CRA-W 2019

12th Annual Community Research and Action in the West Conference

October 25, 2019

Portland State University

PSU Native American Student and Community Center

Bridges not Walls: Connecting Communities through Research and Action
# Table of Contents

- 2019 Planning Committee Members ................................................. 3
- Contributing Institutions .................................................................. 3
- Conference Hosts and Co-Sponsors .................................................. 3
- Conference Agenda .......................................................................... 4
- Session Schedule ............................................................................ 5
- Symposium Presentations .................................................................. 7
- Poster Presentations .......................................................................... 21
- Acknowledgments ............................................................................ 27
2019 Planning Committee Members

Judith Zatkin, Kate Sackett, Rachel Terry, Jason Kyler-Zano, Julia Dancis, Miranda Sitney, Aliza Lipman, Holly Brott, Emily Leickly, Emma O’Connor, Katricia Stewart, Nick Glover, Michelle Myers, Eric Mankowski, Greg Townley, Amie Thurber, Karlyn Adams-Wiggins, Cindy Truong, Toni Brooks, Pista Szabo

Contributing Institutions

Africa Mental Health Research and Training Foundation
California State University, CA
Fuller Theological Seminary, CA
Georgia State University, GA
Humboldt State University, CA
Oregon Health and Science University, OR
Oregon State University – Cascades, OR
Morehouse College, GA
Northern Arizona University, AZ
Pacifica Graduate Institute, OR
Pacific University
Portland State University Graduate Student Union
RACE TALKS
TRACEs
University of Louisiana at Lafayette, LA
University of Washington – Bothell, WA
University of Washington – Tacoma, WA
Western Washington University, WA

Conference Hosts and Co-Sponsors

Portland State University
Portland State University Native American Student and Community Center
Society for Community Research and Action (SCRA)
**Conference Agenda**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>8:00 – 8:30am</td>
<td>Registration</td>
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<td>8:30 - 8:45am</td>
<td>Welcome</td>
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<td>8:45 - 9:45am</td>
<td>Keynote</td>
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<td>9:45 – 10:00am</td>
<td>Break</td>
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<td>10:00 - 11:15am</td>
<td>Session 1</td>
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<td>11:30 – 12:45pm</td>
<td>Session 2</td>
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<td>12:45 – 1:45pm</td>
<td>Lunch/Poster Session</td>
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<td>1:45 – 2:00pm</td>
<td>Break</td>
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<td>2:00 – 3:15pm</td>
<td>Session 3</td>
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<td>3:15 – 3:30pm</td>
<td>Break</td>
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<td>3:30 – 4:45pm</td>
<td>Session 4</td>
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<td>5:00- 5:30</td>
<td>Closing remarks/ Wrap-up</td>
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<td>6:00pm</td>
<td>Informal Dinner (Anchoi, 635 SW College St. Sign up at registration table)</td>
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# Session Schedule

## Session 1

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<tr>
<th>Room 1 (180)</th>
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<tbody>
<tr>
<td><strong>Community-Driven Research Symposium</strong></td>
<td><strong>Family and Wellbeing Symposium</strong></td>
<td><strong>Race Talks Presentation</strong></td>
<td><strong>Action Research for Immigrant Communities and Communities of Color Round Table Discussion and Presentation</strong></td>
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<tr>
<td>1. Bridges to housing: Addressing homelessness through university-community research collaborations</td>
<td>1. Promoting child well-being through partnerships: Stakeholder input to inform cultural adaptations of a parenting program</td>
<td>Before We Move In, Tell Me Your Name: Approaching the Discussion of Race Through Community and Relationship Building</td>
<td>1. Creating Change in Schools with Somali Parents Using Participatory Action Research in Portland, OR</td>
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<tr>
<td><strong>Compassionate Listening</strong></td>
<td><strong>Decolonizing Psychology Symposium</strong></td>
<td><strong>Impact of Undergraduate Community Psychology Symposium</strong></td>
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<td>Compassionate Listening: Bridging Divides in the Trump-Era</td>
<td>1. Reflections of a PhD Inaugural Seminar on Decolonizing and Indigenizing Research and Practice: We are Ocean,</td>
<td>1. Empowerment and Social Inequality: The Impact of Community Psychology Course Content on Undergraduate Students</td>
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## Session 3

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<tr>
<td><strong>Grad School Roundtable</strong></td>
<td><strong>Sexuality and Sexual Violence Symposium</strong></td>
<td><strong>Student Activism Symposium</strong></td>
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<td>#Gradlife secrets revealed: What we wish we knew, how to get here, and what it's like when you do</td>
<td>1. Campus Sexual Violence and Asian American Students</td>
<td>1. Becoming Active; Exploring Pathways from Critical Reflection to Critical Action in College Students</td>
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<td>Session 4</td>
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<td>Beyond Objectivity Round Table</td>
<td>Beyond Objectivity: Toward Passionate Engagement: Teaching Community Psychology Research Methods</td>
<td>Context and Community Psychology</td>
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<td>Room 1 (180)</td>
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<td>Beyond Objectivity: Toward Passionate Engagement: Teaching Community Psychology Research Methods</td>
<td>Context, Contextualism, and Embedded Knowledge in Community Psychology</td>
<td>Race Symposium</td>
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<td>1. Community Psychology and Social Justice</td>
<td>2. &quot;You flew here; I grew here&quot;: Motivations and Early Experiences of Residents Returning to a Gentrifying Neighborhood</td>
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<td>2. &quot;This is what you look like in a Human Sexuality textbook&quot;: Engaging BDSM voices</td>
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<td>2. Longitudinal and Mixed-method Analysis of Development Pathways for Critical Consciousness in College Student</td>
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<td>3. Student, Faculty, Staff Organizing against the Militarization of University Police</td>
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Symposium Presentations

Session 1: 10 - 11:15, Room 180: Community-Driven and Research Symposium

Title: Bridges to housing: Addressing homelessness through university-community research collaborations

Authors: Greg Townley, Holly Brott, Lauren Everett, Emily Leickly, Sarah Mercurio, Wendy Nuttelman, Marta Petteni, Katricia Stewart, Marisa Zapata, Portland State University, Homelessness Research & Action Collaborative

Abstract: Homelessness is particularly salient in Portland, Oregon, as it is in many West Coast cities, as rising costs of living and reduced state and federal funding for housing and health services create a uniquely complex homelessness crisis. Long-standing effects of bias in educational, housing, and criminal justice systems amplify those impacts for communities of color and other marginalized groups. In line with its motto, “Let Knowledge Serve the City,” Portland State University announced the creation of a new research center, the Homelessness Research & Action Collaborative (HRAC), focused on addressing the challenges of homelessness in Portland, the west coast, and beyond. HRAC works to support unhoused people while also crafting long-term solutions focused on the prevention of homelessness. HRAC brings together the expertise and skills of faculty, staff, and students from a range of disciplines and will collaborate with people experiencing homelessness, advocates, service providers, city and county policymakers, and other stakeholders. This session will describe the development, scope, and purpose of HRAC and highlight work conducted by students, faculty, and community partners during our 2019 Summer Research Institute on Homelessness. Projects to be discussed include 1) an evaluation of a tiny home village for women transitioning out of homelessness; 2) a grassroots initiative aimed at working with unhoused individuals to inform the development of a non-police first response system for emergency calls involving individuals experiencing homelessness; 3) a survey of housing and food insecurity among students and employees at PSU; and 4) applied linguistics research examining community attitudes about homelessness. We will also present posters of research pertaining to waste and hygiene needs of unhoused individuals and alternative shelter approaches. Finally, we look forward to engaging attendees in a discussion about collaborative university-community efforts to address homelessness and housing insecurity in their own communities.

Title: Navigating tensions and possibilities of community organizing driven research

Authors: Hailey Woods, Portland State University, Marih Alyn-Claire, SE Renters in Action, Amie Thurber, Lisa Bates, Portland State University, Pam Phan, Community Alliance of Tenants

Abstract: Systematic inquiry engaged with, rather than about or for a particular population, is often lauded as a best practice. While such approaches to inquiry can build important bridges between academic institutions and broader communities, insufficient attention is given to the
tensions in roles, goals, timelines, and resources between and among partners. In this roundtable, members of a research collective reflect on their experiences navigating these tensions through the course of an action research project related to the needs of low-income renters living in the Lents neighborhood of Portland, OR. This project emerged from concern that even with new local and state renter protections, the most vulnerable residents often remain precariously housed. In 2019, a team of community organizers, academic researchers, graduate students, and other volunteers, door-knocked on over 500 doors, collecting over 100 surveys that give voice to the experiences of renters in the Lents neighborhood. Now in the analysis and dissemination phase, the collective aims to leverage the data and organizing to achieve greater renter protections. While in many ways a success, the collective also navigated tensions throughout the process: How do we democratize data collection and involve volunteers while ensuring research integrity? How do we appropriately scale and pace an (unfunded) project given member’s competing demands? How do we adequately orientate, train, and utilize canvassers of varied age groups and abilities while keeping pace with project goals? How do we balance time at the door extracting data with time organizing renters and connecting them with resources? What data management systems are needed to meet our various needs, and who gets what data? In this session, members will reflect on their roles and expectations, as well as the areas of difficulty and reward in working together with reflections that are expected to have relevance to other community-engaged research projects.

Session 1: 10 - 11:15, Room 170: Family and Wellbeing Symposium

Title: Promoting child wellbeing through partnerships: Stakeholder input to inform cultural adaptations of a parenting program

Authors: Jenelle Shanley, Pacific University, Lisa Armistead, Georgia State University, David Ndetei, Africa Mental Health Research and Training Foundation, Martha Ishiekwene, Georgia State University, Victoria Mutiso, Christine Musyimi, African Mental Health Research and Training Foundation

Abstract: Child maltreatment is a global public health problem. Broad implementation of evidence-based parenting programs to address maltreatment is arduous, requiring significant cultural tailoring and understanding of infrastructures (e.g., policies, funding, service agencies) necessary for sustainability. Our collaborative implementation project involves a partnership among a Kenyan research organization, two US-based universities, and a Kenyan Stakeholder Task Force, consisting of policy makers/government officials, village elders, religious leaders, early childhood specialists, medical personnel, academic institutions, and parents with young children. To initiate this project, we conducted focus groups and interviews with 90 stakeholders to understand cultural, familial, systemic, and historical issues relevant to adapting a parent support program. Also, 21 stakeholders completed the WHO Readiness Assessment for the Prevention of Child Maltreatment. Several ‘resource’ themes emerged from the data, highlighting key advantages and challenges to adapting a program for Kenya. ‘Resource’ subthemes included availability of community resources, sources of advice and support for families, and recommendations for parenting programs. Eighty-one percent of WHO survey
respondents reported that the Kenyan government is responsible for prevention and has policies related to this; however, half of responders see maltreatment prevention as a low priority in Kenya with unknown dedicated funds from the Department of Ministry. A key result for our project was over half of responders felt Kenyan citizens are moderately able to “get things done through joint efforts,” reinforcing the stakeholder task force aspect of this project. These themes have several implications for culturally adapting the parenting program for a new context. The Kenyan Stakeholder Task Force met recently to discuss these results, which laid the foundation for the adaptation discussions. We will present the qualitative ‘resource’ themes, WHO survey results and stakeholder discussion, as well as discuss the future directions of this project—building sustainability through strong local research and community partnerships.

Title: Nurturing Resilience among Children and Youth in Foster Care: A Collective Impact Approach

Authors: Brianne Kothari, Jamie Jaramillo, Shannon Lipscomb, Oregon State University, Katie McClure, TRACEs, United Way

Abstract: Developing resilient communities holds promise to mitigate challenges of adverse experiences and conditions. Yet, evidence to guide this work is limited (Matlin et al., 2019). Processes need to be articulated, so that they can be replicated by other communities (Ellis & Dietz, 2017). Collective impact approaches that address complex and interwoven adversities may be particularly useful in producing systems-level change (Lynn et al., 2018). TRACEs (Trauma, Resilience and Adverse Childhood Experiences; http://tracesco.org/) is a region-wide collective impact initiative in Central Oregon with a taskforce dedicated to nurturing resilience among Youth and Children in and at-risk for Foster Care (YCFC). The YCFC taskforce has a common agenda, shared measurement, mutually reinforcing activities, continuous communication and backbone support (Kania & Kramer, 2013). Recently this taskforce set in motion a portfolio of strategic efforts (advocacy, mentoring, skill-building, culturally responsive care, etc.) across agencies; using a collective decision-making process, adjustments were made to individual projects to advance common goals. The taskforce developed a theory of change and an evaluation plan. This paper will discuss the history and current activities of this taskforce, data elements, and the innovation that has emerged as partners collaborate to address a complex problem and build strengths for children and families.

Title: Expanding the criteria for farmworker advocacy evaluation in the global-local context.

Authors: Renate Funke, Pacifica Graduate Institute

Abstract: A case of an advocacy initiative, undertaken with and on behalf of farmworkers in two adjacent counties on California’s Central Coast, is presented from a variety of angles demonstrating how a transdisciplinary approach can expand the criteria for advocacy evaluation. Accounting for the sociopolitical complexity of issues around inclusion and exclusion in the transborder context of agriculture at the intersection between global North and South, the study revealed residents grappling with a maze of regional, statewide, and federal policies in a system that profits from the “illegality” of immigrant workers and bears the marks of what thinkers from
the colonial periphery call coloniality. The broad-based grassroots activism spearheaded by the Central Coast Alliance United for a Sustainable Economy (CAUSE) called for investigative journalism and critical ethnography to probe into the life-world and discourse of multiple players, examined with archival and interactive data. The heterogeneity of the area’s largely Mexican farm labor, notably the subpopulation of recently arrived, Indigenous immigrants from Oaxaca, was highlighted in its cohesive traditions, challenges in the diaspora, and the social energy it brought to the initiative. The additional depth psychological lens facilitated the search for the root causes in the observed public’s disregard for the land and disdain for the people working on it while decolonial notions of conscientization and empowerment, born from centuries of struggle, contributed a degree of epistemic equity, allowing for a dual focus on oppressed and oppressors. Theories and practices from community psychology helped elucidate the holistic nature of the initiative and its impact at the micro-meso-macro level, observed over a three-year window.

Session 1: 10 - 11:15, Room 110: Race Talks

Title: Before We Move In, Tell Me Your Name: Approaching the Discussion of Race Through Community and Relationship Building

Authors: Shaina Pomerantz, Donna Maxey, RACE TALKS, Stephanie Lam, Carlos Covarrubias, RACE TALKS, Steven Mitchell

Abstract: There is much difficulty in addressing racism from within academia, given the reality that academic institutions are overwhelmingly white-dominant. So, how does one talk about race in the absence of people of color? RACE TALKS--Uniting to Break the Chains of Racism, is a Portland, Oregon-based community dialogue group that has been hosting monthly dialogue forums since 2011. This unique forum affords complete strangers an opportunity to connect intimately, by engaging in meaningful conversations about race. Portland faces a similar problem to academia--it is a white-dominant city. RACE TALKS affirms that you cannot engage in a meaningful discussion about race with another party without first establishing some foundation of connection and trust. The first step to having an open dialogue about race is to have the courage to talk about race and admit, “I don’t know what I don’t know” (Singleton, 2015). “Having courageous conversations serves as a strategy for deinstitutionalizing racism” (Singleton, 2015, p.26). Establishing an initial relationship is essential to engaging in race dialogue, be it within the community you work or live. Intergroup dialogue can influence higher understanding between diverse perspectives, generate public engagement, and create a space for constructive conflict. Here, participants will build confidence to establish commonality as a strategy to cultivate foundational relationships, practice interruptions, and utilize micro/macro-aggressions as an opportunity to build relationships. These engaging and interactive activities will positively benefit ALL participants through thoughtful reflection, sincere dialogue, a commitment to mutual respect, and building community among diverse groups.
Session 1: 10:00 - 11:15, Room 150: Action Research for Immigrant Communities and Communities of Color Round Table Discussion and Presentation

Title: Creating Change in Schools With Somali Parents Using Participatory Action Research in Portland, OR

Authors: Shelly Stratton, Center for African Immigrant and Refugees Organization, Abdisalan Muse, Center for African Immigrant and Refugees Organization, Soad Abdi, Portland State University, Sue Feldman, Lewis and Clark College

Abstract: The Center for African Immigrant and Refugees Organization (CAIRO) is a Somali led community organization, committed to strengthening the capacity of African immigrant parents to advocate for improved educational opportunities for their children. The organization was founded in response to a study conducted by the Somali Education Task Force (SETF, 2016). This study gave Somali parents an opportunity to explore their experience of Portland public schools, while also looking at district data that revealed alarming disparities between Somali students and their White peers. CAIRO staff and parents will present the organizations renewed efforts to facilitate a long-term participatory action research (PAR) project with Somali immigrant parents in Portland, OR. Using a Freirean approach, we have begun this work by engaging a small group of parent leaders in efforts to discern patterns of oppression or negligence on the part of schools; to share and identify needed resources; and to discover gaps in understanding due to immigration and language. Parents are strengthening their capacity to identify challenges, but to also identify opportunities to take action that will create change in the schools. They are also strengthening their capacity to understand unfamiliar educational and cultural contexts while also recognized their extraordinary cultural wealth.

Title: Research Justice: A racial justice approach to data

Authors: Shweta Moorthy, Coalition of Communities of Color

Abstract: This session presents research findings and calls to action by communities of color living in Washington County described in the Coalition of Communities of Color's (CCC) Leading With Race: Research Justice in Washington County report. Racism is the underlying condition of our lived experiences. However, mainstream research practices into how racism impacts and marginalizes communities and how to achieve equity are often exploitative and unjust. Communities are not given much space to lead research that is about them. How do communities experience housing instability? How do communities use parks and recreation? How are we impacted by climate change? These experiences are continuously dismissed as anecdotal, while at the same time, policy practitioners remain puzzled about why policies are not having the desired equity impact. This session will present a vision and implementation of research justice in Washington County that is based on the premise that research practices intended to produce knowledge of lived experiences of communities of color should be just and equitable to achieve the racial equity we seek in the region.
Session 2: 11:30 - 12:45, Room 180: Compassionate Listening

Title: Compassionate Listening: Bridging Divides in the Trump-Era

Authors: Jonathan Rudow, Pacifica Graduate Institute

Abstract: The Compassionate Listening Project operates with the understanding that “an enemy is one whose story we have not heard” (Knudsen Hoffman, 2003, p. 5). With this in mind, the process of Compassionate Listening (CL) has been applied to many instances of historical trauma and violence (e.g., between Israelis and Palestinians), allowing stake holders’ stories and perspectives to be heard in order to evoke a transformative rather than an ameliorative outcome. CL’s core practices are: cultivating compassion, developing the “fair witness,” respecting self and others, listening with the heart, and speaking from the heart. In light of Trump-era politics, it is essential that we learn to listen and speak to one another from the heart; building bridges across racial, class, and political lines utilizing praxes that evoke non-defensive communication. I have utilized CL as a capacity-building approach in my doctoral interviews with other white people across class and political divides in order to discern how our experiences of being white in America differ, and how these varied experiences lend to the development of our particular values and affiliations. CL also acts as a praxis for mediating difficult conversations about race and privilege, creating a container for people of color’s experiences to be heard and acknowledged; and providing their white colleagues an opportunity to learn to listen more deeply, as well as to share their own experiences in a non-defensive way. In sharing this approach with colleagues in the field of Community Psychology, I would hope to instill some of the lessons I’ve taken from the practice and its capacity for developing empathy and understanding in participants’ relation to personally challenging material. Facilitating an instructional CL process would take approximately 60 minutes, working best as an Innovative Session.

Session 2: 11:30-12:45, Room 170: Decolonizing Psychology Symposium

Title: Reflections of a PhD Inaugural Seminar on Decolonizing and Indigenizing Research and Practice: We are Ocean

Authors: Alma Trinidad, Portland State University, Pacifica Graduate Institute

Abstract: I was invited by the PhD program in Community, Psychology, Liberation, Psychology, and Ecopsychology Specialization at Pacifica Graduate Institute to develop a course on Indigenous Methodologies. It aims were to decolonize, reclaim, and indigenize strategies and approaches to facilitate inquiries with, for, and by communities who have historically been minoritized. As an emerging scholar in community psychology, it is a hope that one can facilitate decolonizing and indigenizing processes in research. Building up from one’s previous courses, this course hopes to continue that journey/voyage to analyze oppressive forces, imagine deeper sense of healing, and create and implement intentional strategies to decolonize, reclaim, and indigenize. Using the metaphor of “voyaging” and “wayfinding” as we, collectively, embark in
navigating through the “land” and “ocean” of deep knowledge and intense observation of
ourselves and the sociopolitical economic context of the healing work we do, I encouraged
students to be present throughout. Since this stand alone course had its inaugural this past
spring/summer, the voyage together re-visited and re-examined my way of teaching, rejuvenated
healing spaces, and transformed each of us. As the instructor, I share my initial critical
reflections, lessons learned, and implications in research and practice.

Title: Pedagogical Practices of Resistance and Freedom

Authors: Sinead Young, Morehouse College

Abstract: The National Memorial for Peace and Justice opened to the public on April 2018, and
“is the nation’s first memorial dedicated to the legacy of enslaved black people, people terrorized
by lynching, African Americans humiliated by racial segregation and Jim Crow, and people of
color burdened with contemporary presumptions of guilt and police violence.” Six months later,
an group of seventy Morehouse College faculty, students, and staff visited the memorial. This trip
was preceded by several related lesson plans and a pre and post departure debriefing. The
purpose of this talk is to describe the pedagogical practices and outcomes used to prepare
students for this experience.

Session 2: 11:30 - 12:45, Room 110: Impact of Undergraduate Community Psychology
Symposium

Title: Empowerment and Social Inequality: The Impact of Community Psychology Course
Content on Undergraduate Students

Authors: Victoria DuCharme, Anissa Bello, Eylin Palamaro-Munsell, Northern Arizona
University, Lauren Lichty, University of Washington-Bothell,

Abstract: This project is a qualitative research study which seeks to understand the impact of an
undergraduate Community Psychology course on students from the University of Bothell (UW
Bothell). Analyses revealed that students cited two main themes as important to their learning,
social inequality in their college community and empowerment. This course encouraged students
to examine the personal and contextual impact of these concepts as well as put this knowledge
into practice. In this study, 43 essays were collected from UW Bothell students at the end of their
community psychology course in Spring 2017. Data were coded using grounded theory
methodologies by undergraduate researchers at Northern Arizona University. The larger project
investigated various aspects of the undergraduate experience. Results suggest that this
community psychology class effectively taught students the concepts of social equality and
empowerment and that students readily made connections to their own experience. Although
students reportedly had little exposure to community psychology related topics prior to the
course, salience of these subjects reflect a paradigm shift for those enrolled in the course.
Implication for teaching and learning will be explored.
Title: Reflections on the Undergraduate Experience at the Society for Community Research and Action Biennial Conference: A Qualitative Inquiry

Authors: Laura Barton, Spencer Fox, Northern Arizona University, Virginia Harness, Laurel Weiss, College of Idaho, Gabriella Cabrera, Northern Arizona University, Stephanie Hamilton-Rubio, College of Idaho

Abstract: We present the results of a qualitative study that focused on the experiences of six undergraduate students who attended and presented at the 2019 Society for Community Research and Action (SCRA) 17th Biennial Conference in Chicago, Illinois. This session is a collaboration between undergraduate students from Northern Arizona University and the College of Idaho. Students developed an interview protocol, which focused on subjects such as conference impact, learning experiences, reactions from other attendees, and challenges faced during and before the conference. Students acted as both researcher and participant. Working in pairs, with one student from each institution, students took turns interviewing one another. Data was coded and analyzed using grounded theory methodologies. The results of this collaboration will be presented with the goal of raising awareness and understanding of experiences at the biennial from an undergraduate point of view. Utilizing study results as a starting point, student researchers will lead session participants in a conversation centered on how SCRA can improve future conferences to better incorporate and meet the needs of undergraduate attendees.

Session 3: 2:00-3:15, Room 180: Graduate School

Title: #Gradlife secrets revealed: What we wish we knew, how to get here, and what it’s like when you do

Authors: Mayra Chavez, California State University – Sacramento, Holly Brott, Michelle Myers, Portland State University, Erin Ellison, California State University – Sacramento

Abstract: Increasingly, graduate school is a desirable path for career advancement. For those of us who are first generation students, from an historically underrepresented group, and/or from economically insecure families, understanding graduate school, why to it, how to position yourself for a successful application process, and how to prepare yourself for what comes next, are often challenging questions to answer. In order to make visible and accessible the often invisible and inaccessible curriculum of preparation for graduate school, we share our stories of applying and becoming graduate students in the field of Community Psychology. In this interactive roundtable discussion, three graduate students will discuss everything we wish we knew before applying to graduate school, including: types of programs, tips for preparation before the application process, how to apply, and how to manage life as a graduate student. Tips we will cover include building relationships before submitting applications, persistence and resilience in the application process, preparing for the time commitment of graduate studies, and avoiding academic burnout, among other topics. We are three graduate students in community-engaged programs. Holly Brott is a first year doctoral student at Portland State University, with a master’s in Psychological Science at CSU Chico. Mayra Chavez is a first-year master’s student at CSU Sacramento, with a B.S. in Human Development and minors in Psychology and Education.
from UC Davis. Mayra is also a first-generation college graduate. Michelle Myers is a second year doctoral student at PSU in the applied developmental psychology track. This session should be especially useful in the Western Region, where many of the students involved in Community Research and Action are undergraduates. The roundtable will also be useful for master’s level students looking to apply to PhD programs. Participants will be asked to share their questions and experiences for a lively and informative discussion.

**Session 3: 2:00-3:15, Room 170: Sexuality and Sexual Violence Symposium**

**Title:** Campus Sexual Violence and Asian American Students

**Authors:** Phuong Nguyen, California State University, Fullerton

**Abstract:** One in five women and one in 16 men are sexually assaulted while in college in the United States. Nationwide, in the 2014-2015 academic year, the prevalence of female college students experiencing sexual assault was 10.3%, and 1.4% for male college students. However, more than 90% of campus sexual assault cases are not reported to the authorities. Asian American women are the least likely to report sexual assault and rape incidents compared to other racial and ethnic groups in the United States. While there is a body of literature and research that focuses on sexual assault attitudes and rape misconceptions across different ethnicities, very few studies have addressed these issues within specific Asian American college student communities, including Vietnamese Americans. The current study examined how 159 Vietnamese American college students perceived sexual assault, rape survivors, rape myth acceptance, and bystander intervention. Results of the quantitative data analysis revealed that: (1) students who were lowly enculturated expressed greater victim support and were more rejecting of rape myths; and (2) level of enculturation did not influence perceived bystander interventions. Results of the qualitative data analysis revealed barriers (i.e., fear, confusion, minimization, embarrassment, and self-blame) and motivation (i.e., need for disclosing, uneasy feeling/trauma, and need for justice) to seek help among survivors. The results from this study may help to shape and create culturally sensitive prevention programs for Vietnamese American students. Limitations and suggestions for future research were discussed.

**Title:** "This is what you look like in a Human Sexuality textbook": Engaging BDSM voices

**Authors:** Benjamin Graham, Humboldt State University, Jess Fox, Lewis and Clark University, Miles Ruvalcaba, Tsolak Kirakosayan, Humboldt State University

**Abstract:** Increasingly, sex researchers have championed community psychology’s longstanding support for first-person, participatory approaches to representing marginalized identities within authoritative sources. This presentation shares the second set of findings from a three-phase participatory research project consisting of 1) a prior study of BDSM community member experience (Graham, et al., 2016); 2) a current qualitative analysis of how BDSM is represented in top-selling human sexuality textbooks; and 3) a subsequent participatory study involving community member appraisal of BDSM descriptions. Findings from Phase 1 will be briefly discussed, followed by Phase 2 results. Phase 3 will then be described, underscoring the
importance of involving community partners in all stages of research. To facilitate the critical study of representations of BDSM, a short activity will be used to illustrate the role that college textbooks play in either challenging or perpetuating marginalization. The data were derived from a two-part coding protocol involving inductive and deductive coding. A central finding was that descriptions typically fell short of exploring the role of organized communities. The presentation will conclude with a description of Phase 3. This study highlights the importance of engaging community voice in academia, and offers insights into doing so.

Session 3: 2:00-3:15, Room 110: Student Activism Symposium

Title: Becoming Active; Exploring Pathways from Critical Reflection to Critical Action in College Students

Authors: Sam Larsen, Rachel Hershberg, University of Washington – Tacoma

Abstract: Paolo Freire (1970) conceptualized critical consciousness (CC) as including critical reflection (CR), awareness of societal inequities, and critical action (CA), actions taken to change those inequities. Recently, youth development researchers have assessed CC in different groups and found that CR and CA are associated with one another. However, this scholarship has infrequently identified the mechanisms through which critically reflective people become engaged in critical actions (Diemer & Rapa, 2016). It is also unclear how these processes might occur in college students. Quantitative data from a three-wave longitudinal and mixed-method study of CC in college students (n = 141), at a diverse university in the Pacific Northwest, will be used to explore possible pathways from CR to CA. Two mediation models through which CR may predict CA, using Empathy and Social Justice Identity (SJI) as potential mediating variables, will be examined. Separate analyses of data from Waves 1 and 2 suggest that SJI and Empathy are both mediating variables in the relationship between CR and CA. These relationships will be assessed further here. Additionally, how CR and CA might be connected and promoted in college students, and implications for future research will be discussed.

Title: Longitudinal and Mixed-method Analysis of Development Pathways for Critical Consciousness in College Students

Authors: Rachel Hershberg Sam Larssen, University of Washington Tacoma, Autumn Diaz, University of Washington Seattle, Sophiya Boguk, University of Washington Tacoma, Sydney Meyers, and Seonwha Park

Abstract: Critical Consciousness (CC) is comprised of individuals’ awareness of societal inequalities (CR) and the actions they take to address those inequalities (CA). CC development is theorized to be an essential process to promote in college students; high levels of political efficacy and CC are associated with a greater intent to persist in college and higher well-being. Despite this importance, there is currently little longitudinal and mixed-method research on (a) how CC develops in college students, (b) how CC relates to well-being, and (c) how individual differences in students’ college experiences relate to their CC and well-being. We sought to
address these questions in a longitudinal and mixed-method study with 72 students at a diverse urban-serving university in the Pacific Northwest. In this paper, we describe quantitative sample-level findings regarding CC and well-being in our participants over three years and, using mixed-method data and case-based analyses, explore in-depth CC development and well-being in a subsample of 10 students. Specifically, we explore how these 10 participants’ socio-demographic backgrounds, identity development, and school-specific experiences relate to changes in CR, CA, and well-being over three years (as described in both their quantitative and qualitative responses). On average, students have higher CR in areas of inequality that they identify with more personally and, college influence on CC development occurs primarily through education in classroom environments. Implications for future research and actions regarding CC and well-being in college students will be discussed.

Title: Student/Faculty/Staff Organizing against the Militarization of University Police

Authors: Angeline Booth, Kameel al-Assad, Portland State University Student Union,

Abstract: The Portland State University Student Union has spent the last six years organizing within and without the university system towards the following goals: prevent the creation of an armed and deputized police force at Portland State University and to disarm said police force upon its creation. We will present an oral history of the movement to Disarm PSU, highlighting the research and advocacy conducted by students and faculty, the strategies and tactics pursued across our campus and city to actualize our goals, and the roles that the students, staff and faculty of our campus have participated in during this campaign. We will further discuss the history of student organizing and how it has informed this process, as well as the role of white supremacy and institutional racism to create the contemporary apartheid that allows for university police forces to murder colonized peoples in cold blood. The participation of all members of our community in the machine that gentrifies Portland, creates the next class of middle managers to oversee international and domestic exploitation, must be questioned when it directly leads to murder at our feet. We must unpack the internal colonization of Afrikans in Amerika. We must connect this reality with the executions the U.S. imperialist state is willing to unleash at the merest thought oppressed peoples may have achieved a balance of power through the barrel of a gun. We intend a Q & A session will allow us to combat the institutional narratives that have permitted these violent conditions.

Session 4: 3:30-4:45, Room 180: Beyond Objectivity Round Table

Title: Beyond Objectivity: Toward Passionate Engagement: Teaching Community Psychology Research Methods

Authors: Erin Rose Ellison, Juliana Karras Jean-Gilles, Jen Wallin-Ruschman, Christine Miles, and Charlie Collins

Abstract: In this roundtable, three instructors of methods courses, and one student, discuss the joys and challenges of teaching and learning methods that align with the questions, values, and
goals of Community Psychology. All facilitators engage with curricular research in Community Psychology. Juliana Karras-Jean Gilles is a Postdoctoral Scholar at UCLA and teaches Participatory Action Research Methods. Jen Wallin-Ruschman is an Assistant Professor at the College of Idaho and teaches Qualitative Senior Project, a capstone course. Erin Rose Ellison is an Assistant Professor at California State University, Sacramento and teaches Qualitative Research Methods in a project-based service-learning format. Christine Miles worked with a faculty advisor, as an undergraduate student, on community-based research with a women’s homeless advocacy organization.

We will discuss strategies for aligning our classes and community-engaged scholarship with Community Psychology, and for meeting students where they are. Using an open forum approach our roundtable will incorporate the insights of participants by asking them to share their experiences as instructors and/or students.

We will begin by considering how our courses can help dispel the myth of ‘objectivity’ in positivist traditions within psychological research by leveraging a community/participatory-oriented framework to demonstrate more ethical approaches to knowledge construction. Through our interactive discussion format, we will collectively consider strategies for how to help students grasp the power dynamics inherent to the research process. Woven throughout our conversation, we will center discussion of the ‘reality principle,’ wherein it is often challenging to engage in fully participatory research, particularly in undergraduate settings, but how it is possible to apply this lens in how we approach each phase of the research process and create spaces where we can elicit collaboration and community representation (e.g., Dodson et al., 2007). Finally, we will facilitate dialogue on the value of multi-method approaches, in part by discussing how quantitative approaches are not inherently antithetical to critical approaches to knowledge making (Sablen, 2019), and how we might infuse such forms of understanding into undergraduate curricula.

Session 4: 3:30-4:45, Room 170: Context and Community Psychology

Title: Context, Contextualism, and Embedded Knowledge in Community Psychology

Authors: William Hartmann, Eric Stewart, Jin-Kyu Jung, University of Washington – Bothell

Abstract: Attention to context has long been an organizing principle of community psychology (CP), however, common meanings of “context” in the field have shifted over time in response to evolving methodological trends in research and action. While several community psychologists have imagined context as core to knowledge production and elaborated contextualist epistemologies to guide CP toward generating knowledge embedded in local worlds with community partners, the ethnographically-engaged methodologies advocated for such purposes remain relatively uncommon in the field (e.g., narrative analysis, ethnography). More often, CP research has imagined context in terms of fixed features of a shared environment (e.g., school district) and guided CP toward generating general knowledge by embracing methodologies for more systematic operationalization and measurement of environmental features to account for their influence over presumed quasi-universal human processes (e.g., health). In this 60-minute interactive roundtable, participants will offer brief reflections on attending to context in CP,
share a lesson learned from their research producing embedded knowledge, and pose a talking point for further discussion among roundtable participants and audience members (25 minutes). Participant comments will be followed by discussion with audience members (35 minutes).

Session 4: 3:30-4:45, Room 110: Race Symposium

Title: Community Psychology and Social Justice

Authors: Brett Russell Coleman, Western Washington University, Charles Collins, University of Washington – Bothell, Courtney Bonam, University of California – Santa Cruz

Abstract: Community psychology expressly values social justice, necessitating critical attention to race. However, community psychology’s inattention to whiteness leaves its promotion of social justice incomplete. Nearly absent from the field’s literature is an explicit focus on whiteness as an epistemological standpoint, social location, and system of implicit and explicit forms of “institutional, cultural, and individual practices [that] produce and reproduce racial injustice through systemic privilege” (Applebaum, 2013, p. 20). Few rare exceptions do, however, implicate whiteness in the emergence of the field itself and frame whiteness as social location, thus imbuing community psychology with the potential to interrogate white supremacy, institutional racism, and white privilege. These exceptions have drawn from other fields’ more well-developed frameworks for interrogating whiteness. We contend that community psychologists need to further integrate these models into ecological and liberation oriented frameworks. We offer three propositions for brokering the relationship between community psychology and critical whiteness studies: 1) community psychology should become more critically conscious of whiteness, 2) community psychologists should promote critical awareness of whiteness as a complex system, and 3) greater critical awareness of whiteness should be applied to the development of multi-level interventions aimed at dismantling whiteness as a system of domination. This roundtable aims to engage participants in discussion about 1) the meanings of whiteness, 2) how whiteness appears in community psychologists’ research and action, and 3) how to effectively integrate whiteness into community psychology to produce a more complete perspective on privilege, oppression, and especially race.

Title: “You flew here; I grew here”: Motivations and Early Experiences of Residents Returning to a Gentrifying Neighborhood

Authors: Amie Thurber, Lisa Bates, Hailey Woods, Portland State University

Abstract: In 2016, the Portland Housing Bureau launched an innovative strategy to address the disparate effects of past urban policy on the city’s black residents. The “NNE Housing Strategy Preference Policy” (Preference Policy) provides targeted affordable homeownership and rental housing opportunities in North/Northeast Portland to residents who were displaced in prior eras of urban development. For more than 50 years, North and Northeast Portland has served as the residential, economic, spiritual and cultural heart of the city’s black community. A series of urban development initiatives disrupted the community, and by the early 2000s, the area once
home to the highest concentration of black residents in the state of Oregon had lost more than half its black residents. In the last year, more than 150 households have returned to the neighborhood through the Preference Policy. However, given that the neighborhood has fewer economic, spiritual and cultural supports in place, we do not yet know how this return will affect individual, family, and community well-being. This paper presents seed data from the first phase in a longitudinal, mixed-methods, cross-disciplinary study of the Preference Policy. Drawing on survey (N:107), interview (N:32), and focus group (N:3) data, this paper explores the range of resident motivations to move into housing through the Preference Policy, and resident’s early experiences of living in the neighborhood. Findings will assist the Portland Housing Bureau in evaluating the effectiveness of the policy, inform ongoing policy implementation, and support new inter-organizational collaborations that may be useful in helping neighbors strengthen a sense of community. As such, this project serves as an example of how applied research can help evaluate and improve policy implementation. It also offers an opportunity to consider the possibilities, complications, and limitations of housing policies that explicitly adopt a critical race/racial equity lens.
Poster Presentations

Title: Internally Displaced Persons (IDPs) and Faith Leaders in Colombia: Exploring Social Needs and Experiences of Support

Authors: Doribeth Tardillo, Lisseth Rojas-Flores, Fuller Theological Seminary

Abstract: In Colombia, the 50-year-long armed conflict has forcibly displaced over 5–6 million persons (McFee, 2016). Internally Displaced Persons (IDPs) are those who are displaced but remain within the boundaries of their own country. While religious groups and faith leaders have played an influential role in the accompaniment of IDPs in Colombia, research has focused primarily on the role of the Catholic church in this humanitarian crisis. The Colombian Protestant population is about 10 percent (Pew Research Center, 2010). Given the limited research on IDPs’ perceptions of religious groups’ support, this study examined Protestant faith-based-efforts to support two IDP rural and urban communities. We used mixed-methods and grounded theory to analyze the responses of two IDPs focus groups (n = 14) and faith leaders (n = 2). Three main themes emerged: the physical, emotional and social needs of IDPs. Results indicate significant between-group differences across urban and rural IDPs, and faith leaders, with regards to types of support received, expectations of support, and barriers to accessing help from religious groups and non-religious entities across major theme-domains. Findings highlight the vital and active role IDPs and Protestant faith-based communities must play when designing and implementing outreach services for this vulnerable population.

Title: Men and Masculinities: An Examination of Male Gender Norms in expedited summer courses

Authors: Nick Glover, Eric Mankowski, Portland State University

Abstract: Traditional gender roles are a complex array of societal norms that are neither attainable nor psychologically functional. These beliefs and cultural norms can change from society to society or adherence can vary from individual to individual. Within the U.S., there are specific standards and expectations that have various negative outcomes (Pleck, 1995). Research shows that endorsement of traditional male gender roles is correlated with low self-esteem, depression, intimacy issues, and relationship violence (Levant 2005). Understanding the societal and intrapersonal pressures to adhere to traditional gender norm beliefs is integral in engaging men and women about developing healthy gender identities. The current mixed-methods study examines the effects of an undergraduate course focused on the psychological theories and frameworks surrounding masculinity and how they apply to men’s lives. Participants were undergraduate students enrolled in the “Psychology of Men and Masculinities” course in the
psychology department of Portland State University during the expedited one week, 32 hour 2017 summer quarter and completed surveys on the first and last day of class. Male Identified students completed the Femininity (FIS; Levant et al., 2007) and Gender Role Conflict survey (GRCS; O’Neil et al., 1986). Female identified students completed the Male Role Norms Inventory (MRNI; Levant, 2007), and the Female Gender Role Conflict survey (FGRS; Gillespie and Eisler 1992). Results of the within-sample t-test showed a decrease in MRNI scores (p = 0.02) but no change in FIS, GRC, or FGRS scores. Consistent with previous research conducted during the fall quarter of 2017, these results indicate a reduction in endorsement of traditional male gender norms by female students. Continued analysis of different classroom structures and lengths is essential to ensuring access to learning spaces that can provide more flexibility for diverse student populations without sacrificing their learning experience.

Title: "Hell Bent on Consent"

Authors: Indiana Murillo, Edith Gomez, Cameron Carpenter, Alicia Newman, Akacia Marks, Benjamin Graham, Humboldt State University

Abstract: From its grassroots origins, the concept of consent has grown in prominence on college campuses, within K-12 school systems, and in other settings as a tool to promote healthy relationships and combat sexual violence. Consent is a multifaceted term, and can incorporate an internal state of willingness, an act of explicitly agreeing to something, and behavior that someone else interprets as consent (Muehlenhard et al., 2016). Despite the attention to sexual consent in higher education, it is unknown whether or not this trend is reflected in human sexuality textbooks. The current study involved a content analysis of how the construct of sexual consent is represented in five popular human sexuality textbooks. Following the creation of a coding rubric, members independently coded and organized content. Data was collected on the location, definition, and scope of any time consent was mentioned in the textbook, including synonyms and implied references. Discrepancies in codes were resolved by team consensus, after which a set of themes emerged. As expected, we found that across all textbooks analyzed, consent was often conceptualized as a counterbalance to sexual violence. While affirmative/enthusiastic consent was occasionally mentioned, this was not the norm. Discussing consent only when commenting on sexualized violence carries the risk of weakening its full meaning. From our analysis, it appears that grassroots and other initiatives promoting consent appear to be outpacing textbook narratives. This study helps inform discussions of how best to present consent in a way that encourages critical thinking, respect for boundaries, and communication skills.

Title: Community Readiness Assessment: How Ready is Central Oregon to Foster Resilience?

Authors: Christina Jaderholm, Oregon Health and Science University, Portland State University, Laura Campbell, Oregon Health and Science University, Katie McClure, Patti Norris, Jennifer Rusk, TRACES, Jackie Shannon, Oregon Health and Science University
**Abstract:** Adverse Childhood Experiences (ACEs) result in significant, negative health, social, and financial outcomes. Fostering individual and community resilience to address ACEs is a priority for Central Oregon. We conducted a Community Readiness Assessment (CRA) in the three counties to understand the attitudes, knowledge, efforts, and resources surrounding resilience. For this project we defined resilience as the ability to thrive in the face of adversity. We shared results with the communities, allowing them to guide their own solutions.

**Method:** The CRA is a validated 36-item interview tool for measuring community readiness for an issue, in our case, resilience. We conducted 29 interviews across three counties. For each county, five dimensions of community readiness were scored for a level of readiness.

**Results:** Results reveal strengths and weaknesses of community organizing and capacity. One county was found to be more resourceful, but also duplicating efforts, while another had great strength in volunteer power but lacked the necessary leadership to move efforts forward. Lastly, barriers such as language and transportation were identified as hindering optimal community participation in existing efforts.

**Conclusion:** The CRA provided a comprehensive community understanding for building resilience in Central Oregon. The CRA can become a recurring measure to understand what moves the communities forward to nurture resilience.

**Title:** The Differences in Acknowledging and Acting on Perceived Risk Cues for Women of Color and White Women

**Authors:** Raven Douglas, Amy Brown, University of Louisiana – Lafayette

**Abstract:** Recognizing and assessing threats or risk cues could be important for both survival and avoidance of negative outcomes. While the accuracy of risk recognition can depend on the social context of the risk cues (Zinn, 2006) and prior victimization (Soler-Baillo et al., 2005), the current study focused on how ethnicity might impact risk recognition for sexual assault. Female college students (N = 244, M age = 19.79, 65.6% White) read one of two vignettes depicting either sexual assault or a consensual encounter. Risk perception was assessed through ratings of discomfort and intentions to leave as the story progressed. Ethnicity interacted with both time, F(4,234) = 7.65, p < .001, and condition, F(1,241) = 1.16, p < .001, on discomfort. The main effect of ethnicity on leave scores was significant; F(1,241) = 1.16, p < .001. While White women seemed to show more discomfort when no obvious risk cues were present (block 1), women of color indicated more discomfort once presented with the first obvious risk cue (block 2). Furthermore, women of color were significantly faster in indicating their desire to leave the vignette compared to White women, which suggests that culture may play a role in responses to risk cues.

**Title:** Before the beginning: Formative missteps of relationship-building in community-based research, and where to go from here

**Authors:** Erin Rose Ellison, Rahmim McCarter-Ribakoff, Sarah Zhou, Tori Thomas, Jessica Lawrence, California State University – Sacramento
**Abstract:** Neighborhood contexts have been widely demonstrated to have profound social and personal effects on residents; gentrification impacts community and individual well-being by displacing neighborhood residents. Land trusts are a tool to prevent or mitigate gentrification. The Citrus Creek[1] neighborhood is at risk of experiencing gentrification as an ethnically diverse working-class community in a rapidly expanding metro area. The creek that runs through the neighborhood has been closed-off, and a site of pollution and illegal dumping. The Citrus Creek Neighborhood Association (CCNA) has partnered with the Water Justice Coalition (WJC) to open it and create a pedestrian/bike path, increasing access to important community resources. Nevertheless, these factors, including improvements to areas with low housing costs, contribute to the potential for gentrification and displacement. Therefore, the Community Land Trust (CLT) has partnered with CCNA and WJC to develop the creek and purchase land for affordable housing. We present an analysis of the before-the-beginning work, and next steps, of collaborating with the CLT and their partners. The collaboration formed when a faculty member attended a CLT event and started meeting with CLT board members. An idea for an oral history project emerged from those meetings, to document community stories and desires to inform CLT activities. The CLT would facilitate recruitment of 6 – 8 residents, and the faculty member would facilitate the research project with her qualitative methods class. Yet, the plan did not work out so easily; only one participant was interviewed. We reflect on the challenges of new partnerships and recruitment, analyze and make necessary adjustments to our interview protocol, and propose a plan for relationship-building and outreach in the Citrus Creek neighborhood to create a deeper commitment to the partnership, project, and neighborhood. This analysis has implications for moving forward with our project, but also for other community-based scholars navigating their newly formed partnerships. [1] All proper names have been changed

**Title:** Building Collective Resilience: An Analysis of Transfer Student Experiences

**Authors:** Erin Rose Ellison, Mayra Chavez, Crysalyn Miranda, Ricardo Viveros, Paz Lilibeth, Jennifer Pacheco Lopez, California State University – Sacramento

**Abstract:** Sense of community (SOC) has been associated with positive health benefits, and academic and social success. Transfer students, who often experience academic challenges as well as a sense of social disconnection in their new university, may benefit from increased SOC. This study is a participatory action research (PAR) project – conducted at a public university in northern California – that examines the lived experiences of transfer students, their efforts to create community, and the use of participatory approaches to catalyze institutional change. We used Photovoice and photo essay writing, a participatory photography and writing approach, to examine participants’ experiences and possible solutions to challenges of inequity at our institution. Data are from 39 essays that correspond to 39 photographs. Eight participant-researchers took photos to provide a window into their lives, shared and analyzed those photos collectively, and participants wrote an essay about each photo they shared. Data were analyzed using thematic analysis (Braun & Clarke, 2012), and a consensus-based coding approach. This study presents analyses of participant's conceptualizations of the transfer student experience and sense of community and belonging. This paper has implications for our institution academically and socially, and ultimately for the lives of transfer students. Through images and writing, we
deeply understand the strengths, desires, and concerns of transfer students at our institution, and engage in meaningful dialogue to improve student success and well-being.

**Title:** Psychology students and Promotores de Salud as bridges for emotional health and wellness in the Latinx community

**Authors:** Alejandra Ferris, Natalia Figueroa-Casiano, Carolina Ekonomo, Ruth Zuniga, Pacific University

**Abstract:** Latinx communities face a unique number of stressors that impact their mental health such as acculturative stress, immigration status, and language barriers. Unfortunately, Latinx communities also encounter a combination of barriers to accessing mental health treatment. Among these are lack of health insurance, unfamiliarity with the health system, lack of culturally competent providers, and cultural stigma. As a result, there is a need to find bridges that can connect the Latinx community with much needed services and resources. Promotores de salud are trusted members of their community who act as cultural brokers and educate and bridge community members to local resources. Therefore, a partnership between graduate psychology students at Pacific University and promotores de salud affiliated with Providence Community Health Systems in the Portland-metro-area was created to facilitate new bridges and dismantle multiple walls that may impede the Latinx community’s emotional wellbeing. This partnership included the creation of a curriculum that informed a series of emotional health and wellness trainings for promotores de salud that were culturally adapted for the Latinx community. The trainings served two purposes: to help increase knowledge about emotional health and to provide opportunities for much needed conversations regarding mental health within the community. After receiving the trainings, promotores de salud collaborated with psychology students to host charlas, community conversations, about various emotional health topics. The expertise of doctoral level psychology students in conjunction with the trust and recognition afforded to promotores de salud by the Latinx community created an additional bridge for Latinx to feel empowered to seek out support and provided ways to improve their emotional wellbeing. This presentation will attempt to showcase part of the curriculum promotores de salud received and how it informs efforts to engage the local Latinx community in a way that increases knowledge, dismantles stigma, and encourages help-seeking behaviors.

**Title:** Our Town: Articulating Place Meanings and Attachments in St. Johns Using Resident-Employed Photography

**Author:** Lauren Everett, Portland State University

**Abstract:** The St. Johns neighborhood of North Portland is known for its strong regional identity, working class character, and diversity. Portland as a whole has experienced a major socioeconomic shift in the last ten years, and these changes are hitting St. Johns particularly hard. My research seeks to identify the place meanings that underpin sense of place, place attachment, and processes of attachment formation, among residents of the neighborhood. My
research questions are: What are the objects of attachment? Why (the place meanings that underpin attachment)? And how (through what processes are attachments formed)? In what ways are the ‘why’ and ‘how’ intertwined? What are the commonalities across different variables, and how do those gesture at a holistic St. Johns essence, or sense of place? My primary method was Resident-Employed Photography, supported by participant observation and archival research. This ‘photo voice’ method entailed giving single-use cameras to 43 place-attached St. Johns residents and asking them to photograph and write about twelve things that explain their connection. The results offer a rich, multifaceted understanding of place meanings and processes of attachment in St. Johns, and insight into what individual facets are most intrinsic to sense of place. The intention of this research is to inform planning efforts, contribute to community dialogues about the future of St. Johns, empower residents to become civically engaged, and articulate a sense of place that can be leveraged by the community in spatial struggles. My findings point to policy interventions that will preserve the social and physical landscape of St. Johns, recognizing that each seemingly minor change has the potential to make an impact on the neighborhood ecosystem. I also suggest further research on the status of renters in Portland as a whole, and the impact of lack of housing stability on community engagement. Additionally, I recommend other research applications of Resident-Employed Photography that can hone in more closely on specific groups, to compare environmental perception and culturally shared meanings. Finally, it is my intention that this collection of photographs and texts comprise a public archive that St. Johnsians can continue to add to and learn from for years to come.
Acknowledgments

PSU Catering

Nicholas Restaurant