WELCOME AND INTRODUCTION

To the Community Research and Action in the West (CRA-W) Conference Attendees,

Thank you for participating in the 10th Annual Community Research and Action in the West (CRA-W) Conference. We received diverse and dynamic session submissions from across the West region, and in fact the entire U.S. (shout out to Tennessee!). Presenters include community-based as well as university-based community research and action practitioner-scholars across all levels (undergraduate and graduate students; staff; and adjunct, lecturer, and tenure-track faculty). We look forward to inspiring and invigorating discourse throughout the day.

We would also like to take a moment to address the elephant in the room – the conference name change. This conference is born out of a network of interdisciplinary scholars affiliated with the Society for Community Research and Action (SCRA), a division of the American Psychological Association (APA Division 27). The national SCRA professional conferences occurs biennially. As such, SCRA members created annual regional conferences (e.g. Midwest, Northeast, Southeast, etc.) so that local SCRA members could present their work and continue building community during national SCRA conference off years. This tradition began in the Midwest, where they are holding their 39th annual conference this year. Comparatively, the West Region of SCRA is more nearly adolescent than middle-aged (not to say 39 is middle-aged).

In its infancy, the regional conference was titled the Midwest ECO conference, reflecting the origination of “Eco”logical-Community Psychology. Although “eco”logical-community psychology conveys a message of social ecology in other regions, a recognition that we must consider both individual experience as well as the multilevel sociopolitical context in our efforts to foster social justice and well-being, discussions among constituencies in the Western Region have agreed that “eco” conveys a much different message, one of environmental ecology and not of social ecology, per se. Additionally, these conversations have highlighted the desire to continue building our interdisciplinary connections and conference participation to include a more diverse constituency of community researchers, members, and activists. As such, we decided to take the leap and “re-brand.”

The timing of this name change feels particularly appropriate given that our host institution (UWB) houses the only Community Psychology undergraduate major in the country (to our knowledge) not in a psychology department but in a School of Interdisciplinary Arts and Sciences. This kind of intentional design of scholarly space models our intentions behind the name change and ongoing outreach to all social justice scholar practitioners. We sincerely hope this name conveys all the intentions we speak of.

At this year’s CRA-W, we proudly welcome all community members, activists, and researchers! The program at this year’s conference contains a diversity of topics and presenters that exemplify the culture of CRA-W. And indeed, our keynote speaker, Brad Olson, epitomizes what it means to be an activist scholar.

Welcome, each of you!

Sincerely,
CRA-W Conference Co-Chairs

Lauren F. Lichty, Ph.D.
Assistant Professor, Community Psychology
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Crcolli3@uw.edu
ABBREVIATED CONFERENCE SCHEDULE

OPENING 8:00 – 8:45

NORTH CREEK EVENTS CENTER

Welcome and Orientation to the Day (8:30)

Lauren F. Lichty and Charles Collins, Conference Co-Chairs

MORNING SESSIONS I 9:00 – 10:30

Room UW1-041

Skid Road: The Intersection of Health and Homelessness

Ensign

Safety and Health of Latino Immigrant Forest Workers in the Pacific Northwest

de Castro, Vásquez, Harrington, Garland, Wilmsen, Bush, & Barton-Antonio

Reaching key stakeholders to understand the utilization of mental health campaign materials

Shearer

Room UW1-051

Beyond Prevention: Storytelling and Role-Playing As Tools to Foster Healthy Relationships

Rosenberg & Stohl

Room UW2-131

The Praxis of Activist Scholarship

Shayne, Berger, Martin, Kurashige, & Howard

Room UW2-240

Who speaks for Justice? Raising our voices in the noise of hegemony

Wynne, Lovett, Moses, & Greenidge

Direct Action Towards Social Change: Diversity Center Initiatives at UWB

Perez, Basu, & Silva

MORNING SESSIONS II 10:40 – 12:10

Room UW1-041

Holding Space for Ourselves in Research and Practice

Lichty, Nelson, Ryan, Lambrecht, & Gowen

Applying strategies for self-care to a social change research team setting: Debriefing groups to address secondary traumatic stress and prevent burnout among researchers

Sackett, Smith, Savage, Cummings, Tran, & Mankowski

Room UW1-051

Privilege, Positionality, and Place: Serving in the U.S. Peace Corps in Namibia

Crystal
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| *Pre-calculus and service-learning: bridging mathematics and social work*  
  Yurasovskaya  
  *Socially Just Pedagogy: Bridging Classrooms and Communities through Community-Driven Research - The Case of Real Change and Introduction to Statistics*  
  Collins, Preston, Layson, & Lee  
| Room UW2-240                        |  
| *College Inside the Prison: Imagining New Zones of Engagement and Resistance*  
  Erzen, Harkins, Smithers, Tate, Oliver, & Lake  
| LUNCH and KEYNOTE ADDRESS           |  
| NORTH CREEK EVENTS CENTER           |  
  Brad Olson, Ph.D., National Louis University  
| AFTERNOON SESSIONS I                |  
| Room UW1-041                        |  
| *Interdisciplinary Experiential Education for Health Sciences Students: Community engagement through community organizing*  
  DeSure & UW Health Equity Circle  
  *Community Radio as Community Organizing: Building Community through Project-Oriented Co-Curricular Activist Media Pedagogy*  
  Toft & Student Leadership of UWave Radio  
| Room UW-051                         |  
| *How Collaborating with Marginalized Urban Youth Using an Ecological Framework of Oppression and Liberation Can Lead to Psychological, Cultural, and Structural Revolution*  
  Falzone  
  *Using Community Partnerships to Teach Social Justice*  
  Mount  
  *The Mending Wall*  
  Carpenter  
| Room UW2-131                        |  
| *Challenges in Catalyzing Community Work*  

Considering multiple lenses when developing conceptual frameworks: A discussion of theoretical linkages between community psychology and other disciplines

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North Creek Events Center

**Film Screening: MIND ZONE**

| Haaken & Mankowski                     |

**AFTERNOON SESSIONS II**  3:25 - 4:25

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**POSTER SESSION 4:35 – 5:35**

**NORTH CREEK EVENTS CENTER**

**Refreshments Provided**

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CRA-West Regional Planning Meeting 5:45 – 6:15
North Creek Events Center (open to all)

SOCIAL HOUR 7:00 – 9:00
Three Lion’s Pub
10111 Main St. Bothell, WA 98011
Phone: 425.398.0111
Website: http://www.thethreelionspub.com/#/location/c2q4
For over 10 years the American Psychological Association (APA), the world's largest collection of psychologists, found itself caught in a battle around psychological ethics and the direction of the field itself. The APA's PENS report endorsed the role of psychologists engaging in "national security" interrogations at a time when reports of abuse at these settings (and by psychologists) were showing up in the media. After 10 years of internal criticism by psychologists and others, and an eventual New York Times report pointing to collusion, the APA hired an external investigator, David Hoffman, to objectively examine the claims. The Hoffman report, released this year, concluded that key staff members of the APA and the DoD colluded to loosen the APA code of ethics in the service of the "global war on terror;" thus ultimately allowing psychologists to use their skills to harm others. This talk will describe events with particular attention to a community psychology (and interdisciplinary) critique of APA actions and ways in which Psychology has been "misdirected" (Sarason, 1981). Specifically, what aspects of APA's/Psychology's mission and organizational culture contributed to some of these tragic outcomes? How might insularity and selective interdisciplinarity lead to deep conflicts of interest? What are the ways in which a stronger future embrace of ethics, interdisciplinarity, and ecological thinking can play more protective roles for individuals, society, science, and practice?

Dr. Olson is a community psychologist and Associate Professor at National Louis University in Chicago who has been involved in the struggle within Psychology and the American Psychological Association (APA) around torture/interrogation for over 10 years. Brad is a co-founder of the Coalition for an Ethical Psychology, and has been president of Psychologists for Social Responsibility, the Peace Psychology division of the APA, and the chair of Divisions for Social Justice (a collection of 12 divisions of the APA). His research and scholarly work is on the connections among psychology, the social sciences, ethics, and human rights, and he and others do evaluation and consultation work with organizations such as Habitat for Humanity International.
Skid Road: The Intersection of Health and Homelessness

Josephine Ensign, PH.D., School of Nursing, University of Washington Seattle

Abstract: Skid Road: The Intersection of Health and Homelessness is a work-in-progress narrative history, set in my adopted hometown of Seattle, Washington. Skid Road explores the intersection of charity care and homelessness. Skid Road will include both a print book and a companion digital project, which will be a collection of oral histories, digital storytelling videos (DSTs), photographs, and essays. Skid Road deepens our understanding of the historical roots of poverty and homelessness, trauma and resilience, and the role of charity health care and public policy in King County. I am interested in how a large, socially progressive urban area like King County responds to the health needs of people marginalized by homelessness. This project relates to the theme of the conference by discussing the barriers (and the ways around the barriers) to 'doing' community-engaged, social justice public scholarship.

Keywords: homelessness, social justice, health equity

Safety and Health of Latino Immigrant Forest Workers in the Pacific Northwest

Butch de Castro, PhD, MSN/MPH, RN, & Victoria Breckwich Vásquez, DrPH, School of Nursing & Health Studies, University of Washington Bothell; Marcy Harrington, MPA, Program Manager, UW Pacific Northwest Agricultural Safety and Health Center; John Garland, PhD, MS, UW Pacific Northwest Agricultural Safety and Health Center; Carl Wilmsen, PhD, MA, Executive Director, Northwest Forest Worker Center; Diane Bush, MPH, Coordinator of Public Programs, UC Berkeley Labor Occupational Health Program; Dinorah Barton-Antonio, MA, Coordinator of Public Programs, UC Berkeley Labor Occupational Health Program

Abstract: This worker engaged project characterizes injury and illness experiences among immigrant Latino forest workers in relation to workplace risk factors, outcomes in medical treatment, return to work, and safety mitigation. The workforce is marginalized because of documentation status, lack of English proficiency, low literacy, occupational immobility, working in remote locations under contracted employment, and deficiencies in safety training. Work injury and illness rates among forest workers are 2 to 3 times the rates of the average US worker, and fatality rates 9 times as high. This study examines how hazardous working conditions, occupational injuries and illnesses, post-injury health outcomes, and worker fears of retaliation influence attempts to improve workplace safety and health. Using a community-engaged participatory process, the complex nature of forest worker experiences are explored through case studies and developed into print and digital educational resources utilizing personal narrative storytelling for a
community promotora (lay health worker) program to assist Latino forest workers understand their rights as workers and possibilities for improving their working conditions. Reflecting the conference theme, this project highlights a partnership between academic institutions and a community-based organization that shares equitable leadership and stake for creating actionable, social justice advocacy efforts for an at-risk workforce.

**Keywords:** workers, immigrants, Latino, promotora, health, forest

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**Reaching key stakeholders to understand the utilization of mental health campaign materials**

Amy L. Shearer, PhD Student, Portland State University

**Abstract:** This presentation covers the planning, implementation, and preliminary results of a series of key informant interviews regarding a mental health stigma and discrimination reduction campaign in California. Each Mind Matters is a mental health movement that aims to raise awareness about mental health and reduce the associated stigma through statewide and community activities. The purpose of the surveys was to assess how key stakeholders across California used campaign materials to engage their colleagues, constituents, and communities to raise awareness and reduce stigma and discrimination. 5 separate surveys were conducted that engaged decision makers (County Mental Health Directors, County Boards of Supervisors members, and state Senators and Assembly members), speakers bureaus organizations, community engagement mini-grant recipients, and individuals and community based organizations that received a toolkit from the campaign for national Mental Health Matters Month (May). Data collection and analysis is expected to be completed in September 2015. Discussion will focus on experiences planning the evaluation and lessons learned, survey construction considerations when working with various stakeholder groups, and preliminary results. This project was completed as part of a graduate student Summer Associate internship at the RAND Corporation in Santa Monica, CA. Time will be made available at the end for questions related to the research or internship experiences in general.

**Keywords:** mental health campaign, mental health prevention and early intervention; mental health stigma and discrimination reduction

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**Beyond Prevention: Storytelling and Role-Playing As Tools to Foster Healthy Relationships**

Karen Rosenberg, Ph.D., University of Washington Bothell
Ilene Stohl, Washington State Coalition Against Domestic Violence

**Abstract:** We will facilitate a three-part workshop on storytelling and role-playing as tools for social change. We will focus on the potential of storytelling and role-playing to open dialogue on creating healthy relationships. The two-fold purpose of the session is to share a social change practice model with participants and ask for participant input on a new social change project under development. We see this work as breaking boundaries of researcher/researched as well as academic/activist. We will first lead participants through the Washington State Coalition Against Domestic Violence's role-playing game “In Their Shoes: Teens and Dating Violence.” We worked together to develop “In Their Shoes” by gathering stories from teens that illustrate the pressures teens face when trying to navigate intimate
relationships. In the second part of the workshop, we will facilitate a “meta-level” conversation about “In Their Shoes.” and discuss ways it can be used in community and academic settings. Finally, we will share our project-in-process with participants: to develop a storytelling and role-playing tool focused on healthy campus relationships. While the subject of campus sexual assault has justifiably gotten a lot media coverage, there is much less focus on learning how to navigate healthy consensual relationships. We are in the development phase of this project and would love to invite CRA-W participants to share their expertise with us as we develop this tool.

**Keywords:** Storytelling, role-playing, healthy relationships, practice

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**The Praxis of Activist Scholarship**

Julie Shayne, Ph.D., Dan Berger, Ph.D., Minda Martin, Ph.D., Scott Kurashige, Ph.D., University of Washington Bothell; & Judy Howard, Ph.D., University of Washington Seattle

**Abstract:** This session will be a conversation about activist scholarship: What it is, four different examples, and how to make it legible to promotion and tenure (P & T) reviewers. Our four cases are: 1) Academic publishing of activist scholarship: Julie Shayne’s edited collection Taking Risks: Feminist Activism and Research in the Americas (SUNY 2014 & 2015); 2) public scholarship: Dan Berger’s engagement with mainstream media regarding the carceral state; 3) documentary media production as activism: Minda Martin’s film making which marshals archival media, creative writing, historical documents, family artifacts, and interviews to convey activist histories through the personal stories of the history makers, and 4) community activists as knowledge producers: Scott Kurashige’s work with social movements in response to municipal bankruptcy and neoliberal restructuring in Detroit. We will conclude the discussion with issues to consider when framing this sort of scholarship for P & T reviewers. Judy Howard, Divisional Dean of Social Sciences, College of Arts & Sciences at UW Seattle will lead this part of the discussion.

**Keywords:** Activist scholarship, activism, social justice, public scholarship, promotion & tenure

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**Who speaks for Justice? Raising our voices in the noise of hegemony**

Joan Wynne, Ph.D. (Chair); Maria Lovett, Ph.D., Professor and faculty/community liaison; Omo Moses, Writer, and Former President of the Young People’s Project; Gina Greenidge, Associate Director of the Education Effects, Miami Northwestern High School

**Abstract:** Four panelists discuss their outreach to communities to break the boundaries between the academic world and the lives of children, parents, and families caught in a hegemonic vise of inferior schools and oppressive public policies. Panelists will tell theirs and the community’s story in creating networks that
challenge the status-quo of failing institutions. While telling the narratives of small victories rising from those challenges, the panelists will engage the audience in conversations that broaden the context of how we gather together to transform ourselves and our academic and constituent communities. We hope to explore each other’s stories about our battles to be free, as researchers, teachers, learners, citizens; how to step outside the lines of privilege that we occupy, while seeking to extricate ourselves from the scholastic shackles that we wear; how to listen not just to persons with national reputations in circles of justice, but also to youth, friends, and diverse communities; how to invite their stories into our circles---investigating their lessons, challenges, joys, triumphs, questions? In our shared stories, can we discover what sustains us “from the inside when all else falls away.” And, can those stories help us all determine “… if we can get up, after a night of grief and despair, weary and bruised to the bone, and do what needs to be done to feed [and teach] the children” (Oriah) in our communities and in our schools?

**Keywords:** justice work, community engagement, academic partners
Direct Action towards Social Change: Diversity Center Initiatives at UWB

Alejandra Perez, senior student and Social Justice Organizer in Student Engagement & Activities; Aretha Basu, junior student and Director of Student Advocacy in ASUWB; and, Janelle Silva, Ph.D., University of Washington Bothell

Abstract: On February 25th, 2015 the students of the University of Washington Bothell joined the UW tri-campus walkout to declare a state of emergency for marginalized voices in the university. The students, with the support of faculty and staff, participated in a non-violent direct action to publicly illustrate to the administration the need for a Diversity Center. The organizers decided to hold a Speak Out where students, staff, and faculty could state their own needs on why it is crucial to have a Diversity Center. In addition, the organizers created a formal letter with a list of demands for the administration. In this interactive, dialogue based workshop, you will learn about the history of student activism towards advocating for a Diversity Center at the University of Washington Bothell, the need to understand the intersectionality of students’ identities, and the urgency for a Diversity Center on campus.

Keywords: Diversity, Social Justice, Activism, Direct Action, Equity, Community

MORNING SESSIONS II 10:40 - 12:10

Holding Space for Ourselves in Research and Practice

Lauren F. Lichty, Ph.D.; Amy Nelson, undergraduate student; Jamiee Ryan, recently graduated undergraduate student; Jillian Lambrecht, Undergraduate Student, University of Washington Bothell; L. Kris Gowen, Senior Research Associate, Oregon Health & Science University

Abstract: Conducting research related to individual and collective trauma, victimization, and human rights violations is necessary to promote social justice. This work strives to amplify the voices of those targeted by oppression, document the effects of injustice, and support mobilization for change. While we aspire to promote positive change in communities, we also must attend to the ways this work impacts (often negatively) those of us engaged in the research process. We are emotionally involved, experience vicarious trauma, and, for some of us, this work may trigger personal trauma histories. How can we structure our research team practices in ways that protect and nurture the well-being of those doing the work? What is the role of faculty, students, universities, and/or community partners in attending to the holistic well-being of those engaged in social justice research? During this round table, a research team of faculty and undergraduate students will share their experiences examining community response to rape. This candid session will describe our ongoing efforts to learn to do this work better, with attention to individual sustainability and compassion as well as practices before a person joins the team, during research team meetings, individual care practices, and separate support. Roundtable participants are invited to share their experiences and care strategies. Participants will walk away with collectively generated strategies related to self- and team-care.
Keywords: self-care, research practices, research process, emotionally involved work
Applying strategies for self-care to a social change research team setting: Debriefing groups to address secondary traumatic stress and prevent burnout among researchers

Kate Sackett, Rachel Smith, Kalene Savage, Caroline Cummings, Tu Tran, & Eric Mankowski, Portland State University

Abstract: A wide body of literature exists on strategies for self-care, particularly for individuals working in helping professions such as social work, counseling, and nursing (e.g. Collins & Long, 2003). Often these focus on individual behaviors, such as personal reflection and social support, with some attention to organizational tendencies and societal forces that can also contribute to stress and burnout (Dernoot Lipsky, 2009). Research on social change and social justice, such as this team’s focus on intimate partner violence (IPV) intervention, can create secondary trauma among researchers just as it does for counselors and other professionals working in trauma contexts (Stamm, 1999) and it is crucial to address the impacts of secondary trauma and emotional involvement in this work (Campbell, 2001). This workshop will discuss and demonstrate this research team’s practice of group debriefing sessions in the context of their research and team members’ needs for support around the impacts of studying violence. Audience members will be encouraged to discuss their own experiences of studying violence or other social justice topics and ways to support research teams in this work.

Keywords: secondary traumatic stress, self-care, groups, research teams

Privilege, Positionality and Place: Serving in the U.S. Peace Corps in Namibia

Mariah Elle Crystal, M.A., University of Washington Bothell, Center for International Education

Abstract: This session will explore post-apartheid, post-colonial Namibia, and the 'real story' of serving in the U.S. Peace Corps in Namibia. Namibia is a beautiful, diverse country, with a complex mix of social issues. The session will discuss Peace Corps service as it relates to social justice and personal, professional and societal leadership. What is our role in global social justice? Goals: Gain an understanding of the United States Peace Corps, and the 3 goals of the Peace Corps; develop a critical perspective towards global service learning and the role that they play in global social issues and global injustice; challenge traditional views of service programs and embrace the inherent complexities of international service work and global social justice issues; define power, privilege and positionality; discuss current events such as "passion killings;" this workshop will achieve the above stated goals via a variety of methods. The session will begin with a standard introduction and presentation. However, throughout the course of the session, small group discussion and break-out groups will be formed.

Keywords: global social justice, race relations, power and privilege, positionality, service learning, international education
**Pre-calculus and service-learning: bridging mathematics and social work**

Ekaterina Yurasovskaya, Ph.D., Department of Mathematics, Seattle University

**Abstract:** Seattle University is an urban Catholic university that has for a long time successfully incorporated service-learning into its curriculum. We describe a teaching experiment of introducing service-learning into Precalculus, a mathematics course that has not been traditionally associated with service projects either at SU or nationwide. Over the course of the quarter, students in the service-learning section of Precalculus spent 2-3 hours per week tutoring algebra prerequisites to middle-school students, as well as adults returning to complete their GED. We wished to answer two questions: how will students react to the service experience introduced into an unexpected setting of a mathematics course? Will there be an improvement in mathematical knowledge of the student-tutors as a result of their tutoring work? Results have been encouraging: out of the 21 end-of-term anonymous reflections, 20 were overwhelmingly positive, showing a deeper understanding of the privilege of university education, and an appreciation of newly-built relationships with students from the community. Analysis of the final exams via a special rubric showed a significant decrease in the number of fundamental mistakes in the work of student-tutors as compared to students from the control section. Service-learning Precalculus course will be repeated this year, and the presenter will be grateful for suggestions on assessing the impact of the course on the students from the community.

**Keywords:** service-learning, experiment design, improving algebra skills, tutoring

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**Socially Just Pedagogy: Bridging Classrooms and Communities through Community-Driven Research - The Case of Real Change and Introduction to Statistics**

Charles Collins, Ph.D., Moriah Layson, Hyangchoon Lee, University of Washington Bothell; & Alan Preston, Real Change

**Abstract:** Community-based learning is a pedagogical approach that assumes that the richest learning environments are those that incorporate classroom concepts with an observational context in which students can utilize personal observation to build on foundational knowledge. In other words, students learn best when they can apply information outside of the classroom and in the community. Paired with values of social justice, community-based learning can be a powerful tool in which to pair classroom concepts with community needs. Socially just community-based learning bridges the gap between university actors (e.g. faculty and students) and the communities in which they are situated with the goal of creating a symbiotic relationship. This approach has the potential to enrich students’ knowledge domains and raise consciousness about larger social issues in addition to providing communities with additional resources to address social issues. This presentation will first outline the partnership between the community organization Real Change – a newspaper organization with the goal of empowering homeless and underemployed individuals – and an introduction to statistics course. Second, we will present findings from a survey conducted by the class on behalf of Real Change.
Third, we will provide insights from the panel of presenters, which include the faculty member teaching the course, two students who took part in the project, and a representative from the organization.

**Keywords:** pedagogy, applied statistics, community partnerships
College Inside the Prison: Imagining New Zones of Engagement and Resistance

Tanya Erzen (Chair), Associate Professor and Director of Freedom Education Project Puget Sound; Gillian Harkins, Associate Professor, University of Washington Seattle; Stuart Smithers, Professor, University of Puget Sound; Shajuanda Tate, Tacoma Community College student and FEPPS board member; Marriam Oliver, member and founder of the women’s Village at WCCW, FEPPS critical inquiry group and Associate of Arts and Science degree student; Starr Lake, member of the women’s Village at WCCW, FEPPS critical inquiry group and Associate of Arts and Science degree student; Tonya Wilson, member of the women’s Village at WCCW, FEPPS critical inquiry group and Associate of Arts and Science degree student.

Abstract: This roundtable will discuss higher education in the prison through a discussion between professors who teach at the Washington Correction Center for Women and current and former students from inside the prison. We will include incarcerated students through GoTo Meeting so they participate virtually in our discussion. For the past several years, professors have met with a group of 7-9 women at the Washington Correction Center for Women as part of a critical inquiry group. The aim of the group is to foster an intellectual space where we might discuss the ideas that animate our work in developing higher education programs in the prison. Together we have read articles on race, power, gender and class in the classroom, neoliberalism, utopias and education policy. Our roundtable will examine what education and pedagogy mean in the space of the prison, how power dynamics and hierarchies shape our work, and the assumptions that teachers and outsiders have about prisoners as students. The goal of the roundtable is to examine and simultaneously demonstrate how the critical inquiry group format between students in prison and professors can open up ways of re-imagining relationships among pedagogy, scholarship and community and disrupt boundaries between prison and the outside. How might spaces like the critical inquiry group represent revolutionary pedagogies that transcend the classroom and the roles of prisoners and professors?

Keywords: prison, higher education, pedagogy, gender
Arielle DeSure and the University of Washington Health Equity Circle Seattle

Abstract: Health Equity Circle (HEC) is an interdisciplinary group of Health Sciences students with the mission to learn, educate, and take action on issues that promote health equity by facilitating professional development and training. HEC at the UW-Seattle would like to share our organizing methods and philosophy with participants at the CRA-W conference by hosting a workshop outlining the strategies used by our organization to enact change at the local level. With assistance from Sound Alliance, HEC leads a class which teaches Health Sciences students how to identify social justice problems in the community and transform them into concrete issues that can be solved through advocacy and organizing. In our workshop we present an abridged curriculum from our class to illustrate the educational aspect of HEC’s mission to train future leaders in community organizing. We will teach the basics of community organizing by running through an organizing cycle, which includes: holding listening sessions, developing an issue, facilitating relational meetings, completing power analyses, and ultimately taking action using examples from HEC’s student-run campaigns. Our workshop will include opportunities for active learning and participation through group discussions. By learning and solidifying these foundations of advocacy, participants will be able to refine their skills in organizing their community to advocate for concrete changes that will improve social justice.

Keywords: community organizing, student education

Amoshaun Toft, Ph.D., & Student Leadership of UWave Radio, University of Washington Bothell

Abstract: Community radio is an established organizational form that has served to diversify the media landscape through accessible production opportunities in a low-cost distribution medium. This presentation offers an overview of one group’s efforts to build a new student-driven campus/community radio station at the University of Washington Bothell. The station is currently a fully functioning internet radio station with an all-volunteer student governance structure combined with curricular support and faculty advising. Working with a cohort of Seattle area applicants, UWave Radio has helped to facilitate as many as 15 new neighborhood FM radio stations. We offer an analysis of the co-curricular pedagogical model that was developed in collaboration with faculty, staff and students over the last 3 years. The project has been used as an ongoing learning laboratory for students from across the campus to engage in high-impact learning practices in an applied environment through a self- and peer-directed participatory organizational model. Four key themes are explored: Responding to the challenges of maintaining a participatory governance model in a transient student population; Negotiating academic advising labor and the dynamics of co-curricular institutional guidance; The benefits of community networking and the regional cohort model for hyper-local media projects; Facing
institutional counter-interests and the roadblock of professionalism in an increasingly neoliberal state university.

**Keywords:** activism, media, student, pedagogy, community radio, power

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**How Collaborating with Marginalized Urban Youth Using an Ecological Framework of Oppression and Liberation Can Lead to Psychological, Cultural, and Structural Revolution**

Gabby Falzone, Doctoral Candidate, Social and Cultural Studies, University of California Berkeley

**Abstract:** Exposure to oppression can potentially lead to a number of detrimental psychological, social, and biological outcomes for marginalized youth. The field of education currently lacks a framework that sufficiently accounts for these oppressive influences as well as the specific ways these youth possess or can develop skills to adapt to, resist, and/or transform the harmful effects from exposure to these influences. The purpose of this session is to share an ecological theoretical and methodological framework for working with marginalized urban youth that breaks boundaries both between disciplines and between researcher and researched, as well as gives an example of how this framework is being/will be used with formerly incarcerated youth of color for my dissertation project. The theoretical side incorporates aspects of public health/social epi, trauma research in neurobiology and epigenetics, critical psychology and sociology, and critical youth studies in education. The methodological framework utilizes liberatory participatory action research as a pedagogical intervention to facilitate youth recognition of systems of oppression and its potential effects (especially trauma), as well as ways youth do/can protect themselves, heal from these effects, and work towards the eradication of systems of oppression. My hope for this session is to elicit further discussion on ways in which both outsider and insider researchers can better serve as allies to the communities they work with.

**Keywords:** YPAR, decolonial, justice-involved youth, ecological framework, urban marginalization

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**Using Community Partnerships to Teach Social Justice**

Jill K. Mount, PhD, RN, Western Washington University

**Abstract:** Purpose: To describe nursing students’ social justice work with community partnerships to provide learning opportunities and improve community health. Rationale/Background: The nursing program at Western Washington University is housed in the college of education, whose vision is to “foster community relationships of learning.” The nursing program’s mission is “to promote healthy communities and safe, quality healthcare for all.” A group of local nursing leaders developed the social justice class to meet community needs. Best Practice: Social Justice and Healthcare is taught using community partnerships to provide students with a social justice lens. Outcomes Achieved: Students learn the relevance of social justice to improve health outcomes. Quantitative student course evaluations using a Likert Scale (1-5) were 4.6 (very good). In qualitative evaluations, students said they would refer patients to the local social justice...
agencies and several students volunteered for the agencies after class ended. Conclusion: Nursing students must learn about social justice by actively engaging in community work. Future research will assess how students working with community partners learn best and how they can most effectively work with the agencies to improve the community’s health. A community designed social justice course which engages students in social justice work involves breaking boundaries.

**Keywords:** social justice, nursing students, community partnerships
The Mending Wall
Gary Carpenter, MFA, University of Washington Bothell

Abstract: BISIA 483 fully integrates prisoners and university students in a course exploring socially engaged art practices with the goal of increasing the pedagogical and experiential learning through a variety of artistic mediums and processes. Taught weekly within the prison, this 400 level course contextualizes contemporary socially engaged and participatory arts practices focusing on the potential of these fields to spark meaningful conversation and to elicit social transformation. Readings, class discussions and an ongoing journal assignment raise individual connection to, and class awareness of the potential of these art forms to create social change and students explore a breadth of current social issues through research and the creation of group public art proposals. The midterm project from this course asks students to explore personal or social barriers and boundaries through a public art proposal. We begin with an in-depth reading of the Mending Wall by Robert Frost as a means of exploring barriers and boundaries, why they exist, if they need to and who benefits from them. Throughout the creation of their individual projects, they are engaged in group discussions, debates and short term activities designed to deepen their explorations. The goal of this session would be to begin a dialogue surrounding the implementation, outcome and lessons learned through these types of projects and how to utilize that information in future projects.

Keywords: marginalized communities, collaboration, personal and social barriers and boundaries

Challenges in Catalyzing Community Work
Christian Anderson, Ph.D. & Lauren Berliner, Ph.D., University of Washington Bothell

Abstract: We are participants in a project called The Lake City Collaboratory where we are working with an interdisciplinary team to develop a series of community-engaged and participatory research and teaching projects within a delimited local space—a kind of community-embedded hub—in north Seattle. We are eager to convene other researchers who are in the early stages of similar kinds of community based projects and to exchange perspectives, best practices, strategies, and approaches to roadblocks. We would like to stage a conversation exploring the following questions: (1) How do we do "community work" when the absence of a preconstituted community is one of the conditions we are trying to address through our project? (2) How do we determine an ideal timeline for project roll-out? (3) How do we successfully engage community and university stakeholders early on in the process of project initiation? (4) When and how is it appropriate to conduct assessment, particularly when considering the partnerships/stakeholder relationships are still emerging? (5) What are some ways to document process and progress that are legible to both community and university stakeholders?

Keywords: New community-based research, assessment, strategies, stakeholders, legibility
**Considering multiple lenses when developing conceptual frameworks: A discussion of theoretical linkages between community psychology and other disciplines**

Kate Sackett, Portland State University

**Abstract:** Although interdisciplinary research has the potential to inform, challenge, and develop theory and practice in community psychology, it can be difficult to navigate multiple disciplines when conducting community-based evaluations. This roundtable discussion will focus on the process of developing conceptual frameworks through finding linkages between community psychology and other fields, using an example of a domestic violence survivor impact panel evaluation informed by community psychology and restorative justice theories. Bridges between community psychology and restorative justice include a common focus on harms, needs, and roles of individuals, goals of increasing engagement and empowerment especially of those who have been disempowered, and an attention to the interdependence and responsibilities of communities (Kelly, 1968; Rappaport, 1981; Zehr, 2002). This discussion will explore participants’ experiences with using multiple theoretical lenses to inform research, the benefits and challenges of interdisciplinary research, and how these efforts can be most successful.

**Keywords:** community psychology, restorative justice, interdisciplinary research, empowerment, interdependence

**Undocu Advocacy for Social Change**

Alejandra Perez, senior student and Social Justice Organizer in Student Engagement & Activities; Leah Shelton, M.A., Assistant Director in Student Engagement & Activities, University of Washington Bothell

**Abstract:** This workshop will focus on specific practices, attitudes, and strategies for mindfully and powerfully supporting undocumented students in higher education, which impacts change in and across our communities. Through different modes and modules, you will learn interactively about the history of undocumented students and the leadership of their movement; relevant events and legislation on federal and regional levels; how to create and hold safe spaces on campus; how to provide appropriate support in and out of the classroom; and how to be an advocate for all students inclusive of immigration status. Facilitated intentionally by University of Washington Bothell staff and students.

**Keywords:** Undocumented, advocacy, activism, allyship, equity, social justice

**North Creek Events Center**

Film Screening: **MIND ZONE**

Jan Haaken, Ph.D. & Eric Mankowski, Ph.D., Portland State University

**Abstract:** What role does mental health play during combat? How do mental health professionals reconcile conflicting roles as both soldier and healer? What techniques do they employ? Mind Zone addresses these essential questions as the film follows an Army Stress Control unit through deployment to Afghanistan. The film presents a thought-provoking and provocative look at the emotional costs of war, and the
ethical dilemmas clinicians face in attempting to minimize those costs. Director Jan Haaken will be present along with Eric Mankowski to discuss the film and the role of this medium in community psychology.

AFTERNOON SESSIONS II 3:25 – 4:25

Effective data visualization with a community partner
Katy Cook, Ph.D.; Heidi Hannah, UWB undergraduate student; John Hosea, UWB alumnus, University of Washington Bothell

Abstract: Data visualization makes it possible for people to take in large quantities of data and spot trends, patterns, and comparisons. A thoughtfully-designed visualization makes this effortless for the audience. In this session, we will explore effective practices of data visualization with a community partner, using a case example of a student project about breastfeeding rates for a non-profit organization, WithinReach. Our community partner started the project with this statement: “Initiation rates are high, duration rates are low, especially in communities of color.” This makes perfect sense to an expert on breastfeeding and infant health, though it may not be clear to a non-expert. What is initiation? How long is the duration? High and low compared to what? Which communities of color? A University of Washington Bothell undergraduate data visualization class took this initial statement and developed visualizations to answer the questions. They also addressed other socio-demographic, economic, and healthcare factors. Students will present samples of their work to highlight best practices in data visualization with a community partner.

Intended outcomes: understand how visualizations tell a story based on data, including how to quantify and visualize boundaries; identify resources for finding data; compare visualization techniques; and anticipate likely pain points in a data visualization project.

Keywords: Data, visualization, breastfeeding, community based learning

Predictors of Civic Engagement in Community Organizing
Ryan Schooley, M.Ed Candidate, Vanderbilt University

Abstract: Community organizing is a participatory process in which individuals affected by social issues acquiesce and then exert power through collective action. This process is dynamic, aims to affect change at the local level, and requires engagement from community members. This presentation concerns a study I conducted that aimed to explore which factors are significant predictors of civic engagement within a faith-based community organizing initiative. Three areas of potential predictors were analyzed for volunteers with the People Improving Communities through Organizing (PICO) Let My People Vote initiative: demographics, empowerment, and organizational satisfaction. This study utilized survey data to examine relevant subscales within these three areas. By understanding the factors that lead to greater civic engagement, community organizers may be able to create conditions that lead to more sustained engagement and more long-term participants, thus increasing their power to create change. This work resonates with the conference theme because community organizing has historically been one of the most successful strategies utilized to create change at the local level. Also, because community organizing seeks to create change in local sociopolitical processes, understanding the predictors of civic
engagement in this context can directly influence how practitioners attempt to break boundaries and barriers that curtail citizen action.

**Keywords:** Community Organizing, Civic Engagement

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**Sense of Community in Academia: A Mixed Methods Analysis**
Camilla Cummings and Greg Townley, PhD, Portland State University

**Abstract:** College enrollment in the United States is higher than ever before in its history. However, there is a strong delineation between students who know how to use education as a tool and students who do not. The study aimed to understand the significance of student sense of community in relation to predictors of academic/career success. This cross-sectional study used quantitative and qualitative measures to examine these relationships in 210 undergraduate students. Sense of community, mentorship, university experiences, social intelligence, and demographic variables were analyzed using bivariate correlations, multiple linear regression and t-tests. Results suggest that sense of community, mentorship, university experiences and social intelligence are important for academic/career success. Further, results highlight a difference in sense of community between transfer students and non-transfer students. Pushing the boundaries of social justice in higher education means critically examining who is able to be successful in school and why. This research aimed to better understand what makes students successful and to add to the literature ways in which we can carve out a space that is equitable for all students. These findings have ramifications throughout the fields of education and psychology because if we know what comprises the ability to use education as a tool, we can help others use this tool wisely to meet both professional and personal goals.

**Keywords:** Community Psychology, Social Psychology, Education

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**Social Gender Constructs in Sexual Assault Education Programs: An Examination for Change**
Monique Lemmons, B.A., Post-Baccalaureate Student, and Eylin Palamaro-Munsell, Ph.D. Arizona State University

**Abstract:** Not My Campus is a sexual assault educational program designed to be included as part of the student orientation process. This program emphasizes masculinity constructs and power roles. The program extends the focus beyond traditional awareness programs aimed solely at female students, and is designed to include both female and male students. For the purposes of this conference, we will utilize a roundtable discussion format to expand on the ideas presented in the Not My Campus curriculum focusing the conversation on hegemonic masculinity and patriarchy’s role in reinforcing rape culture. Discussions will highlight not only the culture on college campuses, but how these ideas are reflected in the common sexual assault curricula. Through discussion we aim to examine social constructs of
gender and effects of these constructs on sexual assault educational models. We intend to seek ways to break the barriers of ineffective educational models, redefining how sexual assault education programs are taught.

Keywords: masculinity, patriarchy, sexual assault, educational models
Roundtable Discussion on Improving the Lives of Farmworkers

Megan Dunn, Program Director, Northwest Center for Alternatives to Pesticides (Session Chair)

Daniel Ford, Attorney, Columbia Legal Services; Paul Benz, Faith Action Network; Teresa Mosqueda, Political & Strategic Campaign Director, WA State Labor Council, AFL-CIO; Ellicott Dandy, Economic & Environmental Justice Advocacy Manager, OneAmerica

Abstract: A roundtable discussion with members of the Farmworker Coalition: This is a coalition working together to advance policy in Washington State to improve the lives of farmworkers. The coalition is made up of a unique collaboration of social justice, labor, legal and environmental organizations including: WA State Labor Council, OneAmerica, Columbia Legal Services, Faith Action Center and Northwest Center for Alternatives to Pesticides. The intended outcome of this discussion is to promote social justice collaboration by describing how the coalition was formed and has grown and how we have used the common goal of worker health and protection to advance new policy in Washington State. Coalition members are working together to pass new ‘good neighbor’ requirements for growers to reduce worker exposure to pesticide drift, and promote education to reduce pesticide health impacts. Further policy solutions would establish improved tracking of pesticide use. Coalition members will be prepared to provide background and historical information and share individual expertise. This matches the conference theme of breaking boundaries as it illustrates how a diverse coalition with common goals can work together to expand resources and expertise for community based social justice work, and how underlying racism, cultural differences and social barriers impact efforts to influence policy.

Keywords: farmworkers, coalition, roundtable, pesticides, social justice, environmental justice

Stories of "Foreign Brides" and Their Interracial/Intercultural Marriages in the Greater Seattle Area

Nancy Li Will, University of Washington, College of Education, Multicultural Education Doctoral Program

Abstract: There are more and more interracial/intercultural marriages in the world than ever before. With the U.S. immigration policies on marital green cards being more relaxed, there are increasing numbers of foreign brides coming from their home countries and marrying into U.S. families. These "foreign brides" have dreamed about their American lives and had expectations of their interracial/intercultural marriages. However, they realized that the fairy tale of their American dream has to face reality, which could be very critical and painful. Racial discourse, sexual representation, gender inequality, identity negotiation and cultural differences have great impact on the conflicts and challenges of these marriages. This research utilizes interview as a qualitative research methodology focusing on the “foreign brides” in the greater Seattle area. The oral history of these "foreign brides" narrates what they have experienced and reveals their pain and tears. This research intends to discover social issues that are behind the stories of this
particular group of venerable “minority” females and explore possible support for them via different community resources in the greater Seattle area.

**Keywords:** Conflicts, challenges, racial discourse, sexual representation, identity negotiation, interracial/intercultural marriages
Community-Based Learning and Research Faculty Fellows Poster Showcase
Kara Adams, Office of Community-Based Learning and Research,
Gary Carpenter, MFA., School of Interdisciplinary Arts and Sciences,
Deborah Hathaway, MFA, School of Interdisciplinary Arts & Sciences,
Jody Early, Ph.D., School of Nursing and Health Studies,
Julie Shayne, Ph.D., School of Interdisciplinary Arts and Sciences,
University of Washington Bothell

Asexuality: Sexual Identity and Associated Factors
Alice Beckett and Eylin Palamaro-Munsell, Ph.D.
Arizona State University--Lake Havasu

Holistic Healing through Movement for PTSD and Sexual Trauma
Amber Bennick, Ashleigh Lamken, & Lauren F. Lichty, Ph.D.
University of Washington Bothell

Domestic Animals as Community Members: Social Justice in Animal Rights and Animal Roles in Social Change
Bonnie Johnson, University of Washington Bothell

Community Perspectives Regarding Health Concerns of Fairbanks North Star Borough: An Ecological Analysis
Marie Skanis & Inna Rivkin, Ph.D.
University of Alaska Fairbanks

Community Research and Action West Regional Planning Meeting
(All are invited!)
North Creek Events Center 5:45 – 6:15

SOCIAL HOUR(S)
7:00 - 9:00
Three Lion’s Pub
10111 Main St. Bothell, WA 98011
Phone: 425.398.0111
Website: http://www.thethreelionspub.com/#!location/c2q4
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Regina Langhout, SCRA Regional Coordinator, University of California, Santa Cruz
KEY LOCATIONS

North Creek Events Center

“Founders Hall” or UW1
Rooms UW1-041 and UW1-051 on Lower Level (or Promenade Level)

“Commons Hall” or UW2
Room UW2-131 on First Floor (actually a floor up from Ground or LL level)
Room UW2-240 on Second Floor (actually two floors up from ground or LL level)