norms, can result in internalised negative views of self that can contribute to withdrawal and disengagement at a variety of levels. Using our individual areas of research as case studies, we illustrate the multiple ways in which community psychology can act to delegitimise divergent practices or perspectives subtly and unintentionally. As part of this discussion, we invite the audience to reflect on their own divergent practices exploring the many and varied challenges resulting from restrictive policies or practices that have contributed to outcomes of withdrawal and disengagement. The overall goal is to present a space for professional ‘conscientization’ reinforcing the need for both reflection and action to achieve optimal outcomes for our communities and ourselves in practice.

Participants:
If that’s David and that’s Goliath, who am I? How the discourses of terrorism silence the majority. **Sharon McCarthy, University of Notre Dame**

Since September 11 2001, a significant focus has been given to the issue of terrorism. During this time a number of labels, assumptions, and narratives have become dominant in an effort to explain this contested and complex phenomenon. Unfortunately research evidence indicates that the privileging of certain narratives (e.g., ‘the new terrorism’, ‘war on terror’ and ‘Islamic terrorism’) has strongly contributed to uncritically accepted counter-terrorism policies and practices and the demonisation and marginalisation of the Muslim community. While numerous studies have examined the implications of these dominant and often oppressive discourses for minority groups, to date there is a paucity of literature that has explored how members of the non-Muslim community work with these typical constructions in regard to their own social identity development. The current study from within a Critical Discursive Psychological framework explored how members of the West Australian community inhabited the discursive terrorism space and how they managed to constitute a self within it. Four global discursive themes identified that within the terrorism discourses a David and Goliath moral battleground has been constructed that positions both terrorists and victims as either morally understandable if not defensible versus culturally dysfunctional and oppressive. These highly polarised themes were used by participants to navigate this emotive and exclusionary phenomenon, with some supporting individual identity construction, while others positioned participants as morally responsible for the exclusionary or oppressive practices towards self and others. These oppressive discourses, which are founded on the assumption that moderation is essential to maintaining a positive social identity, ideologically functioned to silence WA community members from the terrorism conversation. In this session I demonstrate how the discourses of terrorism are much more complex for the dominant community than has been considered; having implications that go well beyond individual identity construction.

Troubling civilized governmentalities of evaluative practice. **Robbie Busch, University of Notre Dame, Australia**

Psychology, as a discipline and a profession, has been shaped through transformations and debates on evidence with the dominance of discourse on empirically-supported interventions and, more recently, a shift in ethos to a new discourse of evidence-based practice. However, the American Psychological Association’s (APA) Presidential Task Force Report on
Evidence-Based Practice in Psychology (EBPP) produces a medical discourse of evaluation practice. Emulating a medical model of evaluation practice, EBPP defines a community as a patient and is embedded within positivist epistemological stances. Such a discourse becomes problematic for researchers and practitioners who view evidence, evaluation and community from different or diverse epistemological principles. I discuss and problematize evidence-based practice from a poststructuralist discursive perspective. I draw on the notion of governmentality to view APA policy documents as statements that produce expectations of ethical conduct within professional communities of psychology. Governmentality is a form of conduct in acting and rationalizing collectively, under a façade of autonomy, about how we should evaluate and conduct ourselves. This is enabled through dominant discourses and power relations, and includes what Jean Harvey calls ‘indirect’, civilized and accepted forms of power. Evidence-based practice discourse establishes a normative, authoritative and ethical mode of psychological conduct/governmentality. However, it marginalizes and negates divergent discourses and practices of evaluation. Drawing from poststructuralist theorists Michel Foucault, Nikolas Rose and Jean-Francois Lyotard, I call this conflict a differend, an uneven power relation between two incommensurate and divergent discourses/practices. I use an example of narrative practice as an evaluative discourse that is in epistemological conflict with evidence-based practice as a differend and invite the audience to consider how their practices are shaped by and fit with EBPP. Poststructuralist inquiry enables such differends, as signs of civilized oppression in/through dominant governmentalities, to be made visible so that we can utilize more inclusive evaluative practices.

**Missing the safety net: (Re)defining equity in Australian higher education. Dawn Darlaston-Jones, University of Notre Dame**

Universities have developed a range of services and policies in response to equal opportunity and anti-discrimination legislation designed to support students achieving their desired outcomes. Unfortunately these policies and services often fail to capture those students who do not fall neatly into predetermined categories. For example, a student who experiences ill health or who has a disability can request consideration in sitting exams and submitting assessment. However, a student with child care or work commitments or a student from a non-English speaking background (NESB) might also require exceptions to be made at various times in order to accommodate legitimate life load issues that adversely impact on his or her ability to perform academically. Unfortunately, under current regulations, academic staff are required to have documentary evidence of the need for consideration before such can be afforded. Many of these instances do not lend themselves to the provision of such documentation and therefore renders the student vulnerable to undesirable outcomes. This form of structural discrimination which is predicated on the assumption that all students are equal when they enter university has the capacity to lead to internalised oppression and result in the student withdrawing from university. In this session I will demonstrate how the changing demographics of the student population calls for a different approach to the accepted norm of equality and argue that all students should be supported within a framework of equity facilitated by procedural fairness. I further demonstrate that applying such an approach to student support marks a return to the social justice foundations of the university experience of the civil rights era and provides the opportunity to create a sustainable society founded on wellbeing.

**Session Organizer:**
Sharon Mccarthy, University of Notre Dame

**Chair:**
Dawn Darlaston-Jones, University of Notre Dame

**070. Promoting Communal Thriving through Widespread Use of Self-Help/Mutual-Support Groups**

**Town Meeting**

2:15 to 3:35 pm

Dooley Memorial Classroom Building: MM 315

In self-help groups, people who share a condition or status gather to provide mutual support and to exchange experiential knowledge. Research indicates these groups improve members’ experiences of many situations, including life transitions, illnesses, and other stressors. While both “Anonymous” groups (AA, NA, Al-Anon) and cancer support groups are widely known, self-help groups are effective in many other circumstances, including psychiatric symptom reduction, physical health maintenance, and social support development. The accessibility of low-cost, peer-led groups, along with the empowerment and “helper therapy” benefits that they provide, resonate with a community psychology focused on improving well-being in a broadly-based way. Given these positive features, we have often asked: how can we use and sustain these resources? We are working with SCRA’s Public Policy Committee to propose a resolution on how the American Psychological Association and SCRA might work together to support broad utilization of self-help groups. The proposal will be made available electronically ahead of the conference for those planning to attend (contact suzanne.phillips@gordon.edu). We are eager to discuss this proposal with conference attendees and to hear suggestions to guide our continued efforts. We aim to engage the audience in separate break-out groups centered around addressing questions like the following: What roles can SCRA and APA play in effectively promoting self-help? If a resolution like the one we have developed were adopted by the APA, what would implementation look like? What are the barriers to increasing the role of self-help groups? How do these issues change as we consider a variety of levels of analysis? After break-out group discussions, we will reconvene to prepare a list of targeted tasks for the SCRA Self-Help/Mutual Assistance Interest Group going forward. We will also provide information to those who wish to join our ongoing efforts.

**Session Organizer:**
Suzanne M. Phillips, Gordon College

**Chair:**
Greg Townley, Portland State University

**Discussants:**
Thomasina Borkman, George Mason University
Louis Brown, University Of Texas School Of Public Health
Ruth Holman, SHARE! the Self-Help And Recovery Exchange
Alicia Lucksted, University of Maryland-College Park

**071. Critical consciousness raising: Comparing strategies across academic and community settings**

**Symposium**

2:15 to 3:35 pm

Dooley Memorial Classroom Building: MM 316

Political, organizational, and academic projects committed to social justice often talk about critical consciousness, but what exactly is critical consciousness and how does it develop in people and settings? Critical consciousness is the process of linking the personal and the political in such a way that it opens up possibilities for action as people become more aware of the structures and the discourses that define and perpetuate oppression (He, 2001). Critical consciousness helps us interpret the world to collectively implement change toward social justice. Community psychologists are particularly suited to engage such questions related to the role of pedagogy in collective resistance and understanding of power-related phenomena as they affect communities as a whole. In this session, five presenters discuss the role of critical consciousness in their respective settings, including a high school, college, clinical practicum, domestic violence shelters, and grassroots community organizations. We will also consider the ecological nature of critical consciousness and consciousness...
raising. Each presenter will briefly address the central question and discuss applicability of critical consciousness within these settings. The audience will break into discussion groups based on common settings and areas of interest. The purpose of these breakout groups will be to facilitate more specific discussions related to benefits and challenges of working for critical consciousness unique to their settings/interests. One individual from each breakout group will be nominated to report back to the group as a whole. If time permits, there will be a large group discussion and then concluding remarks.

Participants:

Critical consciousness in a capstone classroom: Understanding the role of critical pedagogy, community based learning, and emotions. Jennifer Wallin-Ruschman, Portland State University

Projects for critical action, research, and education all point towards the goal of increasing critical consciousness development. Yet, the understanding of this developmental process is limited. This paper presents a portion of the findings from my dissertation project, which looks at critical consciousness development in a senior capstone course that combines critical and feminist pedagogies with community based experiential learning. As with many other phenomena in the contemporary field of psychology, critical consciousness has been overwhelmingly studied as an exclusively cognitive phenomenon. Although cognition is important to critical consciousness development, affect is as well. For example, emotions as diverse as anger and love may be the stimulus that causes someone to have a critical moment of reflection that starts a journey towards critical consciousness. I build on past literature by integrating an emotional dimension utilizing theory from social movement scholars’ (e.g., Jasper, 2011; Hoggatt, 2008) conceptualization of the emotions involved in working for social change. The qualitative study combines participant observation and interviews to address the interconnections between cognitive, behavioral, and affective dimensions of critical consciousness. The study also examines the interplay between the pedagogical strategies of community service learning and feminist and critical pedagogies and their effect on critical consciousness development. By looking in a setting that is, theoretically, ideally suited to develop critical consciousness I hope to gain a more nuanced understanding of the process of development and how this may differ among individuals. This understanding can be applied to designing more effective programs for critical consciousness development.

Power, critical multicultural competence, and psychology trainees’ preparation for treating survivors of torture. Jessica Harbaugh, Fordham University

The question guiding my study is whether and to what extent critical theory pedagogy would address gaps left by traditional multicultural competence training in applied psychology programs. For the purposes of my study, I explore these questions within the context of a teaching clinic serving asylum-seeking immigrants who are survivors of torture. Pilot study data have shown that psychologists-in-training who work with this population are often bewildered by the cultural and power-related differences between them and their clients despite having taken multicultural competence classes in their graduate programs. Curriculum taught in graduate-level courses on diversity and multicultural competence provides trainees with little in the way of theories applicable to actual clinical settings with this population, while issues around power dynamics seem relevant, but confusing. Critical theory pedagogy might help psychology trainees navigate the multi-layered context they share with their asylum-seeking clients. Developing one’s critical consciousness can assist the clinician in understanding her situatedness vis-à-vis her client as arising from forces of globalization, access, power, and structural inequality. Moreover, honing one’s critical consciousness might allow the clinician to accurately perceive

and attune to her client’s needs. I conclude with the following two assumptions: first, graduate students within a clinical training context are capable of critiquing their own multicultural competence training; and second, the incorporation of critical consciousness principles is essential to addressing these training needs.

Organizational Critical Consciousness. Scot Evans, University of Miami

This paper presents some strategies for conceptualizing and measuring critical consciousness at the organizational level of analysis and the possible practical benefits for community based organizations working for social change. Mezirow (1981) suggests that critical consciousness is “becoming aware of our awareness and critiquing it” (p. 13). At the organizational level, this means bringing our shared assumptions about social problems and solutions to our collective attention to better understand how we came to these understandings and theories and what conditions gave rise to them (Midgley, Munlo, & Brown, 1998). This level of consciousness becomes critical consciousness when organizations actively critique their shared organizational beliefs and assumptions against a particular vision of society: one grounded in the ideals of social justice, social inclusion, self-determination, solidarity, and collective wellness (Butcher, 2007; Kagan & Burton 2001; Prilleltensky, 2001; Weil, 1996). It also challenges organizations to develop a shared understanding of the role of power in promoting or inhibiting well-being in communities. Elements of critical consciousness are reflected in organizational values, mission, vision, discourse, problem framing, and theory of change (Evans, et al, 2011; Kunruether & Bartow, 2010). The development of an organizational critical consciousness - the collective awareness of how social institutions, political structures and economic relations create and maintain conditions of oppression - enables organizations to better confront unjust systems and structures (Kagan & Burton, 2001).


Many domestic violence (DV) service agencies promote “empowering practices” or name empowerment of survivors of domestic violence as one of the goals of their programs. Likewise, numerous models of empowerment describe the development of critical consciousness as a necessary component of empowerment. Despite the significance of these concepts to DV service delivery, little is known about how consciousness-raising practices and the development of critical consciousness in the DV shelter context impact survivors. For instance, the literature is not yet clear regarding how critical consciousness is related to psychological outcomes such as self-efficacy among survivors of DV. While the ultimate desired end of empowerment is arguably liberation and social justice, changes in self-efficacy (an element of psychological empowerment) represent a significant step toward engagement in liberation behavior. Opposition and subjugation are so destructive that achieving a recognition of the power one already has is a necessary foundation for such larger changes (Gutierrez & Lewis, 1999). In order to explore these effects, 99 women were interviewed shortly after they left a DV shelter about their experiences while accessing services. This study used data from these interviews to empirically examine two questions: 1) Are the consciousness-raising practices of staff at domestic violence shelters related to the development of critical consciousness among survivors of domestic violence? and 2) How is the development of critical consciousness related to self-efficacy? Findings lend support to the assertion that consciousness-raising practice and the development of critical consciousness is important in promoting empowerment among survivors of
072. Beyond research as science: Tips and tools for students and early career scholars journeying into research for organizational/community change

Roundtable Discussion
2:15 to 3:05 pm
Dooley Memorial Classroom Building: MM 317

The importance of collaborative partnerships for effecting change has been well documented in research and practice. As a result, universities across the nation have pushed for “extension and engagement” with communities and organizations. The means to engage in such processes however, have often been diminished within the dominant paradigm of “research as science” versus “research as action.” Community psychology sits at the intersection and graduate students within the field are immersed in the tension between negotiating the dominant paradigm and developing dissertation projects that use research to promote organizational and community change. This session reflects the graduate experience of students. These students have integrated participatory and collaborative methods to engage community, organizational, and university stakeholders in designing research projects that emphasize feedback to stakeholders and support for organizational learning, advocacy, and policy efforts. Presenters will share their experiences, strategies, resources, and tools that were used in formulating research projects and guide attendees through a discussion on lessons learned and recommendations. The presenters seek to discuss the following: tips for approaching new organizations, engaging organizational partners as equals in the research process, assisting organizations in developing research questions and design, establishing open communication, balancing academic productivity and rigor with community involvement, and considerations for selecting organizational partners. Amidst departments that may bypass training around action-oriented and collaborative research, the goal of this session is to provide tools and resources that aid graduate students and early career scholars in engaging in research for organizational and community change.

Presenters:
Justina Grayman, New York University
Lindsey McGowan, North Carolina State University

Session Organizers:
Dawn Henderson, Winston-Salem State University
Lindsey McGowan, North Carolina State University

073. Beyond cultural competence: What it takes to work collaboratively in multicultural, interdisciplinary contexts.

Roundtable Discussion
2:15 to 3:05 pm
Dooley Memorial Classroom Building: MM 318

Cultural competence is a term used in the context of the service provider – service consumer relationship, where cultural competency is viewed as a positive trait on the part of the service provider. Professionals who possess enough cultural know-how to respectfully deliver services to clients whose cultural backgrounds differ from their own are viewed as culturally competent (Sue, 2006). This seemingly simple framework masks an exceedingly complex concept however; as culture colors nearly every aspect of the way individuals view the world and interact with one another. As community psychologists we rarely think in terms of the service provider-consumer dynamic. Instead we regularly work in partnership with individuals with diverse cultural backgrounds and within organizations with a diversity of goals and missions. For some of us, our work settings are within cultural contexts outside our own. Working in these contexts often requires something more than a respect for diversity and a general understanding of cultural norms. This roundtable discussion will explore the challenges and triumphs of conducting community work while immersed in a country or culture different from that of one’s own. We draw from our own experiences working on an international and interdisciplinary community research team in Dublin Ireland. Our goal is that others who work in diverse contexts will join us to share their experiences. To that end we invite discussion on topics related to these experiences with the goal of expanding the existing discourse on culture and diversity. Some broad topics for discussion might include: • Privilege and power • What skills are necessary to become culturally competent (or at least remain respectful)? • Acknowledging your own world view and the possible limitations therein • Stereotypes: How we see each other and ourselves • Assimilation and multiculturalism • Mishaps and honest mistakes

Session Organizers:
Eylin Palamaro Munsell, University College Dublin
Judy McGrath, University College Dublin - Geary Institute

074. Organization Studies Interest Group Roundtable

Roundtable Discussion
2:45 to 3:35 pm
Whitten Learning Center: LC 194

This session has 2 purposes: 1) To create a space for organization studies interest group members, and those who are interested in the interest group, to come together and share their research interests. 2) To create a space for attendees to discuss ideas for new work in this area and how to increase engagement in the interest group.

Session Organizer:
Neil M. Boyd, Bucknell University

075. KEYNOTE ADDRESS: On Participatory Policy Research in Times of Swelling Inequality Gaps

Town Meeting
4:15 to 5:00 pm
Gusman Concert Hall: Auditorium

Responding to Martin Luther King Jr.’s 1968 address at the American Psychological Association calling for a psychology that would educate
Whites about racial injustice and Audre Lorde’s denunciation of the “Masters’ Tools,” this talk challenges the widening epistemological gap between those who suffer from inequality and those who study social policy. When split off from deep collaboration, in the name of objectivity, gated communities of policy researchers, comprised exclusively of like-minded, demographically similar researchers committed to consensus, assured of their moral superiority and rejecting of divergent perspectives, may contribute to what Irving Janis called Group Think: Psychological Studies of Policy Decisions and Fiascos (1982). This talk explores an epistemological counter-narrative in which the gap of experience and expertise is delicately sutured in participatory action research. With a long and buried history within psychology, participatory policy research offers an alternative paradigm. Research teams integrate varied forms of expertise among academics and everyday people, in theoretical and methodological deliberative dialogue, producing materials for scholars, community activists, and policy makers about urgent matters of social (in)justice. This session reflects a 20 year memoir on the impact of a single piece of participatory policy research, Changing Minds: The Impact of College in a Women’s Maximum Security Prison. The audience is invited to explore how participation by university researchers and prisoner researchers facilitated methodological rigor, enhanced context and construct validity, deepened ethics and fueled the political sustainability of the findings over two decades.

Session Organizer: 
Michelle Fine, City University of New York
create space for people to reflect on their conceptualizations of complex phenomena (e.g., youth leadership; Mortensen, Lichty, Foster-Fishman, et al., under review; sexual assault experiences; Cloutier, 2012). Photovoice processes typically culminate with public exhibitions of the knowledge generated and recommendations for future action. These projects promote individual and community thriving by fostering participant empowerment and serving as catalysts for larger community change initiatives (Foster-Fishman et al., 2005; Minkler & Catalani, 2010). This interactive session has 4 objectives. First, participants will be introduced to Photovoice as a participatory action research method. This discussion will include examples from multiple projects on which the presenters have worked. Second, attendees will engage in a modified Photovoice process using diverse images provided by the presenters. Third, participants will learn about a variety of adaptations to the Photovoice process the presenters have developed (including taking Photovoice online and into the classroom) and how the output of Photovoice can be strategically used to leverage community change. Finally, attendees will have the opportunity to begin designing their own Photovoice projects.

Session Organizers:

Jennifer Mortensen, Michigan State University
Lauren Lichty, University of Illinois at Urbana-Champaign

082. Community Psychology and Human Rights: Exploring the Connections
Roundtable Discussion
8:30 to 9:20 am
Whitten Learning Center: LC 184

APA’s Board for the Advancement of Psychology in the Public Interest (BAPPI) is undertaking an initiative on human rights. This roundtable is an effort to seek input on that initiative from a key constituency—community psychologists. One of the roundtable co-chairs is a member of the BAPPI work group on human rights; the other co-chair is the APA staff person who is working with BAPPI and is an APA representative to the AAAS Science and Human Rights Coalition. Thus, the co-chairs will be able to directly bring the recommendations generated in the roundtable to the attention of the APA work group. The co-chairs will structure the discussion around a set of questions and will also encourage free flowing discussion around themes of interest to participants. Discussion questions will include: • How do community psychologists understand and use the concept of human rights? • What does SCRA mean when it sets as a goal “to promote an international field of inquiry and action that … honors human rights”? How is the concept of human rights distinct from and/or interwoven with other concepts such as social justice, human welfare, and public interest? How does it contribute to the theme of “communal thriving”? • What needs might an APA initiative on human rights address? What good might it do? For whom? • Who are key stakeholders for defining and implementing an APA human rights initiative? What is the constituency/audience for such an initiative? • What useful perspectives can community psychologists contribute to help frame and address APA’s vision to be “an effective champion of the application of psychology to promote human rights, health, well-being and dignity”? • How should APA’s human rights initiative reach out to psychologists in other nations and international psychology organizations? What might APA and U.S. psychologists learn from these groups?

Session Organizer:

Clinton Anderson, American Psychological Association

Chairs:

Meg Bond, University of Massachusetts-Lowell
Clinton Anderson, American Psychological Association

083. Past President's Breakfast
Roundtable Discussion
8:30 to 9:30 am
Merrick Building: MB 318
Breakfast for Past Presidents

Session Organizer:

James Cook, University of North Carolina at Charlotte

Chair:

James Cook, University of North Carolina at Charlotte

084. Consequences of Culture- How Cultural (In)competence Impacted an Abstinence Intervention
Roundtable Discussion
8:30 to 9:20 am
Dooley Memorial Classroom Building: MM 209

Those of us who engage the community through work and research will undoubtedly encounter groups outside our cultural background. Understanding the nuances of culture and valuing it’s importance is part of a concept known as “cultural competency”. “Cultural competency is defined as a set of values, behaviors, attitudes, and practices within a system, organization, program or among individuals and which enables them to work effectively cross culturally.” Denboba, D., U.S. Department of Health and Human Services (1993). The practice of cultural competency is considered important in many disciplines and particularly Community Psychology. In the Spring of 2012, a team of evaluators led 10 focus groups throughout the state of Georgia with youth enrolled in a teen-sex prevention program that employed abstinence as the primary intervention. Using keyword analysis from transcripts and quantitative analysis of youth’s pre and post surveys, the team found that race, culture, and community context had significant impact on the intervention’s effectiveness. The roundtable facilitators will tell the story of this program to ultimately demonstrate to participants that cultural competency is paramount to the success of prevention work. Facilitators will pose questions to the group about the role they believe cultural competency played in the results and in the evaluators’ interpretation. Participants will also be asked to examine their own cultural biases, and the role those biases may have played in their own community-based work. The facilitators hope to examine the impact of cultural competence in the work of community psychologists and to encourage future self-reflection. In conclusion, the facilitators will share what cultural assumptions they found played a role in both the prevention model as well as its evaluation.

Session Organizers:

Zari Murphy, Emstar Research, Inc
Shaheen Rana, University of Illinois at Urbana-Champaign

085. When the Bough Breaks: Preserving the well-being of young children in the foster care system through community partnerships built on evidence-based practices.
Roundtable Discussion
8:30 to 9:20 am
Dooley Memorial Classroom Building: MM 211

For young children who have been maltreated and often removed from their families, the outcomes can be devastating. An innovative, research informed collaborative in Miami-Dade County is bringing together policy makers and practitioners to build a system of evidence-based interventions which can support the well-being and improve the outcomes for this high risk population. This roundtable discussion brings together a Juvenile Court Judge, University faculty members, child advocates and the CEO of the lead child welfare agency to share their journey as cross-disciplinary partners working in children’s best interests.

Session Organizer:

Lynne Katz, University of Miami Linda Ray Intervention Center

Discussants:

Cindy Lederman, Judge, Miami-Dade Juvenile Court
Marielle Gomez-Kaiser, Guardian Ad Litem Program
Frances Allegra, CEO, Our Kids of Miami-Dade/Monroe, Inc

086. Collective Impact Initiatives for Education and Community Change
Roundtable Discussion
8:30 to 9:20 am
Dooley Memorial Classroom Building: MM 212

In recent years a number of collective impact initiatives, such as Promise...
Neighborhoods, the Broader and Bolder Approach, Harlem Children’s Zone, and Strive, have emerged as promising, though largely untested, models for building thriving schools and communities. These initiatives typically employ a comprehensive, place-based approach to address the complex set of issues facing families and children living in high-poverty communities. They focus on building local inter-organizational networks that operate as coordinated systems to promote successful schools, positive youth development and healthy families. Collective impact initiatives differ from other types of collaborations because they “involve a centralized infrastructure, a dedicated staff, and a structured process that leads to a common agenda, shared measurement, continuous communication, and mutually reinforcing activities among all participants” (Kania & Kramer, 2011, p. 38). Given the burgeoning number of such initiatives nationwide, the purpose of the proposed roundtable is to provide a venue for participants to engage in a shared learning process about collective impact models. The facilitators will launch the discussion with a brief presentation of their work with Nashville Promise Neighborhood. We will then invite participants to share their experiences working with collective impact initiatives and to explore together the specific ways in which community researchers and practitioners can contribute to such initiatives. Through the discussion we will examine the strengths and challenges of collective impact initiatives related to three conference themes: 1) building cross-sector collaborative partnerships and establishing collective goals, 2) the role of research and data-driven decision making as a tool for empowering community stakeholders in the change process, and 3) the role of organizational and systems capacity in building collective impact initiatives. The roundtable is intended to maximize chances of success for these promising social change models through engendering ongoing dialogue and collaboration among and between researchers and practitioners.

Session Organizer:
Kimberly Bess, Vanderbilt University

Chairs:
Kimberly Bess, Vanderbilt University
Joanna Geller, Vanderbilt University

087. Contextualizing Causal Theories for Process Evaluation: What Makes or Breaks the Program?
Workshop
8:30 to 10:20 am
Dooley Memorial Classroom Building: MM 213

Program theories often lay out causal mechanisms for how their activities are thought to achieve proposed goals. Sometimes, though, these program theories seem to assume that each step in the causal chain proceeds automatically to the next, ignoring contextual factors that may impede or facilitate individuals’ movement through the chain. Understanding a program’s successes and failures requires going beyond simple causal mechanisms to investigate which facilitating and inhibiting factors are most significant in the program’s action. Explicitly augmenting a program theory with potential facilitating and inhibiting factors can provide a framework for designing a detailed process evaluation to uncover how the program succeeds or fails. Based on the knowledge of which contextual factors are most important in controlling movement through the theory of action, program designs can be adjusted to capitalize on facilitating factors and mitigate inhibiting factors. In this workshop, we will practice identifying relevant facilitating and inhibiting contextual factors and think about how an augmented program theory can inform evaluation design. Illustrations will come from an ongoing evaluation of the Community Knowledge Worker (CKW) program, a community-based farmer education program in rural Uganda. Participants are encouraged (but not required) to come with a program in mind for the practice exercises.

Session Organizer:
Michael J Culbertson, University of Illinois, Urbana-Champaign

088. Engaging Front-Line Staff: Piloting a Tool for Applied and Academic Researchers
Roundtable Discussion
8:30 to 9:20 am
Dooley Memorial Classroom Building: MM 313

A key factor of successful community research and programs is partnerships. Researchers and evaluators both acknowledge the value of these relationships, but continue to face challenges in developing methods of effective communication and sustaining relationships. Front-line staff members are integral stakeholders who can successfully mediate communication between research and community partners, but often their expertise and involvement is under-valued. This round table suggests alternative ways to build and sustain community partnerships using a bottom-up approach; namely, understanding the context in which front-line individuals function and how to utilize their influence and knowledge in community relations. We will address the university student (academic research), data collection staff (applied research), and the community worker in their roles as front line staff. Typically, researchers (Primary Investigators and Project Managers) will primarily engage with management and executive staff and provide minimal attention to nurturing relationships with front line staff (i.e., research (applied and academic) and community). Meanwhile, research and community front-line staffers are left to their own devices to develop good working relationships. However, it is these relationships that must be fostered and managed early and often. In developing strong partnerships, it is important that frontline staff: 1) have a clear idea of the program/research, 2) believe the program/research is valuable, 3) develop an authentic relationship with the evaluation team, and 4) receive incentives and public accolades for their hard work. When buy-in is garnered from these groups, they are provided with true responsibility and their contributions are valued, the research is more rich, reliable and valid. This roundtable will introduce and discuss a tool in development for research practice, which will make the development of community relationships exponentially easier and address many of the challenges commonly mentioned in the literature. Feedback will be solicited from participants to assist in further development.

Session Organizers:
Kimberley Broomfield-Massey, EMSTAR Research, Inc.
Tiffany Young, University of South Florida

089. Sociopolitical Development & International Education
Roundtable Discussion
8:30 to 9:20 am
Dooley Memorial Classroom Building: MM 316

Research on students’ development as an aspect of international education (i.e. study abroad) has largely focused on foreign language and skills acquisition pertinent for work in globalized economies. The associated literature has yet to examine sociopolitical development as a byproduct of international education. Sociopolitical development, the process through which students gain critical awareness of human rights issues, may offer new insights into benefits of study abroad, and is a salient topic for the field of community psychology. In this roundtable, we will briefly present findings from a multi-method investigation of students’ development in study abroad programs. We will use our experience and selected findings from the research to prompt discussion of the role of international education in promoting sociopolitical development, including global awareness, perspective taking, feelings of agency and self-efficacy, as well as intentions to engage in social change work.

Session Organizer:
Tracy N Hipp, Georgia State University

Discussants:
Tracy N Hipp, Georgia State University
Gabriel Kuperminc, Georgia State University

Symposium
9:00 to 10:20 am
Whitten Learning Center: LC 190

Community psychology is built on the notion that individuals cannot be understood in isolation—instead the larger context in which they function must be taken into account. Further, community psychology aims not only
to understand a given issue but also calls for those in the field to focus on increasing social justice and encouraging systems change. Together, these values position community psychologists to be well suited to conduct research that goes beyond understanding the individual and instead focuses on understanding and impacting the social policies that affect communities and individuals. While community psychologists are positioned to take this role, the extent to which those in the field are trained to work in the context of policy may be limited. Thus, the proposed symposium aims to provide concrete examples of different ways in which community psychologists have conducted policy-relevant research, as well as the challenges and successes that have been experienced in the policy realm. In order to better understand the diverse settings in which community psychologists have focused on policy, the symposium will begin with an overview of findings from interviews with community psychologists whose research has influenced social policy. Next, four examples of current policy-focused research will be described. These projects utilize diverse methodologies including interviews, surveys, focus groups, public forums, and written testimonials, to target specific policy-relevant challenges. Policies in four areas are addressed: anti-bullying, civil rights, domestic violence intervention programs, and child welfare. The goals, challenges, and successes of each project will be emphasized in order to identify similarities and differences across policy contexts. The session will conclude with an interactive question and answer session focused on dialogue between the audience and presenters about issues encountered when conducting policy-focused research.

Participants:


This presentation focuses on the pathways and practices through which community psychologists influence social policy. The presentation is based primarily on preliminary analyses of 90-minute interviews with a wide range of community psychologists whose work has influenced national, state, and/or local social policy. These data are part of a larger book project, Influencing Social Policy: Applied Psychology Serving the Public Interest. Interview questions encompass career pathways to policy-related work, detailed accounts of policy-related successes, challenges faced and strategies used to address challenges, perceived benefits and limitations of disciplinary background and employment context, mistakes made and lessons learned, characteristics of useful and effective policy-relevant research, and suggestions to enhance the field’s contributions in the years ahead. The first portion of the presentation will delineate the various avenues through which community psychology researchers bring their research findings to bear on policy. Case study material will be used to illustrate the pathways through which researchers developed relationships with policymakers, the specific means of advocacy used to influence policy, and the characteristics of their policy-relevant research that led to specific policy successes. The second portion of the presentation highlights the various means through which community psychology policy practitioners who work in intermediary (non-governmental) and governmental settings influence social policy. Case study material will be used to illustrate the pathways through which policy practitioners obtained their positions, the role-related skills and practices they (and their settings) use to influence policy, and examples of specific policy successes, including the role played by policy-relevant research. Implications for future efforts to enhance social change will be discussed, based on the current findings, relevant policy literature, and findings from a recent survey of members administered by the SCRA Policy Committee focused on building our field’s capacity to influence social policy.

Implementing State-wide Anti-Bullying Policy: A System-level Change Perspective. Andrew Martinez, DePaul University; Crystal Coker, DePaul University; Alison Mroczkowski, DePaul University; Jo Ann Freiberg, Connecticut State Department of Education, Bureau of Accountability and Improvement; Kathleen Wedge, Connecticut State Department of Education, Bureau of Accountability and Improvement

During the 2011 Legislative Session, the Connecticut General Assembly passed Public Act 11-232, An Act Concerning the Strengthening of School Bullying Law. This legislation includes statutory language requiring schools to 1) investigate alleged acts of bullying and intervene once they have been verified, 2) prevent acts of bullying from occurring by creating safe school environments and, 3) conduct biennial school climate assessments. Although this initiative represents a large-scale systemic effort to mitigate bullying in school settings, research suggests that system-level change is a multifaceted, disordered, and problematic process (Peirson, Boydell, Fergus, & Ferris, 2011). We will conduct interviews with 25 key stakeholders state-wide to better understand the process of implementing these legislative requirements. Specifically, we use the Ecological Process Model of System-level Change (Peirson, Boydell, Fergus, & Ferris, 2011) framework to examine factors that inhibit or facilitate the implementation of anti-bullying mandates by school personnel. Data analyses will be conducted by independent raters using established iterative techniques for aggregation and synthesis of qualitative data. Findings will be presented about the factors that inhibit and facilitate the implementation of state policies at the school and district levels revealing disparate ecological perspectives of these processes. Results will also elucidate how resources, adaptation, and interdependence play a role within the implementation process. Implications for research, public policy, and community psychology will be discussed.

LGBT Civil Rights Inclusion Under Michigan Law. Sarah Reed, Michigan State University

There are no explicit federal prohibitions against discrimination based on sexual orientation or gender identity/expression. Due to a lack of federal prohibitions on discrimination based on sexual orientation and gender identity/expression, states have enacted their own anti-discrimination policies in an effort to protect their lesbian, gay, bisexual, and transgender (LGBT) residents. In 29 states, including Michigan, it remains legal to discriminate against people based on their actual or perceived sexual orientation. In 34 states, including Michigan, it remains legal to discriminate against people based on their gender identity/expression. This means that people can be fired from their jobs, refused employment, denied housing, and refused service based on their actual or perceived sexual orientation or gender identity/expression and that they would have no means of legal recourse. In 2012, The Michigan Civil Rights Department (MDCR) obtained a grant with the three year goal of amending the state civil rights act to include sexual orientation and gender identity/expression. Over the course of 2012, the MDCR conducted public forums, surveys, and archival research to examine the need for an amended civil rights law. Secondary objectives of the grant included: improving communication and rapport between key civil rights stakeholders, and improving the MDCR’s internal understanding of LGBT issues and concerns. This project will culminate in a report that is distributed to MDCR commissioners, civil rights partners, and the Michigan legislature. In this presentation, I will discuss the project’s evolution, the challenges associated with this project, including the difficulties of working with the state government, and highlight some of the benefits I have derived from working closely with the government on a policy-relevant issue about which I am very passionate.

Assessing the Readiness and Capacity to Enact System Change in Child Welfare. Christian Connell, Yale University; Cindy A. Crusto, Yale School of Medicine; Jason Lang, Child Health and Development Institute of Connecticut, Inc.;
Marilyn Cloud, Connecticut Department of Children and Families

The Connecticut Department of Children and Families (DCF) is embarking on a statewide initiative to enhance the state’s capacity to identify and respond to the needs of trauma-exposed children within the child welfare system. This initiative, referred to as the Connecticut Collaborative on Effective Practices for Trauma (CONCEPT), is supported with a 5-year Federal grant including a 1-year planning phase. CONCEPT will focus on a number of key components of system reform including workforce development, institutionalization of universal trauma screening and referral procedures, and implementation of two trauma-informed and evidence-based practices in communities across the state. In order to enact such systemic change, the initial year of the grant provided the opportunity to assess the readiness and capacity of the child welfare and children’s behavioral health provider systems to provide trauma-informed care for children and families. The CONCEPT evaluation team from The Consultation Center at Yale School of Medicine conducted a multi-method readiness and capacity assessment including web-based surveys of DCF supervisors and staff and of community-based provider staff and focus groups with a range of key stakeholder groups including DCF and provider staff, residential setting staff, foster family providers, and family/consumer representatives. The assessment process focused on a range of domains critical to supporting a shift toward more trauma-informed practice and policy within the child welfare system such as training and education; screening, assessment, and referral; availability and accessibility of trauma-informed care; and collaboration among child-serving settings.

Additional activities by the CONCEPT team included a review of various administrative data systems to support system change, and a review of policies and procedures at the state level to support trauma-informed care. This presentation will provide an overview of the readiness and capacity assessment process, findings from the assessment, and the ways in which these findings were used to shape implementation plans for the CONCEPT initiative.

Utilizing Research to Inform Implementation of Social Policy on Batterer Intervention Programs. Ashley Boal, Portland State University; Eric Mankowski, Portland State University

A number of social policies are aimed at preventing intimate partner violence, but the empirical basis and implementation effectiveness of many of these policies is unknown. The lack of knowledge about the extent to which implementation occurs raises substantial barriers to ultimately understanding the impact of these social policies. This session describes the process of one research project focused on understanding the implementation of policies regulating batterer intervention programs. Batterer intervention programs (BIPs) are a common secondary preventive intervention for the problem of intimate partner violence (IPV) (Austin & Dankworth, 1999). Standards for practice are intended to promote uniformity across programs and increase victim safety; they have been adopted in nearly every US state (Maiuro & Eberle, 2008). While Oregon joined the majority of states utilizing standards for BIPs in 2006, there are currently no processes in place to monitor the extent to which programs comply with state standards or enforce compliance. This presentation will explore the process of conducting a study focused on the implementation of state standards in Oregon. First, the goals and scope of the project and its pertinence to policy will be highlighted. For example, this project aimed to provide direct feedback to those that developed the standards to aid in gauging programs’ compliance with the standards across the state. Second, the collaborative relationship with community and policy partners will be discussed. The nuances of collaboration with a state advisory committee, which aided in providing project credibility and access to participants, will be reviewed. Third, the challenges relevant to conducting research in the BIP policy context will be examined. For instance, challenges related to variation in political interest in the topic and limited resources for action will be described. Finally, the successes and potential next steps for impacting and informing batterer intervention policy will be brought forth.

Session Organizer: Ashley Boal, Portland State University

091. Community Psychology Research Unit at ISPA University Institute – Portugal: Contributions towards Community Thriving

Symposium
9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 208

The proposal presented in this symposium is a selection of studies that result of the doctoral program in Community Psychology started in 2007, and adjusted to the European Bologna process in 2009, currently with seventeen national and international students. Within this doctoral program the main aim has been to develop research endeavours focused on community and social change, namely in fields such as transformative community mental health, sense of community, empowerment and leadership, as well as coalition effectiveness. With this proposal we probe to emphasize the idea that research may anchor the development of innovative social policies, and confer to Community Psychology dimension of usefulness and a sense of purpose for the promotion of justice and peoples’ well-being. We are honoured to have this symposium commented by Bret Kloos (University of South Carolina, USA), that visit ISPA – IU during the second semester of 2011 with a Fulbright Scholarship.

Participants:

The Role of Mental Health Community Based Organizations in Fostering Capabilities of People who Experience(d) Mental Illness. Maria F. Jorge-Monteiro, ISPA-IU; Beatrice Sacchetto, ISPA - Instituto Universitário de Ciências Psicológicas, Sociais e da Vida; Jose Ornelas, ISPA University Institute

This presentation describes the research project, designed to capture users’ capability gains in community-based organizations. As recovery and capabilities approaches require that mental health services make a link between the individuals and their environment it will present the adaptation work of the capability conceptualization for community mental health and the individual outcomes related with the supported education and employment services and the housing programs, as exemplars of interventions that best promote peoples’ capabilities and social inclusion. The capability approach focus on “what people can actually do and be given their own capacities, and real opportunities and constraints in their environments” (Shinn, 2009, p.2). This approach was adopted in the research project, with the aim of suggesting criteria for the evaluation of community-based mental health organizations. Therefore, it has been constructed a list of capabilities, adapted to the specific context, through a collaborative approach with users of two mental health community based organizations in Lisbon (Portugal). The collaborative perspective has permitted to reflect users’ experiences and gains. It will be illustrated the relevance of some dimensions of the constructed list based on mental health literature and how these have been transformed in a questionnaire subsequently applied to a sample of 200 users. Preliminary results of the internal validity of the scale (Cronbach’s alpha) and the linear regression between some participants’ dimensions (social and demographic characteristics, diagnosis, time of service utilization, etc.) and the dimensions of the questionnaire will be presented.

Why are we part of CNE? Psychological sense of community in Scouting, a research in Corpo Nacional de Escutas (CNE). Olga Cunha, ISPA University Institute; Jose Ornelas, ISPA University Institute
Youth empowerment: Adaptation and Validation of a searching for articulation of the role in the impact produced on the community (perceived influence and effectiveness, and observed changes) [Cf ≈ 930; Gf = 838; RMSEA = 0.051; q (rmsea <= 0.05) = 432]. We have concluded that the presence of a shared mission has a significant impact on the perceived sense of and effectiveness (β [M/E] = 388; R = 0.39***p<0.001), and influence (β [M/E] = 597; R = 0.60***p<0.001). In the qualitative dimension of the study it was probed to understand and document the ways that the leaders attain the substantive (Individual, Systems, Community) and procedural (Internal/External Communication, internal organization, Due Process) aims (Law 147/99, Sept 1st), of the Community Councils for the Protection of Children and Youth. The results report the tension between prevention and intervention, and that the procedural aims tend to assume a greater centrality on the council’s action that the direct response to children and you at risk and danger of child abuse and neglect.

Community Leadership: a collaborative research. Teresa Duarte, ISPA-IU; Jose Ornelas, ISPA University Institute

This research focuses on the understanding of community leadership, through different topics as participation, opportunities, sense of personal efficacy, and further the concept of personal vision related to community change. Community Leaders are described as persons who assign their time, talents and resources voluntarily to create and maintain positive changes within a specific geographic community, This study represents a collaborative research between a university team and a community organization. Conducting a semi-structured interview to 100 grassroots leaders, the collaborative team used the findings to help the leaders to better understand their work related to those topics and concepts of community leadership. In addiction, the emphasis and enhancement of their work would help the leadership development. Simultaneously, the collaboration itself will be reported since the first contacts till the discussion of the results. These stories document various critical incidents during the life of the collaboration, narrated by stakeholders, coordinators, and research team. All these reports will provide an explanation of how this research has been shaped through the interactions of the collaborative team and leaders of the participant organizations. The main product of this study is the development of a leader academy. This presentation will map the participatory action research method through the description of the whole collaboration process, including some discussed results regarding community leadership understanding.

Session Organizer:
Jose Henrique Ornelas, ISPA University Institute Lisboa
Chair:
Jose Ornelas, ISPA University Institute
Discussant:
Bret Kloos, University of South Carolina-Columbia

092. Engaging Seniors for Healthier Communities
Symposium
9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 214

Although seniors comprise a large and growing proportion of the population, older adults as a group are somewhat of an under-utilized community resource, particularly in the United States. Segregation by age tends to be the unquestioned norm in most places, and the failure to fully integrate seniors into their communities has negative consequences for individual, community, and societal well-being. The proposed symposium will address ways in which communities, large and small, can more fully engage seniors in civic and social life, and thereby promote healthy, vital aging and build stronger, healthier communities characterized by broad participation and active engagement.
educational organizations may provide a means to assist older members of marginalized communities advance their education thereby supporting the role of senior centers in promoting aging-friendly communities and purposeful living among seniors; lifelong learning and the leadership of seniors in this educational movement; senior housing, sense of community, and positive aging; and; the leadership potential of seniors in times of crisis. We will conclude with an interactive activity. The proposed symposium is relevant to three of the conference tracks. First, it is relevant to “communal thriving through community partnerships and social change,” as we will address social change through university-community and inter-organizational partnerships. Second, it is clearly connected to “communal thriving through prevention and wellness promotion,” as we will focus in large part on the promotion of positive, healthy aging. Finally, it is relevant to “communal thriving through equity, diversity, and social justice,” as we will emphasize the pernicious nature of ageism and argue that intergenerational justice is an indispensable component of social justice.

Participants:

Remaking Senior Centers for Diverse Populations and a ‘New Old Age’. Andrew Hostetler, University of Massachusetts-Lowell

Senior centers are an important point of entry into the aging services network, but surprisingly little is known about whom they serve or the individual- or community-level benefits of the programs and services they provide. This presentation will address the extent to which senior centers are fulfilling their mandate to serve the most disadvantaged older adults and to meet the needs of diverse constituencies. It will also highlight those senior center programs and activities with the greatest potential to: 1) provide necessary resources to diverse populations; 2) promote meaningful inter-ethnic and intergenerational exchanges and relationships; and; 3) stimulate the kind of meaningful civic engagement that has been identified as an essential ingredient for both optimal aging and societal well-being. Data are drawn from five senior centers in a diverse collection of communities in the Northeastern United States. In addition to analyzing comprehensive computerized membership and participation data, the research team conducted multiple interviews and focus groups with senior center staff, volunteers, and participants. We employed latent factor/latent profile analyses to identify specific patterns of participation, taking into account the types, combinations, sequences, and timing of activities, as well as participant characteristics, and generating a typology of the different ways in which different groups of seniors use the center. This resulted in a meaningfully grouping of different types of activities, allowing the centers to evaluate their strengths, weaknesses, and overall breadth of offerings in a comprehensive and categorical way. We also identified those activities and clusters of activities that draw participation from under-served populations, including seniors of color and immigrant seniors, and those activities which attract the most diversified groups of participants, including activities that bring older adults and young people (children, adolescents, young adults) together and that involve engagement with the broader community.

Educating for the Third Age: An Evolving Social Movement. David Kintz, National Louis University

The coincidence of a steadily growing older population worldwide and significantly increased life expectancies has supported the development and growth of a unique and unprecedented social movement focused on the acquisition of education in later life. The proliferation of the University of the Third Age in many European and Pacific Rim countries, the Osher Lifelong Learning Institute and Institutes for Learning in Retirement in the United States, provide a foundation for meeting the educational needs of an aging population. Participation in “third age” (i.e., early post-retirement) education assists older learners to achieve improved levels of cognitive, social, physical and psychological well-being. Community based third age

Subjective Well-Being and Sense of Community among Seniors: A Positive Psychology Approach. Karen Lynch, National-Louis University; Suzette Fromm-Reed, National Louis University

As the human lifespan lengthens, so does the period of old-age, creating a new paradigm for individuals and society. This study examines subjective well-being and sense of community in older individuals depending on where they live, either in congregate housing or private residences. Some 346 adults, ranging in age from 57 to 98 (M = 79.2), completed three surveys: Sense of Community Index, Satisfaction with Life Scale, and a demographic questionnaire. Of the sample, 146 reside in seniors-only congregate housing and 200 reside in private residences. Differences were found in satisfaction with life such that those living in private residence scoring higher in satisfaction with life. Satisfaction with Life was related to factors such as relationship with children and owning a car, while sense of community is significantly impacted by church/temple attendance and religion/spirituality. Multiple regression analyses indicate that subjective well-being in old age is related to: involvement in social activities, church/temple attendance, self-ranking of high religiousness/spirituality, and living in a private residence. Thus, positive aging is influenced by place of residence and these four factors. Our findings indicate that social connections are important to senior adults, whether they live in a private residence or congregate housing. Further, these findings may be used to inform future housing policy for senior adults.

Older Adults as Community Leaders in the Context of Disaster: A Case Study of the 2009 South Pacific Tsunami in American Sāmoa. Sherri Brokopp Binder, University of Hawaii at Manoa

On September 29, 2009 two nearly simultaneous great earthquakes near Tonga and the Samoan islands generated a tsunami that struck the islands less than 15 minutes later. In American Sāmoa the tsunami killed 34 people and caused massive structural damage. This case study documents the lived experiences of seniors as a special population in this event. In many ways, the experiences of older adults during and after the tsunami were similar to those of other sub-populations, though older adults also faced unique vulnerabilities. The timing of the tsunami, which first struck just before 7:00 AM local time, meant that many older adults were home alone or with the family’s young children. Additionally, physical limitations made evacuation difficult or impossible for many. However, while older adults are considered a vulnerable population, their experience of the tsunami was also defined by their high social standing in Sāmoan culture. In this cultural context, older adults are highly respected and viewed as leaders of the family unit. As family leaders, many felt solely responsible for the loss and suffering their families faced. Though their losses were catastrophic, older adults played a lead role in preparing their families for futures disasters and in leading them through the recovery process, at times by forging new, culturally-grounded methods for addressing needs as they arose. Based on this case study, the proposed paper will explore the potential for seniors to serve in leadership roles in times of crisis, and barriers to such leadership, including ageism and age-related stereotypes.

Session Organizer: Andrew Hostetler, University of Massachusetts-Lowell
Chair: Andrew Hostetler, University of Massachusetts-Lowell
Creating Interventions That Are Deeply Cultural: Methods, Examples, and Discussion

Symposium
9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 215

An important aspect of the work of community psychologists and researchers is to understand the cultural context in which people live, and the cultural beliefs of individuals and groups. Further, community researchers strongly value diversity and frequently develop interventions and programs to provide equal access to well-being and the factors that promote it. Cultural tailoring has been defined as, “the development of interventions, strategies, messages and materials to conform with specific cultural characteristics” (Pasick et al.1996). The benefits of culturally tailoring interventions are numerous, and include higher participant engagement, better outcomes, and greater likelihood of program sustainability. However, community researchers are not always taught how to create a culturally tailored intervention, and time constraints and cultural divides can lead researchers to develop interventions in line with mainstream culture, and then add on a few possibly culturally relevant pieces. This symposium will present the steps taken by four separate research teams to build interventions with culture in mind. The presenters will describe the methods they used to consider and incorporate culture, and will unveil the successes, difficulties, and surprises that resulted. We have intentionally selected presenters who have worked with a diverse set of populations, to provide audience members a broader array of collaboration and cultural tailoring methods. Each presenter will have 12 minutes to share their experience, followed by up to 5 minutes of questions from the audience. Recognizing that there will be a wealth of experience among audience members, we will set aside the remaining minutes for a full group discussion. We will pose to the group questions such as: What methods have you used to create culturally tailored interventions that have not been shared yet today? What new ideas came to you as you listened to the presentations and discussion?

Participants:
Wisdom of Immigrant Youth: Culturally Relevant Interventions and Research in a Nontraditional Migration City. Lisa Vaughn, Cincinnati Children’s Hospital Medical Center
In 2005, an estimated 15.7 million children in the United States were foreign born or in families with at least one foreign born parent. If current immigration levels continue, in ten years immigrants will comprise 30%. By 2020, it is projected that Latino adolescents alone will comprise one-quarter of the youth population. Most of these immigrant children live in only ten metropolitan areas, but the immigrant population is growing in nontraditional migrant destinations. It is well established that immigrant youth face many challenges related to minority and immigrant status including discrimination, poverty, cultural or language barriers, and documentation status, and such challenges may be increased in nontraditional destination areas due to additional discrimination and social exclusion. The traditional approach to community development/education/research in general and especially with immigrants has been that the “well-intentioned” expert comes in to “teach” the community about what should be done and what the issues are without ever assessing what is important to the community or working with the community to find answers to complex problems. Further, there is considerable evidence that immigrant communities have significant yet untapped cultural resources, strengths, and skills that can be engaged in addressing problems and promoting health and well-being. In this presentation, I describe the methods, challenges and nuances of various culturally relevant interventions, programs, and research projects we have conducted with Latino and West African immigrant youth (and sometimes their parents). Methods include academic-community partnerships, a community-based participatory research approach, Photovoice, arts-based programming, youth-driven media design, mentoring, concept mapping, active youth participation and co-design/research, youth and parent advisory councils, participatory needs assessments, and cultural gatekeepers. All of our projects and the corresponding methods and approaches consider culture and offer creative, transformative, participatory, effective, collaborative and tangible ways to harness the wisdom of immigrant youth.

Developing a family-based intervention to reduce HIV risk for adolescents in rural Kenya: A community-based participatory approach. Eve Puffer, Duke University; Jessica Pian, Duke University; Sherryl Broverman, Duke University; Rose Ogwang-Odhiambo, Egerton University
The Nyanza Province of Kenya has a 15.3% rate of HIV, and youth are at particularly high risk. We used a community-based participatory approach to develop an intervention to reduce HIV risk behavior among adolescents in rural Nyanza. We first recruited a 20-member community advisory committee (CAC) representative of civic, education, health, and religious sectors. We then conducted a formative mixed-methods study, including qualitative interviews and a survey of 300 adolescent-caregiver pairs. Results revealed higher HIV risk behavior among youth with emotional and behavioral problems and identified mixed messages from adults about sex. Poverty and transactional sex emerged as structural risk factors, while religious coping was prominent as a protective factor. From these data, the CAC and academic partners identified the focus areas and implementation method. The result was a family-based intervention entitled READY: Resilience Education And skill Development for Youth and families. READY is facilitated in churches and includes three modules: Economic Empowerment, Emotional Support, and HIV Prevention. Modules were developed through a series of workshops including CAC members and adolescents and caregivers from the community. Academic partners suggested general evidence-based strategies drawing from social learning theory and cognitive behavioral therapies. Community members filled in roles, play-plays, communication exercises, and examples that reflected local customs and challenges. An illustrative example is the portrayal of “fish-for-sex,” a phenomenon unique to lakeshore communities. Two main challenges were establishing the CAC as an equal partner and blending evidence-based strategies with local content in ways that preserved key elements of both.

The Centering of Black Girls Within a Mentoring Intervention: Project PUSH. Lawanda Cummings, Paine College; LaShavnda Lindsay-Dennis, Paine College
Gender and culturally responsive mentoring and intervention programs are a critical means of addressing the challenges of African American girls. There is limited exploration into how needs, experiences, and cultural values of African American girls are considered and incorporated into program development and implementation. African American girls are exposed to particular challenges including poverty, teenage pregnancy and exposure to sexually transmitted diseases, crime, obesity, and violence that can negatively impact African American girls’ matriculation through school and their future outcomes (Belgrave et al, 2004; Robinson & Ward, 1991; Ward, 1996; Habroski et al, 2002). Project PUSH is a culturally responsive mentoring project that recognizes the importance of including students’ cultural background and lived experiences in aspects of the mentoring process. This culturally-based single-gender program focuses on supporting positive development of at-risk African Americans junior high female students through school-based mentoring and leadership skill development in the following areas: character, cognitive/academic, psychosocial, and physical. The purpose of this proposal is to examine the need and process for developing culturally relevant interventions for African American girls by exploring emerging themes of effective mentoring from mentors’ perspective and paralleling program features to culturally responsive teaching theory (Adson-Billings, 1991). Analysis of the focus group transcripts yielded six emergent
Creating a Holistic Health Intervention for United Methodist Clergy: Techniques Used to Make Spirited Life Deeply Culturally Relevant. Rae Jean Proeschold-Bell, Duke University; Robin Swift, Duke Divinity School; H. Edgar Moore, Duke Divinity School; David Toole, Duke Divinity School

When Duke Divinity School was funded to understand and improve the health of United Methodist clergy, the only documentation that clergy even experienced health disparities was found in anecdotes and rising health care costs. Accordingly, creating an appropriate intervention first involved learning more about clergy in general, and United Methodist clergy in particular, through focus groups and a population-wide survey. During the data collection period, a multidisciplinary team was convened. The team includes a public health interventionist, two theologians, a communications expert, and a community psychologist, among others. This presentation will focus on the roles each person played to design a collaborative intervention. For example, one of the theologians discerned that pastors were frequently unhealthy because they interpreted their call to ministry as requiring self-sacrifice and exhausting hours in order to serve faithfully. He drew on United Methodist pastors’ simultaneous deeply held belief that incarnation is a grace from God and reinvigorated that content to motivate pastors to care for their own bodies. In addition, the presentation will discuss the methods the team used to make the intervention attractive, comfortable, and appropriately spiritual for the participants. Based on focus group findings, all team members agreed that the intervention must allow pastors to work on physical, mental, or spiritual health—or even all three—in order to receive ultimate buy-in from pastors. This presented its own challenges, and the two-year Spirited Life intervention consists of multiple components stitched together through regular contact with a wellness advocate. The components include internally developed workshops and out-of-the-box weight loss and stress management programs that the team tailored to United Methodist clergy. The presenters will reflect on the difference between adapting an existing intervention to a culture, versus creating a new intervention specifically for that cultural group.

Session Organizer:
Rae Jean Proeschold-Bell, Duke University

Chairs:
Rae Jean Proeschold-Bell, Duke University
Lisa Vaughn, Cincinnati Children’s Hospital Medical Center

094. Community Collaborations and Prevention: Domestic and International Perspectives on Coalition Building to Achieve Community Change

Symposium
9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 216

Community Collaborations and Prevention: Domestic and International Perspectives on Coalition Building to Achieve Community Change

There has been growing interest to take the coalition model and apply it to international settings. While very common and popular vehicles for health promotion, prevention and community change in the United States, the dissemination of coalitions to international settings requires careful consideration of language, culture and context. With growing interest on the part of international partners to use this model to address substance abuse prevention, particularly in developing countries, there is urgency to determine how this model can and should be adapted to fit different cultural settings. Decades of coalition work conducted domestically offer an opportunity to glean lessons learned and critical points for consideration when working with partners to develop, implement and evaluate coalition building in international settings. It is important to consider funding, training and technical assistance supports, data and prevention infrastructure and the fit of a coalition entity into existing systems and practices. This symposium will provide perspectives from domestic and international coalition building experiences. The first speaker, a Community Psychologist working in a practice-environment, will provide an overview of a coalition model for capacity building, including how they approached their work. The second presenter is a practitioner and will discuss how the community capacity building model has been adapted for use in various international settings. The third speaker, a Community Psychologist working in an academic setting, will present lessons learned from evaluation efforts of community coalition building in Latin America. This session will also engage in Q&A with the audience to facilitate discussion focused on how the coalition model can be used in a variety of settings to promote prevention and result in communities equipped to address local challenges and ultimately achieve long-term social and public health improvements.

Participants:

Building Coalition Capacity for Community Change: Community Problem Solving for Substance Abuse Prevention. Evelyn Yang, National Coalition Institute; Pennie Foster-fishman, Michigan State University; Erin Rae Watson, Michigan State University; David Reyes-Gastelum, Michigan State University

This session will provide an overview of the work conducted by Community Anti-Drug Coalitions of America (CADCA), a nonprofit organization with the mission of supporting substance abuse prevention coalitions. CADCA has developed an approach to coalition building that emphasizes coalitions as community problem solvers for community change. Its training and support services emphasize coalition development in four key areas: coalition infrastructure/capacity, use of key coalition processes, use of comprehensive strategies, and facilitation of community changes. The model will be described, its adoption by diverse coalitions will be presented, and findings from an empirical evaluation of the impact of training and technical assistance in the coalition problem solving model will be presented.

Adaptation of a Coalition Building Model: Community Problem Solving in International Settings. Eduardo Hernandez, CADCA

A practitioner perspective will be provided on how CADCA’s community problem solving model has been adapted for use in international settings. CADCA works in 18 different developing countries in Latin America, Africa, Central and Southeast Asia. The adoption of this model in various countries has required a thoughtful consideration of what elements from the original training approach should be maintained, what should be enhanced, and what should be removed. Additionally, coalition building in international settings involves a careful analysis of local systems, structures, capacities and frameworks in order for successful coalition development to occur. This presentation will describe the adaptation of the coalition community problem solving model, how CADCA approaches international coalition building, and perspectives on how the field of Community Psychology can support coalition building in international settings.

The Challenges of Stay True to Community Psychology when conducting an International Evaluation. Pennie Foster-fishman, Michigan State University; Jerry Schultz, University of Kansas

This session will describe the evaluation approach used to examine the processes and outcomes of 9 coalitions in Lima, Peru trained in CADCA’s community problem solving model. The tactics employed to build a culturally competent evaluation
Session Organizer: Evelyn Yang, National Coalition Institute

095. Facilitating Change in Complex Community Systems Symposium
9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 217

Although needing to work together for program sustainability, programs and their funders often have different and potentially competing goals and priorities. This symposium will discuss the process of working with funding agencies and their networks of programs to promote the inclusion of stakeholders voices. Specifically, this symposium will address how funder-determined agendas of network development, data sharing systems and program evaluation match or conflict with program providers needs or desired objectives, set in the context of a network of out of school time (OST) program providers. Two separate efforts will be compared and contrasted. Topics will include: 1) the processes used to balance the demands of multiple stakeholders, 2) the role of data and data systems in facilitating change, 3) multi-agency collaboration for system wide social change and 4) the facilitation of networks of OST program providers to better meet their needs.

Session Organizers:
Jodi Petersen, Grand Valley State University
Teresa Behrens, Community Research Institute, Grand Valley State University
Erica Curry VanEe, Community Research Institute, Grand Valley State University
Ryan Ames, Community Research Institute, Grand Valley State University
Alejandra Garcia, Community Research Institute, Grand Valley State University
Jerry Johnson, Community Research Institute, Grand Valley State University
Gustavo Rotondaro, Community Research Institute, Grand Valley State University
Samuel VanGroningen, Community Research Institute, Grand Valley State University

096. Greater Than or Equal To: Empowerment, Acceptance, Self-determination, and Voice for Adults with Physical or Psychiatric Disabilities Symposium
9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 218

Citizens with physical or psychiatric disabilities have a long history of marginalization in the United States. Although two decades have passed since the Americans with Disabilities Act, these individuals continue to face discrimination, social stigma, and limited access to resources. Researchers and practitioners often unwittingly help to maintain oppressive conditions for people with disabilities. Definitions of disability reflect a medical model that emphasizes cure, impairment, and deficits. Research on disabilities generally highlights individual performance difficulties and environmental demands. The present symposium showcases research with people with physical or psychiatric disability that embodies the values, principles, and methods of community psychology. The symposium brings together researchers whose work illustrates issues of empowerment, acceptance, self-determination, and voice for adults with disabilities. The emphasis on both physical and psychiatric disabilities in the same symposium underscores macro-level social issues encountered by people who are seen as having a disability. The symposium begins with a brief introduction framing salient issues in research with people coping with disabilities. A first presentation describes a study of empowered action among deaf people who see their deafness as a cultural identity rather than a physical disability. A second presentation focuses on differences in psychosocial well-being, acceptance and disclosure about one’s disability, and perceived stigma for people with publically apparent and non-apparent physical disabilities. The development of a decision making tool to facilitate meaningful collaboration between practitioners and individuals who are receiving treatment for chronic medical and/or psychiatric illness is described in a third presentation. Issues of voice for people with psychiatric disability takes center stage in the final presentation that summarizes research on mental health care reform as described by adults with schizophrenia who had received mental health services for over a decade. The symposium ends with audience discussion of next steps for community psychology in disabilities research.

Participants:

Group Identity and Action towards Empowerment in the Deaf Community, Alexis Hamill, San Francisco VA Medical Center

Although deafness is traditionally conceptualized as a medical problem or disability, about 500,000 Deaf people in the United States identify as members of an ethno-linguistic minority that takes pride in being Deaf. Although largely anecdotal, there is some evidence to suggest that culturally Deaf individuals may hold a group identity that plays a role in their taking action to empower themselves and others in the Deaf community. Factors that relate to individual and group empowerment for marginalized groups are of fundamental interest to both researchers and practitioners in community psychology. The present research examines the role of identity, perceived discrimination, and action for empowerment in a sample of 175 Deaf and hard of hearing individuals. Participants from across the United States completed an online quantitative questionnaire. Their self-report data was analyzed utilizing hierarchical regression to test a model of potential pathways to empowerment. Study results will be presented that examine the direct and mediating impacts of identifying with the Deaf community and of experiencing discrimination on taking action to better the situation of Deaf and hard of hearing individuals. This presentation will provide information on various types of group identities and on Deaf and hard of hearing individuals’ experiences of discrimination and action to empower their group. Results suggest Deaf individuals are taking action to empower the Deaf community and that motivation for this action varies by group identity. For individuals identifying completely with the Deaf community, experiencing discrimination increases motivation to take action to empower the group. However, for individuals who identify as bicultural (identifying with the Deaf and hearing worlds) discrimination was not a mediating factor. Implications of community level empowerment strategies for the Deaf community and directions for future research will be discussed.

Self-Determined Healthcare: Incorporating Individual Preferences in Treatment Planning, Maria O’Connell, Yale Program for Recovery and Community Health

Elements of choice and self-determination are increasingly being incorporated into medical and psychiatric care through approaches such as person-centered care planning, advance directives, and shared decision-making. This is due partly in response to the value that American society places on self-determination as a basic human right, and secondarily on empirical research that suggests that incorporating elements of choice and self-determination into care planning can lead to greater adherence to chosen treatment and improved patient outcomes. Current models of shared decision-making in medicine emphasize the collaborative relationship between a practitioner and patient in making informed treatment decisions.
However, central to these models is a presumption that people have enough information to identify and choose treatment that is consistent with their values, goals, and preferred states of health. But the range of decisions that can be, or should be, made within the context of a shared decision-making process is often fairly restricted, limited to predetermined treatment options. While important, these are not necessarily the personal decisions most meaningful to people with chronic illnesses. The proposed symposium will share preliminary results of a concept mapping project designed to explore the hopes, goals, and values and perceived barriers to, and facilitators of, shared healthcare decision-making among persons diagnosed with a chronic physical and/or psychiatric illness. The presenter will share graphic representations of hopes, values, goals, and preferred supports among persons who have lived with a chronic illness based on concept mapping techniques and will lead a discussion about ways to incorporate such patient-centered information into the treatment setting.


In the United States, more than 50 million Americans report some level of disability. For 32.5 million of these individuals, the disability is severe enough that they need assistance with some activities of daily living. According to the United States Census Bureau (2002), the poverty rate for people 25 to 64 years old without disability is 7.7%; for people with a severe disability it is 25.9%. Many disability and non-disability related factors interact to create a profound effect on the lives of individuals with disabilities. In addition to limitations in functioning, individuals face psychosocial stress associated with incurred trauma or the disease process itself, the disability’s impact on family and friends, and sustained financial losses (e.g., reduced income, increased medical bills). Despite the many people impacted by disability, little research has examined the relationship of apparent versus non-apparent disability on issues of acceptance of disability, disclosure, perceived stigma or well-being. To expand the literature on disability, an online survey was developed and completed by 168 individuals with apparent disabilities (including cerebral palsy, arthritis, multiple sclerosis, blindness, chronic diseases requiring wheelchair use) and/or non-apparent disabilities (including cancer, leukemia, AIDS, fibromyalgia, heart/pace maker, chronic fatigue syndrome). Results indicate that, for those with non-apparent disabilities, disclosure is negatively associated with stigma, and this association between stigma and disclosure holds only for those with non-apparent disabilities. Well-being was negatively related to stigma, both for those with apparent and non-apparent disabilities. For those with non-apparent disabilities, well-being was positively related to disclosure. Finally, the proposed positive relationship between acceptance and well-being was found to hold true, regardless of level of apparentness. Implications for training, clinical work, and program development will be discussed.

Mental Health Historians: Understanding Community Mental Health Care Reform from Adults with Schizophrenia. Catherine Stein, Bowling Green State University; Jaclyn Leith, Bowling Green State University; Lawrence Andrew Osborn, Bowling Green State University; Shane Kraus, Bowling Green State University; Samantha Jesse, Bowling Green State University; Catherine Petrowski, Bowling Green State University; Michael May, Bowling Green State University; Sarah Greenberg, Bowling Green State University

Recovery has been hailed as a guiding and transformative vision for community mental health services in the United States. In the past two decades, research and mental health policy have focused on defining recovery and examining the efficacy of recovery-oriented mental health services for adults with serious mental illness. Yet, the historical context of mental health services reforms from the deinstitutionalization movement to the recovery movement is often lost in current scholarly discourse. Existing research typically relies on the perspective of mental health professionals to assess changes in the mental health system over time. Yet, consumers with serious mental illness have a unique perspective on mental health system by virtue of their lived experience. In the present qualitative study, adults with serious mental illness were viewed as historians who had a valuable perspective to share on the mental health system. Using a qualitative research approach, 12 adults diagnosed with schizophrenia who had long-term involvement in the mental health system discussed their mental health experiences and their perceptions of changes in the mental health system over time. In the course of individual, 90-minute interviews, adults with schizophrenia described their views about the causes of mental illness, the nature of their psychiatric symptoms, inpatient and outpatient services, and community-based support systems. Participants reflected on changes in the mental health system over time. Themes from consumers’ accounts about their mental health experiences were summarized. Preliminary findings suggest that consumers’ accounts differed as a function of number of years spent in the mental health system. Adults with schizophrenia provided powerful examples of changes in their mental health treatment that they experienced over the past 30 years. Implications of findings for community mental health care and issues of consumer voice in community research and action are discussed.

Session Organizer: Alexis Hamill, San Francisco VA Medical Center

097. Guiding Competencies: Critical Skills to Engage in Community Work from the Perspective of Students
Symposium 9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 312

In recent years there has been movement toward delineating requisite skills necessary for professionals working in communities, with a draft of 18 competencies for Community Psychology Practice appearing in the Fall 2012 edition of The Community Psychologist. These competencies are intended to guide graduate education to properly prepare students to successfully engage in community work; further they provide a framework which can assist graduate programs in evaluating and potentially improving their curricula. Recently, the Council on Education Programs (CEP) sent out a survey to graduate schools asking them to assess the level of training they provide to their students on each of these 18 competencies. Although input from professors and programs is crucial to improving competency-based training for practice, hearing from students, as well as professors, can serve to enhance our understanding of the training currently being offered in SCRA-related graduate education programs. A student-led session on the competencies for Community Psychology practice, facilitated by student members of the Practice Council, will provide a means for augmenting the inclusion of student perspectives. This proposed biennial session will include two components. First, facilitators will present the results of a survey distributed to students in Community Psychology training programs, modified from one distributed recently to training programs by the Council of Education Programs (CEP), asking students to rate the level of education they are getting in each of the competencies; comparisons will be made to the results generated by the CEP survey, noting any gaps. Using these survey findings as a backdrop, a discussion will ensue which will engage both invited students and session attendees. The purpose of this discussion will be a “best practices” ideas exchange to develop and elucidate ideas for proliferating strengths and resolving weaknesses, and reconciling differences in student and program perspectives, using innovative technology to facilitate discussion.

Presenters: Olya Belyaev-GLantsman, DePaul University
It takes a village: Community-based research and intervention with juvenile justice-involved youth
Symposium
9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 314

There is a long-established history of efforts to understand and respond to juvenile delinquency. Research and practice in this area have evolved greatly over the past several decades; current efforts to understand juvenile delinquency include gender-specific models and community-based advocacy interventions. The purpose of this symposium is to highlight community-based research and interventions with juvenile justice-involved youth. Specifically, the presentations will describe a youth-centered advocacy intervention for juvenile justice-involved girls, including outcomes associated with the program and the role of creative goals as part of the intervention, and an exploration of juvenile justice-involved youths’ self-concepts via research conducted in collaboration with youth. In addition to specific discussion points highlighted in each individual presentation, this symposium includes a set of general discussion questions that we will ask audience members to consider in order to facilitate audience participation and conversation about interventions with justice-system-involved youth. These include: what are the community-psychology informed intervention mechanisms or processes that could explain positive outcomes, enhanced creativity, and effective self-concept development? What are important gender-specific considerations in designing and evaluating youth programming? What are key ways in which youth interventions targeting behavior change can maintain an ecological and strengths-based focus?

Participants:
Youth driven advocacy for juvenile justice-involved girls: Development and evaluation of the Girls Advocacy Project. Shabnam Javdani, New York University; Nicole Allen, University of Illinois at Urbana-Champaign; Angela Walden, University of Illinois at Urbana-Champaign

There has been a rise in national and international arrests for adolescent girls over the course of the past two decades (Snyder & Sickmund, 2006). Despite this increase in girls’ crime, the community and systems’ response to girls’ delinquency has been characterized as largely inadequate. Prominent among them has been a critique that youth programs neglect important gender-specific considerations (Chesney-Lind & Shielden, 2004) despite evidence suggesting gender-specific pathways to delinquency (Javdani et al., 2011). To address this area of growing concern, a local youth-centered advocacy intervention was developed based on existing models in the field of community psychology (Davidson & Rapp, 1976; Sullivan & Bybee, 1999), and incorporating nationally recommended Female-Responsive Service (FRS; Maniglia, 2003) components. Local juvenile justice-involved youth were enrolled in the program, called the Girls Advocacy Project (GAP) over the course of five years, each for a period of about 10-15 weeks, and evaluation efforts were informed by prospective quantitative data. Preliminary outcome data suggest that, over time, youth reported higher levels of resilience, self-efficacy, and problem-solving capabilities, and decreased distress, as indexed by fewer experiences of depression, anxiety, anger, and self and other-directed violence. Hypothesized program mechanisms will be discussed in the context of a developing model of gender-responsive intervention for juvenile justice-involved girls.

Unwavering support and endless possibility: The role of creative goals in youth driven advocacy with juvenile justice-involved girls. Angela Walden, University of Illinois at Urbana-Champaign; Shabnam Javdani, New York University; Nicole Allen, University of Illinois at Urbana-Champaign

The Girls Advocacy Project (GAP) is based on existing client-centered and community based advocacy models (Davidson & Rapp, 1979; Sullivan & Bybee, 1999) and informed by a gender specific understanding of the causes and consequences of girls’ involvement in the juvenile justice system (Javdani & Allen, 2013; Zahn, 2008). Positive outcomes associated with these advocacy models have been documented in scholarly literature and highlight the importance of a client-centered approach for facilitating clients’ progress toward building self-advocacy skills and accomplishing practical goals such as increased safety and decreased system involvement. However, less attention has been paid to the role of clients’ decisions to pursue creative interests (e.g., performing arts) as part of the advocacy intervention. Given the importance placed on clients’ goals - indeed, their interests and priorities drive the advocacy intervention - the present study aims to explore the role of creative goals that GAP clients choose to pursue with the assistance of their advocate. In particular, this presentation will highlight ways in which creative goals serve to build competencies that assist clients in meeting other needs and ways in which the advocate-client relationship and intervention process may benefit (e.g., build trust, facilitate communication) from prioritizing creative goals. Case study examples will be used to highlight relevant findings, and we will discuss potential implications for youth advocacy programs working with girls involved in the juvenile justice system.

Understanding youth self-concept: How do we support youth in becoming and embracing the best version of themselves? Elizabeth Trawick, University of Illinois Urbana-Champaign; Mark Aber, University of Illinois at Urbana-Champaign

Growing confidence in youths’ abilities to guide intervention efforts through self-relevant goals is supported, in part, by recognition of the significant influence of self-concept on self-regulatory processes. Scholars across disciplines consider self-concept as a dynamic, interpretive structure made up of a collection of self-representations shaped by self-relevant experiences and information, which plays a key role in intrapersonal processes (Markus & Wurf, 1987). Self-concept has been explored more recently with incarcerated youth, highlighting differences in self-concept configuration (balance between hoped-for and feared possible selves) for youth with different degrees of delinquency (Oyserman & Markus, 1990), and how certain configurations of the working self-concept relate to motivations toward achieving an ideal self (Clinthorneard & Zohra, 2011). Still, little is understood about the relationships between multiple types of self-representations (beyond future-oriented possible selves) and how variation in self-concept organization influences behavior. This understanding is of particular importance for at-risk youth who have been involved in a variety of child-serving systems (e.g., probation, mental health services), and may have conflicting self-representations influenced by multiple setting narratives (Markus & Nurius, 1986). The present study explores the composition of working self-concepts for system-involved youth as it relates to behavior, goal development, and well-being. Specifically, this study aims to provide a more holistic understanding of youths’ self-concepts by attending to different types of salient self-representations and the variety of factors that may shape self-perceptions (e.g., labeling, perceptions of others). This presentation will include a discussion of the researchers’ efforts, in collaboration with a local youth group of system-involved youth representatives, to develop and pilot an instrument (based on existing measures of self-representations e.g., possible selves) that captures system-involved youths’ self-concept in a culturally and developmentally
sensitive way. Additionally, we will discuss potential service-delivery implications for systems-involved youth in the local community resulting from this project.

Session Organizer:
Angela Walden, University of Illinois at Urbana-Champaign

Chair:
Angela Walden, University of Illinois at Urbana-Champaign

099. Measuring Psychological Empowerment: Advances in Theory and Methodology
Symposium
9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 315

This symposium will present three studies that were designed to advance understanding of the ways in which psychological empowerment is conceptualized and measured in different community contexts. The first study will focus on development and validation of the Azerbaijani Empowerment Scale (AES), a measure designed to assess relational and intrapersonal empowerment. The AES was created with and for community residents in Azerbaijan, a former Soviet country with a secular Muslim culture. Validity of the subscales will be presented. The second study will present a conceptual framework for cognitive (interactional) empowerment, and describe the development and validation of a measure of youth cognitive empowerment. Cognitive empowerment is conceptualized as individuals' knowledge of the source, nature and instruments of social power. Although it has been applied to adults, this conceptual framework has not previously been tested among young people. This study will extend previous research by examining the measurement of cognitive empowerment in a sample of high-school aged youth using an adapted version of the cognitive empowerment scale. The third study will describe alternatives to the Likert-type response option format, which is generally used in measures of psychological empowerment. The phrase completion format will be introduced as an approach to improving psychometrics of a measure of intrapersonal empowerment by using items that more closely conform to measurement and statistical assumptions. The two competing approaches will be evaluated in the study by examining responses to items formatted using the Likert approach with comparable items formatted using the phrase completion approach. It was hypothesized that empowerment items constructed in the phrase completion format will have higher reliability and validity than the items using the Likert format. Implications of the studies for empowerment-based research and practice will be described, and strategies to further develop conceptual frameworks and measures of psychological empowerment will be discussed.

Participants:
Measuring Relational and Intrapersonal Empowerment: Testing Instrument Validity in a Former Soviet Country with a Secular Muslim Culture. Alexander Cheryomukhin, Rutgers University; N. Andrew Peterson, Rutgers University

Multiple studies of psychological empowerment have been guided by Zimmerman’s (1995) three-component model (including intrapersonal, interactional, and behavioral dimensions). Researchers have often focused on measuring intrapersonal component of PE which included subscales assessing individual’s perceived leadership competence and policy control (e.g., Peterson et al., 2006). Christens (2012) proposed an expanded model of psychological empowerment with additional component of relational empowerment. Current study presents the first effort validating an Azerbaijani Empowerment Scale – a measure assessing the key elements of relational and intrapersonal empowerment that were designed for a sample of community residents in Azerbaijan, a former Soviet country with a secular Muslim culture. Content, factorial, and construct validity of the measures will be presented. Data from the sample of community residents in Azerbaijan were collected in year 2012 using a cross-sectional design and self-administered pencil-and-paper survey procedures. The sample included 350 adult community residents from Azerbaijan, who were recruited using a purposeful sampling strategy. Confirmatory factor analysis (CFA) was performed to examine the underlying factor structure of the measures. Results of the CFA supported the validity of the measures. The three hypothesized dimensions of collaborative competence (Cronbach’s alpha .83), perceived leadership competence (Cronbach’s alpha .81), and policy control (Cronbach’s alpha .77) were confirmed. Partial correlations and path analysis demonstrated that the measure was related in expected ways with a set of conceptually relevant variables (i.e., community participation, sense of community, alienation, and depression). Results of this study have crucial implications for the validity of the measures and the underlying theory of PE. Findings provide empirical support for the expansion of Zimmerman’s (1995) three-component model of PE to include a relational component. Future studies should replicate the factor structure of this scale and explore how its dimensions relate with other constructs.

Measuring Youth Cognitive Empowerment. Paul Speer, Vanderbilt University; Brian D. Christens, University of Wisconsin-Madison

Psychological empowerment has been studied as a multi-component construct. Many studies have focused on the emotional (intrapersonal) component of psychological empowerment, using measures of sociopolitical control. The cognitive (interactional) component of psychological empowerment refers to critical understandings of the sociopolitical environment. In this way, it is akin to conceptions of critical consciousness. Among adults, the cognitive component of psychological empowerment has been measured using a scale (cognitive empowerment scale) that assesses individuals' knowledge of the source, nature and instruments of social power. Knowledge of the source of social power includes the understanding that it is more effective to take community action collectively than as an individual. Knowledge of the nature of social power involves the understanding that conflict is likely to occur when attempts to change the status quo are made. Finally, knowledge of the instruments of power concerns understanding the mechanisms through which social power can be exercised to achieve objectives. This conceptual framework for the cognitive component of psychological empowerment has not previously been tested among young people. This study extends previous research by examining the measurement of cognitive empowerment in a sample of high-school aged youth using an adapted version of the cognitive empowerment scale. Analyses of validity and reliability will be reported, and implications for future research and practice will be discussed.

Testing the Phrase Completion Response Option Format in a Measure of Intrapersonal Empowerment. N. Andrew Peterson, Rutgers University; Robert Reid, Montclair State University

Valid measurement is fundamental to advancing empowerment theory. As an alternative to the Likert-type response option format, phrase completion is a format designed to improve psychometrics of measures by more closely conforming to measurement and statistical assumptions. Sociopolitical control (SPC) is generally considered to be a vital element of the intrapersonal component of psychological empowerment, and most studies measuring SPC in evaluations of community-based interventions have relied on scales that use the Likert-type response option format to obtain data from participants. One of the most widely applied of these Likert-type empowerment measures is the Sociopolitical Control Scale (SPCS). Prior research investigating method bias in the SPCS found that the mixed use of positively and negatively worded items produced detrimental effects on the psychometrics of scores derived from the instrument. That research also showed that rephrasing of the SPCS’s negatively worded items into positively worded statements in a revised version of the scale (SPCS-R) resulted in improved reliability and validity. However, the SPCS-R also
relied on the Likert-type format. This study extends previous research by testing the application of the phrase completion format to the SPCS-R. The two competing approaches will be evaluated by examining responses to items formatted using the Likert approach with comparable items formatted using the phrase completion approach. Cronbach’s alphas, inter-item correlations, and structural equation modeling of items will be presented for each version of the SPCS-R. It is hypothesized that empowerment items constructed in the phrase completion format will have higher reliability and validity than the items using the Likert format. Implications of the study for empowerment-based research and practice are described, and strategies to further develop the SPCS-R are discussed.

Session Organizer:

N. Andrew Peterson, Rutgers University
Chair:

N. Andrew Peterson, Rutgers University

100. Promoting Communal Thriving through Community Health Symposium
9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 317

This SCRA Community Health Interest Group (CHIG) symposium includes three papers that explore ways in which communal thriving can be generated through a variety of community health efforts. Each paper highlights the centrality of community engaged research in effective community psychology practice. The first paper emphasizes the benefits of moving toward a participatory rather than consultative practice to enhance road trauma and traffic crash support in Western Australia (Breen, O’Connor, & Le). The second paper highlights the iterative process of designing and implementing a nutrition and obesity prevention project organized by a multisectoral community coalition in rural Appalachia (Jacquez & Basford). The third paper addresses health disparities in youth substance use among indigenous communities in Hawai‘i, and draws attention to the importance of deep structure in culturally grounded interventions (Helm, Lee, & Hanakahi). Presenters will describe their respective projects in terms of community health, as well as share insights and lessons learned in community engaged research and practice. For example, both Breen and Helm will describe their approaches to participatory action research, while Jacquez will highlight community coalition activities, as well as research design. In addition, each of these community health efforts represent geographically unique areas of the world, though are linked by a common feature of rural community health.

Pun Ke Ola Pilot Project to Develop a Native Hawaiian Model of Youth Substance Use Prevention. Susasa Helm, University of Hawaii at Manoa; Wayde Lee, HoaloHa58, Kahua Ola Hou; Vanda Hanakahi, Pun Ke Ola

Pun Ke Ola is a community-university collaboration to promote wellbeing, targeting youth substance use prevention. Our group has been working together for many years, and our core has been collaborating much more strategically since 2006. Currently during the 2012-2013 school year, we are working with a small group of youth on a photovoice project, and indicates several things. First, youth want their voices heard and to make a difference in their community. Second, they believe that Hawaiian values, practices, beliefs, protocols, and disciplines are necessary in all activities that occur in their community. The photovoice project is elucidating the ways in which the youth conceive of these values in terms of substance use prevention, and thus aligns with the conference themes of communal thriving through both narrative and arts, and research. The youths’ photos and related themes will be highlighted in terms of our main research questions and areas of inquiry. Specifically we are identifying key concepts needed to form the foundation of a Native Hawaiian Model of Youth Substance Use Prevention. Analyses address these research questions: 1) What are the Hawaiian cultural values, beliefs, and practices that may guide program design, implementation, and evaluation of youth substance use prevention; and 2) How do indigenous ways of knowing - Hawaiian epistemology - guide the inquiry. Our aim...
aligns with the conference theme of communal thriving through prevention and wellness, with a specific focus on equity, diversity, and social justice. Photovoice, like other PAR approaches, emphasizes significant community engagement both within the photovoice group and beyond to the larger community. We will be sharing our photovoice project in a large community-wide venue in May 2013. These community dissemination activities will be discussed as these align with the conference themes of communal thriving through partnerships and social change.

Session Organizers:

Susana Helm, University of Hawaii at Manoa
Darcy Freedman, University of South Carolina

Chair:

Susana Helm, University of Hawaii at Manoa

Discussant:

David Lounsbury, Albert Einstein College of Medicine

101. Promoting Justice and Well-Being in Miami’s Multicultural Community

Symposium
9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 318

In this symposium, various community organizations in Miami describe their approach to the promotion of justice and well-being with specific populations. Presentations will highlight the challenges and opportunities that organizations face in a highly multicultural environment. The goal of the session will be to learn how justice and well-being are promoted in a young and very multicultural city. Brief presentations by panelists will include how each organization defines justice and well-being plus lessons learned from practice regarding issues of immigration, disability, religion, sexual identity, racial identity and bullying prevention. Following brief presentation of their unique approaches to justice and well-being, audience will be invited to dialogue with the panel about best practices and challenges.

Participant:

Promoting Justice and Well-Being in Miami’s Multicultural Community. Carlos Salgado, enfFAMILIA; Rocio Tafur-Salgado, enfFAMILIA; Roberta Shevin, MCCJ, Inc.; Harry R. Horgan, Shake-a-Leg Miami; Salisha Nelson, URGENT, Inc.; Joseph Zolobczuk, Yes Institute

Session Organizer:

Trish Spieth Ramsay, The Melissa Institute for Violence Prevention and Treatment, Inc.

102. How to Conduct Community Psychology Practice as a Faculty member

Roundtable Discussion
9:30 to 10:20 am
Whitten Learning Center: LC 184

When understanding the membership of SCRA we often split our ranks between students, academics, and practitioners. However there are many faculty who have focused their careers on community psychology practice in addition to teaching and scholarship. This panel is a chance to hear from some of those university based practitioners (early-career, mid-career, and emeritus) share advice with students and faculty interested in pursuing a career as an academic practitioner. Panelists will share the opportunities and barriers they have faced in academia, and strategies for success at universities of varying sizes and priorities. Each presenter will initially present for five minutes, and then the remainder of the session will be dedicated to discussion and questions.

Presenters:

Judah J Viola, National Louis University
Bill Berkowitz, University of Massachusetts, Lowell
James Cook, University of North Carolina at Charlotte
James Emshoff, Georgia State University

Michele Schlehofer, Salisbury University
Session Organizer:

Michele Schlehofer, Salisbury University

103. The Range of Practice Careers for Community Psychologists

Roundtable Discussion
9:30 to 10:20 am
Whitten Learning Center: LC 192

One of the biggest questions many students and community psychologists ask is “What type of job can I get with this degree?” This proposed interactive and participatory session will help to answer this question and present information on a range of career options for community psychologists. Seven community psychology practitioners will do brief presentations describing the job they are representing, the community psychology competencies they use in their work, what they like about it, how their jobs address people’s search for meaning, justice and well-being, and what they do not like. Career settings described will be health care, non-profits, Federal government (CDC), State government, community consulting, evaluation, and schools. Each presenter will speak for five minutes, and then the remainder of the session will be dedicated to discussion and questions.

Presenters:

Chris Michael Kirk, Atlantic Health System
Christopher Corbett, N/A
Maria Chun, University of Hawaii at Manoa
Thomas Wolff, Tom Wolff & Associates
Michelle Bloodworth, Apex Education
Susan Ryerson Espino, Ryerson Espino Consulting
Theresa Armstead, Centers for Disease Control and Prevention

Session Organizer:

Susan M. Wolfe, Susan Wolfe and Associates, LLC

Discussant:

Susan M. Wolfe, Susan Wolfe and Associates, LLC

104. The American Journal of Community Psychology - A Meeting with the Editor to Learn More about the Journal, Discuss Opportunities for Involvement, and Ask Questions

Workshop
9:30 to 10:20 am
Whitten Learning Center: LC 194

This one hour “workshop” will describe journal operations, policies, and suggestions for successful submission and review of manuscripts to the American Journal of Community Psychology. Also included will be a discussion of guidelines for reviewers, resources for authors available on the Springer website, and information about opportunities for involvement in the journal as reviewers and guest editors. Finally, audience members will also be given an opportunity to share their ideas about the journal and ask questions of the Editor.

Presenter:

Jacob Kraemer Tebes, Yale University

Session Organizer:

Jacob Kraemer Tebes, Yale University

105. Addressing organizational variability related to program implementation: Qualitative approaches with after school programs.

Roundtable Discussion
9:30 to 10:20 am
Dooley Memorial Classroom Building: MM 209

The Promoting Positive Leisure Activities for Youth (PLAY) Program is an intervention to increase physical activity (PA) within after-school youth development (YD) programs. PLAY aims to: 1) systematically observe the PA motivational climate of YD programs, and 2) to implement a PA intervention that is specifically tailored to the program’s Healthy Lifestyles mission. PLAY achieves this through bridging the research-to-practice gap by assessing the readiness of individual program sites for implementation.
Program capacities and motivation to implement an intervention vary by site, and interventions that survive rigorous fidelity testing may not succeed in a new program climate. Specifically, to better understand program processes and fit for the PLAY physical activity intervention, University of South Carolina research staff conducted interviews with program administrators and staff, observations, and youth surveys in after school programs in South Carolina. This presentation specifically focuses on the interviews to demonstrate the importance of the use of these pre-intervention methods. The interviews were analyzed to identify themes that highlight the staffs’ views of the program mission and values, the way the program, staff, and youth promote physical activities, as well as any challenges to activity promotion and ideas for improvement. The themes will be used to identify specific program processes as well as strengths and capacities to help tailor the physical activity intervention to the programs and increase the possibility of implementation success and sustainability. This type of pre-assessment process will be helpful for other groups planning an intervention in order to understand how it may fit into the already existing program structure, and how interventions can be tailored to specific organizations. Discussion will focus on qualitative methods of assessing the fit of interventions, tailoring interventions to programs’ strengths and capacities, and sustainability, with participants sharing their past experiences and lessons learned.

Presenters:
- Michelle Abraczinskas, University of South Carolina
- Brittany Cook, University of South Carolina
- Ellyn Domanico, University of South Carolina
- Stefany Fisher, University of South Carolina
- Nora Demchur, University of South Carolina
- Faten Ragaban, University of South Carolina
- Nicole Zarrett, University of South Carolina

Session Organizer:
- Michelle Abraczinskas, University of South Carolina

106. Employing Innovative Methods to Engage Youth in Participatory Action Research
Roundtable Discussion
9:30 to 10:20 am
Dooley Memorial Classroom Building: MM 211
Youth participatory action research (yPAR) is both a theoretical paradigm and collaborative methodology (Powers & Tiffany, 2006), that engages youth in a collaborative partnership with adults in the action research process (Kohfeldt & Langhout, 2012). yPAR has been applied across various disciplines invested in youth work and community organizing (Langhout & Thomas, 2010). Yet youth occupy social positions that uniquely differ from adults, especially in dimensions of power (Zeldin, 2004). Thus, the application of research methods developed with and for adults do not always foster knowledge generation when applied to youth. Furthermore, applying traditional research methods may not facilitate an empowering process (Camnorrata & Fine, 2008), or promote collaborative partnerships. Therefore, it is crucial for community psychologists to engage in critical reflection, address challenges for engaging youth, and assess how traditional research methods may limit youth empowerment. Additionally, we must work to identify innovative research methods and share new approaches, resources and ideas when engaging youth. Our roundtable will focus on exploring the use of innovative research methods to engage youth. The purpose is to encourage ongoing discussion regarding the development and dissemination of innovative research methods with youth. We will facilitate a larger audience discussion that will consist of three components. First, the presenters will share the obstacles they have experienced in conducting yPAR, as well as those well documented in the literature. Second, we will discuss the challenges of employing traditional research methods with youth and their adult partners. Third, we will draw upon the expertise of SCRA members who have applied innovative methods and resources for engaging in yPAR. Through this roundtable discussion we hope to foster an ongoing informal network of scholars and SCRA community members who will share their experiences and ideas.

Session Organizers:
- Mariah Kornbluh, Michigan State University
- Danielle Kohfeldt, University of California-Santa Cruz
- Jessica Fernandez, University of California-Santa Cruz
- Jane Powers, Cornell University
- Shepherd Zeldin, University of Wisconsin-Madison

107. Community work, activism, and the Occupy Movement
Roundtable Discussion
9:30 to 10:20 am
Dooley Memorial Classroom Building: MM 212
As community practitioners we come from a rich history of fighting for social justice through activism. Community workers have been on the front lines of most major social reform movements in the United States. From the Settlement House Movement, to the New Deal and through the Civil Rights Movement community workers were leaders in writing laws and developing policies that fought against injustice and oppression. The Occupy movement serves as a reminder of the role of community workers in social reform. The role of community workers is to empower and stand in solidarity with those protesting injustice. Social justice is the core principle of the profession and the basic value of the Occupy Movement. The roundtable discussion will begin a conversation about the connections between the Occupy Movement, the history of activism in community work, and the role of contemporary community practitioners in social reform. Two presenters will focus on the historical role community workers have played in organizing social reform movements. One presenter will discuss the role of activism in contemporary community work. Our goal is to create a discussion regarding the role of contemporary community work in bringing positive social change through activism. Our goal is also to invite the sharing of opinions regarding the implications of activism such as the Occupy Movement has for social policy.

Presenter:
- Jennie Ann Cole, The University of South Carolina

Session Organizer:
- Tamara Savage, 9106203002

108. Informed citizenship in undergraduate psychology education: Integrating, personal, professional and organisational values for transformative change
Roundtable Discussion
9:30 to 10:20 am
Dooley Memorial Classroom Building: MM 313
One of the guiding principles of psychology is that it aspires to be value free or at least value neutral so as not to influence or persuade others to the viewpoint or perspective of the psychologist. This creates a paradox in that claiming to be value free or value neutral is in itself a value statement. Knowledge itself reflects the assumptions, beliefs and the values of the context in which it is generated and subsequently imparted and as such, knowledge is inherently value laden. This approach serves to maintain existing social norms and assumptions and does little to promote social change or wellbeing. In this roundtable, we present the architecture of an undergraduate degree that is explicitly designed to educate within a set of values, predicated on the principles of critical community psychology to enable transformative change. We examine the teaching and learning mechanisms embedded within this values framework, to discuss the learning journey students take and how these values align with the ethos of the university in which it is situated, and the professional skills development that ensures alignment with graduate attributes. Over the course of the three-year degree, students are encouraged to explore their personal belief systems and to examine the ways in which these might converge or differ from the degree and the university. Upon graduation students leave with a clear awareness and understanding of what they believe, value and stand for and are therefore equipped to pursue multifaceted wellbeing and social justice. In this manner, it might be argued that educating for informed citizenship is more desirable than educating for value neutrality. As part of this roundtable, we invite delegates to unpack
the frameworks around their education practices and explore the skills and knowledge development that is required to produce psychologically literate citizens and informed practitioners.

Session Organizers:
- **Dawn Darlaston-Jones**, University of Notre Dame
- **Sharon Mccarthy**, University of Notre Dame
- **Robbie Busch**, University of Notre Dame, Australia

**109. Miami Thrives: Weaving a Poverty Reduction Network**

**Symposium**
9:30 to 10:20 am

**Dooley Memorial Classroom Building: MM 316**

This praxis-oriented paper highlights the formation of an emerging poverty reduction network in south Florida. Our case study approach chronicles the development and early implementation of poverty reduction network in Miami-Dade County and the unique role of one organization acting as "backbone support" to the developing network. Utilizing an action research approach, a University-based research team works alongside a community-based organization as participant conceptualizers and critical friends to apply network and collaboration theory to network building in real time while simultaneously learning from our collective attempt at social innovation. While we know a good bit about what factors contribute to successful collaboration and effective networks (cf. Foster-Fishman, et al, 2001; Granner & Sharpe, 2004; Nowell, 2009) we don’t know enough about the hard work of building a network for social change when all that currently exists is a patchwork of independent community actors competing for limited resources. Specifically this paper seeks to articulate: 1) the challenges and unique role of the backbone organization in weaving and supporting the formative stages of network development; 2) the processes by which network partners begin to build a shared understanding of social problems (in this case poverty) and solutions and develop shared purpose, 3) the factors that contribute to or inhibit the early-stage development of a cohesive and effective network; 4) the organizational, community, system, and policy-level poverty reduction strategies that result from formative network decision making and action. Drawing on interviews with network partners, participant observation field notes, network mapping and analysis of documents and artifacts from the initiative, we use a case study approach to report on the first eighteen months of the Miami Thrives Poverty Reduction Network. Through sharing this critical case we hope to build theory and frameworks to better understand the early stages of community network development.

**Presenters:**
- **Daniella Levine**, Catalyst Miami
- **Jacob Corker-Dukowitz**, Catalyst Miami
- **Adam Rosen**, University of Miami
- **Lori Deus**, Catalyst Miami
- **Wendy De los Reyes**, University of Miami

**Session Organizers:**
- **Scot Evans**, University of Miami
- **Jacob Corker-Dukowitz**, Catalyst Miami
- **Adam Rosen**, University of Miami
- **Lori Deus**, Catalyst Miami

**Chair:**
- **Scot Evans**, University of Miami

**110. KEYNOTE ADDRESS: Principles of Social Change:**

**Community Partnerships Promote Social Justice**

**Town Meeting**
10:30 to 11:45 am

**Gusman Concert Hall: Auditorium**

The efforts of social activists and mental health professionals to institute population-level social change often fail to account for stakeholder commitment to the status quo and do not develop concrete strategies to build coalitions to alter policies. We need to better understand what is required for success and what steps to take to avoid pitfalls, including: clearly defining the change being sought, identifying current stakeholders and forces that maintain the status quo, creating coalitions that will work for the desired change, and being patient while persistently working toward the goal. Social change often requires a grassroots initiative that radically challenges the system or status quo. Throughout history, it has been ordinary people, driven by a desire for social justice, who have achieved meaningful, life-changing reforms, often starting in their own communities. Ordinary individuals who do not lose faith can overcome enormous odds to target the root of a systemic problem.

**Session Organizer:**
- **Leonard Jason**, DePaul University

**111. POSTER SESSION B**

**Poster Session**
12:00 to 1:45 pm

**Fieldhouse at the Bank United Center: Poster Session**

**Poster Session B - Friday 12pm to 1:45pm**

**INDIVIDUAL ABSTRACTS CAN BE FOUND AT THE END OF THE PROGRAM**

**112. Executive Committee Meeting**

**Business Meeting**
12:30 to 1:30 pm

**Merrick Building: MB 318**

This meeting is scheduled for SCRA Executive Committee members

**Session Organizer:**
- **Jean Hill**, New Mexico Highlands University

**113. Policy Committee Meeting**

**Business Meeting**
12:30 to 1:30 pm

**Dooley Memorial Classroom Building: MM 208**

An open meeting of the Policy Committee to present new grant opportunities, ways to mobilize for advocacy, and a discussion of rapid response and position statement processes.

**Session Organizer:**
- **Judah J Viola**, National Louis University

**114. Environment & Justice Interest Group Meeting**

**Business Meeting**
12:30 to 1:30 pm

**Dooley Memorial Classroom Building: MM 209**

Please join the Environment & Justice Interest group for an open meeting. We will discuss our ongoing efforts to promote research, teaching, and action related to global climate change and environmental degradation. with a focus on environmental justice, particularly how environmental change affects and often perpetuates social inequality.

**Session Organizer:**
- **Courte Voorhees**, Vanderbilt University

**115. Regional Coordinators and International Regional Liaisons Meeting**

**Business Meeting**
12:30 to 1:30 pm

**Dooley Memorial Classroom Building: MM 211**

If you are a Regional Coordinator, International Regional Liaison, Student Regional Coordinator, or someone interested in the possibility of engaging in SCRA through one of these leadership positions, please join us for this lunch meeting. People may share news about what is going on in their regions, strategies that have been effective for hosting events and fostering SCRA membership, and ideas for the future.

**Session Organizer:**
- **Susan Mcmahon**, DePaul University
116. International Committee Meeting
Business Meeting
12:30 to 1:30 pm
Dooley Memorial Classroom Building: MM 212
Please join us for an open International Committee meeting. We invite your interests, ideas, and engagement.
Session Organizer:
Mitsuru Ikeda, International Christian University

117. Current Trends and Future Directions in the Education of Community Psychologists
Town Meeting
1:45 to 3:05 pm
Whitten Learning Center: LC 120
At recent Biennial meetings, there has been a growing effort to define a core set of competency areas for community psychology and to present data on the degree to which graduate programs are educating future community psychologists in these competency areas. Since the last Biennial, a joint CEP-CPPC Task Force led by Jim Dalton refined the competency list, had it approved by the SCRA Executive Committee, and published in The Community Psychologist (Dalton & Wolfe, 2012). This plenary session provides an opportunity to further extend the discussion of current trends in education within these competency areas and promote discussion about how educational opportunities can continue to grow and develop. The SCRA Council of Education Programs (CEP) and the Community Psychology Practice Council (CPPC) recently completed an update of the SCRA survey of graduate programs (2012-2013 academic year). The survey was sent to over 60 programs offering Masters or Doctoral level training in community psychology and related fields. In addition to information about the students and faculty within our graduate programs and the career paths pursued by students upon graduation, the survey also asks about the extent program directors believe that students in these programs are exposed to educational experiences that permit them to develop a core set of competencies related to the practice of community psychology. Respondents were asked to indicate both the availability of educational opportunities for a set of defined skills and competencies, as well as the degree of exposure students may expect to obtain within graduate programs. To promote discussion of these trends, we will begin with a brief overview of the results from the most recent survey and put them in the context of the previous survey (completed in 2005). The session will include representatives from CEP and CPPC, who will facilitate an active discussion about a range of issues related to the education of community psychologists including: How can we better prepare students to practice community psychology across various career paths in community and academic settings? How might the field embrace agreed upon competencies for community psychology, and how might these be implemented? How do we create a recognized profession of "community psychologist" across the spectrum of the market place? What are the experiences of graduate students seeking a career as a community psychologist? The process of the Plenary will also encourage active interest, ideas, and engagement.

Social Policy: A Roundtable Discussion
Roundtable Discussion
1:45 to 2:35 pm
Whitten Learning Center: LC 184
The proposed roundtable session is sponsored by the SCRA Policy Committee, with the goal of brainstorming ways to enhance our individual and collective capacity to influence social policy. The session will begin with three brief, 3-5 minute presentations from members of the Policy Committee. The first presentation will set the stage for the session as a whole, by providing a brief overview of the Policy Committee’s past and current efforts. The second presentation will highlight findings from the Policy Committee’s capacity building survey (completed by over 300 members). The final presentation will outline several possible SCRA-wide initiatives that the Policy Committee is considering. Following the three presentations, the session will then be opened for discussion and the sharing of ideas. Questions to address include: 1) What can we do as a field to enhance individual member’s efforts in the policymaking world? 2) What types of capacity building efforts are likely to lead to greater levels of member social policy involvement and influence? 3) What policy influence initiatives make the most sense for the Policy Committee to launch during the next several years? 4) Should our policy efforts focus equally on local, state, and national levels, or should we prioritize our efforts on one of these levels? 5) How can the Policy Committee best follow up on the suggestions generated during the session? Two co-facilitators will work actively to engage all roundtable participants in the dialogue and discussion. Additionally, note takers will capture the roundtable discussions so that the information can potentially be shared with SCRA, the SCRA Policy Committee, and other collaborators.

Presenters:
Jean Hill, New Mexico Highlands University
Melissa Strompolis, University of North Carolina at Charlotte
Judah J Viola, National Louis University
Session Organizer:
Kenneth Maton, University of Maryland-Baltimore County
Chairs:
Kenneth Maton, University of Maryland-Baltimore County
Douglas Perkins, Vanderbilt University

119. Expanding Online Learning in Community Psychology: Moving from Planning to Action
Symposium
1:45 to 3:05 pm
Whitten Learning Center: LC 192
This participatory and interactive symposium discusses the desirability of expanding online learning in community psychology. We bring together leading community practitioners across the world to explore opportunities, respond to challenges, and plan concrete future actions. Our rationale: during the past several years, online learning has accelerated at a pace few could earlier have imagined. For example, online courses with thousands of registrants have proven successful; major U.S. universities have placed course content online without charge; course credit is now available to the public. These and related developments offer unprecedented opportunities to expand community psychology’s impact. Yet as a discipline our collective online efforts lag behind, with little collaborative planning or coordination. This needs to change. We now have the ability to provide online education that can reach not only graduate students, but also many millions of community members. We have the opportunity – and perhaps the responsibility – to strengthen communities across the world, and help them thrive. How can that best be done? In this symposium, leaders in online education from Japan, Spain, Egypt, and the United States assess the current situation, and – together with our audience – begin to chart a future course. We raise questions about desired online goals, audience, content, structure, costs, credentialing, mobile applications, and barriers. But we are primarily concerned with action. We want to leave this session with action steps we can take together after the Biennial. To do so, we emphasize audience participation, as detailed in the “Audience Interaction” section. Some groundwork for online expansion has already been laid,
through discussions in the Council on Education Programs, a well-attended roundtable in Barcelona, and an upcoming special section in this spring’s TCP. We must now move toward action; we plan to use this Biennial roundtable in Barcelona, and an upcoming special section in this spring's through discussions in the Council on Education

Can There Be a Universal Online Resource for Community Development?

The Community Tool Box as a Global Online Learning Platform. Christina Holt, University of Kansas

This presentation focuses on how a web site such as the Community Tool Box can be used as a common platform for future online learning. As many SCRA members know, the Community Tool Box, at http://ctb.ku.edu, is an online resource that connects people with information about skills for community work. This social change tool has grown to 7,000+ pages of substantive content, drawn from community psychology, public health and related fields. Our emphasis here, though, is on how sites similar to the Tool Box can be homes for online learning expansion. In our case, we have changed over the years in response to shifting usage patterns and to new learning opportunities. For example: * Specifically, we have observed a continuous increase in users from outside the U.S. (from 34% in 2007 to 48% in 2012); this has led us to complete a full translation of the Tool Box into Spanish, with a translation into Arabic under way. * We have created interactive workspace capacity, for editing documents and sharing events, for dozens of local and national organizations. * We have recently partnered with the national public health program TRAIN, at www.train.org, to create new online modules in community health assessment. * Finally, we now commonly engage in mashups with related partner organizations, such as Healthy People 2020, where we have actioned our resources to support their online frameworks for action. Online learning expansion is both desirable and necessary. To accomplish it, there is merit in using existing sites as repositories for new content, rather than creating new sites from the beginning. The Community Tool Box is an example of an existing site that can be expanded to provide new and accessible learning opportunities to unlimited numbers of people. We hope such expansion, and our own change process, will continue.

Can There Be a Universal Online Resource for Community Development? Cesareo Fernandez, Desarrollo Comunitario CIDEcot, Leon, Spain

Online learning assuredly has promise. My own lifelong dream is that there might be a universal learning resource for promoting community health and development, freely and easily available to everyone, where all the world’s residents could learn whatever they wanted. Online content could certainly bring that dream closer to reality. But how possible is a universal resource in practice? More research involving underrepresented groups is called for. Much of my own work as head of a European community development organization has been done in rural areas, where close to half the world’s population still lives. Over and above issues of Internet access (still only available to about one-third of the world), we know little about online content that would be most useful for these residents. This is especially true because many in rural areas do have access rely primarily on mobile devices. Accordingly, my own research in 2013 will involve contacting rural groups and designing community-based participatory research studies to learn more about their learning preferences and needs, and also about what existing resources might best be shared online. Through my experience working with the Spanish Network of Healthy Universities and the Pan American Health Organization in Latin America, and more recently in testing online content with community psychology colleagues at the University of Salamanca, we have learned about the learning needs of younger and mostly urban people, including those in non-Western cultures. The similarities found support the belief that a universal online learning resource is indeed possible. But our next action steps must include broadening our study base and testing sample online content with different populations.

A Case Example in Practical Online Learning: Developing a Tool Box for NGOs in Egypt. Hana Shahin, The American University in Cairo

This presentation focuses on a case example – the creation of a Tool Box for nongovernmental organizations in Egypt. Community psychology is a very young, though extremely promising field of study in Egypt. NGOs in our country would especially benefit from the practices and theories of our field, to help them work better with their communities. Accordingly, an NGO Toolbox, at www.ngotoolbox.org, was created by community psychology graduate students at the American University in Cairo. Its goals are to provide education for the students, to help the university interface with the community, and of course to provide benefits for the NGOs. To determine Tool Box content, local NGOs were polled. Based on their responses, content was created to include specific resource sections on prevention, evaluation, and grant writing, as well as a general section with additional resources, best practices, and links. This NGO Toolbox is still a work in progress; NGOs are requested to send their suggestions to improve the website and meet their needs. Future plans include adding more translated materials in Arabic, partnering with the U.S. Community Tool Box, providing online help and consultation to NGOs, and creating a forum for NGOs to connect together. The NGO Toolbox is an example of how community psychology can be applied to develop online content that enhances graduate education, benefits the service sector, and strengthens civil institutions in a society. Since costs are minimal, projects like this one are potentially highly replicable. In this case, and hopefully others in the future, we demonstrate that the Internet can be used in a culturally appropriate and nonpartisan manner to strengthen civil society in the Mideast.

Meeting the Cultural and Other Challenges of Online Learning Expansion. Toshiaki Sasao, International Christian University

This presentation will address major challenges in designing and implementing online learning for those living outside the U.S. Among the key questions: a) What are the cultural factors and issues that influence online learning target audience and content? b) What are the barriers in effectively implementing online learning approaches across cultures and languages? c) How important is the development of “community” in online learning, to maximize target audience and participation? d) Under what conditions and how is online learning used to optimize CP goals in promoting well-being and empowerment across the globe? Language and cultural issues are especially important here, for in fact English is the first language for only about 5% of the world’s population. While a larger percentage reads English, translation of relevant online content is needed more often than not. Translation is challenging, however, because machine translation is inadequate for the job, and hand-translation into any language can take considerable person-power, money, and time. Even with appropriate translation, online content of course needs to be culturally relevant for the given audience. An American, or first-language English speaker, for example, cannot be expected to know the cultural traditions or cultural nuances of someone native to another continent. Cultural adaptation is therefore necessary, which involves written revision or new content development, both of which are labor-intensive. These challenges, though, can be at least partially met through use of country-specific partner organizations, global collaborative networks, international university partnerships, and on-site review teams. The presenter will share viewpoints and proposed solutions based in part on work experience in Korea and Poland, and on preliminary survey findings with college students in Tokyo and Brazilian migrants in northwestern Japan.
120. Promoting Wellness Through Games and Online Engagement: An Interactive Workshop

Workshop
1:45 to 3:05 pm
Merrick Building: MB 220

This 90 minute workshop will introduce participants to the online community of Wellness in Your Hands (WYH). Participants will interact with the prototype of a new virtual world designed to promote wellness. The ultimate aim of this unique program is to help users achieve positive outcomes in 6 life domains: interpersonal, community, occupational, physical, psychological, and economic well-being. These six domains are collectively referred to by the acronym I COPPE. WYH is based on state of the art knowledge and technologies in the fields of computer science and health promotion. The recently piloted WYH prototype incorporates: (1) a virtual character (i.e. avatar) the participant will create to represent him/herself as he/she travels throughout a virtual WYH world, (2) video segments with actors who will engage the participant in the WYH program, (3) research-based principles of health behavior change taught through mini-games, (4) engaging and artistic means of communication, and (5) a social world. Participants will be prompted by animated coaching characters to play and learn about research-based health promotion skills and strategies to improve their well-being in the I COPPE domains. These animated characters represent research-based principles of Behaviors, Emotions, Thoughts, Interactions, Context, Awareness and, Next steps. These principles are referred to by the acronym BET I CAN. As a multi-player online game, users will also interact with each other within the virtual world. After an interactive demonstration of the WYH prototype, the research and product development team will present the results of recent pilot data. The interdisciplinary team will discuss its approach to the creative development process of this innovative project through the lens of Agile Development. Interactive dialogue between the research team and workshop participants will occur following the interactive play session.

Presenters:
Adam McMahon, University of Miami
Ora Prillietensky, University of Miami
Carolyn Rubenstein, University of Miami

Session Organizer:
Samantha Dietz, University of Miami School of Education and Human Development

121. To war or not to war: Critical community psychology perspectives on a problem of global scale

Roundtable Discussion
1:45 to 2:35 pm
Dooley Memorial Classroom Building: MM 208

Community psychology is about addressing systemic problems in and across communities. There is little in the world that represents a systemic collection of problems with disastrous consequences like war. Wars in the last century had drastic consequences and resulted in weapons of mass destruction that threatened all life on earth. Mainstream psychology has either been silent on war or has actively served the institutions that are part of the war machine. There is, therefore, a clear need to conceive a kind of psychology that can counter war. Community psychology has tools to address these issues, particularly from the perspectives offered by critical and liberation strands of community psychology. The multiple levels of harm associated with war range from propaganda in the media and cultural influences that work to support war. The challenges of war to well-being and justice range from recruitment of high school students, to the brutality of training, to rape of soldiers within the U.S. military, to torture, and weaponry such as drones and other highly advanced weapons. The great sources of money and power behind war can be counteracted best through grassroots movements, efforts supporting human rights, and community organizing. In this roundtable, we will start out with very brief introductions of how the harms associated with war connect to community psychology and how community psychology can provide solutions. We will then encourage attendees to further discuss to create ideas about how this critical problem of global scale can be more prominently and effectively addressed by community psychologists.

Presenters:
Kathleen Worton, Wilfrid Laurier University
Geoffrey Nelson, Wilfrid Laurier University

Session Organizer:
Kathleen Worth, Wilfrid Laurier University  
Chair:  
Geoffrey Nelson, Wilfrid Laurier University

123. Continuous Communication in Partnerships: Using Collective Impact to Increase Social Change  
Roundtable Discussion  
1:45 to 2:35 pm  
Dooley Memorial Classroom Building: MM 211

Communication is essential in any partnership aimed at achieving social change. “Large-scale social change requires broad cross-sector coordination” (Kania and Kramer, 2011) however we continue to work in silos that provide isolated impact and make it difficult to create the large scale outcomes we want to achieve. Collective Impact is the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem. This roundtable discussion will introduce Collective Impact ideals through the lens of key stakeholders including Community Based Organization Executive Directors, University Professors working with Community Coalitions and Funders. The focus will be on how these stakeholders can promote one of the 5 conditions for change and collective success: Continuous Communication. Continuous Communication requires the development of a common language and key ideas supported by trust built among partners. Monthly and/or bi weekly meetings are a necessary part of building the trust and the common language but what do you do when that is not always convenient or possible? Barry University, University of Miami, the United Way and representatives from the Overtown Children and Youth Coalition and Catalyst Miami will discuss how they are developing a communication infrastructure with the help of several online tools. The use of technology offers a way to meet the conditions Continuous Communication: “consistent and open communication across many players to build trust, assure mutual objectives, and create common motivation” (HanleyBrown, Kania and Kramer, 2012). Participants will be introduced to a communication framework and a few key formative examples as we ask the audience to also share stories and participate in generating insights.  
Through our collaborative presentation we will share how these tools can be used to align thoughts and ideas, facilitate, coordinate, learn and better communicate for social change.

Presenters:  
Socot Evans, University of Miami  
Tisa M McGhee, Barry University  
Daniella Levine, Catalyst Miami  
Saliha Nelson, URGENT, Inc.  
Charles Levinson, University of Miami  
Linda Schotthoefer, United Way of Miami-Dade

Session Organizers:  
Tisa M McGhee, Barry University  
Linda Schotthoefer, United Way

124. University-government partnerships to build community capacity: How can we foster genuine engagement?  
Roundtable Discussion  
1:45 to 3:05 pm  
Dooley Memorial Classroom Building: MM 212

Universities have long been identified as settings for promoting community wellbeing and a holistic notion of people as members of a civic society. Healthy partnerships are a critical mechanism for achieving cultural aspirations about the contributions that universities can make in shaping future societies. The ‘scholarship of engagement’ is an emerging field for universities that explores the maintenance and sustainability of partnerships through learning and engaging with communities. Authentic engagement is transformational: it requires both the university and partnering organisations and communities to do things differently. Members of each organisation come to deepen their understanding of their and their partner’s work. The consequences of this activity often include each organisation reshaping their policy environment to support engagement. Deep engagement must require the establishment of transformational goals that are: intentional; deep; pervasive; consistent over time; and ‘institution-shaping’ (Ramaley, 2006). To some extent, governments are also embracing the rhetoric and practice of community engagement: not only as means to develop and implement state policy and services, but also ostensibly to foster citizenship (Cavaye, 2004). But to what extent can and do the community engagement agendas and approaches of universities and governments align when they embark in formal partnerships? In other words, to what extent do synergies exist between research, learning, professional practice, policy development and community capacity building? The aim of this Roundtable Discussion is to explore the opportunities and challenges for building strong university-government partnerships that build community capacity. Participants will discuss university-community engagement principles and practice with two international experts in this field. A case study of a university-government partnership in Melbourne, Australia will also be used to show how these partnerships can contribute to community capacity building. In addition, participants will be invited to share ideas for strengthening this partnership and dealing with some of its current challenges.

Session Organizers:  
Iain Butterworth, Department of Health, Victoria Australia  
Judith Ramaley, Portland State University  
Barbara Holland, None

125. Beyond PTSD: Identity, Meaning-Making, and Context in Understanding Violence and Trauma  
Symposium  
1:45 to 3:05 pm  
Dooley Memorial Classroom Building: MM 213

There has been extensive research documenting the effects of violence on the development and mental health of young people, both domestically and internationally. Psychological and psychiatric research on trauma has focused primarily on Post-Traumatic Stress Disorder (PTSD), as well as other forms of anxiety disorder and depression. The existing research literature further demonstrates substantial variability in the relationship between traumatic exposure, healing, and wellbeing: Trauma response is a complex and dynamic process, influenced by a range of individual and context-level factors (as well as their interaction) (e.g. Ozer et al. 2003). There is a growing push to study trauma and mental health “beyond PTSD,” particularly given evidence that this diagnostic label may not capture the most culturally and personally meaningful aspects of the trauma experience (e.g., Miller, Kulkarni, & Kushner, 2006). The goal of this symposium is to present innovative research that examines the role of violence in shaping key dimensions of mental health and wellbeing for young people. Our explicit focus is on the relationship of violence to identity and meaning-making, with specific attention to the developmental, cultural, and collective aspects of the experience of violence and young people’s responses to it. Via five presentations (four among U.S. urban youth; one among Israeli and Palestinian youth) that include both quantitative and qualitative methods, we consider alternative conceptualizations to assessing the impact of trauma and their implications for intervening to reduce violence and promote mental health in the context of violence. We will discuss the role of the community context and the link between community violence and war. Presentations will address topics of identity and meaning-making, ideology as protective factor, risk-avoidance strategies, and recovery from trauma.

Participants:  
“I’m Not Just Runnin’ the Streets”: Exposure to Neighborhood Violence and Risk-Avoidance Strategies among Urban Youth of Color. LeConte J. Dill, Morehouse School of Medicine; Emily Ozer, University of California-Berkeley  
This study examines the experiences of 25 youth of color living in East Oakland, California. Using qualitative and participatory methods, this study samples youth attending the same youth-serving organization in East Oakland, but with varying levels of education, income, and motivation for involvement in the organization. The findings offer a frame of “risk-avoidance strategies” for the active ways in which youth manage violence in their neighborhoods on a daily basis. These findings lift up youth
Distress and Healing from an Invisible War: Idioms of distress

“I Deal with it in My Own Little Way”: Understanding How Economically-Disadvantaged, Young, Black Men Respond to and Recover from Traumatic Loss. Jocelyn R. Smith, University of Maryland, College Park

Community violence remains a critical public health concern in the United States and a chronic threat to the well-being of boys and men of color in urban contexts. Homicide is the leading cause of death for Black males ages 15-34, threatening mortality across multiple developmental periods. Disparities in homicide rates also place Black males at disproportionate risk for experiencing a traumatic loss and becoming homicide survivors—surviving friends or family members of murdered peers. Although previous research has examined the impact of exposure to violence on outcomes including academic achievement, anxiety, and depression among Black youth, limited previous research has explored the consequences of traumatic loss in the lives of economically-disadvantaged, young, Black men. Therefore, this study asks: How do young, Black men respond, recover, and construct meaning about peer homicide? In-depth interviews were conducted with young Black men in Baltimore City to explore the process, context, and meaning young Black men construct about experiences of traumatic loss across the life course. A modified grounded theory approach, including the technique of constant comparison, was used and the data were coded in three waves: open, axial, and selective. Young men revealed a diversity of emotional responses to peer homicide; discussed participation in collective grief ceremonies and the creation of idiosyncratic rituals; and, disclosed strategies to recover and heal from the pain of the loss. Data analysis also revealed traumatic losses to be key turning points for young, Black men, creating critical yet complex windows for identity work and meaning construction. Implications for researchers, programmers, policy-makers and practitioners working with young, Black men are discussed.

Distress and Healing from an Invisible War: Idioms of distress amongst youth exposed to prolonged, acute violence and ‘atmospheric’ terror. Aran Watson, RYSE Center, Richmond, CA

A significant body of research validates that trauma-exposure can have significant adverse effects on young people, particularly when exposure is prolonged and/or severe (Briere 2001 et al.; van der Kolk et al., 2005). Yet the trajectory of response to chronic and ongoing exposure in childhood has been shown to be much more complex and varied in its expression compared to single, acute episodes of trauma exposure (Cloitre et al., 2009). The specific characteristics of distress of youth (ages 13-21) exposed to ongoing, acute exposure to violence within communities subject to multiple levels of violence is dramatically less understood. Likewise, the distinctions between disorder and distress responses in low-resource communities with ongoing violence exposure are not clearly defined (Bulhan, 1985; Wessels, 2010). Even less understood is how youth themselves actively identify and address their own distress in the context of violence and low-access to relevant mental health supports. Emerging research has shown that utilizing locally validated measures may be more sensitive to distress than traditional assessment tools and can enhance service provision (Betancourt et al., 2010; Miller, 2006). The aim of this research project is to examine two related questions: (1) what are the characteristics of trauma exposure and expressions of distress amongst youth exposed to multiple types of interpersonal trauma and community-based trauma?, and (2) What strategies of coping and support do young people utilize to increase their resilience or post-traumatic growth in the face of chronic trauma-exposure? This project utilizes participatory research methods for identifying idioms of distress and community mental health needs, as well as to produce a local measure of distress. The project is aimed at informing the development of more culturally relevant measurement of youth distress in communities of ongoing violence as well as improving service delivery in communities burdened with complex trauma exposure.

Protected by Ethos in a Protracted Conflict? A Comparative Study among Israelis and Palestinians in the West Bank, Gaza, and East Jerusalem. Iris Lavi, UC Berkeley, School of Public Health; Daphna Canetti, University of Haifa School of Political Sciences; Keren Sharvit, University of Haifa Program for Peace and Conflict Management Studies and the Department of Psychology; Daniel Bar-Tal, Tel Aviv University School of Education; Stevan Hobfoll, Rush University Medical Center

Can endorsement of the ethos of conflict alter psychological effects of exposure to political violence? Israelis and Palestinians have been in a state of political and military turmoil for decades. We interviewed 781 Israelis and 1,196 Palestinians living in the West Bank, Gaza Strip, and East Jerusalem. Using structural equation modeling, we found that among those with a weak adherence to ethos of conflict, exposure predicted higher levels of hatred. For Israelis with a weak adherence to ethos of conflict, exposure predicted higher psychological distress and fear. For Palestinians with weaker adherence to ethos of conflict, stronger exposure predicted stronger threat perceptions. Israelis and Palestinians with a strong adherence to the ethos showed steady and high levels of negative emotions and threat, regardless of exposure. These results indicate that ethos of conflict is a double-edged sword that both protects and promotes the conflict. Although it serves as an engine fueling the conflict, it also plays a meaningful role as an empowering force for people suffering the psychological burden of an ongoing conflict.

Session Organizer: Iris Lavi, UC Berkeley, School of Public Health
Chair: Emily Ozer, University of California-Berkeley

126. Promoting Youth Leadership Development in Communities: Using Research to Foster Youth Leaders

Symposium 1:45 to 3:05 pm
Dooley Memorial Classroom Building: MM 214

Dooley Memorial Classroom Building: MM 214
Youth represent an under-utilized resource in community change efforts, can play an important leadership role in their communities, and often want to be involved in local decision-making (Checkoway, 2003; Christens & Buxton, 2011). Training youth as leaders may encourage civic participation now and later in life. This multi-paper session will present the results of a mixed-method evaluation. 130 youth from across West Virginia participated in the National Youth Leadership Initiative (NYLI), a “youth-led, adult-guided” youth leadership training program developed by the Community Anti-Drug Coalitions of America (CADCA). Youth were trained to become community change agents using the Strategic Prevention Framework and developed community action projects to address the issues they identified in their communities. Youth also participated in an online, blog-based Photovoice project to explore their ideas about leadership and identity community needs. At the end of the yearlong training, we conducted focus groups with the youth to understand their experiences in this program. The purpose of this session is to discuss the theory of change and evaluation design, present the findings from the longitudinal youth survey, describe how youth define leadership through qualitative Photovoice data, as compared to adult theories of leadership, and discuss youth perceptions of this experience based on focus group findings. Using research to evaluate current leadership training programs and better understand youth leadership from a youth perspective will help both researchers and community-based organizations effectively develop the next-generation of leaders by building on successful training content and
framing leadership development efforts in ways that resonate with youth definitions of leadership. This session will conclude with small group discussions among session attendees to identify ways to promote youth leadership and youth engagement in their communities.

Participants:

Youth Transformations: Shifting Social Change Attitudes, Skills, and Behaviors following NYLI. Pennie Foster-fishman, Michigan State University; Lauren Lichty, University of Illinois at Urbana-Champaign; Jennifer Mortensen, Michigan State University

Evaluating the impact of training programs through survey research can inform future directions for the program and identify change that has occurred as a result. Research is a powerful tool to uncover the transformative power of community change efforts, and in this project, showed the positive impact NYLI had on youth attitudes and behaviors related to social justice and community change. The NYLI framework for change presented a pathway to transforming youth attitudes and values, skills, and social change and substance use behaviors. It was predicted that over time, youth would increase their attitudes, skills, and positive behaviors. This presentation will present the framework for change used to guide this project as well as survey results from the first and third waves of data collection and focus group data on youth perceptions of their experiences in NYLI.

Youth Perceptions of Leadership: Comparing Youth and Adult Ideas of Leadership to Inform Future Youth Development Programs. Jennifer Mortensen, Michigan State University; Lauren Lichty, University of Illinois at Urbana-Champaign; Pennie Foster-fishman, Michigan State University

Little research exists on how youth define leadership and how these definitions compare to traditional adult views of leadership. Many youth leadership programs are developed using adult theories of leadership, which often emphasize power and authority. Adults wield much more power and authority than youth, and without that power and authority, youth must construct a different definition of leadership for their current role in society. Without understanding how youth define leadership, we cannot create programs that effectively meet their needs. In this project, we used Photovoice to ask youth what leadership looks like. Five ideas emerged in the youths’ narratives: leadership is available to anyone in any context; and involves creating change, collective action, modeling and mentoring, and strong character. This presentation will compare how youth involved in the WV NYLI project defined leadership as compared to existing adult leadership theories in an effort to advance our understanding of leadership through a youth lens.

Promoting Youth Leadership Development in Our Own Communities. Lauren Lichty, University of Illinois at Urbana-Champaign; Pennie Foster-fishman, Michigan State University; Jennifer Mortensen, Michigan State University

Research on youth leadership development, both the effectiveness of current programs and youth perceptions of leadership serves an important function to improve communities’ ability to engage youth as leaders and encourage their involvement in community change efforts. In doing so, communities can bring more youth into the change process in ways that are meaningful to youth, utilize youth’s insights and talents for the purpose of community improvement efforts, and empower one another to address relevant social issues collaboratively. This final session will allow session attendees to reflect on the research results and the youth ideas of leadership presented and to work in small groups to brainstorm ways that they can engage youth in meaningful leadership positions within their communities.

Session Organizer: Jennifer Mortensen, Michigan State University
Chair: Pennie Foster-fishman, Michigan State University
Discussant: Evelyn Yang, National Coalition Institute

127. Alternative clinical-community predoctoral internships: Formal internship experiences for community psychologists in clinical-community psychology programs

Roundtable Discussion 1:45 to 2:35 pm
Dooley Memorial Classroom Building: MM 215

Historically, most clinical-community psychology students have completed clinical internships to fulfill requirements for their doctoral degree via the Association of Psychology Postdoctoral and Internship Centers (APPIC). However, in addition to there being a lack of APPIC internship sites that include specific community psychology components, the past decade has seen increasing numbers of applicants who have not matched to internship sites. To address these issues, the University of South Carolina Psychology Department has encouraged students for whom a traditional clinical internship is not a good match to design alternative clinical-community internship in which students integrate elements of clinical and community psychology practice that 1) meet basic requirements of APA-accredited internship programs accredited; 2) are customized to advance students’ community psychology interests, expertise, and careers goals; and 3) address needs and goals of identified community partner(s). This alternative internship model aligns with the classic community psychology concept of “alternative settings”, in which new settings are designed not to replace current settings, but rather to provide conditions that support the functioning of people for whom current options do not work. The first part of this roundtable will focus on the process of planning, proposing, and engaging in alternative clinical-community internships. A panel of current and former graduate students and two faculty members will share their experiences building community partnerships and targeting internship activities to enact social change in diverse settings. These include consulting with a homeless advocacy coalition, co-developing tools for implementing school improvement efforts, and utilizing program evaluation and research to improve primary health care practices, supported housing, and peer-delivered services. The second part of the session will allow attendees to interact with panelists by raising questions and sharing ideas. We will also discuss how internship experiences can advance community psychology practice skills and position graduates for a variety of careers.

Presenters:
David Asiamah, University of South Carolina-Columbia
Victoria Chien, University of South Carolina-Columbia
Bret Kloos, University of South Carolina-Columbia
Duncan Meyers, University of South Carolina-Columbia
Abraham Wandersman, University of South Carolina-Columbia
Jennifer Mortensen, Michigan State University
Lauren Lichty, University of Illinois at Urbana-Champaign
Pennie Foster-fishman, Michigan State University

Session Organizer: Greg Townley, Portland State University

128. Community Conflict transformation through humanitarian sustainable interventions

Symposium 1:45 to 3:05 pm
Dooley Memorial Classroom Building: MM 216

Over the past four years a diverse group of professional experts, whose skills are orchestrated around a humanitarian and sustainable mission for devastated areas in the world, have evolved a paradigm for relief and
intervention. The diverse set of interventions involve multidimensional applications of media; on the ground support (i.e., medical and psychotherapeutic) and sustainable technologies provided by green technology funders and corporations. The three layers of support for each and every application involve volunteer consultants; online expert guides and on the ground expert support. In addition, help or support from the academic, and clinical arenas fuel additional input into faith based and non faith based humanitarian and sustainable interventions for Haiti and like areas (e.g., Detroit, Michigan). There are many who work as individual entities or small NGOs on the ground but few if any have paradigms and orchestrated long term goals. These broader goals are linked to Activity theory which ground the efforts in ongoing empathic communication, connection and coordination through shared missions and goals. We are using Activity theory as a way to coalesce support for devastated areas such as Haiti and Detroit Michigan. The invitation to and response from interested parties to join the effort involves professionals in fields of infrastructure development: nursing; trauma relief; mindfulness interventions and survivor support including homes for homeless children, and physical development; survival protocols including school recycling and gardening; sustainable technologies; and economic development through these means. In all these areas professionals from all fields are "giving their services 'away' to the public for a humanitarian agenda…we are seen as all part of the global community and family. Through the use of social media and internet technologies the Humanitarian Sustainability Initiative invites in a multidisciplinary knowledge base through online journals and operational guides; through webinars in all areas for building stable and sustainable communities; through power point presentations; and networking for stakeholders and professionals along with funding opportunities. Bio of presenters: Demetria Ledbetter is an Instructor, Forsyth Technical Community College, Business, Information and Technology Department, Winston-Salem, North Carolina (Jan 2007 – Present). Specializing in social media and technology Demetria is a Founding member and Advisor of the Humanitarian Sustainability Initiative and managing Director of their School to School Collaborative – an international consortium of schools that partner with other schools to solve humanitarian and environmental issues Gigi Polycarpe is the Founder, President and CEO Of Bethlehem Home with a focus on providing complete care and safe passage from childhood to adulthood to orphaned children in Haiti (www.bethlehemhome.org)

130. Conceptualizing and Measuring Constructs related to Domination and Marginalization of Oppressed Populations

Symposium
1:45 to 3:05 pm
Dooley Memorial Classroom Building: MM 218

Eradicating oppressive circumstances is fundamental to promoting equality and social justice for marginalized populations. The acquisition or restoration of voice, power, resources and opportunities may help to empower members of oppressed groups. However, overcoming the insurmountable barriers often proves challenging for marginalized groups who lack structural supports. Community psychologists strive to aid members of oppressed populations in overcoming the multitude of challenges they face. Therefore it is important for researchers to attend to the mechanisms responsible for maintaining oppressive circumstances. This symposium includes four presentations focused on the conceptualization and measurement of constructs related to domination and marginalization of oppressed populations. The first presentation will report on the predictive validity and implications for use of an instrument to measure economic abuse, a distinct form of intimate partner violence that involves controlling a woman’s ability to acquire, use, and maintain economic resources. The second presentation will describe the development and psychometric evaluation of a scale to measure the occurrence and impact of racial microaggressions, which are offensive, insidious, interpersonal and environmental interactions that occur due to a person’s racial/ethnic cultural background. The third presentation focuses on the role of racial microaggressions experienced by Black women who resided at three domestic violence shelters, and explores how conceptualizing and measuring racial microaggressions could differ depending on the social positionality of the target. The final presentation will discuss the adaptation and use of scales that measure secondary victimization to examine abused mothers’ experiences in the family court mediation process for establishing child custody. The symposium will
recruit with a group discussion of the importance and challenges of investigating constructs related to the domination and marginalization of oppressed populations.

Participants:
Testing the Predictive Validity of the Scale of Economic Abuse. Adrienne E. Adams, Michigan State University; Marisa L. Beeble, The Sage Colleges; Katie Gregory, Michigan State University

Economic abuse is a form of intimate partner violence (IPV) that involves controlling a woman’s ability to acquire, use, and maintain economic resources, thus threatening her economic security and potential for self-sufficiency. Until recently, economic abuse was measured as a form of psychological abuse rather than as a distinct construct, and as a result there has been limited empirical research on the correlates and consequences of economic abuse. To fill this gap, Adams and colleagues (2008) developed the Scale of Economic Abuse (SEA), and this initial study provided preliminary evidence of the reliability and construct validity of the instrument. The purpose of the current study was to use a longitudinal design to assess the predictive validity of the SEA by examining the relationship between economic abuse and financial hardship over time. Hierarchical linear modeling was employed to assess both between-women and within-woman effects of economic abuse, while accounting for both physical and psychological abuse. Results revealed that between-women effects of economic abuse at baseline uniquely predicted financial hardship at baseline. Within-woman changes in economic abuse over time were found to relate to women’s trajectories of change in financial hardship. These findings demonstrate the unique predictability of economic abuse and support the conceptualization of economic abuse as a distinct construct from psychological abuse. Moving beyond the traditional conceptualization of IPV to include economic abuse allows researchers, advocates, and service providers, alike, to better assist survivors as they work to overcome the multitude of barriers compromising their safety and well-being.

Measuring the Impact of Racial Microaggressions in a Diverse Sample. Susan Torres-harding, Roosevelt University; Casey Cochran, Roosevelt University; Diane Jung Gallo, Roosevelt University

This presentation will describe the development and psychometric evaluation of a scale to measure racial microaggressions, which are offensive, insulting interpersonal and environmental interactions that occur due to a person’s racial/ethnic cultural background. Contemporary forms of racism are increasingly taking the form of covert or ambiguous racial mistreatment or subtle communications of racial prejudices. Measuring the occurrence and impact of racial microaggressions is challenging because, by definition, they are subtle interactions which may have multiple causes, and these experiences may cause considerable conflict, confusion, and anxiety for people of color. This presentation will describe the development and validation of the scale to measure the occurrence and impact of these racially-related events. Exploratory and confirmatory factor analyses were conducted to develop the scale. Reliability and validity information will be presented, and specific challenges to scale construction will be addressed. In addition, we will present information regarding race, gender, and social orientation status interactions in the perceptions and distress elicited by these kinds of interactions, as these incidents appear to more negatively impact women of color and LGBTQ individuals of color. Finally, we will present information regarding the potential impact of these oppressive incidents on one’s health and well-being, discuss how community psychologists might recognize and address these incidents, and discuss potential resiliences that individuals may manifest in the face of these challenging incidents.

Recognizing the Importance of Context in the Examination of Racial Microaggressions. Nkiru Nnawulezi; Cris M. Sullivan, Michigan State University

Racial microaggressions are subtle forms of racism that manifest verbally or nonverbally in an individual’s communications or behaviors. There are three types of microaggressions: microassaults, microinsults, and microinvalidations. When any of these microaggressions manifest within the structure of an organization or institution, it is called an environmental microaggression (Sue, 2010). Multiple studies have measured racial microaggressions among samples comprised of people who hold socially privileged identities such as college students, university faculty, or masters-level mental health clinicians and social workers. These studies also examine how people identify and respond to microaggressions within specific interpersonal relationships (e.g. student-student, professor-student, therapist-supervisor), but do not focus on relationships that occur out of necessity or immediate crisis. As a relatively new construct, scholars should consider how conceptualizing and measuring racial microaggressions could differ depending on the social positionality of the target. The purpose of this study was to examine the role of racial microagressions experienced by Black women who resided at three different domestic violence shelters. Black women survivors participated in a semi-structured interview. In this exploratory, phenomenological investigation, 86% of women in the study disclosed at least one experience that could be classified as a racial microagression during the course of their stay at the domestic violence shelter, yet only one woman identified her incident as racist. In this presentation, we will draw connections between environmental, interpersonal, and individual level factors that we think contributed to the internal recognition and external acknowledgement of racial microaggressions by survivors of intimate partner violence. We discuss how these findings should influence the way scholars conceptualize racial microagressions, particularly when attempting to examine microaggressions using community samples that encompass people who experience multiple intersecting forms of oppressions. We will also highlight the importance of studying environmental microaggressions within community-based helping organizations.

Secondary Victimization of Abused Mothers by Family Court Officials. Echo Rivera, Michigan State University; Cris M. Sullivan, Michigan State University; April M. Zeoli, Michigan State University

Understanding the impact of revictimizing community responses, as well as facilitators of empowering responses, are of particular concern for community psychologists. Family court, which assists divorcing parties in establishing child custody arrangements, may be problematic for marginalized populations such as survivors of intimate partner violence (IPV). Research indicates that family court officials may be dismissing abuse allegations and failing to make custody decisions that take women’s and children’s safety into account. Measuring community responses, however, can be a challenge. This mixed method study was designed to gain an in-depth understanding of nineteen abused mothers’ court mediation experiences and how those experiences impact future court help-seeking. Based on the work of Campbell and colleagues (e.g., 1999; 2005), we adapted the scales used to measure the secondary victimization of sexual assault survivors to this context. Women reported on their emotional reactions to the court experience and specific actions of court officials in regards to how they handled the custody recommendation process. Analytic induction of the qualitative data was then used to validate women’s quantitative responses. Most women experienced secondary victimization during court mediation and felt revictimized by the family court system. Women generally described the process as disempowering, facilitating post-separation abuse, and as a secondary victimizing
experience, which had a negative impact on their willingness to use the court in the future. Conversely, women reported positive mediation experiences when they perceived court officials as focusing on the best interest of the children, as well as when women felt safe, respected, and heard. Findings from this study indicate that measuring community response—and, in particular, secondary victimization—is important when investigating the impact of IPV.

Session Organizer: Marisa L. Beeble, The Sage Colleges
Chair: Marisa L. Beeble, The Sage Colleges

131. The Context of Communal Thriving in the Caribbean: Successes, Challenges, and Future Developments
Symposium
1:45 to 3:05 pm
Dooley Memorial Classroom Building: MM 312

Even while the field of community psychology expands to become more global in reach and perspective, some regions remain underrepresented. The Caribbean is one such region that remains largely absent (Reich, Riemer, Prilleltensky, & Montero, 2007). This underrepresentation is likely due to forces at work within the discipline of Community Psychology, as well as factors specific to the Caribbean. From the Caribbean perspective, the underrepresentation is likely intricately tied into the outward orientation of psychological training and the development of the discipline (outmigration to US based institutions for training in the discipline; the early stage of structured programs within the region itself; the developing nature of the discipline’s development in the region). The Caribbean, however, is a region that must be represented if community psychology is expected to grow. Whether explicitly named or implicitly and inadvertently practiced, community-based and community-oriented psychological work is omnipresent. The Caribbean, with its vast cultural differences, complex history of slavery and colonization, relatively small populations compared to metropolitan centers, and the myriad social issues confronted, will push community psychology as a discipline to re-examine its assumptions and stretch its boundaries. This presentation will highlight Caribbean communities that are attempting to thrive through the use of community psychology principles. The goals of this symposium are: - To highlight research and intervention programs within the Caribbean that address communal thriving through prevention, wellness promotion, community partnerships and social change. - To discuss the ways in which considering the Caribbean will facilitate the growth and expansion of community psychology.

Participants:
The Indaba Project: Coming Thriving through Coming Together. Niambi Hall-campbell, College of the Bahamas
The Indaba Project located in Nassau, Bahamas is a prime example of communal thriving through community partnerships and social change. A fixture in the Nassauian inner city for over 15 years, the mission of this grassroots organization, whose name means, “coming together” is to simply “uplift the community”. Through an after-school program and summer initiative students are guided through experiential activities and empowered to become self-sustaining stewards of their environment through various engagements and projects including recycling. The work of Indaba’s volunteer staff is powered through the strength of communal relationships that range in scope from local individuals to international colleges. The goal of this presentation therefore will be to highlight the Indaba Project as the type of community collaborations that are sustainable and needed in the region.

Dance4Life: A Photovoice project with Bajan Secondary Students. Katherine Cloutier, Michigan State University

The values of Community Psychology are well situated for a Caribbean context. In particular, citizen participation among youth populations is a value that future projects should consider. Reflecting this value of Community Psychology, a participatory action research project is being conducted through the collaboration of a community-based organization in Barbados, an mtvU Fulbright Scholar, and a group of students from a secondary school on the island. This project is focused on the participation of young people to advocate for opportunities that influence their well-being and sexual health. The author, an mtvU Fulbright Scholar, is working with an organization called dance4life: an international youth movement that aims to inspire, educate, and activate young people to push back the spread of HIV. dance4life partners with schools in Barbados to engage young people in an interactive learning environment that is peer led and tailored to meet the unique needs of the young people with whom they work. In collaboration with the dance4life program, the author has recruited a group of students from one secondary school to participate in a Photovoice project. As a result of the project, youth have been granted opportunities to share their voice with policy makers and program developers on the island. For instance, youth were invited to the US Embassy to share their photos and narratives for the first framing question: What does an AIDS free generation look like? Youth felt privileged to be able to exercise their voice in relation to the policies that are impacting their everyday lives and well-being. Themes that emerged from this first round of Photovoice include the need for policy reform, a youth focused health center, and consistent messages related to sexual health.

The Guiding Principles of Implementing a Mental Health Capacity Program Internationally: Focus on Haiti. Casta Guillaume, University of Michigan

The Guiding Principles of Implementing a Mental Health Capacity Program Internationally: Focus on Haiti The mental health needs in Caribbean countries such as Haiti are heavily influenced by the unique cultural, socio-political contexts in which they are implemented and exist. Well before the devastating January 12, 2010 earthquake, Haiti (the only Low Income Country in the insular Caribbean) was identified by the Pan American Health Organization as one of five “priority countries” needing long term commitment from the international community to address severe health challenges (PAHO, 2005, 2011). The lack of adequate health care services available to Haitians is unsettling. Specific to mental health, a recent report indicates that there are 2% of psychologists and 028% of psychiatrists per 100,000 inhabitants in the island (WHO, 2011). It is likely that without international support Haiti will remain a nation with limited access to healthcare providers. Haiti’s tumultuous history with international aid interventions and programming overwhelmingly demonstrates how the absence of community involvement and cultural knowledge in interventions has detrimental effects on community well-being. Therefore, we offer that prior to the design and implementation of international interventions, it is imperative that providers and researchers have a clear understanding of some key areas that are instrumental in building the mental health capacity in the country of interest in a culturally informed manner. As it relates to Community Psychology, the guiding principles of the ecological metaphor stress the importance of the contextualization of social issues in order to create effective and culturally responsive interventions. Based on our recent work with a community driven mental health capacity building partnership in Cap-Haitien, Haiti, we offer 9 ecologically informed guiding principles for researchers and practitioners who are interested in mental health intervention based work in Haiti and the greater Caribbean.

Contexts and Social Norms: Their Roles in Obesity among Youth in Jamaica. Ishtar Govia, University of the West Indies, Mona

An increasing body of literature suggests that BMI and obesity cluster socially. Yet there are conflicting perspectives about whether social environments or body size norms play a more
substantial role in this trend. These distinct perspectives have major implications for the content and orientation of interventions targeted toward addressing obesity. While there is a growing body of work that suggests a less important role for body size norms, the majority of these studies have been conducted in European American contexts. Examinations of other populations suggest differing body size norms. The Caribbean, and specifically, Jamaica, is one context in which body size norms are arguably quite distinct from the European American norms. Jamaica and other Caribbean countries may not be as stigmatizing about fatness, and some may argue, might instead view fatness or “fluffiness” as an ideal to be sought after. Unfortunately, there has been little empirical research on body size norms among Caribbean populations, and even less research on the associations between these norms and health habits or obesity. Jamaica’s distinct socio-economic contexts and distinct body size norms make it even more imperative to assess the competing hypotheses that might account for observed social clustering of BMI and obesity. The proposed paper begins to address this lacuna in Caribbean research on the competing hypotheses for BMI and obesity. Using a 1986 birth cohort of 902 young adult Jamaicans, hierarchical linear regression models will assess the roles that socio-demographic variables, dietary habits, and objective and subjective indicators of body size have above and beyond one another in predicting attitudes toward fatness. Path analysis models will test the competing hypotheses regarding whether contexts or social norms play a greater role in BMI and obesity. Such research will provide the foundation upon which evidence-based interventions targeting obesity can be designed.

Session Organizers:  
Niambi Hall-campbell, College of the Bahamas  
Claudia Barned, University of the West Indies  
Chair:  
Niambi Hall-campbell, College of the Bahamas  

132. Enhancing Community thriving through Partnership for place based research and knowledge mobilization
Symposium
1:45 to 3:05 pm
Dooley Memorial Classroom Building: MM 313

In this symposium, presenters and participants will discuss ways that partnerships for research and knowledge mobilization on place and health can contribute to action towards community thriving, well-being, and equity. Specifically, we will discuss the award-winning Ottawa Neighbourhood Study as an exemplar of community-university research partnerships for change. The ONS, which began in 2005, was designed to map and measure the features of neighbourhoods that can affect health and well-being. From the start, we involved community partners from multiple sectors in order that the study be relevant and useful to decision makers and residents. We also developed and implemented innovative tools for knowledge mobilization. The ONS has been highly successful and many citizens, health care planners and decision makers rely on our data. Our team has won three major awards because of our strong partnership and usefulness of our work. In this session, we will discuss partnership development and methods, present new research findings, and share and discuss our knowledge translation tools and outcomes with the audience. The first presentation will introduce the ONS, its ongoing partnership development, and research methodology. After this, the audience will be invited to participate in a discussion based around the question: “How have you developed or hope to develop community-university partnerships? In the second session, we will discuss the participatory development of a Canadian Walkability Survey that is clear, concise, and user-friendly. The third presentation will present analyses on the important issue of adolescent obesity and contextual contributors. In the fourth session, we will present data on neighbourhood environment and mental health. In the wrap-up session, we will discuss and demonstrate some of our innovative and interactive tools for knowledge mobilization. The question for discussion will be: ‘What types of knowledge mobilization tools have you used in your work? How effective have they been?’

Participants:

The Ottawa Neighbourhood Study: Partnership development for research and action on neighbourhoods and health.  
Elizabeth Anne Kristjansson, University of Ottawa; Michael Sawada, University of Ottawa; David Hole, Ottawa Neighbourhood Study Knowledge Broker; Katherine Russell, Ottawa Public Health; Amita Ali, Ottawa Public Health; Paul Steeves, United Way; Cathy Jordan, Executive Director Western Ottawa Community Resource Centre; Simone Thibault, Centretown Community Health Centre; Brian Schnarch, Champlain Local Health Integration Network; Stefania Maggi, Carleton University

Contextual research is increasingly important in population health as evidence mounts that the neighbourhoods and communities in which we live affect both health and the gap in health between rich and poor. Yet, there is much that we don’t understand and issues such as the obesity epidemic and rising health inequalities point to an urgent need to take action. The ONS provides evidence that is essential for action to improve neighbourhoods and reduce inequalities. In this session, we will provide an overview of the ONS, partnership development, research methodologies, and an indication of available knowledge translation tools and Partnership Development. The ONS is about building relationships and trust, about sharing common values, and about commitment to working together long term. We began with a small group of academics who wished to ensure that our research was useful to and used by the community. Public health decision makers, those who deliver community health and social services, and City planners became part of the team. Together, our team set the direction of the research, applied for funding, carried it out, and disseminated findings. Later, we added partners from the voluntary and business sectors. Today the ONS steering committee comprises 18 people from several sectors who work together well and effectively. Methods: Neighbourhood Definition and indicator development. A combination of spatial statistics, geographic information system (GIS) concepts and capabilities, remote sensing, and community consultations provided a novel methodology to define 107 new and natural neighborhood units and the context to spatially analyze the relations between neighborhood indicators, neighbourhood health and socioeconomic status. The ONS currently includes and reports on more than 150 determinants of health and more than 20 health outcomes. All indicators of health determinants are conceptually or empirically related to health, feasible to obtain, and amenable to intervention; these will be summarized in the presentation.

Participatory Development of a Community-Friendly Canadian Walkability Assessment.  
Trista Anne Takacs, University of Ottawa; Elizabeth Anne Kristjansson, University of Ottawa; Sean Pearce, University of Ottawa; Michael Sawada, University of Ottawa; Stefania Maggi, Carleton University

Walkability, which refers to how friendly an area is to pedestrians, is an important component of community livability; it can greatly contribute to community thriving. Walkable neighbourhoods may improve the physical and mental health of residents. It is thus important to be able to measure and monitor a community’s walkability. However, most walkability measures were developed in the USA, and may not be valid in a Canadian context. We report on an adaptation of a well-known and validated American survey of walkability, the Neighbourhood Environment Walkability Scale (NEWS), for use within Canada. The adapted questionnaire, NEWS-CDN, was developed through consultation with policy makers, academics, and concerned citizens. An important consideration in adapting this instrument was that it is clear, comprehensive and friendly to diverse groups of Canadians. We also wish to ensure that community groups can
Food environments surrounding schools and overweight/obesity among adolescents. Jane Evelyn Platts, University of Ottawa; Elizabeth Anne Kristjansson, University of Ottawa; Martine Flament, The Royal Ottawa Hospital; Katherine Henderson, Children’s Hospital of Eastern Ontario Research Institute; Gary Goldfield, Healthy Active Living & Obesity (HALO) Research Group CHEO Research Institute; Annick Buchholz, Children's Hospital of Eastern Ontario Research Institute; Irene Vitoroulis, The Royal Ottawa Hospital

Introduction. The rate of overweight and obesity among Canadian youth is a growing concern; in fact, it has tripled since the 1970s. Many factors have contributed to this steep increase, but it is clear that consumption of high energy, low nutrient food coupled with decreased physical activity are important contributors. These factors are largely seen as being under the control of the individual. However, we are learning that especially the neighbourhood food environment can constrain choices and influence behaviour. For adolescents, the food environment within and around schools is potentially an important influence on whether proximity of different types of food outlets to schools is related to adolescent overweight and obesity in a Canadian setting. The present study will explore the relationship between food environments around Ottawa schools and objectively measured adolescent overweight and obesity.

Method: The present study will use neighbourhood data from the Ottawa Neighbourhood Study; it will be linked with the rich, individual data from the Research on Eating and Adolescent Lifestyles (REAL) study. The REAL study aimed to explore cross-sectional and prospective risk factors for eating and weight disorders in Canadian youth and to test a biopsychosocial model of eating and weight. This study included more than 2400 adolescents in 32 schools; these schools are in X of the 107 ONS neighbourhoods. Results: We will provide and discuss results from linear and logistic regression predicting adolescent BMI and overweight/obesity. Neighbourhood predictor variables will include food environment, recreation and parks, walkability, aesthetics, poverty level, and crime rates. Individual predictors will include socio-demographics, family functioning, dietary restraint, interpersonal functioning, biological vulnerabilities, and body image. Discussion: There is increasing policy readiness to improve the food environment in both Canada and the United States. Enhancing our understanding of how such environments contribute to overweight and obesity can guide us in the development and delivery of such policies and programs.

Neighbourhood environment and mental health of residents: Empirical evidence from a Canadian Study. Sean Pearce, University of Ottawa; Elizabeth Anne Kristjansson, University of Ottawa; Michael Sawada, University of Ottawa; Katherine Russell, Ottawa Public Health

Introduction. The neighbourhood environments in which we live can affect our mental health. High crime, poor aesthetics, high social and physical disorder, high poverty and environmental problems (i.e. air pollution) within neighbourhoods have been linked to poorer mental health and higher depression for residents. On the other hand, availability of green space and higher social cohesion may contribute to better mental health. Few studies have examined how neighbourhood and built environment constructs can influence mental health in Canada. As the impact of neighbourhoods on health may vary by country due to differential social and environmental policies, it is thus vital to investigate what neighbourhood factors are associated with mental health in a Canadian context.

Methods. In these analyses, we have linked neighbourhood level data from the Ottawa Neighbourhood Study with individual data from the Canadian Community Health Survey (CCHS). 91 neighbourhoods with sufficient contextual and compositional data are included. The CCHS is a national population household telephone survey that collects health data and is available regionally. To have sufficient data at the neighbourhood level, we have combined three cycles of the CCHS (2007/2008, 2009 and 2010).

Results. The current report is on the first phase of analyses: linear and logistic regressions at the individual level; neighbourhood were coded as individual variables. Outcome variables are: fair or poor self-rated mental health and overall Life Satisfaction. Predictors include: walkability, aesthetics, physical disorder, sense of community belonging, poverty, housing quality, parks, recreation, green space and access to social services, demographic and family variables.

Discussion. Understanding neighbourhood and built environment effects on mental health offers potential for improving health and social outcomes in disadvantaged neighbourhoods and across the population. These results contribute to the mounting body of evidence that inform better neighbourhood planning and resource allocation, as well as targeted neighbourhood interventions.
The Complexity of Coalition Development and Maintenance in Four Different Organizations and Communities

Roundtable Discussion
1:45 to 2:35 pm

Dooley Memorial Classroom Building: MM 314

Healthy Start is a federal initiative funded through the Health Resources and Services Administration (HRSA) since 1991. It focuses on the need to strengthen community systems of maternal and infant care and to work with communities to address medical, behavioral, social service and cultural needs of women, men and infants. Since its inception, 105 Healthy Start projects have been funded in communities across the United States. The funding requires that each project include core services and core systems. Among the core systems requirements is that each project have a consortium composed of consumers, neighborhood residents, mental health and social service providers, faith and business community representatives and others. The role of the consortium is to work together to eliminate real and perceived barriers to health care and other resources to reduce birth outcome disparities. This roundtable will begin with a brief description of the experiences of four consortia in four different organizations and in four different cities. These descriptions will be used to highlight how each consortium’s activities, focus, structure and functioning have been impacted by the local communities in which they are working, by the parent organizations, by funding requirements, and by other political, organizational, and social factors. The goal of this roundtable will be to enhance participants understanding of the complexity of coalition development and maintenance. Topics to be discussed will include membership activities, the parent organization’s position in the community, the impact of activities of external organizations, and effective strategies.

Session Organizers:
Susan M. Wolfe, Susan Wolfe and Associates, LLC
Eulalia Gillum-Roberson, Parkland Health and Hospital System
Misty Wilder, Catholic Charities Fort Worth Healthy Start
Shebia Dunn, Neighborhood Centers Inc. SUNNY FUTURES
Healthy Start
Kelly Bellinger, City of San Antonio Metropolitan Health District

The Role of Community Psychologists in the Promotion of a Clean Election Campaign in Puerto Rico

Roundtable Discussion
1:45 to 2:35 pm

Dooley Memorial Classroom Building: MM 315

Political debate during election years in Puerto Rico has deteriorated. Many candidates focus on personal attacks rather than on ideas about how to address social problems. In response to this situation late in 2011 the past-president of the Puerto Rico Psychological Association, Dr. Irma Serrano-Garcia created an Ad Hoc Committee with the goal of promoting ethical principles that should govern the political campaign. Principles of participatory democracy and the role of professional organizations as promoters of social justice supported her initiative. The committee was coordinated by Dr. David Pérez-Jiménez, also a community psychologist, and had six members including a community psychology graduate student. The main objectives of the committee included: (a) identifying what studies reveal about the psychological effect of negative political campaigns; (b) developing and promoting the adoption of ethical principles that should govern electoral campaigns in PR; (c) promoting ethical rules for political debates between candidates; and (e) conducting an educational campaign for the community. All of these objectives were fulfilled through different activities. These included a) developing 10 ethical principles for the campaign, as well as rules for political debates which were announced in a press conference on February, 2012; b) meeting with all gubernatorial candidates or their representatives and obtaining endorsements from all but one; c) producing an educational video which has been seen by close to 10,000 people on YouTube and attending many TV and radio programs to promote these principles. The principles were used to evaluate two gubernatorial debates and findings were presented in two press releases. Five thousand copies of the principles were distributed to citizens in five cities so that they could evaluate their candidates before voting. We will present evidence of our impact, discuss the successes and difficulties in the process and provide recommendations for those interested in similar efforts.

Session Organizers:
David Pérez-Jiménez, University of Puerto Rico
Soelix M Rodriguez-Medina, University of Puerto Rico
Irma Serrano-garcia, University of Puerto Rico-Rio Piedras Campus

Strengthening a Thriving Sense of Community in Academia

Roundtable Discussion
1:45 to 2:35 pm

Dooley Memorial Classroom Building: MM 316

“How do you experience a sense of community in your personal and professional life?” This question will serve as a catalyst for an action-oriented discussion grounded in a scholarly reflection of what a sense of community means for both faculty and students, and culminating in strategies to actively promote such an atmosphere within university environments. A heightened sense of community in academic settings is related to a variety of positive outcomes, such as psychological well-being and improved academic performance, and can bolster against negative outcomes such as feelings of isolation and loneliness (Yasuda, 2009; Cheng, 2004). The discussion will explore barriers and challenges to strengthening a sense of community within academic structures, and participants will share and learn successful strategies and tools for fostering a positive environment. McMillan & Chavis’ (1986) four proposed dimensions of a sense of community (membership, influence, integration and fulfillment of needs, and shared emotional connection) will facilitate concrete identification of elements within participants’ organizational and/or academic settings that embody these concepts. These dimensions will also be the foundation for a community building activity that will engage participants in an interactive demonstration of the importance of fostering a healthy sense of community and enabling them to transfer learned skills to their own institutions.

Session Organizer: Katherine Parker, Michigan State University

Discussants:
Kathryn McAlindon, Michigan State University
Elizabeth Polk, Michigan State University
Katherine Parker, Michigan State University
Kathryn Vadnais Clements, Michigan State University
Jennifer Lawlor, DePaul University

Promoting Wellness through Housing, Smoking Cessation, and Exercise: An Exploration of Interactions between Conditions for Physical and Mental Health

Symposium
1:45 to 3:05 pm
Dooley Memorial Classroom Building: MM 317

The physical health impacts of homelessness and insecure housing, smoking, and inactivity are well documented. Individuals who live in these conditions face various barriers to and facilitators of overcoming these challenges. Some populations, including that of consumers of mental health services, encounter more barriers than facilitators, operating at all levels of society. This symposium will explore the impacts of these damaging conditions on consumers, from their perspective, and their experiences with efforts to emerge from them. In addition to the presentations to be made during the symposium, the presenters will facilitate a discussion of the interactions between conditions for physical and mental health. The three studies constituting this symposium have explored these concepts. First, homelessness and insecure housing are examined as a predictor of mental and physical health issues in the context of Health and Housing in Transition (HHIT), a longitudinal, mixed methods study comparing experiences of individuals with and without secure housing. Second, consumers’ experiences in a smoking cessation program have been explored through qualitative interviews, focusing on the complex, social-environmental factors influencing individuals’ engagement and success in smoking cessation treatment. Finally, a mixed methods study has examined the impacts of physical activity on social and psychological well-being for consumers. Together, these presentations provide a comprehensive inquiry into many health-related aspects of consumers’ lives and an exploration of pathways to enhance community thriving through health promotion and illness prevention with consumers of mental health service.

Participants:

Minds in Motion: Exploring the Impacts of Social Physical Activity on Well-being for Consumers of Mental Health Services. Livia Dittmer, Wilfrid Laurier University

The use of physical activity to help address mental health issues can be traced back to Hippocrates, the father of modern medicine (Ryan, 1984). Since then, a great deal of research has explored the connections between physical fitness and psychological health. Many consumers of mental health services face significant barriers to engaging in physical activity. At the individual level these barriers include relatively sedentary lifestyles and the often-disabling side effects of medications. At the societal level, stigma and prejudice against mental illness lead many individuals with mental health problems to experience fear of being identified as a person with a mental illness and encountering negative attitudes about their mental or physical state. This can cause feelings of vulnerability that prevent individuals from feeling free to exercise in public spaces (McDevitt, Snyder, Miller, & Wilbur, 2006). Finally, many consumers of low socio-economic status (SES) face further barriers to regular exercise, including restricted access to resources, knowledge, and safe spaces. In this presentation I describe a study conducted to assess the outcomes of Minds in Motion (MIM), a walking program based in Waterloo Region, Ontario. This program consists primarily of several walking groups that engage consumers of low SES in regular walks and hikes. These groups provide opportunity for physical activity and for socialization among participants. Three focus groups and eight interviews were conducted with walking group participants and MIM staff and volunteers. Quantitative data were also collected from MIM stakeholders through a questionnaire (N=97). Findings suggest that the program’s provision of opportunities for both social and physical activity had significant effects on participants’ psychological and social well-being. Indicators examined included quality of life, community integration, and recovery. — McDevitt, J., Snyder, M., Miller, A., & Wilbur, J. (2006). Perceptions of barriers and benefits to physical activity among outpatients in psychiatric rehabilitation. Journal of Nursing Scholarship, 38, 50-55. Ryan, A. J. (1984). Exercise and health: Lessons from the past. In M. H. Eckhart & H. J. Montoye (Eds.), Exercise and Health: American Academy of Physical Education papers, 17 (pp. 3-13). Champaign, IL: Human Kinetics.

“It’s not just about smoking”: Understanding the factors that influence whether people who have a mental illness engage and succeed in smoking cessation treatment. Jennifer Nicole Rae, University of Ottawa; Tim Aubry, University of Ottawa

People with a mental illness are up to three times more likely to smoke than are members of the general population [1]. Interestingly, most of these smokers do want to quit [2]. Yet little is known about the experiences of people who have serious mental illnesses when they do try to quit smoking. This presentation will be focused on a smoking cessation treatment intervention offered at a community mental health care agency. This intervention, which included nicotine replacement therapy, consultations with a nurse, and psychosocial group support meetings, was offered to 60 clients at the agency over a six month period. When the intervention was over, open-ended, semi-structured interviews were conducted with 16 clients, half of whom had successfully quit smoking over the course of the six-month intervention, and half of whom had not. This presentation will feature the results of an exploratory qualitative analysis of the 16 interview transcripts, which will be conducted using a grounded theory approach [3]. It is anticipated that the themes that emerge from this analysis will provide an in-depth holistic understanding of clients’ use of tobacco, and will capture the complex, social-environmental factors influencing a client’s engagement and success in smoking cessation treatment. This research will be useful for policy makers and service providers. An improved understanding of the smoking cessation experiences of people who have a mental illness can inform the delivery of future smoking cessation treatment interventions at other community mental health agencies. --- [1] Lasser, K., et al. (2000). Smoking and Mental Illness: A Population-Based Prevalence Study. The Journal of the American Medical Association, 284(20), 2606-2610. [2] Siru, R., Hulse, G.K. & Tait, R.Y. (2010). Assessing motivation to quit smoking in people with mental illness: a review. Addiction, 104, 719–733 [3] Strauss, A., & Corbin, J. (1998). Basics of Qualitative Research Techniques and Procedures for Developing Grounded Theory. Sage Publications: London.

Unhealthy Home, Unhealthy You? An Investigation of the Physical and Mental Health Status of Individuals Living in Vulnerable Housing. John Ecker, University of Ottawa

Homelessness and housing insecurity remains one of the major social injustices occurring in economically privileged nations such as Canada. This is troubling, as homelessness has a well-established association with several negative outcomes, including poorer mental and physical health (Hwang, 2001). The circumstances for those low-income or homeless individuals who are able to obtain housing may not necessarily improve, as much of the affordable housing that is available is in disrepair or in poor quality. Poor housing quality has been found to contribute to a variety of negative health outcomes, including respiratory diseases and psychological dysfunction (Bashir, 2002). The primary objective of this presentation is to report on the physical and mental health status of a sample of 397 homeless and vulnerably housed individuals living in Ottawa, Canada. All participants are involved in the Health and Housing in Transition (HHIT) study which has been collecting data since 2008. Pertinent variables of interest for this presentation will include the number and range of chronic and acute health conditions, mental health diagnosis or diagnoses, physical and mental health functioning, subjective satisfaction with health, subjective satisfaction with physical activity, rates of smoking, and healthcare usage. Comparisons will be made between homeless and housed individuals on all variables, with differences and similarities reported. Open-ended responses of participants on coping mechanisms will also be reported and compared. The presentation will conclude with a discussion of the necessity of targeted health interventions for homeless and vulnerably housed
137. Challenging the western pedagogy: Helping university students thrive through collaborative learning and assessment
Roundtable Discussion
1:45 to 2:35 pm
Dooley Memorial Classroom Building: MM 318

Increasingly universities are embracing collaboration as a component of teaching and learning. This is particularly so for interdisciplinary programmes, with collaboration exercises built around real-world problems. Despite the move toward more cooperative learning, most universities continue to operate under a traditionally western worldview where assessments are undertaken individually. Yet many students come from collectivist cultures where collaboration is the norm. In the context of the dominant western pedagogy, the mechanisms by which collectivist cultures pass on knowledge is minimised, reducing the primacy of the cultural norms that are meaningful to the people of these minority cultures. For these students, university can be extra challenging, and well-being—measured in academic achievement, and personal and social growth—comprised. There is some research on collaborative assessments primarily focused on group projects. One area of assessment that has lagged behind with regard to collaboration is examination. It is the last bastion of individual assessment. Yet, collaborative examination would both assess knowledge and present learning opportunities fostering problem-solving, decision-making and team-work. Aiming to explore this empirically, we undertook a scoping project that invited university undergraduate students of different ethnicities to comment on the idea of team-based examination, with the aim of implementing such an assessment protocol in an upcoming social psychology course. The qualitative pilot study asked students about their experiences with collaborative projects, the degree to which they enjoyed in-class group exercises, feelings about team-based assessments and reliance on others for grades, and their notions of the challenges versus benefits of a team-based examination protocol. This roundtable considers the idea of universities adopting a more collectivist approach to assessment. Participants will discuss the possibility of bringing cooperation and collaboration to university learning and assessment contexts with the aim of enhancing the well-being and positive outcomes of minority student groups—thereby promoting community thriving within these student populations.

Presenters: 
Pani Farvid, AUT University
Niki Harre, University of Auckland

Session Organizer: 
Rhoda Scherman, AUT University

138. Publishing with the Global Journal of Community Psychology Practice
Workshop
3:15 to 5:05 pm
Whitten Learning Center: LC 180

Getting published is an important part of the development of community-based scholarship. Quite a few related professional fields have initiatives related to evidence-based practice, and initiatives that call for practice-based evidence. The Global Journal was created with the idea that we could increase this kind of scholarship among community practitioners, as well as academics, working on applied community research. This workshop will assist in that process by developing ideas and enhancing skills among attendees. As a result of attending this workshop, participants will be able to: • Frame their work for publication in the Global Journal as a peer-reviewed manuscript. • Develop alternative strategies to communicating their work through video, audio and digital photographic media. • Improve the quality of tools developed in working with communities, so that others can adopt them. • Share lessons-learned, and communicate them in such a way that they may lead to generalizable knowledge in the field more broadly. • Write and publish book reviews that communicate well to others.
• Develop special issues (themed issues) for the journal.

Presenters: 
Thomas Wolff, Tom Wolff & Associates
Victoria Chien, University of South Carolina-Columbia
Tim Aubry, University of Ottawa
David Julian, Ohio State University
Maria João Vargas-Moniz, ISPA University Institute

Session Organizers: 
Vincent T Francisco, University of North Carolina at Greensboro
Dyana Valentine, dyanavalentine.com

139. Art as a medium for community, transcendence and social change
Workshop
3:15 to 5:05 pm
Whitten Learning Center: LC 182

All great movements for social change draw on deeply held values and create bonds between people that go beyond rational argument. Art is a powerful means to elicit and communicate shared values and to provide a sense of transcendence into a larger collective effort. In this workshop we explore the elusive but powerful relationship between values, transcendence and collective action and discuss how different forms of art, especially the visual and performing arts can create this. The workshop will first involve each participant briefly talking about an experience of transcendence or unity within a collective setting. From this we will build a montage of words and images to try and reach a shared understanding of the essence of this experience. We will then focus on how different art forms can bring about this experience. Participants will be broken into groups to discuss the art form that most resonates with them. The group as a whole will then consider the role of art in uniting people around a collective effort, and the values that art can express. Finally, participants will be invited to take part in a short dance and rhythm performance, no talent or skill needed. We hope that by the end of the workshop participants will have experienced how art can create bonds between people, formed new ways of talking about their experiences of personal transformation through collective action, and be inspired to use art within their action for social change.

Presenters: 
Niki Harre, University of Auckland
Jan Trayes, University of Auckland
Manuel Riemer, Wilfrid Laurier University
Rhoda Scherman, AUT University
Charlotte Blythe, University of Auckland

Session Organizers: 
Niki Harre, University of Auckland
Charlotte Blythe, University of Auckland
Jan Trayes, University of Auckland
Rhoda Scherman, AUT University

140. The role of critical theory in the education and training of community psychologists
Town Meeting
3:15 to 4:35 pm
Whitten Learning Center: LC 184

As stated by the Frankfurt School's Institute for Social Research, critical theory provides the descriptive and normative bases for social inquiry aimed at decreasing domination and promoting social justice and equality. The approach seeks “human emancipation” in circumstances of domination and oppression and it is very consistent and appropriate to the field of community psychology. Unfortunately, it is not clear how widely community psychology programs expose students to critical theory or how much this theoretical framework informs community psychology research and practice. According to Horkheimer's definition (1993), an adequate critical theory must explain what is wrong with current social reality, identify the actors to change it, and provide both clear norms for criticism
and achievable practical goals for social transformation. Social transformation can be furthered through interdisciplinary and collaborative research that includes researchers and community members, policymakers, and end-users. The approach can also examine current global challenges (e.g., socioeconomic injustice, mobility and migration, or climate change). This town hall meeting will invite a reflective process with audience participation in order to address several aspects of the ways in which critical theory is being introduced in community psychology educational programs in Europe (M. García-Ramírez), Latina-America (M. Montero & T. Velázquez), and the United States (B. Olson, S. Torres-Harding, and S. Evans). Panel members will share their experiences with critical theory education, including ways to promote critical awareness (from the perspective of Paulo Freire), community involvement of students in social change efforts and ways to promote action research leading to liberation and community transformation. Audience members will be invited to share their concerns and experiences with critical theory education and practice. An important goal of this discussion is to establish an interim committee responsible for generating some general guidelines for promoting critical theory education and suggested readings to be shared with the members of the Council of Community Psychology Education Programs (CCPEP).

Session Organizers:

- Fabricio Balcazar, University of Illinois at Chicago
- Brad Olson, National Louis University
- Susan Torres-harding, Roosevelt University
- Scot Evans, University of Miami
- Tesania Velazquez, Sociedad Internacional de Rorschach
- Manuel García-Ramírez, Universidad de Sevilla
- Maritza Montero, Universidad Central de Venezuela

Chair:

- Fabricio Balcazar, University of Illinois at Chicago

141. Social environments and the well-being of persons experiencing psychiatric disabilities

Symposium

3:15 to 4:35 pm
Whitten Learning Center: LC 190

In this symposium, we examine the importance of housing, neighborhood, and social interaction in the well-being of persons experiencing psychiatric disabilities. Drawing upon social models of disability and a capabilities approach to understanding well-being, each of these four presentations report on how understanding social environments can advance the promotion of well-being for persons for whom these factors are often overlooked or discounted in individual support and in social policy. Indices of well-being include community inclusion, physical health, social support, and opportunities for participating in community life. We conclude with an example of a developing, collaborative action project designed to use this information to promote well-being and participation in community life.

Participants:

Finding pathways from home to community: Social environment and social inclusion for persons with psychiatric disabilities. Bret Kloos, University of South Carolina-Columbia; Betsy Davis, University of South Carolina-Columbia; Laura Kurzban, University of South Carolina-Columbia; Greg Townley, Portland State University

This study examines environmental factors that can promote or impede participation in community life for persons with psychiatric disabilities who live independently. While recent research has documented how individual factors can affect integration (e.g., participation in activities, feelings of belonging), relatively little is known about the community-based factors that can affect community integration for persons with mental illness. Persons living independently and using outpatient mental health services (n=300) participated in the study over 3 waves. Data were gathered through survey instruments, rater observation of environment, archival service use data, and archival community indicator data from the U.S. Census. Analyses document that housing and neighborhood factors have important relationships with opportunities for inclusion, social integration, and psychiatric distress. In particular, social factors that facilitate participating in community activities appear to be primary pathways for well-being that are frequently overlooked in mental health promotion.

Pilot Testing a Holistic Community Resource Guide for Promoting Community Engagement. Betsy Davis, University of South Carolina-Columbia; Laura Kurzban, University of South Carolina-Columbia; Bret Kloos, University of South Carolina-Columbia

This presentation reviews the process of pilot testing and evaluating a holistic resource guide designed to promote community engagement for individuals experiencing psychiatric disabilities. The COLA Guide (Community Opportunities for Living Abundantly) was developed based on input and feedback from local mental health clients and service providers. It includes suggestions, ideas, and resources around topics such as living independently, local transportation, making social connections, and finding local groups and activities. The Guide was piloted at eight mental health service sites with a subset of clients and service providers. The evaluation design used pre-test and post-tests to measure possible change and focus groups to solicit specific suggestions for guide improvement. The pilot test design was also guided by the Evidence-Based System for Innovation Support model (EBYSIS; Wandersman et al., 2012), which integrates tools, training, technical assistance, and quality improvement/quality assurance components, to ensure proper support was given to those using the guide. Our presentation will detail how we incorporated each of these components into the pilot test and reflect on the benefits and challenges of the evaluation design. We will also present the findings of the evaluation, as well as discuss future plans for using the guide as a tool for building connections across community groups and collaboratively working toward continuous quality improvement and broader guide dissemination.

Physical health problems and individuals with psychiatric disabilities: Examining the impact of social-environmental factors, mental health, and recovery. Laura Kurzban, University of South Carolina-Columbia; Greg Townley, Portland State University; Bret Kloos, University of South Carolina-Columbia

There is evidence that persons diagnosed with psychiatric disabilities are at higher risk for physical health problems such as obesity and cardiovascular disease (Piatt, Munetz, & Ritter, 2010). These are often linked to health behaviors and factors such as medication side effects which increase vulnerability to morbidity and mortality compared to the general population (Dobson & Gray, 2006). Complex circumstances often associated with psychiatric disabilities warrant a focus beyond individual level factors such as symptoms and sedentary behaviors to structural and socio-environmental concerns which can also contribute to poor physical health. This project assessed socio-demographic factors, ratings of mental health and recovery, and environmental factors as predictors of physical health problems. Data was collected as a part of the HOME study examining environmental factors of community integration. Participants (N=300) were individuals diagnosed with mental illness receiving services at a community mental health center. A multivariate regression model was used with participant’s number of physical health problems and interference with functioning as the outcome. Most participants stated they had physical health problems (92%) that interfered with daily activities (65%). Problems included hypertension (52%), and diabetes (24%). Predictors of physical health problems were: sex, age, non-smoking status, neighborhood percentage under the poverty line.
142. Inside Out from the Inside Out: Neighbor-rich diversity of assets and inventing new approaches to community as neighbors by exploring the 47 blocks of doing just that. For four years, children have been taking up their identity in the Central Cocoanut neighborhood of Sarasota, Florida, residents are fueling collective agency. In claiming their (our) own authority to make decisions and take action as neighbors, the entrenched power dynamics of the broader community are challenged. In these ways, neighbors will bring about the thriving of the people and place of Central-Cocoanut. In this workshop, participants will identify ways to cultivate neighborkid-oriented, resident-initiated place-based efforts in their own communities.

Session Organizers: Allison Pinto, Sarasota Community Studio  
Tim Dutton, Sarasota Community Studio

143. Past Lessons and Future Directions for Community Collaboration
Symposium  
3:15 to 4:35 pm  
Dooley Memorial Classroom Building: MM 208

Nearly every county in the state of Georgia receives annual funding to operate a community collaborative. The purpose of these collaboratives is to facilitate cooperation between community partners with the goal of improving the lives of children and families. These collaboratives operate as coalitions; with shared goals, internal decision making bodies, and mechanisms for pooling resources from existing venues (Butterfoss, 2007; Chavis, 2001). However, each collaborative is allowed local autonomy in how funds and programs are administered. Each collaborative is allowed to decide which outcomes it will target and how it will approach them. While some of the collaboratives operate as 501c3 nonprofit organizations, many have informal governance procedures. The Georgia Family Connection Partnership (GaFCP) oversees this network of collaboratives and provides technical assistance. Recent evidence from data collected by the GaFCP network suggests that community collaboration can improve health outcomes for families at the population level (Darnell, Barile, & Emshoff, 2007; Darnell, Barile, Harper, et al., 2012). Darnell et al. (2012), using full propensity score matching, found that collaboratives targeting low infant-birth weight demonstrated a slower increase in rates when compared to comparable counties from other states in the region. Furthermore, data from the GaFCP network has provided evidence on the underlying processes of community collaboration (Barile, Darnell, Erickson, & Weaver, 2011; Emshoff, Darnell, Erickson, et al., 2007). This symposium will cover recent findings with data collected from GaFCP. These findings will be used to facilitate discussion among attendees about future directions for community collaboration, as well as provide recommendations for the evaluation of collaborative development. The first presentation examines recent evidence from statewide focus groups aimed at defining the collaborative process. The second and third presentations consider aspects of collaboration associated with partner synergy and factors associated with leveraging resources.

Participants:  
Listening to the Voices of Collaboration. Steve Erickson; Marcell Johnson, Georgia Family Connection Partnership  
The Georgia Family Connection (FC) network was initiated in 1991. By 2002 collaboratives had been established in all 159 Georgia counties and all remain today. The Georgia Family Connection Partnership (GaFCP) is a non-profit that provides administrative support, fiscal oversight and technical assistance to the network. Autonomy is the hallmark of the FC network.
Each local collaborative is free to convene members, establish governance protocol, solicit and organize resources, identify target issues and develop strategies to address them without interference from GAFCP. While GAFCP does provide guidance to ensure that state dollars allocated to the network are managed properly, all other support is offered on a strictly voluntary basis. There are multiple mechanisms through which GAFCP and local collaborative members interact, with 14 GAFCP staff and consultants who provide technical assistance being the primary medium. Most technical assistance is organized around the topics of (a) strategic planning, (b) finance, (c) communication, (d) governance and (e) evaluation. Care has been taken to insure that technical assistance is both aligned with best practices and responsive to collaborative needs. To this end GAFCP staff developed the “Listening Tour,” by which 157 focus groups were conducted in 2012 with leaders from each collaborative. The primary purpose of the Listening Tour was for GAFCP staff to learn (a) what collaboratives are known for, (b) how collaboratives are organized, (c) how planning and accountability are performed, (d) how citizens have benefited, (e) how technical assistance from GAFCP has been useful and how it could be improved, and (f) how different collaboratives interact and how these interactions could be improved. Detailed notes from each focus group were content analyzed and findings used to guide redesign of technical assistance. These findings and uses are summarized in this session.

Measuring Synergy and Member Satisfaction in Community Collaboration. Gabriel Kupermine, Georgia State University; Scott Weaver, Georgia State University; Adam Darnell, Casey Family Programs; John P. Barile, University of Hawaii at Manoa

The basis of strong community collaboration is partners working collectively towards shared interests. An important aspect of collaboration is member engagement and satisfaction. Several researchers have noted the importance of synergy in collaborative engagement and satisfaction. Synergy is the perception among members that they gain more by participating in collaborative activities than working alone (Kegler & Butterfoss, 2002; Lasker, Weiss, & Miller, 2001). These studies sought to measure and identify correlates of member satisfaction and perceptions of synergy. A 24 item scale was developed to measure partner engagement and satisfaction with the collaborative, and their perceptions of synergy in the collaborative functioning. Eighteen items focused on overall satisfaction with collaborative governance and activities (i.e., “Collaborative members are strongly committed to this collaborative” or “Our collaborative is action-oriented”). Six items focused on measuring synergy (i.e., member organizations achieve their own goals better by working with the collaborative than by working alone”). Items were rated on Likert-type scale with 1 being “Strongly Disagree” and 7 being “Strongly Agree.” This survey was administered by a pilot group of 10 collaboratives to their members at a regular collaborative meeting. The pilot data were analyzed using confirmatory factor analysis with clustering by collaborative in Mplus v6.1. The data supported a one factor model. The smallest standardized factor loading was greater than 0.4, and all factor loadings were significant. The survey has been administered to a larger group of collaboratives, and is currently being analyzed using multilevel measurement techniques. These techniques allows for estimating both collaborative and member characteristics that are associated with engagement and satisfaction. The focus of the presentation will be on the empirical basis for the items chosen and findings from our multilevel confirmatory factor analysis.

Leveraged Dollars and Systems Changes in Community Collaboration. Christopher Harper, Georgia State University; Gabriel Kupermine, Georgia State University; Scott Weaver, Georgia State University

Most GAFCP collaboratives seek and receive additional funding beyond the core GAFCP allocation. These additional funds help to finance the strategies that meet the needs of children and families in their communities. Obtaining additional funds is crucial to expanding services and enhancing collaborative work. The importance of leveraging additional funds is also critical to our theory of change. One of the goals of GAFCP is increasing public commitment so that resources expand to improve conditions for Georgia families. Furthermore, research has also documented that system changes are an important impetus for collective level change in collaboratives (Emshoff et al., 2007). The aim of this study was to examine the relationship between leveraged resources and systems changes using data collected from the GAFCP network. Each year the GAFCP collaboratives complete a self-assessment survey in which the chair, coordinator, and collaborative members report on their activities over the previous fiscal year. They report on their revenue sources, collaborative development activities, systems changes implemented, partners involved, and tenure of collaborative personnel. Our analyses included multiple regressions with bootstrapped standard errors to account for violations of the assumption of normality. Our findings demonstrated that system changes were related to leveraged dollars from local resources (e.g., county government), private foundations (e.g., United Way), and state and federal resources. Indicators of continuous leadership and collaborative development practices were inconsistently associated with increased leveraged dollars across different sources. These findings point to the interrelated nature of leveraged dollars and systems changes. The presentation will expand upon these findings and provide recommendations for implementing policies to develop systems changes and increase leveraged funds.

Session Organizer: Christopher Harper, Georgia State University
Chair: Christopher Harper, Georgia State University
Discussant: James Emshoff, Georgia State University

144. Understanding and Promoting Positive Outcomes Among At-Risk Youth Symposium
3:15 to 4:35 pm
Dooley Memorial Classroom Building: MM 209

From a social-ecological standpoint, at-risk youth develop adaptive or maladaptive behaviors as a result of complex interactions between individual and broader environmental factors. This symposium examines the development and promotion of positive outcomes among primarily urban, minority youth who face many challenges. The first presentation explores how various risk and protective factors contribute to positive behaviors across time, and the second and third presentations build upon these findings by examining the extent to which different types of programs address the unique needs of high-risk youth and foster positive outcomes. More specifically, the first presentation examines prosocial behavior among 266 urban African American youth in a neighborhood characterized by high poverty and violence. Multi-level modeling results suggest that knowledge and skills and self-efficacy are linked with higher rates of teacher-reported prosocial behavior. The second presentation examines 100 at-risk youth in a community-based alternative to suspension program and its impact on several positive outcomes. A mixed method approach incorporating pre-post quantitative data, interviews, and focus groups with youth and parents reveals that participation in the program increased resilience, social connectedness and positive relationships. The third presentation uses a mixed methods approach and multi-level modeling to explore the effects of program quality and dosage on 750 at-risk youth across several Boys & Girls Clubs. Results suggest that program dosage is associated with positive youth outcomes and program quality moderates these effects. Collectively, these presentations provide insight into youth experiences and resilience across time through multiple lenses, methods,
and reporters, and provide evidence of programs and contexts that help promote positive outcomes. The session concludes with an interactive discussion regarding content presented and audience members’ ideas, questions, and experiences. In addition, we will discuss steps needed to move the field forward to advance effective promotion of communal thriving among at-risk youth.

Participants:
Community, Cognitive, and Behavioral Predictors of Prosocial Behavior. Susan McMahan, DePaul University; Crystal Coker, DePaul University; Andrew Martinez, DePaul University; Nathan Todd, DePaul University

Violence and aggression are major problems in the United States, especially for low-income urban, youth of color. Previous research has linked youth aggression with violence in adolescence and adulthood yet less is understood about the strengths of these youth. While there is much research on the negative outcomes of violence, there is less research focusing on positive outcomes, such as prosocial behavior, underscoring the need for research to better understand the strengths and resilience of at-risk youth. In this study, we use longitudinal multilevel modeling to test how community and individual factors (i.e., exposure to community violence, knowledge and skills, aggressive beliefs, impulsivity, and self-efficacy) contribute to prosocial behaviors. Specifically, we examine predictors of peer-, and teacher-reported prosocial behavior among 266 African American early adolescents drawn from a neighborhood characterized by high poverty and violence located in a large Midwestern city. We examine lagged, within-person and between-person effects across two years (four time points). Overall, this study provides a dynamic understanding of predictors of prosocial behavior as it highlights how interindividual and intrapersonal changes in one’s trajectory are associated with future prosocial behavior. Specifically, results suggest that higher levels of violence exposure are associated with less peer-reported prosocial behavior, whereas greater self-efficacy to resolve conflict peacefully is associated with more teacher-reported prosocial behavior. Findings from our lagged analyses reveal that high levels of violence prevention knowledge and skills are associated with higher teacher-reported prosocial behavior, whereas higher aggressive beliefs are associated with less peer-reported prosocial behavior. Further, lower levels of impulsivity had protective effects for youth exposed to high levels of community violence. Differences among reporters are discussed, as well as implications for intervention within the context of effective communal thriving among at-risk youth.


There are numerous studies that examine the deleterious effects of out of school suspension practices, especially for minority youth. More recently, the research conducted on alternatives to suspension has primarily occurred within the school context without taking into consideration the role of other community-based organizations in facilitating intervention. To date, there exist a need to understand how community-based organizations serve as alternatives to suspension and partners in addressing the needs of at-risk youth. The current study employed a transformative mixed methods design to explore 1) the extent to which a community-based alternative to suspension program affects youth outcomes (measured by resilience and social connectedness); and 2) the extent to which the alternative to suspension program affects youth relationships with adults at the parent and teacher level. Quantitative data were collected at the pre and post level from a purposive sample of youth participants (n=100) and their parents from two urban based organizations. Youth participants were comprised of middle and high school students (66% African American/Hispanic males) who were short-term suspended or court-involved. Qualitative data were collected using focus groups and interviews with youth participants to describe their experiences. Quantitative findings suggest youth participants demonstrated a significant increase (p < .05) in resilience, social connectedness and positive relationships with teachers. Emergent themes corroborated quantitative findings and provide a richer description of resilience at the individual, relational, and community level. Qualitative findings further suggest that parents perceived their relationship improving with their son and daughter at the post level. The vital role that community-based organizations play in the lives of at-risk youth and how they serve as alternative spaces for suspension will be discussed.

Intensity of Participation in Context: Examining the Effects of Program Dosage Across High and Low Quality Afterschool Settings. Michael Armstrong, Boys & Girls Clubs Of Metro Atlanta; Devin Gilmore, Georgia State University

Out of school time settings can produce positive effects in at-risk youth across multiple domains, however these findings are mixed when levels of program dosage for participating youth are considered. Until recently, the influence that the quality of those settings played in youth development was also unclear. The assessment of youth program quality has become a central theme in out of school time research and findings in this area are beginning to reveal the greater impact high quality youth programs can have on youth outcomes over programs of poorer quality. What remains to be explored is the potential interaction of program quality and program dosage in affecting positive youth outcomes. The current study explores the moderating effect program quality can have on the relationship between program dosage and a range of positive academic and social youth outcomes in a sample of 750 adolescents across multiple sites of varying quality within the network of Boys & Girls Clubs of Metro Atlanta. A multi-component, mixed-methods approach was used to collect outcome data and to determine program quality, and multilevel modeling was used to examine the associations between program dosage, program quality, and youth outcomes. Preliminary findings suggest that program dosage is associated with positive youth outcomes, and this relationship may potentially be moderated by the level of program quality provided at each site. Implications for out of school time programs such as developing continuous quality improvement policies and normalizing continuous quality improvement practices will also be discussed.

Session Organizer: Andrew Martinez, DePaul University
Chair: Susan McMahan, DePaul University
Discussant: Maurice J. Elias, Rutgers University

145. Making Sense of Sense of Community
Symposium
3:15 to 4:35 pm
Dooley Memorial Classroom Building: MM 211

Sarason argued that Sense of Community (SOC) should be the central concept of Community Psychology. His conception of SOC is complex and deals with the social dynamics of living in a ‘society’. Subsequent operationalization of this concept has proved to be very fruitful, but questions arise about the conceptual contributions that this work has provided. Paradoxically the quantitative approaches to SOC have operationalized it as an individualist concept. A fundamental conundrum exists in that SOC is about peoples connections to community and as such is a collective experience. In this roundtable discussion, we ask presenters to describe their research in a bid to foster discussion on where sense of community as a concept has come from, where it is now, and where the discipline of community psychology is headed. In this session, we ask the
fundamental question, has sense of community necessarily realised its promise? And from this, why do some people feel a part of a community and other alienated? To explore these questions, Kath Boekamp raises that although the existence of SOC has been investigated and supported in many environments and links have been established between SOC and well-being, physical and mental health, it seems we are no closer to understanding ‘how’ an individual develops a PSOC. Kath explores this in relation to personality factors. Ed Stevens discusses some empirical findings in recovery homes for substance abuse recovery and some theoretical implications for the psychological construct of SOC. Combining research and practice, Jenny Fremlin and Richard Millington invited international online community managers to participate in a study on sense of community within their communities. They discuss the research findings and applications at both micro and macro levels. Peta Dzidic and Brian Bishop argue that communities can be conflicted social spaces that provide the energy for ongoing critical examination of social issues, and, a safe setting to address and create social change. Research of roller derby leagues has allowed the reformulation of McMillan and Chavis’ model, to include a fifth element, Constructive Conflict.

Presenters:
Peta Dzidic, Curtin University
Paul Speer, Vanderbilt University

Session Organizer:
Peta Dzidic, Curtin University

Chair:
Brian Bishop, Curtin University

146. Evidence-Based Practice and Thriving: A Critical Assessment
Symposium
3:15 to 4:35 pm
Dooley Memorial Classroom Building: MM 212

The recent juggernaut of evidence-based practice has generated multiple claims that “prevention works” as a general strategy for promoting thriving and reducing social problems, particularly in the field of education. These claims have been simultaneously accompanied by a critical literature which begins with a questioning of the positivistic philosophy of science underlying the definition of evidence and extends to sociopolitical concerns about the implications of the imposed use of evidence-based programs in schools for the quality and integrity of science. The purpose of this symposium is to scratch the surface of this larger debate. Trickett will first outline the contours of the critique, including a discussion of the profound differences between a contextual community psychology perspective and that of the EBP movement. A central tool in the development of evidence-based practice is the use of meta-analytic techniques to arrive at conclusions about “what works”. Trickett will also address one limitation of this approach, its lack of attention to external validity, using a well-respected recent meta-analysis of universal prevention programs reported by Durlak et al. Rowe will then focus the lens of diversity on this same meta-analysis and suggest that this procedure inadvertently represents a homogenized and universalized portrait of people that underappreciates diversity. Tasker will address what Boaz and Paulson call “studying apples/talking fruit”, or drawing conclusions from research syntheses that overly generalize from a restricted range of specific programs to broad categorical conclusions, through an internal and external validity analysis of a subset of universal programs relating SEL to academic achievement. Finally Beehler will provide a series of recommendations or next steps to broaden the notion of evidence and provide multiple ways of assess it in the service of producing change. David Henry will synthesize and discuss the papers.

Participants:
Examining the Representation of Human Diversity in Evaluations of School-Based Universal Social and Emotional Learning Programs. Hillary Rowe, University of Illinois at Chicago

This paper will examine how issues of human diversity (i.e., gender, race/ethnicity, socio-economic status, disability status, and sexual orientation) are represented and described in a set of published evaluations of school-based universal social and emotional learning (SEL) programs. A recent meta-analysis of this literature (Durlak, Weissberg, Dymnicki, & Taylor, 2011) reported positive effects of SEL programs for students, but paid little attention to potential moderating effects based on gender, race/ethnicity, socio-economic status, disability status, and sexual orientation. Previous research (Trickett & Rowe, in prep) has found that the many of these articles do not report the demographic information of the participants, even though there is evidence to suggest that demographics could be important moderators of the efficacy of the programs (e.g., Brown, 1997; Brown & Chaudry, 1996). Published articles used in the meta-analysis will be re-examined with a focus on issues of human diversity. This study aims to describe in detail what was reported in the articles in terms of the human diversity characteristics of interest. Additionally, within a subsample of articles that investigated subgroup differences, the articles will be qualitatively analyzed to gain a better understanding of how subgroup differences based on diversity are theorized, hypothesized, and explained. The articles within this subsample will also be quantitatively assessed to see if each study had sufficient statistical power to analyze subgroup differences based on issues of human diversity.

Study Validity and the Link between Academic Achievement and Social and Emotional Learning Programs. Timothy B Tasker, University of Illinois at Chicago; Edison J Trickett, University of Illinois at Chicago

In 2003, Illinois became the first state in the U.S. to establish social and emotional learning (SEL) standards for all of its schools with passage of the Illinois Children’s Mental Health Act (IL Public Act 93-0495). At the time, SEL proponents suggested that such programs contribute not only to the healthy social and emotional development of young people, but that they also lead to improved academic achievement among students. More recently, a widely-cited meta-analysis attempts to offer definitive evidence that school-wide, universal SEL programs produce an 11-percentile-point gain in students’ academic performance (Durlak et al., 2011). In view of these findings and in light of federal legislation requiring improved performance on standardized tests, the developers and purveyors of school-based SEL programs are increasingly touting their programs’ ability to improve academic performance. Remarkably little attention has been paid, however, to the limiting scientific concerns regarding various internal and external validity considerations that could impact profoundly on the veracity of these claims. Therefore, the purpose of this paper is to investigate the validity of the 33 primary studies with academic performance outcomes from the Durlak et al. (2011) meta-analysis. More specifically, we first describe the development of the coding scheme that we used to evaluate threats to the statistical-conclusion, internal, and external validity (Green & Glasgow, 2006; Shadish, Cook, & Campbell, 2002) of these studies. Next, we expand upon our earlier work by describing how well the primary studies addressed an additional subset of threats to internal validity. Then we examine how the information describing participant and setting characteristics impacts on our ability to generalize the findings to other contexts. Results demonstrate that information included in the primary studies pose substantial challenges to various forms of study validity. Discussion is focused on implications for the reporting, interpreting, marketing, and adoption of SEL programs.

Ways Past (and Around) Evidence-Based Practice. Sarah Beehler, VA Boston Healthcare System; Edison J Trickett, University of Illinois at Chicago

"Evidence-based" psychosocial interventions rely heavily on evidence generated through controlled experimental research. From a positivist perspective, these experimental methods are...
viewed as efficient ways to identify interventions “that work.” Identified causal relationships between intervention activities and outcomes are presumed to be universal, and intervention effectiveness is assumed to generalize across people and places. From a contextualist perspective, research designs that randomize or otherwise “control” for contextual variation ignore the important, dynamic properties of settings that contribute to intervention effectiveness and establish causal relationships under conditions that are unique to the research context. It is in these ways that the evidence underlying “evidence-based” interventions is highly and uniquely contextualized (rather than decontextualized, as some might hope). In the hopes of moving around and past the limitations of positivist approaches and poorly contextualizing methods, we discuss the importance of conceptualizing context as an active “core component” of interventions and identifying effective intervention principles and processes. With an eye toward identifying the conditions under which psychosocial interventions are effective, we reframe intervention research questions and present ecological-systems theories and concepts relevant for conducting more contextualized research on intervention effectiveness.

Presenters:

**Hillary Rowe**, University of Illinois at Chicago  
**Timothy B Tasker**, University of Illinois at Chicago  
**Sarah Beehler**, VA Boston Healthcare System

Session Organizers:  
**Edison J Trickett**, University of Illinois at Chicago  
**Timothy B Tasker**, University of Illinois at Chicago

Chair:  
**Edison J Trickett**, University of Illinois at Chicago

Discussant:  
**David Henry**, Institute for Health Research and Policy

**147. Building a professional brand and action plan: A career development workshop for women in community psychology**

**Workshop**

3:15 to 5:05 pm  
**Dooley Memorial Classroom Building: MM 213**

In the multifaceted, dynamic field of community psychology, it can be difficult for professionals to take the time necessary to identify and foster their personal career goals. This can be particularly challenging for women who frequently have to balance numerous professional and personal demands. This workshop is designed to help women identify personal career goals, design authentic professional brands, and deploy career development strategies. The workshop facilitators will engage participants in a series of interactive activities, emphasizing an everybody-learns, everybody-teaches environment. After discussing common milestones and issues encountered by community psychologists, participants will complete an appreciative inquiry activity to help them identify their career goals and values. Discussion will then explore areas of consonance and dissonance between their values and their work. Methods for addressing gaps between values and work will be introduced and participants will be led through a series of problem-solving activities. Workshop facilitators will implement a modified Photovoice activity to help participants articulate their professional brands through imagery and narrative. Photovoice narratives will then be translated into elevator speeches that effectively communicate their work and professional brand. After crafting elevator speeches, participants will assist one another in developing strategies for incorporating their brands into their daily lives. Strategies may include networking, building collaborative partnerships, soliciting mentors, seeking feedback, and addressing common concerns, such as the impostor syndrome. Before the workshop adjourns, participants will develop a professional action plan, one that encourages them to be the champions of their own careers. The program is targeted for students and early-to-mid career people; however, seasoned professionals to encouraged to attend to share their experiences.

Presenters:

**Mary Jean Amon**, University of Cincinnati  
**Farrah Jacquez**, University of Cincinnati  
**Steven Howe**, University of Cincinnati

Session Organizer:  
**Cynthia Cominsky**, University of Cincinnati

**148. Perspectives on Volunteering and Social Capital**

**Symposium**

3:15 to 4:35 pm  
**Dooley Memorial Classroom Building: MM 214**

This symposium will provide diverse perspectives on how social capital and volunteering contribute to communal thriving and well-being. Social capital refers the value of social networks for individuals, groups, communities and society. Volunteering, a term that encompasses a broad range of social activities, is closely intertwined with the concept of social capital. It refers to unpaid activities in which individuals or groups engage for the benefit of others. Social capital can facilitate volunteering or be an outcome of volunteering for individuals, groups or communities. The presentations in this symposium will consider the relationships of volunteering and social capital to community thriving; they will also consider predictors and outcomes of volunteering. The first presentation will provide an updated review on theoretical models of volunteering. The review will consider and reconcile perspectives offered from a diverse range of disciplines. The discussion will consider an ecological perspective on volunteering that considers individual, organizational, neighbourhood, and broader factors that influence volunteering. In particular, the presentation will consider how volunteering is associated with social capital and communal well-being. The second presentation will report on analyses of Canadian and international data on the relationships between different forms of social capital (i.e., bonding, bridging, and linking) and the health of adults and adolescents. The third and fourth presentations will report on analyses of national Canadian data. These presentations will examine the nature and extent, of volunteering among Canadian residents. The presentations will report on those variables associated with increased or decreased rates of volunteering, the outcomes of volunteering, and the disparities among different groups of Canadians (e.g., age, geographical region, ethno-racial background, language spoken) in their volunteering. The fifth presentation examines the relationships between engagement, risk perception, preparedness, resilience and psychological stress.

Participants:

**Toward Integrative and Ecological Theory of Volunteering.**  
**John Sylvestre**, University of Ottawa; **Louise Lemyre**, University of Ottawa; **Elizabeth Anne Kristjansson**, University of Ottawa

This presentation will provide an updated review on theoretical perspectives on volunteering. The theoretical literature on volunteering spans a diverse range of disciplines. The review will consider and reconcile perspectives offered from these diverse disciplines. The review will provide an integrative focus by reconciling these contributions using an ecological perspective. It will identify factors associated with volunteering at multiple ecological levels, including the individual, organizational, community and societal levels. The review will consider those factors that predict volunteering, that support or sustain voluntary activity, as well as outcomes from volunteering at multiple levels. Particular attention will be paid to factors related to social capital and communal well-being as factors that predict, sustain, or are consequences of volunteering. The review will also be integrative in its consideration of the influence of developmental, political and historical factors at play in voluntary activity. Finally, throughout the review, we will adopt a critical a critical perspective, examining exclusionary and potentially exploitative aspects of volunteering.

Direct and indirect contributions of social capital to health and well-being. **Frank J. Elgar**, McGill University

Whilst there is a consensus that shared social resources are assets
for health and well-being, the lack of standardised assessments of social capital has so far hindered quantitative research into their contributions to health. We present data from two studies of the direct and indirect links between social capital and health and well-being in adults and adolescents. In Study 1, we developed a four-factor measure of social capital using data on 69,725 adults in 50 countries. The scale measured elements of bonding and bridging social capital (interpersonal trust, group affiliations, civic engagement) and linking social capital (confidence in public institutions). Using multilevel analyses, we found strong associations between individual- and country-level social capital and self-rated health and life satisfaction. Cross-level interactions revealed that the benefits of living in countries with higher social capital were greater in women than men, in older adults and in more trusting, affiliated individuals. In Study 2, we explored whether exposure to neighbourhood social capital moderated socioeconomic differences in health in 9,717 Canadian adolescents. Here, we tested interactional effects of socioeconomic status (SES) and social capital on psychological symptoms, somatic symptoms, injuries, fighting and life satisfaction. In each case, SES differences in health varied depending on the level of exposure to neighbourhood social capital: high levels of social capital reduced or eliminated SES differences in health. This presentation will show that bolstering social capital in neighbourhoods is one avenue for reducing social inequalities in health.

Volunteering in Canada: An Empirical Appraisal from a National Survey. Elizabeth Anne Kristjansson, University of Ottawa; Sean Pearce, University of Ottawa; Louise Lemyre, University of Ottawa; Caroline Andrew, University of Ottawa; John Sylvestre, University of Ottawa

Introduction. Volunteerism is vitally important to individuals, organizations and communities, and for the fabric of society. Volunteering can also contribute to improved social, physical and mental well-being for volunteers. The aim of this study is to provide a portrait of volunteerism in Canada; we also aim to understand factors that predict volunteerism. Methods. Data came from the 2010 Canadian Survey of Giving and Volunteering, administered to a random sample of Canadians over 15. The present analyses were performed. Descriptive analyses were weighted. Results. 47% of Canadians were formal volunteers as defined by Statistics Canada; 3 percent volunteered daily. The median number of yearly volunteer hours was 55. The most common reasons for volunteering were: contributing to community (91%), using skills and experience (76%), affected by cause (57%), exploring strengths (47%) and because friends volunteering (+). Most significant predictors of volunteering included history/experience of volunteering (+), parents volunteering (1.5 times more likely), volunteering in grade school or high school (odds ratio of 2.6). Another predictor included household income; higher income groups were more likely to volunteer. Conclusion. Volunteering is considered beneficial for personal growth and social connection to one’s community. Our results showed skills gained by volunteering as well as key levers to initiate volunteering. Studying volunteering among Canadian youth will shed light on how to provide youth with more meaningful roles through volunteering, which can boost self-esteem, and enhance their skills.

Community Engagement, Risk Perception, Preparedness, Resilience and Stress: A Path to Public Risk Management? An Gie Yong, University of Ottawa; Myriam Gagnon, University of Ottawa; Celine Pinsent, University of Ottawa; Louise Lemyre, University of Ottawa

Introduction. Community engagement can occur through formal and informal involvement such as volunteering in organizations and participation in community events. Past research has demonstrated that community engagement is beneficial to the individuals and community. It enhances social capital, gives a sense of belonging and community, and empowers individuals and the community. In the present study, we examined the relationships between community engagement (i.e., membership in a voluntary organization or community association), risk perception, preparedness, resilience and psychological stress. Methods. A representative sample of 3,253 Canadians participated in our national Canadian Risk Perception Survey of 2012, online (n = 1,554) and phone (n = 1,689). Statistical analyses were performed to determine relationships between community engagement and risk perception of specific hazards from the social, lifestyle, biological, physical and healthcare domains, sources of information, preparedness behaviours, psychological stress, and self-rated personal health. Results. Results showed that there were differences in community engagement based on age, gender, education, income, regions of Canada, and rural versus urban location of residence. Individuals who volunteered in the community showed a distinct risk perception pattern compared those who did not. These individuals also reported more use of social media and better access to information. Findings showed that community engagement was positively linked to specific behaviours such as sharing information with others, attempting to understand risks, and having CPR or first aid training. Community engagement was also linked to better self-rated
149. Acculturation and Wellbeing of Immigrants

**Symposium**

**Dooley Memorial Classroom Building:** MM 215

Immigration is an increasingly important phenomenon across the globe, and immigrants are becoming an increasingly large proportion of many of today’s societies and communities. This symposium will present the results of 3 studies with diverse immigrant populations in different cultural contexts: Moroccan immigrants in Southern Spain, Muslim high school students in the U.S., and older immigrants from the former Soviet Union in the U.S. As community psychologists, the presenters consider ecological, community, and social justice issues in their work. To create an interactive experience, the “audience” will be invited to actively participate in the discussion around these presentations. Specifically, presenters will begin with posing questions to the audience to have an informal conversation about relevant topics with the audience prior to presenting each study. The audience then will be asked to serve as discussants for the symposium.

**Participants:**

A social justice approach of migrant wellness: The case of Moroccan in Spain. **Manuel Garcia-Ramirez,** Universidad de Sevilla; **Virginia Paloma,** Universidad de Sevilla; **Carlos Camacho,** Universidad de Sevilla

Although people move for countless reasons, a common motive among them is to gain a better wellness for themselves and their families. However, these expectations are not usually covered in receiving contexts that relegate newcomers to lower power positions. From a social justice approach, this study aims to elaborate a predictive model of the well-being of Moroccan immigrants living in Southern Spain. The data collection was conducted using a survey of a sample of 633 immigrants from 20 territorial units of Andalusia (in Southern Spain). Through a process of multilevel regression analysis, these findings reveal that the well-being of the Moroccan community is closely determined by (a) the level of fairness of the settlement context (openness to diversity of receiving communities, cultural sensitivity of community services, and residential integration), (b) psychosocial processes that allow the establishment of a certain type of relationship with the context (competence in the new environment, degree of rootedness, use of active coping strategies, satisfaction with the settlement context, and the assessment made on their migratory project), and (c) the impact the context exerts on the influence of psychosocial characteristics in well-being. These results empirically support recent proposals which link wellness and fairness (Marmot et al., 2012; Prilleltensky, 2012) during the resettlement process on migrant population (Ingleby, 2011; García-Ramírez et al., 2011). Policy implications and guidelines for future research will be discussed.

Religion in the Hallways: An Ecological Examination of the School Experiences of Muslim Adolescents in U.S. Public High Schools. **Ashmeet Oberoi,** University of Illinois at Chicago

The religion of Islam is observed by between six to eight million people in the United States (Haniff, 2003). For Muslim students, even “secular” public schools are not a religion-free space because their religious beliefs and values are central in their manner of living (such as appearance, food choices, and behavioral norms towards the opposite sex) and are at times physically visible as well (Bigelow, 2008; Zine, 2001). Muslim youth face the often conflicting demands of the dominant culture, their ethnic culture, and religion mostly in public schools (Ahmad & Szpara, 2003; Collet, 2007; Zine, 2007). The above underscores the importance of a contextual understanding of the school experiences of Muslim children. This presentation will discuss how personal qualities of Muslim adolescents (gender, religiosity, and acculturation to native and American culture) and the environmental factors present in their schools (perceived support from teachers, school structural support for religious practices, and acculturative hassles) impact their academic achievement, educational aspirations, and psychological distress. Data is being collected from 150 adolescents who self identify as Muslims and attend public schools in a Midwestern state. The person-environment fit approach in ecological perspective (Trickett, 2009; Trickett, Kelly & Vincent, 1985) allows for this study to address the academic achievement and psychological adjustment of Muslim adolescents as a product of an interaction between the personal characteristics of the students and their environment.

Patterns of Acculturation and Adaptation of Elderly Former Soviet Emigrés: A Life Domains Perspective. **Ana Genkova,** University of Illinois at Chicago

Although immigrants have been noted as younger than the general population, over time they sponsor older relatives to join them. This results in an older subset of the immigrant population that faces particular struggles with acculturation and adjustment. However, little research has been conducted to understand the experiences of older immigrants. Elder émigrés from the former Soviet Union represent a significant proportion of the Russian-speaking immigrant population in the U.S., but little research focuses on their acculturation experiences. Yet, elderly adults are most vulnerable to the negative consequences of uprooting because of the cultural and age-related difficulties. Acculturation studies with different groups are inconsistent, as some suggest greater adaptive value of host-culture orientation, and others of heritage-culture orientation, or biculturalism. This study describes how acculturation to the heritage and host cultures relates to adaptation in several life domains of Soviet elders resettled in the Baltimore area. Acculturation was measured using the Language, Identity, and Behavior Scale (LIB; Birman & Trickett, 2001). Overall acculturation represented subscales of language, identity, and behavior for American culture and behavior and identity for the heritage culture. Results suggest that Soviet elders retain high competency in their heritage culture and vary with respect to host acculturation. Host acculturation was favorable for elders’ adaptation, while heritage acculturation was associated with both positive and negative outcomes, depending on life domain. Specifically, higher American acculturation was associated with better psychological adjustment, greater social integration, and satisfaction medical care. Heritage acculturation was associated with higher life satisfaction and support from Russian peers, but also greater cultural alienation. This project focuses on an understudied population and highlights the importance of studying multiple aspects of cultural transition through a bilinear acculturation model.

**Session Organizer:**

**Dina Birman,** University of Illinois at Chicago

**Chair:**

**Dina Birman,** University of Illinois at Chicago

150. Identifying and mixing philosophies of science: A strategy for communal thriving through research

**Workshop**

**Dooley Memorial Classroom Building:** MM 216

Philosophies of science frame answers to questions concerning which ‘ways of knowing’ are best able to capture and assess human phenomena.
(Reichardt & Cook, 1979; Teddlie & Tashakkori, 2010). Unfortunately, these questions are sometimes framed in terms of a Qualitative versus Quantitative methodological binary. This presumes that methods are necessarily tied to philosophical paradigms, suggests a fundamental disagreement between philosophical paradigms, and in turn, denies the possibility of mixing philosophical and value stances (Johnson & Onwuegbuzie, 2004; Teddlie & Tashakkori, 2010). However, some argue that research aimed at promoting social justice often requires the mixing of philosophical assumptions (Seiler, 2012; Kinchloe & McLaren, 2000; Ponzetto, 2005). Thus, research that mixes philosophies of science, including much mixed methods research, encourages communal thriving by advancing the psychological study of issues that promote social justice. The purpose of this workshop is threefold: 1) engage the audience in an exploratory exercise of their explicit and implicit paradigmatic orientations, 2) discuss examples of mixing philosophies of science, and 3) discuss the implications of this mixing for social justice-oriented research. The first aim will involve participants engaging in a structured self-assessment designed to delineate their values regarding the goals of research and the role of the researcher in psychological inquiry. The second aim will be accomplished by briefly presenting information regarding alternative methodological paradigms (e.g., participatory action research, critical theory) that draw from traditional methodological paradigms (e.g., post-positivism, constructivism). The third aim will involve group discussion regarding the possible benefits of mixing paradigmatic stances in order to promote social justice-oriented research (e.g., delineate quality criteria of research consistent with social justice values). At the end of the workshop, participants will be better able to articulate their paradigmatic orientations, identify how their orientation(s) informs their research agenda, and identify paradigmatic approaches that encourage social justice.

Presenters:

Natalie Watson, University of Illinois at Urbana-Champaign
Emily Dworkin, University of Illinois at Urbana-Champaign

Session Organizer:

Natalie Watson, University of Illinois at Urbana-Champaign

151. Community Engagement Fail: Lessons Learned From Community-Based Action Research Projects Gone Wrong Symposium
3:15 to 4:35 pm
Dooley Memorial Classroom Building: MM 217

In this symposia experienced and novice community psychology researchers describe community based action research projects that did not go well for a variety of reasons. The purpose of the symposia is to provide a space for discussion of the specifics and significance of community partnerships and projects that were not successful, and through reflexive practice, develop and distill important insights that can guide future success as well as recommendations for the field. While most community-based researchers have experienced failure, it is rarely discussed nor described in the literature or other academic forums. This is unfortunate since many lessons are learned from mistakes, failures and projects gone wrong. The process of engaging in community action research and interventions to facilitate communal thriving should include reducing failure and avoiding the repetition of mistakes. Following presentations of three projects, each of which highlight a particular set of challenges for community based work, audience interaction will be facilitated with both technology-based interactive feedback response items as well as audience participation in the development of a draft document that highlights the most important lessons from failures that can be disseminated in a future forum to be determined by the group (e.g., proposed special issue, conference proceedings, newsletter or website report) post-conference.

Participants:

Culture, History, Power and Relationships: CBPR in a Small Ethnic Community. Wing Yi Chan, Georgia State University

The field of community psychology has always valued the active participation of and collaboration with community members. Meaningful partnership with community members is not only critical to the success of any research project; it is also essential to creating knowledge that is helpful and sustainable. Community-based Participatory Research (CBPR) has become an increasing popular research approach for many psychologists. Although CBPR is a highly valued practice, the actual implementation of it often creates challenges to both researchers and community members. The difficulties are sometimes exacerbated when the researcher is considered a member of the community and the fact that the community is relatively small and insulated from outsiders. The current presentation discusses the challenges and opportunities involved when conducting a CBPR research project with a community-based organization in a relatively small ethnic community. The presenter will share lessons learned regarding the process of collaboration from negotiating entrance to disseminating results. Through collaborating with a community-based organization on a research project, the researcher learned the importance of 1) a thorough understanding of the power dynamics within a community-based organization, 2) an inquiry of the relationship between the university and community-based organizations, and 3) finally, an assessment of the culture and history regarding research activities within the community-based organization and within the community that the organization serves. Although the collaboration presented many challenges, the presenter argues that CBPR is an important research strategy and the establishment of community partnership is invaluable to the field of community psychology and psychology at large.

Recommendations on how to engage community partners in the research process will be discussed at the end of the presentation.

Divinely Divided? Partnership Challenges for University and Faith-Based Organizations. Laura Kohn-wood, University of Miami; Varzi Jean-Baptiste, University of Miami

With great intentions and energy, a community-based partnership between university-based researchers and faith-based grass roots community organizers yielded a three-year funded program serving more than 200 low-income inner city youth and families. Multiple challenges arose, however, despite years of experience and expertise on both sides of the partnership in areas such as service provision, community engagement, evaluation and action research, empowerment and collaborative practice. While university researchers, even experienced community engaged scholars worship particular Gods related to scientific merit, rigor, funder and institutional accountability, many faith-based activists follow a calling that is directed by a higher power, inspired faith and community accountability. A mismatch of unstated goals, definitions of success and acceptable practice can lead to major challenges and divisions of purpose. In this presentation, specific issues related to partnerships with faith-based organizations will be discussed with representation from multiple perspectives, along with lessons learned and recommendations for future work.

Community Based Practice - Culturally Biased Perspectives: Challenges Associated with Outsider Interventions. Casta Guillaume, University of Michigan

In this presentation, the particular and often unconscious, implicit or unspoken biases associated with community based work engaged by members from outside a specific community will be explored. These issues are highlighted with case examples of how the motivations and assumptions of well-intentioned community based practitioners and researchers can have unintentional consequences that can dilute or divert the effectiveness of collaborative partnerships. Recommendations for engaging in community-based work across cultural, national, and socioeconomic divides will be discussed.

Session Organizer:

Laura Kohn-wood, University of Miami

152. Community Health Workers and Patient Empowerment: Multisectorial Approaches to Community Health and Interdisciplinary Care Symposium
Community Health Workers (CHWs) are non-clinical professionals who work in their communities to empower residents by increasing health literacy, promoting better access to healthcare and social services and serving as cultural liaisons between community and institutional stakeholders. Health promotion, disease prevention and wellness are areas in which CHWs are adept change agents. CHWs have been educating community members (and healthcare providers) in the U.S. since the 1950s and 60s—and even longer internationally. They operate under various titles including lay health advisors, peer educators, outreach workers, promotores de salud and many others. Several studies have evaluated the effectiveness of interdisciplinary care teams utilizing CHWs and the return on investment for organizations that employ them. With the advent of the Affordable Care Act there are increased occupational opportunities for CHWs, as well as incentives for healthcare systems to provide community-based, multi-sectorial solutions to achieve population health management leading to better patient health outcomes. This symposium convenes stakeholders from various backgrounds: community psychology, public health, social service administration and healthcare delivery to discuss CHW partnerships in Illinois and Wisconsin. Symposium attendees can expect to become more familiar with the following topics in community health work: community engagement strategies such as digital storytelling, multi-sectorial collaborations such as academic-community partnerships, advocacy and promotion of CHWs, research on CHW training, curriculum development, policy work and evaluation in healthcare settings serving low income Chicago communities.

Session Organizer:

**Venancia M. Bate**, National-Louis University

Discussants:

- **Dr. Brenda Gray**, Milwaukee Area Health Education Center
- **Sherri Ohly**, Milwaukee AHEC
- **Jamie Campbell**, Sinai Urban Health Institute

153. **Thriving definitions, Participatory strategies of heuristic and transformative knowledge**

**Workshop**

3:15 to 5:05 pm

**Dooley Memorial Classroom Building: MM 313**

Psychological intervention in social change tends to use a wide range of definitions often overlapped and not thoroughly defined, such as: well-being, wellness, quality of life, flourishing, and happiness (to these we should add the concept of thriving which underpins the present congress). For instance, scientific literature draws on the concept of happiness, yet the psychological research does not use it inasmuch as this is hard to operationalize, especially in social terms. In contrast subjective well-being is more utilized in psychology and also in economics, though overlooked in its social implications. Other terms, like flourishing, refer instead to a given disciplinary standpoint (i.e. Positive Psychology) thereby they are rejected in more social-oriented scientific contexts. Further difficulties lie also in a lack of dialogue with international organizations committed to the study and promotion of health and last but not least in the incapacity to embed these concepts in an interdisciplinary framework of analysis. By stimulating reflectivity and conscientization in participants this workshop aims at defining the conceptual and transformative dimensions related to well-being and thriving. Therefore, the workshop will be developed along five steps: 1) To let the participants define the aforementioned concepts through the use of narrative and graphical methodologies 2) To exchange and share the different views upon the outcomes of the step 1 3) To compare and contrast the definitions provided by the participants and the main definitions currently present in literature (to this end the instructors will provide summaries and helpful graphic and narrative tools) 4) To redefine, by means of small group activities, the examined dimensions hence focusing on the aspects characterizing their heuristic relevance and efficacy from the community and critical perspective. 5) To focus on possible shortcomings and gaps to filling by means of further research.

Session Organizer:

**Caterina Arcidiacono**, University of Naples Federico II

154. **Needs and Resources Assessment: An Essential Key to Effective Community Practice in a Developing Nation**

**Symposium**

3:15 to 4:35 pm

**Dooley Memorial Classroom Building: MM 314**

Although needs/resources assessment is an important methodology in community practice, it is often minimized in the community psychology discourse. For example, psychology community psychology programs rarely offer semester courses in needs/resources assessment, there are few if any published textbooks on needs assessment from the community psychology perspective, and even the 2012 SCRA practice competencies integrate assessment within the process of other competencies rather than separating it into a competency on its own. In economically developing nations where empirical data is minimal and programs are launched without pre-existing infrastructures, needs assessments may be even more essential. Instead, interventions are often developed based on program directors’ passions and preferences, or according to priorities dictated by international organizations and funders. This symposium—presented by students—argues that needs assessment methodology is of vital importance to developing nations in order to establish interventions that ensure the well-being and thriving of citizens. The first three presentations will review case studies of needs assessments conducted with different types of partners in diverse settings in Egypt. These assessments were in collaboration with a non-governmental organization, a government office, and a university civic engagement department. Data was used to inform programs addressing: long-standing intractable concerns in informal settlements such poverty and poor housing infrastructure; time-sensitive mental health concerns ensuing from the rapidly shifting socio-political conditions subsequent to the Egyptian revolution, and organization development and capacity building needs for nonprofit organizations. The presentations will illustrate why and how the needs assessments were critical in shifting the conceptualization and design of the planned programs, and how they emphasized social justice, community participation, and building on local wisdom. The final presentation will highlight some of the unique benefits, characteristics, and challenges of conducting needs assessment in developing nations compared to more developed nations, to chart a course for more effective methods.

Participants:

- Needs Assessment as a Stepping Stone for Community Development: An Example from a Squatter Community.
  - **Marwa Fikry**, The American University in Cairo, Egypt; **Khadiga Alsharif**, United Nations World Food Programme

  Egypt is home to 1105 squatter areas and to 16 million people deprived from adequate housing, a universally recognized human right (WHO, 2010). The deficient living conditions characterizing informal settlements have negative impacts on the health and well-being of these individuals and communities. Needs assessment can thus be an important tool for identifying and prioritizing what the communities consider necessities and resources, and for providing a plan for how to best use the available resources to address the needs. In collaboration with a community development organization, we were invited to work on a housing needs assessment project in an Old Cairo squatte neighborhood. The aim of the project was to help the residents identify community needs, build on their assets and strengths, and provide recommendations for change. An initial site visit, followed by a multi-disciplinary literature review and focus groups with community residents served to develop the assets-needs assessment instrument. This semi-structured interview questionnaire focused on housing needs including crowding, wall and roof structures, sewage system, bathroom facilities, utilities, home appliances, and waste collection. It also included questions about intersecting issues such as poverty indicators, safety, and health status. A total of 134 residents were interviewed, providing a deeper understanding of the community’s housing problems and strengths. Insights about the types of urgent steps to be taken also emerged. Top housing issues, top community concerns, strengths and resources, and recommendations and challenges are discussed. Not only did the community benefit by
collectively recognizing their shared problems and resources, but the organization also used the results to prioritize their present and future projects. The strengths-based approach that was used allowed the community assets to be part of the program development. A broader perspective on the usefulness of needs assessment in developing countries, its importance, and effective methodologies will be discussed.

Needs Assessment In Troubled Times: Designing Mental Health Services for Trauma Following the Egyptian Uprisings. Seham Sherif Kafaji, The American University in Cairo; Rana Khalil, The American University in Cairo; Deena Abdelmonem, The American University in Cairo; Salma Nasr Mohamed, The American University in Cairo; Tiya Abdel Malek, The American University in Cairo; Salma K. Khalifa, The American University in Cairo; Basma Abdelazizi, General Secretariat of Mental Health, Egypt Ministry of Health; Mona M Amer, The American University in Cairo

A group of mental health professionals launched an outpatient counseling program under the mental health division of the Ministry of Health in Egypt in order to provide psychological support to Cairenes experiencing distress. This distress was a result of the socio-political turbulence of the uprisings that occurred in January 2011 and onward, including living under an oppressive regime, violent events, and increased crime as a result of reduced police presence. We collaborated with this government office to develop a needs assessment to inform the program’s development. The purpose of the data collection was to document stressors Cairenes were facing, and to explore attitudes toward the counseling program and what people looked for in characteristics of services and service providers. A street survey was administered to 313 working class citizens in eight districts of Greater Cairo and focus groups were conducted in two informal settlements. According to the results of the survey, 59.7% of respondents reported significant levels of posttraumatic stress disorder, the majority having faced numerous traumatic stressors. This confirmed the need for mental health support. Although 60.1% of participants agreed that the program was important, only 26.5% were willing to attend. This was because they believed they did not need psychological treatment, and also due to mistrust in the Ministry of Health and negative stigma towards psychological treatment. Another important finding was that 55.3% of participants suggested indirect consultation (such as by phone) for those who have transportation difficulties or prefer to remain anonymous, and many preferred community outreach approaches. The needs assessment provided unexpected information for how to design the program more appropriately, and also how to advertise and structure the services.

Recommendations included creating a campaign to change the public’s perception of the Ministry of Health as well as emphasize the importance of maintaining positive mental health.

Training and Capacity Building Needs and Strengths

Assessment for Egyptian Non-Governmental Organizations. Hana Shahin, The American University in Cairo

A needs assessment conducted for the civic engagement center at an American university in Cairo was important in the development of a capacity building training program for nongovernmental organizations. The center wanted to create a training program to aid non-governmental organizations (NGOs) through developing the NGO staff and consequently enhancing the work done for their communities. Accordingly, a needs assessment was conducted to evaluate NGO training needs and how to better tailor the training program to fit these needs. Interviews were conducted with the managers of 13 partner NGOs and five focus groups were conducted with NGO staff in five of these NGOs. Respondents reiterated that limitations in skills among staff and leaders cause wasting of time and effort in addition to burnout and putting their reputation at stake. NGO managers and staff rated project management, team building, and income generation and financial sustainability as the top three training needs. Other needs were capacity building and organizational development. The information from the assessment confirmed that NGOs desire and would benefit from a training program. However, results led to significant changes in the frequency, agenda, topics and schedule of the proposed program. The needs assessment was very important because it guaranteed that the content as well as the structure of the program matched the audience’s preferences. Additionally the assessment itself was an intervention by introducing to agencies strengths assessment and different aspects of a needs assessment. Participants appreciated being heard and reported excitement and sense of ownership over the training. Nevertheless, lessons learned included the importance of having participants’ buy in and educating participants on assessment methodology to better ensure successful data collection. Moreover, the needs assessment served to strengthen and sustain campus-community partnerships. Such partnerships are a means for more privileged institutions to support the nonprofit sector.

Conducting Needs Assessments in a Developing Country: Observations from the Egyptian Community. Salma K. Khalifa, The American University in Cairo; Tiya Abdel Malek, The American University in Cairo

This presentation looks at how conducting a needs assessment in a developing country like Egypt is different from a developed country. The presentation is based on lessons learned from conducting two different needs assessments in Cairo, and facing various challenges that were not anticipated. These realizations led us to alter some of our techniques albeit the instructed methods we were taught by our American community psychology educational training. One of these needs assessments aimed to develop vocational services for unemployed residents of low-income communities in collaboration with a non-governmental organization. The second assessed the psychological traumas Egyptians went through after the January 2011 uprisings in order to develop appropriate interventions by the Ministry of Health. The presentation will highlight the importance of needs assessments by focusing on the services and resources that are lacking in developing countries. These include minimal availability of public records and research data. Organizations working in developing countries often start from scratch in their efforts to improve standards of living for citizens, without existing infrastructures and sources for support. In addition, cultural and gender sensitivity issues play a role. For example, language differences can affect the outcomes in consent forms, surveys and interviews. In Egypt there are differences between written and spoken Arabic and different dialects. Furthermore, lack of funding in developing countries makes it harder for organizations to have the means to conduct needs assessments (for example, to hire volunteers) and to act upon the given recommendations set forth by the results. Moreover, there are political, legal, and safety concerns facing those collecting data. The recommendations put forward in this presentation are relevant to Egypt and could be beneficial for other developing countries. By recognizing differences between developed and developing countries, more accurate results can be collected for future community interventions.

Session Organizer: Mona M Amer, The American University in Cairo

Chair: Mona M Amer, The American University in Cairo

155. Praxis: Moving into Action

Symposium

3:15 to 4:35 pm

Dooley Memorial Classroom Building: MM 315
Educational institutions such as public elementary schools and universities, create a paradox for social justice-oriented researchers: they are sites intended for engagement, learning, and collaboration (Dewey 1916/2009; Freire, 1979/2000), yet schools themselves are institutions shaped by social, economic, and political contexts, and as such they are complicit in the perpetuation of hegemonic structures that exist within society (Rogers & Oakes, 2005). Thus, researchers, faculty, teachers, and students face challenges as they work to create opportunities for critical civic engagement and praxis within these spaces (Kohfeldt, Chhun, Grace & Lang, 2011; Sarason, 1971). Yet there are burgeoning bright spots within this environment. Researchers are revealing how opportunities for civic engagement and critical citizenship are being forged within particular social institutions despite significant structural constraints. This symposium presents four studies examining tensions, challenges, and signs of transformative change within educational settings. The research presented offers opportunities for the public to consider how particular spaces and/or components of these spaces (i.e., creating a school mural, the public school classroom, alternative curriculums) can facilitate praxis and social change (Freire, 1979/2000).

Participants:

From Powerpuff Girls to We Are Powerful: Building Relational Power Through Art-Based yPAR. Danielle Kohfeldt, University of California-Santa Cruz

The participatory action research (PAR) cycle is often described as a process involving iterative cycles of planning, acting, and evaluating (Maguire, 1987), with the action phase relatively self-contained. Yet in practice PAR is a messy, non-linear process, the action phase itself involving multiple iterations of change. Praxis, the act of critically reflecting on the alignment of actions and values (Freire, 1970/2007), is necessary throughout the action phase(s) of the PAR cycle. This qualitative study examines the “action” phase of a school-based PAR project with 4th and 5th grade students in a public elementary school serving primarily low-income Latina/o/immigrant students. As a result of research they conducted on the problem of social exclusion and disempowerment in their school community, students took action by creating a mural to improve the social climate and promote alternative narratives (Doss, 1995; Thomas & Rappaport, 1996). A marked shift occurred in students’ symbol preferences during the mural planning process. Students transitioned from proposing cartoon figures (e.g., Powerpuff Girls because they are “cool”) to advancing more collective, social-justice oriented symbols (e.g., a bridge that represents cultural connections). This paper delineates that critical transformation through examining the role of praxis guiding the mural creation (action) process. The artistic products generated during this phase will be qualitatively coded, along with ethnographic fieldnote data and student interviews. Participatory art-based projects are particularly well-suited to facilitate relational power – power with others. This paper will argue that building power is an important social change strategy that is promoted by participatory art. Results will examine the praxis cycle in the context of the action phase of the yPAR program, with implications for utilizing PAR as a structure that supports art-based social-justice oriented projects, which likewise allows us to consider art as a legitimate social-justice action/tool.

Mural Creation as a Context of Intersectional Identity Expression. Alexandra Bowen, University of California, Santa Cruz

Intersectionality emerged from the recognition that inequality cannot be explained, let alone challenged, via personal, social, or multiple identity frameworks alone (Collins, 2000). Intersectionality acknowledges what previous theoretical models of identity overlooked or oversimplified: the multiple social identities people experience are mutually constituting, context-specific, and inseparable from relations of status and power (Warner, 2008). In so acknowledging, intersectionality allows for a more nuanced understanding of the ways identities are actually experienced. A more accurate representation of people’s identities and the power relations that are entwined within them can better foster social justice-oriented research and action. A population often overlooked in the intersectional identity research literature is children (see Hurtado & Silva, 2008 for an exception). Though research on gender and racial identity development is well represented, empirical study of how multiple identities intersect is less common. The current study looks at children’s intersectional identity expression in the context of a 4th and 5th grade Participatory Action Research (yPAR) project in which 4th and 5th grade Latina/o/immigrant children painted a mural at their school that represented the stories of their community. This paper will use qualitative methods to analyze ethnographic field notes and student art looking for instances of the children’s intersectional identity expression. Furthermore, my analysis will examine how the yPAR program’s orientation to children as change agents facilitated the children’s identity expression. Understanding how young people experience intersectional identities is important because it acknowledges their unique positionality as children but also how that status is experienced as members of subordinated groups.

Redefining Citizenship for Latino Youth: Cultural Citizenship and Critical Civic Engagement as an Antidote to Invisibility. Jesica Fernandez, University of California-Santa Cruz

The concept of cultural citizenship was first introduced by Renato Rosaldo (1994; 2000) to characterize the cultural and linguistic vernaculars of oppressed groups, like Latinos, in the United States. Cultural citizenship is defined as a process of identifying one’s self in relation to others, of forming a community, and claiming space and rights as members of a civil society (Flores & Bennmayor, 1997; Rosaldo, 1994, 2000). For many Latinos, whose opportunities for a presence in civil society are minimal and whose membership is denied by institutionalized oppression, a new form of citizenship emerges in their struggle for claiming rights, space and membership in civil society. Although cultural citizenship processes have been primarily researched through the experiences of Latino adults, the application of a cultural citizenship framework for understanding the experiences of Latino youth is important for creating spaces of inquiry where they can interrogate oppression and injustice, and move toward creating opportunities for social change. In response to these social conditions, this paper seeks to explore how citizenship is constructed for Latino student youth (i.e., elementary school age) and how different meanings of citizenship intersect with the politics of recognition (i.e., social rights, authentic representation and respect for differences (Taylor, 1994)), both historically (e.g., Chicano students in segregated schools) and currently (e.g., placing students in English Language Proficiency programs, which segregates them from the general course curricula and places them behind academically (Gándara & Contreras, 2009)). Next, it proposes a theoretical framework of cultural citizenship and critical civic engagement as a way to reconstruct citizenship for Latino students. In particular, it discusses some of the characteristics of cultural citizenship, and how cultural citizenship practices can facilitate critical civic engagement.

Art Not for "Art's Sake": Facilitating Critical Multicultural Citizens in First Grade. Janelle Silva, University of Washington-Bothell Campus

Since September 11, 2001, scholars, educators and practitioners have questioned the role of schooling in developing the citizens of tomorrow. This paper will critically examine how citizenship has been constructed in public schooling, beginning with Dewey’s (1916/2009) idea of schools as a space to create “good” citizens to the role of public education to facilitate the development of critical, multicultural citizens (Bests, 2009; Castro, 2010; Freire, 1974/2001; Giroux, 2004; Marri, 2005). The author will illustrate how teachers can motivate students to
be critical citizens by teaching them about social groups, power, privilege, and developing their skills to create socially just change for all. Drawing upon data from a nine month ethnographic study of a first grade public charter school classroom in central California, this paper will highlight how teachers can teach citizenship within an elementary classroom by using artists’ lives and social issues to raise awareness of social injustices, promote critical reflection and consciousness, and motivate them to work toward collective action. Particular attention is paid to how students interpret these lessons and what teachers can do to enact this in their own classrooms.

Session Organizer:  
**Janelle Silva**, University of Washington-Bothell Campus  
Chair:  
**Janelle Silva**, University of Washington-Bothell Campus  
Discussant:  
**Janelle Silva**, University of Washington-Bothell Campus

156. Promoting Wellness with Narratives of Resilience, Recovery, and Healing through Participatory Public Art  
Symposium  
3:15 to 4:35 pm  
Dooley Memorial Classroom Building: MM 316

Art is a catalyst for social change. That is the central tenet of the City of Philadelphia Mural Arts Program which has sought to transform distressed neighborhoods in Philadelphia through community-based participatory public art for more than 25 years. For the past five of those years, Mural Arts has partnered with the City of Philadelphia Department of Behavioral Health and Intellectual Disability Services (DBHIDS) to create murals centered on the recovery process for persons with behavioral health challenges, such as mental illness or addiction. Mural Arts and DBHIDS work closely with neighborhoods to create public art that is vehicle for personal healing and neighborhood revitalization. Since 2008, this partnership has resulted in 18 completed projects, 15 large-scale murals, and six ongoing mural projects in communities across Philadelphia. Using participatory public art, Mural Arts forges connections among persons involved in the behavioral health system – mental health consumers, family members, artists, human service providers, city personnel, researchers, and other community stakeholders. These connections promote wellness among participants and community members. This one-hour symposium will feature three presentations plus introductory and concluding remarks from a symposium chair. All presenters will discuss how narratives of resilience, recovery, and healing promote wellness through participatory public art. The three presentations will address: 1) how a partnership between Mural Arts and DBHIDS provided new opportunities for community integration and wellness promotion for persons with behavioral health challenges; 2) how creation of a mural on suicide led to a community mobilization effort that promotes individual and community healing among suicide survivors; and, 3) how a public-academic partnership between Mural Arts, DBHIDS, and Yale University generated new knowledge about participatory public art, health, and wellness. Introductory and concluding remarks by the symposium chair, a community/clinical psychologist and community-based researcher, will synthesize the presentations and encourage dialog between the audience and presenters.

Participants:  
A Behavioral Health Care System’s Public Health Approach to Improving Individual and Community Health. **Samantha Martin, Philadelphia DBHIDS & Yale University; Arthur C Evans, Philadelphia DBHIDS**  
The City of Philadelphia DBHIDS uses a public health approach to improve behavioral health at a population level. This participatory approach represents a shift from a system of care being solely focused on treating individuals with a diagnosable behavioral health conditions to one that focuses on population health promotion, community wellness, and attention to the social determinants of health. This presentation provides an overview of the DBHIDS public health approach to behavioral health and highlights how partnership with Mural Arts offers a paradigm shift for public behavioral health services. A change in promoting population health is partnering with communities to improve psychological health and well-being. Four strategies to accomplish this include: 1) enhancing the physical and social environments; 2) developing skills and community capacity; 3) redefining trauma; and 4) developing broad, community-based partnerships. The Department’s Mural Arts Initiative is a prime example of using participatory public art to enhance the physical and social environment for individuals with behavioral health challenges, as well as for communities across Philadelphia. DBHIDS and Murals Arts have worked with community groups, young people, and adults to design and create murals that reflect the themes of recovery, resilience, and self-determination. This presentation by the Special Advisor to the Commissioner of Philadelphia DBHIDS, a community psychologist, will summarize the Department’s role in the Porch Light Initiative and describe these unique community partnerships for enhancing the physical and social environment to promote population health. In addition, the presentation will discuss opportunities and challenges in transforming a large-scale behavioral health system.

A Community’s Response to Suicide through Public Art: Using Art to Re-Script Narratives of Stigma and Loss. **Nathaniel Mohatt, Yale University**  
Despite the recognized need for community-based strategies to suicide prevention, most suicide prevention programs focus on individual-level change. This presentation describes the Finding the Light Within project and mural, a community mobilization initiative to reduce the stigma associated with suicide through public arts participation. Of particular concern in suicide prevention is how to change the public narrative around suicide so that the social stigma of suicide does not isolate people recovering from the loss of a loved one as well as individuals who have suicidal ideation. The stigma associated with suicide is a recognized challenge to suicide prevention, erecting social barriers to effective prevention and treatment and enhancing risk factors. Finding the Light Within engaged a large and diverse audience and built a new community around suicide prevention thorough participatory public art, including community design and production of a large public mural about suicide, storytelling and art workshops, and a storytelling website. The presenter, a community psychologist and community-based researcher, uses first person accounts of the project from different stakeholder perspectives, multimedia sharing of art products created through the course of the project, and pictures of the final mural to stimulate dialog around how art can engage diverse audiences, change public narratives, and stimulate community thriving. We present this project as a model for how arts participation can address suicide on multiple fronts—from raising awareness and reducing stigma, to promoting community recovery, to providing healing for people and communities in need.

Individual and Community Transformation through Public Art. **Sara Ansell, City of Philadelphia Mural Arts Program**  
The partnership between City of Philadelphia Mural Arts Program and DBHIDS maintains that meaningful engagement with communities in the creation of public art leads to individual and community transformation. Mural Arts and DBHIDS offer an alternative to the traditional psychiatric treatment model as well as the arts appreciation model by engaging individuals with behavioral health challenges in community-driven public art. Public art is often understood as a passive experience; that is, community members benefit from art because of its mere presence in their physical environment. Mural Arts challenges this view. Through a collaborative process of imagining and crafting public art together with artists, human service providers, and community members, community members become
empowered co-creators of art and active in shaping the environment in which they live. The traditional behavioral health treatment model is also passive, whereas individuals in these communities are expected to access individually-focused services that do not necessarily address the larger context of their life, such as the availability of community supports, full integration into the community, and the built neighborhood environment. Mural Arts addresses this passive approach to psychiatric treatment by engaging community members who are receiving behavioral health services in a mural-making process that involves a variety of community stakeholders. In this model, community members with behavioral health challenges are no longer passive recipients of treatment, but actively engaged in individual healing and neighborhood transformation. Additionally, by direct involvement with other community members, they are fully integrated into community life on a path toward wellness. In recent years, the Mural Arts/DBHIDS partnership has added a new partner—community arts practitioners from Yale University—to help them test this alternative model. In this presentation, a project leader at Mural Arts, discusses the multi-level impact of this work using media, participant testimonies, and data drawn from a rigorous mixed methods evaluation.

Session Organizer: Jacob Kraemer Tebes, Yale University
Discussant: Jacob Kraemer Tebes, Yale University

157. In Pursuit of Emic Perspectives: Illustrative Vignettes from Research Partnerships with Indigenous Communities

Symposium
3:15 to 4:35 pm
Dooley Memorial Classroom Building: MM 317

Drawing on established methodologies from linguistics, psychologists have differentiated etic (from phonetic) and emic (from phonemic) inquiry in their pursuit of cross-cultural understandings of mind, mentality, and behavior. Etic inquiry privileges advance formulation and operationalization of psychological constructs that are subsequently measured, analyzed, and reported for diverse communities, primarily for comparative purposes. In contrast, emic inquiry privileges context-oriented descriptions of psychological phenomena that are explicated, interpreted, and represented for a particular community, primarily to capture local understandings from the insider’s point of view. Owing to community psychology’s longstanding commitments to context, diversity, and empowerment of marginalized groups, emic inquiry is perhaps more welcome in this subfield than any other in the discipline. Nevertheless, emic inquiry—and the interpretive methods best suited for conducting it—does not feature very prominently in graduate training curricula or research apprenticeships. This symposium aims to engage conference participants with several pithy and evocative vignettes—all drawn from research partnerships with indigenous communities in the U.S. and Canada—that will illustrate the potential of emic approaches not only to “give voice” to the perspectives of participants from historically marginalized communities, but also to illuminate or resolve perplexing or paradoxical findings that have emerged in these distinctive cultural settings. In contrast to the usual symposium format, we propose to engage audience members by (1) presenting evocative vignettes from seven different research projects to stimulate interest in and illustrate the variety of emic approaches; (2) structuring the individual presentations to be focused, compelling, and concise (eight minutes each); and (3) reserving half of the 90-minute session for collective discussion and exchange. Although this symposium clearly overlaps with multiple conference “tracks” (e.g., partnerships, prevention, diversity), we conceive of this effort as primarily methodological and believe the best fit to be the “community thriving through research” (Track V).

Participants:

Exploring Local Understandings: Grasping Complexity in Health Outcomes within Indigenous Communities. James Allen, University of Minnesota Medical School, Duluth

Campus

In two examples from our research, qualitative data not only enriched understanding, it reformulated the outcomes from our work. In one example drawn from study of natural recovery from alcohol use disorders (AUD) among Alaska Native people, we used life history interviews to identify culturally specific recovery factors. We also discovered something even more intriguing—a second phase in sobriety outcomes. Much of the self-help literature, such as the Alcoholics Anonymous (AA) literature, emphasizes one who has stopped drinking remains “sick” or vulnerable as recovering alcoholic. Remembrance of the disease helps keep the alcoholic sober. However for many Alaska Native people we interviewed, recovery included a transition beyond active coping with urges, reflecting a sense of closure or completion to recovery and moving into a deeper experience with living. ‘Life as it is meant to be lived’ involved active engagement in family and community, along with personal development in its service. This finding defied the conventional narrative about always being “in recovery,” describing an element of experience absent from the recovery literature. In a second example, our group collaboratively developed and implemented a community intervention with Yup’ik youth and their families in rural Alaska. The intervention provided training and experiences in subsistence and survival, tool making, art, food preparation, and ritual. Each module provided a protective factors experience for the prevention of suicide and alcohol use risk. Significant intervention dose related increase emerged on youth measures of individual, family, and community level protective factors, and reasons for life and reflective processes about the consequences of alcohol. We then interviewed community Elders. The most significant outcome in their observations was youth showed more ‘respect.’ Again, exploring what Elders meant by ‘respect’ unlocked a more complete understanding of a health outcome.

The Problem of Therapeutic Talk in an Indigenous Community Treatment Center. Joseph Patrick Gone, University of Michigan-Ann Arbor

In my efforts to characterize the therapeutic activities and treatment philosophies of a substance abuse program administered by and for community members on a First Nations reserve in Canada, I encountered a striking paradox. On one hand, the program staff was uniformly committed to the integration of western therapeutic approaches (e.g., Twelve Steps of Alcoholics’ Anonymous, psycho-education about substance use) and indigenous cultural practices (e.g., sweat lodge ceremonies, talking circles) to ensure cultural relevance and appeal for Native clients from the community. On the other hand, many community members were reluctant to participate in the program, the majority of clients who did so left the program prematurely, and those who did finish the program described staff expectations about their participation as almost impossible to meet at various times. Drawing on thematic content analysis of administrator, counselor, and client interviews—as contextualized by seven weeks of participant observation in the program—I determined that a primary stumbling block for clients was the charge that they engage in therapeutic talk. Specifically, during the twelve-week outpatient program, introspective self-referential talk was routinely expected in group sharing sessions and one-on-one counseling sessions. Etic inquiry revealed that the therapeutic value of such verbal expressions was premised on counselor acceptance and promotion of the therapeutic benefits of disclosure and catharsis, especially concerning violent victimization or adverse childhood experiences. In contrast, program clients—many of whom were not exposed to or familiar with global therapy culture—were most likely observing local communicative norms prohibiting talk about intimate matters with familiar but non-intimate others. Thus, on the basis of emic inquiry, this study revealed a potent cultural disjuncture in communicative norms and practices between Native counseling
staff with longstanding exposure and commitment to therapy culture and the Native clients from their own community without such experience or interest.

“We’re Still in a Struggle:” The Paradoxical Value of Historical focus was also reflected in suggestions that the traditional h served as further evidence of the need for such services. This culture and identity. In reframing discussions to focus on cultural respond to questions about mental health care in terms of Nati healing practices for ameliorating mental health problems. This cultural identity needs and less about the efficacy of traditional content analysis of focus group transcripts revealed that in this enthusiastic for healing practices of which they knew so little? A healing traditions of interest. How could this community be so light a perplexing situation in which enthusiasm for traditional Interestingly, four community member focus groups brought to community, we began to understand why youth and parents tended not to prioritize an understanding of historical events. In particular, youth and parents highlighted their current life stressors as most salient and emphasized that it is better to transcend negativity to more positively live in the present. These insights reinforced to us the importance of survival and resilience and of understanding silence as an active social process. However, youth and parents also demonstrated strong interest in knowing more about the past, and thus our emic approach revealed that narratives about historical trauma and survival are related and might have value because they both emphasize transcendence from past experiences. We also learned that these narratives might help youth to experience less shame and self-blame by providing a historical context for current problems.

Enthusiasm for the Unknown: Traditional Healing Among for an Urban American Indian Community. William Hartmann, University of Michigan; Joseph Patrick Gome, University of Michigan-An Arbor In response to a Midwestern urban American Indian (AI) community’s overwhelming interest in gaining access to traditional healing services, we agreed to partner with the community’s urban Indian health organization (UIHO) to help address this need. To better understand how the lack of access to traditional healing was perceived to be an important barrier to community wellness we spoke with UIHO administrators, service providers, traditional healers, and community members. Interestingly, four community member focus groups brought to light a perplexing situation in which enthusiasm for traditional healing existed despite relatively limited knowledge about the healing traditions of interest. How could this community be so enthusiastic for healing practices of which they knew so little? A content analysis of focus group transcripts revealed that in this community interest in traditional healing was more an issue of cultural identity needs and less about the efficacy of traditional healing practices for ameliorating mental health problems. This was evidenced by the tendency of community members to respond to questions about mental health care in terms of Native culture and identity. In reframing discussions to focus on cultural identity needs, lack of knowledge about traditional healing served as further evidence of the need for such services. This focus was also reflected in suggestions that the traditional healing services made available should facilitate community cohesion and education by respected culture keepers in addition to the ability to engage in the healing practices themselves. Thus, through attending to emic perspectives in this urban AI community, we learned that meeting demands for traditional healing meant attending to issues of cultural identity. As a result, we have proposed and initiated the design of a “spiritual orientation to the sweat lodge” intervention, which has been met with enthusiasm by UIHO staff, the project’s elders advisory council, and the larger community.

Understanding Discrimination in Three Tribal Communities, Kathryn Kavanaugh, University of Oregon; Alison J. Boyd-Ball, University of Oregon In a study to bring an evidence based parenting program to prevent youth substance use to three tribal communities, we first conducted focus groups to determine the appropriateness of the parenting content. Participants agreed that it fit within their framework for raising children. However, the process of delivering the content needed to be modified to fit within community norms. As a part of our research to better understand American Indian (AI) parents and contextual factors affecting parenting, we conducted questionnaire and videotaped assessments. We knew that experiences of discrimination are a significant and ongoing part of AI parents lives and that these experiences can undermine an individual’s sense of identity and self-efficacy. However, given all of the studies that have been conducted little is really known about what discrimination is and how it may differ among AIs. While, there are quantitative scales that measure frequency of experiences, these quantitative analyses do little to help understand the experience of the individual. Discrimination is primarily a felt experience. We wanted to move beyond counting up the number of injustices that the parents had faced and provide a method that both facilitated the individual’s subjective expression of the experiences and allowed us a way to better understand the meaning of discrimination. Toward that end we developed a video-taped task that allowed each parent to talk privately about an experience of unfair treatment and how it was handled. Qualitative analyses were used to capture the language used by the parents to describe their experience. We are in the process of sharing this information with each of the tribes in order to promote community understanding of the collective experience of their parents. An important part of sharing this information is facilitating acceptance and discussion of the experiences of lateral oppression in order to promote community level healing.

Reframing Resilience Among Arctic Inuit Youth. Michael Kral, University of Illinois at Urbana-Champaign Suicide among Inuit youth in Arctic Canada is among the highest in the world. In this study we wanted to identify components of resilience among these youth, how they manage to move beyond their troubles to be in a good place. Much resilience research has focused on personal factors, individual strategies, and personality features. We interviewed and spent time with youth and found that their primary sources of resilience were relational: talking and spending time with friends and family, camping on the land with family, and for boys hunting with their fathers and grandfathers. When their experiences are heard, what emerges is a relational and ecological resilience rather than a personal one.

Analysis of Youth-Produced Digital Stories Provides Insights into Truncated Future Prospects for Indigenous Boys. Lisa Wexler, University of Massachusetts Amherst; Kristen Eglinton, University of Massachusetts Amherst; Aline Gabriam, University of Massachusetts Amherst Although the link is often made in the literature, how exactly does rapid and imposed social change increase indigenous youth’s risk for suicide, particularly for young men? We began to answer this question through a visual analysis of digital stories
produced by Alaska Native young people in rural Northwest Alaska. Digital stories are three to five-minute visual narratives that synthesize images, video, audio recordings of voice, background music, and text to create personal stories (Gubrium, 2009a; Lambert, 2010). Digital storytelling has been used as a participatory approach to support the production of social media and the elicitation of unique perspectives of community members (Watkins & Tacchi, 2008). In this study, digital story analysis provided important perspectives for understanding the foreclosure prospects of young men. By classifying and grouping dominant trends in the digital story content (visual, voice, text), we identified distinct and gendered patterns related to the culturally-valued options for the development of capacity. More specifically, the youth-produced digital stories showed significant differences in boys’ and girls’ sites of achievement: the kinds of accomplishments and capabilities they highlighted in their stories. Sites of achievement were more varied and readily available for girls, when compared to those depicted by boys. Thus, boys are perhaps offered fewer “natural” and/or “necessary” culturally salient gender roles to play in the community. Indeed, boys’ digital stories did not feature many opportunities that were at once valued culturally and by dominant society. This socially patterned scenario can restrict young men’s possibilities for well-being, defined as a dynamic state related to a person’s ability to develop their potential, work productively, and creatively, and contribute to their community, and offers an important perspective for understanding the pathways available to young men for their future. In doing so, the study offers another lens for conceptualizing indigenous youth suicide.

Session Organizer: 
Joseph Patrick Gone, University of Michigan-Ann Arbor
Chair: 
Joseph Patrick Gone, University of Michigan-Ann Arbor
Discussant: 
Mark Aber, University of Illinois at Urbana-Champaign

158. Predictors, Consumer Choice, Housing and Community Factors in Achieving Social and Economic Integration Symposium
Dooley Memorial Classroom Building: MM 318
3:15 to 4:35 pm

The challenge to develop appropriate housing for members of the community living with no to low income, homeless and/or dual diagnosed with a mental illness and substance misuse disorders among other social factors is an ongoing struggle for housing advocates, housing providers and policymakers. However, within the last ten years the supportive housing model (housing that is a pairing of permanent housing most often rental units in scattered site multi buildings, with supportive services such as health care) has shown great promise in fostering housing stability that allows for social and economic integration. Research (Corporation for Supportive Housing 2005; National Alliance to End Homelessness, 2007) has indicated that with supportive housing, tenants have been able to increase their incomes, secure and retain employment, manage health issues, and reduce incarceration rates, among other social and economic quality of life changes. Without this type of housing, many persons or groups including those homeless, living in poverty and/or mentally ill are left out of the mainstream system of economic, social and political relationships (Cruz-Saco, 2009). The purpose of the symposium is to advance our knowledge and understanding of the importance of not just viewing models such as supportive housing as a way to get people homeless and/or mentally ill off the streets, but how this type of intervention also plays a role in communal thriving for otherwise marginalized populations and moving forward social change. Additionally, the symposium is offered to lead to discourse among academics and community practitioners on ways to form partnerships. These types of partnerships have a number of benefits. One is to conduct research studies, including participatory action research (PAR) that can significantly move forward social change and social justice for vulnerable populations.

Presenters: 
Steven Howe, A&S Psychology, University of Cincinnati
Ronni Michelle Greenwood, University of Limerick
Carie Forden, Clarion University

Session Organizer: 
Geraldine L Palmer, Consultant

159. General Committee/Interest Group Meeting
Business Meeting
8:00 to 8:50 am
Whitten Learning Center: LC 180

Please join us for an open meeting to discuss issues (e.g., interests, challenges, needs) pertaining to your interest group/committee/council. We look forward to hearing what you have going on and how we can be of support in furthering the mission of your group.

Session Organizers: 
Jean Hill, New Mexico Highlands University
Victoria Chien, University of South Carolina-Columbia

160. Community Action Interest Group Meeting
Business Meeting
8:00 to 8:50 am
Dooley Memorial Classroom Building: MM 208

The Community Action Interest Group meeting will include discussion regarding the development of a new agenda for this group, including linking our group to action efforts. All individuals interested in participating in this group or learning more about the group are welcome to attend.

Session Organizers: 
Brad Olson, National Louis University
Susan Torres-harding, Roosevelt University

161. Creating Healthy Environments through Community-generated, Community-engaged, and Community-level Interventions Workshop
8:30 to 10:20 am
Whitten Learning Center: LC 182

Health disparities research is increasingly influenced by 2 research paradigms: community-based participatory research (CBPR) and social determinants of health (SDOH). CBPR approaches call for collaborative relationships that empower communities to co-generate research programs while SDOH perspectives focus on macro-level or “upstream” factors influencing individual health outcomes. This workshop will use presentation, facilitated dialogue, and interactive exercises to demonstrate how a CBPR approach can be used to address SDOH among residents living in a public housing community and an adjacent neighborhood. We first introduce “Repaired Window Theory,” which provides the theoretical underpinnings for using community-generated, community-level, and community-engaged interventions to reduce community crime and perceptions of crime by promoting community participation and interaction, neighborhood ownership, and collective action. We will describe how this theory was used to guide the development of the Community Engagement Center (CEC), the cornerstone of a quasi-experimental community trial conducted in 2 public housing communities in Columbia, SC. The CEC serves as a springboard for building residents’ capacity to develop community-level, community-engaged interventions. In this presentation, we will describe the Community Workshop Program that was developed to provide technical assistance to residents in the development of grant proposals that focused on creating healthier community environments through neighborhood improvement. Next, the Request for Applications will be presented; the peer-review process used to independently evaluate each submitted grant application will also be
discussed. We will review the proposals selected for funding; each received up to $12,000 to enact their interventions over a 6-month time frame. The awarded programs focused on hunger and food security, exercise and wellness, and community advocacy. Finally, we will present the mixed methods approach developed to evaluate the study including process and outcome measures. The workshop will conclude with facilitating dialogue about the facilitators and barriers to implementing the mini-grant program with community members.

**Presenter:**

**Jennie Ann Cole,** The University of South Carolina

**Session Organizers:**

**Darcy Freedman,** University of South Carolina  
**Ronald Pitzer,** University of South Carolina  
**Stacy Smallwood,** University of South Carolina  
**Patricia Sharpe,** University of South Carolina  
**Shanna Hastie,** University of South Carolina

**Chair:**  
**Darcy Freedman,** University of South Carolina

### 162. Planning and Implementing an Undergraduate Program in Community Psychology

**Workshop**  
**8:30 to 10:20 am**  
**Whitten Learning Center: LC 184**

In 1970, Jim Kelly outlined his vision of a Community Psychologist. In this vision, potential Community Psychologists were identified as early as high school. He believed that this is necessary to help prepare them for the tough tasks of community work. Needless to say, his vision has not been realized. Fast-forward 43 years and only a handful of higher institutions have an undergraduate program in Community Psychology, much less high schools.

In this symposium, representatives from DePaul University, Portland State University, University of Washington, Bothell, and Wichita State University will talk about the process behind planning and implementing an undergraduate concentration/major in Community Psychology. Among other things, we will discuss how, when, and why each program was established as well as each program’s curriculum and application process.

Useful materials, such as program application forms and course syllabi, will be provided. Our hope is that after the attendees leave this session, they will be well equipped to start their own undergraduate Community Psychology program.

**Presenters:**

**Leonard Jason,** DePaul University  
**Susan McMahan,** DePaul University  
**Abigail Brown,** DePaul University  
**Eric Mankowski,** Portland State University  
**Greg Townley,** Portland State University  
**Eric Stewart,** University of Washington-Bothell Campus  
**Janelle Silva,** University of Washington-Bothell Campus  
**Wadiya Udell,** University of Washington-Bothell Campus  
**Greg Meissen,** Wichita State University  
**Heather Grohe,** Wichita State University  
**Kara Long,** Wichita State University

**Session Organizer:**  
**Olya Belyaev-Glantsman,** DePaul University  

**Chair:**  
**Olya Belyaev-Glantsman,** DePaul University

### 163. School Intervention Interest Group Meeting

**Business Meeting**  
**8:30 to 9:30 am**  
**Merrick Building: MB 220**

Please join us for an open meeting of the School Intervention Interest Group to discuss opportunities for collaboration on research, policy, and practice in schools. Please contact co-chair, Melissa Maras (marasme@missouri.edu), for more information about the SIG, this session, and/or publishing school-based work in The Community Psychologist.

**Session Organizer:**  
**Melissa Maras,** University of Missouri-Columbia

### 164. Looking Closely at Culture in Research and Practice for Community Thriving

**Roundtable Discussion**  
**8:30 to 9:20 am**  
**Dooley Memorial Classroom Building: MM 212**

There has been recent interest in a culturally informed community psychology. Community psychology has included context, diversity, and pluralism in its research and practice, yet culture has remained at a distance. There are cultural methods such as ethnography that can bring researchers and community members closer together, and that bring more community-informed perspectives to the table. In this workshop we will discuss how cultural research methods and practices can enhance the work of community psychologists and others. The focus will be on emic and interpretive perspectives, highlighting deep context, thick description, inductive thinking, and discovery based on local knowledge and understanding. Included will be the self-conscious deployment of “culture” as a (post)colonial resource within Indigenous communities. Moderators include ethnographers and those who use PAR/CBPR. The emphasis of this roundtable will be on audience participation.

**Presenters:**

**Joseph Patrick Gone,** University of Michigan-Ann Arbor  
**Lisa Wexler,** University of Massachusetts Amherst

**Session Organizer:**  
**Michael Kral,** University of Illinois at Urbana-Champaign

### 165. Practice portfolios: A reflexive learning tool for promoting professional development

**Roundtable Discussion**  
**8:30 to 9:20 am**  
**Dooley Memorial Classroom Building: MM 213**

Community psychology practitioners use diverse skills and competencies in their practice work, and there is growing interest in defining these competencies. There has been less discussion, however, about how practitioners can document and communicate their skills, experience and knowledge. This roundtable will explore the idea of using practice portfolios to document, reflect upon, and communicate CP practice competencies. There are a variety of models and tools for creating portfolios. Artists use “performance” portfolios to demonstrate their best work. Educators use “teaching” portfolios to document their teaching practice and “learning” portfolios to encourage personalized student learning. Professionals create “developmental” portfolios to reflect on their development as a practitioner and “showcase” portfolios to communicate their skills. Digital e-portfolios are becoming increasingly popular. Practice portfolios, whether digital or paper-based, may have several benefits for CP practitioners, both for those in training and those well into their professional careers. They enhance learning and encourage reflective practice by providing a structured process for reflecting on experience. They become a framework for self-assessment and a personal record of learning and accomplishments. Web-based e-portfolios promote collaborative learning and provide a dynamic way to communicate the unique blend of skills and experience that practitioners bring to their work. The roundtable facilitators will share several examples of practice portfolios and participants are invited to bring their own. Participants will circulate and discuss these examples for 20 minutes. Facilitators will then explain how CP practice competencies are reflected in their examples and how portfolios are integrated into graduate training. Discussion will focus on questions such as, What are effective tools for creating portfolios? What types of information should be included in a practice portfolio? What competency frameworks are being used? What benefits and difficulties come with creating a portfolio? How can portfolios be integrated into the curriculum of CP training programs?

**Presenters:**

**Liesette Brunson,** Université du Québec à Montréal
Nuria Ciofalo, Pacifica Graduate Institute
Sylvie Taylor, Antioch University Los Angeles
Gregor V. Sarkisian, Antioch University Los Angeles
Session Organizer:
Liesette Brunson, Université du Québec à Montréal

Roundtable Discussion
8:30 to 9:20 am
Dooley Memorial Classroom Building: MM 214
Whereas the placement of children in foster care is the culmination of multi-determined problems, substandard housing or homelessness is a determining factor in the majority of maltreatment cases (Harburger & White, 2004). Housing problems delay family reunification from care, complicate family outcomes, and have significant financial costs (e.g., Courtney, McMurtry, & Zinn, 2004). Recent trends move toward integrating services across systems with the aim of avoiding foster care placement, encouraging rapid family reunification, building community, and sustaining family stability. This roundtable discussion will address the intertwined nature of housing and child welfare, with an emphasis on the importance of community and the potential contributions of community psychologists. Panelists and the audience will discuss: the impact of housing problems in the population of child-welfare involved families; the need for prevention and intervention initiatives that address the contextual needs of families, consider the complexity of the multiple community service systems involved, and are both responsive and contribute to the evidence base; and, implications for community programs, policies, and research. Panelists include: the Commissioner of the U.S. Administration on Children, Youth and Families, who will outline policy reform efforts and potential for systems change; a team of university researchers from an established housing/child welfare program site, who will discuss community partnerships and data-based decisions that have led to the program’s improvement, expansion, and federal funding; a team (including a clinician, community partner, and client) from a newly established site in Florida, who will describe extensive attempts at partnering with community agencies and serving clients in the community; and, a SCRA Fellow, who will introduce the panel and facilitate an extensive period of questions and answers with the audience and the presenters. The session will be designed for extensive audience participation on the track theme of communal thriving through community partnership and social change.
Session Organizers:
Preston A. Brüiner, University of Connecticut
Kellie G. Randall, University of Connecticut
Anne F. Farrell, University of Connecticut
Vanina Hochman, Kids in Distress (Broward County, FL)
Bryan Samuels, U.S. Department of Health and Human Services

167. Research-practice partnerships: What do we have to invest...and with what results?
Roundtable Discussion
8:30 to 9:20 am
Dooley Memorial Classroom Building: MM 215
Background: Research shows that successful partnership experiences between researchers and practitioners improves openness to using research-based evidence and thus increases the quality of social and health services. However, there is a need to better understand the determinants that would best enhance partnerships between researchers and practitioners. Further, the specific benefits associated with research-practice partnerships have not yet been systematized. Methods: Articles examining determinants and benefits associated with research-practice partnerships were collected from key databases in the medical and social fields and were critically reviewed. A conceptual framework was developed to present the principal determinants and benefits. The conceptual framework was validated through semi-structured interviews with 35 researchers and 45 practitioners from different fields, including communication, health and social services, education, economic and environmental planning. Results: The research outcomes show that several different determinants can optimize partnerships between researchers and practitioners, namely: (1) the political and social context (financing and valorization of the partnership); (2) the resources and skills of researchers and practitioners; (3) the quality of the relationship between researchers and practitioners (continuity, structure, language, common frames of reference and mutual respect); and, (4) attributes of the evidence produced. The analysis also suggests that research-practice partnerships play a key role in achieving specific benefits in relation to the use of evidence-based practices and the quality of services provided. Further, they can increase influence on policy and can help improve attitudes and behaviours. Key Messages: An effective interactive process between researchers and practitioners must go beyond merely developing cooperation agreements. Effective partnerships must include: (1) the investment of time and other resources identified as worthwhile by both researchers and practitioners and (2) the development of trust through informal interactions. Moreover, the investment of people in the process is equally important to the success of partnerships, as the actual processes put in place.
Session Organizer:
Mathieu-Joel Gervais, UQAM

168. Fighting Big Pharma in the UK: A social action workshop
Workshop
8:30 to 10:20 am
Dooley Memorial Classroom Building: MM 217
This workshop will be in two parts: Storytelling and Social Action Storytelling: We will use both audio and video media to summarise the work of the UK Seroxat User Group who have been fighting a multinational pharmaceutical corporation (GlaxoSmithKline), the UK government, regulatory agencies and the medical and allied professions to secure social justice for people misdiagnosed as ‘suffering from depression or anxiety disorders’ who have been prescribed anti-depressant medications that have caused them harm. We will then share with the audience the forms of social action that have been undertaken by SUG and the barriers that have prevented them from reaching their goals. Social Action: We will engage in audience participation as we consider the call for social action that has come from SUG and the ways they might overcome the barriers they have confronted. The result of this discussion will be relayed to SUG at the end of the session via email and live Skype feed to enable a Q&A process around the social action strategies that have been generated by workshop participants. The workshop will end with an open discussion on the lessons that might be learnt from our workshop on the meaning of ‘community thriving’ in community participation and social change strategies.
Session Organizer:
Paul Simon Duckett, Victoria University, Melbourne, Australia
Chair:
Paul Simon Duckett, Victoria University, Melbourne, Australia

169. Learner evaluation of the ‘Suicide Shouldn’t Be A Secret’ school outreach programme in South Africa
Symposium
8:30 to 10:20 am
Dooley Memorial Classroom Building: MM 218
Introduction South African teens from rural communities often lack access to mental health services, are lacking social or school support, and mental health stigma is still a concern in black communities. Townships are often characterised by low literacy levels, underprivileged families and lack life-skills teaching. The adapted Suicide Shouldn’t Be A Secret intervention is South Africa’s only teen suicide prevention initiative. It aims to educate teens on signs and symptoms in themselves and friends; debunk myths; provide support services including emergency contact numbers, referrals, follow-up calls and SMS assistance. Methods 29 secondary schools from rural communities in Gauteng province were visited. Presentations were given to classes one at a time. Brochures and wristbands were provided afterwards. 1583 learners completed an adapted version of the PHQ-9 - Modified for Teens, administered prior to the presentation. The tool was
adapted to reduce rating from 4 to 3, and a cut-off score of 9 was used. 
1060 learners completed an evaluation questionnaire administered after the 
presentation. Descriptive analysis is performed to provide a profile of 
learners and determine the efficacy. Results Mean age was 15.6 years, 
50.8% were female and 49.2% male. Symptoms most prevalent amongst 
learners was a loss of interest or pleasure, experienced either sometimes 
(47.3%) or most often (24.4%). 22.5% of learners had a cut-off score of 9 
or higher. 23.9% of learners had suicidal thoughts, while 20.3% had 
attempted suicide before. 45.2% indicated they knew someone with 
Depression. The evaluation revealed that 91.1% agreed that Depression is 
a treatable illness, and 84.4% agreed suicidal people are not attention-
seekers. 91.3% of learners could provide the emergency help-line nr. 
Conclusion The intervention is an effective method of educating rural 
teens in South Africa on Depression and suicide, addressing problems with 
stigma and providing social support services. Presentations need to be 
adjusted to emphasise certain myths. 

Participant:  
Learner evaluation of the ‘Suicide Shouldn’t Be A Secret’ school outreach programme in South Africa. Lian Taljaard, SADAG; Zane Wilson, SADAG 

Introduction South African teens from rural communities often lack access to mental health services, are lacking social or school support, and mental health stigma is still a concern in black communities. Programmes are often characterised by low literacy levels, underprivileged families and lack life-skills teaching. The adapted Suicide Shouldn’t Be A Secret intervention is South Africa’s only teen suicide prevention initiative. It aims to educate teens on signs and symptoms in themselves and friends; debunk myths; provide support services including emergency contact numbers, referrals, follow-up calls and SMS assistance. Methods 29 secondary schools from rural communities in Gauteng province were visited. Presentations were given to classes one at a time. Brochures and wristbands were provided afterwards. 1583 learners completed an adapted version of the PHQ-9 - Modified for Teens, administered prior to the presentation. The tool was adapted to reduce rating from 4 to 3, and a cut-off score of 9 was used. 1060 learners completed an evaluation questionnaire administered after the presentation. Descriptive analysis is performed to provide a profile of learners and determine the efficacy. Results Mean age was 15.6 years, 50.8% were female and 49.2% male. Symptoms most prevalent amongst learners was a loss of interest or pleasure, experienced either sometimes (47.3%) or most often (24.4%). 22.5% of learners had a cut-off score of 9 or higher. 23.9% of learners had suicidal thoughts, while 20.3% had attempted suicide before. 45.2% indicated they knew someone with Depression. The evaluation revealed that 91.1% agreed that Depression is a treatable illness, and 84.4% agreed suicidal people are not attention-seekers. 91.3% of learners could provide the emergency help-line nr. 
Conclusion The intervention is an effective method of educating rural 
teens in South Africa on Depression and suicide, addressing problems with 
stigma and providing social support services. Presentations need to be 
adjusted to emphasise certain myths. 

Session Organizer: 
Lian Taljaard, SADAG 

170. Got GIS? 
Roundtable Discussion 
8:30 to 9:20 am 
Dooley Memorial Classroom Building: MM 314 

Community psychologists care about WHERE things are happening, and 
about problems that involve the physical/spatial relationship between 
people, resources, and organizations. "Geographic information systems," 
(known as GIS) provide a unique software tool to account for "place" in 
our work. At this roundtable session, community psychologists who use 
GIS in their work are invited to share examples of their applications. If you 
use GIS, consider bringing to this session a sample of your work, in either 
electronic form (.jpg or .tif format or something like it) or on paper. (We 
will have a laptop and projector available to display your materials.) If you 
are not yet a user, consider bringing to the session your vision of how this 
software could enhance your work. By thinking together and learning 
about each others' work through this session, we will expand our ideas 
about how to use this powerful tool. 

Session Organizer: 
Suzanne M. Phillips, Gordon College 

171. Giving Voice to Psychology Graduate Students: A Social Justice & World Café Mentoring Model 
Roundtable Discussion 
8:30 to 9:20 am 
Dooley Memorial Classroom Building: MM 315 

Recent literature has highlighted the need for social justice training for 
future psychologists (Barnes & Manes, 2008). An egalitarian style of 
mentoring has been identified as a training need in graduate psychology 
programs to advance students’ social justice skills in navigating the 

police environment of academia (Bridges, 2010). Several conceptualizations of social justice have been provided in recent literature, 
(see Goodman et al., 2004; Singh et al., 2010). Research highlights the 
need to integrate social justice training models as central components to curricula (Goodman et al., 2004). This roundtable promotes the intention of the psychology field to advance social justice as a central value through integrating social justice and mentoring into the very fabric of students’ experiences in the graduate program (Singh et al., 2010, p.768). The 
roundtable will: • Describe a mentoring model combining social justice and World Café frameworks, developed as a pilot project targeted for ethnic minority counseling psychology doctoral students attending an Historically Black College & University (HBCU). • Provide an overview of the six principles (Goodman et al., 2004), identified from feminist and multicultural counseling theories, that counseling psychologists should consider as they engage in social justice work; as used in the Boston College counseling psychology doctoral program first-year experience (FYE). • Provide a brief overview of the World Café model (Brown, J. & 
Issacs, D., 2005; World Café Foundation, N.D.), which emphasizes participatory, equalitarian, and collective learning approaches, drawing on seven integrated design principles. • Host World Café conversations on: 
- Defining Social Justice; the Student Voice: Exploring and Confronting Issues of Power, Privilege, and Oppression in Graduate Training; and Psychologists as Social Justice/Change Agent Models. 

Presenters:  
Amy Berman, Tennessee State University 
Jacqueline Newman, Tennessee State University 
Teresa Young, Tennessee State University 

Session Organizers: 
Amy Berman, Tennessee State University 
Robin Oatis-Ballew, Tennessee State University 

172. Health Policy Spanning Time and Place: Understanding the Impact of Policies on Vulnerable Populations 
Symposium 
9:00 to 10:20 am 
Whitten Learning Center: LC 190 

This interactive symposium will present evaluation research findings and 
raise questions for discussion from four research teams exploring outcomes 
related to health policy for vulnerable populations (i.e., Children with 
Mental Illness, Elderly and People with Disabilities, migrant and ethnic 
minority, and Low-income African American and Latino Families). In, Is 
Health Care Reform Working? A Diversity of Perspectives on Illinois’ 
Medicaid Integrated Care Pilot, Viola et al. will discuss early qualitative 
findings of a multi-year interdisciplinary evaluation of the transition in 
Illinois’ healthcare system for adults with disabilities. In Bringing migrant 
and ethnic minority users’ perspectives into health policy and health care: 
The ADAPT program. Garcia Ramirez et al. and his international team 
from Spain, Portugal, and The Netherlands will present on a model to 
develop healthcare stakeholder coalitions as empowering settings for 
culturally diverse users to mobilize the health resources that communities 
possess. In, Long Term Consequences of Policy Reform in Children’s
Mental Health Services, Cohen and Ventura will present findings from 20 years of research into the Comprehensive Services Act for at-Risk Youth and Families including an assessment of the overall success of the CSA. In addition to presenting the findings of their individual healthcare policy research and evaluation projects, each team will present unanswered questions to the audience to encourage a lively discussion of how to best make sense of health care policies and advocate for change as community psychologists.

Participants:

Is Health Care Reform Working?: A Diversity of Perspectives on Illinois’ Medicaid Integrated Care Pilot. Judah J Viola, National Louis University; Christopher Keys, DePaul University; Lindsey Back, DePaul University; Amber Williams, National-Louis University; Kathleen Mcauliff, DePaul University; Megan White, DePaul University

In 2010, The State of Illinois transitioned 38,000 Medicaid Recipients to an “Integrated Care” pilot program in which Managed Care Companies were contracted to Coordinate their care. The State also contracted with a university based research team to evaluate the process and outcomes (satisfaction, health, and cost) of this policy change over a two year period. The evaluation involves an interdisciplinary approach but the focus of the findings discussed in this session will be qualitative focus groups conducted with consumers of Medicaid funded managed care and their caregivers (adults with disabilities), direct service providers, managed care company employees and state employees. We will discuss the importance and challenges of infusing qualitative findings from such diverse perspectives into a comprehensive study of a large state level health care policy evaluation. The Presentation will also include a discussion of the process, challenges, categorizing themes within and across stakeholders with an emphasis on exploring issues of power and empowerment among consumers, providers, researchers, disability advocates, state agency employees and managed care staff and leadership.

Bringing migrant and ethnic minority users’ perspectives into health policy and health care: The ADAPT program. Manuel Garcia-Ramirez, Universidad de Sevilla; Claudia de Freitas, University Institute of Lisbon (CIES-IUL); David Inghleby, University of Amsterdam

Designing and implementing equitable and effective health policies requires the involvement of all groups of beneficiaries and stakeholders. It is increasingly recognized that the participation of users and communities improves the legitimacy of decision-making and can lead to more responsive policies (WHO, 2002). Participation also has the potential to promote the health and wellbeing of participants by enabling them to gain awareness of problems, acquire health knowledge and jointly build solutions to tackle health inequities. However, migrants and ethnic minorities (MEM) are still insufficiently involved in the design and implementation of policies that are intended to benefit them. This presentation will introduce a project of the ADAPT program, a multidisciplinary network involving 95 experts from 28 European countries, which will set out to identify the factors determining MEMs’ under-representation in the European health participatory sphere and to investigate innovative strategies to tackle this problem. We view user involvement as a form of community action, basing our approach on the principles, values and conceptual tools of community psychology. Adopting this approach enables communities to actively respond to healthcare challenges, because user involvement is supported by a redefinition of the roles of cultures and contexts; the emphasis is on interdisciplinary collaboration and a multilevel/ecological orientation. Healthcare stakeholder coalitions (HSCs) are proposed and examined as empowering settings for culturally diverse users, health professionals, healthcare organizations, researchers, and community organizations. The aim is to mobilize the health resources that MEM communities possess, rather than simply teaching them to become consumers of resources developed by others.

Long Term Consequences of Policy Reform in Children’s Mental Health Services. Robert Cohen, Society for Community Research and Action; Alison Ventura, Virginia Commonwealth

Considerable attention is given to the need to promulgate policy reform in health education and human services. Less attention is paid to what happens after policy reform is enacted. This paper focuses on how closely the implementation of policy adheres to the spirit and letter of the articulate policy. A framework for understanding post-reform practice is provided along with examples of large scale reform efforts. A case study of a state-wide comprehensive reform effort in children’s mental health enacted in Virginia in 1992 is presented. The 20 year history is assessed using interviews with key policy makers, administrators, family members, advocates and providers as well as archival utilization, outcome and financial data. The extent to which this reform, the Comprehensive Services Act for at-Risk Youth and Families (CSA), was faithful to the original legislation is discussed. An assessment of the overall success of the CSA is provided. Unintended consequences and lessons learned from this reform effort are presented.

Cultural adaptations to obesity prevention strategies: The Case of African American and Latino youth with Disabilities. Yolanda Suarez-Balcazar, University of Illinois at Chicago

A public health crisis facing America’s children and youth is the high rate of obesity, reaching over 17% of our young population (CDC, 2010). American youth lack access to fresh fruits and vegetables and are not getting enough physical activity needed for their normal growth and development. While obesity impacts all demographic groups in the United States, African American and Latino youth with disabilities are particularly at high risk of becoming obese. Obesity has significant negative implications on the psychosocial, medical, and physical health of youth as well as economic implications for society. Many youth today, are regularly exposed to unhealthy food choices and few opportunities to engage in regular physical activity. Youth with disabilities are likely to participate in very little school-based or community-based physical activity and are far more likely to have sedentary lifestyles and inadequate diets (Rimmer et al., 2009). According to Rimmer et al., (2009), physical inactivity among children with disabilities is often linked to physical, programmatic and attitudinal barriers that limit participation opportunities within their schools and communities. Common physical barriers include playgrounds and ball fields that are inaccessible to children who use wheelchairs or an assistive device and common programmatic barriers include not having the necessary staffing or support to accommodate the child during the activity or not having knowledgeable staff who understand how to adapt the game or sport to meet the child’s needs. The purpose of this presentation is to discuss a framework for developing culturally competent adaptations of obesity prevention strategies for African American and Latino youth with disabilities. Strategies to develop adaptations include a national panel of experts, stakeholders input, focus groups, and extensive literature review. Implications for implementing strategies in schools and communities are discussed.

Session Organizer: Judah J Viola, National Louis University
173. Sense of community, diversity and intercultural relationships

Participants:

Discussant: **Fabricio Balcazar**, University of Illinois at Chicago

**Symposium**

**Time:** 9:00 to 10:20 am

**Location:** Whitten Learning Center: LC 192

**Title:** Connecting Communities and Cultures: The Sudanese community in Cairo. **Amy Carrillo, The American University in Cairo**

This presentation explores the process of developing intercultural relationships as part of a community engagement project. Specifically, the experience of developing intercultural relationships between a research team from The American University in Cairo (AUC) and a Sudanese organization in Cairo, the Nuba Mountains Association, is explored. In Cairo, the Sudanese community is a marginalized and often overlooked segment of society who endure discrimination and few rights due to their socioeconomic and legal status in Egypt (Grabksa, 2006). Among the many difficulties faced in Egypt is the loss of culture that has resulted from a lack of space to practice important cultural traditions (e.g., dance). Therefore, the AUC research team and Sudanese association collaborated to provide the community a space to share in their cultural customs while raising awareness concerning the existence of the Sudanese community within the Egyptian society. While cultural events are known to provide benefits to visitors (Lee, Arcodia, & Lee, 2012), less attention has been paid to how these events affect the planners. Therefore, this presentation focuses on how the process of planning the event and building intercultural relationships influenced both the research team and the association’s committee. Journals and a feedback session were used to explore the experience of developing relationships, working as a diverse team, as well as the resulting sense of community. While this presentation explores a somewhat unique context, the process of developing relationships, exploring the meaning of diversity, and appreciating community is one that can be shared by research teams and institutions around the world.

**Title:** Sense of community, diversity and intercultural relationships

**Time:** 9:00 to 10:20 am

**Location:** Whitten Learning Center: LC 192

**Title:** Sense of community, diversity and intercultural relationships

**Authors:** Federico II, Naples

**Participants:**

Equity and social justice in Don Peppe Diana lands. **Caterina Arcidiacono, University of Naples Federico II; Alfredo Natale, Psychological and Pedagogical Sciences, University Federico II, Naples**

We assumed that sense of community differ among people of the same context with different visions and cultural references. On these grounds, we interviewed stakeholders of a traditional context in the Caserta district in Italy; some identified as people not involved in social change and others firmly active in projects and volunteers activities pursuing justice and environmental wellbeing. Uniquely, we consider Casale and its surrounding municipalities (Caserta district, Italy), which are strongly marked by the presence of criminal organisations. This is an area often referred to in the name of Don Peppe Diana, a priest killed for standing up against the Camorra criminal clans active in this context and where collective efforts exist to reconceptualize the imagery by transforming symbolic territories. It is also a place where associations propose strategies for liberating the area from organised criminality and its pervasive presence. We used focalized interviews to gather the different perspectives of our participants and analyzed the texts of interviews transcription with reference to grounded theory and by using T-LAB as a text-mining tool. The aim of the research is to highlight, how not only the orientation toward the community and the sense of community in the two groups differ, but also their concept of equity and social justice. A further goal concerns which definition of justice better fit with community psychology ecological approach so to improve communal thriving.

Identities, communities, and attitudes: The impact of M-PSOC in immigrant and U.S. born populations. Anne Brodsky, University of Maryland, Baltimore County; Sara Buckingham, University of Maryland-Baltimore County The current U.S immigration debate is well known to those of us living in the United States. Similarly, Italy is engaged in vigorous policy, religious, and cultural debate on immigration. This paper will report the U.S. findings from a larger U.S./Italian study of PSOC, immigration experiences, and attitudes towards in- and out-groups. This study utilizes quantitative and qualitative methods to explore how the risk and protective factors of multiple PSOC (M-PSOC), in- and out-group experiences and attitudes, inclusion, cohesion, and exclusion relate to native-born Italian and U.S. participants’ feelings about immigrant communities and vice versa, and how these concepts relate to both communities’ individual and group risks, resilience, outcomes, and larger social and political policies. Qualitative interviews and quantitative PSOC measures were conducted with 15 first-generation and 15 second-generation Latino immigrants in the Baltimore/Washington corridor. PSOC was measured for participants’ geographic community and their self-chosen, “most important community.” The semi-structured interviews explore participants’ definitions of community boundaries, identity, M-PSOC, positive and negative experiences in immigrant and nonimmigrant communities, inclusion and exclusion, cohesion, and attitudes towards immigration. Interviews are transcribed, and coded with an iterative, open template ala grounded theory (Charmaz, 1996) created in collaboration with our Italian collaborators. Findings will produce a cohesive model describing the processes and meanings of community, M-PSOC, involvement, belonging, inclusion, exclusion, risk and resilience for immigrant and native communities in Italy and the U.S. This work has the potential to elevate conversation on immigration in both countries, and promote community thriving and social justice through advancing the theoretical and applied understanding of the multidimensional role of macro- and micro-communities and belongings in today’s increasingly diverse, multicultural societies.

Session Organizer: Anne Brodsky, University of Maryland, Baltimore County Chair: Anne Brodsky, University of Maryland, Baltimore County

174. Addressing Complex Problems: An Interorganizational Network Assessment of Community Culture
Symposium
9:00 to 10:20 am

Whitten Learning Center: LC 194

Complex social problems (e.g., health disparities, poverty, social discrimination) are obscurely embedded within a variety of context-specific economic, technical, social, political, and legal spheres that signify substantial consequences for individuals. Community-wide cross-sector partnerships have become the dominant and preferred approach to dealing with such problems and often involve interorganizational collaborative structures, despite clear evidence of their effectiveness in creating meaningful social change. Taking a community-based research, and two-phase sequential mixed-methods approach, this case study explored organizational culture within a local collaborative to uncover the implicit mechanisms and external forces that influence behavior related to participation in community-level systems change initiatives. Using social network analysis, this study describes the dense dynamic network of a long-standing collaborative consisting of over 300 organizations. Inductive and deductive qualitative analysis of in-depth interviews with a sub-sample of the collaborative was used to characterize the culture of the collaborative, in terms of artifacts, beliefs, values, and assumptions of participating organizations that facilitate or constrain participation with the network and for the collaborative. Exploratory results discuss possible hypotheses to be tested in future studies and implications for practical coordination of interorganizational systems change initiatives. This presentation includes presentations by both university and community partners addressing three aspects of this project: 1) describe the development of a unique university engaged research endeavor that met the needs of a community partner, a doctoral student, and learning interests of undergraduate students from multi-disciplinary backgrounds and interests; 2) present mixed-methods findings from an applied descriptive social network analysis of a community-wide network of organizations; and 3) discuss the lessons learned from a process of utilizing this data to build the capacity of the participants to more strategically use social network data to inform the planning and implementation of local community-wide systems change initiatives.

Session Organizers:
Tiffany Reyleen Jimenez, National Louis University
Isaia Solis, The Power of We Consortium
Vincent F. Delgado, Michigan State University

175. Effects of narrative elements on colon cancer screening intentions of African American women
Symposium
9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 208

Background: Entertainment Education (EE) is embedding health messages in entertainment offerings, typically serialized fictional narratives. Around the world, exposure to EE broadcasts has led to positive health outcomes, but little is known about EE mechanisms. We explored the extent to which specific narrative elements play in bringing about EE effects on cancer screening intentions among older African American women because African Americans have relatively low health literacy and African American women are diagnosed at later stages of breast and colorectal cancer and have higher mortality rates than white women. Method: We conducted focus groups and copy tests (N = 80) to inform an original, culturally tailored script (Mama on Board) that promotes cancer screening. We produced four audio versions of the story that varied by genre (comedy vs. drama) and the centrality of the character (major vs. minor) that wrestles with a decision about screening. We contrasted the versions with each other and an expert interview in a randomized experiment with a small group, intention-to-treat, “captive audience” design (N=442). The study was powered to detect changes in screening intentions, which apply to women who have and have not been recently screened. Results: Women exposed to any of the versions of the narrative had significantly stronger intentions to be screened for colon cancer using the FOBT home smear test than women exposed to the expert interview, both at immediate post-test and at 30-day follow-up. Neither the main/minor character manipulation nor the comedy/drama manipulation had an effect. Discussion: The negative effects of the narrative 2x2 actually have the major real-world implications. For example, to date, the outreach to Hollywood funded by NIH and CDC has been limited to afternoon soap operas and evening...
176. Empowering youth via 'Cultural Literacy': A primary prevention strategy and wellness promotion tool.
Symposium 9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 209

Media Literacy programs seeking to educate young people on how to critically analyse mass media messages are relatively well established in many western countries (e.g., Canada, US, UK, Australia). Such programs typically focus on educating young people on how to decode the source, message and intended audience of media portrayals (e.g., advertising), to highlight their highly manufactured, unrealistic, stereotypical or potentially harmful nature. This symposium first reviews insights offered by a variety of media literacy programs (from western countries) then goes on to present a broader 'cultural literacy' program that sought to work as an educational program and a primary prevention strategy for addressing many facets of youth well-being. This program was specifically designed for youth in the New Zealand context, and goes beyond media literacy or general sexuality education at schools and seeks to work with students on key issues related to their daily lives. Drawing on empirical research, (sexual) violence primary prevention strategies, and the perceived needs of New Zealand girls/boys at one private high-school, topics pertaining to youth health and wellbeing are covered. These topics include: identity construction; relationships with friends, romantic relationships, gender and sexuality, sex and sexual safety, communication, grooming, body image, and drugs/alcohol. The program is set up to be highly interactive and involves group work and participation from the audience/students and is localised to the specific context of the school, region, and the country. This symposium seeks to provide a forum of discussion, debate, and explication of diverse ways of empowering young people with knowledge, education and skills to make positive decisions that are congruent with their own ideals and shared experiences. It also offers a model for others looking to develop and/or implement similar ‘cultural literacy’ programs in other contexts.

Session Organizer: 
Pani Farvid, AUT University

177. Advances in Bridging Research and Practice: Igniting the Interactive Systems Framework for Dissemination and Implementation
Symposium 9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 211

The Interactive Systems Framework for Dissemination and Implementation (ISF) is an important tool for bridging research and practice and the subject of two special issues of the American Journal of Community Psychology (2008, 2012). The ISF consists of three interactive, bi-directional systems: the Prevention Synthesis and Translation System, the Prevention Support System, and the Prevention Delivery System (Flaspohler, Lesesne, Puddy, Smith, & Wandersman, 2012; Wandersman et al., 2008). Collectively, the goal of the ISF is to foster quality implementation of intervention programs, policies, and practices across diverse settings. This symposium will draw on contributions to the December 2012 special issue of AJCP which focused on research guided or informed by the ISF across a diversity of topic areas; and engage the audience in discussion of applications of the ISF. The presentations address the three ISF systems. The first presentation (Wandersman & Lesesne) will provide an overview of the ISF. The next presentation (Thigpen et al) will describe the development and application of a rapid synthesis and translation process in violence prevention. The next presentation (Saldana et al) will describe research on a prevention support system model that uses community development teams to facilitate the implementation of Multidimensional Treatment Foster Care in over 50 counties. The last presentation (Smith & House) will provide an example of research in the prevention delivery system that explores the role of capacity among afterschool programs in implementing empirically-based practices and implications for continuous assessment and improvement. A community practitioner (Rosen) who delivers empirically supported interventions in his community will then reflect on the presentations and share his real-life experiences negotiating the process of bridging research and practice on in communities. The symposium presentations will be followed by audience discussion guided by key questions and facilitated by the session Chair.

Participants:
Abraham Wandersman, University of South Carolina-Columbia; Catherine Ann Lesesne, ICF International

The need for new ways to bridge the gap between research and practice is clear given that the use of evidence-based prevention programs and implementation with fidelity are strikingly limited. Though numerous guides to empirically-based programs exist broad-based implementation of best practices that result in community transformation is still a challenge. The Interactive Systems Framework for Dissemination and Implementation (ISF) consists of three interactive, systems: the Prevention Synthesis and Translation System, the Prevention Support System, and the Prevention Delivery System (Wandersman et al., 2008) that work together and optimize the likelihood of achieving outcomes at the individual or community level. This presentation will describe the ISF, its theoretical and empirical underpinnings, and the three systems it involves so that audience members can understand what it is and how to apply it in their work. We will also describe research gaps in our understanding of best practices to maximize the effectiveness and efficiency of each of the ISF systems. Lastly, we will reflect on how the ISF can inform translation research and guide the approaches used to the scale-up of innovations that are developed either by researchers or practitioners (Wandersman & Lesesne, 2012).

Developing the Rapid Synthesis and Translation Process. Sally Thigpen, Centers for Disease Control and Prevention; Richard Puddy, Centers for Disease Control and Prevention; Helen Singer, Centers for Disease Control and Prevention; Diane Hall, Centers for Disease Control and Prevention

The Interactive Systems Framework (ISF) for Dissemination and Implementation presents an overall framework for translating knowledge into action. Each of its three systems requires further clarification and explanation to truly understand how to conduct this work. This presentation describes the development and initial application of the Rapid Synthesis and Translation Process (RSTP) using the exchange model of knowledge transfer in the context of one of the ISF systems: the Prevention Synthesis and Translation System. This six-step process, which was developed by and for the Division of Violence Prevention at the Centers for Disease Control and Prevention in collaboration with partners, serves as an example of how a federal agency can expedite the transfer of research knowledge to practitioners to prevent violence. While the RSTP itself represents one of the possible functions in the Prevention Synthesis and Translation System, the resulting products affect both prevention support and prevention delivery as well. Examples of how practitioner and researcher feedback were incorporated into the Rapid Synthesis and Translation Process will also be discussed.

Supporting Implementation: The Role of Community Development Teams to Build Infrastructure. Lisa Saldana, Center for Research to Practice; Patricia Chamberlain, Oregon Social Learning Center; C. Hendricks Brown, University of Miami; Lynne Marsenich, Independent Consultant

The link between research and practice involves a set of complex interactions and processes between developers/purveyors,
agencies, and practitioners. The Interactive Systems Framework (ISF) provides a paradigm for operationalizing these processes, one aspect of which is the Prevention Support System (PSS). The PSS aims to support those who are adopting a new practice to implement the program successfully. One manualized approach consistent with the PSS is the Community Development Team (CDT) implementation model. The CDT is facilitated by experts well-versed in the practice being adopted, who work as liaisons between the adopters and the developer/purveyors. CDT facilitators help develop peer-to-peer networks of agencies that are simultaneously adopting a new practice, and help agencies solve implementation barriers, define region specific adaptations that might be needed for implementation success, orient the agencies toward organizational cultural shifts that might be necessary for successful adoption, and focus the agencies toward fidelity of practice. Key to the CDT is recognition for a bi-directional dialogue between agencies and developers/purveyors to ensure a strong fit between the practice and the adopters. This presentation will describe outcomes from a large scale randomized evaluation of CDT compared to typical implementation strategies of Multidimensional Treatment Foster Care (MTFC), in 51 counties in California and Ohio. A measure of implementation process and milestones, the Stages of Implementation Completion (SIC) will be presented as an example of a measure designed to capture the complex processes of implementation. Using the SIC, differences in implementation behavior between counties randomized to CDT versus typical strategies will be examined, and how this behavior predicts successful adoption will be presented. Outcomes suggest that there are no differences in the number of CDT versus typical counties that adopt MTFC but that CDT counties are significantly more likely to develop a sustainable program, serving a greater number of clients.

Using the Interactive Systems Framework in Understanding the Relation between Program Capacity and Implementation in Afterschool Settings. Emilie Smith, Human Development and Family Studies

The present study uses the Interactive Systems Framework (ISF) to understand how capacity influences the implementation of prevention programs in afterschool settings. Afterschool programs across southeast Pennsylvania received the Paxis version of the Good Behavior Game (GBG) intervention, an intervention approach tested in urban schools and found to reduce the amount of problem behavior and substance abuse for elementary children with longitudinal studies revealing effects on problem behavior as late as early adulthood (Emby et al, 2003; Kellam et al., 2008). This project is a science migration of GBG into elementary afterschool programs in various geographic locales (urban, suburban, and rural) serving children of diverse racial-ethnic and social backgrounds. GBG is a cooperative game designed to foster more appropriate behavioral management, praise, and contingent reward by staff. Teams of children are engaged in encouraging positive behavior among their peers in order to earn activity rewards. In line with the Prevention Support System component of ISF, the intervention afterschool staff were trained and received weekly on-site support from coaches in implementing the GBG across most of an academic year. Data was obtained from program directors and staff on levels of general program organizational and community capacity, operationalyzed as staff ratios, training, communication, and community linkages, variables that were found to matter greatly in the degree to which programs implemented the game with fidelity. Web-based implementation data was collected by the coaches and the afterschool staff and used in informing the coaching and support process. This study highlights the importance of considering interactions among multiple levels of general capacity in efforts to promote evidence-based practices in afterschool settings and methods for supporting afterschool programs in continuous quality assessment and improvement.
women may use to increase empowerment and power for themselves in the social world. Women’s humor has previously been studied as it relates to men’s humor and how it functions in small groups, but it has not been explored as a tool of empowerment. This research will highlight gaps in the literature and suggest that women’s use of subversive humor has the potential to increase a sense of empowerment and real world power. I will discuss the need for a shift in research on women’s humor to studying women as a distinct population whose use of humor is separate from that of men. This work forms the basis for a new theory on women’s humor.

Cafe Technology. Gloria Mullons, National-Louis University

The digital divide is a significant challenge. One way that this gap can be overcome is through humor. A game called Technology cafe will be described that incorporates fun and humor in an empowering way that educates, while bringing people together, and building a greater sense of community.

Session Organizers:
Susie Paterson, University of Massachusetts-Lowell
Aarti Kasturirangan, American Friends Service Committee

Discussant:
Aarti Kasturirangan, American Friends Service Committee

179. Mediating Gendered Experiences: Understanding Representations of Race, Sexuality and Victimhood in Contemporary Media Symposium

9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 312

Media representations of women both reflect and perpetuate dominant societal narratives about gender, and as such, are a place at which discussions can begin regarding ways to transform problematic narratives into positive ones. In this symposium, we will present film and still images of gender as it intersects with race, sexuality, and victimhood. After a short presentation in which we train the audience on how to deconstruct and analyze media images, we will challenge the audience to critically analyze the images we present. Our own contribution to this analysis will note how the ways that gender is rigidly represented are ultimately detrimental to women. We will also highlight how, when counternarratives are presented as a way to undermine these dominant narratives, they can sometimes reify the original narratives or create new stereotypes. Finally, we will engage the audience in discussion about the potential for the creation of positive narratives.

Participants:
Media Representation as a Component of Rape-Prone or Rape-Free Cultures. Emily Dworkin, University of Illinois at Urbana-Champaign
A body of research has amassed across a number of disciplines (e.g., media studies, social psychology, community psychology) to complement long-standing feminist theory that social spaces can be characterized as relatively rape-prone or rape-free. According to this theory, societal-level factors exist (e.g., rape myths, sex-role socialization) which encourage or discourage the occurrence of rape and outcomes stemming from rape (Carr & VanDeusen, 2004; Casey & Lindhorst, 2009). The media is an ideal component to examine in understanding societal-level factors which promote rape, as the media reflects culture while also being reflected in culture. In this presentation, I will review the current literature on rape-prone and rape-free culture, using illustrations from the media, and discuss an empirically-based framework for understanding the characteristics of rape-prone or rape-free societies based on an extension of Heine’s (1998) ecological model. In particular, I will highlight media portrayals of gender roles, promotion of individual-level prevention strategies, and illegitimating of rape allegations as three manifestations of rape-prone culture in the media. Further, I will review criticisms of media that use sexism or rape humor

Ironically, which suggest that this post-sexism is as insidious as classic sexism (Quart, 2012). I will then invite the audience to use this framework to identify or propose examples of media manifestations of rape-free cultures.

The ‘Strong Black Woman’; African American Women’s Answer To Denigrating Images Of African American Womanhood? Natalie Watson, University of Illinois at Urbana-Champaign
African American women have contended with multiple denigrating portrayals of African American womanhood in the media (Abdullah, 1998; Mitchell & Herring, 1998; West, 1995). In response to these persistent disparaging representations, media outlets, like Essence Magazine, began showcasing favorable images of ‘strong’ African American women. The ‘Strong Black Woman’ (SBW) cultural symbol has been adopted as a positive image that affirms African American women’s ability to endure and combat historical, political, and societal oppression (Beaureouf-Lafontant, 2007). Although the SBW cultural symbol elicits feelings of empowerment among African American women, its internalization promotes attitudes of self-reliance and self-silence as a response to stressors and life demands (Beaureouf-Lafontant 2007; Black & Peacock, 2011; Woods-Giscombe, 2010). As a result, research has begun to demonstrate that the internalization of the SBW cultural symbol can have deleterious effects on African American women’s health, including emotional inhibition, delayed preventive care, and underutilization of mental health services (Beaureouf-Lafontant 2007; Woods-Giscombe, 2010; Watson & Hunter, 2012). In turn, these harmful health behaviors may contribute to African American women’s disproportionate experience of cardiovascular disease (Thom et al., 2006), obesity (Wang & Beydoun, 2007), and untreated psychological conditions, like depression and anxiety (Substance Abuse and Mental Health Services Administration, 2009). Thus, the SBW creates a double bind for African American women in that they are forced to choose between a positive representation of their African American womanhood and their overall physical and psychological health. This presentation will discuss how, despite being heralded as a much needed response to denigrating images of African American womanhood, the SBW creates a new stereotype that has deleterious consequences for African American women’s health. This presentation will also discuss qualitative findings regarding the ways in which the SBW ideology is enacted in response to African American women’s social location within various layers of oppression.

From Agency To Self-Exploitation: Media, Production, And The Operationalization Of Sex-Positive Post-Feminism. Alicia Kozma, University of Illinois at Urbana-Champaign
The ubiquity of post-feminism ideology and ideals proliferated through contemporary media systems, including online and digital spaces, has reached the paradoxical position of inuring many female consumers to its harmful influence. For female undergraduate students, post-feminism may be particularly insidious, as media representations of women and girls within a post-feminist paradigm has, in large part, blunted exposure to feminist experiences and representations, which can weaken the ability of women to recognize the post-feminist forces exerted over their daily lives. This is a particularly salient issue when it comes to the post-feminist ideological strain of (hetero) sex-positive, or pro-sex, post-feminism (Projanksy, 2001). Evidence exists that the move from empowered sexual agency to an exploitative to-be-looked-at-ness has, in large part, cultivated the hyper-sexualization of women at younger and younger ages. A recent study found that 68% of girls ages 6-9 wanted to look “sexy” and 72% of them said sexy girls were more popular than non-sexy girls (Starr and Ferguson, 2012). As these girls grow, the emphasis on their hyper-sexualization may become more normalized through their everyday media consumption, and as
such, the underlying patriarchal foundation structuring this desire could cease to be questioned. Rather, hyper-sexualization and sexual performance for others, as represented by mainstream media, becomes reproducible by young women themselves. This presentation will look at a selection of current events occurring on college campuses, including the website/social networking space www.iowafuckingcity.com, the sexual harassment of Asian and Asian-American women at University of California Los Angeles in late 2012, and the rise of sexually violent and explicitly misogynistic apparel directed at undergraduate students, as examples of how sex-positive post-feminism is removing sexual agency and empowerment from college age women and instead providing them a space to reinforce, reinstitutionalize, and renormalize aggressively sexist attitudes and behaviors toward women.

Session Organizer:  
Emily Dworkin, University of Illinois at Urbana-Champaign

180. The way forward: Critical reflections on barriers and facilitators for meaningful participatory mental health research  
Symposium  
9:00 to 10:20 am  
Dooley Memorial Classroom Building: MM 313

Traditionally, people with lived experience of mental health challenges have had little influence over the practices and policies related to mental health. According to Community Psychology values such as collaboration, individual well-being, social justice, civic participation, and the respect for human diversity, there has been some increase in the adoption of participatory approaches to mental health research in the past few decades. This symposium will address some of the major challenges that we have personally encountered while trying to build effective relationships between traditional academic researchers, community-based organizations and service users. In addition to outlining these challenges, we will also offer specific strategies for overcoming the barriers to meaningful involvement in participatory research and action initiatives. Drawing upon our diverse experiences within a variety of participatory projects, we will reflect on different models for user/survivor involvement and its potential for facilitating broader sociocultural transformation. We will also discuss the possible roles of researchers and academics in encouraging and facilitating user/survivor participation and ownership of community projects. A significant portion of the symposium will be spent engaging the audience on their experiences with and attitudes towards participatory research. Despite a large body of literature on social stigma towards people experiencing mental distress, few studies have specifically explored mental health researchers’ attitudes towards collaboration with mental health service users. By creating a space for dialogue on this issue, it is our hope that this conversation will illuminate new catalysts for change in research subcultures leading to broader sociocultural transformation.

Participants:  
Transforming Research for Transformative Change in Mental Health. Lauren Munro, Wilfred Laurier University; Rita Aguia, ISPA - Instituto Universitário de Ciências Psicológicas, Sociais e da Vida; Nev Jones, DePaul University; Jay Harrison, Faculty of Social Work, Wilfrid Laurier University

This presentation will discuss the need for transformative change in mental health research that involves not merely the substitution of one dominant ideology for another, but rather a far-reaching social justice-oriented reconfiguration of traditional power hierarchies. The presentation will provide a brief overview of the history of user/survivor involvement in research and offer a critical reflection on how participatory approaches have historically been implemented. To address the shortcomings of current participatory approaches and encourage a shift towards greater autonomy and control for users/survivors, the following two strategies will be discussed: (a) the support and development of user/survivor community-based-and-owned approaches that emphasize substantive community control over the research process, and (b) the targeted training and support of academic user/survivor researchers. This presentation will conclude with some reflections specific to community psychology as well as general suggestions for moving toward a more critical and emancipatory model of user/survivor involvement in mental health research.

The Steering Committee’s Role in a Participatory Research Project. Rita Aguia, ISPA - Instituto Universitário de Ciências Psicológicas, Sociais e da Vida; Beatrice Sacchetto, ISPA - Instituto Universitário de Ciências Psicológicas, Sociais e da Vida; Jose Ornelas, ISPA University Institute

This presentation will discuss the research project “Fostering Capabilities and Integration of People with Mental Illness: the Role of a Community-based Organization.” This participatory research was designed to assess and study the process of community integration and capabilities promotion of Mental Health-Community Based Organization (MH-CBO) members. The project was developed in a participatory/collaborative approach between an MH-CBO known as AEIPS (Associação para o Estudo e Integração Psicossocial, or the Association for the Study of Psychosocial Integration), and Instituto Superior de Psicologia Aplicada (a psychology university). This specific partnership has been a long-lasting one, which is congruent with the values of Community Psychology. To emphasize the community-ownership of the research, members of the organization were involved from the beginning of the project via the Steering Committee. Testimonials of the Steering Committee’s members will be presented, highlighting challenges in the implementation of the committee, questions of power balance, authentic relationships and participation, and the importance of values, roles and tasks.

Promoting the Social Inclusion of Community Members with Psychiatric Disabilities through an Informal Mutual Support Network. Betsy Davis, University of South Carolina-Columbia; Bret Kloos, University of South Carolina-Columbia

This presentation will discuss the beginnings of an informal mutual support network aimed at increasing the community inclusion of individuals experiencing psychiatric disabilities. We will present both the theoretical background—largely rooted in community psychology—which has led us to initiate this project, as well as a number of concrete steps taken to engage community members and develop the network. The focus of the mutual support network will be on promoting opportunities for members to share skills and resources, develop friendships, work together on meaningful projects around community inclusion, and engage in activities of their interest. The network is also designed to be a point of connection between individuals experiencing psychiatric disabilities, mental health service providers and administrators, and the broader community. In addition to our vision for the network, we will also present steps we’ve taken geared toward making the project more participatory and member-owned, such as member-led goal-setting, activity-planning, and evaluation. Finally, we will discuss some of the tensions and trade-offs involved in taking a participatory approach to a researcher-initiated project, such as (1) gaining community buy-in and ownership and (2) balancing diverse perspectives, values, and visions.

How interdisciplinary interactions with the voice hearing community can change public attitudes and research paradigms. Summer Schrader, University of Chicago & Voices and Visions Lab

From a postpsychiatric framework that de-pathologizes voice hearing (i.e. “auditory verbal hallucinations”), this presentation
Religious Congregations as Community Settings for Social Justice and Belonging

Symposium
9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 317

182. Religious Congregations as Community Settings for Social Justice and Belonging

Session Organizer:
Charlynn Odahl, DePaul University; Nathan Todd, DePaul University; Jaclyn Houston, DePaul University; Charlynn Odahl, DePaul University

Religious congregations are community settings that may shape social justice participation and also how characteristics of congregations predict social justice engagement and a sense of belonging. In order to ensure interactive and authentic participatory planning processes, we will address how the field of psychosis research seems to be changing as researchers cultivate greater appreciation for the knowledge gained via first-person lived experience of psychotic phenomena. A series of expert interviews were conducted to ask researchers how and why research on voice hearing and schizophrenia seems to differ between countries. Several researchers had the impression that voice hearing is more commonly studied in the UK than in the US because of the greater visibility and prominence of the British voice/s/x (consumer/survivor/ex-patient) movement, hearing voices movement, and survivor research movement. By re-prioritizing qualitative and interdisciplinary methods of inquiry and dissemination, these social movements are transforming not only psychiatric research paradigms but public attitudes. Although many are skeptical that attitudes towards mental distress are actually improving, these transformations become clearer when one compares a culture in which the new attitudes have been slow to gain traction (e.g., the US) to a culture in which they are becoming more mainstream (e.g., the UK). Part of this presentation will be included in an upcoming article for the journal Psychosis.

Session Organizer:
Courte Voorhees, Vanderbilt University

181. Promoting environmental empowerment: Environmental justice policy, participatory planning, and empowerment in response to environmental threats

Symposium
9:00 to 10:20 am
Dooley Memorial Classroom Building: MM 316

Empowerment is a core focus for community psychology (CP) and one of the clearest markers of community thriving. Additionally, environmental issues are a concern for many community psychologists and are increasingly a focus for research and action. Rich, Edelstein, Hallman, and Wandersman (1995) created a model for empowerment in response to environmental threats, connecting these foci. Using findings from a participatory action research (PAR) project, I introduce the concept of environmental empowerment (EE) and revisions to Rich et al.'s (1995) model. These move CP toward a comprehensive and research-based theory for work at the intersection of environmental issues and empowerment. This presentation will provide opportunities for participants to apply the elements of EE (formal, instrumental, intrapersonal, and substantive empowerment) to their own projects and discuss its efficacy. The supporting research for EE is from a 4-year project to promote participation in environmental policy and permitting decisions by marginalized populations in the Southwestern U.S. Methodology included surveys, archival analysis, geographic information systems, social network analysis, semi-structured interviews, and more. The research answers the core question: In what ways does an EE executive order result in environmental empowerment and shed light on its mechanisms? It also answers multiple resultant research questions exploring the elements and greater cycle of EE. The results support many elements of Rich et al.'s (1995) model while indicating the need for modifications. They also support the utility of the environmental empowerment concept to understand the unique and important features of empowerment struggles in the face of environmental issues. Rich, R., Edelstein, M., Hallman, W., & Wandersman, A. (1995). Citizen participation and empowerment: The case of local environmental hazards. American Journal of Community Psychology, 23(5), 657-676.

Session Organizer:
Courte Voorhees, Vanderbilt University
community settings are woven into the social fabric of society with approximately 150 million people attending over 330,000 congregations across the U.S. (Linder, 2010). This presentation adds to a growing body of research on religious congregations to better understand these social settings and how they interface with the local community. Specifically, this study examines typologies of congregations based on patterns of congregational political and social service activities and collaborative partners. Based on a latent class analysis of a national random sample of 2,153 congregations, results indicated four distinct types of congregations with unique patterns of political, social service, and collaborative partnerships labeled: (a) Active, (b) Not Active, (c) Social Service Not Political, and (d) Political Not Social Service. Moreover, results indicate that congregational characteristics such as religious tradition predicted membership in certain types. A latent transition analysis using an additional 262 congregations revealed distinct patterns of how congregations changed types across a nine year period. Implications for future research and partnership with religious congregations also are discussed.

Congregational Conflict and Belonging: A Multilevel Examination. Nathan Todd, DePaul University; Vincent Mammama-Lupo, DePaul University; Jaclyn Houston, DePaul University; Charlynn Odahl, DePaul University

The current study focuses on two areas of importance to community psychology, sense of community (e.g., McMillan & Chaves, 1986) and religious organizations (Pargament, 2008). Specifically, this presentation focuses on predictors of belonging for people participating in religious congregations with a specific focus on congregational conflict. We used multilevel modeling (i.e., hierarchical linear modeling) to analyze a national random sample of 86,863 individuals nested within 424 congregations which represented 54 different denominations. Two levels of analyses were assessed, including the individual level (Level 1) and the congregational level (Level 2). Results of a multilevel logistic regression analysis showed the importance of both individual and congregational effects in predicting a sense of belonging. Most notably, at the individual level the sense of community components of membership, influence, fulfillment of spiritual needs, and emotional connections all predicted belonging. At the congregational level, results showed fulfillment of spiritual needs and private devotional activities to be important group level predictors of belonging. Furthermore, conflict moderated the relationship between average sense of community components (emotional connections; influence) and belonging, such that with increased conflict, the association between belonging and emotional connections or influence increased. Key findings, future directions for research, and implications specific to the field of community psychology will be discussed.

Session Organizer: Nathan Todd, DePaul University

Chair: Nathan Todd, DePaul University

Discussant: Pamela Martin, North Carolina Central University

183. New Media and Adolescent Sexuality: A Decade’s Review Symposium

9:00 to 10:20 am

Dooley Memorial Classroom Building: MM 318

Scholars have highlighted the significance of the impact of electronic and mass media use on sexual behaviors in adolescents. For African American youth, there lie additional layers of complexity related to racialized sexual imagery in electronic media. This study explores the issues of sexuality and sexual risk for American youth. Through a review of literature, adolescent sexuality, correlates of adolescent sexual risk, and sex-related health are examined, emphasizing the role of “new media” and other forms on mass communication and highlighting studies that focus on Black American youth. Considerations for intervention and future research directions are discussed.

Session Organizer: Magaela Bethune, Vanderbilt University

184. The SCRA Book Series: Process, Progress, and Future Endeavors Roundtable Discussion

9:30 to 10:20 am

Whitten Learning Center: LC 180

The SCRA Book Series has finally become a reality. The Series has a confirmed publishing house, Oxford University Press (OUP), and a wonderful set of books in the works. Much thought has been put within the series by OUP, SCRA, by the co-editors, an amazing advisory board, and an excellent set of initial authors. The first official book will be, by the time of the Biennial, ready to hit the presses (if it has not already done so). The expectation is that books will begin to be released regularly as part of the series. In this session the two co-editors will give an introduction on the development of the series, the difficult decisions and other challenges, hopes for the series, an overview of where the series is currently, and how prospective authors should would go about writing and submitting a proposal. The co-editors will give feedback on book ideas, and then attendees will be invited to give input on the future of the series.

Session Organizer: Brad Olson, National Louis University

Chairs: Nicole Allen, University of Illinois at Urbana-Champaign

Brad Olson, National Louis University

185. Education for Communal Thriving: Master’s Level Community Psychology Training Program Goals, Processes and Outcomes Roundtable Discussion

9:30 to 10:20 am

Dooley Memorial Classroom Building: MM 212

In this roundtable forum the goals, processes and outcomes of a new Master’s level community psychology training program, the Community & Social Change program at the University of Miami, will be discussed with the purpose of determining and distilling best practices, challenges and recommendations for community psychology training programs in the 21st century. Current faculty and students, recent and previous graduates will provide a variety of perspectives related to the vision and mission of community psychology training; broadly, as well as reflection upon processes that lead to the development of well-trained and well-prepared agents of change who can contribute to the development of communal thriving in a world that is increasingly unequal. Audience participation will be solicited and privileged such that an interactive and reflective dialogue is conducted associated with questions related to community psychology education and training, CP competencies development and assessment, and facilitation of post-training CP values, processes and practices.

Presenters: Laura Kohn-wood, University of Miami

Scot Evans, University of Miami

Session Organizer: Laura Kohn-wood, University of Miami

186. Emancipated: Multi-Disciplinary Collaboratives for Communities free from Human Trafficking Roundtable Discussion

9:30 to 10:20 am

Dooley Memorial Classroom Building: MM 213

According to estimates from the U.N. Global Initiative to Fight Human trafficking, 2.5 million people worldwide are subjugated to human trafficking in the forms of labor and sexual exploitation at any given time. Of these victimized, nearly half are sold and bought as commodities in the commercial sex trade and women and girls account for approximately 98%...
of such cases thus, making human sex trafficking the most hidden form of gender violence and child abuse in modern society. Behind numerical data are diverse faces and stories that reflect a need for diverse prevention and intervention strategies. Through a participatory and reflective process (e.g., sharing stories of success, Q & A), this Roundtable will create a meaningful space for discussion and mutual learning in regards to strategies aimed at preventing and reducing human trafficking, as well, assisting in emancipating those enslaved. The discussion will include areas such as development of effective multi-disciplinary partnerships (e.g., university, community-based organizations, faith-based organization, advocacy groups) collaborative work across disciplines and from different perspectives (e.g., research, academia, community work, policy change), and utilization of innovative strategies and approaches to transform our communities into places where our women and children can be empowered, safe, and free. Groups and organizations from the community will be invited. Participants will exchange information for future collaboration.

Session Organizers:

Dina M Elias-Rodas, University of Miami
Karen Irene Countryman-Roswurm, Wichita State University


Much of community-based research with marginalized populations is focused on investigating sensitive or emotionally charged topics, yet historically one’s values and emotions have been intentionally excluded from the research process, as they are assumed to bias results and undermine methodological rigor. This roundtable discussion is intended to continue a critical dialogue that was introduced by Campbell (2002) in her pioneering text, Emotionally Involved: The Impact of Researching Rape. This discussion will attempt to bring to light the potential for vicarious traumatization of researchers studying sensitive topics and will draw upon participants’ experiences to develop strategies to acknowledge and process the emotions that are inherent in the research process. An interactive discussion will focus on the following questions: 1) To what extent do, or should, emotions shape the research process? 2) What costs and/or benefits are associated with acknowledging and processing the emotional responses of researchers investigating emotionally charged topics? 3) What strategies could or should be utilized to allow researchers to effectively digest and process sensitive content to prevent vicarious traumatization? and finally 4) How do the roles individuals play in the research process (e.g., principal investigator, secondary investigator, research assistant) differentially impact the types of strategies that can be used to acknowledge and process emotional reactions and responses to sensitive material? This roundtable discussion highlights the need to acknowledge the realities of investigating traumatic and/or oppressive circumstances that may potentially undermine the quality of the research process and the well-being of the researchers, by way of vicarious traumatization. Attending to these challenges is an ethical responsibility that we, as researchers, have in order to care for ourselves, our colleagues, and indirectly, the participants for whom we strive to advocate.

Presenters:

Marisa L. Beeble, The Sage Colleges
Caroline Lynch, The Sage Colleges
Megan Greeson, Michigan State University
Katie Gregory, Michigan State University

Session Organizer:

Marisa L. Beeble, The Sage Colleges

188. Engaging Marginalized Youth in Research and Decision Making Roundtable Discussion 9:30 to 10:20 am Dooley Memorial Classroom Building: MM 215

Research in adolescent development recognizes numerous advantages for youth engagement in leadership and civic opportunities (Maton, 1990). Noticeably, youth engagement is positively associated with psychological well-being, and mental health (Flanagan & Christens, 2011). Furthermore, communities benefit when youth are engaged, identifying problems and change strategies responsive to youth, as well as promoting the development of future leaders (Zeldin, 2004). Recently, community psychologists discussed the need to address structural inequities in access to these opportunities. In particular, there is a class and racial divide, such that youth of color, and those living in poverty and of immigrant status are disproportionately underrepresented in civic and leadership roles (Fox et al., in press; Watts & Flanagan, 2007). The field of community psychology offers a range of rich theoretical models providing guidance to engage historically excluded youth, such as; examining communal factors (Evans, 2007), attending to sociopolitical development (Watts & Flanagan, 2007), critical youth engagement (Fox et al., in press), and collective youth organizing (Kirshner, 2007). However, the application of these theoretical constructs poses complex challenges when applied in diverging spaces. For, instance how are spaces created that support youth with intersecting identities (e.g. immigrant youth who identify as gay)? What are the differences in training adults that differ from youth in dimensions of power (i.e. politicians), compared to adults belonging to the same neighborhood? What are the differences in engaging youth in mainstream settings (e.g. schools) versus community spaces (i.e. grass roots organizations)? Lastly, what is the role of community psychologists in these spaces? The aim of this roundtable is to foster a space for reflection, and strategy sharing between presenters and participants. Discussion will focus on obstacles encountered, and strategies utilized. Presenters will provide examples from their own experiences, along with critical questions identified from their collective experiences.

Session Organizer:

Mariah Kornbluh, Michigan State University
Julie Petrokubi, University of Wisconsin-Madison
Lauren Lichte, University of Illinois at Urbana-Champaign

189. Occupy Community Psychology: A call to action for students in moving towards a creative strategy for social justice.

Roundtable Discussion 9:30 to 10:20 am Dooley Memorial Classroom Building: MM 314

This roundtable opens a space for community psychology students, in particular, to explore the relation between critical consciousness, social movements and community psychology. Our objective is to highlight ways in which our community psychology identities, training and practices have meshed (or not) with recent social movements like Occupy in the USA and the Indignados in Spain and related anti-austerity mobilizations in Portugal. Community psychologists often recognize the importance of social movements - such as the women’s movement or the civil rights movement - as the impetus for changes in institutions, laws, practices, etc., but professional training in community psychology rarely dwells on theory or practice related to social movements. This is in part because funding and professional jobs do not tend to appear at the deepest grassroots levels, despite the extent to which work there is idealized. It is thus possible that significant social transformation emerges with very little support from a field that is focused on system-level change. In this roundtable, after brief presentations of lessons learned by several graduate students who have participated in the Occupy movement in the USA and in the anti-austerity movements in Portugal, students in attendance will be invited to share their reflections on their engagement with similar movements. The ensuing dialogue will be facilitated to focus on opportunities for 1) transfer of community psychology skills and practices to strengthen social movements and vice versa, 2) increase participatory action research amongst students and communities, and 3) enhancing curricula in community psychology for greater relevance to the needs of radical grassroots change. Links to existing resources on social movement theory and practice (e.g., Bill Moyer) will be distributed to participants. Note: Faculty and other
professionals are welcome to attend, but our goal is to provide a space
where student activists can directly connect and organize for future

Presenters:
Margarida Alpuim, University of Miami
Jennifer Wallin-Ruschman, Portland State University

Session Organizer:
Deborah Angela Perez, University of Miami School of
Education and Human Development

Discussant:
Tod Sloan, Lewis and Clark College

190. The Demographics of Diversity in Miami
Symposium
10:30 to 11:50 am
Whitten Learning Center: LC 180

Miami is well known to be one of the most diverse communities in
the nation; it is also one of the most segregated. Although the population
includes a multitude of ethnicities, cultural groups and racial mixes, most
people live in their own social silos, with limited interaction with those
who are not like them. This symposium will explore the academic concepts
of hyper-diversity and hyper-segregation as it applies to the Miami
populace, along with the urban planning dynamic which together assist in
understanding this unique environment. The goal is to gain insights into
how this special mix impacts the well being, inclusiveness and issues of
justice for our residents. Ultimately, Miami can be a laboratory for the
nation in building a diverse community which is robust in its
distinctiveness and at the same time preserves the well being of all its
citizens. Panelists will include: Dr. Guillermo Grenier, Professor of
Sociology, Graduate Program Director in the Department of Global and
Sociocultural Studies, FIU; “Miami Now: Immigration, Ethnicity and Social
Change”; “This Land is Our Land: Newcomers and Established Resident in
Miami” among others; initiated the Cuba Poll. Dr. Marvin Dunn, .
Department of Psychology at FIU; “The Miami Riots of 1980”; “Crossing
the Bounds: Black Miami in the Twentieth Century”; founder of Roots in
the City; documentary films include “Rosewood Remembered”. Benjamin
Power: urban planner with extensive experience in community
development; BA Univ. of Pennsylvania, dual Masters at MIT in City
Planning and Real Estate Development programs; formerly coordinator
with Neighborhood Housing Services of South Florida.

Presenters:
Guillermo Grenier, Florida International University
Marvin Dunn, Florida International University
Benjamin Powers, Urban Planning

Session Organizer:
Robert Shevin, MCCJ, Inc.

191. Successful approaches for promoting citizen involvement in
community coalitions
Symposium
10:30 to 11:50 am
Whitten Learning Center: LC 184

Ideally, community members should be important actors in community
coalitions. From an empowerment standpoint, those who will be affected
by coalition decisions should have a voice in influencing those decisions.
From an effectiveness standpoint, community members are well-placed to
identify needs, opportunities, and priorities that are important to local
residents. In addition, community members are ideally placed to
understand and reach out to other community members. However, it is not
always obvious how to promote citizen involvement in coalition processes.
This symposium will present several approaches for authentically engaging
community members in community coalitions. Audience members are
invited to bring examples of and ideas for promoting citizen involvement,
and these ideas will be shared and synthesized through audience group
work.

Participants:

Strategies for Citizen engagement in community coalitions:
Lessons from two initiatives. Vincent T Francisco,
University of North Carolina at Greensboro

Community coalitions, especially those that are involved in communities
such as health outcomes, frequently engage paid professionals
representing agencies rather than involving the clients in
planning and implementation. Funders (usually foundations and
governmental agencies) find it easier to work through formal agencies
due to financial and legal concerns, but these organizations often do not represent the client audience (or
broaden community). Often, many of the community issues
involve complex and seemingly intractable systemic factors,
often beyond the reach or understanding of the average person in
communities. This presentation will focus on attempts from a
state agency (State of North Carolina, Division of Public Health)
to work with 9 counties on systems improvement issues. One
initiative involved 5 counties in developing and improving
systems of care for pregnant and parenting teens. The other
initiative involved 4 counties in systems improvement for
families of children with special health care needs. Agencies,
clients served by agencies, and members of the broader
community were engaged in planning and agenda setting for
systems improvement. Strategies for engagement (including use
of focus groups, surveys, concerns report methodology, capacity
building and others), along with data showing differential success
of these strategies, will be presented. Lessons learned will be
discussed.

Hearing the voices of local parents: Using participatory research
to increase parent involvement in community coalitions.
Liesette Brunson, Université du Québec à Montréal

The Québec organization “Avenir d’enfants” uses a strategy of
community mobilization to organise multiple sectors in a given
territory to work together on behalf of young children and
families. Although parents and other local residents can and do
participate in these coalitions in various ways, there is great
interest in increasing the opportunities for input and influence
available to local parents. The project “Parents’ Voices” was
developed for Avenir d’enfants to provide a mechanism for
increasing parent involvement and influence. “Parents’ Voices”
is a participatory research process whereby a group of local
parents conduct a needs and issues assessment for their
community. The process is structured by a guide that explains
principles, suggests activities, and provides concrete tools for
making the process work. Working with a facilitator, a small
team of local parents discusses issues and questions that are
important to them, and selects topics and methods for a
consulting a broader segment of the local population. The team
collects data, interprets results and presents their findings and
recommendations to the coalition and to the general public.
These results contribute to coalitions’ identification of local
needs and opportunities. This project has permitted parents’
views about local issues to be incorporated into coalitions’
strategic planning processes. This presentation will present the
guide, provide an overview of the participatory research process,
and highlight results from over two dozen communities.

Parent participation in early childhood education in
disadvantaged contexts. Colleen Loomis, Wilfried Laurier
University; Abdeljalil Akkari, Faculté de Psychologie et des
Sciences de l’Éducation, Université de Genève

State and international actors agree that early childhood
education is important and that parent participation in schools is
relevant. Actors in formal education vary in their willingness to
include parent participation, particularly in disadvantaged areas.
This presentation highlights examples of how schools and
communities can connect through parents within the context of
poverty in economically developing countries. The dialogue for
this part of the session is informed by focus groups with parents
and grandparents and interviews with educators, school directors,
representatives of NGOs, and government representatives. We found mixed evidence of school administrators and teachers engaging parents in co-educating children within school settings. Commonly used forms of participation included asking parents for financial support of the school, asking them to cook or bring water to the school, or engaging them in administrative aspects such as constructing and maintaining buildings. However, our findings show an absence of parents participating in ways that go beyond contributing to the school’s infrastructure. Parents are experts in local languages, community, and religion. Parents can be invited to work with teachers in order to inform the curriculum and suggest educational activities that may be similar to activities in the home. Parents can link local cultural resources to multicultural knowledge bases. In addition to ensuring that schools provide opportunities for parent involvement, there is also room to work with parents’ attitudes and beliefs. Parents may not see their potential to contribute if they view education as synonymous with formal schooling. Some parent ethnomethods hold that a child succeeding at school represents a loss for the community. Addressing these beliefs is critical to fostering parent-child-school-community linkages. We conclude that ECE can be enhanced and advanced if all actors value parents’ resources and create new avenues for parent participation.

Session Organizer:
Liesette Brunson, Université du Québec à Montréal

Chairs:
Liesette Brunson, Université du Québec à Montréal
Bill Berkowitz, University of Massachusetts-Lowell

Discussant:
Thomas Wolff, Tom Wolff & Associates

192. Town Meeting with the SCRA Executive Committee
Town Meeting
10:30 to 11:50 am
Whitten Learning Center: LC 190

Members of the SCRA Executive Committee will present an overview of our progress on our strategic initiatives. The majority of the meeting will be spent soliciting feedback from the attendees and exploring the most effective means for achieving progress on our goals.

Session Organizer:
Jean Hill, New Mexico Highlands University

Discussants:
James Cook, University of North Carolina at Charlotte
Fabrice Balcazar, University of Illinois at Chicago
James Emshoff, Georgia State University
Sandra Lewis, Montclair State University

193. International perspectives on community psychology practice competencies
Symposium
10:30 to 11:50 am
Dooley Memorial Classroom Building: MM 208

There is increasing recognition of the importance of establishing a set of practice competencies for community psychology (CP) and these competencies have been developed in many nations including USA, Italy, Australia, and New Zealand. This symposium brings together four papers from Italy, USA, and Australia and emerged from the increasing global interest around clarifying the competencies for community psychology. In the first paper, the presenter will explore the ways in which community psychology competencies inform teaching at both undergraduate and graduate levels. In the second paper, the authors focus on training students to promote community thriving and describe the ways in which the CP Practice Competencies provide a framework to better support students. In the third paper, the authors provide a critique of the mainstream uses of competencies and propose a way forward. Finally, the authors of the fourth paper discuss their reflections on the experience of utilizing the Socio-Cultural and Cross-Cultural Practice Competency as a guide in the development of a cross-cultural communications theory course for CP practice. They will explore how they share their perspectives on, and successes and challenges experienced in, developing and applying community psychology competencies. The discussion will be facilitated by the discussants and via the use of a fishbowl seating strategy.

Participants:

Strengthening professional identity and practices of community psychologists is an urgent challenge in these times of crisis. Donata Francescato, University of Rome, Italy

In my presentation I will discuss why we have to increase the range of CP practice competencies learnt in our existing undergraduate and graduate programs. This task is particularly urgent in these times of crisis in which paradoxically community psychology interventions are more needed than ever, but difficult to realize because of diminishing public funds. I then will describe some specific intervention methodologies that have been developed in Italy and in Europe, such as socio-affective and political empowerment training, multidimensional organisational analysis and community profiling, which increase the understanding and control individuals, small groups and members of organisations and local and virtual communities have of their life settings. Finally I will attempt to look at some of the challenges facing CP training programs in this time of crisis and uncertain future.

Learned course maps as a basis to explore how students learned community psychology practice competencies in a community coalition building course. Gregor V. Sarkisian, Antioch University Los Angeles; Sylvie Taylor, Antioch University Los Angeles

In this presentation, we will discuss an illustrative case study of how students learned community psychology practice competencies. Through utilizing course mapping, focus groups, and reflective writing, students and faculty coded, analyzed and interpreted student data to better understand learning activities and processes which contributed to learning community psychology practice competencies in a coalition building workshop. A community coalition simulation and group work related to the final project emerged as two student learning activities that were found by students to contribute meaningfully to their learning three community psychology practice competencies: (1) Ecological perspectives, (2) community partnership and inclusion and (3) collaboration and coalition development. The instructor’s modeling of community psychology practice competency skills was also observed by students to facilitate their learning.

Are our competencies revealing our weaknesses? A critique of community psychology practice competencies. Peta Dzidic, Curtin University; Lauren Breen, Curtin University; Brian Bishop, Curtin University

In this paper we argue that the focus on the development and application of practice competencies for community psychology runs the risk of being a distraction from good practice. We outline three areas that demonstrate the inherent flaws in focusing on traditional notions of competencies for community psychology—the limitations of competencies themselves, the schism between competencies and ethics, and the disconnect between competencies and applied practice. In opposition to traditional notions of competencies underpinned by positivist and mechanist notions, we propose that the distinction between virtue and procedural ethics provides a model for comparing and contrasting virtue and procedural competencies. Virtue competencies provide an orientation and value-base that may be applied to any context in which community psychologists work; in this way, competencies may be positioned as tools for understanding, rather than as understandings.

Unpacking diversity: Moving toward an in-depth cross-cultural
adolescents involved with Child Protection Services. The third presentation captures risk falling within a high sexual maltreatment in the 18 month follow up behavior over time. Chronic maltreatment on the development of risky sexual behavior. The second presentation focuses on the effects of delinquency, and examines the moderating effect of parenting on change in investigation for child abuse followed over 18 months. The first Being, a national probability sample of families (N = 5873) under longitudinal data from the National Survey of Child and Adolescent Well community and neglect, other traumatic encounters, and exposure to family wellbeing. A subgroup of adolescents transitioning to adulthood, while appropriately accounting for sampling weights. The participants included 724 13 to 17 year-olds from a national study of adolescents involved in a child protective services investigation. National data document the escalation of risky behavior patterns in adolescence. Youth involved in the child welfare system may be at particular risk for maladjustment as a result of their experiences of abuse and neglect, other traumatic encounters, and exposure to family and community-level risk factors. Three presentations will be made using longitudinal data from the National Survey of Child and Adolescent Well-Being, a national probability sample of families (N = 5873) under investigation for child abuse followed over 18 months. The first presentation explores the effects of maternal incarceration on youth delinquency, and examines the moderating effect of parenting on change in delinquent behavior. The second presentation focuses on the effects of chronic maltreatment on the development of risky sexual behavior. Multilevel latent transition analyses identified patterns of risky sexual behavior over time. Chronic maltreatment - as defined as a rereport of maltreatment in the 18 month follow up – increased the likelihood of falling within a high sexual risk group, and decreased the probability of membership in a normative risk group. The third presentation captures risk patterns across alcohol, tobacco, and other drug use over time. Preliminary findings from a latent transition analysis suggest most youth (70%) report limited use, while moderate (20%) abuse alcohol primarily and heavy users (10%) engage in polysubstance use. Patterns remained relatively stable, and further analyses of child-, family-, and community-level effects on changes in substance use patterns will be explored. The presentation will conclude with a focus on system-level implications for the prevention and treatment of behavior problems within the child protection and foster care systems.

Participants:

Substance use patterns among adolescents involved with Child Protection Services: The relation of child, family, and contextual risks to changes in use over time. Christian Connell, Yale University; Cindy Y Huang, Division of Prevention & Community Research, The Consultation Center, Yale School of Medicine. National data documents the escalation of alcohol, tobacco, and other drug use rates in adolescence – a period when a variety of risky behaviors associated with negative health and mental health outcomes emerge. Youth involved in the child welfare system may be at particular risk of substance use as a result of their experiences of abuse and neglect, other traumatic experiences, and exposure to family- and community-level risk factors. Multilevel data from a national probability sample of adolescents (11 to 17 years old) involved in a child protective services investigation was used to examine changes in substance use over time. Latent transition analysis (LTA) was used to identify distinct classes of substance use and examine changes in class membership over time. Preliminary analyses of baseline data identified three groups. The majority (>70%) were identified as non-users with limited history of any use. Approximately 20% were identified as moderate users with active alcohol use and some evidence of problematic substance use. The remaining youth were classified as problem users with high prevalence of past month alcohol, tobacco, and marijuana use; a history of other hard drug use; and evidence of significant problematic substance use. Patterns of use remained relatively stable at the 18-month follow-up, with some evidence of escalation in patterns of use. The relation of child, family, and community-level factors to initial substance use classes and changes in substance use patterns over time will be explored. The presentation will conclude with a focus on system-level implications for the prevention and treatment of substance use problems within the child protection and foster care systems.

Chronic maltreatment and sexual risk behaviors in adolescence and transition to adulthood. Patrick Fowler, Washington University in St. Louis; Darnell Motley, DePaul University. Research has suggested a decline in risky sexual behaviors for most adolescents transitioning to adulthood, while a subgroup of teens persisted in behaviors that endanger sexually transmitted diseases. Little research has longitudinally examined deviant sexual risk trajectories; however, youth exposed to child maltreatment consistently have shown elevated levels of sexual risk behaviors in adolescence. This study used data from the second cohort of the National Survey of Child and Adolescent Well-Being (NSACWII), a longitudinal nationally representative study of families involved in the child welfare system. Participants included 724 13 to 17 year-olds followed over 18 months. Youth reported at baseline and follow-up risky sexual behaviors in the past 12 months, including vaginal intercourse, exposure to sexually transmitted disease, pregnancy, and number of sexual partners. Chronic child maltreatment represented a re-report to child protective services between waves of child abuse and neglect as indicated by child welfare caseworkers and the Statewide Automated Child Welfare Information System (SACWIS). Multilevel latent transition analyses identified patterns of risky sexual behavior and transition in patterns over time, while appropriately accounting for sampling weights. The
The Role of White Privilege in Diversity Education, Shaping Participants: on the topic of White privilege. The symposium will intentionally involve audience members by examining White privilege as a central value to the field (e.g., Kloos et al., 2011). As one step in this direction, it is important to understand the factors that predict interest, commitment, and perceived barriers to social justice engagement. Discussant: Ryan Kilmer, University of North Carolina at Charlotte

195. The Role of White Privilege in Diversity Education, Shaping Social Justice Engagement, and Mentoring Activities Symposium 10:30 to 11:50 am Dooley Memorial Classroom Building: MM 211

The field of community psychology is deeply interested in facilitators and barriers to critical consciousness and social justice action. One potential barrier to consciousness and action is how White individuals understand the racial privilege accrued to them due to being in the privileged racial group in the United States. In an effort to extend theory, research, and practice regarding White privilege and social justice, this symposium provides several opportunities for audience members to examine the intersection of White privilege and social justice engagement. This symposium provides a space for audience members to reflect on their own experiences with White privilege and to engage in discussions and activities focused on addressing White privilege in educational and community settings.

Session Organizer: Patrick Fowler, Washington University in St. Louis
Chair: Patrick Fowler, Washington University in St. Louis
Discussant: Ryan Kilmer, University of North Carolina at Charlotte

Participants:

Reflecting on White Privilege: Strategies for Engaging Students in Productive Dialogue. Elizabeth Anne McConnell, DePaul University; Nathan Todd, DePaul University; Rachael Leigh Suffrin, DePaul University

This presentation will explore issues involved in teaching and dialogue facilitation about White privilege. We will present several strategies for addressing White privilege with students, particularly with student groups. Moreover, challenges and dynamics specific to working with members of privileged groups will be discussed (i.e., Goodman, 2011). One presenter has experience facilitating social justice workshops and dialogue sessions, both with college students through her work with a dialogue center and with youth in the court system through her work with a wilderness program. Her research focuses on factors that can help reduce resistance among White students in diversity course settings. A second presenter has experience teaching college students and working with a dialogue center. His research focuses on religion, Whiteness, and social justice engagement. The third presenter has experience working with students in service learning and civic engagement contexts. In addition to presenting the strategies and potential challenges, the presentation will conduct an experiential activity with the audience to demonstrate how the strategies may be implemented. For example, these strategies will include mindfulness-based techniques and group journaling exercises. Additional strategies, such as experiential education activities and media analysis, also will be presented. Time will be provided for participants to process their reflections and concerns and to practice their skills for structuring engaged, respectful, and productive dialogue about White privilege. Overall, this presentation is grounded in the goal of enhancing communal thriving through equity, diversity, and social justice by critically examining White privilege and offering tools for constructive dialogue.

Intersections of Whiteness and Religion in Predicting Social Justice Interest and Commitment. Nathan Todd, DePaul University; Rachael Leigh Suffrin, DePaul University; Elizabeth Anne McConnell, DePaul University

The field of community psychology has a deep and abiding interest in social justice with many scholars naming social justice as a central value to the field (e.g., Kloos et al., 2011). In general, social justice in community psychology is described as equal access to resources through just social structures or as equitable distribution of resources and the need to transform social, political, and economic systems to ensure justice (e.g., Nelson & Prilleltensky, 2010). As one step in this direction, it is important to understand the factors that predict interest, commitment, and perceived barriers to social justice engagement, especially for students who are members of privileged social groups such as students who are White, men, heterosexual, or in the Christian religious majority (Case, 2012; Israel, 2012). In the present study, we use multiple regression among a sample of 401 self-identified White Christian (i.e., Protestant and Catholic) undergraduates to examine how attitudes toward White privilege (e.g., willingness to confront White privilege, awareness of White privilege), racial affect (e.g., White empathy and guilt) and dimensions of religion (e.g., religious participation, theological conservatism, and attitudes toward Christians working for social justice) predict interest, commitment, and barriers to social justice engagement. Implications for community psychology theory, research, and practice also will be discussed.

Predicting Mentoring Outcomes from Understandings of Racial Privilege and Structural Disadvantage. Rachael Leigh Suffrin, DePaul University; Nathan Todd, DePaul University; Bernadette Sanchez, DePaul University
Research shows a robust connection between positive adult-youth mentoring relationships and improvements in the overall well-being of youth. This presentation will focus on corporate mentors, or teams of employees from the same company who provide support and guidance for minority, low-income high school students through a comprehensive, Chicago-based program. Leveraging local companies as a resource allows these businesses the potential to contribute to the thriving of their local community. Because it is important to understand factors that affect positive youth mentor outcomes, we will examine how understandings of racial privilege and structural disadvantage predict positive outcomes for mentors: mentor satisfaction, retention, and extra-role pro-social behavior (e.g., mentors willingness to go above and beyond for mentees). We draw from Bronfenbrenner’s ecological theory (1979) to recognize that mentors are embedded in a larger Macrosystem, which is made up of the culture, norms, customs, values, and systemic nature of society. Mentors may have differing levels of exposure to and understandings of these Macrosystem phenomenon (e.g., different levels of awareness of racial privilege) and furthermore may have different emotional reactions considering their place of privilege in a hierarchical society where discrimination and racism still exist. Therefore, in this study we examine data from a comprehensive team-based mentoring program to investigate how mentor’s structural understandings of White privilege and outgroup disadvantage as well as their White guilt and racial empathy predict positive mentor outcomes (i.e., satisfaction, retention, and extra-role pro-social behavior). Because mentors are nested within teams, we will use multilevel modeling for all analyses to take into account possible dependence. Time will be reserved for questions for audience participation, as well as the discussant will moderate an overall discussion regarding this research. Findings will inform research and theory by connecting understandings of White privilege to concrete outcomes for mentors.

Session Organizer:
Nathan Todd, DePaul University

Chair:
Nathan Todd, DePaul University

Discussant:
Susan Torres-harding, Roosevelt University

196. Culturally Competent Research: Theories and Research Methodologies to Engage Ethnically and Racially Diverse Populations
Symposium
10:30 to 11:50 am
Dooley Memorial Classroom Building: MM 212
Community-based research benefits from using theories and research methodologies that are responsive to the lived experiences, expertise, and strengths of diverse populations. Conducting research with diverse groups, such as ethnic and racial minorities, can be challenging and rewarding. Engaging ethnic and racial minorities in the iterative process of community-based research is one way to ensure that researchers are respectfully interacting with, responsibly unpacking the needs and lived experiences of, and empowering these communities. This symposium will highlight 3 theories (i.e., intersectionality, qualitative and racial socialization) and 2 research methodologies (i.e., participatory action research (PAR) and focus groups) that have been used by community-based researchers to study traditionally marginalized groups within psychological scholarship. The first presenter will describe intersectionality theory as a way to understand the varied and unique experiences of African American women and other racial and ethnic groups. The second presenter will describe racial socialization theory and its relationship to African American families’ well-being in various areas including education and health. The third presentation will cover qualitative theory and how it has been used to capture and unpack the experiences of Latina women. The fourth presentation will examine focus groups and how they can be used to investigate culturally relevant parenting practices for African American parents. Lastly, the fifth presenter will describe how PAR has been used with immigrant Latino youth who are facing domestic violence and a harsh sociopolitical climate. Finally, the authors will engage symposia attendees and one another in discussing the numerous ethical, social, clinical, and community implications of using the aforementioned theories and methodologies. Furthermore, authors will leave time at the end of the symposia to receive audience feedback regarding potential next steps for their research.

Participants:

A Literature Review of Racial Socialization in African American Families. Dominique Thomas, Georgia State University; Ciara Smalls, Georgia State University
Researchers view racial socialization as a culturally relevant parenting practice of African Americans with the goal of preparing their children for life in a society that treats them negatively because of their race. Various studies indicate that a majority of African American parents engage in this practice (Bowman & Howard, 1985; Hughes & Chen, 1997). Parents feel that it is important to socialize their children in order to enable them to cope with their racial group status and the racism resulting from it. Research has shown a relationship between racial socialization and various behavioral, psychosocial, and educational outcomes in both children and adults (Hughes, Witherspoon, Rivas-Drake, & West-Bey, 2009; Dotterer, McHale, & Crouter, 2009; Friend, Hunter, & Fletcher, 2011). The presenter will discuss racial socialization theory and its applications to conducting research on African American adults and youth’s well-being. Furthermore, the presentation will cover the relationships between racial socialization and the aforementioned outcomes as well as the development of several conceptualizations of racial socialization, their limitations, and future considerations for the field. The presenter will engage the audience by leading a discussion on the utility of racial socialization as a method of preparing African American children for entry into mainstream society.

The Use of Focus Group Methodology to Engage African American Parents in Research on Culture Specific Parenting Practices. Allana Zuckerman, Georgia State University; Ciara Smalls, Georgia State University
Ethnic minority parents engage in culture specific parenting practices that speak to the unique experience of being marginalized within a larger societal context (Garcia et al., 1996). For African American caregivers who raise Black youth, one such practice includes sharing messages with children about race. This presentation will include an example of a focus group methodology used to engage African American parents in a community setting towards gaining a better understanding of the context surrounding cultural specific parenting practices. Using a qualitative method such as focus groups provides a space to capture the culture specific messages Black parents give their children and the potential reasons behind those messages and because the unstructured nature of focus groups allows participants’ to move the discussion and to think about issues, participants’ views and lived experiences are reflected in their own words (Hughes & Dumont, 1993; Zeller, 1993). Preliminary findings from participant narratives from this work will be discussed. In addition, the presenter will engage audience members in a discussion on the implications for the use of focus group methodology with ethnic and racial minority populations.

Intersectionality Theory & Its Implications for Culturally Relevant Research with Ethnic and Racial Minorities. Justin Williams, Georgia State University; Ciara Smalls, Georgia State University
Feminist scholars have challenged researchers in various disciplines, including psychology, to acknowledge that people have multiple identities that may intersect to influence their well-
Session Organizer: 
**Justin Williams, Georgia State University**

197. The Space Between: The Challenges and Opportunities of Practicing Community Psychology in Post-Revolutionary Egypt

**Symposium**

**Dooley Memorial Classroom Building: MM 213**

Egypt’s revolution has opened up a realm of possibilities for change as the country transitions into a new political, economic and social era. Community psychology, with its focus on social justice, empowerment and collaboration is uniquely placed to take a leadership role in Egypt’s future.

This symposium will present the results of three research projects conducted in Cairo which illustrate how community psychology principles can be used to move the nation forward. Three pressing issues will be addressed: informal housing settlements, unemployment, and gender inequality.

The first paper focuses on creating change at the community level and examines the applicability of community coalition building to the development of urban informal settlements. The second paper focuses on creating change at the organizational level and discusses the need for collaboration and full participation across socio-ecological levels in addressing the problem of unemployment. The third paper discusses change at the societal level and analyzes gender mainstreaming as an approach to expanding women’s participation and creating greater gender equality.

The discussant, a community psychologist from the United States, will engage both panelists and the audience in discussing the broader implications of this research, aiming to deepen the understanding of community psychology practice across borders and in times of change.

Participants:

**Community Coalitions as a Tool for Fostering Participatory Development in Urban Informal Settlements. Salma El-Sayeh, The American University of Cairo**

It is estimated that Greater Cairo has pushed 63% of its population –11 million citizens – into informal settlements. Past governmental and non-governmental efforts to deal with informal settlements have not produced any sustainable changes in the situation of the urban poor. The current study explores the applicability of community coalition building among the network of stakeholders within the informal settlement? Results are based on interviews with top governmental and non-governmental representatives of voluntary and involuntary organizations mobilizing for one of Greater Cairo’s informal settlement’s development. Social network analysis was used to identify collaborative and communicative links across the network. Moreover, qualitative results were analyzed against the Community Coalition Action Theory to generate practical and community driven recommendations for coalition building within the area. Results indicated a mixture of significant assets and obstacles to coalition building. Practical recommendations are made for utilizing identified assets and overcoming identified obstacles to realize informal settlements’ community capacity through coalition building.

**A Socio-Ecological Assessment of Unemployment Interventions in Cairo, Egypt. Hana Fahmy, The American University of Cairo**

(4) how findings can inform prevention efforts.

Participatory Action Research: An Approach to Engage Marginalized Youth. **Rebecca Rodriguez, Georgia State University**

Participatory action research (PAR) is a socially and culturally valid, democratic approach to conduct research with marginalized communities. PAR is a unique methodology that involves the participation of the affected communities in all stages of the research process, from conceptualization to data analysis and dissemination (Langhout & Thomas, 2010). The author will present an example of participatory action research conducted with immigrant Latino youth in Atlanta, GA. Youth conducted a study exploring the effects of a challenging sociopolitical climate on Latino families affected by domestic violence. Additionally, PAR will be discussed as a tool to engage marginalized youth in actively exploring their world in ways that highlight their significant strengths and resilience. The author will lead the audience in a discussion exploring the role of culture in PAR, gaining entry and relationship building in a marginalized community, and negotiating the role of community member and research consultant.

Qualitative Theory for Research and Evaluation with Marginalized Groups. **R. Lillianne Macias, Georgia State University; Julia Perilla, Georgia State University**

Qualitative theory and research methodologies can be helpful in addressing many of the difficulties inherent in research with marginalized groups. Such difficulties include lack of reliable and valid measures as well as language, cultural, and regional differences in understanding the experience of a similar social problem. The study of intimate partner violence (IPV) is one example of a social problem in need of more research with marginalized populations. This presentation will cover the application of qualitative theory to an on-going evaluation of a peer leadership training program for immigrant Latina survivors of domestic violence and to research investigating specific needs among immigrant Latina IPV survivors, including the decision to stay with currently or once violent partners. This presentation will illustrate: (1) the participant-researcher distinction in qualitative research and evaluation, (2) comparison to traditional methods, (3) examples of novel findings generated using qualitative methods, and (4) how findings can inform prevention efforts.

Qualitative Theory for Research and Evaluation with Marginalized Groups. **Rebecca Rodriguez, Georgia State University; Julia Perilla, Georgia State University**

Qualitative theory and research methodologies can be helpful in addressing many of the difficulties inherent in research with marginalized groups. Such difficulties include lack of reliable and valid measures as well as language, cultural, and regional differences in understanding the experience of a similar social problem. The study of intimate partner violence (IPV) is one example of a social problem in need of more research with marginalized populations. This presentation will cover the application of qualitative theory to an on-going evaluation of a peer leadership training program for immigrant Latina survivors of domestic violence and to research investigating specific needs among immigrant Latina IPV survivors, including the decision to stay with currently or once violent partners. This presentation will illustrate: (1) the participant-researcher distinction in qualitative research and evaluation, (2) comparison to traditional methods, (3) examples of novel findings generated using qualitative methods, and (4) how findings can inform prevention efforts.
An assessment of interventions working on solving the problem of unemployment in Cairo, Egypt was conducted in order to identify strengths, and to map out where interventions fell on a socio-ecological model. A one-day Appreciative Inquiry (AI) workshop was conducted for 16 participants who represented NGOs, social businesses, donors, training centers, recruitment agencies, technical institutes, educational institutions, and governmental organizations. Inductive content data analysis was used to analyze the themes that arose from the AI. Results show that 24% of the interventions work on multiple levels of the socio-ecological system. Strengths identified are having comprehensive interventions that tackle different aspects of unemployment and having access to funding, while participants envisioned a future where there was having an overall, shared vision for dealing with unemployment, strong networks and collaboration, better training programs and improved quality of programs through building capacity, and change in the societal attitudes that negatively influence the employment of individuals in Egypt. Building a coalition for interventions is recommended to enhance collaboration between them. Keywords: unemployment, socio-ecological model, community interventions, Appreciative Inquiry, collaboration, coalition building, and Egypt.

An assessment of the Use of Gender Mainstreaming to Promote Equality in Pre and Post 2011 Revolutionary Egypt. Farah Shash, The American University of Cairo

Although the Egyptian constitution states that all Egyptians are equal before the law and equal in rights and duties, many gender inequalities existed before and continue to exist after the Egyptian 2011 revolution. One approach to creating gender equality is Gender Mainstreaming. This approach aims to achieve gender equality through governments and institutions, asking them to assess the implications and consider the needs and experiences of both men and women in any planned action, legislation, policy or program. This study examines how Gender Mainstreaming has been implemented in Egypt, the challenges it has faced, the opportunities available for further implementation, and its potential for achieving the goal of gender equality in the face of the political and social changes taking place in post-revolutionary Egypt. Qualitative semi-structured interviews were conducted with gender consultants and gender focal points in international and national non-governmental organizations, human rights and feminist organizations, and governmental institutions. The research questions addressed in this study were: 1) How has Gender Mainstreaming been implemented before and after the revolution? 2) Has Gender Mainstreaming been effective at promoting gender equality? 3) What are the challenges and opportunities of Gender Mainstreaming as it has been implemented in Egypt? And 4) what is the potential for implementing Gender Mainstreaming in post-revolutionary Egypt? The results of this research show that Gender Mainstreaming has potential and needs to be implemented in post-revolutionary Egypt, especially with the rise of conservatism and the changes occurring in the political and social systems, so that gender issues and women’s needs will not be ignored. However, Gender Mainstreaming will not be effective unless the appropriate environment and prerequisites are in place. These prerequisites are 1) having the political will for implementation, 2) accountability, 3) involvement of men in the process, 4) reaching consensus with stakeholders about the definition of gender equality, 5) applying a culturally sensitive model, and 6) using other approaches that also aim at empowering women and ask for women’s rights.

Session Organizer: Hana Fahmy, The American University in Cairo
Adolescent Travel Between Neighborhoods and Neighborhood home neighborhood was correlated only with perceived social Raudenbush, consistent with existing neighborhood literature (e.g., Arthur, addition, we examined how adolescents' perceptions of their activities occurred in neighborhoods other than their own. In and 63% of respondents indicated that most of their de activities (Kwan, 2012; Mennis & Mason, 2011). We argue that focus on results of surveys of 179 adolescents detain neighborhood influence on delinquency. The current presentation including attention to this travel can inform existing models of neighborhood, with all home neighborhood variables being less influential among adolescents who tended to offend in other neighborhoods. The audience will be encouraged to discuss ramifications of adolescent daily travel between urban neighborhoods for community research and practice.

Session Organizer: Jodi Petersen, Grand Valley State University

199. Preventing Homelessness, Identifying Risk, and Exploring Housing (In)Stability
Symposium
10:30 to 11:50 am
Dooley Memorial Classroom Building: MM 215

Homelessness is a persistent problem with a point-in-time count of 636,017 homeless people nationwide (AHAR, 2012). Evaluations of prevention efforts, the identification of risk factors for homelessness, and rich descriptions of the journeys to stable housing are crucial to best understand and combat this problem. Our studies begin to lay the groundwork for better approaches to prevention, risk-factor identification, and qualitative descriptions of housing challenges. Our first study investigates improvements in targeting single adults for prevention services in New York City. In line with our previous investigations of families, we hypothesize that a Cox regression model will predict shelter entry better than administrative data or caseworker decisions. We will describe our methodology, report our results, and encourage discussion of transferability to other prevention strategies. Our next investigation considers links of mental illness and homelessness by merging a longitudinal dataset from a homeless management information system (HMIS), in Hamilton County, Ohio, with a dataset from the Hamilton County Mental Health Services Recovery Board (MHRSB). The majority of homeless people with mental illness reside in permanent supportive housing, and the lowest rates were in shelter. The research team will also compare point-in-time data to the examination of entry cohorts. The third study turns attention to experiences of housing instability. This qualitative investigation assesses challenges to family schedules, routines, and rituals across various living situations, including shelter, transitional housing programs, doubled up (i.e., living temporarily with family/friend) and independent living situations. Implications of service provision and policy decisions to family processes and empowerment will be discussed. Our final investigation concludes the symposium with an exploration of housing choices for families exiting shelter. Participants completed qualitative interviews about their housing decisions, including questions about when, where, why and how they moved from one place to another. Eligibility for services, location, and stability were important factors in decision-making for families across all interventions, and several intervention-specific concerns arose as well. The disconnect between policy goals and family experiences will be discussed, with attention given to policy recommendations.

Participants:
One of the most common strategies to prevent homelessness is to offer services to those at risk of becoming homeless. To be successful, prevention strategies must efficiently target those most at risk of experiencing homelessness in the absence of services. The current study focuses on the efficiency of a targeting model for the New York City Department of Homeless Services (DHS). The model predicts shelter entry among single adults who applied for prevention services from the City’s HomeBase (HB) prevention program. Other investigations have examined the efficiency of targeting models for families, but not much is known about efficiency of targeting models for single adults. HB intake workers interviewed applicants about program eligibility and risk factors for homelessness, and DHS provided administrative data on any contacts with the shelter system. We use a Cox proportional hazards model to examine which risk factors in the domains of demographics, human capital and
Families Experiencing Housing Instability: The Effects of How Many Persons Who are Homeless are Also Mentally Ill were working on these goals, whether or not families felt such employment (e.g., activities that demonstrate to staff that families meals and curfews, housing programs were organized around imposed schedules for sleeping cycles. In contrast, routines in shelter and transitional transportation availability, family activities, and children’s experiences of homeless families is critical information. This is especially true with the community-based rapid re-housing intervention, which is a cheaper alternative to long-term housing subsidies that effectively reduce homelessness. However, it is important to note that it causes a considerable amount of stress among homeless families. Whether this stress is motivating or debilitating is yet to be seen, but we recommend adjustments to the program that would serve to reduce anxiety and maintain motivation.

Session Organizer: Andrew Greer, Vanderbilt University
Chair: Andrew Greer, Vanderbilt University

200. Stigma at the Intersections of Health and Race: Raising Awareness and Reducing Harmful Effects Symposium 10:30 to 11:50 am Dooley Memorial Classroom Building: MM 216 Goffman (1963) defined stigma as a less desirable personal attribute that reduces the person to a tainted or damaged status. Having a stigmatized poverty, housing, shelter, disability, interpersonal discord, and childhood experiences predict shelter entry. To address large amounts of missing data, we use STATA’s Imputation by Chained Equations (ICE) program to produce multiple imputed data sets. In contrast to our analysis of homeless families and in line with national homelessness counts, we expect single adults to have risk factors such as addiction or mental illness. In line with our previous analysis of homeless families, we expect the model for single adults to predict subsequent shelter entry better than administrative variables alone, and to be superior to caseworker judgments. Results, comparisons with other models, study limitations, and future directions will be investigated. HB service providers will use the resulting model to determine eligibility for services when single adults apply for services. Further, the generalizability of these methods to other prevention strategies will be discussed.

How Many Persons Who are Homeless are Also Mentally Ill Depends on How You Ask the Question. Steven Howe, A&S Psychology, University of Cincinnati; Michelle Budzak, The Partnership Center, Ltd.; Erik Stewart, Hamilton County Mental Health Recovery Services Board

It is well established that persons who experience homelessness are often experiencing mental illness. Because the homeless services system usually operates independently of the mental health services system, most of the literature on homeless persons who are mentally ill depends on assessments made by researchers or providers of services to the homeless, or on self-reports. But another, and perhaps better, way of documenting the mental health status of persons who are homeless is to determine who among them is also being provided paid services by the local mental health board. To the best of our knowledge, this study is the first successful attempt to merge comprehensive statistical data from a homeless management information system (HMIS), in this case from Cincinnati/Hamilton County, Ohio, with extensive billing and longitudinal outcome data from a local board, the Hamilton County Mental Health Services Recovery Board (MHRSB). The time period studied was 2005 through the first six months of 2011. Our paper will address three distinct groups: (1) those where the HMIS identification of mental illness matches the billing documentation for mental health services; (2) those where an HMIS provider identified mental illness but did not receive services from the Mental Health Board; and (3) those who were identified by the Mental Health Board as having received services but who were not identified with a mental illness by HMIS.

Families Experiencing Housing Instability: The Effects of Housing Programs on Family Routines and Rituals. Lindsay Satterwhite Mayberry, Vanderbilt University; Marybeth Shinn, Vanderbilt University

Maintenance of family processes can protect parents, children, and families from the detrimental effects of extreme stressors, such as an instance of homelessness. We analyzed 80 in-depth interviews with parents who were/had recently been in homeless shelters in four sites across the US. Interviewers asked parents to discuss their experiences in each living situation since they were recruited from shelters –6 months prior to the interview. We compared their assessments of challenges to family schedules, routines, and rituals across various living situations, including shelter, transitional housing programs, doubled up (i.e. living temporarily with family/friend) and independent living situations. Family routines in independent living situations were organized around pursuing goals education and employment goals, public transportation availability, family activities, and children’s sleeping cycles. In contrast, routines in shelter and transitional housing programs were organized around imposed schedules for meals and curfews, demonstrations of seeking resources or employment (e.g., activities that demonstrate to staff that families were working on these goals, whether or not families felt such activities were helpful), and attending mandatory meetings and services. Rules common across shelters and transitional housing programs impeded family processes. Parents described how rules that specified acceptable and unacceptable discipline made it difficult to maintain consistency with children. In addition, these rules allowed program staff to interrupt them when disciplining their children and threaten them with child protective services involvement. Parents reported having to work to regain children’s respect and having others question their parenting competence after shelter stays. In doubled up living situations, parents reported adapting their routines to those of the household and having their parenting interrupted by friends/family members. Parents used several strategies to maintain consistency and stability for their children. Practice and policy implications emphasize the importance of ensuring service use does not interfere with healthy family processes or disempower parents.

Moving Out: Factors that Impact the Housing Choices of Families in Shelter. Benjamin Fisher, Vanderbilt University; Marybeth Shinn, Vanderbilt University; Lindsay Satterwhite Mayberry, Vanderbilt University; Jill Khadduri, ABT Associates

Families experiencing homelessness confront a complex array of choices regarding housing. They must balance short-term needs with longer-term desires and consider the costs. In a recent experiment comparing housing and service options for families experiencing homelessness. For the current study, participants completed qualitative interviews about their housing decisions, including questions about when, where, why and how they moved from one place to another. Researchers coded the interviews to extract key themes related to housing decisions. Eligibility for services, location, and stability were important factors in decision-making for families across all interventions. Additionally, families in all interventions made compromises that they would rather have not made. Families also had concerns relative to specific program policies, including: (a) choosing between a long-term subsidy and keeping the family together; (b) dissatisfaction with the environment in program-based transitional housing facilities; and (c) feelings of uncertainty and experience of double binds in the community-based rapid re-housing intervention. As policy-makers seek to reduce homelessness and promote housing stability, understanding the experiences of homeless families is critical information. This is especially true with the community-based rapid re-housing intervention, which is a cheaper alternative to long-term housing subsidies that effectively reduce homelessness. However, it is important to note that it causes a considerable amount of stress among homeless families. Whether this stress is motivating or debilitating is yet to be seen, but we recommend adjustments to the program that would serve to reduce anxiety and maintain motivation.
Participants: 
The American University in Cairo 
Mona M Amer, 

The Impact of Community Stigma on Well-Being and Adaptive Functioning of Individuals Experiencing Psychiatric Disabilities. Betsy Davis, University of South Carolina-Columbia; Greg Townley, Portland State University; Bret Kloos, University of South Carolina-Columbia

The quality of social interactions within a community can strongly impact one’s sense of belonging and participation in that community, especially for historically marginalized groups such as people of color or individuals experiencing psychiatric disabilities. In two parallel studies addressing community inclusion of individuals with psychiatric disabilities, we explored the impact of multiple forms of discrimination and protective factors on well-being and adaptive functioning. Both studies used cross-sectional, self-report survey designs to assess participants’ perceptions and experiences of stigma and associated barriers within their communities. In the first study (n=100), we compared reported frequency of discrimination due to racial stigma with similar experiences attributed to mental health stigma. Participants reported significantly more experiences with mental health discrimination over the past year than with racial discrimination. Further, mental health discrimination was negatively related to well-being outcomes (e.g., community integration and psychiatric distress), while racial discrimination was not. These findings suggest that mental health stigma may be more salient than racial discrimination for persons with psychiatric disabilities. While not discounting the negative effects of racism on the well-being of individuals with psychiatric disabilities, we targeted additional analyses to further understand the impact of mental health stigma, specifically exploring ways to buffer its negative social consequences. Our second study (n=165) hypothesized that a strong recovery orientation may operate in a similar manner as previously identified stigma resistance strategies. We tested the role of recovery as a protective factor against the negative impacts of perceived stigma on social functioning (i.e., employment, social networks, and community integration). Results provided partial support for hypotheses and will be discussed along with implications of findings. Data will be presented and audience discussion will be targeted around understanding the relative influence of multiple types of discrimination and protective factors on the well-being and adaptive functioning of individuals experiencing psychiatric disabilities.

Examining Stereotypes of Myalgic Encephalomyelitis/Chronic Fatigue Syndrome (ME/CFS) has been referred to as chronic fatigue syndrome (CFS) in the popular press and in peer-reviewed journals since the late 1980s. This illness label has outraged individuals with ME/CFS who have felt that the term CFS trivializes the condition and overemphasizes fatigue as the primary symptom of the illness (Friedberg & Jason, 1998). Further, ME/CFS has been characterized as disproportionately affecting educated, white women and was originally referred to as the “yuppie flu.” The resulting stereotype of a white, malingering woman has potentially led to patients’ reports of stigmatizing responses from employers, loved ones and physicians (Green, Romet & Natelson, 1999; Jason, Richman et al., 1997; Shlaes, Jason & Ferrari, 1999). This presentation will utilize data from multiple studies conducted with medical professionals and undergraduates regarding attributions made to individuals with the illness label CFS (Jason, Taylor, Stepanek & Plioplys, 2001). Data from a content analysis of US newspaper articles on ME/CFS will also be used to highlight stereotypes of the illness perpetuated in the popular press, but also the ways in which the popular press has accurately represented the illness. A review of major ME/CFS publications from the CDC indicates that white women are overrepresented in health condition – such as mental illness, HIV/AIDS, or chronic fatigue syndrome – increases stress and is a risk factor for worsened health and mental health status. Such health-related stigmas can disproportionately affect racial/ethnic minority groups. Additionally, health practitioners may carry negative or inaccurate stereotypes regarding persons with certain health conditions or people of certain races/ethnicities, which can lead to inaccurate treatments and, at its worst, forms of institutional oppression. This symposium will highlight some of the complex ways in which health-related stigmas intersect with racial status, and opportunities for better understanding and eliminating stigma in order to enhance well-being. The symposium will open with an empirical analysis of the definition of stigma and how the construct can be better measured in community and policy settings with racially diverse public mental health clients. The second presentation will examine the impacts of mental illness and racial/ethnic discrimination among persons with psychiatric disabilities, and recovery orientation as a potential protective factor. The third speaker will examine the data on racial stereotypes of myalgic encephalomyelitis/chronic fatigue syndrome (for example, that it is a “White middle class” illness) and discuss implications for stigma-reduction interventions. Fourth will be a presentation on the stigmatization of African American healthcare consumers and communication gaps with their healthcare providers, including suggestions for interventions to reduce these barriers. The fifth presentation will review the use of a peer support intervention in reducing internalized stigma among HIV positive women of color. Finally, the presentation will synthesize the material presented and engage the audience in a discussion regarding ways for moving forward with stigma reduction programs and policies and community psychologists’ unique role in anti-stigma efforts.

Participants: 

Psychometrically sound instruments for measuring mental illness and racial/ethnic stigmas can be useful in community and public mental health settings. For example, measures can be used to evaluate outcomes of stigma reduction programs. Mental health departments can assess shifting levels of stigma in response to changing policies or include instruments in statewide resources for agencies and many existing stigma measures were established without a meaningful theoretical examination. Moreover, the diverse items found across measures make it difficult to directly compare the two types of stigma or research the combined risk factors of dual stigmatized identities. The goal of this project was to develop measures of self-stigma (internalized self-devaluation) and public-stigma (externalized discrimination) for both mental illness and race/ethnicity. A community based participatory research approach was used; mental health consumers participated in generating the items and collecting data. The measure was developed over three phases, with samples of 94, 274, and 209 racially diverse outpatient mental health consumers in Connecticut completing subsequent versions of the items. Rasch rating scale analysis was utilized for psychometric analysis, resulting in a final 20-item self-stigma subscale and 20-item public-stigma subscale. There are two versions, mental health and race/ethnicity. The measure demonstrated excellent reliability and validity. This presentation will highlight insights gained during the measure development process. It will present a clearer conceptualization of the theoretical construct underlying the experiences of self and public stigmas as demonstrated by item functioning on the logit scales. Stigma experiences that differed depending on the type of stigmatized identity (mental illness versus race/ethnicity) will be discussed; such unique experiences indicate that they may not be applicable to the central construct of stigma itself. The presentation will discuss how better understanding the construct of stigma will allow community practitioners to develop more effective stigma reduction interventions.

The Impact of Community Stigma on Well-Being and Adaptive
study samples, although basic epidemiological data demonstrates that the condition may actually disproportionately affect ethnic minorities. Implications for future interventions targeted toward medical professionals, researchers and caregivers to reduce stigmatizing responses toward individuals with ME/CFS will be discussed.

Bridging the Gap: Improving Health Communication between African-Americans and Health Care Providers. Carolyn M. Springer, Derner Institute of Advanced Psychological Studies, Adelphi University African-Americans often mistrust health and mental health providers because of the historical legacy of ill treatment of blacks in the United States by the medical establishment (Jones, 1992; Roberts, 1998; Washington, 2008; Skloot 2010); ongoing racism and oppression; the negative experiences of family, friends and communal members in accessing care; their own experiences of mistreatment and fears of being further marginalized and stigmatized. Perceived stigma can lead to delays in seeking care even when it is accessible, poor compliance with medical advice when care is sought and adverse health outcomes. Health professionals who may hold preconceived notions of racial and ethnic minorities may reinforce cultural concerns and enact institutional stigma through their verbal and non-verbal behaviors. As part of a federally funded research study investigating the challenges and concerns faced by African-American families in accessing maternal and child health services, seven focus groups were conducted with 77 African Americans (39 women, 38 men) who resided in communities in Washington D.C.; Chicago, Illinois and Brooklyn, New York that are characterized by high rates of poverty, crime and substance use and poor health outcomes for infants, children and adults. The 90 minute groups were conducted with pregnant women, men only and a coed groups of adults parenting children five years or less. Focus group findings were also presented to health care providers who were asked to reflect on how the findings could be used to improve service delivery. Study findings highlighted some of the gaps in communication that exist between African Americans and health care providers. Suggestions for bridging the gap include improving the cultural and linguistic competency of providers; consumer education and advocacy; using community liaisons, language brokers and patient navigators; collectivistic approaches to service delivery and use of technology.

Internalized Stigma and the Development of an HIV Peer Patient Navigation Program. Susan Ryerson Espino, Ryerson Espino Consulting; Allison Prechtl, Cook County Health & Hospitals System; Marisol Gonzalez Drigo, Cook County Health & Hospitals System Internal stigma is one of the many forms of stigma impacting people living with HIV. It is the shame that people living with HIV experience when they internalize real and perceived negative reactions of others and can lead to isolation and mental health concerns as well as represent an insurmountable barrier to health care engagement and overall health and wellness (Parker and Aggleton, 2002). As part of a federal effort launched in 2009, program planners in one Midwestern clinic conceptualized a woman-centered peer patient navigation program for engaging HIV positive women of color in HIV primary care. Through sharing common characteristics, circumstances, and experiences it was thought that peers could connect with the target population and facilitate the knowledge, attitudes and behaviors conducive to strong linkage and retention in care. Internal patient stigma was a target area of interest. However, the nature of stigma that soon came to overshadow this initial interest was internal peer stigma. Using the Interactive Systems Framework for Dissemination and Implementation (Wandersman, Duffy, Flaspohler, Noonan, Lubell, Stillman, et al., 2008), we will highlight presenting challenges and ongoing development efforts to refine the support and delivery system and reinvigorate a consumer movement within this organization such that it is a context of communal thriving for all living with HIV, those newly diagnosed, linking to care, as well as those engaged and seeking ways to serve their diverse communities. We hope these accounts help others interested peer programs to more fully appreciate and anticipate challenges and nurture facilitators such that development implementation and evaluation efforts can be strengthened.

Session Organizer: Mona M Amer, The American University in Cairo
Chair: Mona M Amer, The American University in Cairo
Discussant: Alicia Lucksted, University of Maryland-College Park

201. Supporting unauthorized Latino immigrants
Symposium 10:30 to 11:50 am
Dooley Memorial Classroom Building: MM 217
This symposium will address track IV, Communal thriving through equity, diversity, and social justice. Both presenters are fully bilingual in Spanish and can address questions posed by primarily monolingual-Spanish speakers in the audience. The Latino immigrant population in the United States is an extremely underserved group. Addressing the needs of mixed-status immigrant families, especially those of citizen youth of unauthorized parents, requires awareness, knowledge, and skill from multicultural and social justice perspectives. This symposium will present efforts aimed at supporting unauthorized Latino families. The first presentation will provide an analysis of work by professionals from NGOs in Guatemala. These professionals work in community and faith based organizations that address mental health counseling, housing and medical needs with immigrants living in Guatemala’s border towns. These are immigrants attempting to enter the US via Mexico, those deported to Guatemala after crossing without proper documentation, and those living in a state of limbo as they try to return to their home countries. Poverty and trauma are often precursors to their attempts at migration. The presentation will document the challenges, and the organizational and advocacy efforts of local community and faith-based organizations that work with immigrants in transition. The second presentation will focus on the psychological evaluation and assessment of Latino immigrants involved in legal proceedings within the U.S. Immigration Court. Psychological hardship evaluations of US citizen youth and relatives, on behalf of immigrants at risk of deportation from the US, will be described. From a training perspective, this applied portion of the presentation will describe how to conduct these evaluations, how to work with attorneys, and the ways in which psychological evaluations are used by immigration attorneys. The psychological and educational impact of parental detention and deportation on school-aged, citizen children will be addressed. This presentation is suitable for graduate students, early career counselors, and early career psychologists interested in social justice work.
Presenter: Dina M Elias-Rodas, University of Miami
Session Organizer: Anabel Bejarano, University of Miami, Educational & Psychological Studies

202. Voices from Ireland: Social Connection and Community Service
Symposium 10:30 to 11:50 am
Dooley Memorial Classroom Building: MM 218
Ireland enjoys an almost mythical reputation internationally. It is well known for its cultural influence in the arts and literature, emerald landscapes and welcoming, tourist-friendly atmosphere. Yet, as with all countries, Ireland has seen its fair share of thriving and hardship. Although the Irish social welfare system is generous by American standards, those
from disadvantaged circumstances face the same challenges as those in the U.S.; and recent austerity measures have left many social agencies struggling to meet the needs of the community. The long standing influence of the Roman Catholic Church ensures that a culture of community service abounds. However, in some social realms The Church may contribute to attitudes of stigmatization and shame. This symposium consists of three presentations from Ireland, which share themes of culture, community and connection. The first is a study which highlights the social construction of adoption in Ireland. The second focuses on the importance of the parent-staff relationship in implementing an early childhood intervention in a disadvantaged Dublin neighbourhood. Given the Irish penchant for community connection and social responsibility, our third presentation reflects on the timely process of creating a Community Psychology programme at All Hallows College.

Participants:

“Should I feel sorry for myself?” The Social Construction of Adoption in Ireland. Judy McGrath, University College Dublin - Geary Institute; Sheila Greene, Trinity College Dublin

This paper presents findings from a recent study on the social construction of adoption in Ireland. Social constructivism posits that individuals influence each other to ascribe meaning to concepts in their collective environment. Ireland’s relationship with adoption has historically been difficult. For much of the 20th century, the Roman Catholic Church influenced State and society. A dramatic period of social change from the 1970’s to date has led to a reduction in the influence of Church on the State, yet Irish adoption law to this day reflects Catholic traditions. As adoption was traditionally linked to illegitimacy, it was stigmatized and shrouded in secrecy. Social and cultural factors influence perceptions about adoption, with different meanings ascribed to adoption in different cultures. Adoption-related loss and grief are more prevalent in Western cultures where the perception of a family is based on genetic links. This qualitative study investigated the experiences of individuals aged 17 – 30 who were domestically adopted from birth/infancy in Ireland. Additional interviews were conducted with social workers and advocacy group representatives. All transcripts were analysed thematically. A number of themes emerged regarding participants’ perceptions of adoption. These include: creating a family through adoption is perceived as less favorable than having biological children; adoption is considered to be a difficult process for birth mothers; there is still an element of stigma attached to birth mothers in Ireland; Irish adopted people require and seek support on different systems levels, and the Irish adoption system has major flaws. The first four themes described above represented beliefs about adoption among the present sample. Similar themes have been outlined in previous studies as being relevant to adoption in Western cultures, but not in other societies, which suggests that they are largely, though perhaps not fully, the products of social construction.

Successes and Challenges in the Early Stages of a Community-Based Early Intervention Programme in Ireland: The Importance of the Parent-Staff Relationship. Eylin Palamaro Munsell, University College Dublin; Judy McGrath, University College Dublin - Geary Institute; Kelly McNamara, Nationwide Children’s Hospital; Orla Doyle, University College Dublin - Geary Institute

The intergenerational transmission of socioeconomic inequalities in children’s health and development emerge early, and persist through life. Evidence suggests that early intervention programmes aimed at disadvantaged children and their families are an effective means of reducing these inequalities. Preparing for Life (PFL) is a prevention and early childhood intervention home visiting programme which aims to improve the life outcomes of children and families living in a disadvantaged community in Dublin. The PFL programme is being evaluated using a longitudinal randomised control trial design whereby participants from the intervention communities are randomly assigned to a high treatment group or a low treatment group. Both groups receive access to enhanced preschool, public health information, and developmental materials. The low treatment group has access to an information officer who can provide parents with links to resources within the community. The high treatment group receives additional supports, namely mentoring through regular home visits, in which a trained professional provides parents with high quality, practical information about parenting and child development. This study utilized qualitative research methods to explore the relationship between PFL staff and parents. Focus groups were held with a sub-sample of mothers participating in the PFL programme and one-on-one interviews were conducted with the PFL staff. Results indicate that despite initial resistance to the programme on the part of parents, PFL is perceived to be beneficial to both parents and children. PFL parents and staff cite the parent-staff relationship as the key component of successful programme implementation. Elements perceived as being important to the development of a successful working relationship were explored. Themes such as trust, respect, rapport and empowerment emerged. These findings indicate that even for those in the low treatment group, being able to forge a working relationship with PFL staff was essential to fully benefit from the programme.

Developing a Community Psychology Programme at all Hallows College in Dublin, Ireland. Mary Ivers, All Hallows College

The direction psychology is taking at All Hallows College is reflective of the college mission statement where the core Vincentian values of leadership, social justice and service are articulated. This former missionary college has a proud history of service and the department of psychology has contributed to training effective leaders with a willingness to advocate for those who have no voice for over twenty years. However, it is only in recent years that Psychology has developed to a full subject area at BA level. This paper will present the rationale for formally developing a community psychology programme at the college. The college has a history of multi-disciplinarity, social action and a community focus. Irish society is no stranger to oppression and current economic deprivation and austerity measures are leaving gaping holes in health and social services. There has never been such a clear need to understand the power of the social world and to specifically train psychologists to work with and for communities, empowering them with knowledge and skills. Strong ethical training, an understanding of human behaviour and a concern for social justice are hallmarks of the All Hallows graduate and the time is now right to formally develop the community psychology programme.

Session Organizer:

Eylin Palamaro Munsell, University College Dublin

203. Using participatory research to facilitate relational empowerment among youth

Symposium 10:30 to 11:50 am

Dooley Memorial Classroom Building: MM 313

This session includes studies from three participatory research projects with youth; two are yPARR and one is interview-based. All three examine relational empowerment as an important aspect of communal thriving. Indeed, relationship building is an important mechanism for young people to gain control over the psychological and material resources that affect their lives. The first study, with sixth and seventh grade students, introduces a method for member checks that is consistent with relational empowerment and describes how the study created opportunities for co-learning between participants and the researcher. The second paper examines Latina/o fourth and fifth grade students’ social networks to assess relational empowerment via the bridging of worlds for young people, and
how this bridging helped and/or hindered with reaching self-defined goals. The final presentation explores if a relationally empowering setting was created for students at a continuation high school, and how their relationships with one another developed over time. All three studies use different techniques to explore relational empowerment with youth, providing exemplars of differing methodological approaches within participatory research. Finally, the symposium is structured to provide 25 minutes for discussion, which should facilitate a robust and in-depth conversation.

Participants:
Fostering Relational Empowerment through Qualitative Participatory Methods. Mariah Kornbluh, Michigan State University
For community psychologists, qualitative research offers the opportunity to create conditions for others’ empowerment (Rappaport, 1990; Stein & Mankowski, 2004). This goal is influenced by theoretical grounding. For example, when one argues that the researcher can translate participant narrative into research findings to guide larger social change efforts, the assumption is that the empowerment process is unidirectional; this simplifies the complex nature of power, assuming it is a finite construct that can be given (Stein & Mankowski, 2004; VanderPlaat, 1999). Moreover, some hold the viewpoint that it is the sole task of the researcher to make sense of the data, which can hinder the research, researcher and participants. Indeed, participant input into data analysis supports the credibility of the findings and provides a deeper understanding of the phenomenon (Fine, 2006). Additionally, the opportunity for participants to provide input on their narrative ensures findings reflect their viewpoint and helps them identify components of their experience (Guba & Lincoln, 1989). The ability to be empowered or to support others’ empowerment can be understood better through the lens of relational empowerment (VanderPlaat, 1999), which proposes that power is cultivated through relationships (Christens, 2012). For qualitative research, this process can be enhanced through interactions while engaging in participatory research methods that support mutual recognition. Methods that foster the sharing of power require the researcher to relinquish control over data making while taking on the role of active listener and provider of probing questions (Rose, 2001). This process creates opportunities for participants and researchers to learn from one another. This presentation will consist of two components. First, it will introduce a new qualitative method for member checks grounded within the concept of relational empowerment. Second, ethnographic findings will be shared, documenting both the change in relationships and opportunities for co-learning between the participants and researcher.

Bridging multiple worlds? Examining relational empowerment via social networks in a yPAR program. Regina Langhout, University of California-Santa Cruz; Charles Collins, Michigan State University
Based in an elementary school yPAR program, we examine how relationships within and across settings facilitate young people’s ability to achieve their self-defined goals. We use bridging multiple worlds and relational empowerment as theories to address this inquiry. The bridging multiple worlds model focuses on, among other things, how institutional settings or worlds — such as schools and after-school programs — enrich or hinder development (Cooper, Cooper, Azmitia, Chavira, & Gullatt, 2002; Cooper & Denner, 1998). The goal is to have relational overlap among worlds to facilitate optimal development for young people. An emphasis on understanding how relationships assist or challenge young people in reaching their goals is consistent with a relational empowerment perspective (Christens, 2012). Relational empowerment is a component of psychological empowerment that focuses on how relationships facilitate the ability of people to control the resources that affect their lives. Specific research questions are: 1. Which actors and settings do young people name as important in their lives?; 2. How and in what ways do young people’s worlds overlap?; 3. In what ways do young people’s worlds promote and hinder their ability to meet their goals?; and 4. How and in what ways do answers for each of the above questions shift over time? Data include affiliation ego network data from fifteen Latina/o students involved in a 2-year yPAR project. Data were collected during 4th and 5th grade, when students were enrolled in the program. This study takes a multiple case analysis perspective, examining how relationships and worlds change over the two years that the young people participated in the yPAR program.

Life as we hope it: The story of story-telling in a yPAR classroom. Erin Rose Ellison, UC Santa Cruz
The narrative approach has been established as a context-specific and effective facilitator of empowerment. Indeed, the ability to tell one’s personal story, and to influence collective or community stories, is a powerful resource (Rappaport, 1995). Stories have powerful effects on the lives of individuals, and on communities; telling personal stories with others about experiences of oppression helps to elucidate unjust social patterns in order to take action upon them. Moreover, building relationships, particularly supportive relationships, and trust are central to the activity of sharing personal and sometimes painful experiences. Much of the youth empowerment literature, as well as literature on social support in the classroom, focuses on student-teacher relationships. Yet, student-student relationships are also important, especially when using a relational, narrative approach to empowerment. This ethnographic study of a continuation high school autobiographical writing class – a class that is also a Participatory Action Research (PAR) project - addresses the question of developing a relationally empowering setting. The class has been designed to include feminist and community psychology elements for a liberatory pedagogy. This study draws on interviews with students as well as fieldnotes in order to understand their experience sharing their personal stories and creating a narrative for their small classroom group.

Session Organizer:
Regina Langhout, University of California-Santa Cruz

204. Survivor-Centered Approaches to Examining the Quality of the Systems Response to Intimate Partner Violence and Sexual Assault
Symposium
10:30 to 11:50 am
Dooley Memorial Classroom Building: MM 314
The last two decades have been characterized by profound changes in systems responses to intimate partner violence and sexual assault at local, state, and federal levels (Buwaza & Buwaza, 2010). The presence of national legislation (VAWA), new and evolving state laws and ongoing local reforms reflect the success of the violence against women movements in their efforts to change the social structures and systems with which survivors interact. However, despite the enthusiasm for such reforms from advocates, funders, and community leaders, we still know relatively little about the extent to which they improve survivors’ well-being while achieving enhanced safety and accountability in communities (two oft-cited goals in the pursuit of a “coordinated community response”). The current symposium takes a survivor-centered approach to exploring the multiple systems responses to intimate partner violence and sexual assault. Such an approach attempts to account for the complexity inherent in exploring the effectiveness of coordinated, systems-wide efforts and centralizes the experience of survivors as they navigate these systems. Each presentation will focus on survivors’ experiences of the systems response with attention to components parts (i.e., interactions with particular systems), but also with attention to the “sum of the parts” and their complicated influence on survivors and communities.

Participants:
Sexual Assault Survivors’ Experiences With Services And Supports: Parallel Sources Of Harm And Healing. Emily
The varied ways that post-assault contact with services and supports can impact survivors of sexual assault has been documented quantitatively (e.g., Campbell, 1998; Campbell, Wasco, Ahrens, Steif, & Barnes, 2001). However, few qualitative studies exist of the experience of survivors of sexual assault with seeking help from informal and formal supports. We conducted a qualitative case study of N = 11 adult survivors of recent sexual assaults (i.e., in the past 5 years) in a single community to better understand their range of help-seeking experiences. Using a grounded coding approach, we noticed that survivors’ experiences with informal and formal supports fit within a framework that is an extension of Campbell and Raja’s hypothesis regarding the three sources of secondary victimization from formal supports (Campbell & Raja, 1999). According to their hypothesis, secondary victimization could result from 1) insensitive treatment by supporters, 2) a failure to provide support/services, and 3) the distressing nature of support/service itself (aside from support/services). We found that survivors’ negative experiences with both formal and informal supports could be considered through this framework, but we also found that survivors’ positive experiences could be seen through the opposites of the three sources of secondary victimization. That is, 1) sensitive treatment by supporters, 2) the effective provision of support/services, and 3) healing obtained directly from the support/service itself were cited as contributing to positive post-assault experiences.

Profiles of Contact with the System’s Response to Intimate Partner Violence: More is Not Necessarily Better. Nicole Allen, University of Illinois at Urbana-Champaign; Angela Walden, University of Illinois at Urbana-Champaign

Given the desire to promote women’s safety and batterer accountability in the response to intimate partner violence, it is critical to gain a better understanding of how and when systems reforms are ultimately effective. Yet, evaluating coordinated efforts is difficult. By definition, coordinated responses attempt to create changes across multiple community sectors, including, for example: criminal justice (e.g., pro-arrest policies; greater accessibility to orders of protection; evidence-based prosecution); healthcare (e.g., routine screening for intimate partner violence in health care settings); business (e.g., employee assistance programs); and child protection (e.g., acknowledging and supporting adult victims of abuse). Typically, we take a program- or intervention-centered approach to evaluation. Yet, such a “program-centered” approach may be inadequate to understand intervention effects in a milieu that emphasizes a comprehensive, coordinated response; in fact, the rationale for a coordinated response is that intervention components must work together to maximize desired outcomes. Further, the typical approach to evaluation – which focuses on pro-arrest policies, or prosecution practices, or shelter programs, cannot capture the complex interplay of these elements of the systems response in survivors’ lives. Thus, examining the effectiveness of only single components of a systems-wide response may obscure our understanding of the wholesale effect for survivors. The current study examined the experiences of 48 survivors – all of whom had contact with more than one component of a “coordinated” response. Using cluster analysis, unique patterns regarding the breadth of contact women had with systems and the quality of their experiences with those systems were identified. Using a mixed methods approach, these emergent clusters and what defines them are explored with both quantitative and qualitative approaches.

Survivors’ Experiences of the Systems Response: Stories of Help and Hindrance. Nicole Allen, University of Illinois at Urbana-Champaign; Angela Walden, University of Illinois at Urbana-Champaign; Shara Davis, University of Illinois at Urbana-Champaign

The typical approach to research on the effectiveness of the systems response to intimate partner violence may overemphasize the assumption that “effective” interventions will indeed have a positive effect on all – or at least most – survivors’ lives. In reality, interventions are likely to intersect with women’s lives in unique ways; maximizing survivors’ voices regarding their interactions with community systems and the extent to which those interactions enhanced their safety or failed to do so provides a unique and much-needed perspective on the value of a coordinated community response to intimate partner violence. This presentation will share findings from a series of focus groups with 27 survivors in which their stories of interaction with systems and their complex interplay are examined. Importantly, this study highlights the ways in which the systems responses contributed positively to survivors’ safety and well-being, but also how the system’s response itself not only failed to help, but created greater jeopardy. The emphasis of this presentation will be on women’s stories and how examining them whole cloth reveals the ways in which current responses protect and/or fail to do so.

Session Organizer:
Emily Dworkin, University of Illinois at Urbana-Champaign

205. Putting the Power back in Empowerment: Conceptualizing, Assessing, and Applying Empowerment in Distinct Contexts

Symposium
Dooley Memorial Classroom Building: MM 315

Empowerment has formally been considered a key construct in Community Psychology for several decades, and as a mechanism for wellness at the individual and communal levels (Rappaport, 1981). However, researchers have pointed to the lack of consistency in conceptualizing and assessing empowerment (Cattaneo & Chapman, 2010; Perkins & Zimmerman, 1995). While empowerment is dependent on the context in which it takes place (Rappaport, 1987), it has been argued that its conceptualization and measurement should be more cohesive (Cattaneo & Chapman, 2010; Perkins & Zimmerman, 1995), allowing for the synthesis of research findings across contexts and populations. This symposium will examine issues related to the conceptualization and measurement of empowerment through four presentations. First, difficulties conceptualizing and assessing empowerment will be discussed, and the Empowerment Process Model will be described as a solution to these issues. Second, empowerment will be distinguished from resilience as the two strengths-based concepts are often conflated. Using examples of empowerment in various settings (e.g., minority college students, women who have experienced domestic violence, and incarcerated youth), issues related to the measurement and application of empowerment will also be discussed. As discussant, Dr. Emily Ozer will highlight cross-cutting themes, distinctions across the presentations regarding the conceptualization and assessment of empowerment, and implications for wellness promotion. Dr. Ozer will engage presenters and audience members in a discussion to identify fruitful next steps in the conceptualization, measurement, and application of empowerment in diverse contexts and populations. There will be at least 20 minutes for audience members to engage with presenters on these topics.

Participants:
Refining Empowerment as a Framework for Research and Evaluation in Intimate Partner Violence. Lauren Cattaneo, George Mason University; Lisa Goodman, Boston College

The goal of empowering survivors lies at the heart of the anti-domestic violence movement (Goodman & Epstein, 2008). In this work, however, as in the context of Community Psychology more broadly, the defining characteristics of empowerment have remained vague and inconsistent (Kasturirangan, 2008; Masterson & Owen, 2006). As a result, researchers have understood and measured the concept in a wide variety of ways,
From the Margins to the Center: Understanding Empowerment

Conceptualizing Resilience vs. Empowerment: Divergence, Convergence, Interaction, and Application. Anne Brodsky, University of Maryland, Baltimore County; Lauren Cattaneo, George Mason University

Empowerment and resilience are extensively applied concepts in community psychology and beyond. Both have also been widely critiqued for a lack of clear consensus regarding definitions, operationalization, measurement, outcomes, etc. (Cattaneo & Chapman, 2010; Luthar, Cicchetti, & Becker, 2000). This deficiency is reflected in the widely varying applications of each term independently, and is particularly apparent when the terms are used together or interchangeably. Since both empowerment and resilience are central to community psychology values and approaches, their large but inexact usage is at once a success and failure on our parts. Although community psychology is a field that respects the idea that psychology is something to be "given away" (Miller, 1969) there is reason for concern when such central ideas are allowed to slip into conceptual ambiguity, diffusion, and criticism. The lack of clear distinction in the use of resilience and empowerment is not surprising given their many shared attributes. Each describes a process (sometimes expressed as an outcome) whereby positive individual and/or community capacities occur in contexts where such activities might otherwise be unexpected. Both concepts take a strengths-based approach that recognizes, respects, and promotes local capacity, attending to resources that are inherent and/or able to be developed within an individual and community. Both, in their best application, work in concert with local values and cultural contexts to improve quality of life, functioning, and promote positive outcomes. Finally, both empowerment and resilience are mechanism through which concerned interventionists might support and enhance marginalized and underserved communities.

This paper presents a combined model illuminating the divergences, convergence, and interactions between resilience and empowerment. This combined model highlights the importance of context in the application of each concept, including power differentials, baseline risks, and resources, and has implications for the appropriate application of resilience and empowerment in community psychology.

From the Margins to the Center: Understanding Empowerment of Racial Minority College Students. Lindsey Back, DePaul University; Christopher Keys, DePaul University

Empowerment, a core value of community psychology, is defined as a process by which people gain mastery over issues of concern to them in their lives (Rappaport, 1987). Empowerment is understood as a construct particularly and primarily salient for minority groups who hold a marginalized position in society, as psychological empowerment is a product of an individual’s interaction with his context. One such population is minority students in higher education. This point is reflected in gaps in achievement between minority and majority students, creating a situation which is disempowering: since equality of opportunity is assumed to be a given by many, many also assume that individuals are responsible for their own failure. Students who are empowered by their school experiences develop the ability, confidence, and motivation to succeed academically. The education system has made efforts to address this achievement gap without incorporating an empowerment perspective, unfortunately resulting in insufficient improvements. Despite its appropriateness and potential, an empowerment perspective on minority students in higher education has been neglected in research, such that it is not well understood, quantified nor applied. In order to effectively explore the role of this construct in higher education, the first step is to define empowerment for this population in this context. The current project will utilize qualitative interviews with 15 college students of color to explore what creates actual and perceived empowerment in higher education. Results have implications for empowerment theory, as well as for the measurement of empowerment in a structured setting. This project allows us to better understand the marginalization of minority students, with the ultimate goal of quantitatively ascertain the role of empowerment in education, and possibly improve academic achievement.

Fostering Strengths in Incarcerated Youth: The Construction of a Measure of Psychological Empowerment for Youth in Correctional Facilities. Lindsey Patterson, Portland State University; Keith Kaufman, Portland State University

Recent research on juvenile offender treatment and intervention has called for a shift from a punitive to a strengths-based approach (Marshall, Ward, Mann, Moulden, Fernandez, Serran, & Marshall, 2005; Wortmith, Althouse, Simpson, Reitzel, Fagan, & Morgan, 2007; Zeldin, 2004). One potential approach to treatment fosters a sense of psychological empowerment in youth. While theoretical work encourages the use of empowerment-based programming for incarcerated youth, research has yet to conceptualize and define the measurement of psychological empowerment within this population. The purpose of the proposed paper is to discuss the measurement of psychological empowerment for young men within Oregon Youth Authority (OYA) correctional and re-entry facilities. Using a cross-sectional, non-experimental design, quantitative data from self-report surveys of incarcerated youth on psychological empowerment in three settings within correctional facilities were collected. Results from confirmatory factor analyses will be presented, and the factor structure of the primary components of psychological empowerment (i.e., intrapersonal, interactional, and behavioral; Zimmerman, 1995) will be discussed. Finally, the presentation will conclude with a discussion of the applicability of the measure to an incarcerated youth population in the three correctional facility settings.

Session Organizer: Lindsey Patterson, Portland State University
Discussant: Emily Ozer, University of California-Berkeley

206. Using the Strategic Prevention Framework to Implement Comprehensive Community Prevention Efforts in Addressing Underage Drinking

Syposium 10:30 to 11:50 am
Dooley Memorial Classroom Building: MM 316

In 2008, 14 communities in Kansas were funded to support implementation of the Strategic Prevention Framework (SPF). The SPF is a model developed by the Substance Abuse and Mental Health Services Administration that consists of the following five phases: Assessment, Capacity, Planning, Implementation, and Evaluation. In supporting the implementation of SPF, the partnering community prevention coalitions...
supported the selection and implementation of evidence-based programs and environmental strategies to facilitate comprehensive community prevention efforts that were locally-determined. In Kansas, the implementation of SPF fostered a participatory approach to prevention based on collaboration between community and state-level partners, including technical support and evaluation partners. In this symposium, the implementation of the Strategic Prevention Framework in Kansas will be discussed. The presenters served as community and academic evaluation partners and will offer diverse perspectives and data findings related to various aspects of implementation of the framework. The first presentation will summarize results from the comprehensive evaluation of implementation of the SPF across the 14 partnering communities. The second presentation will focus on examining the facilitation of the planning phase of the model, and discuss how strategic and action plans contributed to enabling improvements in risk and protective factors related to underage drinking. The final presentation will provide an in-depth case study of the implementation of the SPF in the largest partnering community. A substantial portion of the symposium will allow for the audience and presenters to dialogue about lessons learned and challenges in supporting this prevention model using a participatory approach. To ensure opportunities for audience participation and dialogue, the presentation will use a SARC (See, Act, Reflect, Change) format to prompt critical reflection from both the presenters and the audience participants regarding the presentations, and its contributions to communal thriving through prevention.

Participants:

Using the Strategic Prevention Framework to Reduce Underage Alcohol Use in Kansas Communities. Lisa Chaney, Learning Tree Institute--Greenbush; Jomella Watson-thompson, University of Kansas; Kaston Anderson-Carpenter, University of Kansas; Marvia Jones, University of Kansas: Work Group for Community Health and Development; Doug Graham, Learning Tree Institute--Greenbush

In Kansas, the Strategic Prevention Framework State Incentive Grant increased the capacity to assess and prioritize needs; plan and focus attention on reducing underage drinking, and implement and evaluate prevention programs at both the State and community levels. Following the SPF model, 14 Kansas communities received funding to engage in strategic planning to successfully implement evidence-based programs, policies, and practices to reduce underage drinking. Data from the Kansas Communities That Care (KCTC) student survey and other SPF-SIG instruments were analyzed for all 14 communities. The State priority of reducing underage drinking was measured by past 30-day alcohol use and two week binge drinking by 6th, 8th, 10th, and 12th grade students. SPF communities had approximately 21,000 student participants in the KCTC. A quasi-experimental design matched the 38 school districts in SPF-SIG communities with comparable non-funded school districts.

Analysis of Variance was used to test for differences in past 30-day alcohol use among SPF-SIG and matched comparison districts. Pre-implementation, the percent of students in SPF communities reporting drinking in the past 30 days was 33.2%. After implementation of the SPF, there was a 9.6 percentage point reduction in students reporting past 30-day alcohol use. There was a 9.6 percentage point reduction in binge drinking for reported 30-day alcohol use compared to a 5.4 percentage point decrease for the overall state. Pre implementation, the percent of students in SPF communities reporting binge drinking in the past two weeks was 18.3% and decreased to 12.6% of students by post-implementation in 2012. Overall, SPF-SIG districts demonstrated a 6.0 percentage point reduction in binge drinking compared to a 2.6 percentage point reduction in the matched districts. Implementation of evidence-based programs, policies, and practices in these communities contributed to reductions in underage drinking in the SPF-SIG funded communities.

Supporting Community Change through Strategic and Action Planning in the Strategic Prevention Framework. Kaston Anderson-Carpenter, University of Kansas; Jomella Watson-thompson, University of Kansas; Marvia Jones, University of Kansas: Work Group for Community Health and Development; Lisa Chaney, Learning Tree Institute--Greenbush

The implementation of the Strategic Prevention Framework (SPF) in Kansas uses a process of participatory planning and action to build capacity for prevention of underage drinking in Kansas. The SPF is a multiphase, iterative process that promotes sustainability of initiatives through assessment, capacity, planning, implementation, and evaluation. The development and implementation of strategic and action plans serve as a means to occasion new or modified programs, policies, and practices at multiple ecological levels. The present study is a systematic examination of how 14 Kansas communities supported strategic and action planning to facilitate community-level changes and support improvements in risk/protective factor outcomes. The communities documented initiative-related activities using the Online Documentation and Support System (ODSS) developed by the Work Group for Community Health and Development at the University of Kansas. In addition, the communities completed quarterly reports detailing the percentage of strategies and action steps that were completed each quarter. Data collected from these sources indicated that more than 90% of identified action steps were completed, which resulted in 802 community changes across SPF communities. Additionally, the data indicated strong associations between prioritization of strategy implementation and the number of community changes, as well as prioritization of risk/protective factors and improvements in risk/protective factor outcomes over time.

Results from this study suggest that developing strategic and action plans based on prioritized risk/protective factors may be effective in supporting community-level changes across multiple ecological levels of the community level. Moreover, state prevention systems can create conditions to support concentrated prioritization of risk/protective factors across multiple communities to promote greater doses of community-level changes and coordinated improvements in risk/protective factor outcomes over time and across place.

Prioritizing Influencing Factors to Address Underage Drinking: A Case Study of the Safe Streets Coalition. Marvia Jones, University of Kansas: Work Group for Community Health and Development; Jomella Watson-thompson, University of Kansas; Kaston Anderson-Carpenter, University of Kansas; Lisa Chaney, Learning Tree Institute--Greenbush; Kelly Hall, Safe Streets Coalition of Shawnee County

Safe Streets Coalition of Topeka/Shawnee County was selected as one of the 14 community coalitions funded through the Kansas Strategic Prevention Framework State Incentive Grant (SPF-SIG). Safe Streets Coalition served the largest of the 14 communities funded through the Kansas SPF-SIG. Following the community assessment and prior to the implementation phase of the SPF grant, each of the 14 coalitions identified influencing factors related to underage drinking that were most prevalent in the community. The influencing factors prioritized by the Safe Streets Coalition of Shawnee County included law enforcement, pro-social involvement, and academic achievement. An analysis of the community changes—program, policy, and practice changes—brought about by the coalition during the grant period revealed that substantially more coalition activities supported the prioritized influencing factors than prior to the grant. According to data from the Kansas Communities that Care (KCTC) Survey, youth responses related to the targeted influencing factors showed more positive improvements in outcome measures compared to non-targeted influencing (risk) factors. The presentation will focus on a case study describing the efforts of Safe Streets Coalition Shawnee County to locally address
underage drinking by implementing evidence-based prevention strategies focused on changing coalition-prioritized influencing factors.

Session Organizer:
**Kaston Anderson-Carpenter**, University of Kansas

**207. Exploring The Potential Of Computers To Enrich Older Persons' Social Networks**

Symposium
10:30 to 11:50 am
Dooley Memorial Classroom Building: MM 317

The number of older adults will increase in the U.S. population from 12% to 20% between 2005 and 2030 (Institute of Medicine, 2008). Along with this “graying of America” will come a growing need for supportive services. The federal Home and Community-Based Services (HCBS) program, started in the 1980s, is likely to provide services to an increasingly large percentage of elderly persons (www.medicaid.gov, 2012). This policy shift away from institution-based care is being driven by financial constraints, as well as by the preferences of older persons. Community psychologists can help by developing interventions which maximize the projective factors available to older persons as they “age in place”. Of interest is how the quality of the social networks of older persons, who are customers of HCBS services, can be maximized through computer mediated communication. The four presentations are based on a small-scale research project which involved 90-minute personal interviews with 40 HCBS customers. Findings reported here are based on n=25.

Louis Medvene will put this study in a social policy context. Kari Nilsen’s presentation will describe Antonucci’s social convoy method which was used to map customers’ social networks. Ms Nilsen will report that 50% of study participants were “at risk” for social isolation. Rachel Smith will report that the size of customers’ social networks was positively related to their quality of life (r = .31) and negatively related to loneliness (r = -.44). Samuel Ofei-Dodoo will report that after seeing a videotape illustrating an easy-to-use-computer-interface 85% of the customers said they would use such a system to communicate with network members. The last twenty minutes will involve a conversation—via Skype—about the implications of the findings with Ms Celia Chace, a study participant, who is an elected officer of the Kansas Silver Haired Legislature, an advocacy organization.

Participants:

A Social Policy Perspective For the Current Study. **Louis Medvene, Wichita State University**

The paradigm of providing care for frail older persons in nursing homes is shifting to a model of home and community-based care. In 1983 Congress created the Home and Community Based Services (HCBS) waiver option for Medicaid eligible persons. Currently, 47 states have elderly HCBS customers (www.medicaid.gov 2012). In Kansas, approximately 37% of Medicaid eligible older persons were HCBS customers in 2011, and the state plans to increase this percentage (KDOA, 2012). The national scope of this shift was noted in a recent Public Policy and Aging Report (2010): “After years of only modest movement, the ground under long-term care policy is shifting to a very significant degree. Eligibility is expanding, benefits are becoming more flexible and innovative, and the delivery system is undergoing a paradigmatic shift in the direction of consumer choice…” (pg 1). This policy shift to community-based care is being driven by the goal of reducing costs, given the anticipated demands of the “baby boom” generation. It is also intended to provide care that promotes the best possible quality of life for elderly persons. This policy perspective puts the present study in context. Community psychologists can be helpful in identifying both the potential risk factors, as well as some potential protective factors associated with this shift to a community-based model of care. It is established that older persons living in community settings are at risk for social isolation (Luggin & Rini, 1995) which is associated with loneliness, depression, cognitive decline and mortality (Antonucci et al., 2010). The present study is intended to explore whether these findings generalize to HCBS customers – a relatively unstudied sub-group of frail older persons. This study is also intended to explore whether HCBS customers would be interested in using computers – a potential protective factor – which might reduce their risk of social isolation.

The Social Support Networks of Elderly Home and Community-Based Service Recipients. **Kari Nilsen, Wichita State University**

This research applied Antonucci’s social convoy method (Antonucci, et al.’s, 2010) to assess the social support networks (SSN) of elderly Medicaid-eligible home and community-based service recipients. This population is of interest from a social policy perspective because many states are shifting the site of care from nursing homes to the community-based settings. This shift may save money, but it may also place older persons at risk for isolation. Researchers carried out 90 minute interviews with 40 participants. Based on analyses of the first 25 interviews, participants were 72 years-of-age, on average. Approximately 60% of the participants were female, and 68% were Caucasian. Half of the participants were widowed or divorced, and the average level of educational achievement was a high school diploma. Using Antonucci’s social convoy model, participants were shown three concentric circles, and asked to place SSN members into one of the circles. The inner circle (M = 5.3) represented the closest members, middle (M = 5.3) less close, and outer (M = 2.9) the least close. The average number of SSN members was 14. Lubben’s Social Network Scale (LSNS) was used to measure isolation. The LSNS was developed specifically for older adult populations (Lubben, 1988). High scores, which indicate isolation, have been correlated with mortality, health problems, and lack of adherence to good health practices (Lubben et. al, 2006). Approximately 50% of participants were isolated or “at risk” for isolation. The larger participants’ SSN, the less they were “at risk” for social isolation (r = -.63). Approximately 53% of paid caregivers were family members. These findings suggest that HCBS customers’ social networks, which are “at risk” for social isolation. And, that the larger customers’ social networks, the less likely they are to be “at risk” for social isolation.

The Impact of Social Support Networks On Mental and Physical Health Outcomes of HCBS Elderly Customers. **Rachel Smith, Wichita State University**

The goal of the present study was to explore the associations between the social support networks of Home and Community Based Services (HCBS) customers and their emotional well-being. Others studies of high functioning, community-dwelling older persons have reported that size and quality of social networks are related to well-being (Cacioppo, Hawkley, & Thisted, 2010; Choi & Wodarski, 1996; Litwin & Shiozvit-Ezrea, 2011). In the present study 40 HCBS customers were interviewed about their social networks (Antonucci, 1986), and their experiences of quality of life (Hyde, et al., 2003), depression (Almeida & Almeida, 1999), loneliness (Russell, 1996), and subjective health status. Data from 25 customers have been analyzed to date. Network size was positively related to quality of life (r = .31) and negatively related to loneliness (r = -.44). The perceived quality of relationships was positively related to quality of life (r = .52), and negatively related to depression (r = -.44) and loneliness (r = -.50). Isolation (Lubben, 1988) was positively related to depression (r = .33) and loneliness (r = .64), and negatively related to quality of life (r = -.52). Self-rated health was negatively related to loneliness (r = -.46) and depression (r = -.52), and positively related to quality of life (r = .63). These data are similar to other findings, suggesting that social support networks have some effect on levels of depression, quality of life, and loneliness; and these outcome variables have some effect on health status. In the frail elderly population, it is
Participatory action research in prevention and health partnership project. It focuses on both qualitative and quantitative the issues of power differentials in a 5 systems and community organizations. The identifies ways in which health literacy can be promoted by healthcare challenges in promoting health literacy in one U.S. healthcare system, and university partnership. The second presentation addresses special strategies while providing suggestions for establishing the commun Georgia Family Connection Partnership project using novel evaluation The first presentation describes the accomplishments of evaluating the impaction outcomes, thereby assuring communal well community members, organizations, researchers, and other stakeholders in health, and well-being of elderly HCBS customers. Exploring Older Persons’ Interest In Using Comuter-Mediated Communication Technologies. Samuel Ofei-Dodoo, Wichita State University Older persons receiving services in community settings, rather than in nursing hnes are at risk of social isolation (Victor, Scambler, Bond, & Bowling, 2000). Computer mediated communication offers technological resources which recipients of Home and Community-Based Services (HCBS) might use to reduce their social isolation. In the present study HCBS customers were also asked about their interest in using computers after watching a videotape illustrating PointerWare: an easy-to-use computer interface that allows older persons, and people with physical disabilities to communicate with families and friends, browse the Internet, and play games. The PointerWare video involved a 3-minute series of testimonials by older persons. The following results are based on analyses of the first 25 interviews. Before seeing the video, 28% of the HCBS customers reported using computers. After seeing the video, 84% of the participants said they would use a computer system like PointerWare, if it were available to them to communicate with network members. When asked how the computer would be helpful “...for people like you”, the most frequent comment (52% of the participants) was that they would use CMC to check on the well-being of the people in their network. These findings identify a strategy for overcoming the barriers to computer use by older adults (Wagner, et al., 2010) by identifying a motivation for using computers and by reducing physical constraints. The findings suggest that if computers were made available to HCBS customers they would use the computers to reduce their social isolation. The implications of these findings for future interventions will be discussed, via Skype, with one of the study participants- Celia Chace. Ms. Chace is an elected officer with the Kansas Silver Haired Legislature (S HL). The conversation with Ms Chace will engage the audience members in a discussion of how best to advocate for the elderly.

Session Organizer: Louis Medvene, Wichita State University

208. Participatory action research in prevention and health promotion: Community dynamics and power Issues Symposium 10:30 to 11:50 am Dooley Memorial Classroom Building: MM 318 Participatory action research (PAR) promises a means to involve community members, organizations, researchers, and other stakeholders in an equitable process to prevent disorders, promote health and well-being especially in disenfranchised communities. However, careful assessment of community dynamics and power differentials in communities is called for since PAR itself does not necessarily ensure that the needs assessment and effective prevention strategies will rely on multiple ecological levels impacting outcomes, thereby assuring communal well-being and thriving. The SCRA Prevention and Promotion Interest Group (PPIG) proposes an interactive symposium with three presentations and audience interaction. The first presentation describes the accomplishments of evaluating the Georgia Family Connection Partnership project using novel evaluation strategies while providing suggestions for establishing the community-university partnership. The second presentation addresses special challenges in promoting health literacy in one U.S. healthcare system, and identifies ways in which health literacy can be promoted by healthcare systems and community organizations. The third presentation deals with the issues of power differentials in a 5-year university-community partnership project. It focuses on both qualitative and quantitative approaches in investigating the different levels of hierarchy within the partnership structure, including the development of a measure capturing different power differentials. After three separate presentations, two discussants will facilitate an integrative summary discussion with the audience and panelists.

Participants:
Using research collaboration as an instrument to meet academic and community needs for prevention. John P. Barile, University of Hawaii at Manoa; Gabriel Kuperminc, Georgia State University Community psychologists often strive to conduct research that meets rigorous academic standards while also maintaining a strong commitment to the community. This presentation will review the methodology used in several projects that have been able to simultaneously meet both needs. Participatory action research methods have been found to be one of the best methods of engaging and meeting community needs. Involving community members in research design, data collection, and dissemination, allows researchers the ability to simultaneously meet multiple objectives. This presentation will review methods utilized by the researcher along with community members to collect data from over 1500 residents in the Atlanta metropolitan area. This data collection enabled community members to identify pressing needs in their area, advocate for specific prevention and intervention efforts, while also enabling the researcher to conduct advanced multilevel research outside the scope of the communities’ objectives. The Georgia Family Connection Partnership (GFCP) evaluation team has also achieved the delicate balance of meeting community needs while maintaining a high level of academic scholarship. Unlike most state-wide prevention efforts, the GFCP promotes county-level control over the focus and implementation of prevention efforts. This is particularly important in a state that includes such a high level of diversity -both in need and composition- between counties. While this level of community autonomy often limits the rigor of evaluations, the GFCP evaluation team has been able to produce deliverables that both improved the quality of prevention efforts and advanced evaluation methodology. Lastly, this presentation will include the initiation of a community-university partnership that utilizes a community-driven evaluation of centers using the clubhouse model of psychosocial rehabilitation. This evaluation utilizes novel evaluation approaches to produce policy related products for the centers while extending evaluation methodology suitable for professional evaluators.

Improving health literacy. Chris Michael Kirk, Atlantic Health System
Nine out of ten U.S. adults have difficulty finding, understanding, evaluating, and using basic health information and services. Research has consistently shown that healthcare communication is too complex and that many people lack the skills and abilities to meet these demands. The results are catastrophic. Patients with limited health literacy are more likely to be hospitalized, to have difficulties managing chronic illness, and to die prematurely, resulting in approximately $200 billion in annual costs in the United States. The burden of limited health literacy falls disproportionately on minority groups, the elderly, and adults of lower socioeconomic status. This presentation will highlight the journey of one U.S. healthcare system toward becoming a health literate healthcare organization. The health literacy initiative worked to engage multiple stakeholders including physicians, staff, and patients in the development and implementation of action plans to improve healthcare communication. In addition, participatory action research was conducted with low-literate adults, revealing key challenges to health literacy and opportunities for improvement. In sum, this project identifies multiple ways in which healthcare systems and community organizations can work from an ecological standpoint.
to address one of the most critical gaps in the health of our populations.

Capturing power: Qualitative and quantitative approaches to measurement. **Michelle Ronayne, Nova Psychiatric; Debra Harkins, Suffolk University**

Power is an inescapable presence in our lives. There are times where we have power and times when we do not. But is it something that is easily captured? The purpose of this presentation is to explore qualitative and quantitative approaches we used in a five-year university-community organization collaboration. It began with a relationship between the lead investigator and the executive director at an early childhood education center. What eventually emerged was a large project that included an exploration of every level of the hierarchy within the partnership. There were a variety of doctoral dissertations that emerged from this work and a primary goal was to evaluate the health of the organization. It was a work environment so participants were given the Copenhagen Psychological Questionnaire (COPSOQ; Kristensen & Borg, 2003), which is designed to measure on the broadest possible level the psychological work conditions, health and well-being of people in organizations. We made use of the sub-scale of influence at work in order to measure power (based on the manner in which we defined power). Additionally, we used the sub-scales of role clarity, role conflict and predictability of work environment as a measure of perceived control which we considered to be an important aspect of power in a work environment. Finally, we used several qualitative measures to explore power in a group setting. We looked at elements such as length of time with the floor (phrases used) and turn taking (how many turns in each meeting) by reviewing transcripts from group meetings. We also looked at the way language was used. That is, we designed a measure that attempts to capture whether statements we power assertive, power minimizing or power equalizing (Ronayne et al., 2009). We will discuss the pros and cons of using such measurements.

**Session Organizers:**
- **Toshiaki Sasao**, International Christian University, Japan and University of Opole, Poland
- **Serdar M. Degirmencioğlu**, Cumhuriyet University

**Chair:** **Robert Cohen**, Society for Community Research and Action

**Discussant:** **Toshiaki Sasao**, International Christian University, Japan and University of Opole, Poland

### 209. Women's Committee Meeting

**Business Meeting**  
12:30 to 1:30 pm  
**Dooley Memorial Classroom Building: MM 208**  
Please join us for an open Women's Committee meeting. We invite your interests, ideas, and engagement.

**Session Organizer:** **Michelle Ronayne**, Nova Psychiatric

### 210. Community Health Interest Group Meeting

**Business Meeting**  
12:30 to 1:30 pm  
**Dooley Memorial Classroom Building: MM 209**  
David Lounsbury (Albert Einstein College of Medicine) and Darcy Freedman (University of South Carolina) will convene a meeting for current and potential members of the Community Health Interest Group (CHIG) on Saturday (6/29), from 12:30pm to 1:30pm. The purpose of this meeting will be to renew and expand relationships and to cultivate collaborative projects related to community health research.

**Session Organizers:**
- **David Lounsbury**, Albert Einstein College of Medicine
- **Darcy Freedman**, University of South Carolina

### 211. Disability Action Group Meeting

**Business Meeting**  
12:30 to 1:30 pm  
**Dooley Memorial Classroom Building: MM 211**  
The SCRA Disability Interest Group (DIG) is a diverse group of students and non students who have a common interest of promoting well being and positive social change for and with the disability community. The DIG meeting will be an informal meeting to discuss current work, meet other individuals engaged in similar work, create a plan for DIG moving forward, and elect a new group director.

**Session Organizer:** **Erin Stack**, Portland State University

### 212. KEYNOTE ADDRESS: Psychology and the Infinite Game

**Town Meeting**  
1:15 to 2:00 pm  
**Gusman Concert Hall: Auditorium**

**Long ago, academic psychologists understood the importance of myths and symbols to the human experience and collective action. In recent decades, however, this understanding has largely been replaced with a fixation on precise communication of measurable phenomena. In this talk I suggest that we need to reconnect with the metaphorical insights that myths and symbols can provide. By doing so, we will better understand the psychological struggles of our time and be able to work more effectively with others towards positive social change. I offer a symbol to illustrate this process, that of the infinite game. According to the philosopher James Carse, life is comprised of at least two kinds of games. In finite games the object is to win and in infinite games the object is to keep the game in play. Infinite games have boundaries, include only select players and have rules that must not change for the duration of the game. In contrast infinite games have horizons that move as the player moves, welcome everyone into the game and the rules must change over time or the game will cease. In fact, when infinite players sense someone is about to lose, they change the rules to prevent this. Which game is dominant in our society and in our universities? The talk will consider this question and how symbols in general and the infinite game in particular can aid the contribution of community psychologists to the human project.**

**Session Organizer:** **Niki Harre**, University of Auckland

### 213. Full steam ahead: Remembering the life and contributions of J. R. “Bob” Newbrough

**Roundtable Discussion**  
3:15 to 4:05 pm  
**Whitten Learning Center: LC 180**  
Bob Newbrough devoted much of his life to helping communities thrive through community research and practice. He helped shape community psychology from its early years and continued to inspire generations of devoted community advocates. This roundtable discussion will provide formal and informal opportunities to present and discuss the contributions to community psychology by Bob Newbrough. It will also provide open opportunities to share memories of Bob and his impact on us, our work, and our communities. This session will be open for anyone to speak, listen, or share in any way they see fit. Please join us in honoring, “...the Prince of all noble souls with full hearts, a person who constantly opens doors and very quietly gets unworkable things to work, John Robert Newbrough” (Glidewell, 1995, p. 7). Glidewell, J. C. (1995). In honor of John Robert Newbrough. American Journal of Community Psychology, 23(1), 7.

**Session Organizer:** **Courte Voorhees**, Vanderbilt University

**Chairs:**
- **Courte Voorhees**, Vanderbilt University
- **Kimberly Bess**, Vanderbilt University

### 214. Unleash your hustle: Thinking, learning and practicing
This workshop seeks to contribute to the dissemination of good practices for social change leadership at a global level (“learning”), and to inspire students to use their knowledge (“thinking”) to transform communities (“practicing”). The content of this workshop is a result of a compilation of learning experiences that we had in academic contexts and we believe can be translated into community settings. Our work is inspired by the lessons we’ve learned with people from all over the world. As newly graduated change agents, we want to share with other students what we believe are the ingredients for an effective leadership for global social change, since in our experience there is a lack of focus on specific skills social change leaders need to have in order to be successful. In this workshop we will talk about a variety of topics. These are some of the themes we will explore: cutting-edge theoretical frameworks for leadership, values and moral courage, power relations, global challenges, effective communication, and social media as a tool for collaboration. To engage the participants in the conversation we will use creative strategies, such as: a) Narratives – A good leader needs to be a good storyteller, so we will provide students with inspirational narratives that will not only allow to model their communication styles, but also to become familiar with global social leadership initiatives; b) Hustle statement – Participants will be invited to create their “personal mission statement”: a declaration of people’s purposes in life and as Community Psychologists; c) Civic dialogue – Participants will discuss global issues and pose questions in a way that allows them to grow as thinkers, citizens and social change agents. Because social problems happen at a global level, we believe that global collaboration is necessary to bring social change to the world.

Presenters:
Margarida Alpuim, University of Miami
Deborah Angela Perez, University of Miami School of Education and Human Development

Session Organizers:
Margarida Alpuim, University of Miami
Deborah Angela Perez, University of Miami School of Education and Human Development

### 215. Integrating Sociopolitical Development Into Social and Emotional Learning Interventions

**Roundtable Discussion**
3:15 to 4:05 pm
Dooley Memorial Classroom Building: MM 208

Social and emotional skills have been empirically linked to improving youths’ psychosocial adjustment, academic performance, and preparedness for adulthood (e.g., Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Researchers, practitioners and policy stakeholders are increasingly emphasizing the role of schools as promoters of social and emotional learning (SEL). The Collaborative for Academic, Social, and Emotional Learning (CASEL), a “not-for-profit organization that works to advance the science and evidence-based practice of social and emotional learning,” is a leading national voice in the movement to infuse SEL into programs and schools. While the core competencies promoted by CASEL are important, we assert that they are insufficient for holistic youth development in today’s complex social world. Specifically, youth—especially members of marginalized groups—need to be equipped with skill sets that will allow them to interrogate social structures and mobilize for social change (Watts, Williams, & Jagers, 2003). Scholars have suggested that this skill set can be nurtured through sociopolitical development (SPD) — one’s critical analysis of society and involvement with their community (Watts, Abdul-Adil, & Pratt, 2002). However, SPD has been largely absent from the SEL discourse. To the extent that equity, diversity, and social justice are valued, SEL interventions should infuse components of SPD as key youth development outcomes. The facilitators of this roundtable have research and practical experience in education and youth development programming. In agreement with a call for communal thriving through organizational and school transformation, the facilitators will pose two broad questions for debate about the practicality of infusing SPD into SEL interventions: (1) How can SPD be incorporated with SEL during school and non-school hours? (2) How do we create opportunities for youth engagement to promote both SPD and SEL? The proposed format is as follows: background and question-posing (10 minutes); discussion (40 minutes); summary of key points/ wrap-up (10 minutes).

Presenters:
Faheemah N. Mustafaa, University of Michigan
Chauncey Smith, University of Michigan
Elan Hope, University of Michigan
Stephanie Moore, University of Michigan

Session Organizers:
Faheemah N. Mustafaa, University of Michigan
Elan Hope, University of Michigan

### 216. Unintended empowerment: The consequence of using qualitative methods with marginalized youth

**Roundtable Discussion**
3:15 to 4:05 pm
Dooley Memorial Classroom Building: MM 209

This roundtable will focus on discussion of the “unintended empowerment” that may result from qualitative research, whether participatory or not, with marginalized youth. The presenters will provide brief descriptions of two qualitative research projects: one related to youth leadership activities for youth with mental illness and the other involving young survivors of human trafficking/sexual exploitation. In the project with youth leadership groups, results of focus groups conducted with youth participants were used in combination with a presentation of Hart’s Ladder of Youth Participation (1992) to help the youth take charge of processes typically led by adults. The project with survivors of human trafficking/sexual exploitation (HT/SE) involved interviews focused on young people’s own perceptions of what they believed put them at-risk of HT/SE as well as perceptions of personal strength and resiliency factors which assisted them in exiting HT/SE. These projects began as traditional efforts to gather data to increase knowledge and inform practice but, through reflecting their own words back to the youth, became empowering and helped youth gain insight and healing. The primary focus of this session will be on discussion amongst participants and presenters regarding similar experiences, continuing efforts to capitalize on unintended empowerment, and ethical considerations in conducting qualitative research with marginalized youth.

Presenters:
Karen Irene Countryman-Roswurm, Wichita State University
Bailey Blair, Wichita State University

Session Organizer:
Tara Gregory, Wichita State University Center for Community Support and Research

### 217. Feeding the Neo-liberal ‘beast’: How Community Psychologists stay in the ‘game’ while maintaining their values.

**Roundtable Discussion**
3:15 to 4:05 pm
Dooley Memorial Classroom Building: MM 211

In proposing this provocative title, we aim to focus on the neo-liberal policies and practices that increasingly shape higher education. Community psychologists working in higher education must navigate a system that values individualism and competition between academics and universities and which promotes hierarchies rather than collaboration and collegiality. As community psychologists employed in universities, we face policies, agendas, and directives that are often at odds with the values of community psychology. For example, the quality improvement and research output agendas often compete, and in practice, the latter is prioritised over the former, often with deleterious outcomes – the value of community psychology academics (and therefore tenure) is determined more and more by their output than by the quality of their teaching practice or community engagement. This pressure to publish often leads to unreflective and repetitious works that reinforce the established norms rather than striving to explore new paradigms. In this session, we examine these tensions and ask:
218. Reflections from the Field: How do systems and settings shape the empowerment strategies we employ with youth in the community?
Roundtable Discussion
3:15 to 4:05 pm
Dooley Memorial Classroom Building: MM 212
Wong, Zimmerman, and Parker (2010) describe a model of youth empowerment that outlines varying degrees of adult-youth partnerships. The facilitators will be using this framework to facilitate dialogue on the strengths and challenges of serving marginalized youth by highlighting their own experiences with community-based youth-led programs, community-based family in-home counseling, residential, low-risk outdoor education programs, and collaborations among youth-serving community-based organizations. The presenters will utilize team-building activities to engage participants in a critical discussion of these structures. One presenter has a background in developing and implementing youth-led programming in a community youth center situated in a low-income, under-resourced urban setting in Ontario, Canada. She will present on her work in a youth-led organization, negotiating power between adults and youth, and building the capacity of youth to influence decisions. Another presenter has a background in providing community-based counseling services to youth and families involved with the juvenile justice system and the Department of Family and Child Services in the metro Atlanta area. She will focus on the benefits and challenges of a multi-system approach to intervention with this population. The next presenter has a background in instructing and supervising 30-45 day wilderness programs with adolescents who were mandated by the Florida courts for low-risk offenses. The final presenter will focus on a community collaborative between youth-serving organizations that develop strategies to support youth on juvenile probation and/or out of school in a low-income, urban, ethnic-minority community in Chicago. This discussion will follow from the interests of the participants, but may also address questions such as: How do we balance empowerment practices/principles/strategies and effective interventions? How do the structures we work within shape our ability to achieve this balance? How do population needs dictate which strategies are most appropriate?

Presenters:
- Adina Cooper, DePaul University
- Elizabeth Anne McConnell, DePaul University
- Claudio Rivera, DePaul University

Session Organizer:
- Lynn C. Liao, DePaul University

219. Implementing Community Arts Programs – Themes, Challenges and Methodologies
Roundtable Discussion
3:15 to 4:05 pm
Dooley Memorial Classroom Building: MM 213
It is widely recognized that participation in artistic and creative activities can contribute to individual and community well-being and empowerment. However, the methods and processes that translate these activities into beneficial effects are less well understood. This roundtable discussion aims to demonstrate through case studies that community arts activities can contribute to well-being and support individuals in a variety of ways. We aim to demonstrate the extent to which community arts programs can have a positive and sustained effect on participants, examine methods for implementing and evaluating such programs, and discuss the inherent challenges of employing these methods. Exemplary projects will be described through case studies, including the ‘Art of Recovery’ program, based in Charlotte, NC and the ‘Art and Health’ project in Warwickshire, England, delivered by ‘Escape: Community Art in Action’. The ‘Art of Recovery’ program focused on enabling adults with mental health challenges to express their experiences in recovery through artistic media and to raise awareness about the value of art in promoting mental health. The ‘Art and Health’ project specifically targeted individuals in deprived areas coping with chronic physical and mental health challenges. Information about these programs gathered through a range of research methods (e.g. semi-structured interviews, surveys, standardized health assessments) will be shared with the roundtable audience. Audience members will be encouraged to consider and discuss implementation methods and processes presented through the case studies and their potential application with other marginalized community groups. Audience members can also share their own experiences of working with community art programs and their successes or challenges with implementation and evaluation. Through this roundtable discussion, audience members will develop a better understanding of the various applications of community art programs for health promotion and techniques for implementing and evaluating arts-based programs in their own practice.

Presenters:
- Kate Strater, University of North Carolina at Charlotte
- Dr. Glenn Andrew Williams, Nottingham Trent University

Session Organizer:
- Dr. Glenn Andrew Williams, Nottingham Trent University

220. Linking Policy, Planning, Development, and Evaluation Workshop
3:15 to 5:05 pm
Dooley Memorial Classroom Building: MM 214
The presenters will review an innovative conceptual model linking policy, planning, action, and research (PPAR). This model may be understood as an extension of Lewin's action research model that incorporates policy, an increasingly prominent interest of community psychologists. The model distinguishes the processes of action research (i.e., policy, planning, action, and research) from the milestones associated with successful conclusions of these processes (an imagined system state, and intention to act, an implementation of a plan, and an assessment of impact). Drawing on literature from the policy sciences, the workshop will focus on the dynamics of stakeholder identification, engagement, and effectiveness. We will illuminate the importance of coalitions and coalition management, as it is the case in most situations that some coalitions favor action and others oppose it. We will draw on complexity theory to present ideas about why a simple iterated PAR model may be naïve, especially if an earlier iteration aroused a coalition of opposing parties. Finally, we will illustrate the fractal nature of the model, such that the model is applicable across several scales. The didactic material will be presented via three mini-lectures, each 8 minutes in length. The first and second of these will be followed by small group activities as the participants apply the learning to one of several social problem scenarios prepared in advance by the presenting team. The final mini-lecture will be followed by questions and discussion. Our learning objectives are that each participant will (1) gain a new appreciation for how policy work can be seen as integral to one of the most central models of action in community psychology, and (2) a more sophisticated understanding of how to foster empowerment and buttress it from attacks at each stage of the PPAR model.

Presenters:
- Cynthia Cominsky, University of Cincinnati
221. Measuring Community Impacts
Roundtable Discussion
3:15 to 4:05 pm
Dooley Memorial Classroom Building: MM 215

The goal of intervention in Community Psychology is to create positive transformation within communities. Despite having the goal of creating change at the community level rather than focusing simply on individual changes, community psychologists and those working for social change face many challenges in evaluating the broader impact of their work on communities. Evaluation tools often focus on measuring individual changes in those participating directly in programs, and there are few resources for evaluating community-level change. It is important for Community Psychologists to be able to evaluate the impact their programs have on communities in order to assess the appropriateness and effectiveness of interventions, and to ensure that they are meeting their goals for deeper social change. The goal of this roundtable discussion is to share experiences of evaluating community impacts, to discuss challenges and successes in these evaluations, and to articulate gaps in the literature and future directions for research. As facilitators, we will present our experiences evaluating the community impact of the Camp Suzuki project, a program that aimed to promote the use of an urban national park while increasing community engagement and connectedness to nature through community leadership trainings. We will discuss the challenges of evaluating the impact of such programming on communities beyond changes in those who receive leadership training, and facilitate a discussion in which attendees will have an opportunity to reflect upon and discuss their own experiences with evaluating community-level impacts. Attendees will be encouraged to share suggestions, tools, and resources. Through this roundtable, we aim to create a shared list of existing resources and best practices for evaluating community impacts, and to gather suggestions for future research community psychologists can undertake to help create better tools for capturing the broader impacts interventions can have on communities.

Session Organizer:
Allison Eady, Wilfrid Laurier University

222. Navigating Complex Ethical Terrains in Community Research and Action
Roundtable Discussion
3:15 to 4:05 pm
Dooley Memorial Classroom Building: MM 216

The objective of this roundtable session is to engage in a critical discussion around ethical deliberations in community research and action. Ethical deliberations in community psychology, a field that espouses collaborative and action-oriented research, are anchored in local contextual dynamics. Ethical predicaments cannot be resolved solely through cognitive problem solving and decision-making that characterize institutionalized ethical codes. Rather, they are tied to methodological and pragmatic considerations throughout the research, writing, and dissemination process. Anchored in the notion of research as an ethical commitment to foster wellbeing and facilitate social change, this session will create a space for participants to explore context-specific ways of understanding and responding to ethical issues while working with marginalized communities. Contrary to brief functional alliances that characterize many kinds of social research, community psychology research places a high premium on relationships. This roundtable session will encourage participants to share vignettes on complex, challenging ethical deliberations from their own work, engage in a critical discussion of the values and commitments tied to those deliberations, and explore creative and innovative ways of navigating complex dilemmas in the service of social justice. These elucidations will be instructive for the research community and enable others to both anticipate and avoid possible pitfalls. By teasing out some critical processes involved in doing research informed by ethics of care, this session hopes to achieve a more nuanced conceptualization of ethics in community research and action. Focusing on ethical deliberations at a practical operational level, this roundtable session could benefit a range of participants including those invested in community-based work, participatory action research, and grassroots community engagement. At end of the roundtable a working document will be compile emergent critical themes/issues in ethical research practice so that it better corresponds to the guiding principles and values of community psychology.

Session Organizer:
Urminta Dutta, University of Massachusetts-Lowell

223. Navigating the Road Ahead: Sustaining Community Partnerships in Grant-based Environments
Roundtable Discussion
3:15 to 4:05 pm
Dooley Memorial Classroom Building: MM 217

When programs and their funding sources come to an end at the completion of a grant cycle, the impact of their absence is recognized as both a challenge and a concern (Annie E. Casey Foundation, 2002; Wallerstein & Duran, 2010). With regard to mental health, the National Alliance on Mental Illness (NAMI, 2011) indicates a reduction of funding and services can result in macro consequences for the community and micro consequences for the individual. Following a change in the nature of the relationship between parties, trust between organizations and consumers may be negatively impacted and a challenge to rebuild (Johnson & Hobfoll, 2009). Other consequences include abandonment and loss of human resource capital. Cultural and experiential backgrounds of refugee and immigrant populations often result in difficulty trusting mental health professionals or accessing stigmatized services (see Miller & Rasco, 2004; Sue, Chang, Saad, & Chu, 2012). Research addressing potential detrimental outcomes following the removal of mental health resources available to refugee and immigrant populations is needed. The roundtable will: (1) Describe sustainability in terms of grant environments; (2) Review a case study grant (the MHARI Project; a federally funded community-based grant serving refugees in Nashville, TN); and (3) Host World Café conversations on issues related to sustainability in grant environments, sustainable grant development as a social justice principle, human resource capital and capacity building, and strategies for addressing sustainability in grant settings.

Presenters:
Jacqueline Newman, Tennessee State University
Amy Berman, Tennessee State University

Session Organizer:
Amy Berman, Tennessee State University

224. Opening our Hearts: The Interplay of Conscious and Unconscious Dynamics in Academic-Community Partnerships
Roundtable Discussion
3:15 to 4:05 pm
Dooley Memorial Classroom Building: MM 218

Forming effective community partnerships between community organizations and academia is an important goal that critical community psychologists want to accomplish. However, partnerships are not easy to achieve and partners need to engage in transparent dialogue to learn what worked and what did not work in such ventures. Affective dynamics are often repressed for the sake of making the hoped for relationship work. In addition, the dynamics of student engagement are many times overshadowed by the principles and values of a committed, critical community psychology that emphasizes bottom up approaches to community work. In learning from the processes and outcomes of academic-community partnerships, there are many questions that arise. For instance, questions about (a) the optimal amount of time needed for transformative student involvement in community; (b) the challenges placed by academic structures that inhibit or promote authentic collaboration, and (c) the degree of academic detachment from real world
issues. Lastly, the particularities of the academic program may greatly affect the partnership dynamics as well as the outcomes. This may be the case if the program seeks to develop depth psychological sensitivities in students such as those that listen to who and what has been marginalized and that seek to raise awareness of repressed biases and prejudices in fieldwork. In this roundtable, partners will share a community-academic partnership between Carpenteria Children’s Project at Main and Pacifica Graduate Institute’s Community Psychology, Liberation Psychology, and Ecopsychology Specialization. Important partnership dynamics will be discerned and affective tensions will be transparently brought to the table to engage in productive dialogue with participants, unbinding the many knots and nuances generated in these efforts. Through opening our hearts to introspective queries of the many challenges faced by these collaborations, the creative development of tools and strategies to build sustainable partnerships will be discussed.

Session Organizers:
Nuria Ciofalo, Pacifica Graduate Institute
Michelle Robertson, Carpenteria Children’s Project at Main

Chair:
Nuria Ciofalo, Pacifica Graduate Institute

Discussants:
Michelle Robertson, Carpenteria Children’s Project at Main
Gail Jean Padilla, Pacifica Graduate Institute

225. Promoting Community Psychology and Communal Thriving through Teaching
Roundtable Discussion
3:15 to 4:35 pm
Dooley Memorial Classroom Building: MM 312

The SCRA Council of Education Programs will share in this innovative roundtable discussion ways to promote social change and justice in the classroom. Presenters will share teaching tips, innovative teaching methods, classroom exercises, syllabi, films, tools, coursework and field experiments with audience members. Using a poster presentation format audience members will be allowed to share, discuss, and gather information from presenters. Audience members will be able to visit with presenters and examine their powerpoints and teaching materials. At the end of the session Dr. Susan MaMahon, the CEP Outstanding Educator of the Year will conclude the session with her remarks.

Presenters:
Ashley Elizabeth Anglin, University of Hawaii at Manoa
Christian Connell, Yale University
James Cook, University of North Carolina at Charlotte
Carie Forden, Clarion University
Andrew Hosteller, University of Massachusetts-Lowell
John Peterson, Georgia State University
James Dalton, Bloomsburg University of Pennsylvania
Beye Gu, Delaware County Community College
Sylvie Taylor, Antioch University Los Angeles
Gregor V. Sarkisian, Antioch University Los Angeles
Patricia O’connor, The Sage Colleges
Melissa Maras, University of Missouri-Columbia
Jessica Shaw, Michigan State University

Session Organizer:
Rhonda Kay Lewis, Wichita State University

Chairs:
Rhonda Kay Lewis, Wichita State University
Toshiaki Sasao, International Christian University
Robert E. Gutierrez, DePaul University

Discussant:
Susan MccMahon, DePaul University

226. Bridging research and practice to promote communal thriving: Implementing with quality matters
Symposium

3:15 to 4:05 pm
Dooley Memorial Classroom Building: MM 316

Communities often seek to promote thriving for their members through innovative programs and/or practices, yet the complex nature of the implementation process continues to challenge practitioners and researchers in reaching desired outcomes. Narrowing the gap between implementation research and practice requires collaborative efforts between multiple stakeholders in these communities. Together they can improve the quality with which innovative programs and/or practices are implemented by enabling supportive structures and interventions that overcome implementation barriers in these settings. This collaborative work requires positive relationships, knowledge of local contexts, and skills related to implementation science. The papers comprising the proposed presentation describe the Quality Implementation Tool (QIT) (Meyers et al., 2012), which is being used to help facilitate collaboration between stakeholders with different roles in the implementation process (e.g., practitioners delivering a program, those providing support to practitioners). The QIT is based on a synthesis of the implementation science literature (Meyers, Durlak, & Wandersman, 2012) and can be used as a consultation tool to plan, monitor, and evaluate the extent to which innovations are implemented with quality. The session begins with a discussion of how the QIT was developed followed by 1) an overview of the tool and how it can be used and 2) a discussion of the benefits and challenges associated with customizing and using the tool to guide implementation of a district-wide school-based innovation. The session concludes with an opportunity for attendees to ask questions, discuss how the tool applies to their own work and interests, and offer ideas for how the tool could be adapted to enhance relevance for diverse settings and populations.

Participants:
The Quality Implementation Tool: A practical tool communities can use to strengthen implementation quality. Duncan Meyers, University of South Carolina-Columbia; Abraham Wandersman, University of South Carolina-Columbia; Jennifer Castellon, University of South Carolina-Columbia

The Quality Implementation Tool (QIT) is a synthesis and translation of research literature on the specific actions (i.e., the “how to”) that can be employed to foster high quality implementation (i.e., putting an innovation into practice in a way that meets the necessary standards to achieve the innovation’s desired outcomes). By focusing on the “how to” of implementation, the QIT is meant to provide practitioners, consultants, researchers, program designers, and funders with practical strategies to improve implementation. The tool can be used by these stakeholders to help proactively plan and monitor systematic quality implementation, and it suggests future directions for research. This presentation will discuss the six components that comprise the QIT, how they were developed from an extensive synthesis of the implementation research literature (Meyers, Durlak, & Wandersman, 2012), and describe how it can be used as a consultation tool to guide planning, monitoring and evaluating implementation. Meyers, D. C., Durlak, J. A., & Wandersman, A. (2012). The Quality Implementation Framework: A synthesis of critical steps in the implementation process. American Journal of Community Psychology, 50(3-4), 462-480. Meyers, D. C., Katz, J., Chien, V., Wandersman, A., Scaccia, J. P., & Wright, A. (2012). Practical implementation science: Developing and piloting the Quality Implementation Tool. American Journal of Community Psychology, 50(3-4), 481-496.

Adaptations of the Quality Implementation Tool in practice: Implementing with quality in a district-wide school-based intervention. Andrea Lamont, University of South Carolina; Pamela Imm, University of South Carolina-Columbia; Annie Wright, University of South Carolina-Columbia; Abraham Wandersman, University of South Carolina-Columbia

A particular strength of the Quality Implementation Tool (QIT) is its flexibility for use across settings and innovations. Clearly
227. Puzzles and Challenges in Participatory Community Research and Action
Roundtable Discussion
3:15 to 4:05 pm
Dooley Memorial Classroom Building: MM 317
With all the work in participatory research and action covering individual, group and community levels of the social ecology, it is sometimes good to take a step back to view the big picture of what we've learned and what is yet to be done. This interactive session proposes to engage the panel members and audience in lively discussion of current challenges and opportunities in participatory community research. Themes will include issues of science and knowledge, community member participation in planning and implementation, translation of community science into policy and practice, as well as how we can continue to hold ourselves to the highest standards of our values and ethics. Interactive brainstorming and discussion will result in an agenda for research and action that can be shared with all of SCRA. As a result of attending this workshop, participants will be able to: • Frame current challenges and opportunities for research and action. • Develop alternative strategies to partner with communities in ways relevant to improving research and practice. • Improve the quality of research and practice in working with communities. • Share lessons-learned, and communicate them in such a way that they may lead to generalizable knowledge in the field more broadly. • Improve scholarship so that it is more relevant to community partners, and improving community life.
Presenters:
Jomella Watson-thompson, University of Kansas
Yolanda Suarez-balcazar, University of Illinois at Chicago
Stephen Fawcett, University of Kansas
Session Organizer:
Vincent T Francisco, University of North Carolina at Greensboro

228. Supporting the Development of New Graduate Education Programs in Community Psychology, Research and Action
Roundtable Discussion
3:15 to 4:05 pm
Dooley Memorial Classroom Building: MM 318
Graduate education in Community Psychology (CP) (including interdisciplinary programs with a community psychology focus) has depended on relatively few well-established programs and, periodically, newer programs being created. Nevertheless, many universities currently lack graduate programs dedicated to educating students for community practice, research and action. Meanwhile, many colleges and universities are attempting to adapt to become more engaged and relevant to their local communities. With an intentional focus on the most innovative and interdisciplinary theories and methods necessary for effective community-engaged CP practice and research, CP education programs have much to offer in this regard. This session will provide a supportive venue for those undertaking the creation and implementation of new CP graduate programs. This session has two main goals: 1) build supportive networks between planned and newly created programs for sharing program design ideas, curricula, implementation strategies and lessons learned; and 2) inform the vision and mission of a new interest group for new and developing programs that will be jointly sponsored by the SCRA Practice Council and the Council of Education Programs. The session is facilitated by faculty of new CP education programs that will speak to their development successes and challenges. We hope all those interested in CP education, and supporting the development of new CP education programs, will join us in this session.
Presenters:
Tiffany Reyleen Jimenez, National Louis University
Brian D. Christens, University of Wisconsin-Madison
Session Organizers:
Shepherd Zeldin, University of Wisconsin-Madison
Brian D. Christens, University of Wisconsin-Madison
Discussant:
Greg Meissen, Wichita State University

229. The School Intervention Interest Group: Transforming Schools to Support the Success of all Students
Town Meeting
4:15 to 5:35 pm
Whitten Learning Center: LC 184
The School Intervention Interest Group (SIIG) was established in 1995 to focus on the theories, methods, knowledge base, and setting factors pertaining to prevention and health promotion activities in schools. The primary goal of the SIIG is to promote quality research, practice, training and directions for future work in this area, and to facilitate the exchange of ideas among those already working toward these goals. Functions of the SIIG include: sharing information and initiating collaborations, discussing the role of community psychology research and action in the complex matrix of issues currently facing schools and education, developing standards for school-based interventions and their evaluation, integrating research and practice, and advancing policies to support the success of all students. Participants in this town meeting will explore future directions for the SIIG. Members and leadership of SIIG will facilitate discussion of major topics including (1) the history and development of the SIIG, (2) vision and mission of the SIIG, and (3) short- and long-term goals for the SIIG.
Session Organizer:
Melissa Maras, University of Missouri-Columbia
Discussant:
Jennifer Gibson, Xavier University

230. Use of the Community Tool Box to Support Teaching, Training, and Technical Support
Roundtable Discussion
4:15 to 5:05 pm
Whitten Learning Center: LC 192
This roundtable discussion explores how community psychologists utilize and build upon the free, web-based resources available through the Community Tool Box to support their academic teaching and community-based training and technical support. Created in 1994, the Community Tool Box is a free, comprehensive, continually-updated, web-based resource that...
reaches a worldwide audience. This social change tool has grown to 7,000+ pages, drawn from community psychology, public health and related fields. The CTB empowers people to further social justice, promoting community health and development by connecting people, ideas, and resources. The CTB plays a significant role in supporting community practice and has a growing worldwide reach (over 1.7 million unique users annually and growing). We solicited feedback through twitter and the SCRA listserv, and have heard from a number of people who would like to share examples of how this free, public resource has been used and built upon to further community practice work. Roundtable discussants include: Tom Wolff, who uses the materials to support training and TA he provides via Tom Wolff Consulting; Fabricio Balcazar, who uses the Spanish CTB in Mexico and with Mexican immigrants in Chicago; and Eilyn Palamaro Munsell, who uses the CTB to support her community practice work in Ireland. We will additionally feature examples of how the Community Tool Box is being used to support implementation of various national and international efforts, including Healthy People 2020. We will utilize Twitter during (and leading up to) this session to engage participants and others around the world unable to join in person. We hope you’ll join us, and share with us, in this open discussion about how these free resources have been – and might be — used to further community change and improvement.

Session Organizer: 
Christina Holt, University of Kansas
Chair: Christina Holt, University of Kansas
Discussants: 
Stephen Fawcett, University of Kansas
Thomas Wolff, Tom Wolff & Associates
Bill Berkowitz, University of Massachusetts-Lowell
Vincent T Francisco, University of North Carolina at Greensboro
Jerry Schultz, University of Kansas
Fabrizio Balcazar, University of Illinois at Chicago
Eilyn Palamaro Munsell, University College Dublin

231. Discrimination among African Americans: What does intersectionality have to do with it?
Roundtable Discussion
4:15 to 5:35 pm
Dooley Memorial Classroom Building: MM 208
In recent years a growing body of psychological research suggests encounters with racial discrimination are common occurrences in the lives of African Americans (Hudson et al., 2012; Kessler, Mickelson, & Williams, 1999; Ren, Amick, & Williams, 1999; Swim, Hyers, Cohen, Fitzgerald, & Bylsma, 2003). Despite the regularity of such occurrences, there is a segment of the literature that suggests encounters with racial discrimination are more common among middle-class African Americans than low-income African Americans (Dailey, Kasl, Holford, Lewis, & Jones, 2010; Kessler, Mickelson, & Williams, 1999; Ro & Choi, 2009). These findings highlight the confound between the intersections of race and class that has long plagued community psychologists and other social scientists (Cole & Omari, 2003). In addition to class, it is important to recognize that African Americans experience discrimination across a variety of dimensions, including their gender, sexual orientation, age, religion and ability status (see Cole, 2009). Though it is common for race to be the central focus of discrimination experiences among African Americans, we must remain cognizant of how discrimination often gets played out in very complex ways, involving an intersection of multiple dimensions of identity. This complexity is not limited to African Americans, but is also present when individuals from other racial and ethnic groups experience discrimination. Considering its significance in the lives of African Americans and other oppressed groups, how do community psychologists begin to develop interventions and conduct research in ways that speak to the intersectionality of discriminatory experiences? This roundtable will serve as a forum for practitioners and researchers to discuss ways in which community psychologists can works towards integrating an intersectional perspective in their work with African American populations and other marginalized groups.

Presenters:
Ronald Piter, University of South Carolina
Darcy Freedman, University of South Carolina
Stacy Smallwood, University of South Carolina

Session Organizer:
Rhonda L. White-Johnson, University of South Carolina

232. Implementing a Wellness and Resilience Paradigm within Health Care and Criminal Justice Systems: Innovations to Base Prevention Programs and Policies on Stakeholders’ Strengths
Symposium
4:15 to 5:35 pm
Dooley Memorial Classroom Building: MM 211
As community psychologists working in the field, we have opportunities to oversee or lead projects and shape how strategies and programs are implemented. We naturally strive to incorporate our community psychology values and principles into policy and program implementation, however, there are many barriers to systems change. Each of the proposed sessions in this symposium will present a project from a different U.S. urban community in which community psychologists are implementing projects to create change: one related to trauma and emergency department policies and practices, one related to behavioral health integration within primary care, and one related to community interventions for Latinos in the criminal justice system. For each of these projects, we plan to describe our challenges and successes in implementing our project strategies using a community psychology framework. The strengths and weaknesses of existing systems and our desire to add innovative processes will be discussed. We seek to engage our audiences to participate in this community psychology critique, by including a walk-through demonstration of key aspects of each program to help us to better consider the multiple perspectives of key community stakeholders. Some of the issues we plan to discuss during the sessions include stigma and a focus on deficits as opposed to strengths, disease models rather than health promotion models, cultural gaps between stakeholders and community members, and lack of buy-in from staff currently employed by such systems.

Participants:
Screening Brief Intervention and Referral to Treatment in the Emergency Department: Enlisting the Strengths of Significant Others to Promote Resilience. Lindsey Zimmerman, University of Washington School of Medicine; Debra Kaysen, Ph.D., University of Washington School of Medicine
Nearly 40 million Americans have an injury-related emergency department (ED) visit each year. Research indicates that 50% of trauma injury patients used alcohol during their injury and hazardous alcohol use significantly increases re-injury and hospital re-admission. Based on these data, the American College of Surgeons mandated universal alcohol use screening (Screening Brief Intervention and Referral to Treatment or “SBIRT”) in trauma centers. Despite the preventive and systems level change sought by this national policy, innovations to make it more strengths-based and more likely to enhance resilience are needed. For example, within 12 months after traumatic injury, approximately 30% of patients develop a new psychiatric disorder, but most will not seek treatment. As a result, traumatic injury is associated with chronic functional impairment, poor health, reduced quality of life, and high-levels of recurrent healthcare utilization. This proposal seeks to describe a potentially cost-effective, but underutilized SBIRT best practice recommendation, which is to include significant others, such as partners, friends and family in SBIRT. Interventions that include family or friends increase treatment adherence and effectiveness and enhance strengths. This talk will review SBIRT effectiveness research to date and propose an adaptation to SBIRT “treatment
as usual” that engages patients’ social context to promote resilience rather than rely solely on professional health care providers. Based on the Harborview Medical Center emergency department (HMC), a level-1 trauma center and safety-net hospital in Seattle, Washington, this session will highlight aspects of SBIRT consistent with community psychology principles as well as current implementation barriers. The session will engage the audience through two SBIRT stakeholder “walk-throughs” from the perspective of 1) ED staff (doctors, nurses, and other health system members), and 2) patients and significant others. HMC requires low-cost innovations to improve acute services for a vulnerable low-income patient population and promote well-being after trauma.

A DVD-Based HIV/HCV Prevention Intervention for Latino Offenders in Miami. Gladys Ibanez, University of Delaware; Steve Martin, University of Delaware; Daniel O’Connell, University of Delaware; Elaine Whit, University of Delaware

Up to 33% of all Latino men and 21% of all Latinas living with HIV/AIDS in the U.S. enter correctional facilities during a given year, and one recent study found that Latino offenders reported the highest rate of HIV-related deaths. Florida houses the highest number of HIV positive inmates in the country. Interventions targeting this population could have a high impact on HIV and HCV rates. Yet, no community-based HIV/HCV prevention programs exist specifically targeting Latino offenders. This paper describes an on-going study to develop and implement a culturally appropriate, peer-led HIV/HCV prevention intervention for drug using Latino offenders in Miami. Stage 1 of the study aims to identify the salient individual and cultural factors that influence HIV/HCV risk and preventive behaviors among heterosexual Latino criminal justice clients through formative qualitative research (key informant interviews, focus groups) guided by the IMB (Information, Motivation, Behavioral Skills) theoretical model of HIV preventive behavior. The qualitative data will be used to develop a culturally appropriate script for four different DVD’s. Each DVD will include members of the target population and would focus on four different subgroups (English-speaking men, English-speaking women, Spanish-speaking men, and Spanish-speaking women). Following community psychology tenets, the intervention will use resources available in the community. For example, community members will serve as actors in the DVD’s and the one group session intervention will be peer-led. The intervention will be gender and language specific. Qualitative data collected via key informants and focus groups will be analyzed for themes and presented. Lessons learned, including barriers to implementation throughout the process, will be discussed.

SAMSHA MAI-TCE Project. Angela Mooss, Cerca, Llc; Megan Hartman, Behavioral Science Research Institute

President Obama’s 2010 National HIV/AIDS Strategy called for collaboration of service providers on the ground level and the federal level, to prevent new incidence of HIV/AIDS and to provide quality, culturally competent HIV/AIDS and co-occurring behavioral health care to all affected persons. From this call, the Twelve Cities Project (CDC funded) and the SAMSHA funded MAI-TCE Project were implemented. The Twelve Cities initiative focuses on those cities most affected by HIV/AIDS, Miami topping the list. The same cities were also privy to apply for MAI-TCE funding aimed at integrating behavioral health and HIV into primary care settings. The current Miami site employs integration strategies at 2 FQHCs located in Hialeah and Liberty City areas. General FQHC clients entering for any care are invited to partake in the SBIRT process (Screening, Brief Intervention, Referral to Treatment) for behavioral health while they await access to primary care services. If screening indicates a need, clients are referred for comprehensive assessment, receive peer services and recovery and wellness support, and may receive HIV intervention/prevention and behavioral health services as needed. This talk will focus on integration strategies utilized that may be unique to this Miami model, including the use of peers, as well as the challenges and successes implicit in integrating such a large component (behavioral health screening) into an already large system (FQHC). Walk-throughs from client and service provider’s perspectives will be discussed and barriers (conceptual, logistical, process) will be examined. Given the large-scale changes taking place around healthcare integration and the Affordable Care Act, how can we as community psychologists make sure our values have a place in system integrations of care? Interactive discussion will focus on how we can tackle challenges within our current systems that continue to view patients and clients from deficit models and not around wellness and prevention.

Session Organizer: Angela Mooss, Cerca, Llc

233. Transforming Schools to Support Students: A Case Study of One State’s Efforts to Improve School Climate

Symposium 4:15 to 5:35 pm
Dooley Memorial Classroom Building; MM 213

Schools are widely recognized as primary sites for youth development and socialization. However, NCLB and other accountability focused policies have frequently resulted in schools focusing on curriculum and instruction while neglecting social, emotional, and contextual factors that support students’ academic performance and their psychological wellbeing. Recently, the United State Department of Education launched the Safe and Supportive Schools (S3) initiative to provide resources to help schools become settings that support/promote academic success and psychological wellbeing. The S3 initiative involves 11 states who are using a variety methods, processes, interventions to transform schools. In this symposium we will present a case study of one S3 state that is in the process of implementing their strategy to transform schools by focusing on school climate. The goals of the symposium are: 1) to share information about school settings and their importance in promoting well-being; 2) to get feedback from the audience about the case study, including intervention strategies and initial findings; and 3) to promote a broader discussion about school settings and the types approaches/intervention that might promote transformation.

Participants:

The S3 Initiative as a Strategy for Promoting School Climate Change: Theory and Background. Beverly Goetzman, Vanderbilt University; Benjamin Fisher, Vanderbilt University; Joseph Gardella, Vanderbilt University; Maury Nation, Vanderbilt University

This presentation will provide a brief description of theory and previous research on school climate, including a discussion of relations between school climate, student wellbeing, and academic achievement, and describe some of the common interventions to promote climate change. Then, presenters will provide a description of the S3 case example, including overall intervention strategy and implementation process.

Capturing Context: The Role of Data Analysis and Feedback in Understanding and Improving School Climate. Carol Nixon, Vanderbilt University; Joanna Geller, Vanderbilt University; Asemat Rodriguez, Vanderbilt University; Maury Nation, Vanderbilt University

Using the S3 case example, this presentation will provide an overview of how school climate and other elements of context are being measured. They will present data analysis showing the relations between various dimensions of school climate, other contextual factors (e.g., urban v/s rural), student well-being, and student academic outcomes. In addition, this presentation will
describe how this information is used to provide feedback to schools and promote a process of climate change.

Moving Beyond Theory and Data: Discussion on Promoting School Climate Change in Schools. Maury Nation, Vanderbilt University; Carol Nixon, Vanderbilt University; Joanna Geller, Vanderbilt University; Benjamin Fisher, Vanderbilt University; Joseph Gardella, Vanderbilt University; Asean Rodriguez, Vanderbilt University; Beverly Goetzman, Vanderbilt University

This session is designed to engage the audience in problem solving and critique as it relates to promoting change in school settings. Working in small groups (as space allows) or with the whole group, the discussion will focus on the following questions: • Is significant school climate change possible? If so, what are the factors (both internal and external) that need to be addressed to promote it? • What role should/does programs play in school climate change? If not, programs what are the intervention mechanisms? • How do you help schools develop the capacity to undertake school climate improvement? What are the capacities schools need to engage in school transformation? • What role/responsibility do parents and teachers have in the change process?

Session Organizer: Maury Nation, Vanderbilt University

234. Teen Dating Violence: The Importance of Understanding the Influence of Family and Friends

Symposium
4:15 to 5:35 pm
Dooley Memorial Classroom Building: MM 215

Teen dating violence (TDV) is a pattern of violent perpetration and/or victimization, and may take a number of forms, such as physical, sexual, and emotional violence, including the use of social media and stalking. National rates vary (10%-80%) depending on how TDV is measured. Consistent with Track V: Community Thriving through Research it will be important to extend TDV research to consider the role and impact of family and friends as this will be helpful in the development of contextually relevant prevention and intervention strategies. The first paper will examine dating language, particularly the disconnect between parents and teens’ views of dating relationships. The second paper will present the radiating impact of dating violence on friends. The “Impact on Friends” scale will be used to examine how knowing a survivor of dating violence impacts friends, and whether it is influenced by gender. The third paper will describe the role of social support among a national sample of Latino teens, particularly how social support moderates the relationship between dating violence, psychological functioning and school performance. The fourth paper will present contextual data from eight focus groups with teens in Hawai‘i. Teens discussed their own problematic relationships, including how friends and peers were often not helpful or supportive of their dating relationships, and in some cases even contributed to the violence by spreading rumors that led to increased fighting between the couple. To further our collective knowledge, time will be allowed for audience participation in the form of question and answer as well as the opportunity to share their work. We will conclude with suggestions for future research and prevention efforts. Attendees will leave the session with a greater understanding of how family and friends impact TDV, and the importance of developing prevention and intervention strategies that extend beyond the individual level.

Participants:
Facebook, Holding Hands, and Hooking Up: Dating in the Adolescent World. Rochelle Rowley, Emporia State University

In the not so distant past, heterosexual dating processes were predictable and easy to recognize. The boy would call the girl and ask her out on a date. They would go out and be back by a specified curfew. If the same boy and girl went on dates several times, then they were dating and they became boyfriend and girlfriend once the boy gave the girl something of his (ring, jacket, etc.). Parents were able to follow this dating script and monitor each step of the process. If the couple was holding hands, kissing, and spending a lot of time together, these were clues that the two were dating. In order to study whether these scripts and understandings still exist, we developed, tested, and administered the General Youth Relationship Survey three times over 2½ years as well as conducted 4 focus groups with parents of high school girls and boys, middle school boys and girls as well as 4 focus groups with the teens of these parents. According to the data collected through 823 middle school student surveys (32% white, 17% black, 19% Hispanic, 32% biracial/other) and 610 surveys of parents of middle-school teens (45% white, 17% black, 23% Hispanic, 15% biracial/other) as well as the focus groups, now, spending time together, holding hands, and even kissing may be platonic behaviors between friends. Or, two people may never actually spend time together at all yet consider themselves dating. The language and behaviors of adolescents today compared to their parent’s understanding of dating scripts from the past has created a rift between parents and their teens in regards to their perceptions of dating. If parents aren’t tuned in to the new dating scripts and language, they may miss key opportunities to teach and guide their children towards healthy adult relationships.

Dating Violence: The Impact on Friends. Ramveig Siguvinsdottir, University of Illinois at Chicago

Violence not only affects the primary victim, but also has a radiating impact on others in the community. Survivors of dating violence often disclose their experience to a friend and social support has a positive impact on survivors (Lewis & Fren pau, 2001). Research on sexual assault has demonstrated that friends of survivors often do not know how to react to or support survivors, but generally speaking, they experience less distress and confusion than family members or significant others (Ahrens & Campbell, 2000). In fact, two-thirds of a college student sample reported feeling that they had provided good support to a sexually assaulted friend (Banyard et al., 2010). Male and female friends are also differentially impacted by knowing a survivor. Men are less certain of how to talk to the survivor and provide help but female friends report feeling more distress (Ahrens & Campbell, 2000; Banyard et al., 2010). Ahrens and Campbell (2000) developed a measure called Impact on Friends, based on victimization perspective theory. According to this theory, friends believe that they should help the survivor deal with their unwanted sexual experience. If the friends feel unsuccessful in that role, they often feel frustrated and helpless. This can then make the relationship between the two persons difficult. The measure was shortened and further developed by Banyard et al. (2010). Building on this knowledge base is important to examine the impact on friends of dating violence survivors. The Impact on Friends measure will be developed for dating violence and administered to undergraduate students at the University of Illinois at Chicago in January 2013. Factor analysis will be used to examine important dimensions of the impact of dating violence on friends as well as how gender of participants affects how they are impacted by knowing a survivor of dating violence.

Social Support as a Buffer of the Negative Effects of Dating Violence Among LatinoTeens. Chiara Sabina, Penn State Harrisburg; Carlos A Cuevas, Northeastern University

Teen dating violence is associated with substantial negative effects, but potential protective factors have not been sufficiently studied. This study offers 1) an examination of dating violence in the psychological functioning, delinquency, and school performance of Latino teens and 2) an analysis of the role of social support in the psychological functioning, delinquency, and school performance of Latino teens, and 3) an exploration of the potential moderating role of social support in the relationship between dating violence and psychological functioning,
235. The Role of Neighborhood Economic Context in the Promotion of Health and Well-Being

Symposium
4:15 to 5:35 pm
Dooley Memorial Classroom Building: MM 216

While community psychologists have long recognized the interdependence of settings, little is known about how the interaction between two particular settings—families and neighborhoods—influences health, well-being and development among children and adults. Without understanding how such settings dynamically operate to influence adults’ and children’s well-being, it is impossible to develop effective strategies that both prevent risk and promote communal health and well-being. This symposium takes an important step towards doing so by using innovative approaches to explore how the intersection between family and neighborhood characteristics influences the health and well-being of the adults and children embedded in them. In paper 1, the authors consider how neighborhood and family income jointly influence children’s cognitive, socioemotional and health outcomes, a question that is pivotal for promoting intergenerational communal thriving. Finally, Paper 3 expands on previous research that treats the neighborhood as a static context by exploring how family residential mobility and the ensuing shifts between neighborhood economic contexts matter for children’s development. This work finds that those at lower poverty neighborhoods are related to improvements in young children’s executive functioning. In order to generate discussion of how to translate research findings into prevention and promotion strategies, the authors will distribute a list of potential strategies at the end of the symposium. After a presentation of research findings, audience members will break into small “strategy” groups to discuss the challenges and opportunities associated with particular strategies in light of the research findings.

Participants:

Putting income in context: The joint influence of household and neighborhood income on adult physical health and well-being. Erin Godfrey, New York University

Research suggests that household and neighborhood income are important predictors of physical health and subjective well-being. Moreover, a growing body of work considers how the interplay between household and neighborhood income influences physical health and well-being (Chen & Paterson, 2006; D’Ambrosio & Frick, 2007; Frey & Stutzer, 2002; Lopez-Turley, 2002; Subramaniam, Kim & Kawachi, 2005). Based in social comparison and relative deprivation theory, research in this area posits that relative economic standing is a key mechanism underlying these relationships. However, this research is limited by its empirical approach, which operationalizes relative economic standing through subjective SES or indices of income inequality. These approaches fail to capture how individual experiences in households at various income levels are affected by variation in neighborhood income. Specifically, does neighborhood income moderate the relationship between household income and physical health and well-being? This study addresses this question using data from The Survey of Minority Groups (MIDUS). The sample consists of 1,306 African Americans, Dominicans, Mexicans and Puerto Ricans aged 25 and older in New York City and Chicago. Individuals were recruited from block groups selected to maximize variation in neighborhood income levels. Random intercept models were used to examine the interaction between household and neighborhood income on individuals’ reports of their physical health, life satisfaction, financial satisfaction, and financial control. The interaction was significant (b=0.02, SE=0.012, p<0.1), financial satisfaction (b=0.03, SE=0.009, p<0.05) and financial control (b=0.06, SE=0.022, p<0.01). Across all outcomes, individuals in lower income households fared better when living in higher income neighborhoods. In contrast, individuals in higher income households had better physical health but lower life satisfaction, financial satisfaction, and financial control when living in high income neighborhoods. These findings are interpreted in relation to theories of social comparisons, relative deprivation, and neighborhood resources.
Keeping up with the Joneses: Neighborhood economic position and children’s development. Carly Tubbs, New York University; Erin Godfrey, New York University; Amanda Leigh Roy, New York University

Extant literature indicates that economic position – or one’s economic standing in relation to salient others – is an important predictor of physical health and well-being among adult samples (Adjaye-Gbewonyo & Kawachi, 2012; Subramanian & Kawachi, 2004). Almost nothing, however, is known about whether economic position matters for child and adolescent development. Defining economic position as the interaction between family income and neighborhood income, this work explores whether economic position predicts child and adolescent functioning in three domains, cognitive, socioemotional, and health, above and beyond the influence of absolute income alone. Moreover, this work will consider whether these relationships vary dependent on child characteristics, specifically child age and gender. Data for this study come from the Project on Human Development in Chicago Neighborhoods (PHDCN; Earls & Visher, 1997), a cross-sequential, longitudinal study of over 6,000 children and their caregivers nested within 80 Chicago neighborhoods. Given the sampling frame in which neighborhoods were purposefully sampled to maximize variation in socioeconomic status, the PHDCN is particularly well-suited to explore the questions of interest. Preliminary analyses indicate that there is sufficient variation in both family and neighborhood income to test the proposed relationships. As such, this paper will present the results from multi-level models designed to test hypothesized interactions between family and neighborhood income in relation to child and adolescent functioning. Because adolescents have more direct exposure to neighborhood settings, it is expected that these relationships will be stronger for adolescents relative to children in early or middle childhood. In addition, based on previous work that has found boys to be more sensitive to neighborhood influences than girls (Leventhal, Dupere, & Brooks-Gunn, 2009), we expect the relationships between neighborhood economic position and outcomes to be stronger for boys compared to girls. Implications for the promotion of healthy development in context will be discussed.

Quantity vs. quality: Residential mobility and children’s executive functioning. Amanda Leigh Roy, New York University; Dana Charles McCoy, New York University

Research indicates that children’s executive functioning plays a pivotal role in development (Raver, Blair, & Willoughby, 2012). Specifically, children who can remember, pay attention, and maintain inhibitory control perform better in learning settings than children who cannot. Moreover, emerging research suggests that children’s environments and experiences can influence the development of executive functioning. Both exposure to environmental adversity (Raver et al., 2012) and experiences of household instability (McCoy & Raver, 2012) have been linked to reductions in children’s executive functioning. While this work would suggest that residential mobility, both in terms of number and type of move, is an important predictor of executive function, research testing this question is practically nonexistent. This study address this gap by exploring 1) whether exposure to a move during early childhood and 2) if the quality of the move (i.e. from high to low poverty neighborhood) are related to children’s executive functioning in 5th grade. Data for this study come from the Chicago School Readiness Project (CSRP), a longitudinal follow-up of a socioemotional intervention trial implemented in preschools. Families were assessed when children were in preschool (N=602), kindergarten (N=398), third grade (N=505), and fifth grades (N=491). Parent reported addresses were coded to indicate whether families had moved between each wave and linked with census data to determine whether moves were better, worse, or the same in terms of quality (determined by a change of ≤5% in the proportion of the tract population in poverty). Children’s executive function was assessed in fifth grade with the Hearts and Flowers task, a computerized direct assessment designed to capture the three dimensions of executive function. Preliminary analyses revealed that while having ever moved was related to worse executive function (b=51.92, (24.36), p=.03), having moved to a lower poverty neighborhood was related to better executive function (b=–54.40, (25.33), p=.03).

Session Organizer: Amanda Leigh Roy, New York University

263. Tasting and Clarifying the Conceptual Stew Empowerment Has Become

Symposium: 4:15 to 5:35 pm

Dooley Memorial Classroom Building: MM 217

Since 1981 few ideas have inspired and frustrated community psychologists as much as empowerment. It is about values, processes and outcomes and can mean different things to different people in different contexts. Over time these meanings chart a trajectory of development and interest that reflects major trends in the evolution of community psychology and related fields. The evolution of empowerment as a scientific and expository construct and its major dimensions will be explored in some depth in the forthcoming Handbook of Community Psychology. The primary purpose of this symposium will be to present major dimensions of empowerment theory and research for audience feedback as the first draft of the chapter on empowerment is being prepared. This process will enable participant input to inform the final content and structure of this handbook chapter. The discussant will offer not only her perspective as a leading empowerment scholar, but will also help facilitate audience discussion. More specifically, the major dimensions that will be presented for the audience reflection and comment are: (1) the history, values, theory and definitions of empowerment, (2) the process of becoming empowered, (3) the relation of empowerment and related constructs, and (4) the views of empowerment in other disciplines. We anticipate spending half of our time introducing a few major issues in each of these four topic areas and about half the time discussing them and receiving suggestions from the audience. As a result of this session, we anticipate that audience participants will have a more complete sense of the range and depth of empowerment theory and research, and an enhanced capacity to integrate across multiple studies and articulate major themes in the empowerment literature. Presenters will become more aware of complexities previously unexpressed in understanding and explaining empowerment.

Participants:

Empowerment: History, Theory, Values and Definitions. Elizabeth Anne McConnell, DePaul University

This presentation will review the history and development of the concept of empowerment as it will be presented in a chapter of the forthcoming APA Handbook of Community Psychology. Attention will be given to how definitions and critiques of empowerment have shifted over time. First, the concept of empowerment will be situated in broader theories of power. Historical events that contributed to the rise of empowerment, such as World War II, the Vietnam War, and the community mental health movement (Fondacaro & Weinberg, 2002; Rappaport, 1981; Erikson, 1988) will be discussed. The emergence of empowerment as a major idea within the field of community psychology in the 1980s, beginning with Rappaport’s (1981) emphasis on the importance of embracing paradox, will be reviewed. Major debates and tensions in the field on the nature of empowerment will be discussed, including: the context-dependency nature of empowerment and the difficulty of defining it specifically; what kind of power is being conceptualized in different definitions of empowerment; the multiple levels on which empowerment operates; and the call for shifting from an individual to a structural level of analysis in relation to empowerment (Perkins & Zimmerman, 1995; Riger, 1993;
The Process of Becoming Empowered. Darnell Motley, DePaul University; Christopher Keys, DePaul University

In attempting to understand empowerment, a necessary question is: How does it work? This presentation explores how the community psychology literature has described this process of becoming empowered. In examining empowerment more generally, some key avenues of empowerment have been identified, including skill acquisition, conferral of positions of power, sharing of power by those who previously held more power, and accessing previously unavailable knowledge/expertise (Conger & Kanungo, 1986). These strategies allow the development of increased agency, self-efficacy, decision-making power, and social capital (Conger & Kanungo, 1996; Stanton-Salazar, 2011). Empowerment has been found to function in particular ways across particular populations. For example, studies have examined the particular routes of empowerment useful in youth populations (Christens & Peterson, 2011), persons with physical disabilities (Balcazar, Seekins, Fawcett, & Hopkins, 1990), women (Kitzinger, 1991), members of the LGBT community (Garnets & D’Augelli, 1994), and persons of color (Gibbs & Fuery, 1994; Andres-Hyman et al., 2007). In attempting to empower these communities, it has been emphasized that there must be a primary focus on understanding the complexity of stressors and specific disempowering factors which impact the community (Garnets & D’Augelli, 1994; Gibbs & Fuery, 1994). Researchers have also examined the utility of empowerment in particular circumstances, such as in the aftermath of a trauma (Toure, 1989; Emampouport, 1991). These studies have focused on strategies which function best in these contexts, as to avoid counterproductive outcomes of empowerment attempts. Lastly, this presentation will consider how the community psychology literature has discussed the function of empowerment on the individual, organizational, and community levels.

Empowerment and its Conceptual Cousins. Kathleen Mculiff, DePaul University

This presentation will discuss empowerment and related constructs. One of the primary goals of community psychology is to empower individuals and communities. However, empowerment, as a broad term, can be found across several other disciplines (i.e., social psychology, liberation psychology, political science, and sociology). Since empowerment is contextually bound and defined, and is not limited to a traditional model of self-efficacy, it is important to examine empowerment-related constructs across different contexts (Franzblau & Moore, 2001). Although psychological empowerment may be an important indicator of individual capacity, certain forces, such as political structures, poverty, systematic oppression and discrimination, may diminish an individual or community’s level of empowerment. Furthermore, certain interventions that promote empowerment may only impact certain components (e.g., promoting HIV prevention), while not changing larger oppressive structures (e.g., societal attitudes towards sex workers) (Cornish, 2006). Empowerment for a group that has a history of multiple marginalization differs from empowerment for a group that does not (Williams & Labonte, 2007). Therefore, empowerment is not one construct, but rather a multi-faceted idea that is shaped by contextual factors, such as political climate, race, gender, ethnicity, and socioeconomic status. Various empowerment-related constructs will be identified and discussed, including, but not limited to: liberation psychology

(Trout et al., 2003), social justice (Priliehtensky, Nelson & Peirson, 2001), education (Lee et al., 2011), participation (Cornish, 2006), oppression (Bishop, Vicary, Browne, & Guard, 2009), and self-efficacy (Franzblau & Moore, 2001). Examples, such as the formation and popularity of the liberation psychology movement in Latin America as a reaction to oppressive political systems (Burton & Kagan, 2005), will be discussed.

Empowerment: An Interdisciplinary Idea. Lynn C. Liao, DePaul University

Although empowerment is an overarching concept within community psychology, it also has a presence among other branches of psychology and disciplines. This section is part of a larger chapter on empowerment and will explore the literature on empowerment in these other areas, including the following questions: 1) how is empowerment perceived and treated, 2) how empowerment is utilized 3) for whom are these empowerment interventions, and 4) how empowerment is evaluated or measured. The preliminary review has found existing literature on empowerment within the following disciplines: industrial/organizational psychology, management, nursing, sociology, social work, public health, women studies, anthropology, political science, and education. Within areas such as industrial/organizational psychology, political science, and nursing, empowerment has clear operational definitions outcomes such as job satisfaction, organizational commitment, (Humorstad, 2012), quality of patient care, retention of nurse practitioners (Steward, McNulty, Griffin, & Fitzpatrick, 2010; Engström, Wadenström, & Hagstrom, 2010), and voter participation (Gilliam Jr. & Kaufmann, 1998). Disciplines such as sociology, anthropology, and women studies examined how larger institutional factors impacted the empowerment of certain groups. Shethar (1993) provides an analysis on how gender, race, education level, and the justice system affected the power dynamics of a tutor-student relationship in a volunteer tutoring program for incarcerated inmates. Haile, Bock, and Folmer (2012) examined how socio-cultural factors affected the achievement of empowerment in microfinance programs for women. The social work and public health literature contributed more practice-based strategies of using empowerment in work with specific groups. Travis and Deepak (2011) provide a framework for social workers to use hip-hop to empower and relate to youth. Wallerstein (1992) examines powerlessness and empowerment and proposes a model of empowerment education for health-promotion practitioners. This presentation will suggest how the intersections of empowerment across disciplines may be explored and how strategies and insights can be shared to further enhance empowerment interventions.

Session Organizer:
Christopher Keys, DePaul University

Chair:
Christopher Keys, DePaul University

Discussant:
Irma Serrano-garcia, University of Puerto Rico-Rio Piedras Campus

237. What the First Round of SCRA Policy Grants Can Tell Community Psychology about Policy Research

Symposium
4:15 to 5:35 pm
Dooley Memorial Classroom Building: MM 218

In 2011, SCRA initiated the Public Policy Small Grant Program to support public policy work among division members and increase the capacity of the division to influence policy. The first grants were awarded at the end of 2011 and completed at the end of 2012. Each grant produced findings that are being disseminated individually, but useful information can also be obtained by examining the three projects together. In this symposium, the grantees will share: 1. Observations about how their projects represent three very different dimensions of policy research, how each dimension is
useful to policy making, and how those differences can inform community psychologists who are interested in conducting policy-relevant studies. 2. Communities that emerged through their research grant program. 3. Ways they are attempting to translate their findings into policy recommendations and disseminate those recommendations to policy audiences. The symposium will then offer participants an opportunity to share their reflections and their thoughts about ways to make the grant program more appealing to them as potential future applicants, and to address any additional questions they may have. The presenters include the three 2012 grant recipients. Dr. Barbara Oudekerk is a post-doctoral researcher investigating resiliency among female adolescent offenders in order to inform future policies aimed at optimizing outcomes for that population. Dr. Jon Miles, Director of Searchlight Consulting, in partnership with Children First/CIS of Buncombe County, has been evaluating the effectiveness of that organization’s advocacy efforts to support policies that positively impact low-income children and families. Ashley Boal, a PhD candidate at Portland State University and a Graduate Policy Intern at American Psychological Association, has been evaluating the impact of state legislation in Oregon that set standards for batterer intervention programs, and examining programs’ responses to this policy.

Participants:

Batterer Intervention Programs’ Response to State Standards.
Ashley Boal, Portland State University
This project aims to build on previous research to better understand the impact of state legislation directed at batterer intervention programs (BIPs) and examine programs’ responses to this policy. While many studies of intimate partner violence (IPV) focus on victims of abuse, the proposed project aspires to increase social justice and avoid victim blaming by examining the perpetrators of abuse as the person of interest. The proposed project does this by investigating interventions for offenders of IPV known as BIPs. Though studies have been conducted examining individual outcomes for participants in these programs, fewer studies have considered the context in which these individual outcomes occur. This project not only aims to understand the context of BIPs by examining programs’ current practices and policies, but it will also attempt to understand how the larger context of state policy has affected these programs. Specifically, this project surveyed all BIPs in the state of Oregon (n = 47) to examine the extent to which the policy of state standards has been successfully implemented in the state of Oregon. Next, extensive interviews were conducted with a subset of programs (n = 13) in order to identify programs’ overall responses to the standards. This project provides a platform for those affected by the standards to describe their experiences adapting to the standards and an avenue to offer feedback to policymakers. All of this information (i.e., compliance levels, barriers and facilitators of compliance, etc.) will then be presented to policymakers and the community in order to promote conversation about the content and implementation of state standards.

Evaluating the Effectiveness of a Local Advocacy Group’s Efforts. Jonathan Miles, Searchlight Consulting Llc; Melissa Strompolis, University of North Carolina at Charlotte; Greg Borom, Children First/Communities in Schools of Buncombe County
Children First/Communities in Schools (CF/CIS) of Buncombe County is a well-established not-for-profit organization that is on the forefront of grass-roots and “grass-tops” advocacy in the region and in the state. They employ a wide range of advocacy activities in order to support policies that positively impact low-income children and families in Western North Carolina, but have little information about the effectiveness of the various actions they take. Evaluation of the CF/CIS advocacy efforts was to assess the effectiveness of the advocacy efforts by focusing on these questions: 1. How effective did various recipients (supporters, allies, clients, as well as media) perceive the messages from CF/CIS to be in engaging them to act? 2. How
defending the principles of social democracy. Others viewed education as a personal investment, expected students to contribute to the growing costs of education in society, and desired a rapid return to normalcy and social peace. In response to this crisis, the government passed a law to put an end to the protests, mandating that students and teachers return to class and forbidding protests. The enactment of these laws provoked civil disobedience among students and the wider citizen population. As doctoral students in community psychology and actors in the student movement, this crisis provoked a number of questions and reflections that we would like to submit to participants at this roundtable on social action. What roles do community psychologists occupy in relation to social movements? What are the boundaries, if any, between personal and professional involvement in social conflict and change? How should differences in opinion within the population be treated? Should community psychologists support a community that uses civil disobedience as a lever for social change and a source of empowerment? We invite people to share their experiences and discuss principles and theoretical frameworks that help them to position themselves in relation to social action. In response to this crisis, the government passed a law to put an end to the protests, mandating that students and teachers return to class and forbidding protests. The enactment of these laws provoked civil disobedience among students and the wider citizen population. As doctoral students in community psychology and actors in the student movement, this crisis provoked a number of questions and reflections that we would like to submit to participants at this roundtable on social action. What roles do community psychologists occupy in relation to social movements? What are the boundaries, if any, between personal and professional involvement in social conflict and change? How should differences in opinion within the population be treated? Should community psychologists support a community that uses civil disobedience as a lever for social change and a source of empowerment? We invite people to share their experiences and discuss principles and theoretical frameworks that help them to position themselves in relation to social action.

Presenter:
Louis-Philippe Côté, Université du Québec à Montréal (UQAM)

Session Organizer:
Fanny Bréart de Boisanger, Université du Québec À Montréal (UQAM)

239. Walking the Talk: Securing Meaningful Participation in Youth Participatory Action Research
Roundtable Discussion
4:15 to 5:35 pm
Dooley Memorial Classroom Building: MM 315

The proposed roundtable will focus on innovative methods to engage youth and young adults in participatory action research (PAR). PAR emphasizes the powerful ways in which youth can be involved in envisioning and initiating change in their local communities. It legitimates democratic inquiry and signifies youths’ fundamental right to ask, investigate, and contest injustice. Youth PAR can challenge social exclusion, redistribute power, and build youth capacities. While the benefits of youth PAR are manifold, in order to accrue these benefits, participation has to be understood, embodied, and enacted as a political commitment and not as a method alone. Drawing from diverse projects, this session will highlight some of the “hows” of securing meaningful youth participation. The projects include: 1) a community action project that engages youth from diverse ethnic groups in the context of protracted ethnic conflict in Northeast India; 2) a photovoice project in Barbados that involves young people in advocating for access to opportunities that impact well-being and sexual health; 3) afterschool programming with less advantaged ethnic minority youth that involves them in facilitating positive peer leadership and supporting each other’s development; 4) a collaborative media project with African American youth, which aims to create awareness and spearhead resource-building efforts in a community currently planned for demolition and redevelopment into higher resourced, mixed income neighborhoods; 5) a community action project that engages young people in research and community organizing geared towards influencing prison system reform and more just discipline policies in schools; 6) a PAR project with Latino immigrant youth to discuss and share experiences of violence with a focus on relationship building among youth. Each panelist will highlight innovative ways in which they engage youth in their projects. The panel will conclude by opening up the discussion for the audience.

Presenters:
Katherine Cloutier, Michigan State University
Emilie Smith, Human Development and Family Studies
Julia Daniel, Power U Center for Social Change
Miatta Echetebu, University of Illinois at Urbana-Champaign
Mark Aber, University of Illinois at Urbana-Champaign
Rebecca Rodriguez, Georgia State University

Session Organizer:
Urmiitapa Dutta, University of Massachusetts-Lowell

Chair:
Urmiitapa Dutta, University of Massachusetts-Lowell
POSTER SESSION A ABSTRACTS

Poster Session
12:30 to 2:15 pm
Fieldhouse at the Bank United Center: Poster Session
Poster Session A - Thursday 12pm - 1:45pm
Participants:

"You feel like you're not gonna make it": Stress Experiences of Latino Immigrant Youth. Melissa DeJonckheere, University of Cincinnati

Latino immigrant children represent the fastest-growing population in the U.S. In addition to the normative stress that all youth encounter, Latino immigrants also face high rates of poverty, discrimination, and cultural barriers. These additional stressors can contribute to poor academic and psychological functioning as well as negative health outcomes. Although the Latino population throughout the U.S. is growing significantly, geographic patterns of growth have spread in the last two decades from traditional migration cities to less urban areas throughout the central and Midwest regions of the U.S. Immigrants in nontraditional migration cities face fundamentally different experiences than immigrants to more common gateway cities that typically have an established infrastructure designed to serve Latino populations. Latino children are markedly at risk because schools have struggled to meet the needs of the sudden growth of the Latino population in areas where Latino immigration was previously almost nonexistent. The lack of resources in schools can compound the acculturative stress faced by Latino children as they seek to navigate differences between their previous and new social environments. In this poster presentation, I will share two ongoing projects aimed at understanding the stress and coping experiences of Latino immigrant youth in a non-traditional migration city. This project is part of an established, 4+ year academic-community partnership with an urban language immersion school in Cincinnati, Ohio. The pilot project consisted of open-ended interviews with 9 first-generation Latino immigrants in the 4th through 8th grades. Using a participatory action research approach, the second project emphasized collaboration with Latino youth to explore stressors and resilience, identifying the challenges and notable strengths of these students and their school environment.

A Matter of Gender: using audio-visual tools to promote gender awareness and empowerment. Francesca Esposito, ISPA-IU; Erika Teixeira, ISCTE - Lisbon

Starting from a need of meaning-making, A Matter of Gender is a participative audio-visual project developed by an audiovisual production and communication professional and a community psychologist. The project main aim was to explore and to represent, through audiovisual tools, the experience of being a young woman in search of her emancipation in today’s Lisbon (Portugal). In particular, the goal was to promote a reflection on the different ways young women still experience gender oppression nowadays, in spite of the apparently achieved conditions of women’s equality and emancipation. Furthermore, it was also a goal the sharing of the resistance strategies practiced by the participants in order to tackle the several oppressive situations experienced. For this purpose, a small group of ten young women (from 26 to 36 years), with different cultural origins and professional backgrounds, was composed. The two professionals participated in the process both as facilitators and as participants. The project consisted in different steps. In a first moment, the photo-voice method was used to promote the expression of individual narratives starting from each participant’s photos. Through a group discussion process, the objective was to turn the individual participants’ narratives into a collective and more empowering one, in order to promote gender awareness. Afterwards, drawing from the participants’ photos and the individual and collective narratives produced within the group session, a script for a short-film was created. This script was returned to the participants in order to get their feedbacks. The last step was the process of film-making in which both the participants and the project creators were actively involved. The present contribution intends to present a cross-reflection on this audio-visual project experience and its resulting products.

A Recovery and Community Integration Narrative of a Mental-Health Community-Based Organization. Rita Aguair, ISPA - Instituto Universitário de Ciências Psicológicas, Sociais e da Vida; Jose Ornelas, ISPA University Institute

The present research seeks to comprehend how a Mental Health Community-Based Organization (MH-CBO) promotes recovery and community integration to its members. According to Felton (2005), “The concept of community narrative describes a theoretical process through which communities and individuals forge identities”. Therefore a narrative approach can enhance exponentially the comprehension of the phenomenon under study. Focusing on a transformative vision that informs the Portuguese mental health system, the main objective is to collect and collaboratively construct a narrative of AEIPS (Associação para o Estudo e Integração Psicossocial) a Portuguese MH-CBO, underlying the processes of recovery and community integration promotion. Through a thorough data collection, including: participant observation, document analysis and in-depth interviews the research aims to construct a narrative that will convey the unique perspective and voice of members, family members, professionals and administrators of AEIPS. Also, the research specifically purposes to identify characteristics, facilitators or inhibitors of the recovery and community integration promotion processes. Another result will be to signalize core features, such as shared language, symbols and stories that allow us to perceive the organization as a community. This presentation will present some preliminary results of the referred collaborative work on the construction of AEIPS narrative. For example, exploring themes that will arise from the analysis of the data, such as the members’ conceptualization of the organization as a home.

A Survey Study on community well-being, a case study of Pingho community. HuiChun Hsieh, NCNU,Taiwan; Leko Hsieh, NCNU/Taiwan; ShuhSien Huang, NCNU, Taiwan

The purpose of this study is to provide empirical reference of the community well-being through programs and services found in the Pingho community. Survey was conducted through paper questionnaires and interviews simultaneously, collecting a total valid sample of 416 responses (women more than men), accounting for more 10% of the total number of population living in the community. It is apparent from the research that: (1) More than half of residents are in high well-being, while 10% of residents are in low well-being. Thus, the data is positively skewed. (2) Residents over the age of 65 comprise more than 20% perceived a happy life, followed by 31% middle-aged residents. (3) Residents in marital status are happier than the single ones. (4) Residents who have academic background of university feel more fulfilled than those have academic background of elementary school. (5) Residents with full-time work show the greatest conscious well-being, followed by the residents are housewives or househusbands. (6) The Buddhists show the highest satisfaction of all inhabitants, and the number of Taoist is only behind them. (7) Family factor is the most major influence on community well-being, while the second one is personal factor, and community is the last one. (8) Methods of promoting community well-being are voluntary service of community, improvement of relationship of neighborhood, increase of activities for the elder, beautification of community environment and enhancement of community security. In the end, according to conclusion of this survey and references, the author presents the planned projects and practical advice to
A moderated mediation analysis of parents and peers predicting delinquency among solo and co-offending juveniles. Sarah Hassan, BGSU; Kelly Amrhein, Bowling Green State University; Morgan Dynes, Bowling Green State University; Sarah Domoff, Bowling Green State University; Carolyn Tompsett, Bowling Green State University

Patterson and colleagues have established that poor parental monitoring can increase an adolescent’s delinquency by indirectly increasing interactions with deviant peers (Dishion, Patterson, Stoolmiller, and Skinner, 1991; Patterson, DeBaryshe, and Ramsey, 1989; Patterson, Reid, and Dishion, 1992).

Although this model is well established in the literature, little research has examined the relative importance of this framework for solo vs. co-offenders. For the current study, 186 adolescents with a mean age of 15.9 (90.9% male, 64.5% African American) were recruited from detention and probation programs within the juvenile justice system in a mid-sized Midwestern city. Youth completed self-report surveys administered by trained researchers as part of a larger project on neighborhoods and friends. Measures of self-reported delinquency (Elliot, 1976) and adolescent perceptions of parental monitoring (citation omitted to protect blind review!) and peer delinquency (Stouthamer-Loeber, Loeber, Wei, Farrington, & Wistrich, 2002) were collected. In addition, one item on the survey asked whether youth commit crimes primarily with friends or alone. A moderated mediation model was conducted per Preacher & Hayes (2008). Results confirmed that peer deviance mediated the effects of parental monitoring on delinquency, and solo vs. co-offending moderated the effects of peer deviance on delinquency. How these analyses reveal that relationship between peer and self-reported delinquency was stronger for individuals who offend with their peers. As such, the indirect effect of parental monitoring on self-reported delinquency through friend delinquency was found for adolescents who commit crimes with peers, but was not supported for adolescents who commit crimes alone. Implications for research and practice will be discussed.

Adolescents’ attitudes towards support for healthy behavior change from community-based professionals. Jocelyn Lebow, Mayo Clinic; Bridget Biggs, Mayo Clinic; Kelly Harper, Mayo Clinic; Christina Smith, Mayo Clinic; Leslie Sim, Mayo Clinic

The much-publicized “obesity epidemic” has prompted communities to emphasize healthy behavior change (HBC) in youth. Intervention/prevention initiatives have been implemented at the community, school, and familial levels. Support from professionals (medical providers, teachers, coaches etc.) is integral to the success of these programs. This study used focus groups to gather data regarding adolescents’ views on professional support. Participants were adolescents (ages 13-18) with a recent BMI in the 85th percentile or greater. 28 adolescents (female n = 14, male n = 14, mean age 15.5) were stratified into 4 focus groups by gender and age. Adolescents participated in semi-structured interviews. Major themes were summarized using content analysis. Results suggest that adolescents see a role for various professionals in supporting their HBC, including coaches, teachers, and doctors. Adolescents were specific regarding the type of support they want from professionals. They felt doctor support was most effective for HBC initiation. Adolescents felt it was beneficial for doctors to motivate and “scare” teens, as well as provide instruction and instrumental support at the start of HBC initiatives. Coaches were most frequently mentioned as having a continuous role in ongoing HBC. Adolescents see coaches as being best able to motivate, inspire and provide concrete instruction in HBC programs. Adolescents were not interested in counselor/psychologist support for HBC. Adolescents repeatedly cited the importance of receiving support from professionals with whom they had an established, personal relationship. In sum, though teens see a role for numerous types of professionals in facilitating HBC, they feel most comfortable with professionals they see regularly—particularly coaches. Initiatives designed to promote HBC in the community should thusly consider a multi-system approach, and involve teachers and coaches, as well as families and medical providers.

Advocacy and Empowerment: The Role of Care Coordination Staff in Medicaid Integrated Care. Amber Williams, National-Louis University; Lindsey Back, DePaul University

Advocacy and empowerment are central to the field of community psychology when working with marginalized groups. In April 2010, the State of Illinois transitioned 38,000 Medicaid recipients across six counties to an “Integrated Care” pilot program in which two Managed Care Companies were contracted to coordinate their care. These recipients were consumers with disabilities or the elderly, traditionally marginalized in healthcare due to their unique and complex needs. The purpose of this transition and integrated care in general, is to keep people healthy through better care, managed by an individual’s designated care coordination staff. By bringing together primary care physicians, specialists, hospitals, nursing homes, and other providers, the managed care companies, specifically care coordination staff, organize comprehensive care around the needs of the patient, thus potentially decreasing healthcare costs. Because of the complex needs of this population, combined with the stress of a transition to a new model of healthcare, consumers struggled to navigate the integrated care system, often relying heavily on care coordination staff. During the first year of the integrated care program, their goal is to promote a mission of independence for these marginalized individuals while simultaneously addressing consumers’ needs. The current study will utilize data from focus groups conducted with care coordination staff (n = 26) from both managed care companies during the first year of the program to explore themes of advocacy and empowerment efforts, central in six counties to an “Integrated Care” pilot program. Using inductive coding methods (Auerbach & Silverstein, 2003), we analyzed emergent themes with the goal of understanding how care coordination staff were able to advocate for and empower marginalized consumers in a difficult context. Results have implications for healthcare policy, as well as for advocacy and empowerment research thus providing an innovative application of advocacy and empowerment techniques.

Agent Orange: A Calamity That Never Ends. Serdar M. Degirmencioglu, Cumhuriyet University; Ulas Basar Gezgin, Nisanci University

Concerns about climate and ecology are becoming popular in mainstream psychology. Recently, APA’s flagship journal American Psychologist (May/June 2011) devoted its cover to smog. The cover story examined how air pollution affects cognition and well-being. APA’s flagship journal American Psychologist (May/June 2011) devoted its cover to climate change. Social justice is also receiving high profile attention: Melba J. T. Vasquez devoted her presidential address at the APA Convention in 2011 to social justice. This is certainly good news but there are serious limitations: The focus is almost exclusively on safe topics, on the US and on the present. In this paper, we offer a different perspective on ecology and social justice. We highlight the devastation caused by Agent Orange (AO) in Vietnam – a topic that is never addressed by the recent literature on environment and social justice. During the war about 7.5 million Vietnamese were killed. The war about 40,000 were killed, wounded or maimed by unexploded bombs. The US Air Force waged a chemical warfare campaign: An estimated $80 million liters of AO were sprayed onto 1/10th of S.Vietnam (Operation Ranch Hand, 1962-1971) to eliminate forests – a source of food and cover for the resistance. An estimated 4.8 million (1/4th of the population) were affected by AO and other
An exploratory study of the role of mentoring in the acculturation of Latino youth. Lyn C. Liao, DePaul University; Bernadette Sanchez, DePaul University

Mentoring has been examined within the context of settings and populations, and while there has been some research focused on ethnic minority youth, there is limited research that examines immigrant and refugee youth (Birman & Morland, in press). There are however, many mentoring programs that target ethnic minority and immigrant youth. These mentoring programs have been designed to focus on facilitating a positive acculturation process either as a component of a larger program or as the primary goal. (Culture Connect, 2010; MENTOR, 2003).

Acculturation is an important factor for immigrant youth and ethnic minorities alike. Latino children are one of the fastest growing ethnic minority groups in the United States (Garcia, 2012) and also encompass a large portion of the immigrant youth population (Fuligni & Pereira, 2009). Since studies have shown that acculturation affects a number of outcomes for Latino youth (Gonzales, Fabrett & Knight, 2009), it is pertinent to understand what influences this process. The proposed study will focus on examining the relationship between aspects of mentoring (e.g., presence, quality, mentors’ characteristics, areas of support) and the acculturation process for Latino youth. Acculturation and mentoring measures were collected from approximately 150 Latino high school students during their senior year. The study will seek to answer three research questions: 1) Does the presence and number of mentoring relationships influence different aspects of acculturation? 2) How do the characteristics of mentors (e.g., race, ethnicity, familial versus non-familial) and mentoring relationships (e.g., frequency of contact, duration) influence different aspects of Latino youth’s acculturation? and 3) Do the areas of support in a mentoring relationship vary based on the mentee’s generational status and length of residency? This study seeks to understand how acculturation may have implications for mentoring models used with Latino youth and ultimately, how this relationship may affect their overall well-being.

Are Recovery-Oriented Mental Health Services Good For Providers? The Role of Consumer-Provider Relationships for Providers’ Sense of Well-being. Lawrence Andrew Osborne, Bowling Green State University; Sarah Greenberg, Bowling Green State University; Catherine Stein, Bowling Green State University

Over the past 25 years, community mental health in the United States has made deliberate efforts to move away from a medical model of service delivery towards a person-centered, wellness-oriented, recovery model. The mental health recovery movement reflects many of the values of community psychology including a focus on individual strengths and self-determination for individuals living with serious mental illness. Strong collaborative relationships between consumers and providers are seen as an essential element of consumers’ recovery. If a recovery model of mental health care promotes collaborative relationships between providers and consumers, then both parties can potentially experience insights such as aspects of personal growth. Yet, the role of a recovery-oriented service model for the well-being of mental health care providers remains largely unexplored. Given the high turnover rate among service providers, research examining aspects of recovery-oriented services that benefit both consumer and provider relationships is essential for advances in mental health care. Using a sample of 105 interdisciplinary providers from seven community mental health centers in Virginia, the present research investigated the role of individual characteristics, perceived job demands, and provider-consumer relationship factors as antecedents to providers’ perceptions of their agency’s recovery-orientation and their own sense of job satisfaction and personal growth due to their work with consumers. Findings indicated that providers’ views of their relationship with consumers accounted for the most variation in providers’ reports of agency recovery-orientation and providers’ sense of their own well-being. Specifically, providers’ reports of a stronger working alliance with consumers were associated with greater levels of personal

An Ecological Structural Equation Model of Host and Heritage Acculturation and Psychological Adjustment in Vietnamese Immigrants to the US. Corrina Simon, University of Illinois at Chicago

Acculturation to the new, host culture and acculturation to heritage culture have been shown to impact immigrants’ adjustment during the years following resettlement. While acculturation has been noted as an important factor in adaptation of Vietnamese immigrants (Birman & Tran, 2008), specific findings of the relationship between acculturation and adjustment within this population have been inconsistent. These inconsistencies may be a result of two issues in the acculturation field today: measuring acculturation using unilinear or forced-choice rather than bilinear scales, and failure to use a life domains approach. The purpose of this paper is to contextualize the study of acculturation and adjustment by taking an ecological approach to exploring this relationship across several life domains, using a bilinear scale (Birman & Trickett, 2001), and examining mediators of these relationships for adult Vietnamese immigrants in the United States. Results show that job satisfaction mediates host acculturation and psychological distress. Findings will be discussed.

An Organizational Assessment of Trauma-Informed Care: The Interplay of Individuals and Settings in the Implementation Process. Shara Davis, University of Illinois at Urbana-Champaign; Elizabeth Traviick, University of Illinois Urbana Champaign; Allison Brown, University of Illinois Urbana Champaign; Nicole Allen, University of Illinois at Urbana-Champaign; Mark Aber, University of Illinois at Urbana-Champaign

There is evidence that the implementation of innovation within organizational settings is influenced by both individual (e.g., values congruence) and organizational characteristics (e.g., climate for innovation; see Klein and Sorra, 1996 and Klein & Knight, 2005). In the human service sector, there is a growing emphasis on the importance of trauma-informed care. Such an emphasis is buoyed by the findings from the Adverse Childhood Experience Study (ACES) which documents that trauma is relatively common and a growing body of research that links exposure to trauma with a variety of life challenges (see the National Center for Traumatic Stress Network website for an overview, http://www.nctsn.org). However, like all desired changes, reform, the move toward trauma-informed care will likely involve a slow adoption and implementation process. The current study explores baseline data from community-based providers, supervisors and administrators from multiple organizations (up to 22) across multiple sectors (mental health, juvenile justice, education) to understand a) current levels of adoption and implementation of trauma-informed care policies and practices; b) what individual and organizational characteristics shape implementation; and c) how individual characteristics (e.g., individual beliefs about the change) interact with organizational characteristics (e.g., organizational climate for innovation) to affect varied degrees of implementation.

An exploratory study of the role of mentoring in the acculturation of Latino youth. Lynn C. Liao, DePaul University; Bernadette Sanchez, DePaul University

Mentoring has been examined within the context of settings and
growth and job satisfaction. Providers’ reports of their relationship with consumers accounted for significant variation in their reports of agency recovery-orientation and personal growth beyond individual and perceived job demands characteristics.

Implications of study findings for community research and action are discussed.

Assessing the threshold for neighborhood resilience. Ronald Pitner, University of South Carolina; Ernest Wiggins, University of South Carolina; Shanna Hastie, University of South Carolina; Kaipeng Wang, University of South Carolina

Previous research suggests a direct relationship between higher levels of neighborhood physical incivilities (e.g., debris in streets), social incivilities (e.g., gang-related activity), and residents’ increased perceptions of neighborhood crime. A common methodology used in some research has been the triangulation of research data (i.e., an environmental inventory, residents’ perceptions of crime, and police crime data). What has not been central to many of these studies is a specific examination of residential property ownership (or lack thereof). Research indicates that neighborhoods with lower levels of residential property ownership have higher signs of incivilities and higher rates of crime. However, many neighborhoods have varying degrees of residential property ownership. Yet, we do not have clarity on whether there is a threshold for the proportion of owned properties in a neighborhood and lower levels of neighborhood crime and incivilities. The purpose of this poster presentation is to raise awareness about the relationship between neighborhood crime, incivilities, territoriality, and the built environment in neighborhoods containing varying levels of owned and rented residential properties. This exploratory study was conducted in a mid-size city in the Southeast region of the US. We examined three neighborhoods: one whose residential properties were at least 70% owner-occupied (“owned”), one whose residential properties were at least 70% renter-occupied (“rented”), and one whose owned and rented residential properties were evenly split around 50% (“mixed”).

Demographics of residents were fairly comparable across neighborhoods. Moreover, each neighborhood had high proportions of households earning less than $15,000 (ranging from 42% to 55%). A total of 68 neighborhood blocks were examined. Our findings indicate that built environments and territoriality were highest in “mixed” neighborhood and lowest in “owned” neighborhood. Implications for neighborhood safety and resilience are discussed in terms of the threshold for owned and residential properties in a neighborhood.

Attachment Style and Psychological Well-Being for Adults with Bipolar Disorder: The Role of Perceived Life Stress. Sarah Greenberg, Bowling Green State University; Samantha Jesse, Bowling Green State University; Maria Muzik, University of Michigan; Katherine Rosenbloom, University of Michigan; Melvin McNair, University of Michigan; Catherine Stein, Bowling Green State University

Community psychology has had a longstanding interest in understanding the role of social relationships for the well-being of adults coping with psychiatric disability. Adult attachment theory suggests that individuals engage in adult relationships in ways that reflect the nature of their primary attachment relationships with caregivers in childhood. Research suggests that secure adult attachment style has been linked with strong supportive relationships, yet it is estimated that only 11% to 22% of adults diagnosed with bipolar disorder are classified as having a secure attachment style. In comparison, approximately 60 to 80% of adults without psychiatric illness are classified as having a secure attachment style. Secure attachment has been shown to buffer the effects of life stress in non-distressed populations and in populations with chronic illness, but little is known about the role of attachment style in coping with stress in psychiatric populations. This holds particular importance with bipolar disorder, given that stress has been linked to increases in the likelihood of the reoccurrence of psychiatric symptoms and decreased quality of life. The present study examines the role of perceived life stress in moderating the relationship between self-reported attachment style and psychological well-being in adults with bipolar disorder. A sample of 161 adults with bipolar disorder completed measures of attachment, life stress, mood, and psychosocial functioning. It is expected that adults’ reports of life stress will significantly moderate the relationship between attachment and well-being such that individuals who report secure attachments and higher perceived stress also report better psychological well-being than those with insecure attachments. Implications of study findings for research and community-based interventions are discussed.

Building Nashville Promise Neighborhood: The Use of Research and Data-Driven Decision Making in a Yearlong Planning Process. Kimberly Bess, Vanderbilt University

The Promise Neighborhoods (PN) Initiative launched by the U.S. Department of Education in 2010 represents an effort to improve the educational outcomes of youth and to build community well being through a collaborative, place-based intervention strategy. Through the PN funding mechanism, PN Planning Grant recipients receive financial and technical assistance for developing a comprehensive cradle-to-career system of intervention and support in which schools and youth-serving community organizations work together to address the particular needs of their community. Policymakers are hopeful about the initiative’s potential to change the trajectory of persistently underperforming schools in high-poverty neighborhoods but recognize that the intervention strategy remains largely untested. In particular, it is unclear how effectively the PN model will overcome challenges related to system fragmentation, uncoordinated goals and activities, and competing lines of accountability that hamper the effectiveness of local youth-serving systems. A central piece of the PN strategy is the use of research and data-driven decision making for assessing local PN contexts and for developing a comprehensive plan of targeted interventions. This poster presents a case study of the role of research and data-driven decision making in a yearlong planning process of Nashville Promise Neighborhood (NPN), a 2011 PN Planning Grant awardee. This poster draws on qualitative, quantitative, and NPN organizational data to detail 1) the multi-level assessment process of local needs and assets, 2) the results of a community survey of 485 NPN residents, 3) the use of research and data to inform NPN’s implementation plan, and 4) lessons learned. As an official partner of NPN, a research team from Vanderbilt University engaged with NPN’s lead agency, The Martha O’Bryan Center, and other NPN partner organizations to develop and conduct this research using a participatory action research approach.

Changing Nutrition and Exercise Related Attitudes and Behaviors of Minority Youth: A School-Based, Participatory Approach. Demaree K. Bruck, University of Cincinnati

Community psychology has had a longstanding interest in understanding the role of social relationships for the well-being of adults coping with psychiatric disability. Adult attachment theory suggests that individuals engage in adult relationships in ways that reflect the nature of their primary attachment relationships with caregivers in childhood. Research suggests that secure adult attachment style has been linked with strong supportive relationships, yet it is estimated that only 11% to 22% of adults diagnosed with bipolar disorder are classified as having a secure attachment style. In comparison, approximately 60 to 80% of adults without psychiatric illness are classified as having a secure attachment style. Secure attachment has been shown to buffer the effects of life stress in non-distressed populations and in populations with chronic illness, but little is known about the role of attachment style in coping with stress in psychiatric populations. This holds particular importance with bipolar disorder, given that stress has been linked to increases in the likelihood of the reoccurrence of psychiatric symptoms and decreased quality of life. The present study examines the role of perceived life stress in moderating the relationship between self-reported attachment style and psychological well-being in adults with bipolar disorder. A sample of 161 adults with bipolar disorder completed measures of attachment, life stress, mood, and psychosocial functioning. It is expected that adults’ reports of life stress will significantly moderate the relationship between attachment and well-being such that individuals who report secure attachments and higher perceived stress also report better psychological well-being than those with insecure attachments. Implications of study findings for research and community-based interventions are discussed.

Changing Nutrition and Exercise Related Attitudes and Behaviors of Minority Youth: A School-Based, Participatory Approach. Demaree K. Bruck, University of Cincinnati; Lakshmi N Tirumala, University of Cincinnati; Farrah Jacquez, University of Cincinnati

The prevalence of childhood obesity in the U.S. has more than doubled since the 1970s; approximately 35% of children ages 6–19 have a BMI above the 85th percentile for age. Childhood obesity effects low income and minority youth disproportionately compared to middle class White youth. Given the negative health consequences and the high prevalence rates of obesity among Latino and African American children, it is important that effective, culturally sensitive and community-based health promotion interventions are developed and implemented. The purpose of this study is to determine the effectiveness of a school-based, participatory obesity intervention, utilizing student driven media creation to change student behaviors and attitudes.
Client Engagement in Preventive Interventions: The Role of Neighborhood Activism by Residents Living in Low Income, High Crime Neighborhoods.

An abundance of research has contributed to understanding neighborhood activism, in part, requires understanding the concept of community identity. Community identity is defined by how strongly residents identify with their neighborhood. Previous research has shown that residents living in low income and high crime neighborhoods do not strongly identify with their neighborhoods as strongly as residents living in higher income and lower crime neighborhoods. This has often been interpreted to mean that residents in low-income, high-crime neighborhoods do not develop as strong a community identity or lack community identity altogether. However, there has been a scarcity of research and theorizing focused specifically on this population. As a consequence, we currently have a lack of conceptual clarity on the role that community identity plays in the lives of residents living in low-income, high crime neighborhoods. Therefore, the purpose of this poster presentation is to present a conceptual model that examines a process that residents’ in low income and high crime areas, similar to residents in high income and low crime areas, take part in that leads to a strong identification with their neighborhood. It is also the aim of this presentation to facilitate a discussion of how the concept of community identity relates to neighborhood activism and neighborhood attachment, specifically for residents in low income and high crime neighborhoods.

Community Participation’s Role in Issue Campaigning: A Case Study of a Non-Profit.  Kristy Shockley, UMass Lowell; Hannah M Johnson, University of Massachusetts Lowell

Recently in Lowell a local Iraqi restaurant, Babylon, held an event to raise awareness about a hate crime that occurred earlier that month. Numerous Veterans participated in this sit-in to show their support for the restaurant. Issue Campaigning, a part of community organizing, involves events like this one that help to bring communities together in support of an issue at hand. How that process works is critical to understanding how to reach the community. In an effort to better understand community organizing, this project explores two questions in an archival analyses of a local non-profit organization, One Lowell, to examine ways in which campaigning impacts community-based organizations. Archival analysis included newspaper articles, organizational meeting minutes, maps of Lowell, and strategic plans. The first research question focused on the process of community organizing. Results suggested that the process of community organizing consisted of five main steps: identifying a need, making a plan, involving allies/volunteers, taking action, and reviewing the strategy used. The second research question focused on ways that campaigns benefited from community participation. The second analysis found that community participation brought numerous benefits to a campaign. These benefits included support, skills, time, and access to more people and resources that the organizations did not already have. Generally, results of this archival analysis indicate that community members play a critical role in the process of campaigning. Based on the results the process of issue campaigning in regards to the participation of the community members should be examined further. To expand upon this study’s findings, future studies should continue to interview key members of the organization and more deeply examine archival data to better understand the role of community participation in community organizing events such as issue campaigning.

Community engagement as geographies of research and psychotherapy in a clinical psychology training programme.  Boshadi Mary Semenya, University of South Africa

Institutions of higher learning have been contributing to community development through research and teaching and learning initiatives for decades. Community engagement,
Conceptualizing and Measuring Social Support in a Jail Setting.

Marisa L. Beeble, The Sage Colleges; Sheryl Kubiak, Michigan State University

Social support is broadly characterized as the perception or experience of being a part of a social network in which members are valued, respected, and mutually cared for through the acquisition of information, resources, and/or emotional reassurance during times of stress. The physical and psychological benefits realized by individuals with positive social support networks have been well documented. In contrast, the absence of social support, or even support that comes at a cost to the recipient, may prove to be damaging to individuals’ overall well-being. Stressful circumstances, such as incarceration, may significantly disrupt an individual’s ability to draw upon his or her ‘traditional’ social support network, as incarceration precludes regular access to family members and friends. This may be particularly true for women who are often concerned with how to care for their children during their incarceration. In these circumstances, women may begin to rely upon other inmates, or even correctional staff for informational, tangible, and emotional support. The current study describes the process of developing and pilot-testing a scale of social support that is context-specific and assesses: 1) internal mechanisms of support provided by other inmates, 2) internal mechanisms of support provided by correctional staff, and 3) external mechanisms of support provided by family and friends during incarceration. The 21 items were derived from extensive unstructured conversations with women in a large urban county jail, and were subsequently pilot tested with 50 formerly incarcerated women who were involved in two community-based residential treatment organizations. Data were collected during more extensive interviews examining service needs and access for women who had been incarcerated within the prior two years. The three subscales show psychometrical promise for future study. Cronbach’s alpha for the internal personal, internal professional, and external personal subscales were .88, .83, and .94 respectfully. Future directions will be discussed.

Counting the Cost: Race, Gender, Religious Questioning and Loneliness.

Charlynn Odahl, DePaul University; Joseph Ferrari, DePaul University


Creating the Volunteer Experience: An Organizational Perspective.

Lindsay Bynum, University of Illinois at Chicago

This study uses qualitative methodology to build a grounded theory of volunteer retention from the perspective of nonprofit organizations that rely on volunteers. Volunteers are paramount to many organizations reaching their mission of servicing and strengthening communities, and the issue of retention is essential to the continued life of any volunteer based organization. Despite a shortage of studies analyzing the effect of organizational context on volunteering, organizations greatly shape the volunteer experience and exploring their perspectives on retention contributes to a more complete picture of the volunteering phenomenon. Using research to better understand volunteer retention in nonprofit organizations supports the strengthening of these organizations, and the communities they serve. A study on volunteerism is, in essence, a study on community thriving. The current project contributes to the discourse by examining how organizations think about retaining volunteers over time, and the processes they use to do so. Using a semi-structured format 20 participants were interviewed from nonprofit organizations that use volunteers as their primary work force. Upon being immersed in the data it became clear that a grounded theory of volunteer retention is less about direct retention strategies and more about how organizations create the volunteer experience. The volunteer experience is not simply asking “what can I do to keep volunteers from leaving”, but rather “what kind of environment can I create wherein retention can more easily happen”. The themes that emerged as central to
creating the volunteer experience are volunteer selection, volunteer management, and relationship building. I propose that organizations go through these three processes when retaining volunteers, and think about retention in terms of these features. In addition, I will facilitate audience reflection on how findings relate to their experiences as paid or unpaid personnel in an organizational context and relate it to their understanding of community thriving.

Cultural characteristics of college students’ adjustment to and dropout from college in Japan. Mitsuura Ikeda, International Christian University; Kotoe Ikeda, Ochanomizu University

Recent statistics shows that the dropout rate of Japanese college students is increasing, though it is still at the lowest level around the world. Educational institutions in Japan these days have a strong concern with how they can deal with this issue. In many countries a financial problem is the major cause of college dropout (e.g., Bill & Melinda Gates Foundation, 2009). However, studies in Japan have indicated that the school maladjustment and dropout among Japanese students are related to the problems in interpersonal relationship. Japanese students rarely experience financial shortage because most of the cases parents pay the students’ tuitions and living costs. On the other hand, as many studied have suggested (e.g., Markus & Kitayama, 1991), Japanese society is collectivist, and interdependent self-concept may cause a strong concern on the success in interpersonal relationship among college students. Toward a community-based preventive practice for students’ maladjustment, the purpose of this preliminary study is to identify how the cultural characteristics of Japanese college students affect the reasons for students’ college dropout. In addition, some possible correlating/predicting variables of interpersonal relationship were also investigated in order to obtain the overall structure of students’ adjustment, which are applicable to develop a comprehensive preventive initiative. A questionnaire survey was conducted to 200 college students in Japan. The respondents were asked to complete the following questions; a) cultural self-concept (interdependent/dependent), b) perceived social support for college-related domains, c) frequency of intending absence and dropout from college, d) adjustment to the college life and academic satisfaction. The results indicated that students’ self-concepts were strongly related to the reasons for college dropout. Also, promoting supportive peer environment within a college would enhance the college adjustment which prevent students’ dropout. Further research was expected to clarify the inter-cultural comparison of the self-concepts and college adjustment.

Danshu-do (“The Way of Abstinence”): Reincorporating spiritualism into a Japanese self-help organization for alcoholics. Tomofumi Oka, Sophia University; Richard Dean Chenhall, University of Melbourne

This paper examines a Japanese self-help organization for alcoholics (Danshukai) and describes the development of the concept of recovery by its members, from the dominance of medicalization to the reincorporation of spiritualism. Methods: Since 2006, the researchers have been involved in various meetings and conducted participant observation, conversational and semi-structured interviews with leaders and rank-and-file members of Danshukai. After one of the authors was assigned the role of advisor to the organization in 2011, he asked its leaders to validate the results of his and his co-author’s fieldwork. Results and discussion: Danshukai was started after the model of Alcoholics Anonymous (AA) in the 1950s. Up until the 1970s in Japan, there were very few medical services available to alcoholics, and Danshukai was effectively the sole resource for those who suffered from alcoholism. In the 1980s and the 1990s, more medical professionals became interested in alcoholism, and with their help Danshukai members learnt to view their addiction through a medical lens. Consequently, the organization’s members began to consider themselves as “medically ill.” While AA had a spiritualist component that resisted the influence of medicalization, Danshukai eschewed spiritualism, seeing it as a foreign, Christian concept. Its understanding of recovery became purely medical in nature, which has led to the view that alcoholics can be “cured” without the accompanying transformation of selfhood. Danshukai has consequently lost some of its influence as a social movement. However, in the 21st century some Danshukai leaders have realized the limitations of the medical model. New members from the younger generations often have various personal difficulties in addition to alcoholism, and therefore do not fit the medical recovery model. Our suggestion is that Danshukai should reincorporate traditional Japanese spiritualism into their concept of recovery, specifically Danshu-do (“The Way of Abstinence”), which is greatly influenced by Zen Buddhism.

Developing and Evaluating Research-Community Relationships with Marginalized Youth Living with HIV in the U.S. Diana Lemos, DePaul University

The purpose of this presentation will focus on the challenges and paradoxes of the researcher–community relationship within a dynamic and ever-changing context in the U.S. urban medical settings. Working with multiple marginalized youth provides additional and unique challenges due to adolescent developmental and social influences as well as increased stigma surrounding accessing and receiving medical services, particularly among those with highly stigmatized conditions such as HIV. From the perspective of a doctoral candidate and researcher, there will be discussion of key examples of these paradoxes from public health prevention and intervention work with marginalized youth living with or at risk for HIV, specifically gay, bisexual and transgender (GBT) of color and Spanish-language dominant Latino youth living with HIV in the U.S. Through exploration of these challenges, qualitative tools for increasing one’s sense of cultural competency for working with marginalized youth are discussed. Furthermore, key examples of emerging evidence that community-engaged research contribute to reducing HIV disparities will be presented, and recommendations for transforming the culture of academia and for strengthening collaborative research relationships with marginalized communities will be discussed.

Development of a conceptual framework delineating the Communimetric tool development and implementation process. Parastoo Jamshidi, University of Ottawa

Communimetrics is a measurement theory that places an emphasis on the practical utility and communication value of measures. In contrast to the traditional psychometric measures used to measure psychological constructs, communimetric measures can be adapted by practitioners and staff to meet the specific information needs within an organization. This adaptability of communimetric measures allows stakeholders to participate in the process of developing and implementing these measures. A conceptual framework has been developed to describe the formal and informal processes involved in developing and implementing communimetric measures, expected individual and organizational consequences of these processes, and the antecedents or contextual factors that are thought to influence these processes. The conceptual framework draws on research in the program evaluation, organizational change, and communimetrics literatures. The objective of this framework is to clarify how participation in the tool development process can potentially lead to beneficial individual and organizational changes. Although no research has been done to date on the communimetric tool development and implementation process, research on program evaluation has shown that stakeholder participation in the processes involved in designing and conducting evaluations can promote use of evaluation findings and lead to learning as well as changes in
attitudes and behaviours. A methodology will be developed to examine the variables included in this conceptual framework and the relationships among these variables.

Differences Within Juvenile Offenders: Using Latent Class Analysis to Predict Degree of Offending. Francis Anthony Bonadio, Bowling Green State University; Kelly Amrhein, Bowling Green State University; Carolyn Tompsett, Bowling Green State University; Morgan Dynes, Bowling Green State University

Juvenile offenders are often treated as a homogenous group, despite research identifying subgroups of young offenders. Only a handful of studies have used a statistical technique known as latent class analysis (LCA). The current study explored community, family and peer predictors of membership in subgroups identified by LCA. One hundred eighty-six adolescents involved in detention and probation programs in a small Midwestern city completed self-reported surveys of their delinquent behaviors (Elliott et al., 1996), their perceptions of their home neighborhoods, parental monitoring, and involvement with delinquent peers. Using self-reported delinquent behaviors, three types of youth offenders were classified: Low offenders, Moderate offenders, and Severe offenders. Neighborhood collective efficacy (ΔLL2 = 14.28, df = 2, p < .001), parental monitoring (ΔLL2 = 50.56, df = 2, p < .001), peer delinquency (ΔLL2 = 71.97, df = 2, p < .001), and co-offending (ΔLL2 = 23.97, df = 2, p < .001) all significantly predicted group membership. In addition, all four variables can significantly predict group membership between Low offenders to Severe offenders. Specifically, youth who report 1 SD below the mean of neighborhood collective efficacy and parental monitoring are 2.07 times and 5.17 times more likely to be Severe offenders than Low offenders, respectively, and youth who report 1 SD above the mean of peer delinquency and co-offending are 16.12 times and 26.48 times more likely to be Severe offenders, respectively. Our findings show that within juvenile offenders there are three homogenous sub-groups, and membership to these groups can be predicted through the known correlates of delinquency: parental monitoring, peer delinquency and co-offending. Implications for policy and future community research will be discussed.

Do marital status and interpersonal support moderate the effects of economic adversity on depressive symptoms? Sharon Kingston, Dickinson College

Over the past decade there has been increasing interest in the idea that marriage and perhaps other forms of interpersonal support can buffer the negative effects of poverty. The current study tests the hypothesis that marital status, perceived social support and neighborhood collective efficacy can moderate the negative effects of family and community economic adversity on depressive symptoms among parents. Secondary data analysis of the longitudinal cohort study of the Project on Human Development in Chicago Neighborhoods (PHDCN) was performed. Participants were 2,287 primary caregivers of minor children (44% Latino, 33% African-American, 21% European-American, 4.4% Native American, 2.1% Asian/Pacific Islander and 36% “Other”). Hierarchical Linear Modeling was used to analyze the data. Analysis of main effects revealed associations between neighborhood SES (β = -0.64, SE (0.15), p < .001), family income (β = -0.13, SE (0.04), p = .004) financial strain, being single (β = 0.73, SE (0.25), p = .004) and perceived social support (β = -0.21, SE (0.03), p < .001) on depressive symptoms. Neighborhood collective efficacy was not associated with depressive symptoms (β = -0.03, SE (0.01), p = .08). The hypothesis that interpersonal resources can buffer the effects of economic adversity on depressive symptoms was not supported. There were no significant interactions between marital status and neighborhood collective efficacy and economic adversity. There was a significant interaction between perceived social support and neighborhood level socioeconomic status (β = -0.08, SE (0.03), p = .02) but the effects of social support were weakest in neighborhoods characterized by low socioeconomic status. These findings will be presented in the context of political support for anti-poverty programs such as marriage support programs, designed to address the personal lives of poor families rather than policies that directly address economic conditions.

Empowerment in Community-Based Participatory Research: Perspectives of Community Researchers with and without Developmental Disabilities. Erin Stack, Portland State University

Community-based participatory research (CBPR) is a research approach that includes professional researchers and community members working together to address relevant social issues. CBPR is often utilized with marginalized populations in order to amplify community voices and promote empowerment. This project was part of an overall evaluation of a CBPR collaboration between community and academic partners with and without developmental disabilities examining the intersection of abuse, health, and disability. In this part of the evaluation, we qualitatively examined setting-level characteristics of a CBPR project that may facilitate or hinder community researchers’ empowerment. Overall, community researchers identified more setting factors that promote empowerment within the research project than impede it. Facilitators to empowerment within the CBPR process included valuing inclusion, increasing accessibility, sharing of power within and between groups, trust, and learning/co-learning. Conversely, inaccessibility, communication, inaccessible language, and lack of project ownership were identified as possible barriers to empowerment. CBPR provides an opportunity for persons with developmental disabilities to be included in the research processes as well as possibly gain important qualities throughout, such as empowerment. As CBPR and other participatory approaches become more widely used, it is important to study the perspectives of community researchers in order to empirically examine CBPR principles and outcomes. We encourage future CBPR consortia to build in regular, systematic reflective practices inclusive of impact evaluations for community members and disseminate the findings so they can be replicated or avoided in future partnerships. Additionally, we encourage the use of CBPR with persons with developmental disabilities as it provides an opportunity for community members with developmental disabilities to share their perspectives with professional researchers and influence research that should ultimately be impacting their lives.

Engaging youth in environmental activism through community service learning: Perspectives from a community partner. Sara Wicks, Wilfrid Laurier University

Community-academic partnerships at the grassroots level are becoming increasingly valuable in the environmental movement. In particular, youth are key stakeholders driving this environmental change from the bottom up. In response to the growing need for youth participation in environmental action, Youth Leading Environmental Change (YLEC), a multi-national research initiative was developed. YLEC’s aim is to enhance critical consciousness of environmental justice and engagement in environmental activism among youth. In Canada, the collaborative study was run through a third year ‘Environment, Psychology and Action’ course at Wilfrid Laurier University using a community service-learning model. The project required deep involvement from youth and community partners for both course input and facilitation. In particular, the community partner’s role was to bring expertise to help facilitate an in-course environmental action project on campus. Reduce the Juice, the community partner involved with YLEC in Canada, is a youth-led climate change organization that has experience in delivering community environmental initiatives. Drawing from the perspective of the author, as both a youth facilitator and
community partner, this poster will illustrate the key lessons learned from being involved with the development and facilitation of this university course and action project. It will highlight experiences with power-sharing and how this process can be embedded into community activities; challenges and benefits of community-academic partnerships; how this model can foster community-led environmental change; and how new insights have influenced the community organization’s own considerations for future project design.

Evaluation of a Measure of Positive Transformations from Loss due to Mental Illness.  Jacyln Leith, Bowling Green State University; Catherine Petrowski, Bowling Green State University; Catherine Stein, Bowling Green State University.

Research in community psychology has focused on methods to increase individual wellness and improve the lives and social conditions of marginalized groups, such as individuals with serious mental illness. Given the disadvantaging circumstances associated with serious mental illness, individuals with psychiatric disabilities often experience personal losses related to their familiar roles and routines, interpersonal relationships, plans for the future, and sense of self (Stein, et al., 2005). Prior studies have speculated on paths toward recovery from losses associated with a variety of traumatic and stressful life events (Murray, 2001; Dinos, et al., 2004), yet little research has considered the possibility of positive change in response to losses associated with serious mental illness. The present study focuses on the development and evaluation of a new measure of transformations from loss due to mental illness. Transformations from loss due to mental illness are defined as positive or adaptive changes that individuals make in response to the psychosocial losses associated with serious mental illness. The psychometric properties of a 25-item self-report measure, the Transformations from Loss due to Mental Illness scale (TLMI), will be reported using a sample of approximately 100 adults with serious mental illness. Analyses will be performed to determine the factor structure, reliability, and construct validity of the TLMI. The construct of transformations from loss may help to elucidate the mechanisms that promote resilience and wellness among individuals with serious mental illness. Furthermore, if psychometrically validated, the TLMI holds implications for the development and evaluation of rehabilitative services and community action projects that can promote mental health recovery.

Examining the Effects of Services and Supports to Individuals at Risk for Community Violence.  Marvia Jones, University of Kansas: Work Group for Community Health and Development; Jomella Watson-thompson, University of Kansas; Erica Taylor, University of Kansas: Work Group for Community Health and Development.

Background Project Aim4Peace is an anti-violence program that operates within the urban core of Kansas City, MO to reduce shootings and homicides in the targeted intervention area. The program draws upon the evidence-based Cure Violence (formerly Ceasefire) model of providing services and supports to individuals who are at high risk for the perpetration and victimization of violence, while mobilizing the community to decrease its tolerance for violence. This model supports the social-ecological framework of public health interventions, which posits that interventions are more effective when implemented at multiple levels, including the individual, relationship, community, and societal. Methods In 2011, structured interviews were conducted with 19 participants of the Aim4Peace program. Responses to questions regarding participant outcomes were analyzed against the program’s documented outreach efforts (i.e., frequency and duration of Street Intervention Worker-participant interactions) to assess program impact. Results According to data from the 2011 study, participants reported a wide range of needs for social services and resources. Study results indicate that on average, the Aim4Peace program met 80% of participants’ total needs by providing an average of 3.9 hours of services to each participant. The data also indicated that the cumulative hours of interaction between the Aim4Peace program staff and their participants were correlated with the likelihood that participants were employed or enrolled in an educational program at the time of the interview. Implications The results of the present study may suggest that the services and supports provided by outreach workers can lead to improved outcomes among individuals at high risk for violence. The proposed poster presentation will present data from the 2011 study, along with recent 2012 data interview findings which includes participant follow-up probes from the 2011 study. The information presented in this poster presentation should be particularly useful to planners of prevention programs, particularly targeted at reducing community violence.

Examining the Intersections of Religion, Ethnicity and Domestic Violence among Hispanic, Seventh-Day Adventist Women.  Melissa Ponce-Rodas, University of Illinois at Chicago.

Very little research on domestic violence (DV) has documented the beliefs or experiences of religious women, and even less has studied subgroups of ethnic minority religious women. As a Hispanic, religious woman, I recognized the need for exploration and documentation in this area in my own denomination, and decided to conduct a study to address this gap. From an ecological standpoint, the women in these congregations face great risks from DV due to their multiple “minority” identities as both ethnic and religious minorities in the US. The current study explored the beliefs and experiences of over 150 Hispanic, Seventh Day Adventist women with regards to definitions of DV and helpfulness of church related and non-church related helping resources. Results center around rates of abuse reported by the participants, and how their acculturation, beliefs about machismo and religious conservatism intersected to predict their endorsement of the acceptability of church-related and non-church-related helping agencies. Points for discussion include how this information can inform prevention and intervention programs for male and female church members and leaders, as well as how an ecological model for understanding the problem as well as for conducting the study has led to greater equity and social justice for individual women, congregations and the denomination.


My research strives to contribute to the amelioration of social conditions for Canadian girls. Currently, adolescent girls are 10 times more likely to face dating violence than their male peers (Status of Women Canada) and 63% of all sexual assaults reported to police involve girls under the age of 18 (Russell, 1996). This research project investigates the prevention of violence against girls. It is conducted in collaboration with The Girls Action Network, which is comprised of 300 community-based agencies across Canada, and impacts 60,000 girls annually. Both my primary supervisor, Dr. Stephanie Austin (co-founder of Girls’ Action) and my secondary supervisor, Dr. Tim Aubry provide guidance on this project. As it is incorporated within a large-scale evaluation of the network, it will directly impact future network programming. My role is to research the efficacy of the primary prevention programs already in place, using multiple levels of analysis. Data sources from the network include: 1) previous evaluations at community agencies, 2) key informant interviews, and 3) questionnaires administered to girl participants. Both qualitative and quantitative analytic tools will be used to probe for key findings and future recommendations. While research supports the effectiveness of primary prevention programs for women (e.g., Banyard et al., 2007), there is lack of research pertaining to girls, therefore this research is relevant and
Factors Leading to Treatment Entry and Initial Reactions to 12-Step Recovery Among Young Adults. Justin Williams, Dickinson College; Sharon Kingston, Dickinson College; Hannah Gordon, Dickinson College; Julian Cohen-Serrins, Dickinson College

Twelve-step programs such as Alcoholics Anonymous (AA) and Narcotics Anonymous (NA) are among the most popular methods of facilitating substance abuse recovery. The literature suggests that young adults may be more resistant to treatment in general and 12 Step program in particular than other substance abusers yet research on young adults’ reactions to 12-step programs is lacking. The current study will describe the situations leading young adults to be admitted to substance abuse treatment programs and their initial responses to 12 step groups. This presentation will include data from at least 15 participants from an ongoing qualitative study of adults between the ages of 18 and 26 who are currently or have previously attended AA/NA. Data is collected using a semi-structured interview focusing on the circumstances surrounding their admittance into a recovery program and their views and attitudes towards 12 step recovery. Responses will be content analyzed to investigate common means of entry into AA/NA, initial attitudes, and success within the program. Preliminary analysis reveals that young adults are abusing a wide variety of substances prior to attendance at AA/NA. Participants are most often forced or pressured into treatment by courts, detention facilities or parents. Positive initial reactions to AA/NA include feelings that the program is effective and provides positive role models. Negative initial reactions include feeling out of place in meetings with older members and not identifying with aspects of the 12 step philosophy such powerlessness and the need for lifelong abstinence. The poster will serve as an opportunity for discussion on ways mutual aid groups might better serve young adults.

Family homelessness and social support: Qualitative findings from a housing intervention in child welfare. Saidah Chambers, DePaul University; Anne Rufa, DePaul University; Darnell Motley, DePaul University; Patrick Fowler, Washington University in St. Louis

Precarious housing and homelessness can be a major source of disruption in the lives of low income families. Family support systems are often fragmented, leaving homeless families at risk for parent-child separation and child welfare involvement. It is unclear how receipt of housing relates to the rebuilding of social support systems. This study explores the preliminary findings of a qualitative analyses conducted within a natural experiment that evaluates a housing intervention conducted within the child welfare system in Chicago, IL. A subset of caregivers were randomly selected among families who received Section 8 Vouchers (n=10) and families who received services-as-usual (n=10). Open-ended interviews conducted in family homes gathered experiences in social support, housing decision, program barriers and supports, and experiences with child separation. Preliminary findings suggest that families reported receiving support from predominately family members. Noteworthy, the same people provided support after receiving housing assistance, regardless of whether families received Section 8 or child welfare services-as-usual; most families indicated that their housing situation did not change the support they received. However, families receiving vouchers expressed feeling more supported and seeing or talking to supports more after receiving services. Families who did not receive a housing voucher reported feeling no more or less supported after receiving services. A grounded theory approach is being utilized to uncover the underlying mechanism of social support as it relates to housing. Addressing housing needs is critical to stabilizing families in the child welfare system and preventing family separations. Findings from this project will be used to inform public and programmatic policy for families in the child welfare system in Chicago.

Fostering Responsibility in Adolescents through a Community Organizing Youth Program. Gabriel M Garza Sada, University of Massachusetts, Boston

Responsibility in youth is valued by society and seen as a necessary component to adolescent academic and occupational success. Structured extracurricular activities are contexts that often engender responsibility in teens. Previous research suggests that responsibility is best fostered in programs that (1) emphasize youth ownership of program work, and (2) set high expectations while holding youth accountable for completing tasks within a (3) clear and rigid a priori structure (Wood, Larson, Brown, 2009). More research is needed to test the roles of these three program features, and determine whether other program features or qualifying conditions exist that aid the development of responsibility. The present study focuses on one community organizing youth program in Boston, Youth Force. Participants are primarily high-school students of color who live in low-income urban areas. A study by Schwartz and Suyemoto (2012) describes how Youth Force provides a structure for teens to become agents of change by charging them with planning, organizing, and executing political activities such as rallies, forums, and meetings with government officials with minimal adult assistance. This process exemplifies youth ownership of work, high expectations with accountability, and clear program structure. Given the research of Wood, Larson, and Brown, participants of Youth Force should report changes in their sense of responsibility. Using semi-structured teen interviews this study will examine if adolescents indeed experience changes related to responsibility, and what program features teens associate with those changes. Preliminary analyses provide an example of one new and potentially significant program feature-scaffolding. Referring to a novel program task involving public speaking one teen said, “it’s not something that’s too hard, it’s not something that’s too easy. It’s like, it’s right up my alley.”

Pending the results of content analyses, this study will further existing theories about the process of responsibility development in extracurricular activities.

Getting Creative: Adapting Methodologies to the Realities of Community-Based Research. Jennifer Nicole Rae, University of Ottawa; Aman Bassi, University of Ottawa; John Ecker, University of Ottawa

Community-based research occurs in the real world, far beyond the walls of a traditional, controlled laboratory setting. To conduct research in the community, it is essential to choose research methodologies that can be adapted in response to the unique research context and the challenges it can bring. This poster presentation will focus on the methodological innovations that emerged in response to the various challenges encountered by researchers implementing a mixed-method research study of student Pride Centres at post secondary institutions in Canada. Pride Centres are student-run associations or clubs targeting queer students. The study was the first of its kind in Canada, and involved conducting a national email survey of existing Pride Centres, followed by a series of focus groups with organizing members of Pride Centres at institutions located in Ottawa, Ontario. While implementing this study the researchers faced a number of challenges associated with a) determining the existence of a Pride Centre and/or its contact information, due to missing or conflicting information, b) receiving institutional responses that suggested Pride Centres were perceived as being a
Human and Sex Trafficking Representation in the Media: A Preliminary Exploration. Avery Lynn Cavender, University of Miami; Jessica Crandall, University of Miami; Wendy De los Reyes, University of Miami; Dina M Elias-Rodas, University of Miami

This poster will present the preliminary results of an analysis of the depiction of human and sex trafficking in the Media, focused on the South Florida area. Human and sex trafficking and sexual exploitation are major issues in South Florida. According to the U. S. Department of State, approximately 14,500 to 17,500 of victims of human trafficking enter the U. S. Statistics rank Greater Miami as ninth and Florida as the third highest trafficking destination in the country, and half of all trafficking victims are children. Florida is considered the 9th worst place for sex trafficking in the country. Despite of the extent of this problem in the area and the work that many organizations and activists are doing, many people remain unaware and uninformed about the issue. Moreover, the local media coverage on this social problem is not proportional to the extent of the issue in the area; the content presented is generally associated to a significant arrest (more like a delinquency report) and many times, without any follow ups. Media’s role is crucial in developing public opinion on this and other social issues; therefore, it is important to analyze how human and sex trafficking are portrayed in the media as part of the process of developing strategies to develop community awareness on the issue and develop appropriate community impact strategies for Media and Social Media.

Implementation of the Assessment of Preferred Alternatives for Youth (A-PLAY) in Urban Areas to Increase Physical Activity Engagement During Leisure Time. Erica Taylor, University of Kansas; Work Group for Community Health and Development; Jomella Watson-thompson, University of Kansas; Kaston Anderson-Carpenter, University of Kansas; Luke Huan, University of Kansas; Kaige Yan, University of Kansas; Marvia Jones, University of Kansas; Work Group for Community Health and Development

Kansas City, Missouri’s Community Health Assessment identified the need for physical activity efforts to address obesity, locally. One recommendation included the development of “strategies to encourage physical activity or limit sedentary activity among children and youth” (City of Kansas City, Missouri, 2010). A potential method to increase engagement may be allowing youth to choose their physical activity options, which may also empower youth to aid in program structure. Researchers from the Team on Community Youth Development and Prevention from the Work Group for Community Health and Development at the University of Kansas developed the Assessment of Preferred Leisure Alternatives for Youth (A-PLAY), a web-based measurement system that identifies preferred physical activity options for youth. The A-PLAY will aid organizations and communities in identifying preferred physical activity resources for youth in environments where accessibility to preferred leisure activities may be limited. Researchers hypothesize that by allowing youth to choose preferred activities and providing the preferred activities within the immediate environment, youth will be more likely to participate and maintain physical activity engagement. The poster will describe and present findings from the pilot of the A-PLAY methodologies, which include paired stimulus presentation (Fisher et al., 1992), multiple stimulus with and without replacement (Windsor, Fiche, & Locke, 1994; DeLeon & Iwata, 1996), rank order, and activity selection via stimulus classes (Sidman & Talbty, 1982). The results from the A-PLAY assessment will be presented to further examine youth’s preferred physical activity choices in an urban neighborhood in Kansas City, MO. The poster presentation will examine the utilization of the Assessment of Preferred Leisure Alternatives for Youth (A-PLAY) and how its implementation can foster participation in physical activities that youth enjoy. The presentation will also examine ways to include preferred activities within the community to create protective factors to support sustained youth engagement in physical activity.

Increasing Physical Activity and Access to Healthy Foods: The Creation of a Community Health Improvement Plan. Christina Holt, University of Kansas; Charles Sepers, University of Kansas; Charlie Bryan, Lawrence-Douglas County Health Department; Dan Partidge, Lawrence-Douglas County Health Department; Vicki Collie-Akers, University of Kansas Work Group for Community Health and Development

The Lawrence-Douglas County Health Department and the University of Kansas Work Group for Community Health and Development (KU Work Group) conducted a comprehensive community health assessment during 2012 in the first step of the development of a Community Health Improvement Plan for Douglas County, Kansas. The current paper describes this planning process. Among the key findings of the assessment and prioritized as a focus were a lack of access to affordable, healthy foods and lack of physical activity. To conduct planning, stakeholders from across several sectors were recruited due to their professional or community involvement in increasing physical activity opportunities and access to healthy foods, including members from education, parks and recreation, local government, health care, and emergency food services. Planning meetings facilitated by the KU Work Group followed a six-step frame including actions to name and frame the issue; analyze the root causes of the problems; set objectives; develop strategies to meet objectives, identify policy, systems, and environmental changes; and plan for implementation. These approaches included strategies to enhance the physical and built environment; encourage active living at work; adopt policies to ensure physical activity before and after-school programs, and licensed child-care providers; improve the nutrition environment in schools and child-care settings; encourage healthy eating at work; improve food and beverage environments in public spaces; and enhance access to healthy food for low-income families. The resulting plan has implications for community practitioners engaging in community-based strategic planning to improve population-level health outcomes.

Intimate Partner Violence Among College Students: Predicting Bystander Willingness to Help. Caroline Lynch, The Sage Colleges

Intimate partner violence (IPV) is a serious public health concern, as survivors often suffer both physical and psychological consequences (Saltzman, Fanslow, McMahon, & Shelley, 2002). Recently, researchers have begun to examine IPV among college students and have found that all forms of violence (physical, psychological, sexual) are common, with prevalence rates ranging from 20% to 50%. Despite the high occurrence of IPV among this population, research has shown that few survivors utilize formal supports; rather, many choose to
disclose their experience to significant others, friends, or family members (Fisher et al., 2000). Consequently, college campuses have increasingly utilized bystanders as a method of IPV prevention and intervention (Banyard & Moynihan, 2011; Coker et al., 2011). Although Banyard and Moynihan (2011) recognized the importance of bystander intervention in instances of IPV among college students, much remains unknown about the factors that influence one’s likelihood to intervene in these situations. This study examined individual and contextual correlates of bystander behavior among a sample of 304 college students at two affiliated private colleges. A quantitative survey was administered, comprising four scales derived from Banyard and Moynihan, along with original items concerning exposure to victimization. Specifically investigated was the collective contribution of several correlates in predicting one’s willingness to help in situations of IPV, including personal victimization, experiences of witnessing IPV, knowing a victim of IPV, past bystander behavior, awareness of IPV on campus, perception of potential consequences of intervention, and demographic variables. Several correlates predicted one’s willingness to help, including one’s awareness and responsibility to intervene, sex, past bystander behavior, perceived positive and negative consequences of intervention, year in college, and one’s experience of knowing a victim of relationship violence. Implications and future directions for both the development and implementation of campus programming and recommendations for future research will be presented.

Is Kinship homosexual? Gay-Lesbic Parenthood in Italy. Agostino Carbone, University of Naples Federico II - Italy; Giorgia Borrelli, University of Naples-Federico II The topic of gay marriage is not the same as that of gay kinship, but it seems that the two become confounded in Italy popular opinion when we hear not only that marriage is and ought to remain a heterosexual institution and bond but also that kinship does not work, or does not qualify as kinship, unless it assumes a recognizable family form. There are several ways to link these views. One way is to claim that sexuality needs to be organized in the service of reproductive relations, and that marriage, which gives the legal status to the family form or, rather, is conceived as that which should secure the institution through conferring that legal status, should remain the fulcrum that keeps these institutions leveraging one another. The challenges to the link are, of course, legion, and they take various form domestically and internationally. The research would explore the experience of parenthood of the Italian LBG couples and their children during the lifespan of the family: relation with the school, neighborhood, Grandparents, friends and more in general the situation in which is difficult the cope with the imperant heterosexism. The participants are all members of the Italian LGB Parents Association called "Familieg Arcobaleno (It.Rainbow Family)"

Management of social oppression and sources of protection in lesbian planned families. Pedro Alexandre Costa, UIPES, ISPA-IU; Fiona Tasker, Birbeck, University of London; Henrique Pereira, Universidade da Covilhã; Isabel Leal, UIPES, ISPA-IU The purpose of this study was to address the question of how lesbian planned families remain healthy and stable despite the oppression they still face. A purposive sample of six self-identified lesbian-led families whose children were conceived through artificial insemination was collected. Mothers were interviewed using a semi-structured interview script. Interview transcripts were then subjected to Interpretive Phenomenological Analysis. Analyses of individual interviews were then forwarded to the respective participant families, and they were asked to review the accuracy of the interpretations. Four main themes emerged from the analysis. The first two themes focused on the experiences of discrimination and social oppression, both on a mesolevel (employment, health services) and on a macrolevel (lack of legal recognition of the family ties). The third theme was about the strategies adopted by the family to deal with social oppression, such as promoting an open dialogue with their children about the family configuration, helping children come-out in school and with friends about their family, and about how to protect themselves from discrimination. The final theme focused on strategies that promoted integration into the community and the extension of the family’s supportive networks. In face of discriminatory legislation and social and unjust conditions, and exposure to oppressive environments, it is pivotal to understand how lesbian families remain healthy and well adjusted. To this end, qualitative research focused on the processes by which lesbian mothers confront social oppression is much needed, as it can reveal the protective factors that make it possible for them to overcome vulnerable and oppressive conditions. Further research is needed to explore possible strategies to help build supportive communities for lesbian families, and to eliminate sources of stress and discrimination that threaten family’s well-being.

Measuring Sense of Community: Testing a Phrase Completion Format for the Brief Sense of Community Scale. N. Andrew Peterson, Rutgers University Advances in sense of community (SOC) theory are contingent on valid measurement. As an alternative to the Likert-type response option format, phrase completion is a format designed to improve psychometrics of measures by more closely conforming to measurement and statistical assumptions. The Brief Sense of Community Scale (BSCS), which uses the Likert format, was designed to assess the SOC dimensions of needs fulfillment, group membership, influence, and emotional connection. The BSCS was developed to address method bias and other limitations of previous SOC measures, which demonstrated poor reliability and validity or which could not be conveniently and efficiently administered in applied community contexts. Although previous research found support for the reliability and validity of the BSCS, more work is needed to test whether the application of the phrase completion format can improve the psychometrics of scores derived from the instrument. This study extends previous research by testing the two competing approaches through evaluation of responses to BSCS items formatted using the Likert approach with comparable items formatted using the phrase completion approach. Cronbach’s alphas, inter-item correlations, and structural equation modeling of items will be presented for each version of the BSCS. It is hypothesized that BSCS items constructed in the phrase completion format will have higher reliability and validity than the items using the Likert format. Implications of the study for SOC research and practice are described, and strategies to further develop the BSCS will be discussed.

Michigan Youth Violence Prevention Center: A Multi-Level Approach for Preventing Youth Violence. Marc Zimmerman, University of Michigan-Ann Arbor; Sophie Aiyer, University of Michigan; Thomas Reischl, University of Michigan-Ann Arbor; Susan Morrel-Samuels, University of Michigan Youth violence is a pervasive public health issue affecting youth, families, and communities. The Michigan Youth Violence Prevention Center (MI-YVPC) partners with a variety of community organizations to implement and evaluate a multi-level intervention strategy to prevent youth violence. Our multi-level interventions focus on a high-risk neighborhood in Flint, Michigan. Using six interventions at three ecological levels (individual, family, and community), we seek to enhance family/peer relationships, develop skills to foster cooperation, and environmental conditions to reduce violence among 8-24 year olds. By saturating a small geographic area, we aim to transform deteriorated areas into safe neighborhoods for youth.
The six interventions are: 1) Youth Empowerment Solutions; 2) Targeted Outreach Mentoring; 3) Fathers and Sons; 4) Project Sync; 5) Clean and Green; and 6) Community Policing. The evaluation employs a quasi-experimental design to assess the effectiveness at the community level. We are currently assessing changes in the social and physical environments of the intervention and matched comparison areas. Outcomes include police incidents, intentional injuries, perceptions of neighborhood safety, social capital and engagement, and property parcel assessments. The analytic plan involves: 1) comparative analyses across two neighborhoods with similar violence incidence and demographic characteristics, and 2) spatial analyses comparing outcomes across all census tracts. We will share early evaluation results to illustrate our evaluation research strategies. We will also discuss how preliminary data analyses guide our work. The iKT model is particularly well suited to CBPR research as it is designed to capture dynamic, interactive, KT between multiple partners. The ISF is comprised of three interconnected systems that facilitate the transfer of innovations from research to practice. An adapted version of the ISF (ISF-CBPR) designed in this study illustrates KT and mutual learning throughout the CBPR process. To demonstrate the utility of the ISF-CBPR, examples of KT among academics and community partners drawn from the CBPR literature are categorized using the three main systems of the ISF. Although application of the ISF-CBPR within a CBPR initiative is necessary to determine its utility, ISF-CBPR provides a valuable starting point for identifying strategies to realize the goals of knowledge sharing, mutual learning, and collaborative knowledge production in CBPR.

Multi-facet Triangular Evaluation of Youth Mentoring Program Implemented in Hiroshima, Japan. Naotaka Watanabe, Keio University, JAPAN; Kayoko Watanabe, Aichi-Shukutoku University, Japan

In past two decades, numerous number of evaluation studies on mentoring program have been accumulated in Western countries. As a consequence, the effects and limitations were clarified and the results have been reflected to the improvement of the current practices. In Japan, however, little evaluation studies have been conducted so far, despite the emergence of various kinds of mentoring program in the society. In this study, we tried to evaluate a youth mentoring program which has been implemented in Hiroshima City for seven years. Through a questionnaire survey, totally 77 triangular and multi-facet data were obtained from mentor, mentee and his/her parents. Multi-facet data, including satisfaction to the program, quality of mentoring relationship, changes of mentee’s attitude and behavior, and will to continue to participate in the program, were analyzed from the perspectives of mentor, mentee, and his/her parents. Results showed: 1) mentee’s and parent’s satisfaction to the program was higher than the mentor’s one; 2) mentor’s evaluation to the quality of interactions and changes of mentee’s attitude and behavior were relatively modest than the others; 3) mentee’s will to continue to participate in the program was highest among three stakeholders. Adding more sophisticated data analyses and referring to the descriptions of free answer part of the questionnaire, results will be interpreted in comparison with the precedent evaluation studies conducted in the Western countries and by considering about Japanese social and educational context.

Mutual Learning and Knowledge Transfer in Community Based Participatory Research: Application of the Interactive Systems Framework. Kathleen Woron, Wilfrid Laurier University

Community based participatory research (CBPR) methods incorporate multiple “ways of knowing” to integrate academic and community perspectives to enhance the research process.

Within CBPR, knowledge transfer (KT) among academics and community partners can result in mutual learning, a process of expanding skillsets and knowledge of both groups (Cornwall & Jewkes, 1995). Although mutual learning is a key principle of CBPR, little research has been conducted to explore how knowledge is shared between partners. The present study integrates concepts from the field of integrated knowledge translation (iKT) with CBPR to identify opportunities for knowledge sharing and mutual learning within the CBPR process. Like CBPR, iKT engages potential knowledge users throughout the research process (Canadian Institutes of Health Research, 2012) and incorporates non-linear methods of sharing knowledge. The iKT literature includes models that illustrate the dynamic flow of knowledge. Integrating models from iKT into CBPR provides a valuable structure for examining how knowledge is shared between academic and community partners. The Interactive Systems Framework (ISF, Wandersman et al., 2008) is one iKT model that is particularly well suited to CBPR research as it is designed to capture dynamic, interactive, KT between multiple partners. The ISF is comprised of three interconnected systems that facilitate the transfer of innovations from research to practice. An adapted version of the ISF (ISF-CBPR) designed in this study illustrates KT and mutual learning throughout the CBPR process. To demonstrate the utility of the ISF-CBPR, examples of KT among academics and community partners drawn from the CBPR literature are categorized using the three main systems of the ISF. Although application of the ISF-CBPR within a CBPR initiative is necessary to determine its utility, ISF-CBPR provides a valuable starting point for identifying strategies to realize the goals of knowledge sharing, mutual learning, and collaborative knowledge production in CBPR.

Obesity/overweight and the role of working conditions: A qualitative, participatory investigation. Nicole Champagne, University of Massachusetts Lowell; Marlene Abreu, University of Massachusetts Lowell; Suzanne Nobrega, University of Massachusetts Lowell; Marcy Goldstein-Gelb, Massachusetts Coalition for Occupational Safety and Health; Mirna Montano, Massachusetts Coalition for Occupational Safety and Health; Isabel Lopez, Massachusetts Coalition for Occupational Safety and Health; Jonny Arevalo, Massachusetts Coalition for Occupational Safety and Health; Sueanne Bruce, Boston Workers Alliance; Laura Punnett, University of Massachusetts Lowell

The causes of energy imbalance (insufficient exercise, excessive eating) are generally designated as “personal behaviors,” although environmental influences have recently received attention. The specific contributions of the work environment are under-appreciated, despite a growing body of research on the effects of exposures as diverse as regular night work (disruption of sleep and diurnal rhythms), psychosocial job stressors, and endocrine disruptors. We conducted a qualitative study of perceived contributions of work to weight gain and/or difficulty losing weight among low-income workers. A community-based, participatory research team conducted eight focus groups (8-10 participants) in English (2) and Spanish (6) with female and male workers from various industries: hotel cleaning / housekeeping; restaurant & food service; construction; healthcare/human services; and light manufacturing. The research team developed a focus group script based on literature review and anecdotal information from workers in some of these settings and revised with input from experienced worker trainers. Study materials were translated and back-translated between English and Spanish. Individuals were compensated for their participation. Discussions were recorded, key themes were identified, and selected quotations were transcribed to represent each theme. Analysis of participants’ comments among focus groups resulted in four broad themes with two or more subthemes: food environment at work (available food choices, kitchen equipment, space to eat); psychosocial job stressors (high demands, low control, low social support); physically demanding work (illnesses, injuries, leisure-time physical activity); and time pressure (scheduling, having multiple jobs and responsibilities). Low-income workers reported a broad range of work experiences that might influence weight gain or inability to lose weight. After
systematic compilation of the focus group discussions, the full results were communicated back to members of the participating populations for discussion of interpretation and brainstorming about recommendations to employers and for public policy.

Optimism and Sense of Community at the Occupy Protests. Magda Permut, UMBC; Anne Brodsky, University of Maryland, Baltimore County
This poster examines attribution styles and sense of community (SOC) among participants in the Baltimore and Washington, DC Occupy Protests. The Occupy protests, occurring in New York, Washington D.C., Baltimore, and elsewhere, brought national attention to economic disparities in the United States. Since fall 2011, Occupy protesters have staged major demonstrations and marches, and constructed encampments in major city parks across the country. Many protest communities developed systems of governance and distributed food, medical supplies, and other resources to protest participants. One by one, in the winter of 2011-2012, police disbanded Occupy camps. The Occupy movement continues to hold meetings, events, and demonstrations, and has recently provided major resources to victims of Hurricane Sandy in New York City. Nonviolent protest serves a valuable function in modern society. On an individual level, it provides opportunities for those experiencing relative deprivation to express dissenting attitudes. At a collective level, it provides a forum for group identification and can be a vehicle for social change. Van Zomeren et al.'s (2008) social identity model of collective action (SIMCA) proposes reciprocal relationships between group identity and individual personality variables. The current research examines 19 qualitative interviews using an integrative framework that draws upon social and community psychology concepts. This framework suggests that optimistic explanatory style and SOC function within an activist context such that individual optimism inspires participation in nonviolent protest and SOC enhances optimism. Because Occupy participants proclaimed themselves a leaderless movement, refused to affiliate with non-governmental organizations or political groups, and often refused mainstream media’s requests for a singular message, conventional press portrayals of the protest were often ambiguous or negative. This research attempts to provide Occupy participants an outlet for their voices and to explore how positive individual and community-level forces such as optimism and SOC operate within a social movement.

Positive Youth Development through Youth-Adult Partnerships in organizations: its impacts on empowerment, social trust and social support. Micaela Lucchesi, ISPA University Institute; Jose Ornelas, ISPA University Institute
This study is focused on civic and community participation of youth in Portuguese organizations with high levels of youth participation in decision making, but also involving adults in their structures. Inspired in the work developed in this field by Zeldin at the University of Wisconsin-Madison, we probed to understand the quality of relationships between youth and adults in these organizations, and how these affect both groups. Furthermore, we analyze how participation and partnerships between youth and adults have an impact on the empowerment of young people and adults, levels of social trust and social support. This project is being carried out through two phases: in the first phase -where the method has a qualitative participatory dimension- focus groups with young people between 14 and 24 years old, and individual interviews with professional –adults- working with them in the same organizations, have been conducted. In the second phase, we use both quantitative and qualitative methods. The quantitative study is the administration and analysis of a questionnaire to a sample of 250 youth. The qualitative one aims to study the status of young people in Portugal, through interviews with key respondents, to understand the sociopolitical vision on youth and on their civic participation.

Precise measurement of preschool mental health: Extension of the Brief Problem Checklist. Patrick Fowler, Washington University in St. Louis; Sabrina A Karczewski, DePaul University
Succinct and sensitive measurement of youth mental health is needed in evaluation of preventive interventions. The Brief Problem Checklist (BPC) represents an abbreviated version of the Child Behavior Checklist (CBCL) that assesses internalizing and externalizing problems among youth aged 6 to 18 years. This study extends the BPC to parent-report of pre-school problem behaviors. Item response theory (IRT) was employed with classical test theory approaches to construct reliable and comprehensive scales of internalizing and externalizing problems. Data were used from the National Survey of Child and Adolescent Well Being, a nationally representative sample of families in contact with the child welfare system. Parents rated children aged 1.5 to 5 years (n = 1228) on 100 problem behaviors on the CBCL preschool. Analyses were conducted in three phases. First, principal component analyses eliminated items that failed to load significantly onto the two dimensions of behavior problems. Second, item response theory was used to select the most meaningful items of internalizing and externalizing behaviors. Samejima’s Graded Response models were fit for internalizing then externalizing problems. Difficulty and differentiation parameters were calculated for each item, and item characteristic curves were graphed. For both internalizing and externalizing, 10 items had differentiation above .8 and difficulty thresholds between -5 (low) and 2.5 (high) standard deviations of latent levels of problem behavior. Alphas for the measures were .77 and .88 for internalizing and externalizing problems, respectively. Age equivalence with the school age BPC was established allowing the abbreviated measure to be used to assess change over time. Third, predictive validity was determined using latent difference score models that showed the BPC appropriately captured change in symptoms over an 18 month period among youth exposed to chronic maltreatment. The Brief Problems Checklist Preschool version represents a potentially useful scale that quickly and precisely measures mental health.

Predictors of Social Justice Commitment among College Students in Campus Religious Groups. Elizabeth Anne McConnell, DePaul University; Nathan Todd, DePaul University
Social justice educators have identified college students as an important group to target in raising awareness about social justice issues (i.e. Goodman, 2011; Adams, Bell, & Griffin, 2007). Students are exposed to a number of new ideas and diverse peers during college, and the relationships they build as well as the formal diversity activities in which they participate shape their social justice attitudes (i.e. Todd, Spanierman, & Potetz, 2011). Todd & Allen (2011) also noted the importance of religious congregations as one type of religious setting that may mediate individuals’ social justice attitudes and participation. The current study addresses the intersection of another type of religious context (i.e. campus religious groups) with college student social justice by examining predictors of social justice commitment among college students who are actively involved in student religious groups on their campus. A nationwide sample of Evangelical Protestant, Mainline Protestant, and Catholic student religious groups was surveyed. Student group members and group leaders participated in an online survey that included questions about their religious and political beliefs. Because students are nested in different religious groups, in this paper we use multilevel modeling to examine how social justice commitment (Miller et al., 2009) is predicted by (a) Christian privilege awareness (Hays, Chang, & Decker, 2007), (b) spirituality (Piedmont, 1999), (c) religiosity, and (d) political identification. This study contributes to the growing body of

Previous Experiences of Homelessness as a Risk Factor for Persons with Serious Mental Illness. Jennifer Castellon, University of South Carolina-Columbia; Greg Townley, Portland State University; Bret Kloos, University of South Carolina-Columbia

Although homelessness is typically studied as an outcome, this poster argues that the process of becoming and remaining homeless is inherently traumatic and, thus, has the potential to affect health and well-being. The experience of becoming and remaining homeless is purported to act as a specific and unique source of vulnerability. This study included 424 persons with serious mental illness living in supported housing programs in South Carolina. Three hierarchical regression analyses measuring the impact of homelessness on three types of outcomes revealed the following: (1) ever experiencing homelessness, as well as the amount of time spent homelessness, predicted higher levels of psychiatric distress; (2) ever experiencing homelessness predicted higher levels of reported alcohol use; and (3) total amount of time spent homeless predicted lower perceived recovery from mental illness. These findings support the notion that, while homelessness is not necessarily a homogenous experience, it may create common risk factors that make individuals more vulnerable to negative mental health outcomes. These findings have implications for programs intended to help promote communal thriving for people with serious mental health challenges, including prevention of homelessness, supported housing interventions, and trauma-informed services for persons who have experiences of homelessness.

Promoting PEaCE: A Culture- and Context- Conscious Model for Individual and Collective Well-Being. Shelly Harrell, Pepperdine University; Hoda Abu-Ziab, Pepperdine University; Blaire Thomas, Pepperdine University

“All individuals exist in social, political, historical and economic contexts and psychologists are increasingly called upon to understand the influence of these contexts on individuals’ behavior.” This is the first sentence of the APA Multicultural Guidelines adopted as policy in 2003. If we are to fulfill this calling it is critical that a conceptual framework be adopted that can guide research and practice and which substantively integrates culture at all levels. To this end, a model for conceptualizing Human Experience, Adaptation, Resilience and Transformation (the “HEART” of living) will be presented that emphasizes the inseparable and multidimensional influence of persons, contexts, and culture on the well-being of individuals and communities. The Person, Environment, and Culture Experiential (PEaCE) model designates the “Persons-Context Transactional Field of Lived Experience” as a dynamic framework where Biopsychocultural and Ecocultural Processes are in constant transaction. Culture is conceptualized as omnipresent and manifested both psychologically and ecologically. A comprehensive visual model will be featured with definitions of terms and explanatory text included.

Psychologists’ Acts of Benevolent Coercion in a Recovery Paradigm: A Qualitative Inquiry. Lawrence Andrew Osbourn, Bowling Green State University; Catherine Petrowski, Bowling Green State University; Samantha Jesse, Bowling Green State University

Translating research discoveries into practice is necessary to facilitate community mental health care. The unintentional oppression by clinical psychologists of persons living with serious mental illness is a social justice concern, impacting both individuals and communities. Research suggests that consumers report feeling dehumanized when mental health providers engage in coercive practices. Previous studies of coercion have focused on the perspective of the consumers, yet relatively little is known about psychologists’ views about the use of leverage and coercive techniques with consumers. Qualitative research provides a useful approach to describing the privileged perspectives of psychologists in their use of leverage and coercion. Understanding psychologist’s views about coercive practices with consumers is particularly important within a recovery-oriented service system where collaborative relationships with consumers are seen as essential to recovery for adults with mental illness. The present qualitative study examined views of leverage and coercion from the perspective of psychologists working in community mental health settings with adults with serious mental illness. Psychologists’ use of benevolent coercion techniques is of particular interest in the study. Benevolent coercion techniques involve specific and purposeful behavioral actions that mental health providers engage in, without a malicious intention, that are consistent with consumers’ values and preferences for recovery. In the present study, 10 psychologists who practice within a recovery-oriented model of service delivery completed semi-structured interviews. Participants shared their views about mental health recovery and described consumer and situational factors which may impact their use of leverage and coercion techniques in their work with adults with mental illness. Content analysis was used to examine themes in psychologists’ accounts of their experiences of leverage and coercion in their professional relationships with consumers. Implications of findings for community research and action are discussed.

Putting Research to Work: A Practical Review of Methodology and Outcomes of Community-Based Intervention for Juvenile Delinquency. Cassandra Lynn Pentzien, Bowling Green State University; Catherine Petrowski, Bowling Green State University; Asia Meriem Ghol, Bowling Green State University; Francis Anthony Bonadio, Bowling Green State University

Rising rates of crime in the juvenile population over the past several decades have led to significant interest in how to effectively and affordably treat these youth. Community-based
treatments have been shown to have improved outcomes at a lower financial cost, as compared to traditional residential placements. Previous meta-analyses have explored the effects of various types of intervention on educational outcomes, family functioning, and recidivism, but, to our knowledge, we present a unique in-depth review of methodology and outcomes of community-based treatments specifically designed to intervene with juvenile delinquents. Within this review, we explore not only treatment outcomes, but also the reported methodologies of past researchers. Methodological variables and effect sizes were coded from random and quasi-randomly designed studies that utilized community-based interventions to reduce problem behaviors and recidivism within a juvenile delinquent population. Preliminary findings based on results from 14 studies suggest that these community-based interventions are effective in decreasing recidivism ($d = .16$) and problem behaviors ($d = .21$). Additionally it was found that the strengths of these effects vary depending on methodological variables, such as time between treatment and follow-up data collection. More importantly, this research brings to light the need for more thorough documentation of treatment methodologies and evaluations, including therapist training and supervision. Many of these practical details are needed to help determine an intervention’s utility for community mental health organizations, and thus are important to include in scientific literature. Through this review, we hope to increase the utility of the research available to those interested in developing effective and affordable community-based interventions, with the ultimate goal of serving the juvenile offender population. The final poster will include meta-analytic results of approximately 20 unique samples, and a narrative review including these results as well as approximately 15 studies that did not meet criteria for meta-analysis.

Queers Helping Queers: An Investigation of Student-Run Pride Centres in Canadian Colleges and Universities. Aman Bassi, University of Ottawa; John Ecker, University of Ottawa; Jennifer Nicole Rae, University of Ottawa

The purpose of this poster is to evaluate the challenges and benefits involved in operating a student-run association or club that targets queer students, called Pride Centres for the current study. To date, little such literature exists on Pride Centres, particularly their operations, staffing, and fit within the student service spectrum. This investigation stems from a national survey of Pride Centres conducted by the authors. Pride Centres from three post-secondary institutions (one college and two universities) in Eastern Ontario, Canada were selected. The staff members and volunteers of each Centre were invited to participate in individual focus groups. The focus groups were co-facilitated by the three members of the research team with each team member receiving “Ally” Training, which is a form of queer-sensitivity training, prior to the running of the focus group. The focus group protocol was semi-structured, with questions developed from the national survey responses, feedback from participants on the results, and the researchers’ reflections of the survey data. Thus, the goal of the focus group was to further expand on any themes that arose from the national survey as well as to generate a discussion of what it is like to operate a Pride Centre. All focus groups were audio recorded and later transcribed by one of research team members. Results will be discussed in terms of informing institutions with existing Pride Centres to improve service delivery and informing institutions without Pride Centres on how to begin the process of developing such Centres. This discussion will be framed under a transformative model of change within post-secondary institutions for ensuring the well-being of queer students.

Recognition of Prior Learning in Portugal: participants perspective. Marta Miguel, ISPA-UI, Lisbon, Portugal; Jose Ornelas, ISPA University Institute

Recognition of prior learning has become a central aspect of lifelong learning policies. Assumes that adults do not learn only in formal education contexts but also in social and professional contexts, and as such, these learnings can be equivalent to those acquired in formal context. This study aims to access gain caused by the process of Recognition, Validation and Certification of Competences (RVCC, Portugal) in people who have obtained this way a school certificate, according to the owns participants perspectives. There were made focus groups and interviews with candidates attending RVCC process and candidates who had already finished, and proceeded to his content analysis. It were identified the following initial expectations of the participants: obtaining and maintaining employment; social and professional enhancement; career promotion/advancement. Regarding the perception of the gains of the RVCC realization they were: learning; personal development; recovery and personal fulfillment; professional development; further education/training; skills awareness; appreciation of life experience; new friendships; social value; professional development. Other perceptions regarding the process were: social devaluation; satisfaction; social support; schooling of the process; social justice. From the results obtained in the qualitative study, we built a Change and Attitudes Questionnaire to assess changes caused by the RVCC process. This consists of 35 items which are divided into four groups of issues: changes on a personal level; changes in education and training; changes to professional level; attitudes towards certification. The questionnaire was administered in person, by phone and by email to a sample of 210 participants certificates for basic and secondary education level through RVCC process.

Reflecting on Research: Conceptual and Methodological Consideration of Latino Inter-Ethnic Diversity. Robert E. Gutierrez, DePaul University

Terms such as Latino and Hispanic are commonly used in psychological research in the United States. However, these terms represent a wide variety of national origins, each with their own unique social and cultural tradition as well as their distinct historical relationships to the United States. Research which does not account for the wide variety of diversity in U.S. Latino populations risks inaccurate conclusions and problematic generalizations. To better understand community psychology's historical inclusion of individuals of Latin American descent, the current study analyzed 186 articles appearing in the American Journal of Community Psychology and the Journal of Community Psychology from 1973 through 2010 for the information they provided regarding their Latino populations. Results show that articles differ significantly in the key demographic information they include around national origin, language use, generation, and immigration status. The lack of specificity or detailed demographic information limits the ability of researchers to establish the cultural processes by which ethnicity may explain differences in groups. Additionally, the relatively low inclusion of many groups often included in the term Latino may harm the validity and generalizability of some studies. Implications and best practices for research on Latinos are discussed.

Rural Community Stigma Towards Children with Emotional and Behavioral Disorders. Abbey Mann, Vanderbilt University; Craig Anne Heftinger, Vanderbilt University

Stigma related to mental health issues is felt by parents and children in rural communities and can pose a barrier to seeking mental health help for children and parents of children with emotional and behavioral disorders (EBD). Children living in rural communities may face obstacles to receiving mental health care, including unique forms of stigma associated with living in small communities and the lack of access to affordable care. This interactive poster presentation examines and compares levels of stigma towards children with EBD and their families associated with four different community settings: neighborhood, school,
workplace, and church. The relationship between child and parent characteristics, stigma specific to community settings, and service-seeking stigma are also examined in order to both confirm the factor structure of an existing measure, and identify significant predictors of service-seeking stigma. Results 1) indicate that community setting-specific stigma is present as significantly different levels, 2) confirm the factor structure of an existing measure of stigma related to service seeking, and 3) identify workplace stigma as a significant predictor of service-seeking stigma when holding a number of child and parent characteristics constant. Results also indicate that further research focusing on the relationship between perceived stigma and service use behavior is needed. While viewing this poster, participants will be asked to read a short vignette about a child with EBD and respond to three to five questions from the perspective of a community member. The author will lead small group discussions about better understanding the role of community in the construction of stigma. Participants will be encouraged to voice their own potentially stigmatized beliefs and attitudes about EBD in order for the group to both problematize this issue and better understand our role in stigmatizing.

Scope of Human Trafficking in Wyoming: A Pilot Study. Emily A Grant, University of Wyoming WYSAC; Susan Dewey, University of Wyoming

With the lowest population in the U.S., some believe the state of Wyoming is untouched by issues of human trafficking; as such, Wyoming is one of the only states that does not have specific statues in place to combat the issue. Funded by the Bureau of Justice Statistics, this pilot study begins to assess the prevalence, knowledge, and resources available to address human trafficking in Wyoming by conducting semi-structured interviews with law enforcement and social service providers throughout the state. Preliminary results indicate every community interviewed identified cases of human trafficking, both labor exploitation and/or sexual exploitation, in their community. While many had received formal training on the issue and rated their knowledge as high, most were unable to properly define the basic tenets of human trafficking or identify common “red-flags.” Frequently reported barriers to identification of and responding to cases were lack of knowledge and training, lack of protocols, lack of collaboration with other entities at the state and federal levels, and inability to communicate in languages other than English. Ways to overcome these barriers and address human trafficking in a rural state will also be discussed.

Shifting from Pathology to Wellness: Community and Empowerment Approach To Addressing Addictions Amongst Kenyan Women. Ayorkor Gaba, Rutgers University; Seth Oketch, Samaritan Village; Darren Ross, Rutgers University

Although substance use is rapidly increasing in Kenya, there has been limited study of its prevention and treatment in Kenya. Substance users commonly abuse alcohol, khat (miraa), chang’aa (illicit liquor), marijuana (bhangi), and mnazi (traditional brew), and are at increased risk for several negative health and mental outcomes related to their use. Studies have shown substance use in Kenya to be causally related to unintended injury, suicide, interpersonal violence, and unplanned sexual intercourse, with the latter increasing the risk of pregnancy, sexually transmitted infections, and HIV/AIDS. Female substance users are at increased risk for HIV infection (Webb, 2009), poor adherence to HIV treatment, risk of PTSD related to physical and sexual abuse and concurrent psychiatric disorders. Women substance users also experience more stigma and discrimination related to their use. Community members often believe that female substance users are deviant and that women’s treatment is secondary to that of men (Beckerleg, 2004). Currently there are no programs in Kenya which attend to the needs of female substance users and address the multiple gender, political, economic, community and cultural issues at play in effectively addressing substance use and related risk factors in Kenyan women. The proposed model aims to integrate evidence based, culturally sensitive and gender responsive, community and individual wellness focused approaches to prevent substance dependence and related negative health behaviors. Unique to the model is its shift from the pathologically based models common in treatment and prevention models. It goes beyond the traditional therapeutic approach and motivates women to grow by the power of their respective emotions, values and beliefs rather than their wounds. Through coaching, workshops, economic empowerment, community service, women release their creative energies and direct them towards personal power, sustainable transformation and growth and community empowerment. The model uniquely emphasizes community strengths and competency, as opposed to weaknesses, by engaging and involving community members, program participants and organizations through partnerships, focus groups and community participatory research efforts. From the inception, implementation to the evaluation of the program, participants and community members are engaged and work together towards community and individual wellness. Last in developing and assessing the feasibility of the model, cultural adaptation of integrated evidence based approaches will move beyond surface structure to deep structure, by addressing the core values, beliefs, norms, cultural nuances, and other more significant aspects of the cultural group’s world views and lifestyles (Resnikow et al., 2000). In sum, limited research has identified a need for culturally and gender based mental health interventions and the recognition of community level factors in prevention and intervention strategies. This study describes our efforts to create an empowerment and community based model of substance abuse treatment which encourages positive health behavior and enhances quality of life for Kenyan women. The community psychology perspective will be used to inform this exploration.

Social Capital Themes in Media Publications. Joel Arnold, Michigan State University; Lisa Reppenhagen, Michigan State University; Matthew Pollard, Michigan State University; Spencer Nowosielski, Michigan State University; Kelly Collins, Michigan State University; Charles Collins, Michigan State University

Social capital refers to the resources and trust gained from the relationships actors (e.g. individuals, organizations, etc.) have with one another (Putnam, 1995). In the context of community action organizations, social capital is a tool often utilized to achieve organizational goals. For example, by building a diverse coalition of members, Project QUEST in San Antonio, Texas was able to win several million dollars to create a job training program for immigrant workers (Warren, 1998). Similarly, utilizing relational organizing techniques (i.e. building broad and diverse relationships to address community issues), Camden Churches for Organizing People (CCOP) was able to win several issues in Camden, New Jersey, including the destruction of over 30 abandoned and/or dilapidated buildings in the area (Speer, et al., 2003). While it is clear that many local organizations (e.g. Project QUEST, CCOP, etc.) have harnessed the power of social capital to facilitate community change, the question remains, are there similar patterns in the ways that community action organizations build and promote social capital? Additionally, how is social capital manifested in the public arena? To address these questions, we searched local newspaper and online publications that discussed local community action organizations that are affiliated with one of three major national community organizing networks (Industrial Area Foundation, Gamaliel Foundation, or PICO Network) and conducted content analyses on newspaper and/or online media publications that discussed the work of the local community action organization looking for themes of social capital building and promotion. For example, newspaper and online publications that mentioned MOSES of
Detroit (a Gamaliel affiliated organization) were selected and content analyses were conducted on the sampled media articles to identify themes of social capital. This poster presentation will discuss the sampling and coding processes as well as results of the study.

**Spirituality, Optimism and Self-esteem: Pathways to Positive Change in a Women’s Wellness Curriculum. Magda Permut, UMBC**

Shakti Rising is a community-based holistic recovery program that cultivates individual and collective empowerment and leadership. At its core, Shakti Rising inspires women to become innovative, resilient individuals who are willing to take risks to create community and achieve social change. One premise underpinning Shakti Rising’s belief that in order to affect social change, individuals must undergo transformation themselves, becoming healthy adults, ongoing learners and inspiring leaders. Those who transform themselves are better equipped to initiate change in other individuals, groups, and communities. In keeping with this key principle, all participants, including volunteers, community members, apprentices (clients), and staff, participate in Shakti Rising’s introductory curriculum, Transformation 101 (T101). T101 is an 8-week course designed to increase participant spirituality, optimism, and self-esteem, as well as build community and interpersonal relationships. The current study evaluated individual-level processes of change among those who participated in T101 between December 2007 and June 2011. Participants were administered pre- and post-course surveys including the Spiritual Involvement and Beliefs Scale (SIBS), the Life Orientation Test (LOT-R) and the Rosenberg Self-Esteem Scale (RSES). Researchers hypothesized that individuals participating in the Transformation 101 curriculum would increase in spirituality, self-esteem, and optimism from pre- to post-course. Researchers also hypothesized that change in spirituality would be related to change in self-esteem and that change in optimism would be related to change in self-esteem. Finally, researchers hypothesized that change in optimism would partially mediate the relation between change in spirituality and change in self-esteem. Analyses using hierarchical linear regression to test these hypotheses produced results that supported the first and second hypotheses and partially supported the third hypothesis. For hypothesis three, results indicated that change in optimism fully (rather than partially) mediated the relation between change in spirituality and change in optimism. Implications and future directions are discussed.

**Student experiences in utilizing disability support services in a university setting. Marlene Abreu, University of Massachusetts Lowell; Ashleigh Hillier, University of Massachusetts Lowell**

Students with disabilities are a growing population in post-secondary institutions, with a majority of degree-granting institutions reporting greater enrollment rates. However, students with disabilities present poorer academic outcomes when compared to students without disabilities. Minimal research exists on ways in which students with disabilities utilize disability services on campus and the usefulness of these services. For this study, students registered with Student Disability Services (SDS) completed an anonymous online survey reporting on the accommodations received, usefulness of accommodations, use and opinion of SDS, and their GPAs. The findings indicated that students use an average of 2.7 accommodations: extended time on tests (74%), reduced distraction environment for test taking (52%), permission to tape lectures (47%), and note-taker (45%). Students rated extended time on tests, reduced distraction environment for test taking, and permission to tape lectures as the most useful accommodations. Students reported visiting SDS an average of 4.7 times a semester, primarily to establish accommodations for the semester, obtain assistance with time management and organization, and gain advice from staff. Additional data analysis indicated there was no significant relationship between number of accommodations accessed and GPA or self-reported usefulness of accommodations and GPA. Students who visited SDS most frequently also showed a higher GPA, although this was not statistically significant. Suggestions for improving SDS included improved communication between student, faculty, and SDS, expanding locations and hours of SDS, and improved delivery of services. Overall, the results suggested that students are not fully utilizing the services provided through SDS. With increased awareness and accessibility of these services, students with disabilities in university settings may have improved academic outcomes and retention rates. Future research should examine approaches for encouraging students to make full use of the services and supports available through SDS at the university level.

**Symptom Prevalence Following Exposure to Community Violence in Educators: Posttraumatic Stress, Self-Efficacy in El Salvador. James Edward Cole Creely; Fuller Theological Seminary; Kelsey E Penner, Fuller Theological Seminary**

Educators in San Salvador, El Salvador (N = 259) participated in a survey to study the relationship between chronic community VIOLENCE EXPOSURE, generalized self-efficacy, and the development of posttraumatic stress disorder (PTSD) symptomatology. The population of San Salvador has been exposed to high rates of community violence because of a prolonged civil war and continued urban gang violence. Participants were recruited through community outreach efforts headed by the researchers, the Episcopal Church of San Salvador, and the El Salvador Ministry of Education. As hypothesized, high reported exposure to community VIOLENCE was a predictor of PTSD symptomatology (β = -.26, p < .001) AND high generalized self-efficacy was reported to be inversely correlated with PTSD symptomatology prevalence (β = .23, p < .001). HOWEVER, VIOLENCE EXPOSURE was not related to generalized self-efficacy AND the hierarchical regression analysis demonstrated that general self-efficacy was not found to be a significant moderator between the relationship of community trauma exposure and PTSD symptomatology. The limitations of the study and ways they could be addressed in future research were discussed, as well as IMPLICATIONS FOR TRAINING AND SUPPORT OF EDUCATORS.

**Taming the unwieldy beast: Increasing control over media for parents and children. Cigdem Kotil, Okan University; Serdar M. Degirmencioğlu, Cumhuriyet University; Can Gezgor, ASAM Psiyolojik Danışmanlık Merkezi**

Children are often neglected in social sciences and community psychology is no exception. There is a big power differential between children and adults. This differential increases as age decreases. With media, the power differential is vast. Even adults have difficulty understanding how news is made and how media can manipulate the public in various ways. The tension around media as a watchdog – as a force of democracy – vs. media-serving-big business has always existed. When children are considered, however, media influences are far more complicated. With new media, diversity in media has exploded but the power differential has not changed. Mass media as well as new media are not easy to control for children. This is in sharp contrast with the one-sided view dominant among many community psychologists in the US that new media have changed the rules of the game. New media can afford children and adults new opportunities, but there are limits to the flexibility of new media. Without a sense of control, media cannot serve a community that is thriving. It is therefore necessary for community psychologists to focus on changing the power differentials in media –conventional and new– particularly when children are concerned. In this paper, we describe a flexible tool to deal with this challenge: A web
site, dedicated to media and children. The web site is built on the premise that a typical parent has difficulty with having control over the media -- with its ever expanding diversity. The web site, therefore, offers practical guidance to parents regarding most forms of media and makes room for participation from parents as well as children. The web site is free, allows no commercial messages, and is in line with the values of community psychology. It is built on the basis of earlier participatory work on media literacy, carried out in elementary schools in Turkey.

Technical Assistance is a Science: The Practice and Science of Technical Assistance in Community Implementation. Jason Katz, USC; Abraham Wandersman, University of South Carolina-Columbia; Jonathan Scaccia, USC

In the proposed poster, we will present a science and practice-informed conceptual frame for carrying out technical assistance (TA) in community implementation settings (e.g., community-based human service agencies). The concept that we will present has numerous potential contributions including serving as a guide for strategic TA planning, and in offering a lens for a literature synthesis on capacity-building and TA. We will discuss developing trust and openness in the TA relationship, building general capacities for implementation, and building innovation-specific and general capacities for sustaining outcomes and continuous quality improvement. To further articulate the concept of “practicing TA science” we will include a literature review of TA evidence with corresponding vignettes reflecting practical work.

The Influence of After-School Program Attendance on Parent–Child Communication. Loren Faust, Georgia State University; Michelle Dimeo, Georgia State University; Gabriel Kuperminc, Georgia State University

As youth transition into early adolescence conflict is likely to increase between caregiver and youth (Laurensen et al., 1998). As such, increasing parent-child communication during this age may be important in facilitating positive parent-child relationships. Biocultural systems theory proposes that an individual’s development may be affected by the interactions of others surrounding that individual (Bronfenbrenner, 1977). As such, we posited that youth participation in an after-school program (ASP) might improve parent-child communication. This poster uses a mixed-method approach to explore the influence of youth ASP participation on parent-child communication. Five semi-structured focus groups were conducted in the spring of 2010 with 34 parents whose daughters were enrolled in the Cool Girls program, an ASP for adolescent girls. Summary content analysis was used to reduce the data into themes (Kohlbacher, 2006). In the following spring of 2011, 117 parents completed a survey about their youths experiences in the Cool Girls program. In the focus groups, parents indicated that because of Cool Girls parent-child communication increased - both generally and specifically around the topics of puberty and sexuality. Parents reported that their daughters were more comfortable coming to them with questions and that they felt more comfortable responding to their daughters’ questions. Parents were grateful that their daughters felt comfortable asking them questions about sexuality and puberty. In the parent survey, parents reported that their communication with their daughter (68%) and their daughter’s communication with them (73%) had improved because of Cool Girls. Parents also reported that their communication with their daughter (69%) and their daughter’s communication with them (69%) about sensitive topics such as sexuality and puberty had improved. Our findings suggest that parent-child communication can be positively influenced through youth ASP participation. In this poster, ways ASPs can work to facilitate parent-child communication will be discussed.


Youth in The Bahamas (persons between the ages of 16-25) are plagued with problems such as low academic achievement, poverty, the inability to effectively resolve conflicts, substance abuse, increased crime and violence, teenage pregnancy, HIV/AIDS/STD’s, lack of respect for authority and a plethora of other ills’ (Blank, 2005; Dames, Henry & LaFleur, 1997). In response to these problems, the National Youth Leadership Certification Programme (NYLC) was developed with a specific curriculum that seeks to train and sharpen the skills of volunteer youth workers in techniques to assist in development that will result in individual growth and by extension nation building. The NYLC was a 12 week programme which consisted of 63 diverse Afro-Bahamian participants belonging to different youth organizations and of different socioeconomic backgrounds. The mode of instruction was through training modules which addressed: conflict resolution, leadership, drug and alcohol abuse, branding and communication, the importance of professional development, how to organize a youth group and personal development. This study will address “communal thriving through research” as it contributes to, the much needed, literature on the problems faced by Bahamian youth and provides recommendations and improvements for the continued development of the NYLC. Participants will be encouraged to engage in cross-cultural dialogue regarding social change efforts through youth leadership programs.

The effect of cueing stereotypes in women’s STEM leadership workshops: A Photovoice study. Mary Jean Amon, University of Cincinnati; Rachel W. Kallen, University of Cincinnati

Research has indicated that gender stereotypes are a key factor in the underrepresentation of women in leadership and STEM (science, technology, engineering, mathematics, and medicine). Stereotypes affect how roles are defined and restricted (role congruity theory; Eagly & Karau, 2002) and can influence performance and professional aspirations (stereotype threat; Steele, 1997). Furthermore, stereotypes can be communicated explicitly or implicitly, with the effects of these cues varying by context. The present study explores how explicit reference to stereotypes in a real-world workshop setting influences STEM women’s leadership narratives and future aspirations. STEM women graduate students (N = 46) were recruited into leadership training workshops. Participants were split into separate workshop groups, with one group exposed to gender stereotypes and one group not. Specifically, the experimental group received a handout describing gender stereotypes and inequities with reference to STEM women’s leadership, while the control group received a handout describing common leadership development strategies. During the workshop sessions both groups engaged in Photovoice, a Participatory Action method which asks participants to describe their personal experiences through imagery and verbal description. Participants presented two pictures to their group describing their past experience with leadership and two pictures representing their future leadership aspirations. Photovoice narratives and group discussions were transcribed and analyzed using grounded theory and NVivo coding schemas. Analyses identify common themes in leadership narratives, as well as differences within and between groups. Language is analyzed in terms explicit reference to gender; individualist or inclusive language (e.g. we versus I); positive and negative language; mention of influential mentors; content of past experiences and future aspirations; and work-life balance. Data address the effect of cueing stereotype in workshops on personal leadership narratives and point to methods for
Tracking Progress: A Method to Assess Family and Program Improvements. Patricia O’connor, The Sage Colleges

In an upstate New York urban area, several human service agencies have implemented a geographically-based collaboration, aiming to advance their separately focused goals to improve the quality of life for families living in poverty in that neighborhood. Their programs, grounded in the various agencies, are directed toward young children (e.g., early head start, public schools), their parents (e.g., employment programs), and the families as a whole (e.g., therapeutic interventions). Initially the aim of the collaborative team was to develop a single ‘score’ to represent family functioning with the expectation that the score could be calculated and progress could be tracked. Discussions with the university-based author helped clarify that expected changes in family functioning needed to be linked to specific programmatic efforts. What emerged was a method to assess both family functioning in the context of specific program involvement and program success (and need for improvement) across program participants. With more detailed information about the usefulness of specific programs to specific families, the collaboration team can identify areas where new or additional supports, programs, or services would be helpful. Similarly, with feedback about the ways in which programmatic efforts are not addressing participants’ needs across families, the collaboration team can ensure appropriate program modifications. This strategy calls for assessments of program participants every three months to track changes in family functioning across time and for analysis of concerns across families every four months (using the quarterly assessments) to identify programmatic efforts in need of improvement. Thus, families (or program participants) can be tracked across time and programs can be monitored at specific points in time, using the same measurement tool. Data collection is currently underway and initial results will be available for presentation. This community-university collaboration reflects the contributions each makes to improving the quality of program participants’ lives.

Understanding Community Mobilization: A Literature Review

Examining Community Mobilization as a Component of Community Violence Prevention Efforts. Erica Taylor, University of Kansas; Work Group for Community Health and Development; Jomella Watson-thompson, University of Kansas; Marvia Jones, University of Kansas: Work Group for Community Health and Development

A lack of community empowerment in addressing issues, such as violence prevention, results in the loss of influence over conditions that matter to community members (Fawcett et al., 1995). Community mobilization aids in empowering community members to support change and improvement in addressing community-determined issues of importance. Community mobilization fosters social change by engaging community members to take action on issues of local importance (Kim-Ju et al., 2008; Meyer et al., 2008; Thompson et al. 2008; Tedrow et al., 2011). Community mobilization may be most effective when cohesion and capacity (David-Ferdon & Hammond, 2008; Fawcett et al., 1995) exists within the community by gaining trust and social power (Speer & Hughey, 1995). One result of community mobilization is increased social capital, which may assist in re-stabilization of communities. A second result of community mobilization includes established connections between residents, organizations, and service opportunities in the broader community (Payne and Williams, 2008). Another result of community mobilization may be established community empowerment at the intra-organizational, inter-organizational, and extra-organizational levels (Fawcett et al., 1995, Griffith et al., 1995). The poster will describe the methodology and findings for conducting a literature review on community mobilization as

Improving STEM climate. Implications for the application of stereotype threat research are discussed.

Understanding Policy Implementation: The Experiences of Batterer Intervention Providers. Ashley Boal, Portland State University; Kathleen Russell, Portland State University; Amber Cummings, Portland State University; Eric Mankowski, Portland State University

Batterer intervention programs (BIPs) are the most common response to the social issue of intimate partner violence (IPV). As BIPs increased in popularity, so have the use of state standards to guide program practices (Bennett & Piet, 1999). Standards are intended to encourage uniform practices, create a system of quality assurance, and increase victim safety (Bennett & Piet, 1999; Geffner & Rosenbaum, 2001; Gelles, 2001). While standards vary across states, typically they include numerous aspects of program functioning such as program length, confidentiality, and training of facilitators (Maiuro & Eberle, 2008). Theoretically, the widespread use of state regulatory standards has the potential to influence program practices, which influence program outcomes and ultimately affect levels of IPV in the United States. Thus, the current study aims to discover program directors’ perceptions of how the climate of state policy affects their program practices and functioning. Specifically, this study will explore the implementation experiences of programs that have had varying success in implementing state standards. First, directors of nearly all BIPs in the state of Oregon (n = 35, 74%) were surveyed to determine the extent to which state standards have been successfully implemented in the state of Oregon. Next, programs with the highest and lowest levels of compliance with the standards were selected (n = 13) to participate in semi-structured interviews exploring their experiences implementing standards. The interviews will be analyzed qualitatively in order to better understand the unique and similar experiences of BIPs that have had varying levels of success implementing the standards. Specifically, this poster describes the barriers and aids to implementation of the standards, and discusses providers’ perceptions about ways in which implementation can be strengthened. These findings will inform the further development of Oregon state standards, as well as potential plans for enforcement and monitoring.

Using Framing Theory to Understand the Causes and Potential Solutions to End Child Hunger. Darcy Freedman, University of South carolina; Sonya Jones, University of South Carolina; Carrie Draper, University of South Carolina; Casey Childers, University of South Carolina

In 2009, nearly one million children in the U.S. lived in households experiencing very low food security or hunger. Due to financial constraints, these children experienced reductions in the quality of foods, cutting meal size, skipping meals, feeling hungry, and not eating for a whole day. Currently, an extensive safety net of food assistance programs exists to protect children; it is effective at reducing the severity of food insecurity for most children most of the time. We know very little, however, about children for whom the current system is not benefitting and what is needed to reduce their risk of hunger. In this study, we
interviewed 52 food systems stakeholders in South Carolina to better understand their perspectives on how child hunger can be eliminated. The interviews were guided by framing theory to understand the diagnostic, prognostic, and motivational frames for ending child hunger. Results demonstrate that stakeholders believed that child hunger is caused by lack of coordination, policy and politics, underlying instability in families and communities, and changes in cultural values. Some stakeholders expressed hunger cannot be eliminated. Most had several recommendations for eliminating child hunger including strengthening political systems and public policy, strengthening families, and increasing public awareness about hunger. Stakeholders indicated that communities would be motivated to eliminate child hunger if there was a specific call to action, connected to their personal or organizational mission, and if the issue was framed as a human rights rather than only a political issue. Stakeholders expressed that child hunger is a community responsibility. Attributes of leaders and leadership to set the agenda for change were conflicting, with many different recommendations for leadership from local, state, and national levels, leading organizations versus coalitions, and elected officials versus community leaders. Findings provide guidance for mobilizing communities to end child hunger.

Using the Community Capitals Framework to Create “Living Pictures” of Communities for Participatory Action Research. Ashley Elizabeth Anglin, University of Hawaii at Manoa

The Community Capitals Framework (CCF) is a conceptual framework from sociology used to better understand how communities work and thrive, through analyzing the skills, resources, and networks present in specific contexts. According the CCF, community resources combine to form seven different types of capital- natural, cultural, human, social, political, financial and built. This approach identifies the composition of these capitals and the interactions among them, including how strengthening the resources in one capital can build assets in the others. This poster will present a detailed description of the CCF as well as an exploration into how the CCF can add to and be integrated with the values, goals, methods, and practice of community psychology. This exploration will include ideas on how to use the CCF in participatory action research with communities; how to use mixed-methods approaches to measure the different forms of community capital; how to use the CCF as a basis for community development research and action; and how to integrate the values of social justice, diversity, and community empowerment within the CCF. This poster presentation will also have an interactive component. Audience members will be given instructions and supplies to create their own community capitals maps. These maps will facilitate a discussion of the specific strengths and needs of communities and how the different capitals are distributed and interact with one another in specific contexts. These capitals maps can serve as a preliminary “living picture” of communities for use in future research and community action.

Vocational Rehabilitation Transition Outcomes of Youth with Disabilities from a Midwestern State. Jessica Awsumb, University of Illinois at Chicago; Fabricio Balcazar, University of Illinois at Chicago

The transition to postsecondary education and employment is natural after high school graduation, but is often more difficult and less successful for students with disabilities. The Illinois Division of Rehabilitation Services (DRS)/Vocational Rehabilitation (VR) works in partnership with students with disabilities from around Illinois to provide the Successful Transitional Experience Program (STEP). The purpose of this study was to examine the outcomes of youth with disabilities in the state of Illinois participating in VR transition programs. Five years of transition data from the Illinois VR system was analyzed to determine what demographic and case level factors were different and predicted rehabilitated or nonrehabilitated outcomes. Extensive data cleaning left a total of 22,440 youth to be analyzed. Results indicated there were differences in rehabilitation outcomes based on race, location, disability type, number of services received, office region, and case expenditure. Further, positive postsecondary and employment outcomes were predicted by race and office region, whereas negative outcomes were predicted by race, type of disability, and case expenditure. The data revealed that a small percentage of participants are being successfully rehabilitated in the VR system (16.06%). Based on the data findings, it was recommended that DRS/VR alters and updates the STEP program. It was also recommended that there is a need for clarification of the intake system and eligibility requirements for VR services. Important information was revealed that can be used to help youth with disabilities throughout Illinois achieve positive employment and postsecondary educational outcomes.

Youth Stressors within the Context of Urban Neighborhood Disadvantage. Anna Westin, University of Maryland, Baltimore County

While disproportionate stress exposure is a key feature of growing up in neighborhood disadvantage (e.g., Copeland-Linder, Lambert, Chen, & Ialongo, 2011; Gaylord-Harden, Gipson, Mance, & Grant, 2008), the experience of stress in urban neighborhoods is understudied, with efforts to identify the full range of stressors still in their infancy (Grant et al., 2003; Guerra, Huesman, Tolan, & Van Acker, 1995; Kliewer & Kung, 1998). In fact, the literature has been criticized for not including meaningful, comprehensive, and context-specific measures of stress and coping for African American youth living in urban, disadvantaged neighborhoods (e.g., Allison et al., 1999; Finkelstein, Kubzansky, Capitman, & Goodman, 2007; Miller, Webster, & Machintosh, 2002). This qualitative study aims to identify stressors as voiced by African American youth living in disadvantaged neighborhoods in Baltimore, MD. Youth ages 12 to 23 were interviewed in their homes as part of a larger study. Interviews (N = 150) were transcribed verbatim and coded using QSR NVivo 7. Stressors, both those universal to youth in general, as well as those that appear unique to youth growing up in disadvantaged neighborhoods (e.g., community violence and pressure to join a gang) were identified. Implications for measurement development, prevention and intervention efforts, and policy will be discussed.

Adaptation of the Community Tool Box to the African Context. Ithar Hassaballa, University of Kansas; Stephen Favcett, University of Kansas; Christina Holt, University of Kansas; Cara Smith, University of Kansas

The Community Tool Box (CTB) is a free, online resource that provides people with tools to assess, plan, implement, evaluate, and sustain community health and development efforts. It is used globally, with approximately 50% of its 1.5 million unique visitors from outside of the United States this past year. A particular challenge of web-based resources for capacity building is the development of training materials and examples that reflect diverse cultural contexts. This poster describes efforts to support work in the African context by developing and featuring examples of community health and development efforts from different regions within Africa. The examples featured address the Millennium Development Goals, such as clean water and sanitation, as well as global health goals such as violence prevention, reducing risks for communicable and chronic diseases, and community empowerment. As a World Health Organization (WHO) Collaborating Center, the University of Kansas’ Work Group for Community Health and Development identified global health examples through the WHO Regional office in Africa, Ministries of Health, and African universities. Through an onsite internship with the WHO Office in Nairobi, the first and fourth authors developed eight additional African
case examples. This poster describes how Talaku, a community-based organization that fights tuberculosis (TB), analyzed problems and goals and developed strategies related to reducing the rate of TB among the Masai people in Kajiado County, Kenya. These community health examples from the African context help expand the diversity and cultural-appropriateness of free global resources for promoting community health and development. The implications for expanding the cultural context of capacity building tools ensure cultural competence for community practitioners performing this work locally and globally.

Understanding Acculturation and Adjustment Among Vietnamese Refugee Adolescents Across Life Domains. Shanika Blanton, University of Illinois at Chicago

The current study examines the influence of acculturation on functioning in multiple life domains in a sample of 159 first- and second-generation immigrant Vietnamese adolescents. This study investigated functioning in four life domains (individual, school, family, and peer) salient to adolescent development that represent settings that are dominated by either the majority (American) or native (Vietnamese) cultures. This study sought to replicate a study of Jewish adolescents from the former Soviet Union (Birman et al., 2002) to build on the field’s current understanding of acculturation using a comprehensive, multidimensional measure of acculturation, the LIB (Birman et al. 2002) while also recognizing the life domains perspective. Replicating the findings of Birman et al., (2002) this study found that acculturation differentially predicts adjustment in multiple contexts. Specifically, this study found that American acculturation positively predicted functioning in the individual, school, and American peer domains. Also, Vietnamese acculturation positively predicted functioning in the school, family, and Vietnamese peer domains. This study also tested for moderation in order to investigate the influence of biculturalism on adolescent functioning. It was found that, for this sample, biculturalism (high American and Vietnamese acculturation) was not a significant predictor of adjustment. This approach to acculturation has implications for acculturation theory and measurement, allowing for a greater understanding of the complex nature of the acculturation process than many of the earlier approaches to acculturation.

POSTER SESSION B ABSTRACTS

Poster Session
12:00 to 1:45 pm
Fieldhouse at the Bank United Center: Poster Session
Poster Session B - Friday 12pm to 1:45pm

Participants:
Activists Identify Avenues For Societal Change To Address Social and Environmental Injustices: Elders of the anti-nuclear movement in Georgia. Emma Ogley-Oliver, Marymount College Rancho Palos Verdes; Marci Culley, College of Costal Georgia

The US anti-nuclear movement formed to address the social and environmental justice issues related to the development of nuclear weapons and nuclear energy. Anti-nuclear activists in Georgia have rallied since the late 1970’s in response to the construction of Plant Vogtle near Waynesboro, Georgia. In 2010, the nuclear industry proposed a nuclear resurgence in the US, which led to the construction of new reactors at Plant Vogtle; something not considered since the partial meltdown at Three Mile Island in 1979. The aim of this study was to understand the experience of “first wave” anti-nuclear activists in Georgia (“elders” of the movement, or those engaged for twenty years or more) in the midst of this nuclear resurgence. Semi-structured interviews yielded rich descriptions about activists’ experiences within the movement. Elders’ perceived barriers and facilitators to their activism are discussed in relation to Bronfenbrenner’s Ecological Framework. While activists perceived facilitators and barriers at the individual level, most mentioned facilitators and barriers relating to the exosystem level. Specifically, the majority of activists mentioned facilitators and barriers relating to the media and political systems and the power and resource imbalances within society. These findings represent the focus of community psychology to look beyond the individual to ensure sustainable social change. Presenters will discuss how qualitative research and the documentation of narratives in particular, can ensure that otherwise marginalized voices are heard and serve as a valuable resource to raise consciousness about injustices. Do other movements perceive similar societal barriers and facilitators to social change? Replication of this research with other movements may highlight a common foundation that will inspire the creation of a coalition across movements to effectively pursue political and media reform?

An Application of Social Network Theory to Intervention and Prevention of Intimate Partner Violence Perpetration. Wendy Viola, Portland State University

Adopting a social networks perspective has potentially useful implications for facilitating communal thriving through enhancing intervention and prevention of IPV. The perpetration of IPV is subject to societal (Michalski, 2004), community (Hawe, Shill, Riley & Gold, 2004), and organizational (Allen, Lehner, Mattison, Miles & Russell, 2007) influences, which are communicated to perpetrators through their social networks. The violence-related attitudes and behaviors of perpetrators’ adolescent peer groups (Arriaga & Foshee, 2004) and adult male friends (Abbey, McAuslan, Zawacki, Clinton & Buck, 2001) contribute to the occurrence of IPV perpetration. Altering individuals’ social networks may shape their exposure to the more distal factors that influence the perpetration of IPV, and assist perpetrators in identifying and ending or modifying their relationships with network members who are encouraging of abuse, to help them distance themselves from pro-abuse influences. Participants in intervention programs for men who batter may also engage in prevention, by disseminating the program’s messages outwards to members of their social networks. Enacting anti-abuse attitudes may shape perpetrators’ social networks’ normative attitudes and behaviors regarding abuse, reducing other network members’ perpetration of IPV (Brown & Messman-Moore, 2010). Social network members may also recruit each other into formal or informal social movements, providing access to anti-violent ideologies and lifestyles (Goodwin, Jasper & Polletta, 2001) and encouraging bystander intervention into instances of abuse in the wider community (Banyard, Plante & Moynihan, 2004). The proposed poster presentation will elaborate on the potential contribution of a social network perspective to communal thriving through its implications for intervention and prevention efforts to address IPV, and present preliminary findings on the structure and content of perpetrators’ social networks.

An Evaluative Approach for Community Intervention: Red Comunitaria. MELISSA COLTER, Via Educacion; Armando Estrada, Via Educacion; Francisco Garcia, Via Educacion

The low level of participation of citizens has been identified as a cause of social problems present in various marginalized communities in an urban environment. In Mexico, 10.8% participate in solving community problems and only 16.4% prefer that citizens try to solve their own problems without the
An area with a high concentration of drinking venues in Milan, Italy. Promoting mobilization through research. Giovanni Aresi, Catholic University of Milan; Elena Marta, Catholic University of Milan; Giuditta Cuiali, Catholic University of Milan

Nightlife in Milan is very active and hundreds of thousands of young people go out at night every weekend. Throughout the last decade, the growing concentration of drinking venues (bars and clubs) in some residential areas of the city has caused intense conflict between residents, pubs and clubs managers and young nightlife goers with the city government having difficulties to handle the issue. Problems suffered in these areas are: physical deterioration, litter, noise, criminality and drug-dealing, alcohol related traffic accidents and other health risks, like underage drinking and violence. The “Ticinese” neighborhood is one of the major nightlife areas in the city of Milan and it has been selected for a participated context analysis inspired by the “Social reconnaissance” model (Martini & Torti, 2003). The present study aims to: (1) Promote a co-constructed representation of the risks and problems the area is suffering from, (2) Assess material & immaterial resources for interventions, (3) Increase stakeholders’ and community members’ knowledge of the meaning, patterns and motives for youngsters to go out in the area; (4) Promoting stakeholders’ and community members’ activation about the issue. Multiple methods and instruments were implemented for data collection: (a) field observation, (b) interviews to key informants, residents, shop keepers and drinking premises managers, (c) a questionnaire, partly co-constructed with residents, administered to a sample of inhabitants of the neighborhood and (d) an ethnographic component with young nightlife goers. Data collected (e.g. meanings and patterns related to nightlife in the area, residents’ perception of nighttime invasion along with mutual residents-nightlife goers stereotypes) are currently being discussed with stakeholders and participants in order to share ideas and develop indications for interventions. Results of this process will be presented. Videos and photographic material will be showed and shared with the audience in order to promote participation/engagement, reflection and discussion.

An organizational empowering in elementary schools through the School Evaluation process in Japan. Kotone Ikeda, Ochanomizu University

Due to the increasing social demands, school teachers in Japan have to meet wide variety of educational activities and they barely handle all the works. As a consequence, recent school administration is likely to lose its sight of the goals and/or priorities in their education. In order to overcome these situations, the present study focuses on the School Evaluation which was legislated in 2007 by the Japanese Ministry of Education. The purpose of the School Evaluation is, like other program evaluation, to judge if the educational activity is effective, and to improve the quality of the education. However, it could be assumed that the process of evaluation itself would have the effect to re-organize the school management, and extract the teachers’ active involvement in the educational reform. Based on these assumptions, a participatory action research was conducted in four elementary schools in Japan, applying Getting to Outcomes (GTO; Chinman, Imm & Wandersman, 2004) which is designed to promote the self-evaluation by the practitioners. Based on the original GTO, the researchers and the teachers have deeply discussed to improve and create their own GTO-based evaluation worksheets, schedules, and other tools, materials and plans. Through the implementation of the GTO-based School Evaluation, it was observed that, as assumed, the process of the School Evaluation had many “side effects.” First, by clearly identifying the goals and objectives of their own educational activities, the teachers shared the visions and goals of the schools. Second, planning and implementing evaluation helped teachers review and improve the management structure of the schools. Finally organizational commitment to the School Evaluation encouraged each teacher to actively participate in the improvement of the school community. In other words, it could be concluded that implementing the School Evaluation in these cases worked as an empowering process among the school teachers.

Assessing Social Disorganization: Reliability and Validity Analyses of the Property Assessment Tool (PAT). Thomas Reischl, University of Michigan-Ann Arbor; Allison Krusky, University of Michigan School of Public Health; Marc Zimmerman, University of Michigan-Ann Arbor

Social disorganization theorists assert the physical condition and social dynamics of neighborhoods are important predictors of crime and other health outcomes. There are, however, few available measures of the physical conditions of property parcels that are reliable, value, and feasible. As part of a larger evaluation of the Michigan Youth Violence Prevention Center (MI-YVPC), we developed the Property Assessment Tool (PAT) to assess property deterioration with a brief (2-3 minute) observation of the landscape and any structures on a property parcel. Property improvement one of the intended outcomes of the MI-YVPC. To date, we have conducted two annual assessments of 6,137 property parcels in Flint, Michigan. Trained observers recorded the type of parcel (vacant, commercial, residential, etc.), indicators of decay (fire damage, broken windows, etc.), and ratings of maintenance (structural quality, landscaping, litter/trash, etc.). The observers used the PAT reliably after attending a short training. The average inter-rater agreement for dichotomous variables ranged from 85% to 98%; the average inter-rating correlations for the rating scales ranged from 0.51 to 0.80. We will present construct validity analyses (e.g., correlations with social dynamics, crime data) and preliminary outcome analyses (e.g., changes in property conditions over time). Discussion of these results will focus on the uses of the PAT for needs assessment and program evaluation of neighborhood-based crime prevention and other public health
initiatives.

Association of Caregiver Closeness in Social Support Networks of Elderly Home and Community-Based Service Recipients. **Amanda Runyan, Wichita State University; Louis Medvene, Wichita State University**

This research is part of a larger study examining the social support networks (SSN) of elderly Medicaid-eligible home and community-based service (HCBS) recipients. This population has become increasingly important from a social policy perspective with the push to transition elderly care from institutionalized to community-based settings. As part of the HCBS services, each recipient is provided a paid caregiver, which may be either a family or friend or an aide provided by a local agency. In the present study, researchers conducted 90 minute interviews with 40 participants. Based on analyses of the first 24 interviews, the mean age of participants was 72 years. Approximately 40% of the participants were male and 68% were Caucasian. Half of the participants were widowed or divorced, and the average level of educational achievement was a high school diploma. Approximately 33% of paid caregivers were family members. Using Antonucci’s social convoy model (Antonucci, et al., 2010), participants in the study were shown a board with three concentric circles. They were asked to determine to which circle their social contacts belonged. The circles varied in perceived interpersonal closeness, with the inner circle (M = 5.3) representing those closest to the participant, the middle ring (M = 5.3) representing those less close, and the outer ring (M = 2.9) representing those least close. Since all participants had a paid caregiver, they were specifically asked which ring, if any, they would place their caregiver if this was not spontaneously provided by the participant. Rating of the primary caregiver as closer was associated with higher ratings of: quality of life (r = .6, p < .01), quality of caregiving (r = .66, p < .01), subjective health (r = .51, p < .05). Greater perceived closeness was negatively associated with lower ratings of: depression (r = -.4, p = .05). These findings suggest that for HCBS customers, the closer relationship they perceived to their caregivers is associated with positive health and well-being measures.

Beliefs About Work: Entry-level Employment Model. **Cynthia Cominsky, University of Cincinnati; Steven Howe, University of Cincinnati; Naomi Clements-Brod, University of Cincinnati**

The ability to sustain employment is a critical stage in exiting poverty (McKernan & Ratcliffe, 2002). The number of transitions in and out of poverty testifies to the difficulty some people have in sustaining employment and achieving a level of self-sufficiency. Although there is an existing body of literature regarding how self-efficacy beliefs and work motivation correlate with employment success, little is known about how ideologies of work foster or hinder occupational success. Consonance between beliefs and experiences in workers, and consonance between the beliefs of workers and the beliefs of their employers, probably facilitates employment success. Lundberg (1992) defined work ideologies as “constellations of beliefs about why people engage in work activities” (p. 107) and posited that low-wage employees were more likely to view work as a practical necessity; in contrast, executives and managers were more likely to view work as a psychological necessity. The purpose of the present study was to determine whether low-wage workers and their employers hold consonant beliefs about jobs for which these workers are qualified. The research applied qualitative methods (including focus groups and key informant interviews) to understand the beliefs and expectations that predicted employment success among entry-level employees. Participants included low-income job seekers, entry-level employees, employers, and workforce development professionals. The study findings yielded an entry-level employment model that reflects employee and employer factors that need to align before an entry-level employee can sustain employment and achieve economic self-sufficiency. The study was conducted in partnership with a non-profit, job training and placement organization. The organization’s leaders used the results to evaluate their service model.

Building Our Future: Undergraduate Recruitment and Graduate School Readiness in Community Psychology. **Kristen J Mills, Michigan State University; Erika C. VanDyke, Michigan State University**

For the field of community psychology to grow, opportunities for training prior to graduate school should be considered. Members of the field have suggested that one reason community psychology is not widely recognized is related to the lack of exposure to the field in undergraduate institutions (Kloos, 2005). This lack of exposure may result in doctoral graduate students who are unprepared with regard to the theories, methods, and practices unique to community psychology. Qualitative semi-structured interviews will be conducted with approximately eight current graduate students recruited from three to five unique doctoral programs. Participants will come from both community psychology and more general undergraduate psychology programs. The interviews are designed to assess the extent to which students feel that having familiarity with the field prepared them for the specific demands of graduate education in community psychology (e.g. “What did you learn about community psychology as an undergraduate? Have you applied it during your graduate school experience?”). For those without a community psychology background, the interviews will attempt to specify ways in which their lack of exposure influenced their initial graduate school experience (e.g. “How prepared did you feel for your graduate program in community psychology? What types of undergraduate experiences might have prepared you for your program?”). Participants will also be asked to share how they first discovered community psychology, and asked for suggestions about how to reach out to current undergraduate students. This poster will present a synopsis of these interviews, and offer suggestions for improved undergraduate recruitment and graduate school readiness.

Civic attitudes among immigrant and refugee adolescents: An exploration of ethnic identity and racial discrimination. **Wing Yi Chan, Georgia State University**

Few studies have examined the impact of the social and cultural contexts on the development of civic attitudes. The social and cultural contexts are particularly important to understanding how racial/ethnic minority adolescents develop civic attitudes (Chan, 2011; Sánchez-Jankowski, 2002). Sánchez-Jankowski (2002) argues that inter-group relations and racial/ethnic group history have strong influence on how racial/ethnic minority members perceive and understand civic participation. Thus, the present study investigated whether racial discrimination and ethnic identity are associated with civic attitudes among a group of immigrant and refugee adolescents. Participants included 81 adolescents living in a large urban city in the Southeast (Mage = 15.4 years; 54.3% female; 32 refugees and 49 immigrants). Fourteen racial/ethnic groups were represented with Nepali (n = 11) and Latino (n = 7) as the largest groups. The Multigroup Ethnic Identity Measure (Phinney, 1992) and Racial and Ethnic Microaggressions Scale (Natal, 2011) were used to measure ethnic identity and racial discrimination, respectively. Civic attitudes was assessed by Trust in the American Promise and Trustworthiness of Elected Officials (Flanagan et al., 2007). After accounting for the effects of age and gender, higher level of racial discrimination was significantly associated with less trust in elected officials (β = -.38, p < .05). A significant interaction between ethnic identity and racial discrimination was found to influence trust in the American promise. Participants who identify strongly with their ethnic group and experience little
discrimination believe that America is a just place ($\beta = .57, p < .05$). However, their counterparts who have strong ethnic identity but experience high levels of discrimination do not believe that America is a just place ($\beta = -.47, p < .05$). Findings suggest that immigrant and refugee adolescents with strong attachment to their ethnic group have different levels of trust in institutions depending on their experiences with discrimination.

Collaborative Planning for Reducing Poverty in a Community Health Improvement Effort. Ithar Hassaballa, University of Kansas; Stephen Fawcett, University of Kansas; Christina Holt, University of Kansas; Vicki Collie-Akers, University of Kansas Work Group for Community Health and Development; Erika Dvorske, United Way of Douglas County; Chris Tilden, Lawrence-Douglas County Health Department

The Lawrence-Douglas County Health Department, in collaboration with the University of Kansas Work Group for Community Health and Development, conducted a community health needs assessment to identify disparities and areas of highest need. A Community Health Improvement Plan was developed as a result of the findings from the assessment. The plan included five core areas for improvement, including poverty as a social determinant of health. This poster describes the planning process used by the Poverty Working Group. The framing of the issue adopted by the Poverty Working Group was: “All people in the community have equal opportunity for employment and resources that meet their family’s needs.” The group then analyzed the problem by using the “But Why” technique, a form of root-cause analysis. Some of the root causes that were identified were: lack of vocational training, lack of affordable housing, and lack of social networks and supports. The five main goals identified by the group were: 1) Assure sustainable employment opportunities, 2) Enhance community supports and services, 3) Create partnerships with schools/community colleges to prepare people for industrial jobs, 4) Communicate information about what contributes to poverty, and 5) Assure access to safe and affordable housing. The group then identified specific strategies under each goal area, focusing on those community members’ rated as important to poverty reduction and feasible to implement. The group worked to develop a logic model—including activities leading toward outcomes—and finalized the implementation plan. The Poverty Working Group’s contribution will be integrated into the overall Community Health Improvement Plan. This poster’s implications are directed towards community practitioners and it illustrates the challenges and opportunities of collaborative planning for addressing poverty as a fundamental contributor to health and human development at the community level.

Community Knowledge Workers: Taking Farmer Education to the Community. Michael J Culbertson, University of Illinois, Urbana-Champaign; Daniel McCole, Michigan State University

In traditional agricultural extension, a small number of heavily trained extension officers attempt to cover a large number of farmers, limiting the opportunities for each farmer to receive new agricultural knowledge. The Grameen Foundation’s Community Knowledge Worker (CKW) program reverses the traditional model by equipping a large number of lightly trained, respected community members with smartphones that can access a database of agricultural information. These CKWs then act as liaisons between their local community and new agricultural information. Since CKWs are invested in their community, they often take an active role in diagnosing their neighbors’ farming challenges and following up with farmers on the implementation of new agricultural practices. This poster describes how the CKW program combines new media and a community-based approach to promote thriving among marginalized farmers in rural Uganda. Participants will have a hands-on opportunity to try the CKW software on a mobile device.

Community Perspectives on Substance Abuse and Substance Abuse Treatment in Interior Alaska. Courtney Michelle Horvath-Oliver, University Of Alaska Fairbanks; Tara Ford, University Of Alaska Fairbanks

Interior Alaskan communities have identified substance abuse as one of the most impactful and pervasive problems (Compass Coalition, 2008). Surveys have consistently found high substance abuse rates in Alaska, with alcohol dependence being twice the national average (Alaska Department of Health and Social Services). The purpose of this project was to understand communities’ needs and available resources related to alcohol and substance abuse and treatment in Interior Alaska. Semi-structured interviews were conducted with various professionals in Fairbanks, AK and surrounding rural communities. The interviews aimed to gather comprehensive perspectives regarding how well current substance abuse treatment resources were meeting the needs of individuals and identify ways to improve community action to substance abuse through community partnerships. The sample was diverse including: mental health and medical treatment providers, a variety of community members, law enforcement, the probation system, and school district representatives. Twenty-one interviews were completed. Interviews were recorded with consent and transcribed. The data was analyzed by two coders and discussed to consensus after reading two transcripts independently. After consensus was reached, a codebook was developed. The two coders then independently coded four interviews and achieved a percent agreement of 75%. The remaining interviews were coded by one coder. Participants made suggestions for improvements related to substance abuse treatment, community involvement, and education. Participants believed coordinated efforts between community members, organizations and treatment providers was necessary for communal thriving. Emphasis was placed on destigmatizing substance abuse as it was believed that negative stigma perpetuated an avoidance of substance abuse issues at the community level. Participants suggested the foremost improvement for the community was to facilitate dialogues related to substance use and provide education to increase understanding of the etiology of substance abuse. It was also suggested that policy changes could create more local treatment opportunities.

Depression, Suicidality and Emerging Adulthood. Jennifer Kenneally, University of Miami

My aims include identifying extant strategies for suicide prevention on college campuses in order to understand key components that increase program effectiveness and serve as replicable modules; distinguishing variances amongst undergraduate populations which may serve as catalysts for depression and suicide, specifically with the intention of determining the relationship of stigma and gender on well-being; and, finally, being able to coalesce research into transferable public knowledge capable of being disseminated to the communities in which these individuals reside with the goal of reducing stereotypes and campus suicidal rates for college-aged students (18–25 years old). With this study, I had dual objectives: to identify risk factors for depression and suicidal ideation and to assess program models serving as bulwarks against its development and exacerbation. Underlying my evaluative research constructs are the following questions: Why has the suicidal rate on college campuses increased in recent decades? To what extent, if any, have mental health services alleviated students' psychological distress in promoting positive adoption and adjustment to higher education? And, if so, what are the scales used to assess and identify students in need of help?

Development and Initial Validation of the Perceptions of Sex Trafficking Scale. Jacyln Houston, DePaul University;
Nathan Todd, DePaul University

Sex trafficking of women and girls continues to be a social problem (APA, 2012). Sex trafficking has been defined by the Trafficking Victims Protection Act as an individual being forced into a labor force or commercial sex act through force, fraud, or coercion or when a minor engages in a commercial sex act (APA, 2010). Although qualitative research has examined perceptions of sex trafficking by the general public, presently there is not a reliable or valid measure that assesses perceptions or knowledge of sex trafficking of women and girls. Such a measure is necessary as misperceptions may result in ineffective or even harmful policies and strategies to prevent sex trafficking. This poster presents initial development and validation of a multidimensional measure assessing different aspects of attitudes, knowledge, and emotional responses to sex trafficking. The measure assesses perceptions of trafficked women and girls on multiple dimensions such as knowledge, awareness, emotional responses, self-efficacy to help, and perceptions of choice. In this poster we present an exploratory factor analysis of over 250 responses from undergraduate students attending a private, Midwestern University. We then provide convergent validity with other relevant constructs such as attitude toward rape and prostitution. This contribution is important as these perceptions may help or hinder advocacy efforts and the existence of a quantitative measure allows for examination of how perceptions of sex trafficking are associated with other variables. Overall, this research is important as it may eventually inform advocacy and educational efforts regarding sex trafficking.


Development of a theoretical model of knowledge transfer to promote access to traditional medicines. Caroline Ouellet, Université du Québec à Montréal; Haddad Pierre, Université de Montréal

Aboriginal communities often suffer from a higher prevalence of several illnesses than the general population, notably chronic diseases like type 2 diabetes. One reason for this condition is the cultural disconnect between aboriginal ways of healing and contemporary health care. Aboriginal traditional medicine, in contrast, represents a culturally respectful complementary and alternative medicine to consider. However, it is neither fully recognized nor always easy to access. Our Team has been working for nearly 10 years with Cree Nations of the Eastern James Bay area in Canada (Cree of Eeyou Istchee – CEI) to provide the scientific evidence for the antidiabetic potential of several plants stemming from their traditional pharmacopea. We are now poised to use this knowledge and our experiences working with Cree Elders and healers to elaborate a model to promote access to traditional medicines within a modern health care system. For that purpose, both scientific and grey literature will first be used to define barriers and facilitators to the use of both traditional and allopathic medicines in aboriginal communities. In addition, a review of relevant models of the combined and/or parallel use of both medical paradigms will be carried out. This will enable a critical analysis to determine best practices relevant for the population concerned and the development of a theoretical model to be tested. The model will be presented to six focus groups composed of health workers, healers and Elders of CEI, including users and non-users of traditional and/or contemporary health care. The model will be adapted according to the results of the focus groups and an implementation test carried out in one of the participating CEI communities. Ultimately, the model seeks to empower CEI communities to be more independent and active in their health care choices. The project will notably promote awareness toward Cree healing ways and identify best solutions in a way that involves communities and its members from the onset and throughout. It should enable the sustainability of traditional knowledge and favor the recognition of traditional medicine within and outside communities. Finally, the knowledge generated will inform health care policies that involve aboriginal traditional medicine and contribute to reduce health inequities that plague aboriginal populations in Canada and abroad.

Diversity, human rights, and peace education as moderated by sense of community among Japanese students. Kota Tamai, International Christian University, Japan; Toshiaki Sasao, International Christian University, Japan and University of Opole, Poland; Noemi Agagianian, Haverford College, USA & International Christian University, Japan; Carolina Tiharu Kuriyama, International Christian University, Japan

Founding ideas of academe often influence individual and community thriving on college campuses. This is particularly true at a faith-based university where the issues of peace and justice are explicitly reflected in curricular and other academic matters; however, the extent to which such institutional efforts might directly affect student learning and well-being remains yet to be seen. Therefore, the purpose of this study was twofold: a) to examine the role of institutional (university) ideals and values in student learning and well-being as moderated by sense of community in a faith-based Japanese university, and b) to investigate the feasibility of using “sense of community” in designing curricula and campus programs in peace education, cross-cultural diversity training; or human right issues. To examine the relationships among students’ opportunities to learn about peace and justice, one’s feelings about other nations and sense of equality, 165 university students at a Christian university in Japan completed a survey. Hierarchical regression analyses for high vs. low sense of community groups showed that students’ awareness of the respect for diversity and human right appears to be accounted for by their opportunities to learn about peace at the university, and that the relationship here was more enhanced for those whose sense of community with the university was higher. Overall, the findings revealed that sense of community could be used as an organizing concept for designing for more effective peace education at a faith-based university where issues of peace and justice represent one of the core founding ideals. Implications for peace and justice education, cross-cultural diversity training and human rights issues in higher education will be discussed.

Early Findings of Participant Outcomes from the Moncton Site of the At Home / Chez Soi Demonstration Project. Tim Aubry, Universitie of Ottawa; Jimmy Bourque, Centre de recherche et de développement en éducation; Stefanie LeBlanc, Université de Moncton

The At Home/Chez Soi project is a large multi-site trial of Housing First approaches in five Canadian cities (Vancouver, Winnipeg, Toronto, Montreal, and Moncton). The poster will present preliminary findings of participant outcomes from the Moncton site after one-year. The Moncton site is unique because of the small size of the city (i.e., population of 130,000 in Greater Moncton and the delivery of Housing First (HF) services (i.e., subsidized housing and Assertive Community Treatment) to people presenting with moderate and severe needs. At the outset of the study, participants in the study were assigned randomly to receive HF services (N = 100) or treatment as usual (TAU; n =101). Results show participants receiving HF experiencing greater housing stability than those receiving TAU. In particular, the HF spent 90% of the first 12 months in the study stably housed. In contrast, participants in the TAU group were in stable housing only 39% of the time. In addition, in the first year of the study, participants receiving HF reported significantly greater improvements in quality of life in relation of their living situation, safety, finances, and leisure. A comparison of the two groups in Moncton found individuals HF and TAU experiencing similar and significant levels of improvement in terms of community ability, mental health symptoms, and overall mental
Empowering Homeless Service Consumers: The Role of Choice in Multi-System Care. Rachel M. Manning, University of Limerick; Ronni Michelle Greenwood, University of Limerick

Empowerment involves having meaningful options (choice) and also the decision-making abilities to select between these (autonomy) (Chamberlin, 1997). Empowerment has shown to promote personal resources, and thus positive outcomes, especially among homeless service consumers. For example, Greenwood (2005) demonstrated that housing choice was related to mastery, and in turn decreased psychiatric symptoms. However, homelessness often involves more than just housing difficulties, with a significant portion of this population simultaneously experiencing mental health and substance misuse problems too. As such, homeless consumers often utilize multiple external care systems to address these issues (e.g., mental health centres, substance abuse programs). It is hypothesized that a better understanding of positive outcomes among this population can be achieved by considering not only housing choice, but also the level of choice afforded in external care systems too. To investigate this, homeless service consumers (n=96) completed measures of both housing and external care choice. Participants also completed measures of autonomy, mastery and positive psychosocial-clinical outcomes. As expected, both choice measures were correlated with autonomy and mastery. Furthermore, housing choice, autonomy and mastery explained 48.8% of the variance in positive outcomes. Importantly, addition of choice in external care to the model increased the explained variance to 57.6%. These findings replicate previous results, which confirm the critical importance of promoting consumer choice. Moreover, the hypothesis that considering consumer choice across the multiple systems of care utilized by homeless service consumers would promote better understanding of positive outcomes is supported. Thus the importance of promoting consumer choice both in housing and external care is highlighted so that consequently, empowerment is facilitated and positive outcomes may be promoted for this population.

Engaging the Digital Generation: Youth Employing Photo- and Videovoice as Strategies for Critical Inquiry and Reflection. Melissa Muchmore, University of Cincinnati; Melissa DeJoncheere, University of Cincinnati

Participatory research methods are utilized to create knowledge “with” rather than “from” communities. Two such methods, Photovoice and Videovoice, make use of visual arts to enable individuals and groups to explore the critical issues they face in daily life and the pressing challenges present within their communities. These participatory methodologies embrace modern digital technology and open new channels for advocacy and social change. Photovoice is an established research method aimed at capturing meaning and reflection through the use of visual images. Similarly, Videovoice engages populations in the creation of films and digital narratives to give voice to participant experiences in ways that traditional research practices do not. Creating and sharing meaning through visual arts appeals to both participants and their audiences because connections are formed between the filmmaker and viewer. These techniques are used in a variety of cultural ecologies and reveal multiple contextual realities present within any environment. The participants, rather than researchers, identify the notable supports and challenges to thriving within their own communities. The collaborative and participatory process helps youth to practice creative outlets for expression, build a sense of agency or ownership within the community, and develop skills that promote social change. Communal decision-making and artistic exploration involving digital mediums can result in connecting research goals spanning from assessment and inquiry to analysis and advocacy. The current proposal will feature a poster highlighting an ongoing project utilizing both Photovoice and Videovoice strategies with a group of minority and immigrant youth at a local, urban middle school. This project is part of an ongoing academic-community partnership that seeks to empower female students through positive youth development. The poster will focus on the complete narrative process from initial community assessments to data dissemination with community members and neighboring stakeholders. Recommendations on overcoming barriers will also be presented.

Evaluating Self-Care Attitudes among Well Siblings of Adults with Serious Mental Illness: Implications for Growth and Loss. Jocelyn Leith, Bowling Green State University; Thomas C. Jewell, Coordinated Care Services, Inc.; Catherine Stein, Bowling Green State University

Despite the intentions of the community care movement, the mental health care system in the United States has struggled to provide adequate support services to individuals with psychiatric disabilities (Sartorius, Leff, Lopez-Ibor, Maj, & Okasha, 2005). As a result, family members often represent the main source of care for their relatives with mental illness (Lively, Friedrich & Rubenstein, 2004). As parents’ age, well siblings are asked to assume caregiving responsibilities for their brother or sister with mental illness, yet little is known about how siblings find meaning in this experience. Qualitative research helped to formulate the construct of self-and-sibling care (Jewell, 1999), which shows that some well siblings prioritize their own needs above those of their ill sibling, others place equal emphasis on personal and sibling needs, while others are ambivalent toward the prioritization of needs. The present study examines self-and-sibling care attitudes among well siblings using two cross-sectional samples. The first sample of well siblings (N = 242) will be used to examine the psychometric properties of the Self-and-Sibling Care Measure (SSCM). The second sample (N = 103) will be used to determine the relative contribution of specific self-and-sibling care attitudes in accounting for variation in scores of personal loss and stress-related growth. Regression analyses are expected to show that self-and-sibling care attitudes statistically predict a larger portion of the variance in stress-related growth and personal loss when tested alongside demographic and caregiving factors. Overall, findings will be used to determine the psychometric validity of the SSCM and to understand the impact of self-and-sibling care attitudes on growth and loss among well siblings facing the challenges of caregiving. Implications for community research and action will be discussed.

Examining Factors that Promote Recovery in Adults with Serious Mental Illness. Jaclyn Leith, Bowling Green State University; Shane Kraus, Bowling Green State University; Alexis Hamill, San Francisco VA Medical Center; Catherine Stein, Bowling Green State University

Mental health recovery principles, including self-empowerment, growth, and meaning, complement the emphasis that community psychology places on wellness promotion and strengths-based interventions. Over the past two decades, recovery has become the overarching goal for mental health services for individuals with serious mental illness (Department of Health and Human Services, 2003). Numerous definitions and conceptualizations of recovery have been offered, yet little is known regarding the most effective ways that recovery is promoted. To facilitate the positive social changes associated with recovery-oriented services, it is important to understand how recovery is affected by larger, systemic issues (e.g., stigma, access to treatment) in addition to individual factors (e.g., gender, symptoms, insight). This study examines the role of demographic and treatment characteristics, illness severity characteristics, and psychosocial factors on reports of recovery in a sample of adults coping with serious mental illness. Recovery will be examined as both a

Implications of findings will be discussed.
Exploring Ethnic Identity as a Moderator of Racial Discrimination, ethnic identity, and academic outcomes (e.g., academic motivation, economic value of education) among urban, low-income Latino adolescents (ULLAs) over time. Specifically, it is hypothesized that ethnic identity in 9th grade will moderate the relationship between perceived racial discrimination in 9th grade and academic outcomes in 10th grade. The participants in this study are 367 ULLAs from two predominately low-income and Latino public high schools in Chicago, IL. Participants completed measures of racial discrimination, ethnic identity, and academic outcomes in 9th grade and in 10th grade. Structural equation modeling will be used to test the hypothesis that ethnic identity will moderate the relationship between perceived racial discrimination and academic outcomes. Preliminary analyses indicated significant relationships between racial discrimination and ethnic identity, and between racial discrimination and economic value of education. Significant relationships also existed between ethnic identity and intrinsic motivation, and between ethnic identity and economic value of education. The results of this study will contribute to a better understanding of factors that promote or inhibit the academic success of Latino youth.

Exploring Stress and Coping in Latino Youth Living in a Nontraditional Destination Area: Using Group Level Assessment. Terri Jacklyn Pelley, University of Cincinnati; Maria Piombo, Central Clinic; Farrah Jacquez, University of Cincinnati

Latino youth are at a disproportionate disadvantage for negative outcomes compared with Caucasian and African American youth. Stressors are likely to include higher rates of poverty, mental illness, substance use, and community violence. Coping is believed to involve individual characteristics, family strengths, cultural factors, and community supports. Because the majority of research with Latino youth has been conducted in traditional immigrant locations that have a large Latino population with a supportive infrastructure, it is unclear how stressors differ in nontraditional locations and how youth cope given the lack of resources. The purpose of the current study was to determine the stressors that are most salient for Latino youth living in a nontraditional location and to identify the coping strategies they use. Seventeen Latino youth in 4th through 6th grade participated in a group level assessment (GLA). GLA is a participatory approach in which youth individually respond to a series of prompts (presented as words, phrases, or pictures) then gather into small groups to identify themes in their own responses. GLA allows everyone to participate regardless of language proficiency and encourages youth to actively engage in group discussion. Five prompts were utilized to elicit stress and coping responses (e.g., I worry about...). The group identified worrying about their family as the largest stressor, which was followed by worrying about their friends, and their future. Methods of coping included spending time with family, playing with friends, and talking to teachers or other supportive adults during school. The results of this study suggest that Latino youth living in a nontraditional location may spend a disproportionate amount of time, compared to those living in a traditional location, worrying about the their family, friends, and their future. This is hypothesized to be a direct result of the lack of community resources for Latino families.

Family Resilience: How Salvadoran Immigrant Families Navigate Complex Acculturation Gaps. Sara Buckingham, University of Maryland-Baltimore County

To better understand and promote wellness in mixed-generation immigrant families, this poster will focus on themes that emerged from interviews with 1st and 2nd generation Salvadoran-American families. With nearly ¼ of children in the U.S. living...
in immigrant families, research regarding acculturation and its impacts on foreign-born individuals and their American-born children has grown. In the family and youth outcome literature, this research has focused on “acculturation gaps” – differences of cultural values, practices, and identification within parent-child dyads. Mixed findings have led to much debate regarding the malevolence or benevolence of such gaps (Telzer, 2010). In response, the present research adopted a qualitative method to explore the rich complexity of multiple family acculturation gaps. It also sought to move past individual-level “deficit approaches” to immigrant outcomes research and to reconcile mixed findings by exploring family resilience processes that provide supportive family environments that may influence the outcomes associated with acculturation gaps. Thus, the current study (a) explored acculturative processes and facets of acculturative statuses through the perspectives of individual family members, (b) examined the differing and multiple gaps in statuses among family members, and (c) utilized a family resilience model (Walsh, 2002) to investigate how families, in context, navigate acculturation gaps and influence individual and family outcomes. Preliminary themes that have arisen through a constructivist grounded theory analysis (Charmaz, 2006) of individual and family interviews with Salvadoran immigrant families will be presented. The poster will highlight differences of cultural values, practices, and identifications within the family and discuss the resilience processes families utilize to navigate disparate cultures and complex acculturation gaps. Audience members will be encouraged to share perspectives on perceived resilience processes and protective factors present in the family environment. Materials will be available in English and Spanish, and discussion will be encouraged in both languages.

Focus on Prevention: Public Mental Health Spending, Services and Policy in Hamilton County, Ohio. Kellana Walton, University of Cincinnati; Steven Howe, University of Cincinnati

The estimated annual economic burden of serious mental illness is $317 billion, excluding costs associated with comorbid conditions, incarceration, and homelessness. A critical need existed for a thorough examination of public mental health care spending. This information is important so that policy makers and community agencies can make informed and rational planning decisions regarding the optimal mix of services to provide. It is commonly believed that the decrease in public funding for mental health has had the effect of focusing money on chronic illnesses to the exclusion of funding for prevention. This study documented how public dollars have been spent on mental health in Hamilton County, Ohio, by examining what problems and populations were being addressed. This research also detailed the implications of those spending patterns, likely future outcomes, and offered policy recommendations. Funder expenditures and agency services were integrated and findings were discussed by local mental health experts via individual interviews. Results showed that federal funding represented approximately 52% of the total, while local tax support contributed 36% and state funding was less than 12%. Total spending on prevention services accounted for only 2% of the overall mental health budget. The top ten agencies spent an average of $10,640 per chronically ill client in federal, state, and local funds on mental health services in FY 2010. Conversely, less than $100 was spent per client on prevention services. Key informant interviews provided insight into why little systemic attention is paid to prevention. Preventing an even greater percentage of unmet need in our communities requires a re-examination of funding priorities, activities, and policies. Better advocacy for mental illness prevention and mental health promotion is critical. Local providers need to create an evidence-based practices prevention clearinghouse. Finally, it is important to increase the percentage of the mental health budget spent on prevention.

From victims to survivors: narratives about self-help impact on women’s empowerment. Francesca Esposito, ISPA-IU; Manuela Tomai, Department of Dynamic and Clinical Psychology, Sapienza University of Rome; Pedro Alexandre Costa, UIPES, ISPA-IU

Intimate partner violence (IPV) is a conduct of coercion, physical abuse, sexual abuse, threat and emotional abuse that takes place in intimate relationships. IPV implies damages at physical, psychological and existential levels, leading to a substantial burden not only to the victim but also to society. In Italy, service providers indicate that, with a spreading rate of 78%, IPV is the most widespread form of violence that continues to affect women throughout the country (DIRE, 2010). The continuum of violence in intimate relationships is also reflected in the growing number of victims of femicide perpetrated by partners, spouses or former partners (UN, 2012). Despite the alarming data, IPV continues to be socially underestimated in the context of a patriarchal society where violence in intimate relationships is not always perceived as a crime, and where the perception that State responses to the problem are still not appropriate, still persists. This contribution aims at presenting an on-going intervention experience in an anti-violence service in the city of Rome (Italy). This intervention started in January 2011, adopting a self-help strategy to promote individual and collective empowerment of women survivors of IPV. In this sense, self-help allowed women to rebuild their social networks, to promote their access to community resources, to develop relations able to provide them with various forms of social support. Moreover, self-help made it possible for the participants to turn their personal crisis into a social experience contextualized in a wider socio-political and cultural dimension. It also promoted the transition from individual narratives of “victims” to a collective narrative of “survivors”, that are active protagonists of their own lives. Apart from the professional’s reflection, space will be given in the contribution to the survivors’ narratives on the self-help group experience and its impact on their own lives.

Growing relationships: Reflections on a community-based participatory project. Emily Castell, Curtin University

“We never see each other Friday night, and we see each other at bowling, and that’s good, that’s amazing, but we feel like going out more, like going out for dinner... in private, like... alone”, says 24 year old woman, Holly. Individuals with intellectual disability often exist in settings which perpetuate lack of choice, control and access to close relationships. This process occurs at many levels, where myths and stereotypes surrounding disability create barriers to engaging in close relationships. The literature indicates that views of support-staff, family-members and others in the community have a pervasive influence on the relationship experiences of individuals with an intellectual disability. These social assumptions often place emphasis on protection of individuals with intellectual disability, to the extent that close relationships may be precluded. It is important to reflect on these processes, and to reflect on the assumptions, which hinder individuals with an intellectual disability in their close relationship experiences. This community-based participatory project is an exploration of the close relationships of individuals with an intellectual disability, which aims to deconstruct socio-cultural influences on such experiences. Interviews were conducted with several people with an intellectual disability regarding their reflections on close relationships. Several methodological issues indicative of stigma surrounding disability, identified through processes of reflective practice, have emerged throughout this project. One such issue is the paradoxical nature of support provided by service-providers, family-members and others. It is necessary to reflect upon and address these methodological issues in order to achieve social change.
Implementing a “Healthy Restaurant Award” Program through including four Latino family
support its implementation with Latino restaurants in the Healthy Restaurant Award program and prepared a mini
Latino restaurants in the community. Methods: implementation of that program with several family
Restaurant Award program. This presentation will report on the selected and implemented similar strategies as part of its Healthy
Nutrition Committee of the Latino H
disparities related to diabetes and cardiovascular diseases
common purpose
Collaborative public health action
Authors: Pandya, S.P., MS, CHES, Fawcett, S.B., PhD, Brown, K
employment training including career
vocational challenges and also examine how they overcome them
to become fully integrated in the society. I challenge the notion
that immigrant women are disadvantaged by developing an
alternative framework that is critical to advance the social and
economic participation of immigrant women in education and
lifelong learning, social inclusion, and cultural inclusion. My
research combines quantitative and qualitative methods including
surveys, individual interviews, focus groups and group
interviews for women, community partners and other vocational
stakeholders. The results of this research will be used to develop
an advocacy program called Women of Vision, whose goal is to offer guidance and support to immigrant women to obtain
vocational skills. The participants of this Program will be
provided with pre-employment training including career
counseling, computer processing skills, resume building,
interview practice, mentorship opportunities and post-
employment services. The ultimate goal of this program is to promote the economic independence of participating immigrant
women by providing a lasting support network to enhance their
career training and to help them succeed in work and
participate fully in their communities.
Implementing a “Healthy Restaurant Award” Program through the Multi-Sector Latino Health for All Coalition. Sheetal P
Pandya, University of Kansas; Stephen Fawcett, University of Kansas; Vicki Collie-Akers, University of Kansas Work
Group for Community Health and Development; Nozella Brown, K-State Research and Extension Wyandotte County
Authors: Pandya, S.P., MS, CHES, Fawcett, S.B., PhD, Collie-
Akers, V., PhD, Brown, N., PhD Abstract: Context: Collaborative public health action—multiple sectors working
together in common purpose—is necessary to reduce health
disparities related to diabetes and cardiovascular diseases (CVDs). An IOM report Accelerating Progress on Obesity
Prevention (Institute of Medicine, 2012) recommended use of multiple environmental change strategies to create conditions
supportive of healthy eating and physical activity. Healthy eating strategies included increasing availability of lower-calorie food
and adding nutrition labeling to menus and menu boards in
restaurants to promote healthier food choices among patrons. To address health disparities among Latinos in Kansas City, KS, the
Nutrition Committee of the Latino Health for All Coalition selected and implemented similar strategies as part of its Healthy
Restaurant Award program. This presentation will report on the implementation of that program with several family-owned
Latino restaurants in the community. Methods: The Nutrition Committee of the Latino Health for All Coalition developed the
Healthy Restaurant Award program and prepared a mini-grant to support its implementation with Latino restaurants in the
community. Community and academic partners worked together to implement the restaurant award program. Results and
Conclusion: This collaboration resulted in implementation of the Healthy Restaurant Award Program in seven restaurants
including four Latino family-owned restaurants serving
traditional Latino food. The restaurants made a number of environmental changes such as increasing availability and
promotion of healthier food items. Data collected through
electronic receipts from two participating restaurants showed
very limited changes in purchase behaviors of customers.
Participatory research methods can help discover what works in
promoting healthier food choices in settings frequented by those
experiencing health disparities. Further research and
collaborative actions are needed to establish and sustain healthier
food choices sufficient to improve community health outcomes.
Improving access to care: Evaluation of a low-cost, online
family-based adolescent eating disorder prevention program. Jocelyn Lebow, Mayo Clinic; Angela Cello Doyle, Evidence-
Based Treatment Center of Seattle; Colleen Stiles-Shields, Northwestern University; Ellen Mitchell, Illinois Institute of
Technology; Joyce Hopkins, Illinois Institute of Technology; Tamara Sher, Northwestern University; Daniel Le Grange, University of Chicago
Adolescent eating disorders are a highly impairing class of mental illness, marked by chronicity and recurrence. Data
indicate that early intervention before anorexia nervosa (AN) or bulimia nervosa (BN) symptoms become entrenched leads to
increased likelihood of positive outcomes. Unfortunately, treatment programs are geographically scarce and can be
prohibitively expensive. There is a particular need for accessible, cost-effective, evidence-based early intervention
programs for adolescent eating disorders. The current study assessed the feasibility of a newly-developed Internet-based
indicated prevention program for families of adolescents with
subsyndromal eating disorders. Recruitment patterns were
analyzed. Seventeen families (including 17 caregivers and 17 adolescents with subthreshold levels of eating disorder symptoms) were assessed. Potential participants were
geographically diverse. Seven families were referred from the Midwest, 4 from the East Coast, 4 from California, 1 from Puerto Rico and 1 from Mongolia. Participants’ stated reasons for
enrollment fell within four basic themes. Eight families stated
they were interested in the program because there were no clinicians specializing in eating disorders in their geographic area. One family had already completed a regimen of eating
disorder treatment and was looking for additional follow-up services. Five patients cited financial reasons as the motivator
behind their seeking an online, no-cost early intervention.
Finally, 3 families contacted the program on the basis that it seemed the best fit for their teenager’s subthreshold eating
disorder symptoms. Results suggest that an Internet-based family-based treatment (FBT) program for the indicated
prevention of adolescent eating disorders is accepted favorably
by parent and adolescent participants. Further, the Internet-based format allows access to care to a geographically and
socioeconomically diverse population that otherwise might not receive much-needed specialty care. Participant response
suggests a need for further expansion of accessible, evidence-
based interventions that can be delivered at minimal cost to
participants.
Integrated Worker Health Paradigm: Using Systems-Science
Thinking to Advance Commercial Driver Well-Being. Michael Lenke, Wichita State University; Yorghos
Apostolopoulos, University of North Carolina at Greensboro
Commercial drivers constitute a community of blue-collar workers with excessively poor health and wellness outcomes.
Intervention approaches remain focused on individual-level factors, failing short in generating significant change by failing to
address higher-level factors which influence health and well-
being. A survey was administered in the summer of 2012 to trucking companies (N=52) to evaluate the current state of
company health and wellness programs across a number of
domains, including: Prevalence, longevity, management, and...
origin of programs; company support and integration of programs; activities and resources provided by programs; means of evaluation of programs; reasons for having programs; and perceptions of barriers to program success. Results revealed a great variation across nearly all domains, showing a jumble of fragmented programs of limited scope. Individually-based, reactive programs, which hold little promise in countering the daunting array of threats to driver health and well-being, remain the norm. Given the dismal inadequacy of current strategies, a new approach is necessary which shifts the focus of commercial driver health and wellness interventions. Systems-science thinking (incorporating CDC’s Total Worker Health strategy) provides a framework for guiding this approach. In this new, Integrated Worker Health paradigm, understanding the reciprocal effects of multilevel factors and implementing interventions which simultaneously focus on health, safety, well-being, and performance to promote and protect commercial driver well-being is vital. Results from the survey were compared to the stated best practices for workplace health and wellness programs in the Integrated Worker Health paradigm to identify critical areas for improvement. Finally, a new approach tailored to commercial drivers, called the Integrated Healthy Trucking paradigm, is suggested. This multistakeholder, multilevel, multicomponent, and multirisk approach integrates multiple work and nonwork parallel pathways to promote and protect commercial driver health and wellness to reduce occupationally-endemic health disparities for both commercial drivers and the entire transportation sector.

Investigating the Role of System Justification in Mental Illness Stigma. Sarah Heath, Bucknell University; T. Joel Wade, Bucknell University

The current study integrates system justification theory with research on mental illness stigma. Stereotypes of both low- and high-status groups in society can be a means of satisfying the system justification motive, or the motive to view societal inequalities as justified (as reviewed in Jost, Banaji, & Nosek, 2004). Corrigan, Watson, and Ottati (2003) posited that system justification theory may be able to explain the origins of particular stereotypes of people with mental illness, such as dangerousness and incompetence. The primary goal of the present study was to investigate whether the stigmatization of people with mental illness—a specific form of stigmatization of a low-status group—can be at least partially attributed to a broader motive to justify societal inequalities. To test this, the current study included both an experimental manipulation of the perceived legitimacy of the social system and a measure of system-justifying beliefs. Stigmatization of individuals with mental illness was measured with both explicit self-report measures (semantic differentials and the Attribution Questionnaire) and an implicit measure (a computer-based Implicit Association Test). The relationships between participant characteristics, such as personal experience with mental illness, and stigma were also investigated. Consistent with past research demonstrating only modest correlations between explicit and implicit stigma, greater self-reported fear toward a person with a chronic mental illness was weakly associated with increased implicit bias against mental illness in favor of physical disability. There was little support for the involvement of system justification in explicit stigma. Participants with personal experience with mental illness were less likely to self-report fear and avoidance of a person with a chronic mental illness. These findings have implications for stigma-reduction efforts.

Littering and recycling behaviour in a school social network. Jenny Long, University of Auckland; Niki Harre, University of Auckland

Local communities, such as schools and hospitals, involve complex interactions between individuals that influence both individual behaviour and community outcomes. In these scenarios, an individual’s social network may act as a source of normative information, encouragement and peer pressure (Brown, Bakken, Ameringer, & Molavi, 2006). Friends' perceived and friend encouragement using questionnaires administered at two time-points (n = 934, n = 850). Spatial and social network statistics will be used to examine clustering in behaviour and social processes related to behaviour targeting littering and recycling. Social network graphs will be employed to investigate how behaviour varies across the school social network at each time point. Preliminary analysis suggest both littering and recycling behaviour, and friendship norms and encouragement are highly clustered in the school social network (i.e. friends have similar levels of each behaviour). Further, clustering is strongest among friends who hang out together at lunch time. Social network graphs will provide an complementary picture of the distribution of littering and recycling behaviour over the community landscape. The findings suggest that friend norms and influence are likely to underpin clustering in behaviour and highlight the importance of considering social processes involved in intervention uptake. Questions will be posed to generate discussion about potential social processes involved in the uptake of this and other community intervention.

Living on the border: an ecological glimpse on migrant-related administrative detention centres. Francesca Esposito, ISPA-IU; Caterina Arcidiacono, University of Naples Federico II; Jose Ornelas, ISPA University Institute

In recent years, undocumented migration has become a crucial European and international issue. Living without regular status is often a result of limited migration options and procedural barriers posed by state control policies. However, undocumented migrants in receiving countries are often seen as the ‘illegitimate others’, unworthy of fundamental human rights. Moreover, the practice of administrative detention of these people, whose “crime” is just to not hold a regular status, has become increasingly common. Despite the importance of this issue and its significant challenges in terms of healthcare and policy making, studies focusing on the impact of administrative detention on undocumented migrants’ health are still scarce. The few available studies are mainly focused on individual distress, highlighting the pathogenic nature of post-migration detention. Drawing from these considerations, the present contribution aims at proposing an ecological framework of analysis in order to understand the implications of administrative detention in terms of health, well-being and vulnerability conditions of detained undocumented migrants. Furthermore, the main goal is to highlight the large effects of the environment on health and well-being, and the role different types of justice play on wellness outcome. In order to achieve this goal, two migrant-related detention centres in two different European countries - Portugal and Italy - have been considered. A multiple method design, combining quantitative and qualitative methods, has been adopted to analyze each local reality in a situated way. Different levels of analysis (societal, organizational, interpersonal, individual) have been considered individually and in their reciprocal interrelations. The final intent of the study is to contribute to the development of fair evidence-based policies and good practices concerning health, well-being and human rights of all detained undocumented migrants, especially those in more vulnerable conditions.

Mastery matters: Consumer choice and decreased psychiatric
symptoms in the context of problem-related substance misuse. Ronni Michelle Greenwood, University of Limerick; Rachel M. Manning, University of Limerick

Consumer choice has been identified as a crucial characteristic of recovery-oriented homeless service delivery (Davidson et al., 2012), and mastery has been identified as one important psychological mechanism through which consumer choice leads to positive recovery outcomes (Greenwood et al., 2005), especially for consumers whose primary needs are psychiatric.

Uncertainty remains, however, about the consequences of choice for consumers with active substance abuse and substance-related problems. We sought to replicate the previously observed mediating effect of mastery on reduced psychiatric symptoms, and to test whether this mediated relationship holds up even amongst participants who report problem-related substance misuse. Residents (n = 101) of long-term homeless services in the Republic of Ireland agreed to participate in a longitudinal study of recovery outcomes. Participants completed baseline measures including psychiatric symptoms, mastery, consumer choice, and problem-related substance misuse. Mediation analysis confirmed that consumer choice – to lower psychiatric symptoms indirectly, through mastery. Moderated mediation analysis demonstrated that the indirect positive effects of consumer choice on psychiatric symptoms through mastery was stronger for those were currently experiencing problems resulting from substance misuse than for those who never experienced such problems, or for whom such problems were in their more distant past. These findings replicate and extend previous research on the role of choice in recovery outcomes for adults with histories of homelessness and complex needs. We conclude that consumer choice is important for managing psychiatric symptoms even amongst individuals who are actively experiencing co-occurring problems caused by substance misuse.

Social policy and clinical practice should place priority on preserving consumer choice even in the context of problem-related substance misuse.

Mentoring Relationships in Context: Perceptions and Experiences of Paid Mentors. Davi Laki Kind, University of Illinois at Chicago; Darshan Patel, University of Illinois at Chicago; J. Mark Eddy, University of Washington School of Social Work; Marc Akins, University of Illinois at Chicago

Dovetailing with the theme of “communal thriving through research,” this study draws on interviews conducted with mentors at one chapter of Friends of the Children (FOTC), a program in which full-time paid youth workers serve as long-term mentors to small rosters of children and adolescents identified as especially at-risk. The mentoring literature only minimally addresses mentee ecology and the fact that mentors operate as additional members of the mentee’s universe along with the adults and community factors already residing there. Specifically, no studies address in-depth the potential ramifications of mentors working within an ecology characterized by the very risk factors that establish a child as “needing” a mentor. Especially in the case of FOTC – an organization that selects children for participation based on high, multifaceted risk status, but also emphasizes a “strengths-based” approach to mentoring – there may be tensions between mentors and the other adults in the youth’s ecology that play out in important ways in mentoring practices and experiences, and potentially in youth outcomes. Informed by an ecological perspective and employing the analytic tools of grounded theory, this study explores how these mentors conceptualize the constellation of supports and challenges in the lives of program youth, as well as the individual strengths and risks they possess; characterize their relationships with their mentees, and with other key individuals in their mentees’ lives; define their role, and the spheres of their involvement and influence in the lives of the youth with whom they work; and describe the challenges and frustrations they face in their role and import of their work. Because this study describes the experiences and perceptions of service providers but also addresses a critical gap in the academic literature, it provides a unique platform for engaging practitioners and researchers in considering strategies to more effectively train and support mentors.

Militarism in Textbooks: An Alarming Threat in Psychology. Serdar M. Degirmencigiolu, Cumhuriyet University

As a field, community psychology (CP) is dedicated to a set of values that include prevention, social justice, individual and collective well-being. More recently, there is growing interest in communal thriving. Militarism and wars are clearly in contradiction with values promoted in CP. However, there is little interest in CP in the US to offset the social influences of militarism and wars. Even more surprising is the lack of interest in countering militarism in psychology textbooks. The goal of this paper is to alert community psychologists to militarism in psychology textbooks. A well-known textbook used in Testing and Measurement courses across the world is examined as a case: Psychological Testing and Assessment: An Introduction to Tests and Measurement (7th Int. ed. Boston: MacGraw Hill, 2010). In preface, Ronald Jay Cohen and Mark E. Swedlik claim that their book is a success and “coverage of many of the topics we first deemed to be essential ...” Yet, this successful textbook promotes militarism in various guises. The worst example is on p.392: “Meet Dr. Eric A. Zillmer”. Dr. Zillmer, who visited Guantanamo in 2006, says: “... medical treatment and psychological needs of the detainees are looked after carefully and appropriately. Psychologists acting as Behavioral Science Consultants provide support to interrogators, but do not conduct interrogations ... the detainees kept at GTMO are being treated humanely and ethically. Psychologists are experts in the science of human decision-making and can put psychological science to good use in counter-terrorism endeavors. Advancing psychological science directly and indirectly in these areas will benefit the security of our nation as well as the discipline of psychology.” The discussion focuses on ways in which CP can challenge the growing threat of militarism in psychology.

Multidimensional Factors Contributing to Success of Underrepresented Students in a Biomedical/Behavioral Science Research Program. Erin R. Banks, North Carolina State University; Craig Brookins, North Carolina State University at Raleigh; Felysha Jenkins, North Carolina State University at Raleigh; Helen Herrera, North Carolina State University at Raleigh; Jameta Barlow

As of 2006, White and Asians have 77% of STEM Bachelor’s degrees, 74% STEM Masters degrees, and 86% doctoral degrees. In contrast, Blacks received 9% of Bachelors degrees and 4% doctoral degrees. As a result of the disparity in graduation rates, African Americans/Blacks are underrepresented in faculty positions. Research studies have identified several factors that negatively contribute to the retention rates of underrepresented minority’s success. Such factors include: academic and cultural isolation, motivation and performance vulnerability in the face of negative stereotypes and low expectations, and perceived and actual discrimination. Studies have also found that factors such as institutional (i.e., program and policies, financial aid, and assistantships), Environmental (i.e., campus climate, roles models and mentors) and motivational (i.e., student attitude, beliefs and values) are critical when addressing retention efforts for underrepresented minority groups. This study had two aims. To examine the individual and institutional factors that contribute to the success of underrepresented students in STEM fields, and, to compare a sample of underrepresented students participating in a program designed to generate greater interest in research and desire to attain a research career with non-program participants at the same university. The research mentoring experience in the
area of career development and research outcome expectancy were found to significantly predict the students’ overall interest in research when controlling for demographic and background variables. With regards to the second aim, program participants were found to score significantly higher than non-participants in several areas including interest in research, expectations that research would be a significant part of their career, research outcome expectancy and research self-efficacy. In this presentation, the role of mentoring and research lab experiences at the undergraduate level will be discussed relative to their contributions to motivating students to succeed.

Not All Who Wander Are Lost: Religious Questioning in a Diverse Culture. Charlynn Odahl, DePaul University; Kari A. Weiterschan, New York University; Nirit Gordon, New York University; Lisa Suzuki, New York University

There is limited research regarding the interplay of religious beliefs and interaction with society outside of one’s religious tradition. Such an understanding is important because globalization and increased media exposure make it increasingly difficult to avoid people with different values and belief systems and this exposure may lead some individuals to question their religious beliefs. This process of exposure, questioning, and integration may be described as a process of syncretism, where individuals sort what aspects of culture to integrate into their religious beliefs and which religious beliefs they utilize to frame their understanding of culture. This questioning process may cause distress, but may ultimately lead to the development of a personally meaningful value system that acknowledges and accepts religious diversity. The current study investigates this phenomena through qualitative interviews. This poster reports on six participants who were interviewed using The Life Story interview (McAdams, 1995) modified for religious themes. Using consensual qualitative research methods (Hill, 2012), the interviews were analyzed for common themes. General themes included a strict religious upbringing that restricted exposure to people with different values and belief systems; the church. Also, all participants cited relationships with non-believers, an understanding of God as loving, and exposure to secular media as important motivators for questioning. As a result of their religious questioning, the participants suffered community, family, and career losses, but typically gained new friendships and joined churches they felt reflected their modified beliefs. Participants typically valued social justice, love, and the teachings of Jesus, yet discarded religious rules against homosexuality, sex outside marriage, and the condemnation of non-believers to Hell. Implications for community psychologists working to promote social justice and religious diversity in religious individuals and communities are discussed.

Online and Offline Social Support and Health among Massively Multiplayer Online Role Playing Game Players. Justin Patry, The University of North Carolina at Charlotte; Charles Burgess, University; Thomas Laporte, University of North Carolina at Charlotte; Mason Haber, University of North Carolina at Charlotte

Massively Multiplayer Online Role-playing Games (MMORPGs), online video game-playing website that involve many online users (Capalan, 2009; Yee, 2006a), have garnered increasing participation in recent years. Many users of MMORPGs form relationships with other users and report experiencing similar benefits to those received from relationships in the real world (Capalan, 2009; Seay, 2006; Yee, 2006a). Recent studies suggest that such users may experience negative outcomes if virtual world relationships supplant those in the offline world; this may be particularly likely among individuals suffering from high levels of social anxiety (Capalan, 2009; Lee & Stapinski, 2012). However, virtual world relationships may benefit health if they result in offline world interactions with virtual relationship partners (Seay, 2006). This poster examines relationships among social anxiety, perceived online and offline social support, and problematic internet use outcomes among 604 primarily white (%85) male (%83) MMOPRG players (age =24.24; SD=6.03). Social anxiety was assessed by the Social Anxiety Scale - Self Report Version (Liebowitz, 2001), and perceived online and offline social support with parallel versions of the Interpersonal Support Evaluation List (Cohen et al., 1985), including a version specially designed to assess perceived social support among MMORPG users (Longman et al., 2009). Internet use problems were assessed using the Generalized Problematic Internet Use Scale 2 (Caplan, 2005b). As anticipated, findings showed that higher offline social support predicted fewer Internet use problems, and higher virtual social support predicted increased problems (p < .05). However, an interaction between perceived real and virtual world social support was also found (p < .05), whereby higher levels of real world social support were protective against negative effects of virtual world social support. Findings are consistent with the view that virtual world social support may be a benign in cases in which real world social support is not compromised.

Patterns of Calls to a Rural Crisis Hotline. Catherine Crosby-currie, St Lawrence University; Amanda DelVicario, St. Lawrence University

St. Lawrence County, located in the North Country of New York State, is the largest geographic, least populated, and fourth poorest county in the state. A key mental health service available to the residents of this rural area is Reachout, a local crisis hotline, which provides over-the-phone crisis intervention and information and referral services; the vast majority of callers (approximately 90%) are county residents. Our project involved coding the hotline’s call logs to uncover call patterns that might inform training and resource allocation for this and similar hotlines. Coding focused mainly on type of caller and topics discussed. All calls received on one randomly selected day per week from July 2004 to June 2012 were coded for a total of 4200 calls. Although general callers were significantly more common (55.2%), 33.5% of callers were identified as chronic callers; the remaining 11.3% were individuals calling on behalf of a client. Approximately 2% of all calls were identified as non-legalistic; half of those were sexually inappropriate. Crisis intervention calls occurred primarily between 2pm and 10pm, while information and referral calls occurred primarily between 10am and 6pm. Additionally, the number of information and referral calls decreased steadily over the eight years, possibly reflecting the changing role of crisis hotlines in a post-internet world. An average of 1-3 more calls per day were logged in the month of June, and a greater number of suicide calls were logged in March and December. Examination of crisis hotline calls affords a deeper understanding of the importance of a hotline in fulfilling the needs of community members in a rural, low-income and resource-poor area. Additionally, uncovering trends in hotline calls—for example, differences in call timing and the prevalence of chronic callers—can aid hotline directors in making resource allocation and staff training decisions.

Photovoice and empowerment, one year later: What lessons are there for community psychology? Alexander Ojeda, N/A; David Chavez, California State University, San Bernardino

Photovoice is a participatory research approach by which participants use photography to represent and analyze their lives. Although widely identified as an effective approach to community empowerment, little known empirical evidence of this approach exists. The purpose of the study was to examine the use of Photovoice as an intervention to empower Lesbian, Gay, Bisexual, Transsexual and Queer (LGBTQ) youth. A total of 7 LGBTQ youth in the local community participated in the project. The current study employed a qualitative analysis using a
Consensual Qualitative Research (CQR; Hill, Thompson, & Williams, 1997) approach. Overall, results partially supported higher levels of psychological empowerment at the post data point. Lessons learned regarding future implementation, funding, and community engagement based on these findings are discussed.

Posttraumatic Stress and Posttraumatic Growth Among Low-Income Mothers who Survived Hurricane Katrina. Sarah R. Lowe, Columbia University; Emily E. Manove, University of Massachusetts Boston; Jean E. Rhodes, University of Massachusetts Boston

Objective: Hurricane Katrina had devastating effects on low-income and ethnic minority communities. Yet, among vulnerable disaster survivors, there is considerable variation in psychological functioning. Disaster researchers have broadened their focus on postdisaster psychopathology to include experiences of posttraumatic growth (PTG), or self-reported positive psychological changes in the aftermath of a traumatic event. The relationship between posttraumatic stress (PTS) and PTG remains poorly understood, however, due to reliance on cross-sectional studies and lack of disaster data. The purpose of the study was to explore the relationship between PTS and PTG among low-income mothers with a dataset that included one predisaster and two postdisaster assessments. Method: Two samples of low-income mothers were recruited from New Orleans area prior to Hurricane Katrina. One year predisaster (T1), participants completed measures of general distress and psychological resources (optimism and purpose). One year postdisaster (T2), participants completed the same measures of psychological resources, as well as an inventory of hurricane-related stressors and a measure of PTS. Three years postdisaster (T3), participants completed measures of PTS and PTG. Results: Higher T2 and T3 PTS were significantly associated with higher T3 PTG, and participants who surpassed the clinical cut-off for probable PTSD at both T2 and T3 had significantly higher PTG than those who never surpassed the clinical cut-off. Older and non-Hispanic Black participants, as well as those who experienced a greater number of hurricane-related stressors, reported significantly greater T3 PTS and PTG. Participants who experienced bereavement and with lower T2 optimism reported significantly greater T3 PTS, whereas those with higher T1 and T2 purpose reported significantly greater T3 PTG. Conclusions: Based on the results, we suggest practices and policies that identify disaster survivors at high risk of PTS, as well as longitudinal investigations of reciprocal and mediational relationships between psychological resources, PTS, and PTG.

Predictors of Rehabilitation Outcomes for African Americans in a Vocational Rehabilitation State Agency. Ashmeet Oberoi, University of Illinois at Chicago; Fabricio Balcazar, University of Illinois at Chicago; Yolanda Suarez-balcazar, University of Illinois at Chicago

People with disabilities often experience major difficulties in finding and maintaining sustainable employment. African Americans with disabilities have additional challenges to secure a job, as reflected in their significantly lower employment rates compared to Whites. A review of vocational rehabilitation (VR) data from a Midwestern state was conducted to identify predictors of rehabilitation outcomes for African American consumers. The database included 37,404 African Americans who were referred or self-referred over a period of five years. Logistic regression analysis indicated that except for age and disability type, none of the other demographic variables were significant predictors of vocational rehabilitation for the individuals in the sample. However, as the amount of money spent on a case increased, the probability of gaining employment increased. Recommendations for VR practice and policy with minority consumers are suggested.

Prevention and Promotion Recovery Experiences in Homelessness: The Role of Consumer Choice. Rachel M. Manning, University of Limerick; Ronni Michelle Greenwood, University of Limerick

Recovery is broadly understood as a process of change toward a fulfilling life, beyond the negative effects of addiction, mental illness or trauma (White, 1998; Anthony, 1993; Zoellnera & Maerckerb, 2006). Recovery is evidenced in both the prevention of risk factors (e.g. psychiatric symptoms) and also in the promotion of protective, resilience enhancing factors too (e.g. community integration). The potential for recovery in homelessness has recently been recognised, with the literature demonstrating that consumer choice facilitates the prevention of risk factors (e.g. psychiatric symptoms) by fostering personal coping resources such as mastery (Greenwood, 2005).

In the present research, we investigate if this model can be extended to the promotion of protective recovery factors too. Homeless services consumers (n=160) completed quantitative measures of choice, mastery, psychiatric symptoms, and community integration. It was hypothesized that consumer choice would be positively related to both prevention and promotion recovery experiences, and that mastery would mediate these relationships. As expected, positive relationships were observed between choice, mastery and psychiatric symptomology (r = .34, p < .001). Regression analyses demonstrated that 26% of the variance was explained by this model. Interestingly, a positive relationship between choice, mastery and community integration was also observed (r=.40, p < .001). In regression analysis, 31% of the variance in community integration was explained by choice and mastery. Bootstrapped mediation analyses (95% CI) indicated that the choice-psychiatric symptoms relationship was partially mediated by mastery (Indirect effect = .08, lower = -.18, upper = .02), as was the choice-community integration relationship (Indirect effect = .04, lower = .01, upper = .11). The present study advances our understanding of the ways in which choice and mastery can be effectively used in homeless services prevention and promotion efforts. Importantly, these findings indicate that homeless services should maximize consumer choice to foster mastery and promote recovery.

Promoting Communal Thriving Through Community-Based Positive Youth Development Project. Jamie LoCurto, Wichita State University; Rhonda Kay Lewis, Wichita State University; David Stowell, Wichita State University; Kyrah K Brown, Wichita State University; Jvonnah Maryman, Sedgwick County Health Dept.

Compared to White students, African American youth experience a greater proportion of achievement barriers, such as relatively low academic achievement, a tendency to disengage from the academic environment, and underrepresentation in college enrollment and completion (Davis and Jordan, 1994; Graham, 2004; and Rogers-Sirin, 2005). These achievement gaps are worse with children who live in poverty. Prevention programs are needed to intervene and promote positive youth development, which, in turn, help create academic success for low-income students. A partnership was formed with different organizations in a Midwestern community to work with a local middle school in order to examine students' attitudes towards school. A total of 34, predominantly African American youth, participated in this study. The preliminary findings suggest that males and females are both interested in doing well in school (38 % and 58%, respectively) as well as report working hard at school (32% and 56%, respectively). In addition, both males and females expect to obtain most A's on their report cards (29%). These findings suggest African American youth are interested in doing well in school and want to be successful. Going forward, we will compare the students' attitudes towards school with their grades to see if our program has made a difference. Finally, limitations
Public housing: Examining neighborhood wellness. Promoting immunizations and preventing disease in public schools through collaborative work of community based organizations. Jvonannah Maryman, Sedgwick County Health Dept.; Molly Brown, University of Kansas Medical Center - Wichita; Beverly Stewart, Sedgwick County Health Department; Jeff Anschutz, Sedgwick County; Ty Kane, Sedgwick County Health Department; Rhonda Kay Lewis, Wichita State University

Introduction Immunizations are one of the few primary prevention methods shown to eliminate or reduce disease. Schools in Kansas exclude children from school who do not receive required vaccinations by a certain date. New approaches are needed to promote compliance with vaccinations amongst school age children in efforts to prevent disease. Purpose Describe the collaborative partnership established between a local health department and the local school district. This project was designed to enforce vaccination requirements, minimize barriers to access for parents and increase vaccination of students. Method 19 elementary, middle and high schools were contacted by phone to schedule a school located vaccination (SLV) clinic prior to November 5, 2012 (exclusion day). A total of 15 schools held vaccination clinics. Vaccinations were provided to 225 insured and uninsured students. Records of students who would be on exclusion lists were provided to the health department on average two weeks before the scheduled clinic. The names were also matched to a state immunization registry. Results • 2015 children not up to date with vaccinations. • 869 records found and updated through the SLVC records review reducing the number of students on exclusion list by 43% or 1146 students. • 225 (20%) students on the exclusion list were vaccinated through the use of SLVC’s. • Greatest utilization seen amongst middle schools (645 identified for exclusion, 478 after records review and 129 or a 27% reduction in students being excluded due to SLVC efforts) Discussion Collaboration between local health departments and school districts reduces economic and educational loss that can occur when students are excluded from school and when parents take off from work. These school based clinics promote wellness among students, families, schools and the community at large by reducing barriers to immunizations. They help to ensure students are vaccinated, protected from disease and kept in school.

Public housing: Examining neighborhood wellness. Ronald Pitner, University of South Carolina; Darcy Freedman, University of South Carolina; Bethany Bell, University of South Carolina

Which variables best predict residents’ perception of neighborhood wellness? While some research suggests that the increased presence of physical incivilities (e.g., abandoned buildings, debris in the street, dilapidated buildings) and social incivilities (e.g., gang activity, people loitering) are strong predictors of perceptions of neighborhood wellness (Perkins, Meeks, & Taylor, 1992; Roman & Chalfin, 2008), other research suggests that communal factors such as collective efficacy (e.g., Sampson & Raudenbush, 1999) and sense of community (e.g., Kruger, Hutchinson, Monroe, Reischl, & Morrel-Samuels, 2007; Long & Perkins, 2003) are stronger predictors. Taken together, this research has contributed significantly to how we conceptualize and design interventions that are focused on promoting neighborhood wellness and resilience. What is often missing, however, is a specific focus on promoting wellness and resilience in public housing communities. Research suggests that public housing communities are often “hotspots” for crime, which contributes to an elevated concern about neighborhood safety among public housing residents (e.g., Suresh & Vito, 2007). There is very limited information on the factors that best predict perceptions of neighborhood wellness and resilience in public housing communities. Accordingly, very few intervention strategies designed to promote neighborhood wellness among public housing residents exist. This poster presentation examines which variables best predict public housing residents’ perceptions of neighborhood wellness. This study was conducted in 2 public housing communities located in a midsize, Southern city. Participants were randomly selected to complete a survey that focused on neighborhood wellness, resident engagement, and other neighborhood-related issues. Overall, this study is important because it provides empirical evidence that could serve to inform community organizers about which factors might lead to fostering community-based initiatives designed to reduce public housing residents’ concerns about neighborhood safety.

Quantity or Quality? The Effect of Contact on Sexual Prejudice. Irene Daboin, Georgia State University; John Peterson, Georgia State University

One in 10 sexual minority adults report having been victim to a violent crime. Numerous previous studies have established a strong link between sexual prejudice and aggression directed toward sexual minorities, suggesting that interventions for the reduction of sexual prejudice may prevent this kind of violent crime. One major prospect for intervention involves interpersonal contact with sexual minorities as a means to reduce sexual prejudice. In line with this view, the contact hypothesis has been tested and shown supported numerous times. However, a review of the literature reveals a critical gap in the measurement of intergroup contact. Since Allport’s original 1954 proposal, which delineated the importance of four specific qualities of contact, there has been a lack of attention to the nature and quality of contact when studying the effect of contact on prejudice. This study sought to address this gap in the literature by testing the association between both quantity and quality of contact with sexual minorities and sexual prejudice. This study was conducted with a sample of 150 heterosexual, young adult males. Results indicated that whether participants perceived the overall nature of prior contact with sexual minorities as positive or negative fully mediated the association between quantity of contact and sexual prejudice. These results have important implications for future intervention efforts and emphasize the need to address both quantity and quality in all future studies of the contact hypothesis. This study addresses the topic of communal thriving through research because it provides data-based information that can be applied in the future to change current oppressive conditions. In order to further engage the audience during the presentation of this poster, the presenter will provide the audience with quotes from participants describing their experiences with sexual minorities, and ask them to read them aloud.

Recognition of Prior Learning and Empowerment. Marta Miguel, ISPA-IU, Lisbon, Portugal; Jose Ornelas, ISPA University Institute

The lifelong learning is a broad concept that involves the recognition of prior learning, ie learning in professional and social context, which are recognition mechanisms simultaneously promoters of motivation to stay involved in learning activities throughout life. Apart from its economic and political role, has been seen as promoting personal development and empowerment, as it promotes people's ability to interpret their social and economic contexts and choose among a variety of possible responses, providing the means and resources for which may impact this context and have some influence over their own destinies (Hinchliffe, 2006; UNESCO, 2009). The main objective of this study is to evaluate quantitatively the levels of psychological empowerment of individuals certified through the RVCC process (Portugal). The instrument consists of a questionnaire of sample characterization and by three scales of empowerment, respectively assessing the empowerment at intrapersonal/emotional level, interactional/cognitive level and at behavioral level: the Sociopolitical Control Scale - Revised
Red gerontológica comunitaria: El camino hacia el empoderamiento solidario de la mujer. Angélica Quiroga,
 Universidad de Monterrey; Sanjuana Gómez, Universidad de Monterrey

El presente estudio es la primera etapa de recolección y análisis de datos de tipo cualitativo con el fin de indagar la respuesta a la pregunta de investigación: ¿La sistematización de un modelo de intervención comunitaria sentará las bases para el empoderamiento de la mujer en condición de pobreza y carencias sociales que participa en la mejora de su comunidad, específicamente atendiendo a adultos mayores en condición de vulnerabilidad y abandono? “Lo Haré por Ti” es un programa de Cáritas de Monterrey, una Organización de la Sociedad Civil (OSC) con presencia internacional, que en 1995 ante la imposibilidad de tramitar con rapidez el ingreso de ancianos dependientes a residencias vinculadas a Cáritas desarrolló una opción de visitas domiciliarias y consideró involucrar voluntarios. Al identificar en sus casos de ayuda la presencia de mujeres que solicitaban apoyo económico procedentes de las mismas comunidades que los ancianos surgió la idea de trabajar con el desarrollo de la reciprocidad y empoderamiento en ellas además de tratar de encontrar una salida a las necesidades de apoyo de los ancianos. El resultado de una investigación documental indica un empoderamiento de las mujeres evidenciado en testimonios sobre ser capaces de valerse por sí mismas, pertenecer como miembro activo a una OSC, tener reconocimiento social, una mejora de relaciones de pareja y familiares, principalmente. A pesar del éxito alcanzado en la incorporación de mujeres a lo largo del tiempo, el compromiso ha sido desigual. Unas pocas mujeres han mantenido en el programa en tanto que otras lo han abandonado. Considerando el impacto social de este programa, es fundamental sistematizarlo y sustentarlo metodológicamente para asegurar su permanencia y su replicación en otras comunidades pues se espera que este siguiente paso lleve a un circulo virtuoso que logre un impacto multiplicador en la solución de varios problemas de la comunidad.

Rethinking resettlement from a psychological perspective: A proposed critical (re)position of the Australian Psychological Society on the wellbeing of resettling refugees. Ashley Heiner, Queensland University of Technology

The potential impact of resettlement on the wellbeing of ‘refugees’ is a topic that has been of concern to psychologists for many years. While it is arguably an admirable and certainly humanitarian pursuit, the knowledge that psychologists have gathered and used to interpret practice on ‘refugee’ wellbeing is not currently translating into better outcomes. The present research followed a group of refugees from Burma from arrival in Australian through three years of resettlement. Narratives collected from these refugees revealed that over the course of resettlement, many refugees experienced increasing ill-being, expressed through stories of unnecessary dependency, ongoing symptomatology, and the creation and perpetuation of powerlessness. Applying Foucaultian ideas of power-knowledge, the present research explores ways in which mainstream Australian psychology is producing and disseminating knowledge that contributes to the oppression of resettling refugees. The research adopts a participatory action research style that is ultimately aimed at subverting the current figure of ‘the resettling refugee’ and restaging it within the context in which it has been constructed. Through collaboration with key participants a new position for Australian psychology on the wellbeing of resettling refugees was created. By circulating contradictory and conflicting views of refugees resettled in Australia and by co-constructing with ‘refugees’ themselves a new position for themselves within the discipline of psychology, the research aims to restage ‘the refugee’ as empowered and capable, not as a purely vulnerable person, and not as a person destined to struggle with resettlement.

Secondary Stigma for Professionals who work with Marginalized Groups: Experiences of Sex Offender Counselors. Samantha Jesse, Bowling Green State University; Lawrence Andrew Osborn, Bowling Green State University; Sarah Greenberg, Bowling Green State University; Catherine Stein, Bowling Green State University

The devastating impact of social stigma on people who have been marginalized by society is well documented. Social stigma can negatively impact individuals’ self-esteem, sense of identity, personal relationships, and quality of life. There is increasing evidence to suggest that people who associate with stigmatized individuals also are viewed negatively by society. Secondary stigma, also known as stigma by association, occurs when negative characteristics are placed on individuals who are close to a member of a stigmatized group. Although research on secondary stigma has focused on family and friends of individuals or groups facing social stigma, relatively few studies have examined secondary stigma associated with professionals who work with disenfranchised groups. The present study examines counselors’ experience of secondary stigma as a function of working with clients who have committed sexual offenses. The mixed-method study included both quantitative and qualitative analyses of secondary stigma in a sample of 68 sex offender counselors. Questionnaire data was used to examine the role of individual and job setting characteristics, counselors’ perceptions of secondary stigma, and job choice regret in accounting for counselors’ perceptions of job satisfaction and personal growth due to their work with sexual offenders. Preliminary findings suggest that counselors reports of secondary stigma were significantly related to their reports of job choice regret and job satisfaction. In response to open-ended questions, sex offender counselors generally described the public’s opinion of the clients whom they serve as extremely negative. Counselors discussed specific techniques that they used to minimize stigma directed towards themselves such as not disclosing the nature of their work to others. Implications of findings for the study of secondary stigma among privileged groups and for community based interventions to combat stigma will be discussed.

Self-Monitors and the Advisor–Advisee Relationship in Graduate Community Psychology Programs. Ryan M Weston, University of New Haven

The relationship between an advisor and advisee has been discussed as a core component of the graduate school experience. Advisors have been known to lead their advisees in constructing original research, guiding them through proper coursework, placing them with internship sites, and even being sources of recommendations for occupational placement. Although the literature has emphasized the critical role an advisor plays in an advisee’s graduate training, Schlosser and Gelso (2005) noted that there have been very few empirical studies focusing on this pivotal relationship. With that being noted, the current study will examine the advising relationship within graduate community psychology programs by measuring an advisee’s perception of their relationship with their advisor through the Advisory Working Alliance Inventory (AWAI). Additionally, the variable of self-monitoring will also be measured. Self-monitoring, a social psychological component, can be broken down into a high and low category, with high self-monitors being defined as “being chronically concerned with one’s image and thus...
adjusting one’s actions to fit the situation”, and low self-monitors “being more consistent in their behaviors and are less aware of situation demand on behavior” (Perkins, 1986). Integrating self-monitoring and the advisor-advisee relationship may provide a more profound understanding of the characteristics and dynamics of the advising relationship, while the role of self-monitoring will give insight into how high and low self-monitors perceive their advisor (e.g., my advisor encourages me to do research, my advisor is not interested in helping me achieve my overall goals), whether their relationship with their advisor is more positive or negative, and their perceptions on how their advisor perceives them. Findings from this study will not only benefit that of community psychology programs, but will also serve as the foundation towards exploring the role of the advising relationship in other psychological domains.

Showing Your Pride: A National Survey of Queer Student Services in Canadian Colleges and Universities. John Ecker, University of Ottawa; Jennifer Nicole Rae, University of Ottawa; Aman Bassi, University of Ottawa

The purpose of this poster is to assess the status of student-run associations or clubs (also known as Pride Centres) that target queer students across all Canadian universities and colleges. To the authors’ knowledge, this is the first such survey to be conducted in Canada. Our research sets out to answer the following questions: a) How many universities and colleges have active and functioning Pride Centres?; b) For those active and functioning Pride Centres, what services are offered and approximately how many students access their services?; c) What type of support (e.g., monetary, logistical, physical space) if any, do the Pride Centres receive from their respective institutions?; and d) How does this support, or lack of support, affect Pride Centre operations? The primary objective is to determine if there are differences in access to and support for Pride Centres across Canada and to examine the benefits and challenges that can arise from having these differences in access and support. Our survey involved a multi-stage process. First, an online search of each institution’s website was conducted to determine if a Pride Centre existed on their campus. For schools without Pride Centres, we verified with the institution that such a Centre did not exist. Second, an online survey was sent to those institutions with a functioning Pride Centre. Preliminary results indicate that differences exist between the two types of institutions, with close to 75% of universities having a Pride Centre compared to 45% of colleges. The main theme to emerge from participants responses was the importance of institutional support for the sustainability and operations of Pride Centres. Implications for the sustainability and creation of Pride Centres across Canadian colleges and universities will be discussed as well as new directions for Pride Centre operations.

Social Norms Theory and Marketing Campaigns: Application and Evaluation in Community-Based Settings. Crystal Ann Reinhart, University of Illinois Center for Prevention Research and Development

The social norms theory is based on the idea that people assume the most extreme, and therefore most memorable, behavior is also the most common. Social norms marketing corrects misperceptions by collecting data about the behavior and then marketing accurate information about the behavior to the target audience. The concept of social norms marketing originated out of research conducted by H. Wesley Perkins and Alan Berkowitz. Survey data revealed that college students overestimated peer alcohol use and believed their peers to be much more tolerant of alcohol use than self-report data revealed to be true (Perkins & Berkowitz, 1986). The social norms theory suggests that reducing these misperceptions can ultimately lead to a reduction in the problem behavior being addressed (Perkins, 1997). While social norms marketing began with binge drinking in college, many other potential topical areas are being explored for this approach, including bullying (Perkins, Craig, & Perkins, 2011) and childhood obesity (Perkins, Perkins, & Craig, 2010). In the state of Illinois, a recent study over a five year period has yielded promising results with high school students. Survey results from one intervention school and one comparison school were compared with regard to actual use and perceived peer alcohol use. When examining the impact on perceptions of peer alcohol use, it was found that intervention school students were significantly less likely to report that their peers drank alcohol and got drunk at least once a month than the control school in the 10th and 11th grades. Based on these results, it appears that social norms marketing may be an effective strategy for reducing misperceptions with high school students. This poster will explain social norms theory and the social norms marketing strategy, as well as how it has been used and evaluated in the state of Illinois.

Staying Whole: How Humanitarian Aid Workers and International Development Practitioners Thrive in Port-au-Prince, Haiti. Katherine E Coder, University of Miami

Initial preliminary qualitative study of humanitarian aid workers and international development practitioners in Port-au-Prince, Haiti reveal that this population copes with enormous stressors such as organizational cultures’ promotion of “overworking,” cross cultural work-related challenges (differing work styles, lack of language capacity, e.g.), a felt sense of isolation/lack of integration in Haitian culture, and a perceived sense of overwhelming need and suffering in Haitian community, among other factors. In addition, a lack of wellbeing promoting/self-care programs exist both internally in non-governmental organizations (NGOs) as well as externally in the Port-au-Prince region. Thematic analysis indicates that thriving, including stress reduction, is predominantly achieved through structured rest and relaxation (R&R) periods and vacation allowances at the organizational level. At the personal level, this population seems to cope with stress through meaningful connections within social networks (professional and personal), exercise, time in nature, proactive efforts to improve unsatisfying conditions, a felt sense of working life as meaningful, a felt sense of competence, and continuing efforts to maintain personal equilibrium.

Supporting the Sustainability of Community Prevention Efforts through the Strategic Prevention Framework. Kaston Anderson-Carpenter, University of Kansas; Jomella Watson-thompson, University of Kansas; Marvia Jones, University of Kansas: Work Group for Community Health and Development; Lisa Chaney, Learning Tree Institute--Greenbush

The Strategic Prevention Framework (SPF) supports a community-based participatory approach to effect change across multiple social ecological levels. The SPF is a multiphase, iterative process that promotes sustainability of initiatives through assessment, capacity, planning, implementation, and evaluation. The development and implementation of strategic and action plans serve as a means to occasion new or modified programs, policies, and practices at multiple ecological levels. The present study is an examination of how Kansas communities supported sustainability of community/systems changes and the implementation of evidence-based strategies after receiving Strategic Prevention Framework State Incentive Grant (SPF-SIG) funding. The communities completed a sustainability tactic inventory survey that assessed communities’ utilization of 29 sustainability approaches and the degree to which the prioritized tactics were instrumental in supporting community change. Results from this study may suggest that identifying and engaging in multiple sustainability approaches may yield sustained community-level changes related to substance abuse prevention. In addition, state prevention systems can provide supports to build the capacity of communities to effectively...
engage in efforts to sustain the implementation of evidence-based strategies and community changes over time.

Synthesizing Third Wave Cognitive Behavioral Therapy and Liberation Psychology to Foster Individual and Community Well-Being. Julian Cohen-Serrins, Dickinson College; Sharon Kingston, Dickinson College

This poster will focus on a dialectical discussion of Third Wave Cognitive Behavioral Therapy and Liberation Psychology and argue for a synthesis of these approaches to better serve both the needs of individual therapy clients and the social justice issues faced by communities. The strengths and limitations of both approaches will be discussed in light of individual and community-level approaches to ameliorating problems. Third Wave Cognitive Behavioral Therapy is designed to maximize efficiency, effectiveness and client empowerment through the use of such techniques as cognitive diffusion, accepting help, consciousness raising, establishing strong personal values, and a commitment to improving one's psychological state. The fit between this approach and the challenge from Liberation Psychology that psychologists must understand psychological problems using an ecological approach and empower people psychologically will be explored with a goal of identifying ways that Third Wave Cognitive Behavioral Therapy and Liberation Therapy approaches can incorporate Liberation Psychology tenets to better serve clients. The poster session will provide an opportunity to discuss the potential benefits and challenges associated with incorporating Liberation Psychology into traditional forms of psychotherapy.

Teaching and learning community psychology by a theater workshop. Patrizia Meringolo, Faculty of Psychology University of Florence; Riccardo Lorenzini, Faculty of Psychology University of Florence; Nicolina Bosco, Faculty of Psychology University of Florence

Undergraduate students in Psychology have many courses that provide theoretical knowledge. Graduate students attend vocational traineeship to get basic competences for their future work. But generally our university system pay little attention about self-awareness, individual emotions, experiences in relationship. Theater may be an useful instrument to encourage expression and communication of emotions, and so improve a suitable training for future psychologists. Community Psychology Team of University of Florence collaborate with an acting company, “Chile della Balanza”, who perform theatrical plays or social theater experiences, paying particular attention in drama and authors focused on mental illness. Their venue is in the ancient Psychiatric Hospital of the town, disused from thirty years, after the Italian law about mental health. This contribution refers to an experience carried out on academic year 2011/2012 with a group of students in Psychology who attended a theater workshop. We will show findings coming from a qualitative evaluation research that involved all social actors (students, professors, trainers). Instruments: a questionnaire ad hoc with open-ended questions, individual journals about workshop, focus group (recorded, verbatim transcribed and analyzed by means of software Atlas.ii). Findings show importance of such experience in improving self-awareness, a deeper knowledge of emotional feelings and a link between theoretical constructs and individual perceptions. As in similar training stages (job-act), theater become a way to achieve awareness about one's choices and motivations towards psychological career. After the workshop a play has been performed in the Faculty for discussing these subjects with other students and professors.

The Capability Gain Questionnaire to explore the role of community based mental health organizations in users’ capability and community integration gains. Beatrice Sacchetto, ISPA - Instituto Universitario de Ciencias Psicológicas, Sociales e da Vida; Jose Ornelas, ISPA University Institute

The aim of the study is to understand the efficacy of community mental health services in fostering individual capabilities and community integration of people with mental illness. According to some authors the capability approach can be used as a new inspiring and transformative principle in the mental health field (Ware et al., 2008; Davidson et al., 2009; O’Connell et al., 2010). Therefore, it is proposed the application of the framework in this field as a research tool for identifying and analyzing the most and less effective services elements in fostering users’ capabilities and community integration. The collaborative approach was applied in research procedures in order to produce the research instrument. The aim of this methodological choice is to reflect the criteria and dimensions identified by users who have lived experience of mental health challenges and social disadvantages, as well as recovery and community integration. This presentation will describe the collaborative construction of the research instrument that reflects theoretical dimensions of the capabilities approach and community integration gains of users in two services in Lisbon (Portugal). The instrument has been applied to a sample of 200 users in order to identify elements of the mental health services that are more effective in the operationalization of capabilities and community integration promotion. Some preliminary results will be presented.

The Childhood Trauma Questionnaire (CTQ-SF): Development and Validation of a Spanish Version. Laura Marcela Garcia, California State University, San Bernardino; Alexander Ojeda, N/A; Amanda Limon, California State University, San Bernardino; David Chavez, California State University, San Bernardino

The experience of childhood maltreatment and abuse has been associated with a wide range of difficulties during adulthood. However, most of the literature on the topic has been based on English-speaking populations. Because of the rapid growth of Spanish-speaking populations in the US, it is critical to develop instruments appropriate for accurately assessing patterns in this population. Therefore, the purpose of the present study is to develop a Spanish equivalent of a widely used measure of abuse: the Childhood Trauma Questionnaire (CTQ). The translation process included the initial translation to Spanish as well as the process of back-translation to English. The translation was done with a diverse Spanish-speaking group including people from different ethnic backgrounds. The study was administered to a community sample from Southern California. Evidence of the psychometric properties of the scale was supported by conducting analyses of reliability (Cronbach’s alpha coefficients) followed by confirmatory factor analyses. Further validation of the scale was obtained through three different approaches: 1) bilingual individuals gave responses to both versions of the CTQ and results were analyzed for absolute agreement using an intraclass correlation coefficient; 2) results from the Spanish version of the CTQ were correlated to those of another Spanish version of an abuse questionnaire and other studies using the English version of the CTQ to assess convergent validity, lastly, 3) the correlation between the Spanish version of the CTQ and an unrelated measure of Acculturation were analyzed to find evidence of discriminant validity. The development of this version assists further investigations on the influences of childhood trauma in the lives of Spanish-speaking individuals. Future research and implications of the study will be discussed.

The Effects of Social Support and Community Activities on Psychological Distress for People with Psychiatric Disabilities. Laura Kurzban, University of South Carolina-Columbia; Bret Kloos, University of South Carolina-Columbia

Individuals with psychiatric disabilities often have smaller social networks, fewer meaningful, reciprocal relationships, and lack roles in the community which can affect mental health recovery.
The Role of CIT Training in Effective Community Policing and Police Attitudes towards People with Mental Illness.
the Night (COTN), a residential treatment facility for youth ages 11-17 who have been involved in sex trafficking and prostitution. Research has shown that involvement in child prostitution leads to low self-confidence, lack of initiative, feelings of hopelessness, and detachment from reality. With increased relational and therapeutic support youth may be able to become more resilient to future challenges. Through the program, youth work toward a positive developmental trajectory that is informed by specific goals, identified resources, and support for personal initiative. An 11-week course of individual, strengths-based therapy aims to contribute toward the development of self-confidence, relational skills, and a supportive relationship fostering goal formation. At the time of this proposal, nine youth have completed the pilot program. Pre- and post-treatment assessments were used to measure youth changes on measures of self-concept (Self-Perception Profile for Adolescents), intentional self-regulation (Selection, Optimization, and Compensation Questionnaire), and future orientation (Thriving Subscale) before the start and after the completion of therapy. Preliminary paired samples t-tests were conducted to compare self-concept, adaptive self-regulation, and future orientation scores at pre- and post-intervention. There were significant differences in future orientation (t(6)= -2.58, p < .05) as well as adaptive self-regulation scores (t(7)= -6.36, p < .001) from pre- to post-intervention.

Understanding young women’s sexual health behaviors and substance use practices to promote health and well-being.

Kyrarah K Brown, Wichita State University; Rhonda Kay Lewis, Wichita State University; Chris Michael Kirk, Atlantic Health System; David Stowell, Wichita State University; J'Vonannah Maryman, Sedgwick County Health Dept.; Jamie LoCurto, Wichita State University

Young adults’ (ages 18-29) health behaviors have received relatively little attention compared to those of adolescents (Parks et al., 2006). Young women face considerable sexual health risks warranting more research which closely examines their sexual health behaviors. Sexually active women are 2.7 times more likely to contract chlamydia and half will contract HPV at some point (CDC, 2010). Moreover, national data indicates that 26% of young women reported doing more sexually than they had planned because they had been drinking or using drugs (Hoff, Greene, & Davis, 2003). Investigating women’s sexual health behaviors is a crucial step towards preventing adverse health outcomes and promoting enhanced well-being. This study examines young women’s sexual behaviors and how these behaviors are related to substance use. A total of 400 young women, ages 18-29, at a Midwestern university participated in this study. The percentage of participants (62%) who reported having engaged in sex at some point was slightly lower than national data. Half of participants reported having sexual intercourse in the past 3 months. Among those who had recently engaged in sex, the majority (38%) reported having sex 10 or more times. In addition, reports of birth control and condom use and frequency of use were low compared to national data. Correlational analyses indicated that having sex in the past 3 months was associated with more alcohol use (r=.34, p<.01), marijuana use (r=.20, p<.01), and cigarette use (r=.21, p<.01). Sex in the past 3 months was also associated with reports of alcohol intoxication (r=.28, p<.01). Young women in the Midwest appear to demonstrate some risky sexual health behaviors in comparison to national data. These findings will allow community psychologists to develop interventions that target this at risk population. Limitations and implications for future research will be discussed.

Urban Renewal Initiatives and its influences on juvenile delinquency in The Bahamas.

Keturah S Babb, College of the Bahamas; Amanda A Bethell, College of the Bahamas; Robyn Roberts, College of the Bahamas

Urban renewal has constantly been reviewed from an economical or sociological perspective. However, the objective of this paper is to investigate the effects of the phenomenon known as urban renewal from a psychological perspective. Within the Bahamas there has been a significant increase in crime over the past five years, which led to the government taking prompt action to discourage participation in criminal activities. Urban renewal initiatives in the capital city of Nassau, New Providence and the nation’s second city Freeport, Grand Bahama developed to deter criminal behavior and aid in community and social development. These initiatives have been particularly targeted towards the juvenile population of the Bahamas that have fallen prey to society’s ills. After school programs, camps, and bands are few of the efforts developed to provide a positive impact on the juveniles to aid in an improved way of life. Despite the attempts of well developed and beneficial urban renewal initiatives, other influences on an individual’s life can have greater impact. For instance, parental relationships, intimate relationships and friendships can have a greater impact on the direction the juvenile. Participants in the study are from the urban renewal sites in Grand Bahama and New Providence. The data collected from these sites will aid in understanding the variables influencing juvenile behavior. Results from this study are beneficial in the development of the Urban Renewal program within Bahamian urban communities.


Olivier Dziadkowiec, University of Colorado Denver - Anschutz Medical Campus; Reese Jenniges, Boulder County IMPACT

Process and outcome evaluations based on self-reports and archival data have been widely used in the evaluation of tobacco cessation programs though there is a dearth in the literature on the use of Lean framework and process mapping to evaluate tobacco control programs. Lean is a quality improvement theory frequently used in healthcare and the public sector. It’s a framework focused on reducing waste, synchronizing work flows, and managing production flows. By creating a process map (or program flow) of a tobacco cessation program and examining how it’s used (volume and frequency), the evaluator is able benefit from using actual program use data to identify any issues in program implementation, rather than rely on self-report methods. By creating a process map based on the Lean framework, the evaluator also has the ability to connect program use information to outcome and satisfaction assessments, creating a better understanding of how program use drives the program outcomes. In this study, Lean framework was utilized to understand the implementation, use, and outcomes of Wyoming Quit Tobacco Program (WQTP) based on program use and follow-up survey data from May 2010 to March 2012 for 6,168 individuals enrolled in the program. WQTP assists enrollees in their efforts to quit using tobacco products by providing them with coupons for nicotine replacement therapies or prescription medications and by offering free phone counseling and web based services. Results will be displayed as flow diagrams and discussion will focus on the use of lean framework in evaluating implementation of public health programs and how it was used for quality improvement.

Violence Exposure and Internalizing Symptoms among Adolescents: The Moderating Effects of Parental Resources.

Sarah Hassan, BGSU; Gina Veits, Bowling Green State University; Amanda Brust, Bowling Green State University; Lendi Joy; Carolyn Tompsett, Bowling Green State University

The association between exposure to violence and maladjustment among youth is well established (Ward et. al, 2006; Kennedy et al. 2009; Mazza & Reynolds, 1999; Schweb-Reynolds et al. 1995; Muller, Goebl-Fabbi, Diamond, and Dinklage 2000; Mrug & Windle, 2010). Based on these findings it is important to identify
specific factors that could protect adolescents who are exposed to violence. One way to safeguard against the negative effects of violence exposure may be for families to utilize community resources. The present study examines the buffering effect of parents’ utilization of community resources on youth reported internalizing symptoms. Resources included mental health services, and social services such as the health department and unemployment services. These findings are particularly important for youth exposed to violence as they are already at an increased risk for developing psychopathology and may require more support. The sample used for this study consists of adolescents and their parents who took part in a county-wide needs assessment in a semi-rural county. 265 adolescents (53% females, 79% Caucasian) and their parents were drawn from randomly selected high school and middle school classrooms. Regression results indicate a significant effect for violence exposure on internalizing symptoms (β = .532, t (6.537) =, p<.01). A significant interaction effect also emerged between violence exposure and parents’ utilization of community resources (β = -.199, t (-2.409) =, p<.05). More specifically, adolescents who have been exposed to higher rates of violence report more internalizing symptoms if their parents are not utilizing community resources. Implications for research and practice will be discussed.

What transformation? Empowerment, Recovery and Community Integration Outcomes of Users with Mental Illness in Community Based Organizations in Portugal. Maria F. Jorge-Monteiro, ISPA University Institute; Jose Ornelas, ISPA University Institute

This study intends to provide a better understanding of the role of mental health community based organizations (MH-CBO), as mediating settings towards community integration and recovery. Data was collected in five different but similar, MH-CBO’s, from a group of 200 participants. Preliminary results on user outcomes and their interdependence with individual and contextual characteristics will be described. The research instruments were translated and adapted, through a collaborative process of a committee composed by users, a bilingual translator and academic researchers (Wombacher et al., 2010). Based on results we intend to support the thesis that community based organizations can transform themselves into effective interventions, in order to strengthen empowerment, recovery and access to the community resources like schools, training and employment opportunities, among others. The background of our study is based on empowerment and recovery evidence, which indicates that interpersonal empowerment processes tend to unfold as individuals are socialized through their participation in empowering community settings (Christens, 2012), and that empowerment represents a collaborative transformation approach to working with individuals and reach justice and wellness (Christens, 2012, Rappaport, 1981).

Wheelchair ramps aren’t enough: deconstructing ability discrimination using Photovoice. Peta Dzidic, Curtin University; Brian Bishop, Curtin University

A Participatory Action Research project using photovoice was adopted to explore experiences of inclusion and exclusion in dominant western society. Participants with diverse ability took photos to capture and give voice to their experience. Pervasive themes associated with discrimination and stigma emerged in participants’ photos and stories. We illustrate though the research findings, a paradox in the provision of opportunities to people with diverse ability. By framing opportunities based on ability, we label people and highlight difference as opposed to similarity. Difference in ability in dominant western society is value hidden and leads to overgeneralisations about peoples potentials for lived experience and ultimately to discrimination against them. In this poster we give examples of how discrimination manifests in the everyday. We question the social construction of ability, arguing that overcoming discrimination based on ability is more complex that providing ramps for wheelchairs.

Words from the New Champions for Social Justice: A Qualitative Study of Critically Conscious Young Black Male Leaders. Chauncey Smith, University of Michigan; Robert Jagers, University of Michigan

Scholars have emphasized the importance of youth participation in structured activities that are led by non-parental adults. Research suggests that these activities assist in the promotion of social and academic development as well as reducing engagement in risky behaviors. However, in the case of young Black men, scholars have noted the special role of extracurricular programs that encourage critical thinking and action in the promotion of a sense of agency and a positive self-concept. Additionally, previous research suggests that a sense of sociopolitical control can be protective to the mental health of young Black men especially. Critical consciousness may be a valuable tool to promote positive development and a sense of sociopolitical control. Critical consciousness involves awareness of one’s environment, a sense of sociopolitical control, and action geared toward change. The present study is a qualitative study of participants in an after school leadership development program designed for young Black men in high school. This program is aimed at developing critically conscious leaders through community building, critical media literacy, mentoring, and community service. The researcher conducted semi-structured interviews with four program participants. These semi-structured interviews were aimed at understanding the young men’s thoughts about themselves, their school, community, and their lives at home. After preliminary analysis, some emerging themes include: the importance of social support from non-parental adults, education as a form of liberation, and commitment to community advancement. In agreement with a call for communal thriving through organizational and school transformation as well as equity, diversity, social justice, and research, findings from this study will enhance the understanding of the effect of critical consciousness youth programming on the psychological functioning of young Black men. This also inform future program development for Black young men.

Working Around Obstacles: Challenges and Solutions When Researching Hard-to-Reach Populations. Kelly Collins, Michigan State University; Lisa Reppenhagen, Michigan State University; Spencer Nowosieski, Michigan State University; Matthew Pollard, Michigan State University; Joel Arnold, Michigan State University; Charles Collins, Michigan State University

Conducting research with hard-to-reach populations can be a challenge for numerous reasons. In the context of conducting research with community organizers, it is due to their lack of time, the fact that they often do not have bricks-and-mortar organizations, and can be very itinerate. Additionally, many organizers are over-researched, have limited resources and time, and are primarily responsible to their organization’s board of directors. This poster highlights the challenges and solutions to conducting research with a hard-to-reach population – community organizers. This presentation will discuss some of the issues identified in attempts to reach and conduct phone interviews with community organizers across the country. We will discuss how our team adjusted to these issues and developed strategies to work around such obstacles. Additionally, we will hold discussions with conference participants who addressed similar issues and brainstorm around other ways to overcome such issues.

YouThink: Engaging Students in Contemporary Issues and Civic Action Through Art. Martha Orozco, Pepperdine GSEP; Caroline Kalai, Pepperdine University; Claudia Pena, Pepperdine University; Hank Skulstad, Pepperdine University; Peta Dzidic, Curtin University; Brian Bishop, Curtin University
Afterschool programs have become a necessary addition to the positive development of youth, especially those in the inner cities of the United States. The goals of these programs frequently are to: improve self-esteem, provide an alternative to juvenile delinquency, tap the talent that may otherwise lay dormant, bolster artistic and other skills, and encourage local residents to share their knowledge and skills with youth (Gasman, 2003). Specifically, research on afterschool arts programs suggests that involvement in the arts can facilitate positive youth development through relationships with artists and other caring adults, who express high expectations for them (Clawson & Coolbaugh, 2001; Heath & Roach, 1999). Art plays two significant roles in youth development: to release students’ imaginations (Greene, 1995) and to reveal visually youth’s beliefs about themselves, their roles in society, and social aspects (Albers, 1999). Through the students’ art, individuals are more able to identify how students see their world and how their visual creations of meaning reveal their own activities and thoughts about social themes such as gender, race, class, and sexual orientation (Albers, 1999). Some studies have explored how photography, in particular the photo-narrative aspects, can be used as a vehicle to get young participants to engage in critical reflection and create interactive dialogue (Wilson, Minkler, Dasho, Wallerstein, & Martin, 2008).

The proposed poster will describe a youth program called youThink that uses art and photography to promote youth empowerment and positive youth development among low-income African American and Latino youth. YouThink is a program of The Zimmer Children’s Museum in Los Angeles, California. The mission of youThink is to make a better society through interactive learning, creative self-expression and art experiences for children, youth and families. YouThink uses the arts to conceptualize social justice and facilitate involvement in social change. Preliminary evaluation data will be also be presented.

“He asked how my hangover was”: A qualitative study of parental response to substance use. Julian Cohen-Serrins, Dickinson College; Emily Knight, Dickinson College; Sharon Kingston, Dickinson College

Research supports the importance of parental expectations for non-use and parental monitoring to decreasing the risk of adolescent substance abuse. There are few studies exploring adolescent users’ accounts of parental responses to their substance use. Data from semi-structured qualitative interviews of 75 young adults exploring participants’ first year of substance use will be content coded to explore participants’ perceptions of their parents’ ability to detect their substance use, parents’ responses to substance use and whether parental response had an impact on their use. Preliminary analysis of the data reveal that although some youth reported that their parents detected their use, many reported that parents remained unaware of their use despite limited efforts by youth to hide use. When use was detected, perceived parental reactions ranged from restricting children from any social activities with peers to dismissing substance use as normal, harmless adolescent behavior. Some participants described instances where parents or other adult guardians provided substances, asked adolescents to provide substances to parents or encouraged youth to use substances to reduce stress. Examples of parental responses perceived by adolescents to inhibit use were discussions of the potential dangers of use and establishing clear and reasonable ground rules against use. Examples of parental responses that were perceived as unrelated to future use were very strict rules and comparing the adolescent’s use to dangerous levels of use by adult family members. Parental responses that were perceived to encourage use were ignoring use, dismissing it as age appropriate behavior, harsh punishments or failure to engage in meaningful dialogue about the adolescent’s use. The study results can inform efforts to develop messages to parents about strategies to decrease adolescent substance abuse and to market existing evidence-based family prevention programs.

“Helping Clients to Reach Wellness: Applying Getting to Outcomes® to Clinical Psychology”. Katherine Knies, University of South Carolina; Jonathan Scaccia, USC; Jennifer Castellow, University of South Carolina-Columbia; Abraham Wandersman, University of South Carolina-Columbia

Many consumers of mental health services may present to community organizations with complex and multifaceted needs. These needs can often prevent the client from reaching a holistic goal of wellness. Using evidence-based approaches when providing services to clients is necessary, but not sufficient, in reaching treatment goals and outcomes. Community organizations and their providers also require methods for delivering services in a way that naturally fits for clients and the communities in which they live. When developing and enhancing clinical programming in community-based organizations, the Getting to Outcomes (GTO ®) framework (Chinman et al., 2004; Wandersman, 2009) may be beneficial in improving the quality of outcomes. The GTO framework asks ten accountability questions to assist providers in reaching result-based outcomes. We believe that client progress can be enhanced by comprehensively incorporating the client’s strengths, needs, abilities, and preferences/goals, selecting the best evidence-based strategy available, and matching with the client’s community, culture, and capacities. This provides an opportunity for individualized client empowerment, growth, and change. The GTO steps also provide a method for feedback and data to ensure continued quality improvement of the client progress. The steps are not necessarily sequential, and are addressed in an iterative fashion over the course of the service episode. Although GTO has primarily been used in prevention and community planning, we argue this approach can effectively be used to enhance clinical practice. The benefit of using this framework is that it allows the provider and client to collaboratively and systematically identify strengths and processes in the process of designing, implementing, and evaluating client services. GTO IS helpful in facilitating providers to develop programming that is best tailored to the needs of the individual, while still fitting with the individual’s own experiences and strengths. Including multiple stakeholders (e.g. family members and friends of the client) allows the client in holistically reaching diverse and multi-faceted goals. This poster presentation will describe the method by which GTO can be used to help clients reach outcomes. Although GTO has primarily been used in prevention and community planning, we argue this approach can be used effectively to enhance clinical practice. GTO is helpful in facilitating providers in developing programming that is best tailored to the needs of the individual while fitting with their own experiences and strengths. The benefit of using this framework is that it allows the provider processes to design, implement, and evaluate client services. This poster presentation will describe the method by which GTO can be used to help clients reach outcomes in community-based settings.

Coping 10.1: Addressing the Needs of Non-Traditional High School Students Through School Based Intervention. Jennifer Hayman, Bowling Green State University; Assia Meriem Ghoul, Bowling Green State University; Cassandra Lynn Pentzien, Bowling Green State University; Carolyn Tompsett, Bowling Green State University

A needs assessment of a county in Northwest Ohio was conducted in order to evaluate a variety of issues affecting teens and their families. These issues included; teens’ experiences of problems, perceptions of barriers to seeking services and teens’
exposure to stressful life events. Six schools provided researchers permission to sample classrooms, including five traditional high schools and one career-technical high school. Chi-square analyses indicated that a variety of traumatic stressors were significantly more prevalent among students attending the career-technical high school relative to those attending traditional high schools. Specifically, over 20% of these career-technical students reported exposure to 5 of the 11 traumatic stressors. From this, a report was generated outlining these findings and given to county and school administration. Consistent with research, greater exposure to traumatic stressor was related to higher levels of internalizing and externalizing problems. To addresses these issues, administrators at the career-technical school teamed up with the same research team that conducted the county-wide needs assessment to create a program focusing on providing students with psychoeducation and skills for coping with traumatic stressors. Research team members and administration used the report composed during the needs-assessment to determine what traumatic stressors were most salient for this population. Next, researchers attempted to find similar programs addressing the intervention and/or prevention of maladaptive behavioral and emotional outcomes related to traumatic stressors. Few programs were found, and these programs did not directly address the issues identified as prevalent in this population. From this, researchers developed and are piloting a new program targeted at addressing issues specific to this population. We discuss the practical challenges that are associated with the development and implementation of a school based program informed by research and present preliminary data obtained from the piloted program.

One Strong ‘Ohana: Strengthening Families to Promote Child Wellness and Prevent Child Abuse and Neglect. Gina Cardazone, University of Hawai'i at Manoa

Background: The One Strong ‘Ohana Campaign (OSO), launched in January 2012, aims to increase public awareness of protective factors that can help prevent child abuse and neglect (CAN). OSO accomplishes its goals through traditional media activities, social media, community events, and organizational collaboration. Purpose: In this poster, we will describe the evaluation process and results from the first year of this public awareness campaign. Methods: Process evaluation involved tracking of materials disseminated, activities conducted, and social media and website usage through an online database. The outcome evaluation included a statewide pre- and post-campaign telephone survey (N=1500) on key outcomes related to knowledge and awareness of factors that contribute to child abuse and neglect as well as protective factors that can help communities prevent CAN. Evaluation planning and procedures were highly collaborative with continued shared and involvement of stakeholders for updates and feedback. Results: Process evaluation measures include the number of organizations participating in information dissemination, the number of materials distributed, and web analytics indicating exposure to online materials. Results from the outcome evaluation indicate a small but significant increase in knowledge of factors that contribute to CAN as well as protective factors that can help to prevent CAN. Conclusion: The One Strong ‘Ohana campaign has been highly successful in motivating organizational allies and has reached community members through traditional media outlets, online media, and community events. Outcome evaluation data from the statewide phone survey indicate that the program has in its first year already achieved modest success in increasing awareness of child abuse and neglect, and of how families can be strengthened through protective factors to prevent child abuse and neglect.

Effects of city planning using mascot characters on local communities. Naoya Takahashi, Rissho University

Since the earthquake in the Tohoku area of Japan, there has been increased focus on participation in the community and on promoting local ties. However, activities in local communities have not developed, or increased since then. Hanyu City in Saitama Prefecture, a provincial city with a population of 55,000, has created mascot characters and the city is conducting a public relations campaign in and out of city limits. City planning using mascot characters has also been used in other Japanese cities. However, there are few quantitative findings regarding their effects on local communities. Therefore, the social-psychological effects of city planning using mascot characters on the community were investigated through a random sampling survey of citizens of Hanyu City. As criterion variables, attachment to the community, participation in events related to mascot characters, and purchase of goods related to mascot characters were selected. Questionnaires were mailed to randomly selected citizens of Hanyu City (N = 600) and 168 responses were collected. The results indicated that women bought more mascot character goods than men, and people in their 20s bought more goods than those in their 60s. Multiple regression analysis was conducted and the results indicated that the more people recognized the benefits of city planning using mascot characters; more was their attachment to the community and participation in events related to mascot characters. Moreover, when they had closer relationships with their neighbors and a higher intention to cooperate with the administration, they had stronger attachments to the community. Furthermore, when people were older and recognized the benefit of city planning using mascot characters to the society, they bought goods related to mascot characters more often. The above results suggested that the recognition of the benefit of city planning using mascot characters by citizens was important to promote citizen participation.
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