



**SCRA**  
SOCIETY FOR COMMUNITY  
RESEARCH AND ACTION



June 20th - 24th 2023

Morehouse College  
830 Westview Dr SW,  
Atlanta, GA 30314



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**MOREHOUSE COLLEGE**

# 19th Biennial Conference of the Society for Community Research and Action

## Where Do We Go From Here? Dreaming New Community Futures

On behalf of SCRA officers, I want to welcome you to our 19<sup>th</sup> Biennial Conference. This year we are honored to be hosted by Morehouse College. We are inspired by Dr. Martin Luther King's words for this year's theme. Indeed, our Society is at a pivotal point in our history. We gather in person for the first time since COVID-19 changed our world and the murder of George Floyd galvanized the nation, making visible once again anti-Black violence and racism. Our members put forth a Call to Action tasking our Society to transform and confront the ways in which we have perpetuated anti-Blackness. For the past three years, the Executive Committee and elected officers have worked to respond and address this Call to Action. We have examined our policies and procedures, our unconscious bias, and engaged in significant efforts at increased transparency and accountability. We also began to develop a new Strategic Plan. We invite you to join us in this effort, to collaborate in *dreaming new community futures*, by attending our Town Hall and sharing your views on *where SCRA should go from here*.

As I reach the end of my Presidency, I want to express my appreciation for the opportunity to be of service to our Society. I thank my fellow officers, the Executive Committee, and our amazing administrative staff for the support. This Biennial could not have happened without the leadership of the site committee, especially Sinead Younge, our Biennial manager, Dominique Thomas, our President Elect Kwesi Brookins, Amber Kelly and Jadwiga Hescoc. To all the volunteers and supporters who are making our gathering possible, my deepest appreciation.

Welcome to Atlanta.  
In community,



*Yvette G. Flores, PhD*

Welcome to the 19th Biennial Conference of the Society for Community Research and Action (SCRA). As you know, we are celebrating many firsts, despite the over 40-year history of the organization. The first hybrid conference, the first in-person conference in four years, and the first biennial hosted by a Historically Black higher education institution (HBCU), Morehouse College. Whether you are joining us in person or virtually, your participation is critical to the continued emergence of community psychology and the organization we affectionately call SCRA.

As president-elect, I am charged as the officer-stream representative for the biennial conference. It has been an honor and pleasure working with the Morehouse team, the local and national planning committees, and our SCRA administrative support team. Much has changed since I organized a professional conference over 25 years ago. These past few months have been quite an educational experience. Nevertheless, we are excited to engage with our national and international colleagues and friends, our community partners, and those who have newly discovered us. We are confident they will resonate with the value, principles, and mission of SCRA.

I am particularly grateful for the conference theme, ***Where Do We Go From Here: Dreaming Community Futures***. The theme was deliberately chosen to acknowledge the location, Atlanta, and the southern United States, as central to the struggle for civil and human rights in the United States and the world. Indeed, as we convene, the people of Atlanta and Georgia are engaged in organized resistance to oppressive policies, legislation and government-sanctioned action that primarily affect BIPOC and other historically marginalized communities. The Biennial planning teams and SCRA officers stand in solidarity with these efforts and have organized activities during the conference to educate and reflect on the role that SCRA and Community Psychologists can play in advancing healing, liberation and well-being.

The conference theme, provided as a question, also reflects our continuing existential struggle as an organization seeking to advance the SCRA mission to advance theory, research, and social action as we struggle *to promote health and empowerment and to prevent problems in communities, groups, and individuals*. To this end, we will be seeking input from participants throughout the conference to inform our strategic plan that will transform and guide SCRA for the next few years.

Again, thanks...welcome, and please do not hesitate to *holla* if you see me in person or virtually this week or beyond.



Kwesi Brookins  
Biennial Chair  
President-Elect

Dear Friends,

Welcome to the 19th Biennial Conference of the Society for Community Research and Action. The Andrew Young Center for Global Leadership at Morehouse College is pleased to serve as the host site for this year's conference. Atlanta is on the traditional homelands of the Muscogee Creek and Cherokee Peoples. These Indigenous people were displaced through violence and governmental policies. Atlanta was built on top of thriving trade routes that connected Appalachia to the sea and was home to ceremonial grounds and vibrant communities and replaced by a slave economy.

Atlanta has a prominent history that is part of the origin story of SCRA and is currently grappling with some unique complexities that bely a fifty year old question posed by Morehouse alumnus, Dr. Martin Luther King Jr., (c' 48), "Where do we go from here? Chaos or Community Futures?"

Founded in 1867, Morehouse College is an all male historically Black College located in the Atlanta University Center (AUC), and is part of the largest consortium of historically Black colleges and universities including Spelman College, Morris Brown College, Clark Atlanta University, the interdenominational Theological Seminary and the Morehouse School of Medicine. The AUC is located in the historic West End of Atlanta, Georgia and has a long and storied history of alumni, faculty, and staff, who have contributed to the field of community psychology.

This is the first Biennial Conference to take place at a historically Black college and this year's conference was designed to offer participants an opportunity to explore the rich and diverse histories, cultural expressions, identities, and challenges of the local Atlanta community.

On behalf of the local planning committee, we offer a warm welcome to Atlanta and hope that you enjoy the 19th Biennial Conference for the Society for Community Research and Action.



Sinead Younge, Ph.D.  
SCRA Biennial Conference Chair  
Professor of Psychology  
Director, Institute for Social Justice Inquiry and Praxis  
Andrew Young Center for Global Leadership  
Morehouse College

# 2023 BIENNIAL SPONSORS

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## ALLY



Journal of  
**Participatory  
Research Methods**

**DEPAUL  
UNIVERSITY**

COLLEGE OF SCIENCE AND HEALTH



**Chris Keys**

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## FRIENDS



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# MICHIGAN STATE UNIVERSITY



## A FOCUS ON COMMUNITY

The nation's premier land-grant university, Michigan State University has a long tradition of engaging with communities to create positive change and investing in programs, initiatives, and research that address society's most challenging issues.

### Ecological/Community Psychology

Students can make a difference in the lives of people in their communities by combining research and action. This distinctive research area within the Department of Psychology addresses:

- Dissemination and implementation science
- Gender-based violence
- Health equity and parity
- LGBTQ+ health, mental health, and well-being

Learn more: [psychology.msu.edu/programs/ecological-community](https://psychology.msu.edu/programs/ecological-community)



### University Outreach and Engagement (UOE)

UOE supports the engaged activities of faculty, staff, and students, fosters public access to university expertise and resources, and advocates for exemplary engaged scholarship, nationally and internationally. Programs include:

- **Graduate Certification in Community Engagement:** This noncredit program prepares students for academic and professional careers that integrate scholarship with community engagement.
- **STEM Ambassador's Program:** Faculty, staff, and graduate students learn how to identify and engage partners, communicate science effectively to public audiences, and design and implement public engagement activities.
- **Summer Intensive for Community-Engaged Scholarship:** Faculty and graduate students explore big-picture issues related to community engagement.

Learn more: [engage.msu.edu](https://engage.msu.edu)



Department of Psychology  
MICHIGAN STATE UNIVERSITY



University Outreach and Engagement  
MICHIGAN STATE UNIVERSITY



## Journal of Participatory Research Methods

**Inspired by the work being showcased at the  
2023 SCRA Biennial?**

Read more about community-engaged and  
participatory methods  
or publish your own work in JPRM.

JPRM is a peer-reviewed journal that focuses on the methods, techniques and strategies of participatory research. The journal publishes articles that show and tell about the methods used in conducting participatory research so that other researchers can use and adapt those methods for their own work.



 [Sara.Neyer@uc.edu](mailto:Sara.Neyer@uc.edu)

 <https://jprm.scholasticahq.com>

# MOREHOUSE COLLEGE CAMPUS MAP



- Samuel T. Graves Hall
- Jessie T. Powell/Half Price
- Sale Hall Annex
- Sale Hall
- John Hope Hall
- Charles Merrill Hall
- Benjamin E. Mays National Memorial
- William H. Davidson Chapel
- Nathan Harris-Kelley Hall
- Physical Plant
- W.A. Rouse Parsonage Hall
- B.F. Baker Hall/Kenneth B. Eason College (Library)
- Franklin D. Archer Hall
- Kenneth Festerline Hall
- Thomas Hayes Jr. Campus Center
- Thomas Hayes Hall
- Charles E. Moss Hall
- Benjamin E. Mays Hall
- LLC Residence Hall
- Charles D. Huber Residence Hall
- W.E.B. DuBois Residence Hall
- Fredrick Douglas Rouse/Archives Center
- William H. Davidson Residence Hall
- Charles B. Dancy Hall
- Thomas Hayes Hall
- Benjamin E. Mays Hall
- John H. Wheeler Hall
- Joseph E. Lowery Parsonage Security Booth
- Physical Plant Maintenance Building
- B.F. Harvey Stadium/Fredrick Mays Gym
- Marion Lee King Jr. International Chapel
- Gosler Hall
- Howard Thurman National Quadric
- Marion Luther King Jr. Stadium
- Walter E. Messy Executive Conference Center
- Shelby A. Messy Executive Conference Center
- Rivers Hall Annex
- Patrick Dack
- Kenneth Parsonage
- James W. Fratcher/Papa John's
- Western Student Center
- The Student Center
- The Bay Charles Performing Arts Center
- Archie Robinson Hall
- Campus Plaza
- Danforth House (Fry Street Entrance)
- ROTC Building (Milton Street Entrance)
- Shelby A. Messy J. Reservoir/States
- T100 Program
- Century Campus

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## MEMORIALS/MAIN CAMPUS AREAS

**Marion Luther King Jr. International Chapel (31a)**  
The Marion Luther King Jr. International Chapel serves as the "living room" of historic Morehouse College. The Chapel seeks to develop and promote energy, unity and youth involvement through reconciliation, non-violence, science, spirituality and the building of global "communities of hope." The Chapel is the world's most prominent religious memorial to alumnae Marion Luther King Jr., '48.

**Marion Luther King Jr. Statue (32)**  
The King Statue, located on the King Chapel Plaza, is the only statue in the state of Georgia honoring Marion Luther King Jr., '48. It was dedicated in May 1984 and has become the photo opportunity hotspot for thousands of campus visitors.

**International Hall of Honor (31a)**  
The International Hall of Honor, located in the Marion Luther King Jr. International Chapel, honors persons from the 20th and 21st centuries who have made significant contributions to civil and human rights.

**Benjamin Elijah Mays National Memorial (7)**  
Dr. Benjamin Elijah Mays was laid to rest on the Morehouse campus in 1984. A memorial in honor of Mays is on the College's Century Campus, site of Morehouse's Commencement exercises. Mays considered the architect of Morehouse's reputation for academic excellence, served as president of Morehouse from 1940 to 1967.

**The Howard Thurman National Quadric (32)**  
The Howard Thurman National Quadric honors a man known as a reformer in the interdenominational religious movement. Thurman, a 1923 graduate of Morehouse, served as a teacher and preacher at Morehouse and Spelman colleges.

**Century Campus (46)**  
The Century Campus is the College's historic center. The beautiful green space annually serving as the site for Commencement exercises.

## BUILDINGS

**The Visitors Center (39)**  
The Visitors Center houses the offices of Recruitment and Admissions, Alumni Relations and Communications. Guided tours of the campus begin in this building.

**Davidson House (42a)**  
Davidson House serves as the executive center of Morehouse College. Named for alumnae Robert C. Davidson Jr., '67, the house serves as a venue for meetings, conferences and fund-raising activities, as well as the residence of the president of the College. (Not open for tours.)

**Gosler Hall (31b)**  
Honoring former Morehouse President Dr. Hugh M. Gosler (d. 1967), the building houses the general administrative offices of the college, including the offices of the president and the Financial Aid, Resources and Human Resources. Classes are held in the building.

**Graves Hall (1)**  
Honoring Samuel T. Graves, the second president of Morehouse College (1885-1890), Graves Hall is the oldest building on campus. It was the site of the center school when it moved to Atlanta from Augusta.

## EATERIES

**Kilgore Campus Center (16b)**  
Named in honor of civil rights activist and Morehouse alumnae the Rev. Thomas Kilgore Jr., '35, the center is a multipurpose building that houses the President's Dining Room, a snack bar, game room, a student lounge, quaters and administrative offices.

**Walter E. Messy Leadership Center (34)**  
This 70,000-square-foot facility houses the Division of Business Administration and Economics, the Andrew Young Center for Global Education, and the Franks and Joe Adams Public Service Institute. The building features state-of-the-art technology that promotes collaboration among students, faculty, staff and administration.

**Shelby A. Messy Executive Conference Center (53)**  
Named after the College's former first lady, Shelby A. Messy, the Executive Conference Center houses conference rooms, space a number of reception and the bank of America Auditorium.

**The Bay Charles Performing Arts Center (40)**  
The 75,000-square-foot center for music, theater and performing arts is a 520,000-sq-ft facility that houses the Department Hall, 12 faculty studios, nine practice rooms, a digital recording studio, and rehearsal space for the Morehouse College Marching Band and the Morehouse College Glee Club.

## SPORTS VENUES

**Chivers Lane Dining Hall (18a)**  
The dining hall offers buffet dining. Included are a grill, salad bar, deli, pizza station and more. It is open 7 a.m. to 2 p.m., Monday through Friday, and for brunch and dinner on Saturday and Sunday.

**Jazzman's Freshies/Papa John's (37c)**  
The campus coffee shop provides a unique selection of coffees, smoothies, gourmet baked goods, specialty sandwiches, salads and pizza. Jazzman's is open Monday through Friday, 7 a.m. to 8 p.m., and is closed on weekends. Freshies/Papa John's is open Monday through Thursday, 10:30 a.m. to 11 p.m., and Friday from 10:30 a.m. to 8 p.m., Saturday from 11 a.m. to 8 p.m., and Sunday from 8 p.m. to 11 p.m.

**The Morehouse College Bookstore (37b)**  
The bookstore sells student textbooks, clothing, periodicals and electronics as well as drinks and snacks. Tickets to various campus events are also sold at the bookstore. The bookstore is open Monday through Friday, 9 a.m. to 5 p.m., and Saturday from 10 a.m. to 2 p.m. It is closed on Sunday.

**Archer Hall (15)**  
Named after the fifth president of Morehouse College, Samuel Howard Archer, Archer Hall holds the College's recreational facilities, including a gymnasium, swimming pool and game room. The gymnasium seats 1,000 people.

**B.F. Harvey Stadium/Edwin Moses Track (30)**  
Morehouse Stadium is named in honor of Bernard William Harvey, the most successful athlete coach in Morehouse history. He coached Maroon Tiger teams in football, basketball and basketball for 13 years. The track is named in honor of Morehouse alumnae and Olympic track star Edwin Moses '78.

## SPORTS VENUES

**Forbes Arena (14)**  
Named in honor of Morehouse coach and administrator Franklin T. Forbes, the arena is a 6,000-seat facility that was built as part of the \$51-million investment in the Atlanta Invercivic Center by the Atlanta Committee for the Olympic Games. The arena is home for the basketball team, the athletic department offices and the Department of Kinesiology, Sports Studies and Physical Education.

**Morehouse College Tennis Courts (25)**  
The Morehouse College Tennis Courts is a world-class facility that is home to the Morehouse tennis team, the annual Southern Intercollegiate Athletic Conference Men and Women's Tennis Tournament and internal play by faculty staff and students.

**Robert W. Woodruff Library**  
Located near campus on Jones B. Braxley Drive, the Robert W. Woodruff Library is designed to serve the instructional, informational and research needs for member institutions of the Atlanta University Center Consortium, the world's largest and oldest consortium of historically Black Colleges and Universities. The institutions that make up the Atlanta University Center Consortium are Clark Atlanta University, Morehouse College, Morehouse School of Medicine and Spelman College.

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## ATLANTA ATTRACTIONS



**ATLANTA HISTORY CENTER** is located in the Buckhead district in one of the Southeast's largest history museums. The center includes a research library and archives and two historic houses, including the Margaret Mitchell House and Museum. There is an admission fee. 130 West Paces Ferry Road, N.W. (404) 814-4000.



**CENTENNIAL OLYMPIC PARK** is a unique, 21-acre park that serves as Georgia's lasting legacy from the Centennial Olympic Games. Free community events are held throughout the year. There is no admission fee. Centennial Olympic Park Drive. (404) 222-PARK (7275).



**CNN CENTER** is home to CNN networks, as well as shopping venues and eateries. The center is open seven days a week. 55-minute guided tour of CNN operations operate daily. There is a fee for tours and reservations are recommended. 190 Marietta Street, N.W. (404) 827-2200.



**FERNBANK SCIENCE MUSEUM** is a world of dinosaurs, artifacts, interactive science exhibits, an IMAX theater and more. The museum is open seven days a week. There is an admission fee. 156 Heaton Park Drive, N.E. (404) 429-630.



**THE GEORGIA AQUARIUM** is the world's largest aquarium, with eight million gallons of fresh and marine water, and more than 100,000 animals representing 500 species from around the world. The Aquarium is open Monday through Saturday and there is an admission fee. 225 Baker Street. (404) 581-4000.



**THE GEORGIA STATE CAPITOL**, built in 1889 and featuring a 14-karat gold dome, is home to Georgia's state government. The capitol is open 8 a.m. until 5 p.m., Monday through Friday. 206 Washington Street, S.W. (404) 656-2844.



**HERNDON HOME** is the residence of the former slave and business owner Alonzo Herndon, founder of Atlanta Life Insurance Company and Atlanta's first black millionaire. Guided tours are conducted hourly, Tuesday through Saturday. There is an admission fee. 507 University Place. (404) 581-9813.



**MARTIN LUTHER KING JR. NATIONAL HISTORIC DISTRICT** includes The King Center, Freedom Hall, Ebenezer Baptist Church and the birth home of civil rights leader and 1948 Morehouse alumnus, Martin Luther King Jr. Open seven days a week. There is no admission fee. 449-450 Auburn Avenue. (404) 331-5190.



**PHILLIPS ARENA/GEORGIA DOME/GEORGIA WORLD CONGRESS CENTER** is home to the NBA's Atlanta Hawks and the NFL's Atlanta Falcons. It is one of the nation's most popular convention centers. Located west of the intersection of Marietta Street and Centennial Olympic Park Drive. Phillips Arena, (404) 878-3000. Georgia Dome, (404) 223-9200. Georgia World Congress Center, (404) 223-4000.



**TURNER FIELD** is home to MLB's Atlanta Braves and features the Braves Museum and the Braves Hall of Fame. Home games take place April through September. Tours are available year round, except when the Braves have afternoon home games. There is an admission fee. 755 Hank Aaron Drive. (404) 614-2311.



**UNDERGROUND ATLANTA** is six acres of shopping, eateries and nightlife. The Underground is open seven days a week. There is no admission fee, but there are fees for guided tours. 50 Upper Atlanta Street. (404) 230-1786.



**ZOO ATLANTA** is home to various species of animals from around the world. The zoo is open seven days a week and there is an admission fee. 800 Cherokee Avenue, S.E. (404) 624-WILD (9453).



## MOREHOUSE MILESTONES

From producing the first Rhodes scholar from a historically black college or university to its historical significance in the civil rights movement, Morehouse College is worth a closer look...



Morehouse College is the home of a 13,000-piece collection of the writings, books and other memorabilia of alumnus Martin Luther King Jr., '48. The acquisition forever links the College to the legacy of the nation's most renowned civil and human rights leader and seals its place in history as an important civil rights site.

The Cinema, Television and Emerging Media Studies Program launched in 2012. The program prepares students to be storytellers and media consumers of film and television and offers them a foundation for graduate-level study and/or professional careers in the industry.

In January 2013, Morehouse became the first historically black college or university to partner with the Stamps Family Charitable Foundation, one of the nation's most renewed merit scholarship programs. Only 300 students at 24 colleges and universities are in the program, which has produced two Rhodes Scholars since 2004.



For only the second time in Georgia's history, a U.S. president delivered a commencement address at an institution in the state when President Barack Obama was Morehouse's commencement speaker in May 2013.



In 2013, the Morehouse College athletic program to partner with the Southern Intercollegiate Athletic Conference's most successful program. It was the fifth time within six years that Morehouse athletes earned that honor.

In December 2013, The Woodruff Foundation donated Morehouse \$5 million to renovate the Martin Luther King Jr. International Chapel, which was built in 1978 and is the world's most prominent religious edifice built in honor of King.



The Morehouse College Forensics Program has won three national championships since 2013 and is the only historically black college or university debate team to have ever participated in the World Universities Debate Championship.



The Warren G. Buffet Foundation gave \$1 million in 2013 to start the Rugari Scholars Program, which provides full scholarships to students from the Great Lakes Region in Africa. The students are to obtain leadership skills to take back to the region once they graduate.



Morehouse College is the first historically black college or university (HBCU) to produce a Rhodes scholar. The school has produced a total of three Rhodes Scholars, one of only two HBCUs to do so.

Morehouse has ranked among the nations top three historically black colleges and universities by *U.S. News and World Report* magazine every year since 2007.

- IMPORTANT NUMBERS**
- Office of Admissions and Recruitment (404) 215-2622
  - Office of the Registrar (404) 681-6834
  - Office of Financial Aid (404) 215-2658
  - Office of Student Accounts (404) 681-2880 ext. 3256
  - Office of Alumni Relations (404) 215-2658
  - Office of Communications (404) 215-2818
  - Division of Business Administration and Economics (404) 507-8865
  - Division of Humanities and Social Sciences (404) 215-2629
  - Division of Science and Mathematics (404) 215-2665
  - Campus Post Office (404) 215-2657
  - Campus Health Center (404) 215-2666
  - Atlanta Police/Medical/Fire and Rescue 911

**IMPORTANT NUMBERS**

- From THE WEST: Front 1-20 West, Take Exit 55A, which is Joseph E. Lowery Blvd/Vest End. Turn left onto Joseph E. Lowery Blvd, and proceed through four traffic lights. At the fourth traffic light, turn right onto Vest End Avenue. Turn left at next light, which is Westview Drive, and proceed to campus. (\*Taxes repeat after 24 hours)
- From THE EAST: Front 1-20 East, Take Exit 55B, which is Lee Street/ Ft. McPherson/Atlanta University Center. Turn right at the traffic light onto Lee Street (which turns into Westview Drive) and proceed two blocks to the campus.
- From THE SOUTH/FAIRSBUILD-JACKSON INTERSECTION: Front 1-75/85 North to I-20 West. Take Exit 55B, which is Lee Street/Ft. McPherson/Atlanta University Center. Turn right at the traffic light onto Lee Street (which turns into Westview Drive) and proceed two blocks to the campus.
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- DIRECTIONS**
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- VISITOR PARKING**
- Parking for campus visitors is available in the parking deck located on Westview Drive on campus.
- Only visitors with campus-issued parking permits may park on the inner campus.
- Individuals with special needs should ask the officer at the main entrance for assistance or call the Parking Office at 404-614-5976 or Campus Police at 404-215-2866.
- PARKING RATES**
- 1-20 minutes Free
  - 1-70 minutes 1.00
  - 71-99 minutes 1.50
  - 1-2 hours 2.00
  - 2-3 hours 2.50
  - After hours & weekends 3.00
  - Lost ticket 3.00



Morehouse is a member of the Atlanta University Center Consortium, along with Spelman College, Clark Atlanta University and the Morehouse School of Medicine. That means our students have all the advantages of a small-college experience—a small student/teacher ratio, a mentoring culture—while enjoying the diversity and energy of a university-like setting.

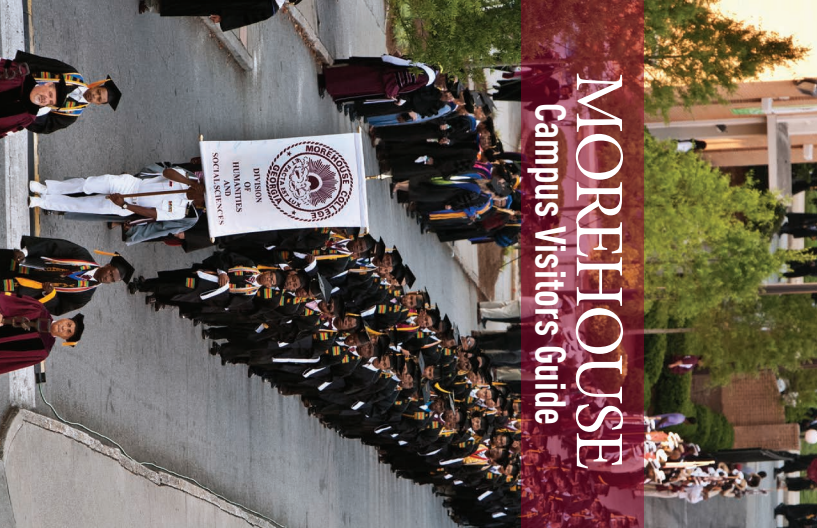
The College's sprawling 66-acre campus sits in the heart of Atlanta, a dynamic international city that is home to many popular cultural attractions, including The King Center, the Georgia Aquarium, Centennial Olympic Park and the CNN Center. Atlanta is also a college town with students attending a number of institutions such as Georgia Tech, Emory, Georgia State, Oglethorpe and Agnes Scott.

All of these elements come together to create a collegiate environment uniquely suited to develop global leaders who will change their communities, the nation and the world. On this historic campus, the iconic leader of the civil rights movement was inspired, an Oscar-nominated filmmaker directed his first major production, the first Rhodes scholar from a historically black college was named, and countless black men accepted the call to become more than men, but Morehouse Men.

## Welcome to Morehouse College

Morehouse College is an academic incubator where the best of the past and the future converge to create a one-of-a-kind academic village. The ageless words of Martin Luther King Jr., a 1948 alumnus, are inscribed on the walls of the chapel named in his honor. The steady gaze of Benjamin E. Mays—the College's sixth president who was credited with being the architect of the school's international reputation for excellence—peers across the manicured lawn of Century Campus where, each spring, approximately 500 predominantly African American men graduate. Historically, Morehouse has graduated more African American men than any college in the nation.

Men of Morehouse are educated in facilities that are equipped with the latest technological advances for 21st-century learning, such as the Walter E. Massey Leadership Center's smart boards and the state-of-the-art digital music laboratory in the Roy Charles Performing Arts Center.



## MOREHOUSE Campus Visitors Guide



Biennial Program Grid as of  
June 19th 2023.

Please note the program agendas  
are as of June 21st 2023.

*Date	*Time Start	*Time End	*Session Title	Room/Location	Speakers	Session or Sub-session(Sub)	Tags
06/20/2023	11:00 AM	02:00 PM	CERA-ECIG-IIG PRECONFERENCE WORKSHOP			Session	Hybrid
06/20/2023	11:00 AM	02:00 PM	Envisioning Psychology Beyond the Historic University System: Decolonizing Knowledge Creation and Dissemination		Sindhia Colburn; Geraldine Sub		
06/20/2023	11:00 AM	02:00 PM	From Degree to Community Practice, Unique Careers for Community Psychologists		Jordan Tackett Russell; Dr. Sub		
06/20/2023	11:00 AM	02:00 PM	Transforming Communities - Community-centered Action Research and Service		Serdar Degirmencioglu; Stt Sub		
06/20/2023	04:00 PM	07:00 PM	PUBLICATIONS PRECONFERENCE WORKSHOP - Where do we go from here: A Workshop on Publishing and Disseminating in Community Psychology		Judah Viola; Olya Glantsm;	Session	Hybrid
06/21/2023	07:00 AM	08:00 AM	Healing Space - Reiki Attunement & Share with Carolyn Renée Morris	Brawley 100		Session	Healing Space; In-person only
06/21/2023	08:00 AM	09:00 AM	Welcome Plenary	B of A Auditorium	Aisha Nyandoro; Dawn Her	Session	Hybrid
06/21/2023	09:15 AM	10:15 AM	Solidarities and allyship with people on the move: Critical reflections by an academic research group focused on migrant justice & a community psychology for no borders and migrant justice	L-444	Francesca Esposito; Dora I	Session	Virtual only
06/21/2023	09:15 AM	10:15 AM	Well-being of LGBTQ+ Homeless and Runaway People: A Systematic Review	L-150	Elena Tubertini; Marta Gab	Session	Virtual only
06/21/2023	09:15 AM	10:15 AM	The recognition of experiential knowledge and factors facilitating the practice of peer support in Quebec	L-150	Julien Tousignant-Groulx; É	Session	Virtual only

06/21/2023	09:15 AM	10:15 AM	Accompanying a creative representation of Samoan diaspora experience in Australia	L-150	Juan-Camilo Riaño-Rodríguez	Session	Virtual only
06/21/2023	09:15 AM	10:15 AM	Migrating to the UAE: The under-explored narratives for social mobility	L-150	Mazna Patka	Session	Virtual only
06/21/2023	09:15 AM	10:15 AM	We Shall Overcome: Transformative System Dynamics Modeling as a Vehicle for Community-Engaged Implementation Research	L-150	Mukuria Mwangi	Session	Virtual only
06/21/2023	09:15 AM	10:15 AM	Defend Weelaunee Forest! Atlanta's Intersectional Struggle for Environmental Justice, Police Abolition, and Community Control	L-152	David W Lounsbury	Session	In-person only
06/21/2023	09:15 AM	10:15 AM	Engaging Diverse Communities in Praxis: Knowledge Mobilization and Action	L-244	Davi Lakind; Caroline Baile	Session	In-person only
06/21/2023	09:15 AM	10:15 AM	Decolonizing Clinical Care with Middle Eastern/North African Communities	L-442	Sindhia Colburn	Session	Virtual only
06/21/2023	09:15 AM	10:15 AM	Reaching Every Community: Destigmatizing, Educating, and Skill Building to Promote Children's Mental Health		Sahar Al-Najjar; Reshma P. Sub	Sub	Virtual only
06/21/2023	09:15 AM	10:15 AM	Examining Civic Engagement in Ethnic Minority Youth Populations: A Literature Review and Concept Analysis		Ariana Hoet	Sub	Virtual only
06/21/2023	09:15 AM	10:15 AM	From Letter Writing to the Reintegration of Incarcerated Individuals		Van Phan	Sub	Virtual only
06/21/2023	09:15 AM	10:15 AM	Organizing for social change across social differences: Developing an intersectional solidarity	Massey D	Ali Estefam	Sub	Virtual only
06/21/2023	09:15 AM	10:15 AM	Sacred Antiracism: Religion's Role in Racial Justice		Erin Ellison; Sara Eccleston	Session	In-person only
06/21/2023	09:15 AM	10:15 AM	Describing Intersectional In/Congruence: How Student Organizers at a Minority-Serving Institution Collaborate for Social Change		Sara Eccleston	Sub	In-person only
06/21/2023	09:15 AM	10:15 AM			Andrea DaViera, M.A.; Nicc	Sub	In-person only

06/21/2023	09:15 AM	10:15 AM	Interfaith Organizing as a Means and an End for Social Change: Interfaith Advocacy, Activism, and Coalition Building	Jennifer F. Hosler	Sub	In-person only
06/21/2023	09:15 AM	10:15 AM	Moving From Applied Behavior Analysis to Community-Based Models of Care	Peter Goldie	Session	Virtual only
06/21/2023	09:15 AM	10:15 AM	Nothing Without Us: Recognition of Community Agency in Research and Action	Massey F	Massey F, PhD; Nar	In-person only
06/21/2023	09:15 AM	10:15 AM	Action research co-creating an alternative program to incarceration	Patrizia Meringolo; Elisa Gt	Sub	In-person only
06/21/2023	09:15 AM	10:15 AM	Working Together: Research, Practice and Immigrant Survivors of Torture	Nancy Bothne; Mario Venet	Sub	In-person only
06/21/2023	09:15 AM	10:15 AM	Rethinking Community in Light of the Human	Urmitapa Dutta; Deanne Bt	Session	In-person only
06/21/2023	09:15 AM	10:15 AM	Battling the Bots: Strategies for Prevention and Detection in Online Research	Jaimelee Behrendt-Mihalisk	Session	In-person only
06/21/2023	10:30 AM	11:30 AM	Community engagement in Rape Prevention and Education Program practice and evaluation	Agnes Rieger	Session	In-person only
06/21/2023	10:30 AM	11:30 AM	Evaluating Community Engagement in A National Sexual Violence Prevention	Ishaka Oche; Lindsey Barr	Sub	In-person only
06/21/2023	10:30 AM	11:30 AM	Support Across Locales: Reflection on Evaluators' Community of Practice	Sandra Ortega	Sub	In-person only
06/21/2023	10:30 AM	11:30 AM	Learning by Experience: An "Antiracist" Evaluation Approach to Elevate Youth Voice on Sex Education	Lilian Chimuma; Danielle Tl	Sub	In-person only
06/21/2023	10:30 AM	11:30 AM	Choose Your Adventure: Preventionist Decision-Making in Community-Informed Practice	Agnes Rieger; Qihao Zhan;	Sub	In-person only
06/21/2023	10:30 AM	11:30 AM	Reconnecting a Community: The Reconciliation of Indiana's Sexual Violence Prevention Council	Caitlin Segraves; Gwen Str	Sub	In-person only

06/21/2023	10:30 AM	11:30 AM	Mentoring Session - Navigating the U.S. Academia as an International Scholar	Frederick Douglass Nabiha Chaudhary	Session	In-person only
06/21/2023	10:30 AM	11:30 AM	Integrating REI in Local Collaborative Initiatives	Melinda Reed-Morrice	Session	In-person only
06/21/2023	10:30 AM	11:30 AM	Town Hall on International Community Psychology and SCRA's Positionality	Toshi Sasao; Moshood Ola	Session	Hybrid
06/21/2023	10:30 AM	11:30 AM	Structural Violence, Human Rights, and Healing Processes: An Intersectional Analysis of Subalternated College Students in Brazil and the United States	Daniele Negreiros	Session	In-person only
06/21/2023	10:30 AM	11:30 AM	Housing First for Youth: How youth begin to think about their future	Nick Kerman; Stéphanie M.	Session	In-person only
06/21/2023	10:30 AM	11:30 AM	Promising findings from HF4Y youth homelessness prevention interventions	Cora Macdonald	Sub	In-person only
06/21/2023	10:30 AM	11:30 AM	"I want purpose in my life": Exploring how youth experiencing homelessness in Ottawa, Ontario envision their futures	Minda Wood; Stéphanie M.	Sub	In-person only
06/21/2023	10:30 AM	11:30 AM	"My number one goal is stability": How youth aging out of care envision their future		Sub	In-person only
06/21/2023	10:30 AM	11:30 AM	Collaborative community partnerships: A critical discussion around the multiple ways of working in partnerships	Roshani Jayawardana	Session	Hybrid
06/21/2023	10:30 AM	11:30 AM	Community Resilience in the 21st Century: Harnessing Inherent Strengths for Promoting Wellness and Building Capacity in Underserved and Distressed Populations	Jadwiga (yad-vee-gah)	Session	In-person only
06/21/2023	10:30 AM	11:30 AM	The Kids are Alright: Resilience and Fundamental Human Needs in First-Generation Students During the COVID-19 Pandemic	Jadwiga (yad-vee-gah)	Session	In-person only

06/21/2023	10:30 AM	11:30 AM	The Resilience of Racially and Ethnically Diverse, Middle-Aged and Older Men Who Have Sex with Men to the Clinical and Social Impacts of HIV/AIDS	Renato Liboro	Sub	In-person only
06/21/2023	10:30 AM	11:30 AM	How Photovoice has been Incorporated into Program Evaluation Training for Grantees	Jacque-Corey Cormier	Sub	In-person only
06/21/2023	10:30 AM	11:30 AM	Centering The Voices of Black Women: Stress and Coping Support	Amber Kelly; Karen Bankst	Sub	In-person only
06/21/2023	10:30 AM	11:30 AM	Cobb Area Portrait: Understanding community assets in relation to fire recovery efforts and post-disaster resilience	Christopher Nettles, PhD; E	Sub	In-person only
06/21/2023	10:30 AM	11:30 AM	Newcomer Mental Health Equity and Belonging: Processes, Innovations, and Outcomes from a Long-term Community-University Partnership	Massey F	Session	In-person only
06/21/2023	10:30 AM	11:30 AM	Multilevel Community-Based Mental Health Intervention to Address Structural Inequities and Adverse Disparate Consequences of COVID-19 Pandemic on Latinx Immigrants and African Refugees	Janet Ramirez; Norma Cas	Sub	In-person only
06/21/2023	10:30 AM	11:30 AM	United Voices for Newcomer Rights: How a Community-University Research Partnership Created a Newcomer-Led Nonprofit Organization	Suha Amer; Danielle Parke	Sub	In-person only
06/21/2023	10:30 AM	11:30 AM	Rebuilding and Engaging to Foster Resiliency Among Muslim newcomers Experiencing Violence (REFRAME)	Ryeora Choe; Hallie Brown	Sub	
06/21/2023	10:30 AM	11:30 AM	Carceral School Environments: Examining Problems and Possibilities	Ben Fisher	Session	In-person only
06/21/2023	10:30 AM	11:30 AM	Neighborhood violence and school discipline: How is high-violence exposure associated with school disciplinary practices?	Eli Rolfes; Maury Nation; C	Sub	In-person only

06/21/2023	10:30 AM	11:30 AM	School-based referrals to juvenile justice systems: The racialized and gendered impact of subjective offenses	Abigail Novak	Sub	In-person only
06/21/2023	10:30 AM	11:30 AM	Actionable inflection points in student discipline: From exclusion and punishment to inclusion and empowerment	Joseph Gardella	Sub	In-person only
06/21/2023	10:30 AM	11:30 AM	School-based mental health providers' perspectives on schools' therapeutic versus punitive responses to student mental health and behavioral challenges	Davielle Lakind; Meredith E	Sub	In-person only
06/21/2023	10:30 AM	11:30 AM	Applying Community Psychology Principles in the Alternative Care Sector in Egypt		L-442 Session	Virtual only
06/21/2023	10:30 AM	11:30 AM	Youth Transitioning from Care to Independence and Adulthood	Noha Emam Hassanin	Sub	Virtual only
06/21/2023	10:30 AM	11:30 AM	Advocating for the rights of children and youth without parental care in Egypt	Manar Nada	Sub	Virtual only
06/21/2023	10:30 AM	11:30 AM	Empowering youth without parental care in Egypt	Azza Othman	Sub	Virtual only
06/21/2023	10:30 AM	11:30 AM	Breaking Free from White Hegemonic Practices: Establishing An Anti-Racist Supportive Mentoring Model for/by BIPOC Faculty	Dr. Monique A Guishard (sr	L-154 Session	In-person only
06/21/2023	10:30 AM	11:30 AM	Mentoring session - Career Transition Strategies: Navigating the Paths of Change	Frederick Douglass Lillian Haley	Session	In-person only
06/21/2023	11:45 AM	12:45 PM	To whom are we responsible?: Critically examining who is centered in our work, how, and why	Nancy Bothne; Jessica She	L-442 Session	Virtual only
06/21/2023	11:45 AM	12:45 PM	"I don't often hear my story getting told": The experiences of adolescent sexual assault survivors as research participants	Jessica Shaw; Caroline Bai	Sub	Virtual only
06/21/2023	11:45 AM	12:45 PM	From Customer to Investor: Elevating the Patient's Voice In Research	Earnest Davis Jr, PhD	Sub	Virtual only



06/21/2023	11:45 AM	12:45 PM	"Nothing About Us Without Us": Centering Disabled People in Research Photovoice, Healing Space Creation and a Sense of Belonging in Community Psychology	Kara Ayers	Sub	Virtual only
06/21/2023	11:45 AM	12:45 PM	Black Women's Sexual Praxis: An Exploration of a Black Women's Preventive Sexual Communication Community	Vanessa Goodar	Sub	Virtual only
06/21/2023	11:45 AM	12:45 PM	Adapting a Community Mobilization Approach to Promote and Support Father Engagement in Atlanta	Hareder McDowell	Sub	Virtual only
06/21/2023	11:45 AM	12:45 PM	Engaging in Critical Place-based Research	Latrice Rollins	Session	In-person only
06/21/2023	11:45 AM	12:45 PM	Sense of Place among Young People involved in Place-based Action Civics in Nashville, TN	Megan McCormick	Session	In-person only
06/21/2023	11:45 AM	12:45 PM	Participant-led walking interviews as a place-based methodology to contextualize health disparities resulting from inequitable access to the social determinants of health	Megan McCormick	Sub	In-person only
06/21/2023	11:45 AM	12:45 PM	A Place-Based Intervention Addressing Housing Injustice: Staying in Place (SIP)	Rachel Siegal; Clysha Whit Sub	Sub	In-person only
06/21/2023	11:45 AM	12:45 PM	Liveability analysis: Uncovering urban policy impacts on local quality of life and experience of place	Clysha Whitflow	Sub	In-person only
06/21/2023	11:45 AM	12:45 PM	The Revolution Will Not Be Televised: SCRA Missing in Action on Recruiting Historically Black Colleges and Universities (HBCUs)	Iain Butterworth	Sub	In-person only
06/21/2023	11:45 AM	12:45 PM	Liberation-Focused Healing Space for Graduate Student of Color	Rhonda Lewis; Pamela Ma	Session	Hybrid
06/21/2023	11:45 AM	12:45 PM	Creating Spaces to Engage the Continuum of CP Praxis: Composting Coloniality, Organizational Settings, Glocal Positionalities, and Philosophies of Science	Daliah Altai; Clarice Hampt	Session	In-person only
06/21/2023	11:45 AM	12:45 PM		Gorden Lee; Jacqueline Sa	Session	In-person only

06/21/2023	11:45 AM	12:45 PM	Putting Principles into Practice: Implementing Anti-Racist, Community-Engaged Research Methods	L-154	Andrea DaViera, M.A.	Session	In-person only
06/21/2023	11:45 AM	12:45 PM	Newcomer Researcher: The Uncertainties and Opportunities of Conducting Place-based Qualitative Research with Underrepresented Communities as Graduate Students	Massey F	Anne Brodsky; Sara Buckir	Session	In-person only
06/21/2023	11:45 AM	12:45 PM	Conducting Rural Psychology Research in New and Old Contexts		Calista Kern-Lyons	Sub	In-person only
06/21/2023	11:45 AM	12:45 PM	A Photovoice Project Examining Sexual Orientation & Gender Minorities' (SGM) Sense of Community (SOC): Community Based Queer Research as a Queer Researcher		Riley Russell	Sub	In-person only
06/21/2023	11:45 AM	12:45 PM	Considerations for Conducting Community Engaged Research on a Stigmatized Topic: Sexual Health Research with Adolescents in Alaska		Sofia Sytniak	Sub	In-person only
06/21/2023	11:45 AM	12:45 PM	Exploring Neighborhood and Community Factors in the Lives of Minoritized Populations	L-244	Meeta Banerjee; Dawn Her	Session	In-person only
06/21/2023	11:45 AM	12:45 PM	The Contextualized Impact of Ethnic-Racial Socialization on Black and Latino Youth's Self-System		Ashley McDonald; Briah Gl	Sub	In-person only
06/21/2023	11:45 AM	12:45 PM	Black and Latinx youth's externalizing behavior in a new destination area: Does parental monitoring matter?		Joonyoung Park; Dawn Wit	Sub	In-person only
06/21/2023	11:45 AM	12:45 PM	An Exploration of Neighborhood Factors on Ethnic/Racial Socialization Practices in a Multiracial Sample of Ethnic Minority Families.		Meeta Banerjee; Ryan Hou	Sub	In-person only
06/21/2023	11:45 AM	12:45 PM	Longitudinal Effects of Multiple Dimensions of Acculturation on the Victimization of Latino Youth		Chiara Sabina; Shannon Cl	Sub	In-person only

06/21/2023	11:45 AM	12:45 PM	Youth-focused Interventions: Lessons learned from multiple programs	Massey D	Yolanda Suarez-Balcazar; I	Session	In-person only
06/21/2023	11:45 AM	12:45 PM	A Civic Engagement Program to Promote Empowerment among Marginalized Youth		Fabricio Balcazar	Sub	In-person only
06/21/2023	11:45 AM	12:45 PM	How Members of the Youth Climate Justice Movement Approach Successes and Challenges: Implications for Solidarity Research		Emmanuel-Sathya Gray; Si	Sub	In-person only
06/21/2023	11:45 AM	12:45 PM	Community-University Collaboration to Weave YPAR into Youth Organizing Campaigns		Mars Fernandez-Burgos; IV	Sub	In-person only
06/21/2023	11:45 AM	12:45 PM	An Emerging Youth-Centered Model of Community Resilience in Communities Impacted by Gun Violence: Power through Black Community and Unity		Nickholas Grant	Sub	
06/21/2023	11:45 AM	12:45 PM	Updates and Initiatives from the American Journal for Community Psychology	B of A Auditorium	Nicole Allen	Session	Hybrid
06/21/2023	11:45 AM	12:45 PM	Mentoring Session - Career Path Planning	Frederick Douglass	Judah Viola	Session	In-person only
06/21/2023	12:00 PM	12:30 PM	Healing Space- Breathwork Break	Zoom	Nidal Karim	Session	Healing Space; Virtual
06/21/2023	01:00 PM	02:00 PM	Mentoring Session - Writing Your Thesis/Dissertation and Caring for Yourself and Your Team	Zoom	Megan Greeson	Session	Virtual only
06/21/2023	01:00 PM	02:00 PM	Defining Belonging, Identity, and Community: Experiences of Rohingya Refugees in the United States	African American H.	Jenny Zhao; Anuwar Kasir	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Reverse the pipeline: Expanding access to higher education for students impacted by the criminal legal system through supervision reform	African American H.	Judith Zatkun; Julia Dancis	Session	In-person only

06/21/2023	01:00 PM	02:00 PM	Understanding Co-Curricular Service Programs Post-Graduation: How do Bonner Scholar alumni sustain critical hope and engagement?	African American H. Elizabeth Thomas; Erin Wa Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Does knowing friends' T2D status encourage protective behaviors and attitudes in young adults?	African American H. Dhymy Vixamar-Owens Session	In-person only
06/21/2023	01:00 PM	02:00 PM	A Media Analysis of the Long-Term-Care Crisis During the COVID-19 Pandemic	African American H. Caitlin Tizzard Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Evaluation practices that promote equity and justice: Lessons from the field	African American H. Sara Stacy; Carissa Schutz Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Understanding Determinants Impacting the Implementation of a Sexual Health Program for Justice-Involved Youth	African American H. Nyssa Snow-Hill Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Qualitative Analysis of Community Health Workers' Experiences with the Mental Health Needs of Buffalo's Black Community	African American H. Hollen Reischer Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Awareness of HIV-Associated Neurocognitive Disorder Among Healthcare and Service Providers in Southern Nevada: An Exploratory Survey	African American H. Brandon Ranuschio; Renat Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Promoting Staff Well-Being and Positive Adult-Youth Relationships in After-School: Identifying Local Knowledge via Mixed Methods within an Academic-Community Partnership	African American H. Rachel Ouellette Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Client advocacy in a coordinated entry system for single unhoused adults: Applying the street-level bureaucracy framework	African American H. Ugochinyere Onyeukwu Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Examining the Context of Faith Leader-Facilitated Parenting Workshops in Central America	African American H. Melanie Ngan Session	In-person only

06/21/2023	01:00 PM	02:00 PM	Latinos' IPV Behaviors: A Critical Community Psychology Review and Critique of the Research Literature	African American H. Adrian Manriquez	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	White Emotionality as a technology for (dis)engagement in Classroom Settings: Student Experiences in Community Psychology Courses	African American H. Alix MacDonald	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	The Role of Substance Use In the Lives of Young Gay and Bisexual Men in Kenya	African American H. Myla Lyons	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	A pilot evaluation of community leader-facilitated parenting programs in Vietnam, Indonesia, and Philippines	African American H. Hsiuchi Lee	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	The Role of Gender and Self-Silencing in the Relationship between Adverse Childhood Experiences and Juvenile Delinquency	African American H. Cassandra Landry	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Qualitative Evaluation of a Collective Impact State-Wide Initiative: Assessing the Collaborative Process of Supporting Resilience by Addressing Childhood Adversity	African American H. Jessica Koreis	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Differences in Perceived Family and Peer Social Support on Prosocial Activities and Sense of Community in Adolescents	African American H. Kaelynn Knestrick	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	What predicts positive healthcare experiences for trans people?: Patient and provider characteristics	African American H. Maddie Katz	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Lived Experiences of Students of Color at a Predominately White Institution	African American H. Michaela Harrigan	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Photovoice: A Qualitative Approach to Identifying Experiences of Undergraduate Students of Color at a Predominately White Institution	African American H. Romona Harden	Session	In-person only

06/21/2023	01:00 PM	02:00 PM	Incorporating Our Existence: The Availability of Community-Based Suicide Interventions for BIPOC Communities	African American H. Osiris Hal; Maryam Kia-Keer	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Community-Based Intervention Mitigating Malnutrition in Elder Care Facilities	African American H. Julia Naciff Guarniere	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Reduced Stigma for Mental Illness through an Online Art and Writing Intervention: A Randomized Controlled Trial	African American H. Frances Griffith	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Social network analysis as a tool for developing, evaluating, and understanding community at Charlotte Bilingual Preschool	African American H. Drew Gadaire	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Connection Matters: Impact of Peer Connectedness on Increase in Emotion Regulation and Stress Management Skills in Youth	African American H. Candace Evans	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Does Context Really Matter?: Outcome Metric Attributional Variation in Community-Based Programming for Juvenile Justice Involved Youth	African American H. Christina Ducat	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Partnering with Local Faith Leaders: An Exploration of Contextual Factors in a Parenting Program in Africa	African American H. Carolyn Casada	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Assessing Critical Literacy with Context in Mind	African American Hall of Fame	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	DePaul's BA/MS & MS in CP programs: Three years running	African American Hall of Fame	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	"They Just Show Up": Black mothers' village making and qualities of support	African American H. Lamont Bryant	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Key Stakeholder Perspectives on Current Approaches and Community Capacity to address Black Maternal and Reproductive Health in North Texas	African American Hall of Fame	Session	In-person only

06/21/2023	01:00 PM	02:00 PM	What are you willing to risk?: Reflections on engaging in liberation psychology praxis between the academy and community	African American H. Chelsea Birchmier	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Urban city development recommendations for promoting resilience to HIV: A qualitative analysis of perspectives on healthcare and social services in the Southwest United States	African American H. Sherry Bell; Renato Liboro	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	Experiences with Racism and Its Impact on Youth Support Seeking and Activism Across Contexts During the Dual Pandemics of COVID-19 and Racial Injustice	African American Hall of Fame	Session	In-person only
06/21/2023	01:00 PM	02:00 PM	An Exploratory Study of the Associations between Dimensions of the Strong Black Woman Schema and Critical Consciousness and Implications for Mental Health Among High Achieving Black Youth	African American Hall of Fame	Session	In-person only
06/21/2023	02:00 PM	03:00 PM	Organizing in the Underorganized Domain: Community System Solutions Framework and Intergovernmental Partnerships To Serve Refugees	L-150	Session	Hybrid
06/21/2023	02:00 PM	03:00 PM	Community Psychology for Strategic Transformation of Institutional Community Engagement Efforts	L-154	Jen Wallin-Ruschman; Erin	In-person only
06/21/2023	02:00 PM	03:00 PM	LGBT2Q+ communities' attachment to primary care: An exploratory analysis of minority stressors and primary healthcare access in Canadian LGBT2Q+	African American H. Samson Tse	Session	In-person only
06/21/2023	02:00 PM	03:00 PM	A Thousand Words Photography Project: The Importance of Collaborations	African American Hall of Fame	Session	In-person only
06/21/2023	02:00 PM	03:00 PM	Challenging Community Psychology Post-Pandemic in Asia and Beyond	L-150	Aomi Kuwayama; Toshi Sai;	Hybrid

Engaging Communities and Organizations in Cultures of Sustainability						
Date	Time	Topic	Location	Facilitator	Session Type	Format
06/21/2023	02:00 PM	03:00 PM	Massey D	Manuel Riemer	Session	In-person only
06/21/2023	02:00 PM	03:00 PM			Sub	In-person only
06/21/2023	02:00 PM	03:00 PM			Sub	In-person only
06/21/2023	02:00 PM	03:00 PM			Sub	In-person only
06/21/2023	02:00 PM	03:00 PM			Sub	In-person only
06/21/2023	02:00 PM	03:00 PM	L-150	Angela Paredes	Session	Hybrid
06/21/2023	02:00 PM	03:00 PM			Session	Virtual only
06/21/2023	02:00 PM	03:00 PM	Zoom	Yusuke Okuyama	Session	Hybrid
06/21/2023	02:00 PM	03:00 PM	L-150	Andrea Negrete	Session	Hybrid
06/21/2023	02:00 PM	03:00 PM	L-150	Diane Mbahoze	Session	Hybrid
06/21/2023	02:00 PM	03:00 PM	African American Hall of Fame		Session	In-person only
06/21/2023	02:00 PM	03:00 PM			Session	Virtual only
06/21/2023	02:00 PM	03:00 PM	L-442	Jennifer Lovell	Session	Virtual only
06/21/2023	02:00 PM	03:00 PM			Sub	Virtual only
06/21/2023	02:00 PM	03:00 PM			Sub	Virtual only
06/21/2023	02:00 PM	02:00 PM			Sub	Virtual only
06/21/2023	02:00 PM	03:00 PM	African American Hall of Fame		Session	In-person only



06/21/2023	02:00 PM	03:00 PM	Bringing Pleasure into our Activist Classrooms: An Experiment in Pleasure Journaling	African American Hall of Fame	Session	In-person only
06/21/2023	02:00 PM	03:00 PM	Exploring Contemplative Practices to Promote Personal and Professional Wellbeing	L-244 Yvette Flores; Bianca Guzn	Session	In-person only
06/21/2023	02:00 PM	03:00 PM	“One of Us?”: Partnering with Communities as Members and Non-members	L-152	Session	In-person only
06/21/2023	02:00 PM	03:00 PM	Exploring fugitive realities through decoloniality: Visual arts and praxis	B of A Auditorium Susan James	Session	Hybrid
06/21/2023	02:00 PM	03:00 PM	Struggles, Hybridity, Ruptures, and Choques in Co-constructing Decolonial Community Psychologies in Classrooms and Communities	L-444 Susan James	Session	Hybrid
06/21/2023	02:00 PM	03:00 PM	THE WORK OF ART: A DECOLONIAL COMMUNITY PRAXIS	L-148	Session	In-person only
06/21/2023	02:00 PM	03:00 PM	Mobilizing bystanders to address microaggressions in the workplace: The case for a systems-change approach	African American Hall of Fame	Session	In-person only
06/21/2023	02:00 PM	03:00 PM	Virtual Poster Session	Amber Kelly; Jadwiga (yad·	Session	Virtual only
06/21/2023	02:00 PM	03:00 PM	Sexual minority disparities in mental health care use and access: Intersections of race-ethnicity, gender, and SES	Zoom Daniel Nguyễn	Session	Virtual only
06/21/2023	02:00 PM	03:00 PM	“An uphill battle”: Sexual violence preventionists’ experiences engaging community members and partners	Zoom Agnes Rieger	Session	Virtual only
06/21/2023	02:00 PM	03:00 PM	The Parents’ Voices project: Results from a scaled-up participatory research initiative	Zoom Sabrina Gallant Monette	Session	Virtual only
06/21/2023	02:00 PM	03:00 PM	Culturally Competent Care for Marginalized Populations: A Systematic Review of the Literature	Zoom David Freire	Session	Virtual only
06/21/2023	02:00 PM	03:00 PM	Cómo mantener activa una coalición comunitaria desde la perspectiva de personas clave en Puerto Rico	Zoom	Session	Virtual only

06/21/2023	02:00 PM	03:00 PM	Examining the Impact of Structural Equity Adjustments in a Local Deliberative Democracy Process, effective or not?	Zoom	Session	Virtual only
06/21/2023	02:00 PM	03:00 PM	Exploring the Association Between Natural Mentor Support and Underrepresented Students' College Adjustment	Zoom	Session	Virtual only
					Aaliyah Churchill	
06/21/2023	02:00 PM	03:00 PM	NTU Informed Strategies: Maintaining Psychological Well-being amongst Black Women in Academia	Zoom	Session	Virtual only
06/21/2023	02:00 PM	03:00 PM	The driving forces behind systemic racism in Quebec in 2022: A study of deflection mechanisms in everyday discourse.	Zoom	Session	Virtual only
06/21/2023	02:00 PM	03:00 PM	Conceptualizing and Demystifying White Allyship Among College Students	L-150	Session	Virtual only
					Peter Goldie	
06/21/2023	02:00 PM	03:00 PM	Implementing Youth Participatory Action Research (YPAR) Within Schools and communities: A Look at Youth's Perspectives and the Possibilities of YPAR Partnerships	Massey F	Session	In-person only
					Adam Voight	
06/21/2023	02:00 PM	03:00 PM	Cleveland YPAR as a movement for building voice and allyship to promote youth flourishing		Sub	In-person only
06/21/2023	02:00 PM	03:00 PM	Exploring the Action Step in YPAR: Youth perspectives on facilitators and hindrances of taking actions to make changes		Sub	In-person only
06/21/2023	02:00 PM	03:00 PM	Who is Included? A Critical Examination of the Selection Process of Youth in YPAR Projects		Sub	In-person only
06/21/2023	02:00 PM	03:00 PM	Exploring Research Question Development for Youth Participatory Action Research		Sub	In-person only
06/21/2023	02:00 PM	03:00 PM	Interactions Between Police and People Experiencing Homelessness	African American H.	Session	In-person only
					Amanda Barry	

06/21/2023	02:00 PM	02:00 PM	"What if this happiness doesn't last forever?": Stressors faced by racialized SOGIE refugees in Ontario	AAHF	Moni Sadri-Gerrior	Session	
06/21/2023	03:15 PM	04:15 PM	Identifying the strengths and challenges of Building effective resident-community partnerships with state entities using a decolonial praxis. A case study from Lawrence Massachusetts.	L-242	Stacy Seward	Session	In-person only
06/21/2023	03:15 PM	04:15 PM	Mobilizing Community-Led Knowledge for Global Justice: Exploring the Interconnectedness of International Initiatives	L-442	Yolanda Suarez-Balcazar;	I Session	Hybrid
06/21/2023	03:15 PM	04:15 PM	Photovoice as a Tool to Imagine the Future of Romani Women and Girls'			Sub	Hybrid
06/21/2023	03:15 PM	04:15 PM	Transforming Lived Experiences into Influential Knowledge for Health Equity: The Other Frontline Line Experience			Sub	Hybrid
06/21/2023	03:15 PM	04:15 PM	Venezuelan migration in Montevideo, Uruguay. The protagonism of migrants and their organisations in identifying health problems and promoting actions.			Sub	Hybrid
06/21/2023	03:15 PM	04:15 PM	Agency and social suffering in community women in the post conflict in Peru: acts of healing with social justice	L-150		Session	In-person only
06/21/2023	03:15 PM	04:15 PM	Examining Gender-based Violence through the lens of Disability Justice	L-444	Julia LeFrancois; Lillie Mac	Session	Hybrid
06/21/2023	03:15 PM	04:15 PM	Assessing the Risk, Addressing the Need for New: Using PAR to Design a Correctional Risk/Needs Assessment Tool for Women	L-148		Session	In-person only
06/21/2023	03:15 PM	04:15 PM	Building bridges and scaling walls: Communities working together to navigate institutional barriers	Massey D	Michaela Hynie	Session	In-person only

06/21/2023	03:15 PM	04:15 PM	Photovoice as a Tool to Imagine the Future of Romani Women and Girls'	Sub	In-person only
06/21/2023	03:15 PM	04:15 PM	Transforming Lived Experiences into Influential Knowledge for Health Equity: The Other Frontline Line Experience in Urban and Rural Communities in Northwest England	Sub	In-person only
06/21/2023	03:15 PM	04:15 PM	Venezuelan migration in Montevideo, Uruguay. The protagonism of migrants and their organisations in identifying health problems and promoting actions.	Sub	In-person only
06/21/2023	03:15 PM	04:15 PM	Agency and social suffering in community women in the post conflict in Peru: acts of healing with social justice	Sub	In-person only
06/21/2023	03:15 PM	04:15 PM	The Future of Community Psychology Education: Moving from Visioning to Action	B of A Auditorium	Hybrid
06/21/2023	03:15 PM	04:15 PM	Community psychology responses to displacement, migration policies and anti-migrant politics	Olya Glantsman	Session
06/21/2023	03:15 PM	04:15 PM	Community psychology, displacement and migration policies in Europe	L-154	In-person only
06/21/2023	03:15 PM	04:15 PM	Should I stay, or should I go? Lived experiences of people affected by EU asylum policies in Lisbon and Samos	Serdar Degirmencioglu	Session
06/21/2023	03:15 PM	04:15 PM	Anti-migrant politics and their impact in Denmark and Greece	Sub	In-person only
06/21/2023	03:15 PM	04:15 PM	At the intersections of migration and climate change: Migrant's engagement with the politics of climate change	Sub	In-person only
06/21/2023	03:15 PM	04:15 PM	Experiences of Community Psychologists Working in Research Think Tanks	Sub	In-person only
06/21/2023	03:15 PM	04:15 PM		L-244	In-person only
06/21/2023	03:15 PM	04:15 PM		Brittney Denson	Session

06/21/2023	03:15 PM	04:15 PM	The White People Pretendian Problem and the Implications for Afro-Indigenous Communities in Canada	L-152	Ann Marie	Session	In-person only
06/21/2023	03:15 PM	04:15 PM	Mentoring Session - Learning to Recruit Your Own Mentors	Frederick Douglass Academic Center		Session	In-person only
06/21/2023	03:15 PM	04:15 PM	Mentoring Session - Collaboration Among Academic and Practitioner Settings	Frederick Douglass Academic Center		Session	In-person only
06/21/2023	04:30 PM	05:30 PM	Humanizing the Reentry/Reintegration Process for Formerly Incarcerated Individuals	L-244	Modena Stinnette	Session	In-person only
06/21/2023	04:30 PM	05:30 PM	“Wanna Live in the Space In-Between Now” The Role of Music in Identity Formation examined through Neuroqueer Identity Experiences.	L-150		Session	In-person only
06/21/2023	04:30 PM	05:30 PM	(Re)Imagining the Consciousness Raising Process by Centering Black and Latina Youths' Ways of Knowing	L-442	Adriana Aidana	Session	Hybrid
06/21/2023	04:30 PM	05:30 PM	Intersectional Awareness: Theoretical Musings and the Integration of Critical Consciousness and Black Feminist Theories			Sub	Hybrid
06/21/2023	04:30 PM	05:30 PM	Why does it have to be a slap in the face? (Re)imaging the Ethnic-Racial Consciousness Development of Latina Girls in Culturally Affirming and Agentive Ways			Sub	Hybrid
06/21/2023	04:30 PM	05:30 PM	She will define herself: A qualitative exploration of Black and Latina adolescent girls' self-definition and familial racial socialization			Sub	Hybrid
06/21/2023	04:30 PM	05:30 PM	Using counterstorytelling to amplify how Black and Latinx adolescent girls impacted by familial incarceration develop critical consciousness of the U. S. criminal legal system			Sub	Hybrid

06/21/2023	04:30 PM	05:30 PM	Fostering Restorative Practice and Programs for Men in the Field of Gender-Based Violence	Massey F	Lillie Macias	Session	In-person only
06/21/2023	04:30 PM	05:30 PM	Examining gender-based violence prevention practices among men and boys			Sub	In-person only
06/21/2023	04:30 PM	04:30 PM	A Needs Assessment of Restorative Approaches for Partner Violence			Sub	In-person only
06/21/2023	04:30 PM	05:30 PM	Exploring the Role of Police in Restorative Approaches for Adolescents Experiencing Dating Violence			Sub	In-person only
06/21/2023	04:30 PM	05:30 PM	Reimagining Theory Building as Epistemic Resistance to Empire Building	Massey D	Urmitapa Dutta; Natalie Kiv	Session	In-person only
06/21/2023	04:30 PM	05:30 PM	Epistemically Rich Theory building practices: Sharing a Participatory Theory Building approach			Sub	In-person only
06/21/2023	04:30 PM	05:30 PM	The Psychosocial X-ray: Towards the Politics of the Social-Individual Divide			Sub	In-person only
06/21/2023	04:30 PM	05:30 PM	Developing a Praxis of Solidarity Through Participatory Action Research			Sub	In-person only
06/21/2023	04:30 PM	05:30 PM	If We Build It, Together, They Will Come (Even During a Pandemic): The Radical Possibilities of COVID-19 HyFlex Community Conversations	L-444	Lucretia Jones; Dr. Monique	Session	Hybrid
06/21/2023	04:30 PM	05:30 PM	Deliberative Democracy as an Agent for Change: An Experiential and Educational Session in Participatory Governance	L-152	Benjamin Graham; Dr. Verr	Session	In-person only
06/21/2023	04:30 PM	05:30 PM	Decolonial Community Psychology Discourses: Unearthing its Roots and Co/Re-creating Routes	L-148	Jesica Fernandez; Christop	Session	In-person only
06/21/2023	04:30 PM	05:30 PM	Health Equity and COVID-19: Engaging Racially and Ethnically Diverse Communities to Increase Vaccination Confidence	L-242		Session	In-person only
06/21/2023	04:30 PM	05:30 PM	Decolonizing Psychology Town Hall	B of A Auditorium	Daliah Altai; Jabarey Wells;	Session	Hybrid

06/21/2023	04:30 PM	05:30 PM	Film Screening- Until We All Count	B of A Auditorium	Session	
06/21/2023	06:00 PM	08:00 PM	Open Reception		Session	
06/22/2023	07:00 AM	08:00 AM	Past Presidents Breakfast	Wheeler 214F	Session	In-person only
06/22/2023	07:00 AM	08:00 AM	Healing Space- Healing Art of Meditation with Sheba Spencer	Brawley 100	Session	Healing Space;In-person only
06/22/2023	08:00 AM	09:00 AM	Reflecting on DuBois' Atlanta University Studies Through the Lens of Current Campus-Community Partnerships	B of A Auditorium	Session	Hybrid
06/22/2023	08:00 AM	09:00 AM	Re-membering the Past Towards a Liberatory Future	L-150	Session	In-person only
06/22/2023	08:00 AM	09:00 AM	Cultivating Climate Justice through Community Engagement: Transforming Systems and Seives through Activism and Local Planning Processes	L-244	Session	In-person only
06/22/2023	08:00 AM	09:00 AM	Exploring Pathways into Youth Climate Justice Activism: Stories of Solidarity for Climate Just Futures		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	Adjusting to a New Reality: The Impact of COVID-19 on Climate Justice Community-based Organizations		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	Youth Voices from Portugal: Climate Justice Activism and Political Imaginaries		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	Two-Eyed Seeing Approaches to Building Community Relationships between Indigenous and Black Peoples, and Municipalities		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	Equity-Driven Climate Planning in Cincinnati: Prioritizing Disproportionately-Affected Neighborhoods through Community Engagement		Sub	In-person only

06/22/2023	08:00 AM	09:00 AM	Engaging Diverse Stakeholders in the Development and Evaluation of an Alternative First Responder Program	L-154	Session	In-person only
06/22/2023	08:00 AM	09:00 AM	Collaborating with People with Lived Experience of Homelessness to Develop and Evaluate Portland Street Response		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	Feedback and Recommendations from Community Members about Portland Street Response		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	Perspectives of Grassroots Mutual Aid Organizations and Service Providers on Portland Street Response		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	You will know us... one way or another: The integration of art and science to re-center marginalized voices in healing and change work.	L-148	Session	In-person only
06/22/2023	08:00 AM	09:00 AM	Start from where you are: Building youth voice in schools and organizations across a continuum	Massey F	Session	In-person only
06/22/2023	08:00 AM	09:00 AM	First steps toward youth voice: Examining youth insights into the effects of a social justice youth development program		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	A comparative case study exploring youth voice in decision-making within Full-Service Community Schools		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	Choice points in YPAR facilitation: The affordances and challenges of different logistical and structural practices		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	Community Security from a Research Action Perspective	L-150	Session	In-person only
06/22/2023	08:00 AM	09:00 AM	A Community Psychology Approach for Participatory Mapping to Strengthen Community Resilience in Urban Settings	L-150	Session	In-person only



06/22/2023	08:00 AM	09:00 AM	Black Adolescent Activists' Imagework and Just New Worlds	L-150	Session	In-person only
06/22/2023	08:00 AM	09:00 AM	THE ROLE OF SHORT-TERM DIASPORIC CULTURAL IMMERSION EXPERIENCES ON AFRICAN AMERICAN IDENTITY DEVELOPMENT AND PROCESSES	L-150	Session	In-person only
06/22/2023	08:00 AM	09:00 AM	Understanding how sexual identity influences youths' perceptions of School Resource Officers and school safety: A call for more inclusive research designs	L-150	Session	In-person only
06/22/2023	08:00 AM	09:00 AM	The impact of a non-traditional community-based program aiming to transform the trajectory of under-resourced youth	L-152	Session	In-person only
06/22/2023	08:00 AM	09:00 AM	Brick and Mortar for the Beloved Community: Deliberative Democracy and Structural (Re)Evolution	L-150	Session	In-person only
06/22/2023	08:00 AM	09:00 AM	Building organizational readiness	L-242	Session	In-person only
06/22/2023	08:00 AM	09:00 AM	Building Readiness: An Introduction to Change Management Of Readiness		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	Strategies for sustaining integrated care readiness		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	Integration Aid: A tool for building readiness to integrate care		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	Strategizing community collaboration to improve Black maternal health outcomes by engaging community partners to promote social change	L-442	Session	Hybrid
06/22/2023	08:00 AM	09:00 AM	Historical context of Black Maternal Health and the evolution of Black Mother's Care Plan		Sub	Hybrid
06/22/2023	08:00 AM	09:00 AM	The intervention implementation and importance of community allies		Sub	Hybrid
06/22/2023	08:00 AM	09:00 AM	The importance of partnerships and collaborations amongst Black and Brown Communities		Sub	Hybrid

06/22/2023	08:00 AM	09:00 AM	Evaluation and Sustainability Planning for beyond the intervention		Sub	Hybrid
06/22/2023	08:00 AM	09:00 AM	Decolonial Enactments in Research and Pedagogy: Disrupting the Academy-Community Divide	Massey D	Jerry Pyrtuh; Ileri Bernal (s	In-person only
06/22/2023	08:00 AM	09:00 AM	Making Decolonial Movidas in Community Psychology Education		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	Supporting the Nurturance of Communities of Resistance as De/Anti-colonial Praxis		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	Decolonial Dialogues and Praxis in Graduate Research		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	Troubling the Borders: Navigating and Negotiating Racialized Cultural Modalities of Desi-Americans		Sub	In-person only
06/22/2023	08:00 AM	09:00 AM	The Indaba Podcast: Process, Conversations, and Storytelling	L-444	Ramy Barhouche	Hybrid
06/22/2023	09:15 AM	10:15 AM	Examining the Past, Present and Future of Housing First: Expert and Critical Perspectives	L-244	Ronni Greenwood; John S)	In-person only
06/22/2023	09:15 AM	10:15 AM	International Experts' Perspectives on Housing First		Sub	In-person only
06/22/2023	09:15 AM	10:15 AM	A Review of Critical Assessments of Housing First		Sub	In-person only
06/22/2023	09:15 AM	10:15 AM	Looking to the Future of Housing First		Sub	In-person only
06/22/2023	09:15 AM	10:15 AM	Reproductive Justice for Black, Indigenous, Women of Color: A Call to Action	B of A Auditorium	Yolanda Suarez-Balcazar; ;	Hybrid
06/22/2023	09:15 AM	10:15 AM	Using Photovoice As a Form of Expression for Different Communities in Egypt and MENA Region	L-242	Session	In-person only
06/22/2023	09:15 AM	10:15 AM	Reframing Women Leadership: A Photovoice Project		Sub	In-person only
06/22/2023	09:15 AM	10:15 AM	The inclusion of People with Disabilities in the Economic Market: A Photovoice Project		Sub	In-person only
06/22/2023	09:15 AM	10:15 AM	Global Dialogue - Expanding on Youth Entrepreneurial Narratives: A Photovoice Project.		Sub	In-person only

06/22/2023	09:15 AM	10:15 AM	Advocating for the Needs and Futures of Care Leavers in Egypt: A Photovoice Project.		Sub	In-person only
06/22/2023	09:15 AM	10:15 AM	Justice for the Justice-Involved: Dismantling Systems and Organizational Barriers to Sustained Well-being	L-154	Session	In-person only
06/22/2023	09:15 AM	10:15 AM	Collateral Consequences: How Driver's License Suspensions Create Barriers to Mobility		Sub	In-person only
06/22/2023	09:15 AM	10:15 AM	State policy and shadow carceral innovations: Insights on the impact of drug felony bans		Sub	In-person only
06/22/2023	09:15 AM	10:15 AM	Black Justice Involved Families' Experiences Obtaining SNAP/TANF and Mental Health Consequences.		Sub	In-person only
06/22/2023	09:15 AM	10:15 AM	Integrating Art into Self Exploration and Wellbeing	L-152	Session	In-person only
06/22/2023	09:15 AM	10:15 AM	Transforming Communities - Community-centered Action Research and Service	L-442	Serdar Degirmencioglu; Sté	Hybrid
06/22/2023	09:15 AM	10:15 AM	Community-based participatory action research on suicide prevention with Inuit youth in Arctic Canada		Sub	Hybrid
06/22/2023	09:15 AM	10:15 AM	Community-guided Research Strategies		Sub	Hybrid
06/22/2023	09:15 AM	10:15 AM	Affirmative Narratives of Native Culture and Creativity		Sub	Hybrid
06/22/2023	09:15 AM	10:15 AM	Responding to Carceral Logics and Reimagining Systems of Care and Confinement: The Role of Community Psychology	Massey D	Session	In-person only
06/22/2023	09:15 AM	10:15 AM	The Influence of Perceived Coercion during Psychiatric Hospitalization on Mental Health Help-Seeking for LGBTQ People of Color		Chris Keys	In-person only
06/22/2023	09:15 AM	10:15 AM	Mobile Crisis Response Units: Co-response to Mental Health Crisis Calls. Now, and Looking Toward the Future		Sub	In-person only

06/22/2023	09:15 AM	10:15 AM	The Duelling Consciousness of Frontline Probation Officers: Exploring System Press at the Intersections of Race & Gender	Sub		In-person only
06/22/2023	09:15 AM	10:15 AM	Bigger Than This: Strategies and insights from developing a youth led, school based anti-racism intervention in Australia	Session	L-148 Sam Keast, Monica Forson	In-person only
06/22/2023	09:15 AM	10:15 AM	Cultural considerations for fatality reviews and intimate partner homicide prevention	Session	L-244	Hybrid
06/22/2023	09:15 AM	10:15 AM	Healing Space Creation, Photovoice and Radical Self-Care Action Research	Session	L-150 Vanessa Goodar	In-person only
06/22/2023	09:15 AM	10:15 AM	Whole, Healed and Well: Highlighting Atlanta Healthy Start, A Community Based Program	Session	Massey F	In-person only
06/22/2023	09:15 AM	10:15 AM	Atlanta Healthy Start: Reucing Health Disparities through the Provision of Culturally Reflective and Respectful Care	Sub		In-person only
06/22/2023	09:15 AM	10:15 AM	Increasing Environmental Health Literacy Through Community Based Education	Sub		In-person only
06/22/2023	09:15 AM	10:15 AM	Empowerment Through Education: The Promise of Self-Advocacy for Reducing Maternal Health Disparities among Black Women	Sub		In-person only
06/22/2023	09:15 AM	10:15 AM	Mentoring Session - Being a Change Agent within Academia	Session	Frederick Douglass Academic Center	In-person only
06/22/2023	10:30 AM	11:30 AM	Implementing epistemic and procedural justice principles through participatory system dynamics research and action to transform public healthcare service systems	Session	L-148 David W Lounsbury	In-person only
06/22/2023	10:30 AM	11:30 AM	Toward Decolonial Psychologies from Abya Yala	Session	L-444 Blanca Ortiz	Hybrid
06/22/2023	10:30 AM	11:30 AM	Pan-African Connections: Culture and Religions of the African Matrix – In Review	Session	B of A Auditorium Sinead Youngue	Hybrid

06/22/2023	10:30 AM	11:30 AM	Incorporating Youth Voice into Prevention Programming: Tackling Substance Use and Mental Health Challenges through Arts-based Methods in Miami	L-244	Jack Vertovec; Angela Moo	Session	In-person only
06/22/2023	10:30 AM	11:30 AM	A changing prevention landscape			Sub	In-person only
06/22/2023	10:30 AM	11:30 AM	Photovoice in Hialeah			Sub	In-person only
06/22/2023	10:30 AM	11:30 AM	Enhancing Photovoice with Sound It Out			Sub	In-person only
06/22/2023	10:30 AM	11:30 AM	Peer Education Theatre Troupe and Photovoice			Sub	In-person only
06/22/2023	10:30 AM	11:30 AM	Forming Transnational Alliances to Promote the Human Rights of LGBT People: Lessons for Community Practice from Project ACT	Massey F	Bianca D.M. Wilson; Robin	Session	In-person only
06/22/2023	10:30 AM	11:30 AM	Thriving in the Face of Adversity: Fostering Resilience in LGBT Community-led Organizations in the Global South			Sub	In-person only
06/22/2023	10:30 AM	11:30 AM	Healing is Power: Overcoming the Effects of Structural Stigma among LGBT Advocates in the Global South			Sub	In-person only
06/22/2023	10:30 AM	11:30 AM	Supporting Youth Well-Being in Rural Areas Through Partnerships and Participatory Research in School Mental Health	L-154	Paul D Flaspohler	Session	In-person only
06/22/2023	10:30 AM	11:30 AM	An Emerging University-Community Partnership to Support SEL			Sub	In-person only
06/22/2023	10:30 AM	11:30 AM	Interdisciplinary School Health Hub University and School District Partnership			Sub	In-person only
06/22/2023	10:30 AM	11:30 AM	Innovations in Rural School Mental Health Programming			Sub	In-person only
06/22/2023	10:30 AM	11:30 AM	Novel Approaches to Understanding Racial Socialization as a Resilience Factor for Black Americans	L-242		Session	In-person only

06/22/2023	10:30 AM	11:30 AM	Kneeling and healing: Imagining radical self-care as a form of resistance and racial coping for Black children	Sub	In-person only
06/22/2023	10:30 AM	11:30 AM	Parent-Teen Dyadic Experiences of Racism: Implications for Black Familial Racial Socialization	Sub	In-person only
06/22/2023	10:30 AM	11:30 AM	The Impact of Discrimination and Racial Socialization on Black Emerging Adults' Trust in Institutions	Sub	In-person only
06/22/2023	10:30 AM	11:30 AM	The Mediating Effect of Racial Socialization on the Relationship between Immigration Status and Black Identity Development	Sub	In-person only
06/22/2023	10:30 AM	11:30 AM	An Intersectional Feminist Approach to Critical Undergraduate Research Mentoring: The Student Opportunities for AIDS/HIV Research (SOAR) Program	L-152	Sophia Hussen In-person only
06/22/2023	10:30 AM	11:30 AM	Toxic Trump and Resilient Communities: Negative Political Climate and Its Impact on Stress and Resilience for Minoritized Identities	Massey D	Sara Buckingham; Jennifer In-person only
06/22/2023	10:30 AM	11:30 AM	Latinx mental health and resilience in the face of structural violence: A review of the literature	Sub	In-person only
06/22/2023	10:30 AM	11:30 AM	Politics and Intergenerational Conflict for Vietnamese Americans in an Increasingly Polarized Era	Sub	In-person only
06/22/2023	10:30 AM	11:30 AM	Interfaith Engagement as a Means of Resilience and Social Change during the Trump Era	Sub	In-person only
06/22/2023	10:30 AM	11:30 AM	Understanding Culturally-Responsive Space Creation: Diving into Diversity, Equity, & Inclusion	L-150	Dr. Monique A Guishard (sr In-person only
06/22/2023	10:30 AM	11:30 AM	Elevating intersectionality and innovative contexts to promote critical consciousness and wellness among youth of color	L-442	Erin Godfrey; McKenzie Be Hybrid

06/22/2023	10:30 AM	11:30 AM	A Latent Class Analysis Examining Patterns of Gender Inequality, Justification of Mass Incarceration, and Critical Consciousness Among System-Impacted Girls	Sub	Hybrid
06/22/2023	10:30 AM	11:30 AM	Exploring Social Justice Arts Programming as a Key Context for Promoting Critical Consciousness and Well-being	Sub	Hybrid
06/22/2023	10:30 AM	11:30 AM	"I'm going to try to make a better path... for the new era of us." Critical Conversation Spaces as Consciousness-Raising Contexts for Young Black Women	Sub	Hybrid
06/22/2023	10:30 AM	11:30 AM	Mentoring Session - Preparing for, Applying, and Working at a Teaching-Focused Institution	Session	In-person only
06/22/2023	10:30 AM	11:30 AM	Mentoring Session - Serving as an Internal Evaluator	Session	In-person only
06/22/2023	10:30 AM	11:30 AM	Mentoring session - Exploring Undergraduate Teaching Focused Positions at Small Schools	Session	Virtual only
06/22/2023	11:45 AM	12:45 PM	Using Participatory Action Research as an Undergraduate Teaching Strategy: 4 examples and lessons learned.	Session	In-person only
06/22/2023	11:45 AM	12:45 PM	Participatory Action Research in the Classroom: Students as participants in a Photovoice project	Sub	In-person only
06/22/2023	11:45 AM	12:45 PM	Participatory Action-Research with Undergraduate Students: Comparison of On and Off-Campus Approaches	Sub	In-person only
06/22/2023	11:45 AM	12:45 PM	Creating experiential learning opportunities in PAR and CBPR for undergraduate students	Sub	In-person only
06/22/2023	11:45 AM	12:45 PM	Perspectives on using CBPAR to advance the learning mission of community and campus partners	Sub	In-person only





06/22/2023	11:45 AM	12:45 PM	Carving Space for 2SLGBTQ+ Researchers in Ontario	Maddie Katz	Session	In-person only
06/22/2023	11:45 AM	12:45 PM	Well-Being of Racialized SOGIE Refugees		Sub	In-person only
06/22/2023	11:45 AM	11:45 AM	Intersectional Healthcare Utilization and Minority Stressors		Sub	In-person only
06/22/2023	11:45 AM	12:45 PM	Anti-Fat Bias in Community Health		Sub	In-person only
06/22/2023	11:45 AM	12:45 PM	What about the marginalized people giving the awareness-raising workshops?		Session	In-person only
06/22/2023	11:45 AM	12:45 PM	A Mixed Method Participatory Research Project to Understand Access to Services for a Hard to Reach Population		Session	In-person only
06/22/2023	11:45 AM	12:45 PM	Promoting Social Justice Through Pedagogy: Best Practices and Tools for Multiculturalism Training in Psychology		Session	In-person only
06/22/2023	11:45 AM	12:45 PM	Code BLACK: Communication strategies to engage the Black Diaspora in a time of Crisis and economic survival	Moshood Olanrewaju; Jacq	Session	In-person only
06/22/2023	11:45 AM	12:45 PM	Who Puts the “Support” in Supportive Housing? The Impact of Housing Staff on Client Well-being, and the Potential Moderating Role of Self-determination		Session	In-person only
06/22/2023	11:45 AM	12:45 PM	“As Soon as I’m Off the Property, I call Auntie” – Working with Mob in Colonized Spaces		Session	In-person only
06/22/2023	11:45 AM	12:45 PM	Dialogue with Mayan Community Members: Supporting Well-Being for the Indigenous Guatemalan Community	Maria Ixcay; Robin Chance	Session	In-person only
06/22/2023	11:45 AM	12:45 PM	What Is and What Can Be: Human Rights Records Captured in Public Monuments	Nancy Bothne	Session	In-person only
06/22/2023	11:45 AM	12:45 PM	Community psychology approaches to understanding and promoting LGBTQ well-being	Robin Lin Miller; Allyson M.	Session	Hybrid

06/22/2023	11:45 AM	12:45 PM	Microaggressions, sense of community, and psychological wellbeing among LGBTQ university students	Sub	Hybrid
06/22/2023	11:45 AM	12:45 PM	Queer Asian American men's experiences of exclusionary and inclusionary partnering discrimination: Current literature and future directions	Sub	Hybrid
06/22/2023	11:45 AM	12:45 PM	Mental Health, Coping, and Resilience among Transgender and Gender Diverse People in Relation to the 2020 U.S. Presidential Election	Sub	Hybrid
06/22/2023	11:45 AM	12:45 PM	International community psychology	L-444	Virtual only
06/22/2023	11:45 AM	12:45 PM	Strengthening the conditions for the impact of YPAR evidence in school settings: Insights from research-practice partnerships in four states	Massey F	In-person only
06/22/2023	11:45 AM	12:45 PM	Adapting the Interactive Systems Framework for Youth Participatory Action Research: Bridging the Research to Action Gap	Michelle Abraczinskas	In-person only
06/22/2023	11:45 AM	12:45 PM	Shifting Power: Examining the Role of Contact with Adult Stakeholders Throughout the YPAR Process	Sub	In-person only
06/22/2023	11:45 AM	12:45 PM	Power-Brokering and Boundary-Spanning in Promoting the Impact of YPAR Findings in Public Secondary Schools	Sub	In-person only
06/22/2023	11:45 AM	12:45 PM	When Is YPAR legible, and to Whom?	Sub	In-person only
06/22/2023	11:45 AM	12:45 PM	Mentoring Session - Finding Your Global Niche and Global Mindedness in Community Psychology	Frederick Douglass Academic Center	In-person only
06/22/2023	11:45 AM	12:45 PM	Mentoring Session - Negotiating Graduate School for Students of Color	Frederick Douglass Academic Center	In-person only

06/22/2023	11:45 AM	12:45 PM	Homepage for Community Psychology BIPOC Graduate Students	Wheeler 214F	Session	In-person only
06/22/2023	01:00 PM	02:00 PM	Fair- Councils,IG and Committees	Massey Conference Center	Session	In-person only
06/22/2023	01:00 PM	02:00 PM	Healing Space- Tapping into the RET System with Sheba Spencer	Brawley 100	Session	Healing Space;In-person only
06/22/2023	02:00 PM	03:00 PM	Expanding the framework for socio-political control through a study on community participation and civic involvement	L-150	Session	In-person only
06/22/2023	02:00 PM	03:00 PM	School Violence, Strengths, and Intervention: Lessons that Inform Transformative Change	L-154	Session	In-person only
06/22/2023	02:00 PM	03:00 PM	Cyberbullying Against Teachers in Latin America During the Pandemic: Negative Effects and Well-Being	Susan McMahon; Fabricio	Sub	In-person only
06/22/2023	02:00 PM	03:00 PM	Strengths at the Individual, School, and Community Levels: Predicting Violence Against Administrators		Sub	In-person only
06/22/2023	02:00 PM	03:00 PM	Restorative Justice in NYC schools - Mixed Findings from a Randomized Controlled Trial		Sub	In-person only
06/22/2023	02:00 PM	03:00 PM	Molding Citizens: Using the Communication Law Curriculum to Improve Political Efficacy	L-150	Session	In-person only
06/22/2023	02:00 PM	03:00 PM	Using Geo-Social Media to Identify Urban Communities in Need: Ethical Questions for a Community Psychology Approach	L-150	Session	In-person only
06/22/2023	02:00 PM	03:00 PM	Contextualizing communities and charting connections: Why social network analysis is an important methodological tool for community psychology	Massey D	Session	In-person only
06/22/2023	02:00 PM	03:00 PM	Social network analysis: A promising method for exploring precursors to children's critical consciousness development	Jennifer Renick	Sub	In-person only

06/22/2023	02:00 PM	03:00 PM	Disaggregating social dynamics underlying youth civic motivation: A longitudinal social network analysis of an expectancy-value model	Sub		In-person only
06/22/2023	02:00 PM	03:00 PM	Understanding the influence of teacher-student relationships on perceptions of program climate using social network analysis	Sub		In-person only
06/22/2023	02:00 PM	03:00 PM	Practical applications of social network analysis for assessing community academic partnerships	Sub		In-person only
06/22/2023	02:00 PM	03:00 PM	The community resilience of Ukrainian forced migrants in the Italian context: a preliminary study	Session	L-150	In-person only
06/22/2023	02:00 PM	03:00 PM	Embodied Liberatory Practices	Session	L-152	In-person only
06/22/2023	02:00 PM	03:00 PM	Trauma-Informed Listening Sessions and Photovoice with Marginalized Communities: Applications for Community Practice	Session	L-244	In-person only
06/22/2023	02:00 PM	03:00 PM	Listening Session Guide: Best Practices for Working with Marginalized Communities	Sub		In-person only
06/22/2023	02:00 PM	03:00 PM	Using Multimedia and Storytelling in Finding Sources of Strength and Hope	Sub		In-person only
06/22/2023	02:00 PM	03:00 PM	Using Photovoice to Explore Mental Health Experiences of Immigrant and Refugee Youth Communities	Sub		In-person only
06/22/2023	02:00 PM	03:00 PM	Cities United Storytelling: Community Inventory and Mapping Project	Session	L-444	Virtual only
06/22/2023	02:00 PM	03:00 PM	Engaging Communities in School-Based Research and Practice	Session	L-242	In-person only
06/22/2023	02:00 PM	03:00 PM	Readiness for Family Engagement in Education: Development of a Family Level Survey	Sub		In-person only

06/22/2023	02:00 PM	03:00 PM	Facilitators and Barriers to Engaging Multiple Constituencies in School Improvement Planning: Lessons from the School-based Collaborative Assessment of Need (SCAN)	Sub	In-person only
06/22/2023	02:00 PM	03:00 PM	Engaging Title 1 School Communities in Research through Partnerships with School Champions	Sub	In-person only
06/22/2023	02:00 PM	03:00 PM	Sick and deadly stories: Unsettling stories of police violence in mental health response in Indigenous communities in Canada	L-150	In-person only
06/22/2023	02:00 PM	03:00 PM	Coloniality and Somatics	L-150	In-person only
06/22/2023	02:00 PM	03:00 PM	Arts, Storytelling, New Media, Oh My! Exploring SCRA's Knowledge Hub & Building a Community Psychology Teaching Community	L-148	In-person only
06/22/2023	02:00 PM	03:00 PM	Building Bridges: SCRA's Undergraduate Student Mentoring Initiative	L-442	Virtual only
06/22/2023	02:00 PM	03:00 PM	Moving Toward Social Justice: Exploring Changes to Mentor Cultural Humility in Youth Mentoring Interventions	Massey F	In-person only
06/22/2023	02:00 PM	03:00 PM	Gaining Awareness of Inequality in Education: Mentors' Perspectives in a Science Mentoring Program	Sub	In-person only
06/22/2023	02:00 PM	03:00 PM	Cultural Humility in Peer Educator Training	Sub	In-person only
06/22/2023	02:00 PM	03:00 PM	A qualitative synthesis of adult mentors' cultural humility development in formal youth mentoring relationships	Sub	In-person only
06/22/2023	03:15 PM	04:15 PM	Youth Organizing and Participatory Action Research: Towards Sustainable Partnerships and Practices	Massey D	In-person only
				Elizabeth Thomas; Jessica F	Session

06/22/2023	03:15 PM	04:15 PM	The Youth for Justice Project (YJP): Fostering Youth Sociopolitical Citizenship and Wellbeing	Sub	In-person only
06/22/2023	03:15 PM	04:15 PM	Building a Youth Leadership Ecosystem in the Nashville Youth Design Team	Sub	In-person only
06/22/2023	03:15 PM	04:15 PM	Bridge Builders CHANGE: Building and sustaining youth organizing in Memphis	Sub	In-person only
06/22/2023	03:15 PM	04:15 PM	Refugee Action Network: Process of Building State-Level Advocacy Coalitions	L-442	Virtual only
06/22/2023	03:15 PM	04:15 PM	Centering Lived Experience: New Directions Community Psychologists are Taking in Community Health	L-154	In-person only
06/22/2023	03:15 PM	04:15 PM	The Youth for Justice Project (YJP): Fostering Youth Sociopolitical Citizenship and Wellbeing	Quin Lei; Chris Keys	In-person only
06/22/2023	03:15 PM	04:15 PM	Building a Youth Leadership Ecosystem in the Nashville Youth Design Team	Sub	In-person only
06/22/2023	03:15 PM	04:15 PM	Bridge Builders CHANGE: Building and sustaining youth organizing in Memphis	Sub	In-person only
06/22/2023	03:15 PM	04:15 PM	Low-Carbon Methods to Foster Human and More-Than-Human Restoration	L-444	Virtual only
06/22/2023	03:15 PM	04:15 PM	Research Dissemination Alternatives to Publishers Abusing Power	L-148	In-person only
06/22/2023	03:15 PM	04:15 PM	Implementation Research on Adolescent Sexual Assault and Domestic Violence Prevention Programming: On the Ground Challenges and Community-Driven Solutions	L-244	In-person only
06/22/2023	03:15 PM	04:15 PM	Lessons learned from online recruitment of sexual and gender minority youth for an online dating violence and substance use prevention program	Rachael Goodman-William: Session	In-person only
06/22/2023	03:15 PM	04:15 PM		Sub	In-person only

06/22/2023	03:15 PM	04:15 PM	Sexual Assault and Domestic Violence Prevention Programming During the Pandemic: How Prevention Educators Navigated Virtual School During COVID-19	Sub	In-person only
06/22/2023	03:15 PM	04:15 PM	The "CTRL+ALT+DEL" project: An intergenerational experience to prevent online teen dating violence	Sub	In-person only
06/22/2023	03:15 PM	04:15 PM	Sustaining youth sexual violence prevention programs: Findings from a practitioner-engaged mixed methods study	Sub	In-person only
06/22/2023	03:15 PM	04:15 PM	Where does SCRA go from here? Share Your Voice in Our Strategic Planning Process	B of A Auditorium	Hybrid
06/22/2023	03:15 PM	04:15 PM	Participatory Action Research as Pedagogy in the College Classroom	L-152	In-person only
06/22/2023	03:15 PM	04:15 PM	Strengthening Peer Support: Evaluation of the Self-Help And Recovery Exchange (SHARE!) Peer Toolkit	L-242	In-person only
06/22/2023	03:15 PM	04:15 PM	Overview of the SHARE! Peer Toolkit	Sub	In-person only
06/22/2023	03:15 PM	04:15 PM	Findings from a cluster randomized trial evaluating the SHARE! Peer Toolkit	Sub	In-person only
06/22/2023	03:15 PM	04:15 PM	Training PeeWorkers in Mental and Behavioral Health: Developing a Measure of Peer Support Skills	Sub	In-person only
06/22/2023	04:30 PM	05:30 PM	Publication Reception	Massey Conference	In-person only
06/22/2023	06:00 PM	08:00 PM	Student Social	Massey Conference	In-person only
06/23/2023	08:00 AM	09:00 AM	Indigenous Qualitative Data Collection: An Immersive Introduction to Talking Circles	L-444	Hybrid
06/23/2023	08:00 AM	09:00 AM	Future Reset: Enacting Social Change Through Relationality, Creativity and Collective Impact	Rebecca Young; Sara Buck	Hybrid
06/23/2023	08:00 AM	09:00 AM	Resetting the Future Through Collective Impact: Arts, Young People, and Wellbeing	Natalie Kivell; Christopher	In-person only
06/23/2023	08:00 AM	09:00 AM		Sub	In-person only

THE FUTURE RESET SUMMIT: CREATING SETTINGS FOR HEALING, COMMUNALITY, AND CAPACITY BUILDING						
06/23/2023	08:00 AM	09:00 AM		Sub		In-person only
Creating community with and from within: Centering the practices and knowledge of African and First Nations Australian creatives						
06/23/2023	08:00 AM	09:00 AM		Sub		In-person only
A Response to Systemic Inequities in University Library Research for Blind Scholars						
06/23/2023	08:00 AM	09:00 AM	L-442	Session		Virtual only
Bridging Divided Communities One Circle at a Time: The Power and Potential of Listening Circles						
06/23/2023	08:00 AM	09:00 AM	L-150	Session	Victoria Scott	In-person only
Teaching Community Practice in the Undergraduate Classroom: Sample Approaches						
06/23/2023	08:00 AM	09:00 AM	L-154	Session	Michele Schlehofer	In-person only
Teaching Organizational Consulting Skills to Undergraduate Community Psychology Students						
Peer-facilitated Service Learning Teams to Promote Individual, Classroom, and Community Engagement						
06/23/2023	08:00 AM	09:00 AM		Sub		In-person only
Understanding Student Experiences Conducting YPAR in an Undergraduate Community Psychology Course						
06/23/2023	08:00 AM	09:00 AM		Sub		In-person only
Developing a Container for Health with Undergraduate Students involved in Community-Academic Partnerships						
06/23/2023	08:00 AM	09:00 AM	L-150	Session		In-person only
Making Mattering Ecological: Towards Collective and Multi-Level Approaches to Housing and Homelessness Histories of Single Room Occupancy (SRO) Tenants						
06/23/2023	08:00 AM	09:00 AM	L-150	Session	Shadman Saquib; Molly Brt	In-person only



06/23/2023	08:00 AM	09:00 AM	09:00 AM	L-150	Laura McKee	Session	In-person only
06/23/2023	08:00 AM	09:00 AM	09:00 AM	L-150	Brianna Mabie; Olya Glantz	Session	In-person only
06/23/2023	08:00 AM	09:00 AM	09:00 AM	L-148	Delphine Labbe; Yolanda S	Session	In-person only
06/23/2023	08:00 AM	09:00 AM	09:00 AM			Sub	In-person only
06/23/2023	08:00 AM	09:00 AM	09:00 AM			Sub	In-person only
06/23/2023	08:00 AM	09:00 AM	09:00 AM	L-150		Session	In-person only
06/23/2023	08:00 AM	09:00 AM	09:00 AM			Session	In-person only
06/23/2023	08:00 AM	09:00 AM	09:00 AM	Massey F	Stephanie Radziszewski	Session	In-person only
06/23/2023	08:00 AM	09:00 AM	09:00 AM			Sub	In-person only

06/23/2023	08:00 AM	09:00 AM	Emancipatory and limiting power in an intersectoral project in public housing		Sub	In-person only
06/23/2023	08:00 AM	09:00 AM	Challenges in Community Development in the Context of the COVID-19 Pandemic		Sub	In-person only
06/23/2023	08:00 AM	09:00 AM	Critical Place-Based Collaborations: Grassroots Community-Based Partnerships for Health, Justice, and Well-Being	B of A Auditorium	Session	In-person only
06/23/2023	08:00 AM	09:00 AM	Empowering community partnerships to promote health equity through social connectedness: Results from a collaboration with the CDC		Sub	In-person only
06/23/2023	08:00 AM	09:00 AM	Solidarity and Partnership: Community Collaboration to Support Asylum Seekers in Washington, DC		Sub	In-person only
06/23/2023	08:00 AM	09:00 AM	Our Anti-Displacement Playbook: Developing and Enacting a Complex Theory of Change for Neighborhood Thriving		Sub	In-person only
06/23/2023	08:00 AM	09:00 AM	Housing as a Social Determinant of Health: The Importance of Recognizing Housing as a Context for Individual and Community Wellness	L-244	Session	In-person only
06/23/2023	08:00 AM	09:00 AM	Housing Insecurity, Trauma, and Sense of Community: Healing through Community	Kristen Gleason	Sub	In-person only
06/23/2023	08:00 AM	09:00 AM	Rural housing insecurity as a social determinant of individual, family, and community wellness		Sub	In-person only
06/23/2023	08:00 AM	09:00 AM	Considering people, place and preference in the face of limited housing options: Challenges and Solutions		Sub	In-person only
06/23/2023	08:00 AM	09:00 AM	Empowering Breastfeeding Organizations to do the Work through Collaborative Mixed-Methods	L-152	Session	In-person only

06/23/2023	08:00 AM	09:00 AM	Differential experiences of college students during COVID-19 before and after 2020 social unrest	L-150	Olya Glantsman	Session	In-person only
06/23/2023	08:00 AM	09:00 AM	Women with disabilities and the rise of remote work	L-150		Session	In-person only
06/23/2023	08:00 AM	09:00 AM	Who Belongs On My Campus?: Resource Security Among Marginalized Students Following COVID-19	Massey D	Andrew Camilleri	Session	In-person only
06/23/2023	08:00 AM	09:00 AM	Race, Resources, and Belonging: How Does Housing and Food Insecurity Affect Students of Color?			Sub	In-person only
06/23/2023	08:00 AM	09:00 AM	Risk of Food and Housing Insecurity On Campus Before and During COVID			Sub	In-person only
06/23/2023	08:00 AM	09:00 AM	The Forgotten Cohort: International Student Experiences of Housing and Food Insecurity During the COVID-19 Pandemic.			Sub	In-person only
06/23/2023	08:00 AM	09:00 AM	Exploring Naturally-Occurring Mentorships within a Mexican Cultural Context Using a Critical Realist Perspective	L-150	Aaron Stewart Baker Cervæ	Session	In-person only
06/23/2023	09:15 AM	10:15 AM	From Degree to Community Practice, Unique Careers for Community Psychologists	L-442	Dr. Vernita Perkins; Jordan	Session	Hybrid
06/23/2023	09:15 AM	10:15 AM	Working with cross-sector coalitions to establish, sustain, and grow integrated data systems to address social and health disparities: Lessons learned across two diverse case studies	L-154	Sara Stacy; Taylor Martin	Session	In-person only
06/23/2023	09:15 AM	10:15 AM	Weaving the fabric of integrated supports for youth and families: Building collaborative partnerships, funding, and infrastructures toward an integrated data system			Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	Where do we begin? Lessons learned in the early stages of preparing for implementation of an integrated data system			Sub	In-person only

06/23/2023	09:15 AM	10:15 AM	Enhancing the governance structure of an integrated data system to center racial equity and drive actionable cross-system solutions.	Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	Engaging community partners through a cross-sector data collaborative to develop an integrated data project and enhance data infrastructure	Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	Transforming Cleveland: Creating A National Safety Model Interweaving People Power, Partnerships & Community Psychology	L-148	Audrianna Rodriguez In-person only
06/23/2023	09:15 AM	10:15 AM	Using data to drive change in a national youth-serving network: Possible, but easier said than done	L-152	Omar Guessous In-person only
06/23/2023	09:15 AM	10:15 AM	Using and Advancing Research and Policy to Support Black Families with Children Living in the United States	Massey F	Latrice Rollins In-person only
06/23/2023	09:15 AM	10:15 AM	Processes and Outcomes of a Community Needs & Assets Assessment: Developing a Community-Engaged Research	Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	Promoting Racial and Housing Justice through Community-embedded Research and Solutions	Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	Looking Backwards and Forward to Strengthen Research, Policy, and Practice Approaches Relevant to Black Families with Children	Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	How a Non-profit Board became the battleground for Obsolescence: Practical Training for Students who wish to Partner with Communities	L-150	Amber Kelly; Emmanuel-S In-person only
06/23/2023	09:15 AM	10:15 AM	Toward Transformative Justice: Humanizing, Understanding, and Engaging the Juvenile Legal Workforce	Massey D	Shabnam Javdani; Erin Go In-person only

06/23/2023	09:15 AM	10:15 AM	Reimagining Support for Young People: Cross-System Staff Perspectives on Disrupting System Failures within the School-Prison Nexus	Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	“It’s like you’re damned if you do, damned if you don’t”: What frontline care workers’ narratives reveal about the possibilities and constraints of emancipatory youth practice in residential juvenile and child welfare facilities	Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	Gendered Surveillance: A Critical Analysis of Legal System Actors’ Attributions of Girls’ Behaviors	Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	Bringing Humanity Back to Research: Promoting Structural Competency in (Fractured) Researcher-Community Relations	Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	Developing Contextually Responsive Mental Health Service Models: The Data We Use to Meet Community’s Needs	L-242	In-person only
06/23/2023	09:15 AM	10:15 AM	Informing the Development of Community Health Worker Mental Health Models for Latinx Communities in the U.S.	Davi Lakind; Erika Gustafson	In-person only
06/23/2023	09:15 AM	10:15 AM	Partnering with Stakeholders to Develop a Stepped-Care Model for Community-Based Organizations and Workforces	Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	Wellness Promotion Related to Cigarette Smoking and Tobacco Education in Latinxs and LGBTQ Communities: A Call to Action for Community-Engaged Approaches to Decrease Tobacco Disparities in Latinxs	Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	Community Organizing and the Creation of Settings	L-244	In-person only

06/23/2023	09:15 AM	10:15 AM	Building Power: Lessons from Alabama Internal Processes of Community-based Coalitions		Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	Organizing settings for greater participation and community power		Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	Advancing Epistemic Justice: Decolonizing Knowledge Creation and Dissemination	L-444	Session	Hybrid
06/23/2023	09:15 AM	10:15 AM	Africa Worldsense: Interrogating Broken Covenant Through African Philosophical Concepts of Values: Ifa and Ubuntu	B of A Auditorium	Lauretta Ekanem Omale; N Session	In-person only
06/23/2023	09:15 AM	10:15 AM	Sociopolitical Homelessness: Black Migrants Experience Inside and Outside Africa		Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	Rewriting Identity: The Phases of Self Discovery		Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	Ubuntu: promoting community connectedness to support change for girls		Sub	In-person only
06/23/2023	09:15 AM	10:15 AM	Introduction: Community Psychology Meets Community of Ajoguns		Sub	In-person only
06/23/2023	10:00 AM	10:00 AM	Leveraging Geographic Information Systems (GIS) to Improve Community Response to Violence	Massey D	Erin Hoffman	Session
06/23/2023	10:30 AM	11:30 AM	Harm Reduction Perspectives from the Midwest	L-150	Ngoc Vuong	Session
06/23/2023	10:30 AM	11:30 AM	How the COVID-19 Crisis Shaped Juvenile Legal Systems: Considerations for Future Change	L-148	Shabnam Javdani; Carolyn Session	In-person only
06/23/2023	10:30 AM	11:30 AM	How COVID-19 Affected Juvenile Arrests, Referrals, and Services in One Jurisdiction		Sub	In-person only
06/23/2023	10:30 AM	11:30 AM	Labels of Violence and Promises of Protection: How Girls and System Actors Explain, Justify, and Resist the Use of Detention		Sub	In-person only

06/23/2023	10:30 AM	11:30 AM	Disrupted Connections: How COVID-19 Altered Communal Engagement in the Treatment of Youth and Families Dealing with Problematic Sexual Behaviors					Sub	In-person only
06/23/2023	10:30 AM	11:30 AM	Expanding Understanding at the Intersection of Resilience and Empowerment: What is the Cost of Empowerment for Minoritized Individuals?	L-150	Lauren Cattaneo			Session	In-person only
06/23/2023	10:30 AM	11:30 AM	Race Matters: Evidence-based Preventive intervention with African American Adolescents	Massey F				Session	In-person only
06/23/2023	10:30 AM	11:30 AM	Predictors and Trajectory of Hopelessness among African American High School Students					Sub	In-person only
06/23/2023	10:30 AM	11:30 AM	Moving from Efficacy to Effectiveness in the time of COVID-19: Lessons Learned					Sub	In-person only
06/23/2023	10:30 AM	11:30 AM	Black Women's Sexual Praxis: An Exploration of a Black Women's Preventive Sexual Communication Community					Sub	In-person only
06/23/2023	10:30 AM	11:30 AM	Building a Culture of Connection in Community Psychology Practice	L-444	Claudia Pitts			Session	Virtual only
06/23/2023	10:30 AM	11:30 AM	Recycling Intense Energy Into Tangible Creations: Transformative Rage Space	L-442	Dr. Vernita Perkins			Session	Hybrid
06/23/2023	10:30 AM	11:30 AM	Promoting Wellness of Adults with Pediatric-onset Spinal Cord Injuries: Why Community Participation Matters	L-150	Eric Peist			Session	In-person only
06/23/2023	10:30 AM	11:30 AM	Novel Applications of Methodologies to Community Psychology Research	L-154				Session	In-person only
06/23/2023	10:30 AM	10:30 AM	Social Network Analysis as a State-Level Evaluation Tool for Organizational Collaboration					Sub	In-person only
06/23/2023	10:30 AM	11:30 AM	Bayesian Community Psychology: A Worked Example of Methodological Advantages and Practical Implications					Sub	In-person only

06/23/2023	10:30 AM	11:30 AM	Sexual Violence Prevention: Overcoming Alcohol-Related Barriers in Bystander Intervention Behaviors	Sub	In-person only
06/23/2023	10:30 AM	11:30 AM	Reflecting on White Supremacy Culture in Community Practice: Perspectives of a Multi-Racial Community Practice Team	Session	In-person only
					L-152 Melissa Ross
06/23/2023	10:30 AM	11:30 AM	The Domestic Violence Housing First Model's Impact on Survivors' Well-Being: Evaluating If it Works, Whom it Helps, and Under What Circumstances	Session	In-person only
					L-242 Cris Sullivan; Mayra Guerra
06/23/2023	10:30 AM	11:30 AM	Evidence that the Domestic Violence Housing First Model Impacts Survivors Over Two Years	Sub	In-person only
06/23/2023	10:30 AM	11:30 AM	Exploring the Impact of DVHF, Social Support, and Material Hardship on Domestic Violence Survivors' Experiences of Abuse, Housing Stability, and Psychological Wellbeing	Sub	In-person only
06/23/2023	10:30 AM	11:30 AM	Is the Effectiveness of the Domestic Violence Housing First Model Impacted by Agencies' Use of Trauma-Informed Practice?	Sub	In-person only
06/23/2023	10:30 AM	11:30 AM	Survival sex, homelessness, and sexual agency: Examining the research literature on the complexities of consensual sexual or romantic relationships among people experiencing extreme deprivation	Session	In-person only
					L-150 Konrad Czechowski; John
06/23/2023	10:30 AM	11:30 AM	Integrating clinical practice with community psychology to address mental health and wellbeing of diverse LGBTQ+ populations	Session	In-person only
					L-244



06/23/2023	10:30 AM	11:30 AM	From Clinical Trials to Community Implementation: Developing, adapting, and implementing LGBTQ-affirmative mental health interventions into community settings	Sub	In-person only
06/23/2023	10:30 AM	11:30 AM	The Impact of Identity-Based Matching on the Psychotherapy Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer People of Color	Sub	In-person only
06/23/2023	10:30 AM	11:30 AM	Positive Sexual Well-being Among Queer Women of Color	Sub	In-person only
06/23/2023	10:30 AM	11:30 AM	"Solidarity and community on our terms and through our lens": Community care and shared trauma for transgender and non	Sub	In-person only
06/23/2023	10:30 AM	11:30 AM	The Spectrum of Relationship Conflicts and Help-Seeking Strategies in Religious Institutions	L-150	Lauren Cattaneo In-person only
06/23/2023	10:30 AM	11:30 AM	Examining Stress, Coping Behaviours, and Mental Health Service Usage in Brampton's South Asian Youth Population	L-150	In-person only
06/23/2023	10:30 AM	11:30 PM	A spotlight on the AJCP Special Issue - Imperial Algorithms: Contemporary Manifestations of Racism and Colonialism	L-152	In-person only
06/23/2023	10:30 AM	11:30 AM	Mentoring Session - Navigating Your Healing While Trying to "Heal the World"	Zoom	Virtual only
06/23/2023	11:45 AM	12:45 PM	Award Ceremony	B of A Auditorium	Hybrid
06/23/2023	12:00 PM	12:30 PM	Healing Space- Breathwork Space	Zoom	Healing Space; Virtual
06/23/2023	01:00 PM	02:00 PM	The Impact of Race and Covid-19 Protocols on Service Referral for Court-Involved Adolescents	African American H.	In-person only
06/23/2023	01:00 PM	02:00 PM	Photovoice for Adolescent Engagement in a Grassroots Anti-Litter Social Marketing Campaign	African American Hall of Fame	In-person only

06/23/2023	01:00 PM	02:00 PM	“We’re making choices....and there’s stuff that I don’t address because I’m not Black”: Understanding Division of Labor Practices in Dual-Black and Interracial Parenting Dyads	African American H. Broquelynn Shepard	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Feeding two birds with one narrative seed: Developing a mutually beneficial community psychology research partnership within a mainstream psychology training context	African American Hall of Fame	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Examining Resilience among Black Women in Emerging Adulthood after being Diagnosed with a Sexually Transmitted Infection	African American H. Jaleah Rutledge	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Perceptions and Stereotypes of Job Applicants with Criminal Histories	African American H. Candalyn Rade	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	An Examination of Community Stakeholder Conversations about Developing Smartphone Technology to Improve Community Safety	African American Hall of Fame	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	A Multi-site Longitudinal Evaluation of Canadian Clubhouse Members: Impact on community functioning	African American Hall of Fame	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	An intersectional lens to COVID-19: Promoting SC youth well-being amidst social-political stressors	African American Hall of Fame	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Social Ties: Examining the Influence of Social Connections on Health Attitudes in Youth	African American Hall of Fame	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Examining Ethnic Racial Socialization and Relations to Mental Health and Behavioral Outcomes in a Sample of Court-Involved Youth	African American H. Abigail McDevitt	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Stories of Critical and Decolonial Pedagogy in the Classroom	African American H. Natalie Kivell	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Experiencing and witnessing COVID inequities: An online auto-photovoice project among community psychology students	African American Hall of Fame	Session	In-person only

06/23/2023	01:00 PM	02:00 PM	Social Compassion Fatigue: A qualitative exploration of compassion fatigue in social contexts	African American H. Stormy Malone	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	PEER NETWORK ALCOHOL CONSUMPTION, EXPECTANCIES, AND PERSONAL ALCOHOL USE	African American H. Gabrielle Lynch	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Autonomy, Relatedness, and Competence (Self-Determination Theory) Predict Place Attachment and STEM Identity through an Internship Intervention Using Community-Centered, Project-Based Learning	African American H. Emily LaPorte	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Supporting Families Affected by Substance Misuse through Non-Judicial Intervention	African American H. Kimberlie Tobin	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Everyone is a Rainbow: Re-imagining and Re-structuring Normativities through the Lenses of Decolonial Practice, Collective Care, and Social Justice	African American H. Matthew Klugman; Christof	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Who are Muslim women? Understanding Muslim women through their gender norms	African American H. Fairuziana Humam	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Building trauma-informed support networks to promote wellness in correctional communities: A Narrative Review of combining Crisis Intervention Teams (CITs) and peer-facilitated interventions in prisons	African American H. Lily Hoerner	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Examining the Impact of a Community-Based Violence Intervention and Prevention Initiative Across Socio-Ecological Levels	African American Hall of Fame	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Jumpstarting the Black and Latinx Emerging Scholar Pipeline at Community Colleges: Student Experiences Within An Anti-Racist Mentoring Program	African American H. Angelina Camacho; Dr. Mo	Session	In-person only

06/23/2023	01:00 PM	02:00 PM	Parental acceptance of their children who identify as LGBTQ+: A review of the relationship and related interventions	African American Hall of Fame	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Mitigating Political Dysfunction through Deliberative Democracy: The Role of Sense of Community	African American Hall of Fame	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Factors Influencing Sexual Assault and Domestic Violence Prevention Educators' Decisions about the Prevention Curriculum used with Middle and High School Students	African American H. Kathryn Fishwick; Rachael	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Knowledge and Home: Does Education Level Predict One's Psychological Home?	African American H. Andrew Camilleri	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Using Narrative to Communicate Epistemic Uncertainty in Climate Change Data	African American H. Kati Corlew	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Black Like Me: A Preliminary Systematic Review of Two Community Psychology Journals	African American H. Pamela Martin	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Well-being on the Porch, Balcony, Windowsill, or Yard: Understanding the Salutogenic Effects of Human-Nature Connectedness from Home Gardening	African American H. Sara Buckingham; Adrienne	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	A portrait of the actions developed by early childhood community coalitions using an ecosystemic approach to strategic planning	African American Hall of Fame	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	A Deeper Lens: Investing in Collective Control through an Evaluation of Participatory Action Research among Youth and Adults	African American Hall of Fame	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	WHAT DOES A 'DIVERSITY-EMBRACING' RESEARCH CULTURE LOOK LIKE?	African American H. Meg Bond	Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Relationship Quality Predicts Child Social Emotional Functioning In Residential Care Settings	African American H. Zoe Bernstein	Session	In-person only

Innovative Group Housing Adaptation to the Housing First Model for Suburban and Rural Areas: A Qualitative Implementation Study						
06/23/2023	01:00 PM	02:00 PM	African American Hall of Fame		Session	In-person only
06/23/2023	01:00 PM	02:00 PM	Wheeler 214F	David W Lounsbury	Session	Healing Space; In-person only
Meet and Greet - SCRA Investment Committee Lunch						
06/23/2023	01:00 PM	02:00 PM	Brawley 100		Session	Healing Space; In-person only
Healing Space- Reflexology for the Mind and Body with Dr. Om						
Council on Cultural, Ethnic and Racial Affairs - Meeting						
06/23/2023	02:00 PM	03:00 PM	L-148	Sindhia Colburn	Session	
06/23/2023	02:00 PM	03:00 PM	Conference Room/ Amber Kelly		Session	
06/23/2023	02:00 PM	03:00 PM	L-150		Session	
06/23/2023	02:00 PM	03:00 PM	L-152		Session	Hybrid
06/23/2023	02:00 PM	03:00 PM	L-242		Session	Hybrid
Environmental Justice IG- Meeting						
06/23/2023	02:00 PM	03:00 PM	L-244		Session	In-person only
06/23/2023	02:00 PM	03:00 PM	L-442	Modena Stinnette; Jennifer	Session	Hybrid
Strategic Planning Committee - Meeting						
06/23/2023	02:00 PM	04:15 PM	L-444	Yvette Flores	Session	Hybrid
Research Council Meeting						
06/23/2023	02:00 PM	04:15 PM	Wheeler 214F	Chris Keys	Session	In-person only
International Committee						
06/23/2023	02:00 PM	03:00 PM	Frederick Douglass	Moshood Olanrewaju	Session	In-person only
06/23/2023	02:00 PM	03:00 PM	L-450	Judah Viola	Session	In-person only
06/23/2023	03:15 PM	04:15 PM	L-148	Dr. Vernita Perkins; Jordan	Session	Hybrid
Immigrant Justice IG Meeting						
06/23/2023	03:15 PM	04:15 PM	L-150	Moshood Olanrewaju	Session	Virtual only
CP Practice in Undergraduate Settings						
06/23/2023	03:15 PM	04:15 PM	L-152	Olya Glantsman; Shereè Bi	Session	Hybrid
06/23/2023	03:15 PM	04:15 PM	L-244		Session	In-person only
Rural IG						
06/23/2023	03:15 PM	04:15 PM	L-442	Krishna Bhatti	Session	In-person only
Community Health IG - Meeting						
06/23/2023	03:15 PM	04:15 PM	Frederick Douglass	Sara Stacy; Jennifer Renicl	Session	Hybrid
School Engagement IG- Meeting						
06/23/2023	03:15 PM	04:15 PM	L-442	Erin Rose Ellison; Jen Wall	Session	In-person only
West Region						

06/23/2023	04:30 PM	05:30 PM	Mentor/Mentee Social	Session	In-person only
06/23/2023	04:30 PM	05:30 PM	Mentoring session - Pursuing a Career as a CP Practitioner - Trials and Tribulations and Successes	Session	Virtual only
06/23/2023	06:00 PM	08:00 PM	Closing Reception	Session	Virtual only
06/24/2023	07:00 AM	08:00 AM	Healing Space- Ancient Kemeti Yoga Flow with Yoga Basu and Physical Education Expert, Ivory Kenan	Session	Healing Space; In-person only
06/24/2023	08:00 AM	09:00 AM	Co-learning around conducting YPAR in out-of-school settings	Session	In-person only
06/24/2023	08:00 AM	09:00 AM	Indigenous Community-Based- Participatory Research Across Abya Yala	Session	Virtual only
06/24/2023	08:00 AM	09:00 AM	UNDERSTANDING STIGMA AMONG MOTHERS WHO EXPERIENCED HOMELESSNESS: AN EMPOWERMENT PERSPECTIVE	Session	In-person only
06/24/2023	08:00 AM	09:00 AM	A Critical Perspective on Community Psychology Practice Worldwide– Setting Guidelines for Practice Outside the US to Respect the Authenticity of Communities and Indigenous Practices	Session	In-person only
06/24/2023	08:00 AM	09:00 AM	Applying Lessons from the Learning Pathway: A Journey to Decolonizing Evaluation to Community Psychology Practice	Session	Hybrid
06/24/2023	08:00 AM	09:00 AM	Promoting Harm Reduction Through Community Interdependence	Session	In-person only
06/24/2023	08:00 AM	09:00 AM	Using Community Psychology Core Values, Principles, and Models to Advance Gender Equity in an Academic Medical Center	Session	In-person only
06/24/2023	08:00 AM	09:00 AM	Using Community Psychology Core Values, Principles, and Models to Start-up the Office for Women in Medicine and Science	Sub	In-person only

06/24/2023	08:00 AM	09:00 AM	The Application of Community Psychology Core Values to a Women's Faculty Leadership Development Program	Sub	In-person only
06/24/2023	08:00 AM	09:00 AM	Community Psychology in Practice: Using Evaluation to Measure the Efficacy of Women's Leadership Development Program for Long-Term Impact	Sub	In-person only
06/24/2023	08:00 AM	09:00 AM	Undisciplined: Practices that Connect and Sustain Liberatory Educators	L-242 Lauren Cattaneo	In-person only
06/24/2023	08:00 AM	09:00 AM	Defining the Broad Community of Undisciplined Educators	Session Sub	In-person only
06/24/2023	08:00 AM	09:00 AM	Undisciplining as a Black Fugitive Praxis	Sub	In-person only
06/24/2023	08:00 AM	09:00 AM	An Undisciplined Dissertation: Endarkened Feminist Critical Participatory Action Research	Sub	In-person only
06/24/2023	08:00 AM	09:00 AM	Empowerment through the lens of power : how community psychology can benefit from the meeting of power and empowerment	Massey D Ramy Barhouche; Elizabeth	In-person only
06/24/2023	08:00 AM	09:00 AM	Reflexive practice in relation to power	Sub	In-person only
06/24/2023	08:00 AM	09:00 AM	Challenges to participation in participatory research and its effects on empowerment	Sub	In-person only
06/24/2023	08:00 AM	09:00 AM	Using the lens of power as a tool in the practice of community psychology with community coalitions	Sub	In-person only
06/24/2023	08:00 AM	09:00 AM	Does the initial training of counsellors support their empowerment?	Sub	In-person only
06/24/2023	09:15 AM	10:15 AM	Community Psychology, Zen and Psychedelics: Lived Experiences of Awareness and Liberation	L-444 Session	Hybrid

06/24/2023	09:15 AM	10:15 AM	Thinking Like a Network Scientist: Social Network Theory and Methods for Community Researchers and Practitioners	L-442	Session	Hybrid
06/24/2023	09:15 AM	10:15 AM	Research with Communities, Not on Communities: Using Participatory Methods with Latinx Communities to Achieve Well-Being and Equity	Massey D	Dana Rusch; Stephanie Tol	In-person only
06/24/2023	09:15 AM	10:15 AM	“Are you Stressed? Come to our FIESTA”: Community-Engaged Research in the Development of a Structural Racism Intervention for Latinx Immigrant Families		Sub	In-person only
06/24/2023	09:15 AM	10:15 AM	Working with Community Co-Researchers to Understand Bias-Based Bullying in Latinx Youth: A Community-Based Participatory Research Project in Cincinnati, Ohio		Sub	In-person only
06/24/2023	09:15 AM	10:15 AM	Post-pandemic perceptions of stress among Latinx adults in a nontraditional immigration destination: A community-based participatory research study		Sub	In-person only
06/24/2023	09:15 AM	10:15 AM	Social Determinants of Health Impacting the Health and Wellbeing of Latinx Mothers of Children with Disabilities: Implications for Community Research and Action		Sub	In-person only
06/24/2023	09:15 AM	10:15 AM	Storytelling, healing and resistance through community-engaged models: Case studies from an Australian context	Massey F	Sam Keast; Christopher So	In-person only
06/24/2023	09:15 AM	10:15 AM	Ghost Weaving: Creating and re-creating temporal healing spaces of respite and resistance with unconditional love and Black matriarchal sovereignty		Sub	In-person only
06/24/2023	09:15 AM	10:15 AM	Next in Colour: An alternative setting navigating race and power in the pursuit of selfdetermination		Sub	In-person only



06/24/2023	09:15 AM	10:15 AM	Brimbank LIVE: Young People using Community Radio as a Setting and Process for Resistance and Narrative making	Sub		In-person only
06/24/2023	09:15 AM	10:15 AM	Facilitating Transformative Dialogue about Racism: What have we learned? Where are we going?	Session	L-148	In-person only
06/24/2023	09:15 AM	10:15 AM	Envisioning a Future for Clinical-Community Psychology: Training Models and Opportunities for Transformative Change	Session	L-150	In-person only
06/24/2023	09:15 AM	10:15 AM	Cultivating just futures through a generational lens	Session	L-242	In-person only
06/24/2023	09:15 AM	10:15 AM	Raising the next generation: Reproductive and climate just policies	Sub		In-person only
06/24/2023	09:15 AM	10:15 AM	Conceptualization of Femininity among South Asian Immigrant Mother-Daughter Pairs	Sub		In-person only
06/24/2023	09:15 AM	10:15 AM	Facilitating Multi-generational Sharing Among Minoritised Activists: A Call to Action	Sub		In-person only
06/24/2023	09:15 AM	10:15 AM	Intergenerational relationships for climate healing: The necessity for decolonial practices for a climate just future	Sub		In-person only
06/24/2023	09:15 AM	10:15 AM	Unfreezing Nonprofit Human Service Organizations: Key Tensions Hindering Organizations' Mission and Values	Session	L-244	In-person only
06/24/2023	09:15 AM	10:15 AM	Social Injustice, Activism, and Well-Being: How can Community Psychology Scholars and Practitioners Support the Well-Being of Young Activists Striving for Justice?	Session	L-152	In-person only
06/24/2023	10:30 AM	11:30 AM	Stories in Power: Exploring Community Power through Storytelling and Art	Session	L-154	In-person only
						Jane Mosley; Jason William

06/24/2023	10:30 AM	11:30 AM	Equity in Public Safety: Examining Resistance to Police Reform in Illinois	Massey F	Kanyshai Saiakbaeva; Laui Session	In-person only
06/24/2023	10:30 AM	11:30 AM	Tracing the ideologies of resistance to equity in public safety policy		Sub	In-person only
06/24/2023	10:30 AM	11:30 AM	A Quantitative Examination of Resistance to Public Safety Equity Reforms		Kanyshai Saiakbaeva; Judi	In-person only
06/24/2023	10:30 AM	11:30 AM	Understanding Opposition to Public Safety Reforms through a Qualitative Lens		Sub	In-person only
06/24/2023	10:30 AM	11:30 AM	The intersection of gender-based violence and community psychology: Where are we and where do we go from here?	L-152	Agnes Rieger	In-person only
06/24/2023	10:30 AM	11:30 AM	Community Psychology and Indigenous Approaches: Enlivening people and places through Aboriginal community control, Blak Power and Sovereignty	L-244	Christopher Sonn; Rowena Session	In-person only
06/24/2023	10:30 AM	11:30 AM	Research-practice Partnerships: Fostering Learning and Improvement Across a National Youth Development Network	Massey D	Cristin Rollins; Omar Gues	In-person only
06/24/2023	10:30 AM	11:30 AM	Research-Practice Partnerships and Advanced Data Analysis		Sub	In-person only
06/24/2023	10:30 AM	11:30 AM	Research-Practice Partnerships for Program Evaluation: Evaluating and Refining the SMART Moves Program		Sub	In-person only
06/24/2023	10:30 AM	11:30 AM	Research-Practice Partnerships to Inform Strategy and Practice		Sub	In-person only
06/24/2023	10:30 AM	11:30 AM	Avoiding Violence in Our Work: Challenging traditional paradigms in Community-Based Participatory Research (CBPR) to create more transformative work	L-150	Kaylyn Garcia	In-person only
06/24/2023	10:30 AM	11:30 AM	Finding the Balance between Social Change Models and Business Models	L-442	Session	Hybrid

06/24/2023	10:30 AM	11:30 AM	It's what, where, and how you do it: A townhall on community psychology training, and practice beyond the academy	L-148	Caroline Bailey	Session	In-person only
06/24/2023	10:30 AM	11:30 AM	Community psychology, meet ALICE: Data for action to address financial hardship	L-444		Session	Hybrid
06/24/2023	11:45 AM	12:45 PM	Indigenous Community-Based-Participatory Research Across Abya Yala	L-152	Jesica Fernandez; Gabrielle	Session	Hybrid
06/24/2023	11:45 AM	12:45 PM	Advocating for Evidence that Inspires Social Change via Effective Public Policies	L-442		Session	Hybrid
06/24/2023	11:45 AM	12:45 PM	Policies Supporting Inclusion of Community Members on Healthcare Teams			Sub	Hybrid
06/24/2023	11:45 AM	12:45 PM	Italian Municipalities and young citizens: research and action to develop effective youth policies			Sub	Hybrid
06/24/2023	11:45 AM	12:45 PM	Mobilizing the Research Community for Effective Policymaking			Sub	Hybrid
06/24/2023	11:45 AM	12:45 PM	Developing Congressional Relationships: Gratitude and niceties go a long way			Sub	Hybrid
06/24/2023	11:45 AM	12:45 PM	Let's come together: Identifying our collective yes	L-150	Chris Keys	Session	In-person only
06/24/2023	11:45 AM	12:45 PM	How Many of Us Have Them: Friends, Mentors, and Social Support Quality in the Black Community	L-244	Kevin Ramseur II	Session	In-person only
06/24/2023	11:45 AM	12:45 PM	Using the Capabilities Approach to Understand Homeless Service Users' Journeys to a Dignified Life: European and North American Perspectives	L-444	John Sylvestre; Branagh O'	Session	Hybrid
06/24/2023	11:45 AM	12:45 PM	Qualities of Homeless Services that Foster Achieved Capabilities and Recovery in Housing First Compared to Staircase Services			Sub	Hybrid

06/24/2023	11:45 AM	12:45 PM	The 'Fertile Functioning' of Housing First Programmes in Europe: Homeless Service Users' Accounts of their Central Capabilities	Sub		Hybrid
06/24/2023	11:45 AM	12:45 PM	The Effects of Emergency Shelters on Capabilities of People Experiencing Homelessness	Sub		Hybrid
06/24/2023	11:45 AM	12:45 PM	Adapting Systems in a Time of Crisis: Lessons Learned Amid a Global Pandemic	L-242	Yolanda Suarez-Balcazar	In-person only
06/24/2023	11:45 AM	12:45 PM	A Rapid Evaluation of a Rapid Conversion to TeleSANE in Response to COVID-19		Sub	In-person only
06/24/2023	11:45 AM	12:45 PM	Consumers' Experiences of Community Mental Health during COVID-19: A Community-based Participatory Investigation		Sub	In-person only
06/24/2023	11:45 AM	12:45 PM	First-hand Accounts of Confinement: Experiences of Incarcerated Adults During the COVID-19 Pandemic		Sub	In-person only
06/24/2023	11:45 AM	12:45 PM	Sankofa Moments: SCRA's response to the Racial reckoning, resistance, and the revolution following the aftermath of COVID-19	L-148	Bianca Guzman; Rhonda L	In-person only
06/24/2023	11:45 AM	12:45 PM	From Competition to Communalism: Prefiguring a Culture Shift in Academia	L-154	Julia Dancis	In-person only
06/24/2023	01:00 PM	02:00 PM	Regional Coordinator Meeting	L-442	Moshood Olanrewaju	In-person only
06/24/2023	01:00 PM	02:00 PM	Healing Space- 1:00 pm - 2:00 pm   Qigong Healing Sounds for the Organs with Yoga Basu and Physical Education Expert, Ivory Kenan	Brawley 100		Healing Space; In-person only
06/24/2023	02:30 PM	04:30 PM	SCRA EC Meeting	L-442	Yvette Flores	In-person only

# Society for Community Research and Action Biennial Conference

## Event Schedule

**Tue, Jun 20, 2023**

11:00 AM

### **CERA-ECIG-IIG PRECONFERENCE WORKSHOP**

🕒 11:00 AM - 2:00 PM, Jun 20

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3 Subsessions

● **Envisioning Psychology Beyond the Historic University System: Decolonizing Knowledge Creation and Dissemination**

🕒 11:00 AM - 2:00 PM, Jun 20

● **From Degree to Community Practice, Unique Careers for Community Psychologists**

🕒 11:00 AM - 2:00 PM, Jun 20

● **Transforming Communities - Community-centered Action Research and Service**

🕒 11:00 AM - 2:00 PM, Jun 20

4:00 PM

### **PUBLICATIONS PRECONFERENCE WORKSHOP - Where do we go from here: A Workshop on Publishing and Disseminating in Community Psychology**

🕒 4:00 PM - 7:00 PM, Jun 20

Presenters include the following SCRA members:

Maryam Tahmasebi, Rebecca C. Hardy, Nicole Allen, Dominique Thomas, Allana Zuckerman, Judah Viola, Jeffrey Sheldon, Sonji Jones-Manson, and Olya Glantsman

This two hour workshop will include presentations, questions and answers and individual participant consultations led by experienced authors, editors, bloggers, podcasters and reviewers. Presentations will walk through the various outlets for disseminating learnings from community psychology research and practice. We will discuss the process of deciding where and how to share your work through articles, book chapters, podcasts, blog posts, and cover SCRA supported outlets such as SCRA Book Series, The Community Psychologist (TCP) and TCP podcast, the American Journal of Community Psychology (AJCP), The Global Journal of Community Psychology Practice, the Community Happenings Newsletter as well as other popular community psychology journals (e.g., Journal of Prevention and Intervention in the Community (JPIC), Journal of Community Psychology) and more.

Additionally participants will leave with information about:

1. Considering open access options and ways to publish more updated de-colonial textbooks for students
2. Submitting their work to academic journals, books, and newsletters and more
3. Conducting peer reviews & guidance to authors for responding to reviews
4. Navigating publishing from outside of academia
5. Proposing and guest editing a special issue/themed issue

📣 Speakers



**Judah Viola**  
Associate Professor  
National Louis University



**Olya Glantsman**  
Program Director, MS and BA-MS in CP  
DePaul University



**Dominique Thomas**  
he/his/him  
Morehouse College



**Maryam Tahmasebi**



**Rebecca C. Hardy**



**Nicole Allen (she/her)**  
Chair and Professor  
Vanderbilt University



**Allana Zuckerman**



**Jeffrey Sheldon**



**Sonji Jones-Manson**

**Wed, Jun 21, 2023**

7:00 AM

**Healing Space - Reiki Attunement & Share with Carolyn Renée Morris**

🕒 7:00 AM - 8:00 AM, Jun 21

📍 Brawley 100

📣 Speaker



**Carolyn Renée Morris**

8:00 AM

**Welcome Plenary**

🕒 8:00 AM - 9:00 AM, Jun 21

📍 B of A Auditorium

Aisha Nyandoro is the founding CEO of Springboard to Opportunities, a Jackson, MS nonprofit that uses a “radically resident-driven” approach to end generational poverty. In 2018, she created the Magnolia Mother’s Trust – now the country’s longest-running guaranteed income program.

In addition to leading Springboard’s community work and growing the Magnolia Mother’s Trust exponentially, Aisha is focused on shifting gendered and racialized narratives around poverty and deservedness, and working to show how the success of the Trust can be scaled nationally through policies like the expanded Child Tax Credit and a federal guaranteed income.

Her expertise on economic, racial and gender justice issues is regularly featured in outlets including The New York Times, The Washington Post, Amanpour & Company, Essence Magazine, NBC Nightly News and CNN. She is a TEDx speaker and a fellow of the Highland Project, W.K. Kellogg Foundation Community Leadership Network and Ascend at the Aspen Institute. She has received many awards and recognitions including the 2022 McNulty Prize and Disrupter Change Champion. She holds a B.A. from Tennessee State University, and an M.A. and Ph.D. from Michigan State University. When not working to liberate financial capital she is a wife and mom to two very charming sons.

Michigan State University is the sponsor of this session.

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#### 🗣️ Speakers



**Aisha Nyandoro**



**Dawn Henderson**

Director of Research, Power Building  
Village of Wisdom

9:15 AM

### **Solidarities and allyship with people on the move: Critical reflections by an academic research group focused on migrant justice & a community psychology for no borders and migrant justice**

🕒 9:15 AM - 10:15 AM, Jun 21

📍 L-444

**IV. Ma’at: Solidarity, Equity, Diversity, and...**

Authors:

Megan Vine Ratnayake  
Aminata Kalokoh  
Emilio Caja  
Dora Rebelo  
Moshood Olanrewaju  
Erica Briozzo

Townhall

Which actors are involved in solidarity with people on the move? What has been the impact of these actions in today’s increasingly harsher border regimes, which have immobilised and stranded people all over the Global North? What types of solidarity take place in these spaces and which positionality do they assume? What are researchers doing in these spaces? Are we helping or merely being passive utilitarian actors performing what the border regimes have already decided to be the fate for people on the move? These recent years have highlighted some dilemmas in the nature of solidarity initiatives with communities affected by border violences. For example, how selective they can be in showing empathy. How they can reproduce hierarchies of deservingness, separating and dividing peoples, according to their nationality or personal backgrounds. The solidarity featured here can be understood as a need to grasp and attempt to change the multiple border violences people are exposed to and resist to, every day. However, the question of whether these practices are truly transformative still remains unanswered. This session aims to critically reflect on solidarity initiatives with people affected by multiple border violences, making the dilemmas explicit, and discuss possible avenues of resistance, by thinking about practices with collective horizons to create coherent, cohesive, and planned actions that can have a greater and transformative effect. Our session will involve brief presentations on solidarity and allyship with people in immigration detention, the role of Community Psychologists, and accounts of activism and scholarship on solidarity initiatives with people on the move in Europe. We will then open the floor to discussion and debate, and conclude the session by presenting a collective manifesto for a new approach to solidarity with people on the move.

## 🚩 Author



**Francesca Esposito**

Westminster University and Instituto de Ciências Sociais da Universidade de Lisboa

## 🚩 Speakers



**Dora Rebelo**

Researcher  
CIS ISCTE University Institute of Lisbon



**Moshood Olanrewaju**

Network Coordinator  
SCRA



**Erica Briozzo**

APPsyCI – Applied Psychology Research Center Capabilities & Inclusion -ISPA-IU



**Megan Vine Ratnayake**



**Aminata Kalokoh**



**Emilio Caja**

## Well-being of LGBTQ+ Homeless and Runaway People: A Systematic Review

🕒 9:15 AM - 10:15 AM, Jun 21

📍 L-150

### II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Elena Tubertini, Marta Gaboardi and Michela Lenzi(Università degli Studi di Padova)

Ignite Presentation

Introduction: Many people belonging to the LGBTQ+ community are severely marginalised due to discrimination. Evidence shows an overrepresentation of LGBTQ+ homeless and runaway people within the general homeless population. The increase in support requests and the lack of guidelines for setting up specific LGBTQ+ shelters highlight the need for psychosocial research in this field, to identify main criticalities, resources and targeted intervention strategies. This systematic review synthesizes international research on LGBTQ+ homelessness within a Community Psychology framework, highlighting both risk and protective factors, effects on well-being and existing services for this population. Design: A systematic review of qualitative, quantitative and mixed methods studies. Grey literature was included to provide a more complete view of available evidence on policies. Methods: Research articles were identified from systematic searches of Google Scholar and PsycINFO . Reports and policy strategies were also included. Data were extracted, synthesized, and grouped by (1) LGBTQ+ homelessness risk factors, (2) protective and promotive factors, (3) interventions and services, to illustrate preliminary findings. (Preliminary) Results: Results show that LGBTQ+ homelessness can derive from experiences of exclusion from multiple social contexts , more often resulting from rejection or violence from the family. Being homeless or runaway because of stigma is linked to several negative outcomes , including reduced physical and sexual health, service drop-out, depression, substance abuse, and risky behaviours. Protective factors were identified, mainly related to social support, contexts' inclusivity, and community connectedness. For what concerns studies on existing LGBTQ+ shelters, mostly arising from community-based projects, preliminary results suggest that targeted interventions focusing on promoting users' social rehabilitation, autonomy and well-being seem central to provide quality care. Conclusions: This review has practical policy implications, both for the improvement of existing services and for their replication in other contexts. This research is congruent with the mission of the SCRA LGBTI interest group.



## 🗣️ Speakers



**Elena Tubertini**

University of Padova, Department of Developmental Psychology and Socialisation



**Marta Gaboardi**



**Michela Lenzi**

Department of Developmental and Social Psychology - University of Padova

## The recognition of experiential knowledge and factors facilitating the practice of peer support in Quebec

🕒 9:15 AM - 10:15 AM, Jun 21

📍 L-150

### I. Building the Beloved Community: Community Partnership...

Authors: Julien Tousignant-Groulx (UQAM)

Émilie Pigeon-Gagné (UQAM)

Henri Dorvil (UQAM)

Ignite Presentation

Peer support workers use their experiential knowledge and personal experience to contact, support and intervene with another person in order to promote the use and acceptability of services. Although this practice is increasingly widespread, the experience of peer support workers remains largely unexplored, which limits our ability to understand what types of knowledge are mobilized and how peer support fits into a personal trajectory. The objective of this presentation is to focus on the factors that facilitate the practice of peer support and the benefits that people who practice this profession derive from it. As part of an exploratory qualitative research, we conducted 21 semi-structured individual interviews in Montreal and Quebec City with peer support workers working in different practice settings. The interviews focused on the experience of peer support and the pathway to peer support. The data were subjected to a dynamic thematic analysis to identify recurring themes and their interactions. The results suggest that the peer support experience is beneficial to individuals primarily on three levels. First, it allows for socio-professional integration which has important repercussions on living conditions. Secondly, it allows for the valorization of a previously difficult and marginalized experience as well as learning about one's personal limits, which the participants associate with a better self-esteem. Finally, peer-assistance allows them to integrate a community and develop a sense of belonging. The results will be put into dialogue with the winning conditions observed in practice settings where peers report having a positive experience. Ideas will be proposed to facilitate the reception, support and accompaniment of peer support workers in clinical teams.

## 🗣️ Speakers



**Julien T. Groulx**

he/his/him

Université du Québec à Montréal



**Émilie Pigeon-Gagné**

Université du Québec à Montréal



**Henri Dorvil**

Université du Québec à Montréal

## Migrating to the UAE: The under-explored narratives for social mobility

🕒 9:15 AM - 10:15 AM, Jun 21

📍 L-150

### IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Mazna Patka

#### Ignite Presentation

Since discovering oil in the 1960s, the United Arab Emirates (UAE) has rapidly developed with reliance on an expatriate workforce to build infrastructure and accelerate economic growth (Al-Waqfi & Fostenlechner, 2014). Its reliance on foreign workers has been attributed to its small local population and a shortage of qualified Emirati workers (Zeffane & Kempt, 2019) where the Emirati population makes up about 12% of the population (United Arab Emirates, 2020). News reports and researchers alike have documented varying experiences of migrant workers, particularly those from South Asia and East Asia, with a focus on the challenges they experience (e.g., Akinci, 2022; Fargues et al., 2019; Parrenas & Silvey, 2021). However, little knowledge exists on the motivations for migrant worker to come to the UAE, particularly their struggles to have their basic needs met (e.g., food, shelter, education) and securing employment in their home countries. Through initial reconnaissance observations with African and South Asian migrant workers, we identified the existence of an alternative narrative that captures the struggle of migrant workers to leave their home countries for the UAE where they feel a sense of fulfillment, empowerment, and potentially opportunities for social and economic mobility in the UAE. Through this ignite session, we will present a study under development to understand these alternative narratives.

#### 🔊 Speakers



**Mazna Patka**  
Assistant Professor  
Zayed University



**Linda Smith**  
American University In Dubai

## We Shall Overcome: Transformative Justice in Schools

🕒 9:15 AM - 10:15 AM, Jun 21

📍 L-150

VI. We Shall Overcome: Transformative Justice in Organiz...

Authors: Mukuria Mwangi (Jasiri Mugumo School)

#### Ignite Presentation

Despite gaining independence in 1963, most government and educational infrastructure and systems bear an unmistakable colonial mark. The Kenyan constitution, school syllabi, and economic, social, political and religious structures emulate the oppressive British regime and values. According to Frere, they appear to embody the often-unconscious identity that is to be like, and be like, is to be like the oppressor. (Frere & Ramos, 1970) Rwandese psychiatrist Rutakayile Bizozo refers to the 'contagion in the collective subconscious', illustrating the capacity of the present generation to re-experience the trauma of the previous, as survivors unknowingly transmit what they have experienced to successive generations. Post-colonial trauma is individual and communal, and not just subjective as argued by subjective western event-based trauma theory. How can trauma be decolonized from this narrow description and how can a learning space embody culturally relevant trauma informed practices?. Neuroscientist Michael Merzenich, a leader in neuroplasticity, posits that practicing new skills under the right conditions can change the mapping of our brains. Towards this end, grassroots efforts are developing to create African Centric or Indigenous schools. The Jasiri Mugumo School has taken intentional steps to create a learning space that is trauma informed, child centered, project based and African Centered. I demonstrate how a African Centered learning space can displace the notion that the European is the author of development. I seek to interrogate how the principles of Ubuntu or 'Utu' can be woven into daily learning practice. In Kenya, utu is a concept that means that every action should be for the benefit of the community, that personal healing and communal wellbeing are intertwined. Trauma Informed practice reinforces utu and ensuring that healing and connection is a cornerstone of daily interaction and a basis from which learning can occur.

#### 🔊 Speaker



**Mukuria Mwangi**  
Director Founder  
Jasiri Mugumo School

## Moving From Applied Behavior Analysis to Community-Based Models of Care

🕒 9:15 AM - 10:15 AM, Jun 21

📍 L-150

## II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Mary Isaac Cargill and Peter D. Goldie (Montclair State University)

Ignite Presentation

Applied Behavior Analysis (ABA) has historically been a widely accepted, respected, and rapidly growing treatment modality for autistic people. As a behavioral approach, its theoretical underpinnings posit that all behavior is learned from one's environment and experiences. To this end, ABA aims to reinforce "adaptive" behaviors and punish (or not reinforce) "maladaptive" or "undesirable" behaviors. In recent years, ABA has been under fire for its dehumanizing components and incredibly harmful effects on autistic clients, per multiple quantitative and qualitative empirical studies. Given the pervasiveness of ABA practice, this is a pressing community, social, and disability justice issue. From our perspective, ABA is an irreparable therapeutic modality because it is predicated on ableist tenets. In this presentation, we briefly review evidence to suggest that ABA is harmful, recommend systemic policy changes to its practice, and adopt an ecological lens to advocate for the use of alternative supports centered on wellness and autonomy for autistic people and communities. On a micro-level, we highlight the importance of affirming social relationships and psychotherapeutic (among other) approaches to provide space for autistic people to unpack and navigate rampant ableism and other issues. Zooming out, we examine the potential for community-based programming to create scaffolded environments in which autistic people can sharpen and apply social and other life skills. One such program exists in Phoenix, AZ, and can serve as a blueprint for others. On a macro-level, we examine the need for mental health professionals and governing bodies, in alignment with the growing neurodiversity movement, to adopt a neutral and non-stigmatizing view of autism—which can and should be discussed in the context of diagnostic tools and other resources.

### 🗣️ Speakers



**Mary Isaac Cargill**  
Montclair State University



**Peter Goldie**  
Doctoral Student  
Montclair State University

## System Dynamics Modeling as a Vehicle for Community-Engaged Implementation Research

🕒 9:15 AM - 10:15 AM, Jun 21

📍 L-152

### V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Authors: David Lounsbury

Townhall

System dynamics modeling is an approach to understanding, evaluating, and addressing complex problems facing communities and organizations. System dynamics model-building is most readily and effectively achieved when principles of participatory research are applied. The current workshop will feature an on-going implementation research project (NY HEALing Community Study; UM1 DA049415; El-Bassel, PI) for which we have established a 'Systems Think Tank.' The aim of the Systems Think Tank is to support data-driven decision-making among diverse stakeholders in N=16 community coalitions, each of which is charged with developing their own local action plans to guide implementation of evidence-based harm reduction and treatment strategies to curb opioid overdose events and fatalities. Community coalitions include stakeholders from healthcare, behavioral health, criminal justice sectors, as well as persons with lived experience who advocate on behalf of individuals and families impacted by opioid use disorder. Workshop exercises will engage participants in use of a web-based portal that we have developed to disseminate our current system dynamics model and to support systems thinking skills development. Specifically, participants will gain systems insights about the dynamics of three primary feedback loops that are hypothesized to drive community ecologies of opioid-related morbidities and mortalities: Social Influence on Opioid Misuse and Dependency, Community Awareness of Opioid Fatalities, and Supply/Demand of Opioids and Overdose Risk. Participants will then work in small groups to simulate virtual intervention strategies that curb opioid overdose events and fatalities, which will be reviewed during a facilitated, large group discussion. The workshop will also describe how to identify and synthesize various sources of information for system dynamics model-building, calibration, and validation, including peer-reviewed research, expert opinion, and primary and secondary database. Finally, facilitators and barriers to effective use of systems dynamics modeling in community-based implementation research will be elicited and deliberated.

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📌 Speaker



**David W Lounsbury (he/him)**

Associate Professor  
Albert Einstein College of Medicine

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**Defend Weelaunee Forest! Atlanta's Intersectional Struggle for Environmental Justice, Police Abolition, and Community Control**

🕒 9:15 AM - 10:15 AM, Jun 21

📍 L-244

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Davi Lakind

Townhall

Atlanta is an important setting for past social struggles, but it is also a site of both injustice and struggle today. Atlanta has the highest income inequality and heaviest surveillance of any U.S. city; it also has the densest urban tree canopy, buffering against a range of environmental and climate change-related problems. Against this backdrop, a fight is raging over the South River Forest – Weelaunee Forest to the Muscogee Creek – one of the largest remaining greenspaces. The city is seeking to raze 85 acres to build a \$90 million militarized police training facility, while a film studio plans to construct the world's largest soundstage on an adjacent 40 acres. Through a decentralized and autonomous movement, but one that has also fostered broad and diverse coalitions, resistance to the forest's destruction has come from many actors in many forms. Forest defenders have inhabited campsites and tree sits. Environmental, racial justice, abolitionist, and community groups have built public awareness and pressured stakeholders. Mutual aid networks and celebrations in and of the forest have proliferated. Police have responded with violent force, but the struggle persists; indeed, the movement continues to grow. This town hall will bring together activists and organizers deeply involved in the struggle to defend the forest and create a more just world. Through their presentations and the guided discussion to follow, we will learn more about this struggle and its context, and reflect on these questions: What can and what should be the role of community psychologists in these struggles? What can a Community Psychology perspective offer to communities engaged in this and other intersectional fights for justice? What can an intersectional abolitionist perspective offer as we learn from this struggle and continue to work to define our field's social justice and systems change theory, practice, and orientation?

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📌 Speakers



**Davi Lakind**

Assistant Professor  
Mercer University



**Caroline Bailey**

Graduate Student  
University of Illinois at Chicago



**Andrea DaViera, M.A.**

Doctoral Student  
University of Illinois at Chicago

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**Engaging Diverse Communities in Praxis: Knowledge Mobilization and Action**

🕒 9:15 AM - 10:15 AM, Jun 21

📍 L-442

IV. Ma'at: Solidarity, Equity, Diversity, and...

Session Organizers: Ali Estefam (Columbia University)  
Sindhia Colburn (Nationwide Children's Hospital)

Authors:

Ali Estefam, Columbia University  
Van Phan, University of South Carolina  
Sahar Al-Najjar, Adler University  
Reshma Parikh, Adler University  
Hanaa El Moghrabi, Adler University  
Dejah Amos, Adler University

Symposium

In collaboration with the Council on Cultural, Ethnic, and Racial Affairs (CERA), this symposium showcases work by graduate students and practitioners designed to redress racialized inequities, and invites dialogue between emerging scholars and community practitioners on engaging historically excluded and marginalized communities in knowledge mobilization and action. In the wake of the most recent racial reckonings in the United States, professionals across several academic and social sectors have called for utilizing community engagement in research and education to dismantle structural racism perpetuated by traditional academic processes (Blanchard et al., 2022; Johnson-Agbakwu et al., 2022; McBride Murry et al., 2022). Genuine community engagement in knowledge mobilization requires a foundation of trust, access to information, and equitable partnerships. However, ongoing harms produced by structural racism pose challenges in building such a foundation due to a history of exclusion, exploitation, forced assimilation, misinformation, and barriers to societal integration and civic participation for Black, African, Indigenous, Pacific Islander, Latino/a/x, Asian, and Middle Eastern communities. This 75-minute symposium will present both theoretical frameworks and practical methods of mobilizing knowledge to and with diverse communities, and engaging communities in knowledge creation and action. The session will end with a Q&A panel discussion with all presenters to reflect on successes, challenges, and future recommendations for engaging and co-creating with diverse and marginalized communities. Works Cited: Blanchard, A.K., Blanchard, J.C., ..., & McDade, W. (2022). Reflect and Reset: Black Academic Voices Call the Graduate Medical Education Community to Action. *Academic Medicine*, 97, 967-972). Johnson-Agbakwu, C.E., Ali, N.S., ..., & Coonrod, D.V. (2022). Racism, COVID-19, and Health Inequity in the USA: A Call to Action. *Journal of Racial and Ethnic Health Disparities*, 9, 52-58. McBride Murry, V., Bradley, C., ..., & Warne, D. (2022). Re-envisioning, Retooling, and Rebuilding Prevention Science Methods to Address Structural and Systemic Racism and Promote Health Equity. *Prevention Science*. <https://doi.org/10.1007/s11121-022-01439-4>

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Speaker



**Sindhia Colburn**  
Pediatric Psychologist  
Nationwide Children's Hospital

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4 Subsessions

- **Decolonizing Clinical Care with Middle Eastern/North African Communities**  
🕒 9:15 AM - 10:15 AM, Jun 21
- **Reaching Every Community: Destigmatizing, Educating, and Skill Building to Promote Children's Mental Health**  
🕒 9:15 AM - 10:15 AM, Jun 21
- **Examining Civic Engagement in Ethnic Minority Youth Populations: A Literature Review and Concept Analysis**  
🕒 9:15 AM - 10:15 AM, Jun 21
- **From Letter Writing to the Reintegration of Incarcerated Individuals**  
🕒 9:15 AM - 10:15 AM, Jun 21

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**Organizing for social change across social differences: Developing an intersectional solidarity**

🕒 9:15 AM - 10:15 AM, Jun 21

📍 Massey C

**I. Building the Beloved Community: Community Partnership...**

Session Organizer: Sara Eccleston (University of Washington Tacoma)

### Symposium

Organizing is a critical method of producing and steering social and political change across multiple settings (Christens et al., 2021). Inherent in the definition of organizing is the community working to address its own needs and addressing a social issue of importance to them. While this is a core component of empowerment and a primary goal of organizing (Christens et al., 2021), nascent research has highlighted the understudied role of intersectional solidarity (Ellison & Langhout, 2020; Neufeld et al., 2019), or how communities come together to address interconnected social issues across and beyond social and political differences. This symposium highlights important limitations in research literature and provides arguments for how organizers build this potential for intersectional impact. Study 1 leverages data from a multiyear ethnographic study to highlight the role of religion in the antiracism movement, arguing that religion holds important potential to reach communities who may otherwise be resistant to antiracism. Study 2 will share data from a qualitative study exploring university student organizing in an effort to unpack how intersectional person-institutional dynamics influence their abilities to manage their multiple roles. Study 3 presents qualitative study findings on how organizing across religious differences can impact a breadth of social issues, including immigration justice, racial justice, and religious freedom. Across these studies, this symposium highlights the potential of intersectional solidarity and organizing as a valid and necessary path of social change.

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### Speakers



**Erin Ellison**



**Sara Eccleston**

Assistant Professor  
University of Washington Tacoma

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### 3 Subsessions

● **Sacred Antiracism: Religion's Role in Racial Justice**

🕒 9:15 AM - 10:15 AM, Jun 21

● **Describing Intersectional In/Congruence: How Student Organizers at a Minority-Serving Institution Collaborate for Social Change**

🕒 9:15 AM - 10:15 AM, Jun 21

● **Interfaith Organizing as a Means and an End for Social Change: Interfaith Advocacy, Activism, and Coalition Building**

🕒 9:15 AM - 10:15 AM, Jun 21

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## Nothing Without Us: Recognition of Community Agency in Research and Action

🕒 9:15 AM - 10:15 AM, Jun 21

📍 Massey F

**I. Building the Beloved Community: Community Partnership...**

Session Organizers: Nancy Bothne (The Chicago School of Professional Psychology) and Jessica Shaw (University of Illinois at Chicago)

### Symposium

This symposium will delve into how community psychologists work with historically marginalized communities to build inclusive research and action agendas. The communities represented in this symposium include young adults who have been sentenced to imprisonment; women labelled with intellectual disabilities and immigrants living in the United States who have experienced torture in their countries of origin. These projects – located in Italy, Canada and the United States - were co-created in partnership with community members, service providers and researchers located inside and outside academia. All three projects emphasize aspects of action research that promote inclusivity and the recognition of community members' agency. Not surprisingly, these projects have grown from sustained relationships that have been nurtured through the values that drive community psychologists: commitment to inclusivity; values of action research; social justice; community well-being; and promotion of empowerment, among others. The panel will discuss how the projects were created, results and impacts, and the experiences of partners from various stakeholder groups.

## 🔊 Speakers



### **Ernest Davis Jr, PhD**

President  
Community Psychology Health Collaborative



### **Nancy Bothne**

Associate Professor  
The Chicago School of Professional Psychology



### **Jessica Shaw**

Assistant Professor  
University of Illinois Chicago

## 2 Subsessions

### ● **Action research co-creating an alternative program to incarceration**

🕒 9:15 AM - 10:15 AM, Jun 21

### ● **Working Together: Research, Practice and Immigrant Survivors of Torture**

🕒 9:15 AM - 10:15 AM, Jun 21

## **Rethinking Community in Light of the Human**

🕒 9:15 AM - 10:15 AM, Jun 21

📍 L-148

### **IV. Ma'at: Solidarity, Equity, Diversity, and...**

Authors: Deanne Bell

Innovative Other

Dr. Martin Luther King Jr., Sylvia Wynter, W. E.B. Du Bois, Suzanne Césaire, Frantz Fanon, Aimé Césaire, Paul Gilroy, Achille Mbembe, Édouard Glissant—radical thinkers in the Black diaspora for over a century, inspire us to (re)imagine our humanity as an expression of community. They call on us to move toward what we, as humans, have in-common, while also holding that which is incommensurable across our conditions and consciousness. Through an immersive installation and dialogue, we will engage with Black radical thought to rethink community not in terms of social identity or category or level of analysis but as part of a rehumanising praxis that contributes to decoloniality. Come, let us extend our horizon of community through dialogue with Black thought and each other as we reach forward, toward a shared human community; where shared does not mean sameness of identity, history, or experience, but is the dynamic realm of navigating meanings and politics, contending with historical and structural complexities that have differential impact on us based on our proximities to hegemonic powers. We invite folx to bring their embodied subjectivities, spirit, and affect into this space to collectively explore being in community as radical (re)humanizing praxis.

## 🔊 Speakers



### **Urmitapa Dutta**



### **Deanne Bell**

Senior Lecturer  
Nottingham Trent University

## **Battling the Bots: Strategies for Prevention and Detection in Online Research**

🕒 9:15 AM - 10:15 AM, Jun 21

📍 L-154

### **V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Jaimelee Behrendt-Mihalski

#### Townhall

Online recruitment for research through social media platforms has become more commonplace in recent years. While it is fairly simple to design and publish an ad campaign on social media, the process to obtain reliable data is more complex. A primary concern related to collecting data online and through social media is the proliferation of bots (or robots), which are computer programs that simulate human activity online. Through various algorithms, bots can quickly and repeatedly complete surveys in an attempt to fraudulently obtain incentives. For example, in a study examining resistance to public safety policy reforms in Illinois, bot responses accounted for 70-100% of data collected across multiple rounds of recruitment and, in one instance, a bot program attempted to take the survey over 1,000 times. To ensure we have reliable data, our research team developed a process to detect bots and exclude bot responses from our analysis. In this workshop, presenters will highlight our advertisement and survey design strategies for preventing bots from accessing online surveys. Further, we will demonstrate our multistep process for cleaning data to detect bots using survey metadata (e.g., location coordinates, IP addresses) in Microsoft Excel. After the demonstration, audience members will have the opportunity to practice the bot detection process with their own data or using mock data provided by the presenters. At the end of the workshop, audience members will have skills related to bot prevention and detection in online recruitment and will be able to use these skills to collect better data to better serve our communities.

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#### Speaker



**Jaimelee Behrendt-Mihalski**

she/her/hers  
National Louis University

10:30 AM

### Community engagement in Rape Prevention and Education Program practice and evaluation

🕒 10:30 AM - 11:30 AM, Jun 21

📍 L-148

[I. Building the Beloved Community: Community Partnership...](#)

Session Organizers: Agnes Rieger (University of Illinois at Urbana-Champaign) and Nicole Allen (Vanderbilt University)

#### Symposium

The Rape Prevention and Education (RPE) program is a funding mechanism for sexual violence prevention practice and evaluation in the United States. The Centers for Disease Control and Prevention oversees the program and provides directives, including the requirement that subrecipients engage in primary and ecological prevention, and that evaluation be tied to practice. In this symposium, evaluators from the CDC, local/state evaluators, and state prevention practitioners reflect on community engaged work within RPE, in terms of both evaluation/research and practice. We share examples of program considerations/operations at the national level, regional communities of practice to unite various evaluators, statewide community engagement in local evaluation design and dissemination of findings, and considerations of how local preventionists attempt to engage community members in prevention. Taken together, these presentations highlight the strengths as well as challenges to localized and community-engaged or community-responsive prevention and evaluation. Just as RPE pushes preventionists to consider multiple layers of the social-ecological model, we share national, regional, state, and community-specific examples of community-engagement in sexual violence prevention.

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#### Speaker



**Aggie Rieger**

Psychology, University of Illinois at Urbana-Champ



## 5 Subsessions

### ● Evaluating Community Engagement in A National Sexual Violence Prevention

🕒 10:30 AM - 11:30 AM, Jun 21

### ● Support Across Locales: Reflection on Evaluators' Community of Practice

🕒 10:30 AM - 11:30 AM, Jun 21

### ● Learning by Experience: An "Antiracist" Evaluation Approach to Elevate Youth Voice on Sex Education

🕒 10:30 AM - 11:30 AM, Jun 21

### ● Choose Your Adventure: Preventionist Decision-Making in Community-Informed Practice

🕒 10:30 AM - 11:30 AM, Jun 21

### ● Reconnecting a Community: The Reconciliation of Indiana's Sexual Violence Prevention Council

🕒 10:30 AM - 11:30 AM, Jun 21

## Mentoring Session - Navigating the U.S. Academia as an International Scholar

🕒 10:30 AM - 11:30 AM, Jun 21

📍 Frederick Douglass Academic Center

Mentor's name: Nabiha Chaudhary (she/her)

Format (in-person or virtual): In-person

Title of mentoring session: Navigating the U.S. Academia as an International Scholar

Target audience: International graduate students

Day/time: Wed. (6/21) 10:30 - 11:30am

Location: Frederick Douglass Academic Center

Mentoring booklet link: <https://docs.google.com/document/d/1xd8IB3RFmEfIVYXgyRD-B-m2OADTQtInXDmzxW8VD2k/edit?usp=sharing>

Registration link: <https://forms.gle/TjhXVyzWsDrTttoQ6>

### 📣 Speaker



**Nabiha Chaudhary**

Assistant Professor  
Wichita State University

## Integrating REI in Local Collaborative Initiatives

🕒 10:30 AM - 11:30 AM, Jun 21

📍 L-150

**I. Building the Beloved Community: Community Partnership...**

Authors: Melinda Reed-Morrice

Innovative Other

This innovative session will explore concrete strategies for ensuring that Race, Equity, and Inclusion (REI) are fully integrated into the work of community collaboratives. Georgia Family Connection Partnership (GAFCP) staff and Outcomes Evaluation Team members will discuss the partnership's REI strategy and how it is being applied through county and statewide initiatives and evaluation efforts. GAFCP provides support and promotes research-based strategies with a statewide network of collaboratives to address child, family, and community well-being in all 159 Georgia Counties. Its REI initiative, launched in 2016, includes ongoing learnings for staff and consultants, toolkits including community readiness assessments, a team of "equity facilitators", and protocols for data disaggregation and reporting. One critical data source is the REI tool, which allows collaboratives to see how their county is performing on important childhood outcomes (i.e., 8th grade graduation rates) disaggregated by race. As a data-informed and mission-driven organization, GaFCP prioritizes REI in all analyses of root causes of the challenges communities in Georgia face. To foster innovation and cross-county collaboration, GAFCP has developed a "Cohort" model, bringing 10-12 counties together in multi-year projects to develop and implement targeted strategies. In this session, we will explore ways that REI efforts are integrated into the work of two cohorts: Early Childhood Health and Education (EC-HEED) and Community Partnerships to Support Youth (CPSY). This session will bring together researchers and members of GAFCP at the community and state levels to discuss ways in which REI has been incorporated at all levels of collaboration, from proposal of new initiatives to the use and interpretation of evaluation results. Throughout the session audience polls and interactive data tools will be used to collect ideas on how to further integrate these strategies into current and future initiatives and we will include an ongoing group discussion of these ideas.

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 Speaker



Melinda Reed-Morrice

## Town Hall on International Community Psychology and SCRA's Positionality

🕒 10:30 AM - 11:30 AM, Jun 21

📍 L-444

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Douglas Perkins

Townhall

We propose an International Town Hall to discuss critical current issues and future directions for international community psychology (CP)/community research and action and the role SCRA has played/should play internationally. Organizational questions: 1. How international/global is SCRA? How can the Biennial, website, groups/committees, publications, media facilitate more international participation and communication? 2. Historically, how have SCRA and CP in the U.S. both influenced, and been influenced by, the global development of the field? 3. How do community psychologists around the world perceive SCRA and CP in the U.S.? 4. What is our vision for how SCRA could/should be structured to better represent (?), or interact with, CP internationally, and why? 5. How could we better organize and design for global solidarity and alignment of purpose? Broader Theory/Scholarship Questions: 6. What theories, best practices, concepts, principles from outside the U.S. should we potentially adapt/apply in our work to expand the approaches available? How do they operate in situ? How have they been mislabeled, misunderstood, or misapplied by an externally imposed CP, and what could they help us learn and understand about people and communities around the world, including in the global North/West? 7. How does the structure of world knowledge systems overlay with the structure of our relationships with CP colleagues around the world? How is this problematic? 8. What are some cross-cutting international issues and especially opportunities across CP students, faculty, researchers, and practitioners? 9. What are the possibilities provided by CP in different countries with different social contexts (e.g., pandemic experience) and target populations? Based on attendance, small group discussions will facilitate maximum participation and ensure participants can share brief summaries of CP issues and activities around the world.

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## Speakers



**Toshi Sasao**

UC



**Moshood Olanrewaju**

Network Coordinator  
SCRA



**Douglas Perkins**

Professor and Co-Editor of International Column of The Community Psychologist  
Vanderbilt University



**Tiffeny R. Jiménez**

Community Psychology, Ph.D Associate Professor  
National Louis University



**Mazna Patka**

Assistant Professor  
Zayed University



**Dr. Deveda François**

Community Assets Builders Association (CABA)

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## Structural Violence, Human Rights, and Healing Processes: An Intersectional Analysis of Subalternated College Students in Brazil and the United States

🕒 10:30 AM - 11:30 AM, Jun 21

📍 L-152

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Daniele Negreiros

Townhall

The process of healing the consequences of violence and human rights violations of historically subalternized groups is essential for a more just and egalitarian development of the Brazilian and American reality. The present project is about the practices of structural violence that permeate and hurt the notion of human rights, as well as the processes of healing, care, and resistance, as a possibility of confronting the oppressions arising from these structures. Thus, based on these initial concerns, we arrived at the starting question of this study: How do the relations between structural violence and human rights express themselves in the processes of healing and resistance of subalternized college students in Brazil and the United States? Which will be operationalized from the following objective: to analyze the relations between structural violence, human rights and healing processes in the discourses of subalternized college students in Brazil and the United States, based on the intersection between race, class and gender. Thus, the method is characterized by a methodological design of qualitative nature, participant-action research that will use as a procedure for the production of meaning, observations and conversations in everyday life, discussion groups in the format of workshops and semi-structured interviews, having as main interlocutors young subalternized college students in Brazil, linked to the University of International Integration of Afro-Brazilian Lusophony and, in the United States, the University of Massachusetts Boston. Records will be made by means of audio recordings and field diaries, with the proper authorizations. In this sense, it is expected that the interventions produced throughout the research will be able to design a program of transnational promotion of human rights at the university level that acts to reduce the impacts of structural violence on subalternized young Brazilians and North Americans and to promote healing processes in the face of these impacts.

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## Speaker



**Daniele Negreiros**

Structural Violence, Human Rights, and Healing Processes: An Intersectional Analysis of Subalternated College Students in Brazil and the United States  
UMass Boston

## Housing First for Youth: How youth begin to think about their future

🕒 10:30 AM - 11:30 AM, Jun 21

📍 L-242

V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Session Organizers: Stéphanie Manoni-Millar (University of Ottawa),  
Cora Macdonald (Canadian Observatory on Homelessness) and Minda Wood (University of Ottawa)

Symposium

Youth between the ages of 16 and 24 account for approximately 20% of the homeless population in both Canada and the United States, making them the fastest growing subgroup. Nearly 40% of youth experiencing homelessness have their first episode of homelessness before the age of 16 years, leaving them at-risk of multiple episodes of homelessness. Youth experience a variety of homeless circumstances including living on streets, staying in emergency shelters, or being at risk of homelessness (e.g., living in unsafe or unfit living environments). Although the literature on youth experiencing homelessness predominantly focuses on mental health, trauma, and deviancy, a small body of research highlights the perseverance and strengths displayed by youth. This presentation will focus on research stemming from Making the Shift (MtS), a randomized control trial of Housing First for Youth (HF4Y). MtS focuses on the prevention of youth homelessness by identifying, developing, and testing projects aimed at addressing policy and practice needs. As part of the MtS demonstration lab, HF4Y has been implemented in Ottawa and Toronto in partnership with community agencies. Ottawa and Toronto focus on two noteworthy groups of youth experiencing homelessness, respectively. Ottawa focuses on youth who are currently experiencing homelessness, while Toronto focuses on youth exiting the child welfare system. Presentations will include results of the multi-year trial of HF4Y, and will explore how youth who have experienced homelessness and youth who have aged out of foster care, envision their futures.

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### 🗣 Speakers



**Nick Kerman**  
NLU



**Stephanie Manoni-Millar**  
PhD Candidate  
University of Ottawa



**Minda Wood**  
PhD Student  
University of Ottawa



**Krissy Gleason**  
University of Southern Maine

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### 3 Subsessions

● **Promising findings from HF4Y youth homelessness prevention interventions**

🕒 10:30 AM - 11:30 AM, Jun 21

● **“I want purpose in my life”: Exploring how youth experiencing homelessness in Ottawa, Ontario envision their futures**

🕒 10:30 AM - 11:30 AM, Jun 21

● **“My number one goal is stability”: How youth aging out of care envision their future**

🕒 10:30 AM - 11:30 AM, Jun 21

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## Collaborative community partnerships: A critical discussion around the multiple ways of working in partnerships

🕒 10:30 AM - 11:30 AM, Jun 21

📍 B of A Auditorium

I. Building the Beloved Community: Community Partnership...

Authors: Roshani Jayawardana

#### Townhall

Working with community partners and doing research in spaces outside of academia is argued to challenge traditional forms of power imbalances and knowledge production, as well as elicit the sharing, learning and co-creation of knowledge (Littman et al., 2020; Suarez-Balcazar, 2020). Whilst doing this work can elicit several benefits, tensions and considerations may also arise that are needed to navigate. This includes factors such as ethics, accountability, power relations, relationality and ongoing reflective practices. Drawing upon the thinking of psychosocial accompaniment (Watkins, 2015) and doing work with communities as a “critical friend” (Evans, 2015), this townhall aims to create a space where community partners and researchers can share their experiences and perspectives around doing research that occurs in partnership with community organisations. The type of community partners referred to in this work are organisations engaging and working alongside communities. The facilitators will share their journeys as early career researchers of doing work in connection with community partners, and guide dialogue based on the following questions: 1. What does community partnership look like, and what are the different ways of working with community partners?; 2. Who are we accountable to when we do community partner work, and how do we navigate the expectations of community partners whilst building an open and critical engagement?; 3. How do we engage in collaborative and reflective practices when working with community partners? This session does not seek to develop a “one-way fits all” method to work in partnerships, rather it aims to generate critical discussion and exploration of the messiness, complexities and dynamics that may be evoked through such processes. The space will enable conversation and thinking around the different ways that community partnering work can flourish, strategies used to foster ethical relationships and collaborative practices, and the dynamics that such partnerships hold.

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#### Speaker



**Roshani Jayawardana**  
Victoria University

## Community Resilience in the 21st Century: Harnessing Inherent Strengths for Promoting Wellness and Building Capacity in Underserved and Distressed Populations

🕒 10:30 AM - 11:30 AM, Jun 21

📍 Massey C

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Session Organizers: Jadwiga Hescoc (National Louis University), Renato (Rainier) Liboro (University of Nevada Las Vegas) and Jacque-Corey Cormier (Georgia State University)

#### Symposium

Resilience can be a critical resource for coping during and after adversity. Pockets of resilience can be found in communities, sub-populations, and cultures. However, historically, research on resilience has mainly centered on fostering and building individual resilience as a coping strategy for adversity. This symposium looks at the resilience found in diverse sub-populations based on shared adversity experiences, shared traits, and shared geographic locations as a basis for building resilience in communities as a whole. This type of resilience can be referred to as contextual or community resilience. Presenters will draw from research on resilience in Latinx First Generation Students (FGS) during the COVID-19 pandemic; the resilience of ethnoracial minority, middle-aged and older men who have sex with men; photovoice to improve community health in Atlanta; using the community as a coping strategy for Black women; and how community assets in a fire-ravaged Northern California town contributed to harnessing community resilience after the fire. The discussion will focus on the resilience in these sub-populations, and how research can convert the resource of resilience from an individual coping strategy into a critical resource for strength-based approaches and capacity-building strategies in community-engaged research and practice.

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## 🔊 Speakers



**Jadwiga (yad-vee-gah) Hescocox, MA**  
Super Admin  
Society for Community Research and Action



**Renato Liboro**  
Assistant Professor  
University of Nevada, Las Vegas



**Jacques-Corey Cormier**  
Clinical Associate Professor  
Georgia State University

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## 5 Subsessions

● **The Kids are Alright: Resilience and Fundamental Human Needs in First-Generation Students During the COVID-19 Pandemic**

🕒 10:30 AM - 11:30 AM, Jun 21

● **The Resilience of Racially and Ethnically Diverse, Middle-Aged and Older Men Who Have Sex with Men to the Clinical and Social Impacts of HIV/AIDS**

🕒 10:30 AM - 11:30 AM, Jun 21

● **How Photovoice has been Incorporated into Program Evaluation Training for Grantees**

🕒 10:30 AM - 11:30 AM, Jun 21

● **Centering The Voices of Black Women: Stress and Coping Support**

🕒 10:30 AM - 11:30 AM, Jun 21

● **Cobb Area Portrait: Understanding community assets in relation to fire recovery efforts and post-disaster resilience**

🕒 10:30 AM - 11:30 AM, Jun 21

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## **Newcomer Mental Health Equity and Belonging: Processes, Innovations, and Outcomes from a Long-term Community-University Partnership**

🕒 10:30 AM - 11:30 AM, Jun 21

📍 Massey F

**I. Building the Beloved Community: Community Partnership...**

Session Organizer: Jessica Goodkind (University of New Mexico)

### Symposium

There are an unprecedented number of forcibly displaced people globally – over 100 million. Although there are important differences between refugees and immigrants in terms of legal status, most migrants leave their home countries due to a complex intersection of “push” and “pull” factors (often including trauma exposure in their home country, during flight, and in reception or resettlement contexts). Thus, we use the inclusive, non-stigmatized term newcomers to encompass immigrants, refugees, and asylum seekers; to build solidarity among these populations; and to facilitate understanding of their past experiences, current stressors, and physical and mental health. The social, political, legal, and economic context of uncertainty, stigma, fear of accessing health, education and other resources, detention, deportation, and family separation based on current immigration and refugee policies and the broader public perception of newcomers as a threat to society all play a critical role in the well-being of newcomers. For more than 20 years, university and community partners have worked together to create transformative change through the Refugee and Immigrant Well-being Project (RIWP), which is an innovative CBPR model that involves newcomers, CBOs, and university students working together to improve the mental health of newcomers by: a) increasing newcomers’ abilities to navigate their communities; b) improving newcomers’ access to resources; c) enhancing meaningful social roles by valuing newcomers’ cultures, experiences, and knowledge; d) reducing social isolation; and e) increasing community responsiveness to newcomers through system change. Community and university partners will present three research and practice innovations that are promising and important next steps in the urgent efforts to reduce structural inequities and mental health disparities experienced by newcomers and then will facilitate a discussion with attendees about lessons learned and future ideas for continuing to build equity, belonging, and transformation through community-university research partnerships.

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🗣 Speaker



**Jessica Goodkind**  
Professor of Sociology  
University of New Mexico

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3 Subsessions

● **Multilevel Community-Based Mental Health Intervention to Address Structural Inequities and Adverse Disparate Consequences of COVID-19 Pandemic on Latinx Immigrants and African Refugees**

🕒 10:30 AM - 11:30 AM, Jun 21

● **United Voices for Newcomer Rights: How a Community-University Research Partnership Created a Newcomer-Led Nonprofit Organization**

🕒 10:30 AM - 11:30 AM, Jun 21

● **Rebuilding and Engaging to Foster Resiliency Among Muslim newcomers Experiencing Violence (REFRAME)**

🕒 10:30 AM - 11:30 AM, Jun 21

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**Carceral School Environments: Examining Problems and Possibilities**

🕒 10:30 AM - 11:30 AM, Jun 21

📍 L-244

**VI. We Shall Overcome: Transformative Justice in Organiz...**

This session will explore the well-established problem of the expansive use of carceral logics in schools, with a focus on student discipline and punishment. The first two presentations extend established research into novel directions. Presentation #1 examines the links among community violence, student behavior, and school discipline, showing how multiple contexts shape students' experiences in school. Presentation #2 focuses on another form of school punishment: school-based referrals to the juvenile justice system. This study finds that the racial disparities in referrals can be explained in part by disparate patterns in subjective offenses, suggesting school personnel's discretion plays a major role in these racial disparities. The final two presentations turn to approaches for disrupting schools' carceral logics. Presentation #3 presents a systematic review that identifies practical intervention points for using school discipline to enhance students' development rather than harm it. Finally, Presentation #4 examines how school personnel can apply different logics when interacting with students' behavior and mental health needs, offering implications for shifting their approach from a carceral one to a healing one.

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🗣 Speaker



**Ben Fisher**  
Associate Professor of Civil Society and Community Studies  
University of Wisconsin-Madison

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4 Subsessions

● **Neighborhood violence and school discipline: How is high-violence exposure associated with school disciplinary practices?**

🕒 10:30 AM - 11:30 AM, Jun 21

● **School-based referrals to juvenile justice systems: The racialized and gendered impact of subjective offenses**

🕒 10:30 AM - 11:30 AM, Jun 21

● **Actionable inflection points in student discipline: From exclusion and punishment to inclusion and empowerment**

🕒 10:30 AM - 11:30 AM, Jun 21

● **School-based mental health providers' perspectives on schools' therapeutic versus punitive responses to student mental health and behavioral challenges**

🕒 10:30 AM - 11:30 AM, Jun 21

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**Applying Community Psychology Principles in the Alternative Care Sector in Egypt**

🕒 10:30 AM - 11:30 AM, Jun 21

📍 L-442

## II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Session Organizer: Noha Emam Hassanin (The American University in Cairo)

### Symposium

Children and youth without parental care in Egypt face multiple challenges on different ecological levels that hinder them from reaching their full potential. Unfortunately, due to the complexity of the situation given the high population, poverty, and unemployment rates in Egypt, most practitioners focus on the deficits and challenges rather than the resilience and coping abilities of the marginalized groups. One of the few organizations that works in partnership with the youth in care and utilizes a strengths based approach while intervening with the different stakeholders in the alternative care field in Wataneya Society. Wataneya Society is an Egyptian non-profit organization founded in 2008 to “To create a future of equal opportunities for children and youth without parental care through innovative solutions to unify, and certify all aspects of alternative care”. This session shall explore how an Egyptian non-profit organization applies community psychology principles in its interventions by focusing on three main projects. At the end of the presentations there shall be a discussion on the challenges and opportunities faced while applying community psychology principles in the alternative care sector in Egypt. Since the three presenters are from the very few community psychologists in Egypt, they shall each reflect on their journey and critically analyze the applicability of some of the concepts while working with marginalized groups.

### 3 Subsessions

#### ● Youth Transitioning from Care to Independence and Adulthood

🕒 10:30 AM - 11:30 AM, Jun 21

#### ● Advocating for the rights of children and youth without parental care in Egypt

🕒 10:30 AM - 11:30 AM, Jun 21

#### ● Empowering youth without parental care in Egypt

🕒 10:30 AM - 11:30 AM, Jun 21

## Breaking Free from White Hegemonic Practices: Establishing An Anti-Racist Supportive Mentoring Model for/by BIPOC Faculty

🕒 10:30 AM - 11:30 AM, Jun 21

📍 L-154

## IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Justin T Brown

### Townhall

Faculty mentorships, within institutions of higher education, are typically non-existent or orchestrated by administrators through pairings/assignments. Consequently, mentorship is reduced to a superficial forced relationship. For Black-Indigenous-Persons of Color (BIPOC) faculty, these relationships are often unsuccessful, as they follow the script of white institutional understandings of what it means to thrive within higher education. Often BIPOC faculty face oppressive, exploitative forces that create situations whereby one can only work to survive, which removes opportunities for community building and engagement in fulfilling professional practice. Alternative approaches and paradigms have slowly begun to emerge that attempt to interrupt this cycle by centering, elevating, and recognizing the needs of BIPOC faculty (Cooke & Colon-Aguirre, 2021; Endo, 2020). However, there is a continued need to build anti-racist mentorship models that reframe and advocate for the value of the discounted labor of BIPOC faculty (El-Sabawi & Fields, 2021). This workshop will explore traditional promotion and tenure culture and mentorship practices within higher education. The presenters will work with participants using relationship mapping methodologies to create the progressive story of current mentorship. This mapping will be positioned against stories of self-selected mentor-mentee relationships, such as those created outside of academe as part of community-based work or professional organizational involvement. After review and discussion, workshop presenters and participants will explore culturally-centered and collaborative partnerships that do not fit within the confines of traditional higher educational spaces. Workshop leads will pair up participants to identify key features of anti-racist, anti-imperialist practice. Participants will learn the importance of creating self-selected mentorship relationships that are supportive, communal, social justice-based and provide space for agency and advocacy. In the end, workshop participants will collectively envision and design a new anti-racist mentorship model grounded in SCRA principles.



### 🔊 Speakers



**Justin T Brown, PhD, MPH (he/him/his)**

Professor  
LaGuardia Community College, CUNY



**Dr. Monique A Guishard (she/her/hers)**

CUNY BRONX COMMUNITY COLLEGE

### **Mentoring session - Career Transition Strategies: Navigating the Paths of Change**

🕒 10:30 AM - 11:30 AM, Jun 21

📍 Frederick Douglass Academic Center

Mentor's name: Lillian Haley (she/her)

Format (in-person or virtual): In-person

Title of mentoring session: Career Transition Strategies: Navigating the Paths of Change

Target audience: Individuals looking to change industries or professions

Day/time: Wed. (6/21) 10:30 - 11:30am

Location: Frederick Douglass Academic Center

Mentoring booklet link: <https://docs.google.com/document/d/1xd8IB3RFmEfjVYXgyRD-B-m2OADTQInXDmzxW8VD2k/edit?usp=sharing>

Registration link: <https://forms.gle/TjhXVyzWsDrTtoQ6>

### 🔊 Speaker



**Lillian Haley**

Haley Evaluation & Research Services- HERS

11:45 AM

### **To whom are we responsible?: Critically examining who is centered in our work, how, and why**

🕒 11:45 AM - 12:45 PM, Jun 21

📍 L-442

**IV. Ma'at: Solidarity, Equity, Diversity, and...**

Session Organizer: Jessica Shaw (University of Illinois at Chicago)

Symposium

Community psychologists see community research and action as an opportunity to examine, confront, and dismantle existing and oppressive power structures. This requires us to be intentional in our engagement with communities to ensure we do not recreate or reify the same power hierarchies in our own practice. This symposium will explore how community psychologists determine who to center in their work, and how they go about it. Presenters will discuss their experiences partnering with and intentionally centering different individuals and communities, including adolescent sexual assault survivors, healthcare patients, people with disabilities, and Black women. The varied experiences, approaches, and communities of focus will provide for a rich conversation among presenters and attendees as we recommit ourselves to value-based praxis and deliberate attention to who is centered in our work, how, and why.

## Speakers



**Nancy Bothne**

Associate Professor  
The Chicago School of Professional Psychology



**Jessica Shaw**

Assistant Professor  
University of Illinois Chicago

## 5 Subsessions

### ● “I don’t often hear my story getting told”: The experiences of adolescent sexual assault survivors as research participants

🕒 11:45 AM - 12:45 PM, Jun 21

### ● From Customer to Investor: Elevating the Patient's Voice In Research

🕒 11:45 AM - 12:45 PM, Jun 21

### ● "Nothing About Us Without Us": Centering Disabled People in Research

🕒 11:45 AM - 12:45 PM, Jun 21

### ● Photovoice, Healing Space Creation and a Sense of Belonging in Community Psychology

🕒 11:45 AM - 12:45 PM, Jun 21

### ● Black Women's Sexual Praxis: An Exploration of a Black Women's Preventive Sexual Communication Community

🕒 11:45 AM - 12:45 PM, Jun 21

## Adapting a Community Mobilization Approach to Promote and Support Father Engagement in Atlanta

🕒 11:45 AM - 12:45 PM, Jun 21

📍 L-152

### I. Building the Beloved Community: Community Partnership...

Authors: Latrice Rollins

Townhall

Father engagement has been associated with positive academic, social, and health outcomes for children and their partners. There have been several structural and institutional barriers to father engagement that need to be addressed that involve multiple sectors of the community. Morehouse School of Medicine Prevention Research Center was selected by the Georgia Department of Public Health to serve as the lead agency for a community mobilization approach (CMA) to promote and support father engagement across metro Atlanta. The National Fatherhood Initiatives' CMA has been successfully implemented in several states (e.g., Texas, Indiana, Ohio) and cities (e.g., Milwaukee, Pittsburgh, Sioux Falls) across the United States. The three (3) phases of the CMA were: (1) a needs and assets assessment which included secondary data analysis, asset mapping, and focus groups; (2) a virtual Leadership Summit on Fatherhood attended by 180 metro Atlanta leaders; and (3) the development of community-driven action plans for a fatherhood initiative, Fathers Matter ATL, generated by a multi-sectorial committee. This workshop will share the steps necessary to implement a CMA, the outcomes of this community-driven approach, and the lessons learned in the process, particularly given the implementation of the CMA during the pandemic, which required several modifications to the national model.

## Speaker



**Latrice Rollins**

Director, National African American Child and Family Research Center  
Morehouse School Of Medicine

## Engaging in Critical Place-based Research

🕒 11:45 AM - 12:45 PM, Jun 21

📍 L-242

### V. Technologies of Liberation: Knowledge Creation and Consciousness R...

## Symposium

Spatial justice (Soja, 2010) is grounded in the importance of place: meanings and conceptions of place, strength of connection to place, the impact of disruption or fracture in sense of place. By engaging in place-based programming, interventions, and research, scholars acknowledge that power is lived in place and spatial inequity has impacts on experiences of place and space. Critical spatial analysis and place-based work center community thriving, particularly in communities experiencing displacement and rapid changes in the built environment. Panelists will share case studies in Nashville, TN, Charlotte, NC, and Victoria, Australia, of place-based work and discuss methods used, lessons learned, and findings and related products. Contexts vary in this work; presenters will discuss a place-based action civics curriculum in Nashville schools, how place-based methodology was used to contextualize community violence within inequitable access to social determinants of health, a place-based housing intervention to disrupt displacement in a rapidly gentrifying neighborhood, and spatial justice in the context of urban development. This symposium will broadly discuss how place-based work is done, illustrate the value of place-based approaches, and discuss the potential for critical place-based research in a variety of contexts, including community health and wellness, youth-led design, housing, and urban policy, as well as the need to address and understand meanings of place in community-based research.

## Speaker



**Megan McCormick**  
Vanderbilt University

## 4 Subsessions

### ● **Sense of Place among Young People involved in Place-based Action Civics in Nashville, TN**

🕒 11:45 AM - 12:45 PM, Jun 21

### ● **Participant-led walking interviews as a place-based methodology to contextualize health disparities resulting from inequitable access to the social determinants of health**

🕒 11:45 AM - 12:45 PM, Jun 21

### ● **A Place-Based Intervention Addressing Housing Injustice: Staying in Place (SIP)**

🕒 11:45 AM - 12:45 PM, Jun 21

### ● **Liveability analysis: Uncovering urban policy impacts on local quality of life and experience of place**

🕒 11:45 AM - 12:45 PM, Jun 21

## **The Revolution Will Not Be Televised: SCRA Missing in Action on Recruiting Historically Black Colleges and Universities (HBCUs)**

🕒 11:45 AM - 12:45 PM, Jun 21

📍 L-444

**I. Building the Beloved Community: Community Partnership...**

Authors: Pamela Martin

### Townhall

The late Gil Scott-Heron, an American jazz poet, stated the revolution will not be televised, meaning systematic change will occur through active participation. Since 2013, several Black American scholars have questioned the intentions of Society of Community, Research and Action (SCRA) regarding outreach to Historically Black Colleges and Universities (HBCUs). This town hall will focus on recruitment strategies to promote outreach efforts to HBCUs. Historically, HBCUs have served the educational aspirations of Black Americans preparing their graduates to become advocates, leaders, and practitioners who transform society. The research and careers of HBCU graduates have benefited Black American communities raising awareness of issues such as diversity, educational inequality, poverty, and racism. Similarly, SCRA has promoted values congruent with HBCUs' foci such as cultural humility, oppression, and social change. Having emerged from the myriad protest movements of the 1960s, SCRA would seem to be a like-minded partner of HBCUs by promoting community psychology at Black American serving institutions. SCRA as well as HBCUs have embraced disenfranchised or oppressed individuals of diverse backgrounds who have been impacted by racism and structural inequalities in U.S. society. For example, many HBCUs offer undergraduate courses in community psychology and several of these institutions offer graduate programs with a community psychology emphasis; however, none of these institutions are affiliated with SCRA. Throughout the history of SCRA, there seems to have been little to no strategic efforts to recruit HBCU psychology faculty or faculty in related disciplines for active and sustained engagement. This town hall will raise the following questions: 1) what will SCRA do in the next 1 to 2 years to reach out to HBCUs and 2) what are the barriers that are preventing SCRA from reaching out to HBCUs? Finally, we will provide recommendations to SCRA for strategically engaging HBCUs in community psychology.

### Speakers



#### Rhonda Lewis

Professor, Psychology Department  
Wichita State University



#### Pamela Martin

Professor, Department of Psychology and Urban Studies Program  
University of South Carolina



#### Dawn Henderson

Director of Research, Power Building  
Village of Wisdom



#### Sinead Younge

Professor  
Morehouse College

## Liberation-Focused Healing Space for Graduate Student of Color

🕒 11:45 AM - 12:45 PM, Jun 21

📍 L-150

### II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Selima Jumarali

Innovative Other

“Everybody I know is struggling. And wants to quit 90% of the time.” -JW Are you feeling burnt out or isolated? Perhaps because of the unrelenting social injustices that plague our world and/or because of the daily struggles of being a graduate student of color in white supremacist institutions? If so, please join us as we co-create a liberation-focused healing space of shared vulnerability and mutual support for graduate students of color. Facilitators will lead brief grounding rituals to open and close the space and offer reflection prompts to guide discussion. We hope to share stories, offer each other validation, build connection and a sense of community, radically imagine possibilities for a liberated future, and promote joy. Facilitators will hold the space with love, tenderness, and compassion guided by anti-capitalist, liberation-focused values to remind us that people are more valuable than products and productivity, that neurodiversity is embraced and valued, that our bodies and somatic experiences provide us deep wisdom and guidance, that grief and loss are inherently linked to creation and possibility, that self-care is incomplete without community care, and that caring for ourselves and each other is a political act. Our hope is that you will leave the space feeling aligned with your purpose, supported, connected, and grounded. We look forward to sharing space with you!

## Speakers



**Daliah Altal**  
KLM



**Clarice Hampton**  
UMBC



**Jabarey Wells**  
UMBC



**Selima J**  
UMBC

## Creating Spaces to Engage the Continuum of CP Praxis: Composting Coloniality, Organizational Settings, Glocal Positionalities, and Philosophies of Science

🕒 11:45 AM - 12:45 PM, Jun 21

📍 L-148

### I. Building the Beloved Community: Community Partnership...

Authors: Tiffeny Jimenez

Innovative Other

The role of a community psychologist involves understanding settings, how people relate within those settings, and how they negotiate many aspects of themselves within and around those settings. We are explicitly concerned with understanding the origins of oppression within various contexts, articulating the ecology of social justice, uncovering how existing settings manifest harm, and working to partner with communities seeking change. What are the tensions and how are we navigating those? What are spaces and why are they needed? What are the paradoxes? Examining more closely the philosophy of action/science in which we community psychologists engage in any setting requires us to be explicit about our orientation to the world when we participate in community-engaged and participatory inquiry approaches, including assumptions about ontology (nature of reality), epistemology (nature of knowing reality), axiology (what has value), ideology (role of values and politics), and methodology (tools used to obtain knowledge). Clarifying this underlying paradigm within our projects requires us to be clear about the kinds of questions we consider legitimate lines of inquiry, what counts as knowledge, which forms of knowledge are privileged within any particular project, and the intentions behind projects such as how data will be used and for whose purpose. In terms of relational ethics, this deeper examination of our assumptions about the world encourages an examination of power – who has it, and how power will be wielded within a specific context. This innovative session will introduce the idea of the Continuum of CP Praxis, increase awareness of how philosophies of science influence the ways community systems function, clarify why alternative composting spaces are needed, and engage attendees in a collective analysis of our positionalities within our own contexts. We will also explore how we work to change policies, practices, and settings.

## Speakers



**Gorden Lee**  
NO



**Jacqueline Samuel**  
Program Director and Assistant Professor for the Master of Public Administration Program  
National Louis University

## Putting Principles into Practice: Implementing Anti-Racist, Community-Engaged Research Methods

🕒 11:45 AM - 12:45 PM, Jun 21

📍 L-154

### V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Authors: Andrea DaViera

#### Townhall

Anti-racist, community-engaged research is “research that decolonizes knowledge production through participation of groups of people affiliated by geographic proximity, special interests, or similar situations working to actively change and/or dismantle the intersectional, interlocking oppressive systems that affect their well-being,” (Grant & DaViera, in press). The purpose of this workshop is to invite community psychologists and other researchers to participate in a deep (un)learning of the potential for research methods to be a liberatory or oppressive endeavor. In this workshop, we will present on four principles of anti-racist, community-engaged research: 1) research that centers socio-ecological roots of social issues which locate oppressive conditions as the primary cause of social inequity. 2) Intersectionality-informed research that shifts its focus from “multiply marginalized communities” to “multiply marginalizing systems.” 3) Research that is emancipatory, i.e., participatory, community-based, and action-orientated and aims to materially support oppressed communities. 4) An anti-colonial intent and impact, which argues that research should work to unveil and repair the harm and social inequities produced by colonialism. The workshop will use active learning techniques to teach and practice the concepts, alternating between mini-lectures, activities, and discussion. Participants will be invited to practice imagining how they can infuse anti-racist, community-engaged methods into their own research studies. The workshop will have prepared several materials (i.e., handouts) in advance to facilitate learning, including a resource library that will be available for participants to take with them after the workshop.

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#### Speaker



**Andrea DaViera, M.A.**

Doctoral Student  
University of Illinois at Chicago

### Newcomer Researcher: The Uncertainties and Opportunities of Conducting Place-based Qualitative Research with Underrepresented Communities as Graduate Students

🕒 11:45 AM - 12:45 PM, Jun 21

📍 Massey F

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Sara Buckingham (University of Alaska Anchorage)

#### Symposium

Conducting place-based qualitative research with underrepresented and marginalized communities during graduate school presents unique challenges and opportunities. Not only are students often new to conducting qualitative research, but they are often also new to their institutions and communities. In this symposium, we describe processes of designing, conducting, disseminating, and applying results from place-based qualitative research while occupying the role of “newcomer.” This symposium presents three distinct projects led by Community-Clinical Psychology PhD students conducted within the first three years of their doctoral training, all of whom relocated to a new community for graduate school. The first is a qualitative individual interview study using constructivist grounded theory to examine rural mental health clinicians’ experiences in the student-researcher’s current context and past context to make related practice and training recommendations. The second is a group photovoice project exploring sense of community among gender and sexual minority community members living in the student-researcher’s new community to lead to actionable community projects. The third is an individual interview and focus group study examining adolescents’ conceptualization of sexual health in the student-researcher’s new context to work towards measure development. We unpack nuances of navigating a new program, institution, and community as student-researchers. We examine themes related to ethics, positionality, rigor, trustworthiness, and voice across the three graduate student-led projects. Graduate students will be encouraged to reflect on navigating diverse communities as a newcomer, particularly when working with communities underrepresented and frequently marginalized in research. Faculty mentors, community partners, and institutional administrators will also be encouraged to explore ways of supporting graduate students’ place-based qualitative research and addressing challenges that arise.

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#### Speakers



**Anne Brodsky**

Professor and Chair  
UMBC



**Sara Buckingham**

Assistant Professor  
University of Alaska Anchorage

### 3 Subsessions

#### ● Conducting Rural Psychology Research in New and Old Contexts

🕒 11:45 AM - 12:45 PM, Jun 21

#### ● A Photovoice Project Examining Sexual Orientation & Gender Minorities' (SGM) Sense of Community (SOC): Community Based Queer Research as a Queer Researcher

🕒 11:45 AM - 12:45 PM, Jun 21

#### ● Considerations for Conducting Community Engaged Research on a Stigmatized Topic: Sexual Health Research with Adolescents in Alaska

🕒 11:45 AM - 12:45 PM, Jun 21

## Exploring Neighborhood and Community Factors in the Lives of Minoritized Populations

🕒 11:45 AM - 12:45 PM, Jun 21

📍 L-244

### IV. Ma'at: Solidarity, Equity, Diversity, and...

Session Organizer: Meeta Banerjee (University of South Carolina) and Dawn Witherspoon (Penn State University)

#### Symposium

Within the United States, the populations of youth who are from minoritized communities are surpassing predominantly White populations leading to an ethnic/racial minority majority by the year 2040. Neighborhoods are a crucial context that needs to be studied to highlight factors that promote healthy psychosocial and behavioral development in minoritized youth. Hence, it is crucial to utilize frameworks that underscore the importance of cultural assets (Garcia Coll et al., 1996) and systems perspectives (Bronfenbrenner, 1979) to gain a deeper understanding of the lived experiences of minoritized youth. This symposium highlights the importance of exploring protective cultural practices and family factors in the lives of minoritized youth and families from Latinx, African American and Asian American populations. Studies that seek to develop an understanding of inhibiting and promotive aspects of communities and neighborhoods can help initiate factors to consider in intervention work. The first paper examines a sample of Latinx and Black families and how their ethnic-racial socialization strategies are shaped by discrimination and neighborhood factors in newer immigrant destinations. Additionally, cultural factors like socialization practices are imperative in the experiences of minoritized youth, but it is also imperative to study processes that are driven by perceptions of the neighborhood. Hence, the second paper explores how neighborhood disadvantage and familial factors such as parental monitoring can mitigate the effects of externalizing behaviors in Latinx and Black parent-youth dyads. Furthermore, studying how neighborhood processes can shape socialization practices in three different populations of ethnic/racial minorities (e.g., Asian Americans, Latino/Hispanic, Black Americans) experiencing community violence may help to comprehend how nuanced are these parenting practices. The third paper utilizes a national sample of minoritized populations to explore how neighborhood perceptions shape parenting processes. Finally, minoritized communities may experience violence in multiple spheres (e.g., interpersonal, interpersonal, community) that needs to be understood especially in populations of adolescence. Our final paper explores how familial support and acculturation processes are protective in a national sample of Latino youth regarding their victimization experiences. This symposium utilizes both qualitative and quantitative methodologies that underscore how studying minoritized populations across the United States can help us develop a deeper understanding of their lived experiences. This symposium will also provide new directions and insights into components of prevention and intervention in minoritized youth and their families.

#### 🗣️ Speakers



#### **Meeta Banerjee**

Assistant Professor  
University of South Carolina



#### **Dawn Henderson**

Director of Research, Power Building  
Village of Wisdom

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#### 4 Subsessions

● **The Contextualized Impact of Ethnic-Racial Socialization on Black and Latino Youth's Self-System**

🕒 11:45 AM - 12:45 PM, Jun 21

● **Black and Latinx youth's externalizing behavior in a new destination area: Does parental monitoring matter?**

🕒 11:45 AM - 12:45 PM, Jun 21

● **An Exploration of Neighborhood Factors on Ethnic/Racial Socialization Practices in a Multiracial Sample of Ethnic Minority Families.**

🕒 11:45 AM - 12:45 PM, Jun 21

● **Longitudinal Effects of Multiple Dimensions of Acculturation on the Victimization of Latino Youth**

🕒 11:45 AM - 12:45 PM, Jun 21

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### Youth-focused Interventions: Lessons learned from multiple programs

🕒 11:45 AM - 12:45 PM, Jun 21

📍 Massey C

**I. Building the Beloved Community: Community Partnership...**

Session Organizer: Fabricio Balcazar (University of Illinois at Chicago)

Symposium

This symposium addresses several key issues faced by youth today. The first presentation describes a program to promote empowerment through community engagement among minority high school students. The second presentation shares the results of multiple interviews with diverse young climate justice activists to understand their experiences and views regarding the outcomes of their activism, as well as their methods of dealing with the challenges they encountered. The third presentation introduces the small wins and challenges experienced by students participating in a Civic Engagement (CE) committee focused on developing opportunities for student participation and power in the school system. The last presentation introduces the main findings of a model of community resilience that centered the voices of Black youth in their efforts to address some of the problems and solutions related to community gun violence. These are all very relevant topics for community psychologists interested in promoting social change among youth.

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#### 🗣 Speakers



**Yolanda Suarez-Balcazar**

University of Illinois Chicago



**Fabricio Balcazar**

Professor  
University of Illinois at Chicago

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#### 4 Subsessions

● **A Civic Engagement Program to Promote Empowerment among Marginalized Youth**

🕒 11:45 AM - 12:45 PM, Jun 21

● **How Members of the Youth Climate Justice Movement Approach Successes and Challenges: Implications for Solidarity Research**

🕒 11:45 AM - 12:45 PM, Jun 21

● **Community-University Collaboration to Weave YPAR into Youth Organizing Campaigns**

🕒 11:45 AM - 12:45 PM, Jun 21

● **An Emerging Youth-Centered Model of Community Resilience in Communities Impacted by Gun Violence: Power through Black Community and Unity**

🕒 11:45 AM - 12:45 PM, Jun 21

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**Updates and Initiatives from the American Journal for Community Psychology**



🕒 11:45 AM - 12:45 PM, Jun 21

📍 B of A Auditorium

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Nicole Allen

Townhall

In 2023, the American Journal of Community Psychology (AJCP) celebrates 50 years! For five decades, AJCP has played an important role as an outlet for scholarship in the field of community psychology. Published academic work in community psychology strives to promote individual and community well-being by disseminating scholarship that advances our collective aim to uplift marginalized voices and use research in the service of action. While publishing has had a long and complicated history (upholding white supremacy including the myth of meritocracy, classism, hegemonic patriarchal norms, xenophobia, heterosexism and cissexism, to name a few), academic journals can promote and foster some of the most influential and thoughtful work in our field. Publishing disseminates community psychology values to allied fields and can challenge our colleagues in various disciplines to think ecologically about social problems and their solutions. In this townhall, we will provide an overview of journal operations and current journal initiatives launched toward the aforementioned aims. We will present and solicit feedback on recently developed guidelines and processes to encourage diversity, equity and inclusion in the publishing process.

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🗣️ **Speaker**



**Nicole Allen (she/her)**

Chair and Professor  
Vanderbilt University

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**Mentoring Session - Career Path Planning**

🕒 11:45 AM - 12:45 PM, Jun 21

📍 Frederick Douglass Academic Center

Mentor's name: Judah Viola (he/him)

Format (in-person or virtual): In-person

Title of mentoring session: Career Path Planning

Target audience: Students, Recent Graduates & Career changers

Day/time: Wednesday, June 21, 11:45am - 12:45pm.

Location: Frederick Douglass Academic Center

Mentoring booklet link: <https://docs.google.com/document/d/1xd8IB3RFmEfIVYXgyRD-B-m2OADTQtInXDmzxW8VD2k/edit?usp=sharing>

Registration link: <https://forms.gle/TjhXVyzWsDrTtoQ6>

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🗣️ **Speaker**



**Judah Viola**

Associate Professor  
National Louis University

1:00 PM

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**Mentoring Session - Writing Your Thesis/Dissertation and Caring for Yourself and Your Team**

🕒 1:00 PM - 2:00 PM, Jun 21

📍 Zoom

Mentor's name: Megan Greeson (she/her)

Format (in-person or virtual): Virtual

Title of mentoring session: Writing Your Thesis/Dissertation and Caring for Yourself and Your Team

Target audience: Graduate Students, Community psychologists practicing within the U.S., Community psychologists practicing outside of the U.S., Academics

Day/time: Wednesday, June 21, 1:00 – 2:00 PM, EST

Mentoring booklet link: <https://docs.google.com/document/d/1xd8IB3RFmEfIVYXgyRD-B-m2OADTQtInXDmzxW8VD2k/edit?usp=sharing>

Registration link: <https://forms.gle/TjhXVyzWsDrTttoQ6>

Join Zoom Meeting: <https://uncc.zoom.us/j/3220711956?pwd=WUowK0lDOFJ4S2owN1E1YkhGRVhGUT09> Meeting ID: 322 071 1956 & Passcode: 6wTyrf

#### Speaker



#### Megan Greeson

Associate Professor, Program Director of Community Psychology PhD  
DePaul University

### Healing Space: Sacred Sound Healing Bath with Michele & Michaiiah Mann

🕒 1:00 PM - 2:00 PM, Jun 21

📍 Brawley 100

### Defining Belonging, Identity, and Community: Experiences of Rohingya Refugees in the United States

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

#### I. Building the Beloved Community: Community Partnership...

Authors: Jenny Zhao (University of Maryland, Baltimore County)

Additional authors:

Anuwar Kasim, Burmese Rohingya Community of Wisconsin

Andrew Trumbull, Burmese Rohingya Community of Wisconsin

Anne Brodsky, University of Maryland, Baltimore County

Poster Presentation

In 2017, the Burmese military executed what the UN defines as ethnic cleansing, forcing a mass exodus of Rohingya refugees. For decades, the Rohingya, an ethnic, Muslim minority group from Burma, have been systematically disenfranchised by their government and forced to seek refuge outside of Burma. Since their mass flight in 2017, over half of the entire Rohingya population resides outside of their ancestral homeland. In the last decade, tens of thousands of Rohingya refugees have resettled in Western countries such as the United States. Although they account for a small percentage of the resettled refugee population, the Rohingya diaspora is a growing community and their particular refugee experience –one that is nuanced with a complex history of living across multiple countries in the context of systematic oppression, protracted statelessness, and forced assimilation – warrants humanizing, contextualized attention. This study aimed to explore the lived experience of resettled Rohingya refugees in the US. In collaboration with Rohingya-serving community-based organizations, eight Rohingya participants were interviewed. Participants discussed their pre and post-migration experiences as well as their relationship to the Rohingya identity, culture, and community through a semi-structured interview format. Each 1-2 hour interview was transcribed and then qualitatively analyzed using interpretive phenomenological analysis and a strength-based resilience and empowerment framework. Their migration experience and prolonged displacement had a paradoxical effect on their post-migration life. Although the conditions of forced displacement were attributed to why the participants indicated greater resilience in their resettled lives, those same conditions lent to stymying the preservation of the Rohingya identity and culture. Furthermore, sociopolitical context significantly contributed to the description of belonging and defining home. Discourse from this study will hopefully contribute to a larger narrative on how different resettled refugee communities can find belonging and healing, and ultimately thrive in receiving countries.

## 📌 Speakers



### Jenny Zhao

Clinical- Community PhD student  
University of Maryland, Baltimore County



### Anuwar Kasim

Burmese Rohingya Community of Wisconsin



### Andrew Trumbull

Co-Founder & Administrative Director  
BURMESE ROHINGYA COMMUNITY OF WISCONSIN INCORPORATED



### Anne Brodsky

Professor and Chair  
UMBC

## Reverse the pipeline: Expanding access to higher education for students impacted by the criminal legal system through supervision reform

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

VI. We Shall Overcome: Transformative Justice in Organiz...

Authors: Judith Zatzkin

Poster Presentation

There is increasing evidence demonstrating that seeking higher education after incarceration is beneficial for individuals, families, and communities (Rubenstein & Robbins, 2012; Travis, 2005; Western & Pettit, 2010a). However, many unique barriers for formerly incarcerated people exist for accessing and successfully completing college degrees (Donaldson & Viera, 2021; Dancis et al., 2021). To understand these barriers, we interviewed nine formerly incarcerated individuals who were either current or prospective Portland State University students. Using semi-structured interviews, we asked participants about barriers they experienced while attempting to access and complete a college education, as well as their recommendations for institutional support. We employed thematic analysis (Braun & Clarke, 2006) to synthesize the barriers and opportunities for support. One specific barrier uncovered in this analysis is the structure of supervision, namely, the probation and parole process. Our findings show that the supervision and parole process is a strong barrier to success for these students. These findings uncover the need for supervision-based barriers to be addressed by both faculty and staff within higher education and by decision makers in supervision programs. Transforming supervision systems may increase access to and retention in higher education for students impacted by the criminal legal system. This poster will provide evidence of our findings, as well as recommendations for supervision reform and suggestions for higher education professionals on how to consider the role of supervision in expanding access to higher education.

## 📌 Speakers



### Judith Zatzkin

Assistant Professor of Psychology  
Bemidji State University



### Julia Dancis

University Of Washington, Tacoma

## Understanding Co-Curricular Service Programs Post-Graduation: How do Bonner Scholar alumni sustain critical hope and engagement?

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

I. Building the Beloved Community: Community Partnership...

Authors: Erin Walker

#### Poster Presentation

The Bonner Alumni Interview Project examines the experiences of young adults who participated in intensive undergraduate community service while students at Rhodes College. Across fields, there is an increasing interest in the period after college and how recent college graduates are able to navigate the world today (Arnett, Zukauskiene, & Sugimura, 2014). Additionally, while there are many studies that explain the impact of service-learning courses on college students (Keen & Hall, 2009), very little research has examined co-curricular programs, such as the Bonner Program, and how they relate to ongoing identity, skills, interests, and civic engagement of college graduates. The alumni interview project is a follow-up study to a four-year longitudinal project in which our team collected narratives from Bonner Scholars each semester. Bonner Scholars are part of a national college access program for underrepresented students. Through this program, students are required to complete over ten hours of community service a week and participate in at least two summers of service. Many Bonner scholars become leaders on our campus and contribute to meaningful community partnerships in Memphis and the Mid-South region. Our current research includes semi structured interviews with 20 Bonner Scholars who graduated from Rhodes between 2012 and 2020. In initial analysis of our interview transcriptions, we have found that alumni report being sustained by a sense of critical hope (Duncan-Andrade, 2009). Themes related to critical hope include material resources that support mental health, tools for navigating imposter syndrome, developing a professional identity, critical reflection, and an ongoing sense of community. Alumni also report challenges that come from the obligations they feel as part of their identity as a Bonner scholar. Our poster will present findings as well as recommendations for colleges and undergraduate programs to equip students for continued democratic engagement and leadership.

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#### Speakers



**Elizabeth Thomas**

Rhodes College



**Erin Walker**

Rhodes College



**Leah Sullivan**

Rhodes College

## Does knowing friends' T2D status encourage protective behaviors and attitudes in young adults?

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Dhymy Vixamar-Owens

#### Poster Presentation

Type 2 Diabetes (T2D) continues to be a top-ranking public health concern (Al-Lawati, 2017; World Health Organization, 2021). Once labeled an “older adult disease,” the age of diagnosis in the US is steadily declining (American Diabetes Association, 2018), and predictors of T2D risk begin to emerge as early as childhood (Kaufman, 2011). Research confirms the correlation between family medical history and T2D risk (Ammar et al., 2018). Though connections to biological traits exist, medical professionals agree that T2D is a behavioral disease (CDC, 2018). Thus, many attribute trends within family to shared norms, behaviors, culture and ecological influences (Harrison et al., 2003; Claassen et al., 2010). Seemingly then, shared norms, culture, neighborhood environments and the likes within close friendship circles may also merit attention, especially for young adults. Studies show that, especially for adolescents and young adults, friend relationships have a major bearing on behavior and identity development. Also, while research which explores the relationship between family medical history and diabetes risk speaks to increased risk, having family members and close friends with diabetes may actually be a protective factor, especially for young adults (see Amuta & Barry, 2015). Individuals who know someone with T2D may be more knowledgeable about the disease and more inclined to engage in healthier behaviors in an effort to support their loved ones or prevent their own risk. To this end, the aim of the current study is to explore the relationship between friend diabetes history and (1) engagement in diabetes-relevant health behaviors (eating, exercise) and (2) health attitudes (risk perception, attitudes towards exercise, health consciousness). We also compare the degree to which family history and friend history relate to these factors. The findings from this study may support the use of awareness raising and shared narratives in diabetes prevention efforts.

Speaker



**Dhymy Vixamar-Owens**

## A Media Analysis of the Long-Term-Care Crisis During the COVID-19 Pandemic

1:00 PM - 2:00 PM, Jun 21

African American Hall of Fame

VI. We Shall Overcome: Transformative Justice in Organiz...

Authors: Caitlin Tizzard

Poster Presentation

The long-term-care (LTC) sector has been in crisis for decades; however, COVID-19 has exacerbated the effects of the crisis and exposed the poor living and working conditions to the public. Grounded in a critical feminist framework, this qualitative research utilizes a media analysis to determine which models of care were being prioritized within LTC and the disproportionate consequences that were faced by women of intersecting marginalized identities. A preliminary analysis from Canadian News @ ProQuest database resulted in (N = 69) articles that were included in the final data set. Findings suggest that medical models of care that neglect residents' mental health and emotional well-being took precedent during the pandemic. Additionally, results found that marginalized identities such as racialized and disabled people were some of the most impacted within the LTC system during the crisis. The findings indicate a call to transform the LTC sector by re-imagining what palliative care looks like, improving the working conditions for LTC workers and by implementing person-centred models of care for residents and family caregivers. Ultimately, this research emphasizes where inequalities exist within the LTC sector and informs future advocacy in this area. Keywords: long-term-care, COVID-19, intersectionality, media analysis, care model

Speaker



**Caitlin Tizzard**

Research Assistant and Teaching Assistant  
Wilfrid Laurier University

## Evaluation practices that promote equity and justice: Lessons from the field

1:00 PM - 2:00 PM, Jun 21

African American Hall of Fame

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Sara Stacy (University of Cincinnati Evaluation Services Center)

Additional author

Carissa Schutzman, University of Cincinnati Evaluation Services Center

Poster Presentation

Community psychology practitioners work in many interdisciplinary contexts, including evaluation of existing programs and change efforts (Maton, et al., 2006). Within the evaluation field, scholars and practitioners are beginning to advocate for enhanced focus on equity and to increase our awareness of how evaluative methods may unintentionally reinforce systemic and structural barriers (Dean-Coffey, 2018). While core competencies within the evaluation field integrate elements of equity (AEA, 2011), more details on the specific practices that evaluators can integrate into their work are also warranted to fully operationalize these ideals (e.g., WK Kellogg Foundation, 2021). Using the equitable evaluation framework as a tool for critical reflection (Dean-Coffey et al., 2014), we conducted a scan of our current evaluation projects to identify existing strategies and opportunities for enhancing explicit attention to equity within evaluation practice. In this poster, we share lessons learned and opportunities for deepening our practice, such that equitable practices can become fully integrated within all steps of an applied research or evaluation project. Examples of key insights generated from our review include creating intentional reporting design elements, using evaluation as a tool to leverage funding, and training program staff in data analysis and reporting. As a result, we intend to use this presentation to spark critical conversations about new directions for leveraging evaluation to enhance equity and actively dismantle systems of oppression.

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### 📌 Speakers



**Sara Stacy**

University of Cincinnati Evaluation Services Center



**Carissa Schutzman**

University of Cincinnati Evaluation Services Center

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## Understanding Determinants Impacting the Implementation of a Sexual Health Program for Justice-Involved Youth

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Nyssa Snow-Hill

Poster Presentation

Justice-involved youth experience disproportionate rates of sexually transmitted infections partly due to the increased likelihood of engaging in risky sexual behaviors. Preventing HIV/AIDS among Teens (PHAT) Life is a sex education and health promotion program designed for justice-involved youth. It has demonstrated significant effects on sexual behavior, substance use, aggression, and recidivism. To ensure that the research on PHAT Life produces real-world improvements in the lives of justice-involved youth, the next step is to identify how to effectively disseminate and implement the program outside of the research context. Understanding the barriers and facilitators that have hindered or helped past implementation of PHAT Life can inform implementation and dissemination strategies to improve future adoption, implementation, and sustainment of the program in new settings. As such, PHAT Life facilitators and other stakeholders participated in structured interviews guided by the Consolidated Framework for Implementation Research (CFIR), a determinants framework within the field of implementation science that identifies and categorizes constructs that are associated with the effective implementation of programs in real-world settings. Each interview was coded using consensus coding according to CFIR domains and subdomains, and data were examined to identify patterns among those domains. This presentation will discuss those patterns and how they can inform implementation and dissemination strategies for juvenile justice settings.

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### 📌 Speaker



**Nyssa Snow-Hill**

Assistant Professor  
DePaul University

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## Qualitative Analysis of Community Health Workers' Experiences with the Mental Health Needs of Buffalo's Black Community

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Hollen Reischer

#### Poster Presentation

Following the tragic mass shooting in Buffalo in May 2022, The National Witness Project® (NWP), a community-based health education organization, conducted a survey of Buffalo's East Side residents. Of the 200 surveyed, 38% stated mental health was their most important unmet need. In response to this striking finding, NWP has partnered with faculty in the University at Buffalo's (UB) clinical psychology program to develop sustainable mental health outreach services for Buffalo's Black community. NWP's survey finding is particularly notable given long-standing stigma around mental health in Black communities, arising in response to historical and contemporary structural racism in healthcare research and delivery. While one addressable barrier to mental health service uptake is lack of awareness of available services, we cannot simply roll out a campaign encouraging the use of mental health services without consideration of the sociocultural perspective of this high-risk, high-need community. As a first step, UB and NWP leaders are collaborating to design, conduct, and analyze interviews with NWP's Community Health Workers (CHWs) using a qualitative approach informed by ethnographic and participatory action research methods. In January–March 2023 we will conduct one-on-one interviews with 12–15 CHWs, who are frontline public health workers who are trusted members of the community served. CHWs serve as a bridge between health/social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery. Interviews will center on CHWs' experiences of and perspectives related to addressing mental health issues they encounter when interacting with community members. The proposed poster presentation will share results of CHW interviews, which will in turn inform a broader community needs assessment and pilot program development for a community mental health outreach program for members of the underserved Black Buffalo community.

#### Speaker



**Hollen Reischer**

Visiting Assistant Professor  
University at Buffalo

## Awareness of HIV-Associated Neurocognitive Disorder Among Healthcare and Service Providers in Southern Nevada: An Exploratory Survey

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

### I. Building the Beloved Community: Community Partnership...

Authors: Brandon Ranuschio (University of Nevada, Las Vegas)  
Renato Liboro (University of Nevada, Las Vegas)  
Sherry Bell (University of Nevada, Las Vegas)

#### Additional authors:

Andrea Navarro, University of Nevada, Las Vegas  
Trinity Puno, University of Nevada, Las Vegas  
Alexander Ribeiro, University of Nevada, Las Vegas  
Nadia Sheik Yosef, University of Nevada, Las Vegas  
Esmeralda Villalobos, University of Nevada, Las Vegas  
Janelle Wackens, University of Nevada, Las Vegas  
Renato Liboro, University of Nevada, Las Vegas

#### Poster Presentation

HIV-Associated Neurocognitive Disorder (HAND) is a condition that can affect up to 50% of people living with HIV/AIDS (PLWH), and present as a cluster of neurocognitive issues in domains such as attention, concentration, memory, language, information processing, decision-making, problem-solving, and even motor skills. PLWH must work closely with their healthcare and service providers to manage this condition, and as such, the awareness of HAND among providers supporting PLWH is critical to early detection of neurocognitive decline. This study sought to assess the awareness of HAND among providers supporting PLWH in Southern Nevada and, to this end, used a Community-Based Participatory Research approach to circulate and administer surveys to eligible providers in the community (n = 50) during the COVID-19 pandemic. The survey assessed awareness of the symptoms of HAND, as well as work experiences related to service users' neurocognitive issues. Results showed that the most commonly encountered neurocognitive issues revolved around cognitive impairment, in comparison to functional impairment and social difficulties. Knowledge on HAND was assessed with a 12-question True or False quiz, of which the mean score was 7.08. A significant difference in knowledge was found between providers who discussed HAND with their clients/patients living with HIV, even if "rarely" (M = 8.53), compared to those who "never or almost never" discussed HAND with their clients/patients (M = 5.63; p = .010). Providers who discussed HAND with their clients/patients on average scored 52% better on questions about their awareness of and familiarity with HAND than providers who "never or almost never" discussed HAND with their clients/patients. These findings highlight the importance of increasing awareness of HAND among providers who work closely with PLWH, and encouraging them to discuss brain health and neurocognitive concerns with service users they support.

## Speakers



### Brandon Ranuschio

Graduate Research Assistant  
University of Nevada, Las Vegas



### Renato Liboro

Assistant Professor  
University of Nevada, Las Vegas

## Promoting Staff Well-Being and Positive Adult-Youth Relationships in After-School: Identifying Local Knowledge via Mixed Methods within an Academic-Community Partnership

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Rachel Ouellette

Poster Presentation

Background: Organized after-school programs offer benefits and supports to youth in disenfranchised communities. Youth benefits rely on high quality programming, including positive adult-youth relationships. After-school staff well-being is one factor that can influence their ability to develop positive relationships with youth. Qualitative methods present one avenue for understanding work-related well-being among after-school staff as well as the strategies they use for building positive adult-youth relationships. Methods: The current study is a content analysis of qualitative interviews with staff (n = 11) in a multi-site after-school program examining staff-identified: 1) stressors, motivators, coping strategies, and sources of support; and 2) strategies for building positive relationships and engaging youth in programming. Quantitative surveys of staff well-being, effectiveness building relationships, and perceived social support were combined with qualitative data to identify differences in responses based on high versus low reported well-being and effectiveness. Results: The most frequent stressors reported by after-school staff were difficulty engaging youth (64%) and difficulty navigating sensitive conversations (45%). Conversely, eight out of 15 staff-identified sources of job engagement were connected to their interactions with youth. Absence of social support from colleagues served as a stressor, while the presence of social support served as a buffer against stress including compassion fatigue resulting from supporting youth experiencing difficult events. Staff identified their own coping skills and strategies for engaging youth (e.g., gathering youth feedback) and developing positive relationships (e.g., parallel play and regular check-ins), with responses differing across staff reporting high versus low well-being and effectiveness building relationships. Implications: Mixed methods offer unique opportunities to aggregate and reflect local knowledge towards promoting well-being and relationships in youth-serving settings such as after-school. The combination of qualitative and quantitative methods allows for examination of differences in outcomes (e.g., well-being and effectiveness building relationships) based on the use of different locally-informed strategies.

## Speaker



### Rachel Ouellette

Yale University School of Medicine

## Client advocacy in a coordinated entry system for single unhoused adults: Applying the street-level bureaucracy framework

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

**I. Building the Beloved Community: Community Partnership...**



Authors: Ugochinyere Onyeukwu

Poster Presentation

To address the homelessness crisis in the United States, the Department of Housing and Urban Development (HUD) mandates communities to employ coordinated entry (CE) systems to efficiently and effectively allocate housing resources to unhoused individuals. Theoretically, and in the spirit of fairness and equity, CE inhibits opportunities for case managers to advocate for their clients to gain housing in favor of standardized procedures for matching individuals to housing. Although HUD provides guidance on the features each CE system should have, the actual implementation of the policies falls at the discretion of the direct service workers (Virtanen et al., 2016). Conceptualizing the CE system through Lipsky's (2010) Street-Level Bureaucracy framework, this presentation examines the various ways client advocacy by direct service providers may occur in CE. Interviews and focus groups were conducted with 27 service providers, and 18 formerly unhoused tenants who interfaced with a CE system in a large U.S. city. Examples of client advocacy will be provided from both residents' and workers' perspectives. Thematic analysis is ongoing, but preliminary results indicate that service providers advocated for their clients across several CE system components, including the vulnerability assessment process, case conferencing, and housing referral. Preliminary findings suggest that CE systems may not fully overcome differential advocacy-related challenges that were prevalent in traditional service systems. Implications for practice will be discussed.

 Speaker



**Ugochinyere Onyeukwu**  
DePaul University

## Examining the Context of Faith Leader-Facilitated Parenting Workshops in Central America

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

**I. Building the Beloved Community: Community Partnership...**

Authors: Melanie Ngan

Poster Presentation

Research into evidence-based parenting interventions in low- to middle-income countries (LMICs), particularly in Latin America, has typically focused on parents of younger children (Zhang et al., 2021). Few of these parenting programs have been researched within the context of Central America (e.g., Amaral et al., 2021). Moreover, such parenting interventions frequently do not address the faith or spiritual beliefs of parents. Central America is a highly religious region, with approximately half the population identifying as Catholic and 40% identifying as Protestant (Pew Research Center, 2014). World Vision, a well-known, faith-based, international development organization, has utilized a train-the-trainers model to train local Spanish-speaking faith leaders to facilitate parenting workshops using the Celebrating Families (CF) curriculum for several years. The present study aimed to pilot a rolling baseline evaluation of the CF program in four countries in Central America. A total of 695 parents/caregivers and 647 children/youth aged 7-18 from El Salvador, Guatemala, Honduras, and Nicaragua were surveyed prior to attending 2-6 days of workshops and subsequent 6-month peer support groups. Results suggested a number of important contextual factors that may be addressed in order to improve parenting outcomes. In particular, lack of availability or knowledge of child abuse/protection services in the community, high proportions of households under multidimensional poverty, and parents and child perceptions of neighborhoods safety may represent important avenues for intervention and support. The challenges of particular political and economic context of individual countries is also explored.

 Speaker



**Melanie Ngan**  
Doctoral Student  
Fuller Theological Seminary

## Latinos' IPV Behaviors: A Critical Community Psychology Review and Critique of the Research Literature

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Adrian Manriquez

Poster Presentation

The current investigation utilized a critical community psychology perspective in order to review and critique the literature surrounding predictors, correlates, and antecedents of Latinos' intimate partner violence (IPV) behaviors. More specifically, the ecological levels of analysis framework (Kloos et al., 2020; Rappaport, 1977) was employed to demonstrate how Latino males' IPV perpetration is understood. LatCrit theory (Brayboy, 2005; Johnson, 1999; Valdes, 1997) was then applied to problematize this understanding and to pinpoint its limitations for IPV research and intervention. Using Google Scholar, PsycINFO, and EBSCOHost databases, a total of 31 peer-reviewed articles were identified and critiqued. Findings indicated that most IPV research is being conducted at the individual (n = 29) and microsystem (n = 19) levels of analysis. Little research addressed localities (n = 4), organizational (n = 1), or institutional levels (n = 5) of analysis. Additionally, three limitations to how researchers and interventionists view the factors that influence Latinos IPV behaviors were identified: 1) Deficits models in research. 2) Decontextualized IPV research. 3) Neglect of higher ecological levels of analysis. Most articles did not discuss the social positioning of Latinos nor the various oppressions Latinx communities suffer throughout the Americas when attempting to justify the need to measure potential individual level predictors of Latinos males' IPV behaviors. These identified shortcomings must be addressed in future IPV studies and interventions involving Latino males if investigators desire to end the stigmatization and demonization of Latinos as a cultural group and people. Findings generated from this review are informing the development and execution of an empirical research study using semi-structured interviews with Latinos enrolled in battering intervention programs about the possible linkages between racialized oppression and IPV. Promotion of critical consciousness may be a culturally appropriate action to effectively and ethically address IPV and oppression among this group of men.

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Speaker



**Adrian Manriquez**

Graduate Research Assistant  
Portland State University

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## White Emotionality as a technology for (dis)engagement in Classroom Settings: Student Experiences in Community Psychology Courses

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Alix MacDonald

Poster Presentation

Scholars committed to antiracism have documented the impacts of white supremacy in academia and have called for deeper study of the emotionalization of whiteness in classroom settings (Hurtado, 2019; Leonardo & Zembylas, 2013; Green, et al., 2007; Leibowitz et al., 2010; Matias et al., 2014; Todd & Abrams, 2011). This poster provides preliminary results on a mixed-methods study that expands critical whiteness studies literature by examining how students evaluate a community psychology course that disrupts dominant narratives of whiteness by asking: **(1) How is whiteness being disrupted and accommodated in a Community Psychology course?; (2) How are students experiencing this Community Psychology course in different destabilizing contexts?; (3) What emotions are students choosing to write about in their course evaluations, and how does that relate to their acceptance or resistance of the course framework?** Using reflexive thematic analysis (Braun & Clark, 2006, 2020) this poster uses both content from the community psychology lectures and students' evaluations to investigate how evasion strategies and acceptance of the course framework connect to how whiteness is disrupted throughout the course.

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Speaker



**Alix MacDonald**

Psychology Graduate Student  
University of California, Santa Cruz

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## The Role of Substance Use In the Lives of Young Gay and Bisexual Men in Kenya

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Myla Lyons

Poster Presentation

Given the multiple layers of intersectional stigma and discrimination faced by gay and bisexual men and other men who have sex with men (GBMSM) in Kenya, substance use may be used to cope with multiple minority stressors, emotionally draining circumstances, and stressful environments. The majority of research on substance use among GBMSM in Kenya has focused on reporting rates of substance use and its association with HIV risk and mental health. Few studies provide a more in-depth and nuanced exploration of how substance use impacts various aspects of Kenyan GBMSM's lives. This poster will present a qualitative analysis focused on understanding the relationships among substance use and health among GBMSM in Western Kenya. Individual in-depth interviews were conducted with 60 young (ages 18-34) GBMSM in Western Kenya as part of a larger study focused on improving mental and sexual health. All interviews were conducted by young GBMSM residing in Kenya. Phenomenological qualitative analyses were conducted by a diverse team of analysts. The data revealed that substance use was associated with both positive and negative effects for GBMSM in Kenya within three primary thematic areas of functioning: sexual health, physical health, and social wellbeing. Various sub-themes of sexual health emerged including lack of condom use, PrEP nonadherence, increased libido, nonconsensual sex or rape, being drugged, impaired judgement, and group sex/sex parties. Within physical health, four sub-themes emerged including malnourishment, poor hygiene, physical harm, and poor general health. Social wellbeing included two sub-themes, increased social connectedness and both positive and negative consequences of increased identity with the GBMSM community when intoxicated. These data provide a more complex understanding of the role that substance use plays in Kenyan GBMSM's lives, and provide valuable information regarding how to develop community-based interventions to prevent problematic substance use and its negative health consequences.

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Speaker



**Myla Lyons**

Graduate Student  
University of Michigan, Ann Arbor

## A pilot evaluation of community leader-facilitated parenting programs in Vietnam, Indonesia, and Philippines

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

[I. Building the Beloved Community: Community Partnership...](#)

Authors: Hsiuchi Lee

Poster Presentation

Incorporating cultural and contextual factors when studying parenting internationally helps advance the understanding of parenting, child development, and the development of effective interventions (Lansford, 2016). As an international development NGO, World Vision has been diligently building community globally by implementing a plethora of programs using the train-the-trainers model, including parenting workshops and parenting peer support groups. However, the effectiveness of those programs warrants examination. This pilot study evaluated a community leader-facilitated parenting program that aims for children's' value formation in Vietnam, Indonesia, and Philippines. Specifically, we investigated the contextual factors that could potentially moderate the effects of these parenting programs. Our study sampled parents and caregivers of children aged from 7 to 18 years old. At baseline, 240 parent-child dyads in Vietnam, 98 parent-child dyads in Indonesia, and 174 parent-child dyads in the Philippines were assessed. The survey was administered by trained local enumerators and included demographics, significant life events, COVID-19 impact, Kessler psychological distress scale, child protection policy, and perceptions of neighborhood safety. Country-specific results showed that parents in the Philippines reported most significant life events with money problems, loss of jobs, and problems at work as top three endorsed events, and the highest level of psychological distress across three countries. In contrast, participants in Indonesia reported least significant life events with remodeling of home, moving, and conflicts with relatives as top three events, and the least amount of psychological distress. The results indicated that parental stress caused by significant life events were impacting parents' well-being and could potentially be a moderator of the effectiveness of parenting and children's well-being. Furthermore, the results also showed that analyzing participants' immediate contexts can provide useful information for actual parenting program evaluation.

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Speaker



**Martin Hsiuchi Lee**

Clinical Psychology PhD Student  
Fuller Theological Seminary

## The Role of Gender and Self-Silencing in the Relationship between Adverse Childhood Experiences and Juvenile Delinquency

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Authors: Cassandra Landry

Poster Presentation

The relationship between adverse childhood experiences and juvenile justice involvement is a well-studied area. Many studies have found that ACEs are related to an increase in a child's involvement in the juvenile justice system, as well as their risk of reoffending. However, a subject that has not been investigated as thoroughly is how other factors may explain or moderate this relationship. This study examined the relationship between ACEs and self-reported juvenile justice involvement for 672 adults. Self-silencing, or denying one's trauma and suppressing feelings of shame, was examined as a potential mediator between this relationship and gender was examined as a potential moderating factor. Results revealed a positive relationship between ACEs and juvenile justice involvement for all participants. Additionally, for females (but not males), the relationship between ACE scores and juvenile justice involvement had an indirect effect through self-silencing, such that higher ACE scores were related to higher self-silencing scores, which was related to more juvenile justice involvement. These results indicate the important affect that gender can have on a juvenile's interactions with the juvenile justice system. Implications and suggestions for future research consist of, however are not limited to, implementing ACE prevention programs within schools and other childcare facilities, as well as models for building and maintaining healthy relationships from an early age. Moreover, conducting longitudinal studies to further investigate the long-term effects of Self-silencing and ACEs, on the juvenile justice system depending on gender.

🗣️ Speaker



**Cassandra Landry**

Grad Student  
University of New Haven

## Qualitative Evaluation of a Collective Impact State-Wide Initiative: Assessing the Collaborative Process of Supporting Resilience by Addressing Childhood Adversity

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

I. Building the Beloved Community: Community Partnership...

Authors: Jessica Koreis

Poster Presentation

There is a growing body of research on implementing community-level approaches to preventing Adverse Childhood Experiences (ACEs), particularly focusing on multifactorial prevention through stakeholder partnership networks. The connection between social determinants of health and their inequitable distribution and contribution to ACEs has become increasingly clear, as has the community's importance in these frameworks (Larkin et al., 2012; Woods-Jaeger, 2021). However, there is limited research on the implementation and effectiveness of community-wide preventative models, particularly at the state level. The Collective Impact model was developed to address large-scale social change, such as ACEs, through cross-sector partnerships and community-level collaboration. While implementation of this model has been well documented, evaluation and sustainability of Collective Impact Models have not (Kania & Kramer, 2011; ORS Impact & Spark Policy Institute, 2018). The current study aims to evaluate a State-Wide Collective Impact ACEs prevention Initiative's progression toward its identified goals, based on its strategic map and Collective Impact principles, from both the position of the backbone organization and a sample of the organization's community coalitions. Qualitative interviews comprised the Initiative's leadership (5) and coalition member leadership (8). This purposive sample was selected in collaboration with the Initiative's Regional Program Manager, and the 13 participants were chosen to include those that would be most informative to this study's evaluation aim. Using thematic analysis (Braun & Clark, 2015), participants identified themes describing the divide between rural and urban operations, understanding diversity, equity, and justice through a trauma-informed lens, and varied capacity across collaboratives. These findings will inform both the current Initiative and other Collective Impact community-level collaboratives of challenges and potential best practices in implementation and practice that can inform replication and advocacy in similar initiatives.

Speaker



Jessica Koreis

## Differences in Perceived Family and Peer Social Support on Prosocial Activities and Sense of Community in Adolescents

1:00 PM - 2:00 PM, Jun 21

African American Hall of Fame

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Kaelynn Knestrick

Poster Presentation

Research shows that social support and sense of community (SOC) can be protective factors for adolescent mental health (Moscardino et al., 2010; Kawachi & Berkman, 2000). Participating in prosocial activities in the community has been shown to improve adolescents' SOC (Albanesi et al., 2007). We hypothesized that participating in prosocial activities, many in the community, will moderate the relation between perceived social support and SOC. Participants (N= 97) were recruited from juvenile courts in two midwestern metropolitan counties. Participants completed surveys administered either in person or, following the onset of the COVID-19 pandemic, online. The adolescents completed self-report measures on perceived family and peer support, prosocial activities, and SOC. A multiple regression analysis was used to test the main effects of peer support, prosocial activities, and SOC, and an interaction between peer support and prosocial routines, controlling for differences in race ( $R^2 = .084$ ,  $F(1, 89) = .027$ ,  $p = .070$ ). There was not an interaction between peer social support and prosocial activity on SOC ( $\beta = .056$ ,  $p = .870$ ). Another multiple regression tested the main effect of family support, prosocial activities and SOC, and an interaction between family support and prosocial activities ( $R^2 = .201$ ,  $F(1,99) = 2.04$ ,  $p = .156$ ). Unlike, with peer social support, higher family support was associated with higher SOC ( $\beta = .340$ ,  $p < .001$ ). There was not an interaction on family social support and prosocial activity on SOC ( $\beta = -.560$ ,  $p = .156$ ). These findings suggest that adolescents who have a higher perceived sense of family support also have a higher sense of community. Further investigation may focus on the types of activities these adolescents are engaging in, and with whom, to explain these differences in family and peer support.

Speaker



Kaelynn Knestrick

Graduate Student  
Bowling Green State University

## What predicts positive healthcare experiences for trans people?: Patient and provider characteristics

1:00 PM - 2:00 PM, Jun 21

African American Hall of Fame

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Maddie Katz

Poster Presentation

It has been well-documented that transgender (trans) patients face persistent challenges and barriers when accessing health care systems. However, positive health care experiences for trans patients have been less explored, including the differences in the health care experiences that produce more positive outcomes. To better understand the factors that promote these positive health care experiences, longform interviews were collected of trans individuals' experiences with the health care system in Waterloo region, Ontario, Canada. Qualitative interview analysis revealed four physician characteristics and two patient attributes that were identified as promoting a positive healthcare experience. The four physician characteristics were: (1) Having a provider who is a member of the LGBTQ community; (2) Having a provider who is knowledgeable, experienced, and willing to learn; (3) Having a provider who is transparent and empowers patients; and (4) Having a provider who is sensitive, accepting, and validating of patients' gender identities. The two patient attributes were: (1) The self-advocating nature of the patient, and (2) The extent to which the patient was connected within the local trans community. Understanding the results of this study will aid healthcare professionals and policy makers in promoting high quality, positive healthcare experiences for trans people seeking medical care.

Speaker



**Maddie Katz**

Community Psychology MA Student  
Wilfrid Laurier University

## Lived Experiences of Students of Color at a Predominately White Institution

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Authors: Michaela Harrigan

Poster Presentation

This study explored the experiences of undergraduate students of color attending a Predominately White Institution (PWI). The study was led by undergraduate students enrolled in a comprehensive professional development program for undergraduate students from marginalized groups majoring in psychology who are interested in social justice and anti-racism topics. Undergraduate students of color participated in an interview to answer questions regarding their own experience on campus during the spring 2023 semester. Interview questions were developed by student researchers, with questions inspired by their own experiences as students who are part of marginalized groups. Interview questions fell into five sub-topics: (a) the social environment on campus in regard to diversity and inclusion, (b) the living environment of student participants and how it has influenced their experiences as students of color at a PWI, (c) experiences with faculty – focusing on representation of students' races or identities, (d) resources and multicultural organizations on campus – including their presence and promotion by the University, and (e) how students' perceptions of the campus environment evolved as they moved from being a prospective student to a current student. A semi-structured protocol was used; each participant was interviewed with a standardized interview protocol asking about the abovementioned five subtopics. Students were asked additional questions and interview prompts as needed to clarify or expand upon answers previously given. The research team will use thematic analysis to code the data and identify prominent themes across interviews. Findings of key themes will be presented, with illustrative quotes from each theme provided as supportive evidence. Using the data collected, student researchers will obtain knowledge about what PWIs can do to positively impact the experiences of undergraduate students of color, as well as learn more about what changes in policy and structure PWI could implement to facilitate students of color's educational experiences.

Speaker



**Michaela Harrigan**

## Photovoice: A Qualitative Approach to Identifying Experiences of Undergraduate Students of Color at a Predominately White Institution

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Authors: Romona Harden

#### Poster Presentation

The inclusion and experiences of students of color attending Predominately White Institutions (PWI) have been heavily questioned. Twelve undergraduate students, all from marginalized groups and attending a PWI, were participant-researchers engaged in a photovoice project on their experiences on their PWI's campus. Participant-researchers were asked to critically think and identify students' experiences that they want to capture by taking photos that reflected their daily lives on campus. Participant-researchers took photos across their campus which touched upon one or more of the following four themes: (a) "Zoom" classes and psychological well-being; (b) Relationships between undergraduate students of Color and other students from different races and ethnicities at the PWI (c) Experiences of resources for transitioning from online to face to face courses; and (d) Engaging in self-care and coping. Each student took 10 to 15 photos that depicted their daily experiences as a college student. Each participant-researcher was asked to take photos that represent strengths and problems (areas of improvement) and describe what they saw in the photo using the SHOWED method (Wang & Pies, 2004). A consensus process was used to content-analyze and categorize the resultant photos (N = 120). Three themes emerged, each with subthemes. Theme 1 (Diversity) included subthemes of (a) resources are performative (or not), and (b) experiences of resources. Theme 2 (Self-care) included subthemes of (a) physical activity, (b) safe spaces, and (c) spirituality. Theme 3 (Transition) included subthemes (a) effects, and (b) solutions. The findings suggest that the experiences of students of color attending PWIs are misaligned with the ways in which the institution attempts to promote diversity and inclusion. Further, the findings highlight a need for additional resources specifically designed for students of color on campus.

#### Speaker



**Romona Harden**  
Salisbury University

## Incorporating Our Existence: The Availability of Community-Based Suicide Interventions for BIPOC Communities

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

### I. Building the Beloved Community: Community Partnership...

Authors: Osiris Hal (Department of Counseling, Clinical, & School Psychology Program at University of California, Santa Barbara)

Dr. Maryam Kia-Keating (Department of Counseling, Clinical, & School Psychology Program at University of California, Santa Barbara)

Poster Presentation (\*\*Virtual, Please view poster in link below!)

Suicide is significantly impacting BIPOC communities (Duarté-Vélez et al., 2021). Notably, for Black youth, suicide rates are an alarming, growing crisis (Lindsey et al., 2019). In a majority of deaths by suicide, individuals never utilized formal clinical services (Tang et al., 2022). We must consider structural explanations that may account for racial disparities. Current standards for suicide intervention, including mandated reporting, do not adequately address the negative relationship Black folks have with systemic forces of harm. Understanding healing practices and informal social networks is vital to address suicide in Black communities (Henderson et al., 2021). This systematic review attempts to gather the availability, both nationally and internationally, of cultural and local knowledge, resources, and social networks that are incorporated into suicide interventions for BIPOC communities (Henderson et al., 2021). The inclusion criteria were keywords ('suicid\*' and 'community' and 'intervention') and populations of interest (BIPOC). The exclusion criteria were studies with a predominantly White sample, 20+ studies were identified. The review identified common themes, geographical differences, and specific implications for Black communities. A pronounced finding was the noticeable difference in the availability and examination of community-based interventions in the United States compared to other countries. Indigenous communities have led the way, in availability and examination. Community-based interventions led to decreases in suicidal behaviors. Common themes will be described. One recurring limitation was lack of comparison control groups. Community-based interventions for Black communities continue to receive less attention both in practice, and in research examining the effectiveness of the interventions that do exist. It is imperative that community psychology participate in addressing systemic forces of harm, including appointing police in responding to suicide calls and the lack of alternatives. Incorporating existing knowledge and practices that have promoted healing to formal clinical settings of intervention for suicide may adequately address racial disparities.

## Speakers



**Osiris Hal**

Counseling, Clinical, and School Psychology, University of California, Santa Barbara



**Maryam Kia-Keating**

Counseling, Clinical, and School Psychology, University of California, Santa Barbara

## Community-Based Intervention Mitigating Malnutrition in Elder Care Facilities

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Julia Guarniere

Poster Presentation

This poster presentation will examine the potential of community-based interventions to address malnutrition in older adults residing in elder care facilities. Furthermore, participants will be invited to play a “Nutrition Kahoot! Game” followed by an open discussion/Q&A. Guenzani et al., (2019) suggest that malnutrition is linked to heightened depressive symptoms, increased inflammation, and impaired cognitive function among this demographic. Older adults are at increased risk for comorbidities and early neurological deterioration (END) (Bao et al., 2022). Research (Doll et al., 2017; Sossen et al., 2021) supports the effectiveness of community-based interventions on the general well-being of older adults. Implementing fortified nutrition supplements, nutrient-dense meals, exercise regimens, and mental health care in nursing homes has been shown to reduce symptoms of depression and other physical health risks tied to malnutrition (Doll et al., 2017). Community-driven programs expand the availability of resources and diversity in treatment. Policies such as Omnibus Reconciliation Act (Congress, 1987) advocate for systemic changes in elder care by requiring standardized aide-nurse training in all nursing homes, yet this is merely the first step. Quality holistic care for older adults calls for a notable cultural shift. Traditional nursing homes adhere to an “institutional” model (Doll et al., 2017). Residents are highly regimented and placed under similar conditions despite having unique needs. Dietary options, creative activities, and personalized mental health care is limited, if available at all. Nursing home residents often report feelings of loneliness, depression, and loss of autonomy (Sossen et al., 2021). Implementing organizational changes to the nursing home model will potentially empower residents, promote general health, and reduce suicidality. Community resources may affordably improve person-centered care, while significantly reducing malnutrition rates. Incremental and consistent changes to elder care procedures may reduce health risks and ameliorate end-of-life services (Doll et al., 2017).

## Speaker



**Julia Naciff Guarniere**

CORE Lab Researcher  
University of New Haven

## Reduced Stigma for Mental Illness through an Online Art and Writing Intervention: A Randomized Controlled Trial

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

III. Nommo: Consciousness Raising through Storytelling, A...



Authors: Frances Griffith

Poster Presentation

Stigmatization of people experiencing mental illness remains prevalent in the United States and can result in housing instability, employment discrimination, and internalized stigma (Corrigan et al., 2012; Parcesepe & Cabassa, 2013). This poster presents results of a randomized controlled trial (RCT) study that examined the effectiveness of an asynchronous, online social contact intervention in reducing stigma and increasing empathy and appreciation towards people with mental illness among members of the public (N=320). The online intervention, consisting of artwork and/or written social media posts about mental illness, was designed in collaboration with peer influencers (online artists who identify as having a mental illness) who contributed their personal art and writing. The study consisted of four randomized groups of adult participants who either viewed 1) both art and text posts about mental illness, 2) art-only posts about mental illness, 3) text-only posts about mental illness, and 4) a comparison group viewing art and text posts not about mental illness. Participants rated their prejudice towards people with mental illness at pre-test and post-test and rated change in mental health awareness, sympathy, and appreciation at post-test. Results showed that participants in the intervention groups viewing art and/or text posts by people with mental illness reported significantly higher mental health awareness, general sympathy, and appreciation for people with mental illness than those in the comparison group. All groups, including intervention and comparison groups, showed a significant decrease in prejudice towards people with mental illness from pre-test to post-test. Participants' perceptions of posts as confusing or compelling mediated the relationship between the type of post (art, text, both, or comparison) and their ratings of state empathy in response to the post. Implications for the development of cost-effective online community interventions to reduce stigma towards people with mental illness and other intersecting marginalized identities are discussed.

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 Speaker



**Frances Griffith**

Postdoctoral Fellow  
Yale University

## Social network analysis as a tool for developing, evaluating, and understanding community at Charlotte Bilingual Preschool

 1:00 PM - 2:00 PM, Jun 21

 African American Hall of Fame

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Drew Gadaire

Poster Presentation

Social network analysis (SNA) provides a community-level view of how actors in a network are connected to one another, which can have implications for individual actors and the community as a whole. Network characteristics can influence how resources, such as information and support, are shared among actors in the network (Lawler & Neal, 2016). On an individual level, actors who are highly connected may have greater access to resources, support, and information, which theoretically, would influence their well-being and access to opportunities. On a community level, more interconnected networks can yield greater access to the social capital residing within the community for all members. At Charlotte Bilingual Preschool (CltBP), SNA has been used in multiple ways to support efforts to equip Latinx immigrant parents with the tools to support their children in elementary school and beyond. In addition to educational involvement and positive parenting practices, one of the most important tools that CltBP aims to develop is access to a community of support and social capital, which is especially important for many recent immigrant parents (with young children) reporting isolation. By facilitating a more interconnected family network, CltBP aims to promote the exchange of ideas, support, and information among community members, allowing families to benefit from one another's strengths and experience to support their children's development. This poster will demonstrate how CltBP's Family Programs Team uses SNA to facilitate interactions that integrate isolated families and develop a more interconnected network. Additionally, presenters will discuss how SNA is used to evaluate CltBP's community building efforts. Finally, this poster will illustrate the extent to which community members' connections and positioning in the family network contributed to positive outcomes for families, such as social capital, access to community resources, education involvement, and perceived readiness to support their children's education in elementary school.

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 Speaker



**Drew Gadaire**

Assistant Professor of Psychological Sciences  
Davidson College / University of North Carolina at Charlotte

## Connection Matters: Impact of Peer Connectedness on Increase in Emotion Regulation and Stress Management Skills in Youth

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Candace Evans

Poster Presentation

Boys and Girls Clubs offer opportunities for youth to build skills and competencies through targeted curriculum, and provide homework help, fun activities, a safe place to go after school and be with friends. The peer relationships formed in these Clubs are also related to a number of positive outcomes for youth. Previous research has found that strong peer relationships are linked to higher participation and engagement in Club activities (Fredricks & Simpkins, 2013; Simpkins et al., 2012). As part of a larger evaluation of the SMART Moves curriculum (a comprehensive SEL curriculum) we examined how peer connectedness was related to the change in youth reported emotion regulation and stress management skills. Surveys were administered to youth before and following participation in the curriculum (N = 335 for SMART Moves group, N = 103 for Comparisons). Using repeated measures ANCOVA, we found a significant increase in emotion regulation and stress management scores from pre to post-test for the youth who received SMART Moves ( $F(1,332)=23.62, p <.001$ ), but not for comparisons. A significant interaction between pre to post test scores and levels of peer connection for youth who participated in SMART Moves ( $F(1,332)= 15.99, p <.001$ ), indicates that those with high levels of peer connectedness experienced greater gains in emotion regulation and stress management skills than youth with low levels. Additionally, at the post test, youth were asked three open-ended questions regarding their experiences in SMART Moves: “What were your favorite activities?”, “What are some things you’ve learned?”, and “Share an example of a time you used a skill in SMART moves outside of the Club”. The majority of the responses from the youth were about activities, skills, or strategies they learned about emotion or stress management. Examples will be included in the presentation.

🗣 Speaker



**Candace Evans**  
Georgia State University

## Does Context Really Matter?: Outcome Metric Attributional Variation in Community-Based Programming for Juvenile Justice Involved Youth

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Christina Ducat

Poster Presentation

Justice involved youth are increasingly referred to community-based programs (CBPs) to minimize youth incarceration and to account for how youths’ precarious contexts may influence their so-called “delinquent” behaviors. However, despite extensive reform efforts in recent years, this posited attention to context may not be adequately reflected in how CBPs operationalize youth success or failure in their programs. This poster applies Javdani’s (2013) social problem definition framework to assess the underlying attributions of CBPs’ reported outcome metrics using directed content analysis methodology. It explores the prominence of “person-centered” (e.g., self-reported delinquency) and “person-mediated” (e.g., relationships with peers) attributions in the outcome metrics reported by CBPs, which narrowly conceptualize youth success in programs as contingent solely on their ability to change their behaviors. This focus is accompanied with a lack of attention to ecological factors (e.g., experiences of racism) in operationalizing youth outcomes, and provides a prohibitively limited definition of youth success in CBPs, putting them at risk for program failure and recidivism. This data was collected from a larger systematic review of outcome metrics in community-based programming for youth involved in the United States juvenile justice system (n=68) to explore disparities in how these outcomes are measured and ways this measurement may disadvantage certain youth. These findings will be discussed in the larger context of promoting youth well-being and success in CBPs, moving away from reductive narratives about their behavior and toward more equitable provision of resources.

🗣 Speaker



**Christina Ducat**

## Partnering with Local Faith Leaders: An Exploration of Contextual Factors in a Parenting Program in Africa

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

### I. Building the Beloved Community: Community Partnership...

Authors: Carolyn Casada, M.S.

Poster Presentation

There are many parenting programs available to support parents raising their children. However, relatively little research has focused on the implementation of parenting programs in low and middle-income countries, as well as on parents of older children and adolescents (Pedersen et al., 2019). The implementation of parenting interventions in international settings warrants consideration of potential moderators of change for unique contexts (Lansford et al., 2016). World Vision is a large international development NGO that works in close partnership with local communities in many parts of the world, including Africa. We examined the implementation of World Vision parenting workshops in six countries in Africa: Mozambique, Rwanda, Ghana, Ethiopia, Kenya, and the Democratic Republic of Congo. These countries share a tradition of high religious involvement, with 96% of Africans reporting a religious affiliation (Pew Research Center, 2015). A faith-based parent program was implemented in these countries following a manualized parenting curriculum, Celebrating Families, developed by World Vision. This preventive intervention utilized a train-the-trainers model to partner with local faith leaders to provide parent workshops and parent support groups across the six countries. Baseline surveys were administered to 1,078 parent-child dyads (children aged 7-18) before parents participated in parent workshops. Measures included a Multidimensional Poverty Index, Significant Life Events Scale, and a Neighborhood Safety scale completed by both parents and children. Preliminary analyses suggest several potential moderators of change including poverty levels, significant life events/parent stress, and overall child protection and safety perceptions. Given the large proportion of fathers present at the workshops, effect of father involvement in parent programs is also examined. Implications of these findings will be discussed in light of the process of partnering with local faith communities in Africa to support parents of children and youth.

### 🗣️ Speaker



**Carolyn Casada**

she/her/hers

Fuller Theological Seminary

## Assessing Critical Literacy with Context in Mind

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

### III. Nommo: Consciousness Raising through Storytelling, A...

Authors: Melissa Cantua

Poster Presentation

Literacy is political; lacking functional and critical literacy are barriers to increasing political power among communities lacking resources (Goodman & Cocca, 2014). Critical literacy – learning to read and write through understanding oneself in relation to structures of power – moves our understanding of literacy beyond functional reading skills and is connected to ways of questioning and understanding the world as it is (Shor, 1999). This definition suggests that critical literacy is context dependent. Critical literacy is also a key element in empowerment, community participation, and liberatory education, and therefore germane to concerns of community psychology research and practice. In this poster, we present a proposal to study critical literacy with children in the context of the housing crisis and threat of gentrification in Citrus Creek. This is part of a partnership with the Citrus Creek Coordinating Committee (CCCC) and the Community Land Trust (CLT) to support community-driven development in the Citrus Creek neighborhood to create a pedestrian and cycling path along Citrus Creek. Currently, Citrus Creek is a closed-off site with illegal dumping and sometimes encampments for unhoused neighbors, that runs through a racially diverse low-income neighborhood in a mid-sized city in northern California. The creek path will increase neighborhood resources and connect important features, including Citrus Creek Elementary, multiple houses of worship, and a community center. Nevertheless, improvements to areas with lower housing costs contribute to the potential for gentrification, concerning project partners. This complex context provides a fertile opportunity for contextualized engagement of children in their community. Participants are 4th grade children at Citrus Creek Elementary School attending an afterschool youth Participatory Action Research (yPAR) program utilizing Photovoice. This poster will include a literature-based methodological examination of assessing critical literacy and propose a set of protocols to assess critical literacy in this specific context.

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🗣 Speaker



**Melissa Cantua**  
Psychology Graduate Student  
CSU, Sacramento

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**DePaul's BA/MS & MS in CP programs: Three years running**

🕒 1:00 PM - 2:00 PM, Jun 21  
📍 African American Hall of Fame

**I. Building the Beloved Community: Community Partnership...**

Authors: Ellie Buebendorf

Poster Presentation

In 2020, DePaul University's psychology department created two new programs: Combined BA/MS and MS in Community Psychology. These are applied programs designed for students interested in working within communities to affect changes that enhance the opportunities of all members, with a particular focus on the most vulnerable. In its first three years, the programs have undergone some positive transformations. Currently, there are a total of 20 students enrolled across the two cohorts in the two programs, with the first cohort of 9 students having graduated in June 2022. This poster presents the details of the programs' curricula and highlights the experiences of those currently enrolled in these programs. It will also highlight students' fieldwork projects and jobs post-graduation. Additionally, it presents action steps and plans for the upcoming year, including the proposed trauma certificate.

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🗣 Speaker



**Ellie Buebendorf**  
she/her/hers  
DePaul University

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**"They Just Show Up": Black mothers' village making and qualities of support**

🕒 1:00 PM - 2:00 PM, Jun 21  
📍 African American Hall of Fame

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Lamont Bryant

Poster Presentation

Black mothers often create a close-knit protective community of support to ensure the general well-being of their Black daughters (Hill, 1999; Bierman & Milkie, 2008). Consistent with bell hooks' (1990) concept of "homeplace" (p. 383). Black mothers collaboratively construct physical and, more frequently, metaphorical spaces of resistance, restoration, and meaning-making. While considerable research has examined the types of support family networks provide, research is particularly sparse concerning the culturally salient qualities of Black familial support and how Black mothers believe support contributes to their daughter's care. Using the Black feminist theoretical framework of "homeplace" and the community cultural wealth framework (Yosso, 2005), our analyses explored 1) what familial network support qualities Black mothers valued and 2) how Black mothers perceived their daughters benefiting from familial support. Using content and thematic analysis, we obtained qualitative data from 30 semi-structured interviews with Black mothers raising Black daughters in the United States. Black mothers' narratives revealed valuing social support networks for "showing up," a global quality of support that described characteristics such as consistency, reliability, and proactive. Through analysis, we identified five applications of familial support directly benefiting their Black daughters, including positive models of relationships, mentorships, enriching social engagement, identity socialization, and positive esteem cultivation. Additionally, we identify four applications of familial support to aid Black mothers as caregivers, including temporary parental relief, sister circles, reducing barriers, and mother identity socialization. These findings contribute to the knowledge of Black familial support as a functioning model of care and provide potential insight into guiding motivational factors of Black mothers creating villages of support for their Black daughter(s). Additionally, findings of familial support qualities Black mothers appreciate may provide insight into Black mothers' efforts to seek relief from the insurmountable gendered racial expectations and schemas of Black motherhood.

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Speaker



**Lamont Bryant**

Doctoral candidates  
University of Virginia

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## Key Stakeholder Perspectives on Current Approaches and Community Capacity to address Black Maternal and Reproductive Health in North Texas

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

**I. Building the Beloved Community: Community Partnership...**

Authors: Kyrrah Brown

Poster Presentation

What is liberation? What is community? What are you willing to risk? These are questions we, graduate-student workers and community organizers, were prompted to grapple with as we formed a coalition to collectively dream, plan, and ultimately hold a two-day virtual experience for local Black, Indigenous, and other People of Color youth, known as The Champaign-Urbana (C-U) Liberation Fest. This coalition and festival were part of a process initiated in a graduate-level Liberation Psychology Course, which adopted an emancipatory pedagogical approach to learning to transform liberation theory into praxis. As community and liberation psychologists striving to center the collective needs of the oppressed, address structural social conditions as the root of struggle and ill-being, empower the collective, and promote social transformation, we see many overlaps between the goals of liberation psychology and community psychology, yet the engagement between the two psychologies is often sparse. This project aims to bring the two together, using the methodological approach of collaborative autoethnography (CAE) to examine the process of learning and applying liberation psychology theory through community-based praxis. This project is a historical record of our process and an invitation to reflect and dream of ways we can promote awareness, empowerment, and transformation in and outside of the classroom setting. We offer our reflections and lessons learned, naming and acknowledging the messiness that can be involved in liberation psychology praxis as well as providing transparency on the limitations of attempting to engage in liberation psychology praxis. Our analyses and findings resulted in an overarching model that reflects our critical consciousness process in engaging in liberation psychology praxis: working with, working against, and working towards. We close by offering recommendations for others to begin their journey of liberation psychology praxis within themselves, their schools, and their communities.

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Speaker



**Kyrrah Brown**

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## What are you willing to risk?: Reflections on engaging in liberation psychology praxis between the academy and community

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

**I. Building the Beloved Community: Community Partnership...**

Authors: Chelsea Birchmier, Tynetta Hill-Muhammad, B. Andi Lee, Briana Williams & Amir H. Maghsoodi

#### Poster Presentation

What is liberation? What is community? What are you willing to risk? These are questions we, graduate-student workers and community organizers, were prompted to grapple with as we formed a coalition to collectively dream, plan, and ultimately hold a two-day virtual experience for local Black, Indigenous, and other People of Color youth, known as The Champaign-Urbana (C-U) Liberation Fest. This coalition and festival were part of a process initiated in a graduate-level Liberation Psychology Course, which adopted an emancipatory pedagogical approach to learning to transform liberation theory into praxis. As community and liberation psychologists striving to center the collective needs of the oppressed, address structural social conditions as the root of struggle and ill-being, empower the collective, and promote social transformation, we see many overlaps between the goals of liberation psychology and community psychology, yet the engagement between the two psychologies is often sparse. This project aims to bring the two together, using the methodological approach of collaborative autoethnography (CAE) to examine the process of learning and applying liberation psychology theory through community-based praxis. This project is a historical record of our process and an invitation to reflect and dream of ways we can promote awareness, empowerment, and transformation in and outside of the classroom setting. We offer our reflections and lessons learned, naming and acknowledging the messiness that can be involved in liberation psychology praxis as well as providing transparency on the limitations of attempting to engage in liberation psychology praxis. Our analyses and findings resulted in an overarching model that reflects our critical consciousness process in engaging in liberation psychology praxis: working with, working against, and working towards. We close by offering recommendations for others to begin their journey of liberation psychology praxis within themselves, their schools, and their communities.

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#### 🗣️ Speakers



**Chelsea Birchmier**

University of Illinois Urbana-Champaign



**Tynetta Hill-Muhammad**



**B. Andi Lee**



**Briana Williams**



**Amir H. Maghsoodi**

### Urban city development recommendations for promoting resilience to HIV: A qualitative analysis of perspectives on healthcare and social services in the Southwest United States

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

[I. Building the Beloved Community: Community Partnership...](#)

Authors: Sherry Bell (University of Nevada, Las Vegas)  
Brandon Fraga (University of Nevada, Las Vegas)  
Renato Liboro (University of Nevada, Las Vegas)

Additional authors

Andrea Navarro, University of Nevada, Las Vegas  
Trinity Puno, University of Nevada, Las Vegas  
Alexander Ribeiro, University of Nevada, Las Vegas  
Nadia Sheik Yosef, University of Nevada, Las Vegas  
Esmeralda Villalobos, University of Nevada, Las Vegas  
Janelle Wackens, University of Nevada, Las Vegas  
Renato Liboro, University of Nevada, Las Vegas

Poster Presentation

Across the United States, state-run legislatures in largely rural communities have placed the rights and well-being of LGBTQ+ communities at risk. It is well documented that men who have sex with men (MSM) have typically sought out liberation, mitigated experiences of discrimination, and maximized healthcare/social resources that are offered in urban spaces (Annes & Redlin, 2012; Kobrak et al., 2015). Consequently, we have investigated how a developing urban city in the Southwest United States can implement changes to combat barriers and bolster services that positively impact the resilience of MSM, particularly to HIV. Using a socioecological framework, our study focused on interviews with middle-aged and older MSM in order to capture how their long-lived experiences with building resilience to HIV have been impacted by the dynamic availability of resources and positive attitudes of social forces they have encountered, such as personal relationships, healthcare providers, and social norms. Our Community-Based Participatory Research partnership developed a qualitative study using in-depth, semi-structured, 60-minute interviews with 16 participants. We conducted a thematic analysis to generate themes and subthemes from our interview data that highlight factors that MSM living with HIV have described as beneficial or harmful to building resilience in the Southwest United States. Participants had noted the importance of building a sense of self-responsibility and dependable social networks, and have described the conditions of advantageous healthcare. Barriers to building resilience included early negative experiences after their diagnosis, HIV stigma, comorbidities and concomitant illnesses, and constraining conditions in healthcare services. Urban planners, healthcare providers, and community programs should consider these findings to provide reliable health support for MSM living with HIV. Our recommendations include the development of services that support health literacy on HIV, as well as the establishment of centralized, robustly-networked healthcare and social services that address the needs of MSM living with HIV.

## 📣 Speakers



**Sherry Bell**

University of Nevada, Las Vegas



**Brandon Fraga**

University of Nevada, Las Vegas



**Renato Liboro**

Assistant Professor  
University of Nevada, Las Vegas



**Andrea Navarro**

University of Nevada, Las Vegas



**Trinity Puno**

University of Nevada, Las Vegas



**Alexander Ribeiro**

University of Nevada, Las Vegas



**Nadia Sheik Yosef**

University of Nevada, Las Vegas



**Esmeralda Villalobos**

University of Nevada, Las Vegas



**Janelle Wackens**

University of Nevada, Las Vegas

## Experiences with Racism and Its Impact on Youth Support Seeking and Activism Across Contexts During the Dual Pandemics of COVID-19 and Racial Injustice

🕒 1:00 PM - 2:00 PM, Jun 21

📍 African American Hall of Fame

IV. Ma'at: Solidarity, Equity, Diversity, and...



Authors: Nathalie Are'

Poster Presentation

The COVID-19 pandemic changed everyday life for youth. A call for racial justice ran simultaneously to a global shutdown, and the heightened exposure to racial violence and police brutality negatively affected the wellbeing of minoritized youth. To counteract the negative emotional toll of both a global pandemic and relentless media attention on racist police brutality, youth of color sought assistance through support. Our definition of support includes different forms of advocacy and activism, in addition to family, peer, and community resources. The purpose of this research was to examine similarities and differences between youth who have or have not experienced racism and their support-seeking strategies, including advocacy against racism during the parallel, ongoing pandemics of Covid-19 and racial injustice. This study utilized secondary qualitative data that were collected through the Young Adult Wellbeing Network, a virtual network focused on using art to explore the impacts of COVID-19 and racial injustice, and what is needed for healing. Fifteen racially diverse youth, ages 18 to 23, were recruited from California, Colorado, and Florida to participate in the Network. The Network met via Zoom for roughly 90 minutes per week over the span of eight weeks. Pre- and post-implementation semi-structured interviews were conducted to understand and assess the youths' wellbeing, experiences in the Network, and support received during COVID-19. The interviews were recorded and transcribed verbatim. We utilized the pre-implementation interviews for this project. We are using inductive and deductive processes and are analyzing the transcripts via thematic content analysis. Preliminary themes reveal that there was variation in experiences with racism and support seeking. Youth received support formally (e.g., medical professionals) and informally (e.g., family members). Common advocacy/activism was attending protests. In the poster session, we will share similarities, differences, and nuance across contexts in these experiences.


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 Speaker



Nathalie Are'

## **An Exploratory Study of the Associations between Dimensions of the Strong Black Woman Schema and Critical Consciousness and Implications for Mental Health Among High Achieving Black Youth**

 1:00 PM - 2:00 PM, Jun 21

 African American Hall of Fame

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Maria Alejandra Arce

Poster Presentation

The Strong Black Woman (SBW) schema describes a phenomenon in which Black women adopt a role of strength and perseverance to preserve themselves in the context of intersectional oppression. This multidimensional role has been described as a double-edge sword for well-being because it represents coping and resistance to systems of oppression, but some aspects have been linked to poorer mental health. Different dimensions of SBW may have distinct effects on well-being. SBW may be relevant to Black youth from all genders persevering and striving to overcome barriers to higher education, although limited research is available. Like SBW, Critical Consciousness (CC) represents resistance to oppression and its elements may differentially influence well-being. CC describes a process whereby individuals develop an awareness of systemic inequities (reflection), conceive of their ability to effect change (efficacy), and engage in social change actions. To date, concurrent associations between SBW dimensions, CC elements, and mental health have not been examined. This study will investigate associations among SBW and CC dimensions and their prospective links to mental health among high achieving Black youth. Data collection is underway and preliminary analyses were completed (N = 62; 48% female). Participants are high achieving Black adolescents who completed measures at the beginning and end of a university summer residential program. Findings revealed that SBW dimensions of obligation to suppress emotions, obligation to help others, and resistance to vulnerability were consistently positively associated with depression, anxiety, and stress. Obligation to present an image of strength, obligation to help others, and determination to succeed were positively associated with CC elements of efficacy and action, which in turn had variable associations with mental health. Final analyses will model direct and indirect effects, supplemented with qualitative findings from expressive writing samples to help elucidate associations between SBW, CC, and mental health in Black youth.

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 Speaker



**Maria Alejandra Arce**

Postdoctoral Scholar  
University of California Los Angeles

2:00 PM

## Organizing in the Underorganized Domain: Community System Solutions Framework and Interorganizational Partnerships To Serve Refugees

🕒 2:00 PM - 3:00 PM, Jun 21

📍 L-150

### I. Building the Beloved Community: Community Partnership...

Authors: Rong Wang (Vanderbilt University)

Ignite Presentation

The refugee system is an underorganized domain characterized by uncertainty pertaining to government regulation, policy, and financial cost (Hardy, 1994). The scope and complexity of the refugee crisis call for collaboration among different actors. Take refugee resettlement as an example. It is heavily influenced by federal policy as well as resources and support negotiated at the federal, state, city, and community levels. Refugee resettlement requires collaboration among a variety of stakeholders. Refugee-serving nonprofits play a particularly important role as they navigate diverging public opinions, and provide key services such as housing, health, social welfare, and advocacy. Their work is also essential in assisting refugees to integrate into new environments. The dual nature of being underorganized and the need for collaboration thus questions how to effectively organize different stakeholders. Existing literature points to the need to build cross-sector coalitions and advocates the leadership roles local nonprofits can take on to initiate and sustain such coalitions. Guided by the Community Systems Solution Framework (CSSF) (Wang, Cooper, & Shumate, 2020), this research offers an in-depth case study of a refugee-serving coalition based in Nashville. Two research questions will be examined: RQ1: What factors at the organizational level, network level, and community level influence the choice of a CSST model when addressing refugee needs in local communities? RQ2: How do nonprofits select partners and govern coalitions to address refugee needs in local communities? This study extends the existing literature on CSSF to further unpack how to effectively organize different stakeholders to address the refugee crisis. It advances the framework by offering empirical evidence of how local communities navigate stakeholder expectations to engage in collective problem-solving. It also offers a more in-depth analysis of how resources and goals at different levels may influence partnership choices and the effectiveness of such partnerships in fostering changes in local communities.

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#### 🗣️ Speaker



**Rong Wang**

Vanderbilt University

## Challenging Community Psychology Post-Pandemic in Asia and Beyond

🕒 2:00 PM - 3:00 PM, Jun 21

📍 L-150

### IV. Ma'a't: Solidarity, Equity, Diversity, and...

Authors: Toshi Sasao (University Professor, International Christian University)

Aomi Kuwayama (Doctoral Student, Osaka University Graduate School)

Junko Ouchi, Hokkaido University of Science  
Shizuka Yanagii, International Christian University Graduate School  
Yusuke Okuyama, National Defense Medical College  
Geraldine Jourdain, International Christian University Graduate School  
Dicky Pelupessy, University of Indonesia

#### Ignite Presentation

As we move into the post-pandemic context sooner or later in daily living, CP in Asia is flourishing despite the limited exchanges and opportunities to learn about the field. How could we expand the extent and directions of CP in Asia while opening for networking and exchanges post-pandemic? What challenges and issues face CP in Asia while trying to apply CP principles and values to research and action? What types of education and training are needed? What kinds of cultural issues must be considered in CP work in Asia? What kind of collaborative relationships would be optimal? The post-pandemic issues in Asia and other regions are not only numerous, but changing for the new, uncharted directions. The purpose of the session is fourfold: (a) to provide opportunities to share emerging research and practice post-pandemic in East Asia and beyond, (b) to collaborate on sharing innovative and new ideas with exchanges on human rights, peace, and justice, (c) to provide collaborative efforts for learning about the application of community psychology in the public policy domain locally and globally in Asian context, and (d) to invite the audience for and prepare for the first CP conference in Japan in July 2023. As such, the session begins with a brief overview of CP issues in Asia, to be followed by showcasing several areas whose topics include (a) addressing cultural issues in aging and community health practice in Asia, (b) working with marginalized children and families in Japan, (c) institutionalizing community health practitioners, (d) finding common ground in peace education in Korea and Japan, (e) comparing CP-based teaching and empowerment practice in Japan and Oceania, and (f) empowering Rohingya refugees in India through a photo and digital storytelling. Two CP professionals from Japan and Indonesia provide commentaries and promote discussion with the audience.

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#### 📌 Speakers



**Aomi Kuwayama**

Ph.D. student/doctoral research fellow (DC1) of Japan Society for the Promotion of Science (JSPS)  
Osaka University



**Toshi Sasao**

UC



**Junko Ouchi**

Hokkaido University of Science



**Shizuka Yanagii**

MA student  
International Christian University



**Yusuke Okuyama**

Lecturer  
National Defense Medical College of Japan



**Geraldine Jourdain**

International Christian University Graduate School



**Dicky Pelupessy**

University of Indonesia

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## Community Psychology for Strategic Transformation of Institutional Community Engagement Efforts

🕒 2:00 PM - 3:00 PM, Jun 21

📍 L-154

## VI. We Shall Overcome: Transformative Justice in Organiz...

Authors: Jen Wallin-Ruschman

Townhall

In this town hall, the moderators will begin by sharing how we bring our Community Psychology values and training to work towards the strategic transformation of our institutions' community engagement efforts. Moderators represent a variety of institutions, from small liberal arts to large state schools, and hold a variety of roles within these institutions. We will speak about our varying efforts to leverage our institutions to promote transformative justice and social change in our surrounding communities, as well as how we use our expertise as Community Psychologists to support more socially just institutional change. Questions for discussion to include: How can we ensure our campuses create mutually beneficial relationships with community partners? How can tenure and promotion processes be amended to explicitly include and reward community-engaged teaching and scholarship? How can we center anti-racist practices in our institutional community engagement efforts? How can we best partner with existing community-engaging institutional units to expand the work in promotion of transformative social change? In this participatory forum, we will ask audience members to dialogue around these questions and share their experiences with institutional efforts to begin or expand community-engaged teaching and scholarship in varied campus contexts. Using the shared knowledge created in the space we hope to collectively develop a framework to guide the strategic use of Community Psychology values and skills in supporting institutional efforts to enhance community engagement. Further, we want to create connections amongst town hall participants to mutually support our efforts in strategically transforming our campuses and communities. We will take notes to send out to all participants and share contact information for interested participants.

### 🗣️ Speakers



#### Jen Wallin-Ruschman

Director of Community Engagement and Collaboration & Associate Professor of Psychology  
College of Idaho



#### Erin Rose Ellison

Associate Professor  
California State University, Sacramento

## LGBT2Q+ communities' attachment to primary care: An exploratory analysis of minority stressors and primary healthcare access in Canadian LGBT2Q+

🕒 2:00 PM - 3:00 PM, Jun 21

📍 African American Hall of Fame

## II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Samson Tse

Poster Presentation

This research seeks to explore the association between minority stressors and primary care in LGBT2Q+ Canadians. The minority stress model posits that stressors associated with experiences of being a sexual orientation and gender minority increases health vulnerability. Minority stressors at the individual, interpersonal, and structural level are associated with differential mental and physical health utilization. Experiences of stigma, microaggression, identity concealment, victimized events, and community connectedness are components of minority stress that LGBT2Q+ communities face when accessing primary care. Furthermore, the needs of LGBT2Q+ are not adequately addressed in medical school curricula and in clinical guidelines. Using data from the 2020 LGBT2Q+ Health Survey (N = 1507), we used modified Poisson regression to assess associations between LGBT2Q+ minority stress and primary care outcomes. Results found that despite having a single payer health care system, almost 25% of the sample did not have a primary care provider. Multivariate regression found identity concealment (PR = 1.19, 95% CI: 1.13, 1.26) and internalized stigma (PR = 1.06, 95% CI: 1.00, 1.13) were associated with a higher likelihood of not having told their sexual orientation to their primary care provider. Identity concealment (PR = 1.55, 95% CI: 1.42, 1.70), rejection anticipation (PR = 1.24, 95% CI: 1.13, 1.36), and internalized stigma (PR = 1.30, 95% CI: 1.18, 1.43) were associated with a higher likelihood of not being comfortable discussing their sexual orientation to primary care providers. Controlling for confounders, backward elimination modelling procedures retained identity concealment, microaggressions, discrimination events, and victimization events as four of the most salient minority stressors in primary care setting. Results point to the need for minority stress considerations when providing care to LGBT2Q+ communities. It also emphasizes the potential of complex consequences discrimination can have on resulting engagement with the health care system.

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🗣 Speaker



**Samson Tse**  
PhD Student  
Wilfrid Laurier University

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**A Thousand Words Photography Project: The Importance of Collaborations**

🕒 2:00 PM - 3:00 PM, Jun 21

📍 African American Hall of Fame

III. Nommo: Consciousness Raising through Storytelling, A...

Authors: Licia Tourigny (The University of North Carolina at Charlotte; ConnectAbility)

Jacqueline Daniel (ConnectAbility)  
Kim Bell (ConnectAbility)

Poster Presentation

According to the Center for Disease Control and Prevention (CDC), people with disabilities comprise nearly 26% of the general population. These individuals are often marginalized in society, specifically in the area of art. Using art, individuals with disabilities can learn how to advocate for their needs and share their lived experiences. One form of art that, in recent years, has become easily accessible, empowering, simple to use and effective is photography. Using photographs, individuals with disabilities can share their thoughts, feelings and emotions using little to no words. The visual aspect of photography has the potential to impact a multitude of diverse individuals, including individuals who use modalities other than voice for communication, individuals from diverse cultural backgrounds, and linguistically diverse people. When used in community organizations, it can foster a mindset of inclusivity, boost confidence and provide unique opportunities and platforms for the participants. Over a decade ago, ConnectAbility filled this need and formed “A Thousand Words Photography Project.” This project has been a way of bringing art to the community and empowering participants of all abilities to advocate for their experiences. In the past 3 years, the organization has created an outdoor photo-display that has been able to travel to more than 25 local businesses, showcasing the participants and their stories. This has allowed individuals and families to understand and visualize the importance that art can play into the telling of another’s stories. In addition, the project has begun creating collaborations with like-minded organizations internationally. This has been through the forming of photo-books focused on each year’s theme. These photo-books showcase photographs from various countries, proving that photographs have the potential to overcome geographical and language barriers. Each participant plays a vital role in forming these books, allowing them to share their perspective on the world.

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🗣 Speakers



**Licia Tourigny**  
Project coordinator  
University of North Carolina at Charlotte; ConnectAbility



**Jacqueline Daniel**  
Founder & President  
ConnectAbility



**Kim Bell**  
Director of Community Connections  
ConnectAbility, Inc.

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**Engaging Communities and Organizations in Cultures of Sustainability**

🕒 2:00 PM - 3:00 PM, Jun 21

📍 Massey C

I. Building the Beloved Community: Community Partnership...

Authors: Manuel Riemer

## Symposium

The severe and inequitable impacts of global climate change are increasingly becoming tangible for people across the globe. With this an interest in developing strong cultures of sustainability (COS) in our communities and organizations is growing. A COS is characterized by shared values, norms, language, and practices focused on making individual and societal choices that foster social, economic and environmental sustainability. Creating such cultures, however, is a complex social change process requiring the engagement and coordination of various stakeholders in the various social systems. This symposium will feature work by community psychologists engaged in promoting COS in various contexts. Niki Harré will explore the question of what exactly a COS is and will illustrate her view on this with three projects based in Auckland, New Zealand. Jazlyn O'Bonsawin will follow with the results of a literature review exploring how Indigenous knowledge and approaches can be used with a two-eyed seeing lens to promote sustainable practices among non-Indigenous community members. Stephanie Xie will then share the process of working towards the vision of getting a suburb in Auckland, NZ to a state of "para kore" (zero waste) set by mana whenua, the Indigenous Māori people of the area. Livia Dittmer will identify a potential risk of critical engagement that can undermine its transformative potential and will suggest a complementary mode, transcendent engagement, that compensates for this risk. Finally, Manuel Riemer & Kai Reimer-Watts will explore how a culture of sustainability develops within an organization based on interviews with leaders of organizations considered to have a strong COS.

## Speaker



### Manuel Riemer

Professor  
Wilfrid Laurier University / VERiS

## 5 Subsessions

### ● Promoting cultures of sustainability

🕒 2:00 PM - 3:00 PM, Jun 21

### ● The Potential of Indigenous Knowledge and Ceremonies for Environmental Action

🕒 2:00 PM - 3:00 PM, Jun 21

### ● Toward a "para kore" Zero Waste community in Auckland, New Zealand

🕒 2:00 PM - 3:00 PM, Jun 21

### ● Critical Thinking is not Enough: Building Capacity for Love and Hope

🕒 2:00 PM - 3:00 PM, Jun 21

### ● Developing Cultures of Sustainability in Companies and Organizations

🕒 2:00 PM - 3:00 PM, Jun 21

## Complexity of empowering programs for culturally diverse women

🕒 2:00 PM - 3:00 PM, Jun 21

📍 L-150

### VI. We Shall Overcome: Transformative Justice in Organiz...

Authors: Angela Paredes Castro (Victoria University, Melbourne, Australia)

## Ignite Presentation

Vocational education is one pathway to building skills to enter the labour market. These vocational pathways are often predetermined by funding and current labour market demands. While further training builds capacity and leads to certification in some vocations, this does not always entail access to work. Based on an evaluation of an employment access program, analyses of observational data, and program reports with participants and program staff, this ignite presentation examines the complex barriers to employment as a pathway to economic empowerment. For culturally diverse women, employment outcomes intersect with race and gender. In education and workplace engagement, culturally diverse women often negotiate discriminatory encounters and entry requirements to access vocational education and job positions. Women are questioned about their language and communications skills and capacities to learn new skills and are then directed to apply for additional foundational education courses and supplementary job roles, if employed. It is argued that women are channelled into vocational roles typically assigned to newly arrived migrant communities and into subjectivities of grateful female migrant (Tungohan, 2021) and ideal market citizen (Haw, 2021). By using critical discourse analysis, I aim to present that the system in which education, labour market and employment programs operate can facilitate a pathway to economic empowerment, but does not challenge the policies and practices that keeps them away from employment. The role of mediating educators and employers is discussed, in particular, it is argued that more than workforce skills are required and that these agencies need to attend to the intersectional structural barriers of racism/sexism and migrant status that prevent women from accessing employment. It aims to incite a discussion on how can these structural barriers can be address in context of employment access programs to support women's economic liberation.

Speaker



**Angela Paredes**  
Victoria University

### Towards greater social inclusion in Japan: A community psychological approach through university education

2:00 PM - 3:00 PM, Jun 21

Zoom

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Yusuke Okuyama

Poster Presentation

While Japan is well known globally as a G7 country that is safe and affluent, it is still unclear why such a socially harmonious country struggles to achieve greater equality and diversity. One of Japan's greatest challenges is the way that mental health is perceived. Going to therapy or counselling is often seen as something 'crazy people' do. Those who face mental health issues are seen not having sufficient will power. With a small-scale qualitative action-based inquiry, a New Zealand trained Japanese community psychologist investigates some cultural queues and highlights possible solutions to equality and inclusion issues in Japan from an educational perspective. Qualitative data in the form of personal stories of Japanese university students in Tokyo were collected to gain a better understanding of the barriers to achieving greater equality and diversity. The results indicate that reflective practice and viewing contemporary documentaries related to the social inclusion have increased student's empathy and understanding of equality issues and discrimination in Japanese society.

Speaker



**Yusuke Okuyama**  
Lecturer  
National Defense Medical College of Japan

### Attributions for Social Inequality among Immigrant Young Adults from Latin America

2:00 PM - 3:00 PM, Jun 21

L-150

V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Authors: Andrea Negrete (Wesleyan University)  
Darielis Rivas, Wesleyan University  
Amy Guaman-Dumancela, Columbia University  
Aliay Chavez, Wesleyan University

Ignite Presentation

Social inequality - the unequal distribution of resources - has grown exponentially in the United States (Gutin et al., 2021). Individuals living under inequitable conditions go on to make meaning of these social conditions. The types of attributions or causes for social inequality tend to be structural, individual, or fatalistic (Godfrey et al. 2016). Across developmental periods, people in the U.S. make more individual attributions for poverty compared to structural ones (Flanagan et al., 2014). Yet, most research fails to account for the ways people integrate multiple explanations for inequality (Sue et al., 2021). Additionally, attributions may vary based on the domain (e.g., causes for poverty versus wealth). The present study drew on semi-structured interviews to examine the types of attributions made across domains of social inequality. Participants were 30 Latinx immigrant young adults, ages 18-25. We used thematic analysis (Braun & Clarke, 2006) to code the data. Our preliminary analysis found that 16 (53%) participants provided all three types of attributions as causes for social inequality, 11 (37%) provided both structural and individual attributions, and 3 (10%) participants provided both fatalistic and individual attributions. When we examined the frequency of attribution by domain, we found that structural attributions were used more often when explaining causes for unemployment and disparities in incarceration rates by race. In comparison, individual-level attributions were most often used to describe causes for wealth (e.g., attributed success to individual hard work). Fatalistic explanations were provided most often when explaining homelessness. We will next explore the role of beliefs (e.g., egalitarian beliefs) in shaping the types of attributions Latinx immigrant young adults make. Findings from the current study shed light on the complex ways Latinx immigrant young adults make meaning of social inequalities. Implications for critical consciousness will be discussed.

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## 🔊 Speakers



**Andrea Negrete**  
Assistant Professor  
Wesleyan University



**Darielis Rivas**  
Research Assistant  
Wesleyan University



**Amy Guaman-Dumancela**  
Columbia University



**Aliay Chavez**  
Wesleyan University

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## Multicultural Identities and Mental Health

🕒 2:00 PM - 3:00 PM, Jun 21

📍 L-150

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Diane Mbahoze (The College of Idaho)

Ignite Presentation

Having a multicultural identity refers to having strong attachments and loyalties to two or more different cultures. My research focused on students from historically marginalized communities. These include ethnic/racial minority groups, the LGBTQ+ community, differently abled people, religious minorities, the immigrant community, among others. These communities have not been well represented in psychology research and practice, which leads to disparities in access to mental health services. The purpose of this research project was to study how College of Idaho students from historically marginalized groups experience mental health, with a focus on students' intersectional identities. The main research questions for this study were: What are the mental health experiences of students from multicultural and intersectional identity groups? How accessible and inclusive are current mental health services to them? In the study, I used semi-structured qualitative interviews to explore how cultural factors affect students' mental health, what barriers exist in accessing effective mental health services (e.g., mental health stigma, survivor's guilt, imposter's syndrome, lack of cultural competence among providers), and the best approaches to providing culturally competent mental health services to diverse students. For data analysis, I used thematic content analysis to identify major themes and patterns in the data. My findings have shown that a strong sense of belonging with a community is a protective factor against worsening mental health outcomes among multicultural students.

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## 🔊 Speaker



**Diane Mbahoze**  
The College Of Idaho



## COVID-19 and Wellbeing

🕒 2:00 PM - 3:00 PM, Jun 21

📍 African American Hall of Fame

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Sarah Martins

Poster Presentation

COVID-19 has affected people's physical and mental states, and studies covering the negative effects of COVID-19 have identified factors that affect people's wellbeing. This study identifies the main risk and protective factors in relation to COVID-19 and personal wellbeing. Besides racial and ethnic disparities, the study looks at different work conditions and professions, family status and relations, and experience with COVID-19, among other factors that affected wellbeing during COVID. The questions include demographic information, COVID-19 experiences and attitudes, factors related to COVID (based on previous research), anxiety, depression, and wellbeing scales. This study examined three phases: pre-COVID-19, during the lockdown, and since September 2021, since most schools and workplaces are returning to in-person. Participants were asked about the changes during these three phases and assessed the above-mentioned factors to see whether they were still persistent. An online questionnaire with the assessments and questions was shared with participants through SONA, social media, and posters. 170 participants from different backgrounds and demographics took the assessment. The analysis showed the changes during these three phases and the main factors contributing to wellbeing. Accordingly, recommendations to mitigate negative and promote positive effects were provided to enhance wellbeing. The implications of this study will guide interventions to facilitate a more positive "new normal" time as COVID-19 persists.

🗣 Speaker



Sarah Martins

## Youth Mental Health: Successes and Challenges of a Youth Participatory Action Research (YPAR) Project

🕒 2:00 PM - 3:00 PM, Jun 21

📍 L-442

I. Building the Beloved Community: Community Partnership...

Session Organizer: Jennifer Lovell (California State University, Monterey Bay)

Symposium

The youth mental health crisis escalated as a result of the COVID-19 pandemic, and there is an urgent need for timely research (U.S. Surgeon General's Advisory, 2021). One tool to help address this crisis is youth participatory action research (YPAR), a transformative research approach that leverages youth expertise and research insights to spur positive social change (Ozer, 2017). Benefits of YPAR include youth empowerment, enhanced community services, and improved validity and meaning for social justice research questions and outcomes (Ozer, 2017). YPAR has many possibilities but also challenges rooted in oppression of young people, processes of government and institutional control, and time/resources needed for authentic partnerships. This symposium includes the voices of youth, community, and university collaborators who have worked together on a YPAR project aimed at improving youth mental health from 2020 to present. The first presenter will provide history and context of the Gonzales Youth Council and how the YPAR partnership began with a youth driven mental health initiative. Gonzales is an innovative town in Monterey County with a primarily working-class and Latinx population. The second group of presenters include undergraduate students who will discuss some of the research logistics and findings. They will also reflect on their YPAR experience and how it has impacted their scholar identity development. The third group of presenters include two Gonzales Youth Commissioners who have been leaders on the project. They will discuss data-driven actions and the community impact of their activism. Importantly, we will allocate time during the symposium for dialogue around ethical challenges and untapped possibilities related to youth-led mental health research. We look forward to learning from attendees and generating creative pathways toward positive social change for youth mental health.

🗣 Speaker



Jennifer Lovell

Associate Professor  
California State University Monterey Bay

### 3 Subsessions

#### ● Youth Leadership and a Culture of Health in Gonzales, CA

🕒 2:00 PM - 3:00 PM, Jun 21

#### ● Meaningful Community Partnerships in YPAR: Lessons Learned in a University Lab

🕒 2:00 PM - 3:00 PM, Jun 21

#### ● Youth Voices and Action to Improve Community Mental Health

🕒 2:00 PM - 2:00 PM, Jun 21

### From Fieldwork to Post Graduation: Lessons Learned

🕒 2:00 PM - 3:00 PM, Jun 21

📍 African American Hall of Fame

#### I. Building the Beloved Community: Community Partnership...

Authors: Maggie Liepshutz

Poster Presentation

DePaul University's Undergraduate Concentration in Community Psychology as well as its two Master's programs require students to participate in a multi-quarter fieldwork course. The intended objective of this course is to provide students with the opportunity to engage in an internship that will provide them with beneficial first-hand experience. Students may choose to fulfill this requirement at various sites relevant to community psychology. Sites have ranged from research labs to nonprofit organizations varying in areas of interest. Such fieldwork experiences have assisted students in identifying their interests and strengthening skills that will be relevant to their future careers. Many students who have graduated from these programs in previous years have gained experience that has led them to obtain jobs within their desired fields shortly after graduation. Jobs obtained by past students have included; Community School Counselor, Intervention Crisis Specialist, Development Associate, etc. Together with their instructors, recent graduates from the BA-MS/MS programs as well as the undergraduate concentration will reflect on their experiences engaging in fieldwork, delving into how these experiences have prepared them for post-graduation. In this session, we will discuss how to maximize the fieldwork experience in preparing students for their post-graduation careers. We hope to involve the audience in sharing how their own undergraduate/graduate fieldwork/internship experiences have informed their careers and enriched their skills.

#### 🗣 Speaker



Maggie Liepshutz

### Bringing Pleasure into our Activist Classrooms: An Experiment in Pleasure Journaling

🕒 2:00 PM - 3:00 PM, Jun 21

📍 African American Hall of Fame

#### III. Nommo: Consciousness Raising through Storytelling, A...

Authors: Lauren Lichty

#### Poster Presentation

In this extraordinary time of illness, injustice, and loss, despair comes easy. Anyone teaching during the pandemic can attest to the weight in the room. Adding the layer of teaching about injustice, injustices magnified at the height of the pandemic, it often felt like too much. As I noticed students withdrawing, I paused a CP course and spent a week focused on pleasures – simple, everyday pleasures. We dedicated time to sharing favorite objects, beings, places, songs, and memes. Students asked for this to expand, which led me to create the Pleasure Journaling assignment, a modified arts-based exercise in pleasure documentation. Inspired by the work of Black and Latine femme creators like adrienne maree brown and Favianna Rodriguez, this set of pleasure journaling assignments invites students to mark moments of pleasure in their lives. This project is not done to erase the realities of systemic harm and suffering. Instead, this is about making space for pleasure to stay in the fight for justice (e.g., Lorde, 1988; brown, 2019). This is about believing in better futures through recognition of what's good right now, even now. Specifically, this assignment set a) gives permission for pleasure to exist alongside pain, b) encourages noticing and seeking pleasure as a source of fortification to connect to and remain in long-term social justice work, c) to support community connection across lines of difference by witnessing and celebrating our pleasures. This poster will present the approach and rationale, examples, and content analysis of student reflections on the activity from 2020-2022. It will also include an interactive element and a link to resources for others to adopt and modify the activity, as well as share feedback.

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#### Speaker



**Lauren Lichty**

## Exploring Contemplative Practices to Promote Personal and Professional Wellbeing

🕒 2:00 PM - 3:00 PM, Jun 21

📍 L-244

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Lauren Lichty

Innovative Other

On March 11, 2020 the World Health Organization declared the worldwide outbreak of the novel coronavirus a pandemic, and the world as we understood it forever changed. Stay-at-home/ shelter-in-place orders led many of us to experience high levels of stress, worry and dread. Many of us learned to work from home, using technology as tools to assist us. As an organization SCRA had to quickly re-image how to stay alive and relevant. This is also the year that I became president. As a recently certified meditation teacher, I wanted to incorporate meditation in my presidential platform as a way of infusing wellness into our organizational practices. Focusing on the executive committee, I began offering a 5-10 minute meditation to open every meeting and developed a reconciliation practice to close our meetings. I also led a 30-minute virtual meditation practice every Friday morning with a weekly invitation sent to the listserv during that year of my presidency. We completed 46 sessions and approximately 920 hours of meditation. A cohort grew, and we have been meeting every Friday for almost three years now. This group has completed approximately 2,000 hours of meditation. As we continue to confront the trauma of the pandemic, we need tools to ground, connect, and be well as individuals and communities. The purpose of this innovative session is to explore the benefits of mediation on the personal and professional lives of this cohort of participants. Co-presenters will share the personal significance of engaging meditation in our professional community and strategies for bringing contemplative practices into a variety of professional settings (e.g., classrooms, meetings). Attendees will be invited to participate in a brief, optional meditation practice and to consider the benefits, opportunities, and challenges to integrating mindfulness into their own professional context.

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#### Speakers



**Yvette Flores**  
Distinguished Professor  
UC Davis



**Bianca Guzman**  
Cal State LA

## “One of Us?”: Partnering with Communities as Members and Non-members

🕒 2:00 PM - 3:00 PM, Jun 21

📍 L-152

### I. Building the Beloved Community: Community Partnership...

Authors: Kathleen Khong

Townhall

In order to achieve social change, we must build community partnerships and connections with communities that we may or may not be a part of. Drawing from the experiences of three graduate students, we will address the challenges and opportunities that arise from outreach efforts, specifically the refugee and Muslim community, on topics such as gender-based violence and mental health. We utilize intersectionality to discuss our positionalities as we enter community spaces, the ways in which our social identities overlap or differ from those of the communities we serve. Then, we apply the Transconceptual Model of Empowerment and Resilience (TMER) framework to frame the way strategies can be developed to effectively collaborate, serve, and learn from the unique strengths offered by each community with considerations for our social identities. This workshop will begin with an overview of the way our social identities played a role in our community outreach work. We will also invite the audience to reflect on and share their own experiences of building community connections. Then, we will discuss concrete strategies based on the TMER to address stigma and identify the goals and outcomes of these community partnerships. Participants will take away three key learning objectives from this session: 1) Identify at least three ways community psychologists' positionalities generate opportunities and challenges in partnering with community groups, 2) Discover at least three applicable strategies that they can apply to their own community-based work, and 3) Facilitate connections with other psychologists who are also passionate about building community partnerships in their work, learn from each other's experiences, and offer support.

#### 🗣️ Speaker



**Kathleen Khong**

George Mason University

## Exploring fugitive realities through decoloniality: Visual arts and praxis

🕒 2:00 PM - 3:00 PM, Jun 21

📍 B of A Auditorium

### III. Nommo: Consciousness Raising through Storytelling, A...

Authors: Susan James

Townhall

Movements for justice have been constructed often unwittingly with the same tools and strategies used to construct the oppressive systems themselves. Decoloniality offers alternative approaches to not only movement, but life itself. In order to develop a critical decolonial lens, it is necessary to understand the pluriversality of our planet. Ontology, the study of being and reality, asks us to consider that multiple realities can exist alongside each other, not simply the “world of the powerful” (Blaser & de la Cadena, 2018). A critical study of decoloniality reveals colonialism as the “dominant ontology of devastation” (Escobar, 2017), but that other relational ontologies resist and survive just under the surface. This Town Hall presents strategies and rationale for recognizing these distinctive paradigms, as well as understanding their role in structuring community environments, institutions, and public spaces. Specifically, theoretical application and praxis within U.S. social movement work is considered. In addition, we explore arts-based pedagogies for unlearning and relearning ways of knowing and being that are aligned with pluriversal futurities. We include examples of coded insider knowledge systems, obscured transcripts (Johnson, 2023), opaque aesthetics, and kinesthetic exchange to stimulate generative refusals (Atallah and Dutta, 2021; Martineau, 2015) and creative transitions toward dismantling coloniality. As further illustration of agential relationality, we adopt Glissant’s (1997) epistemology of errantry, or sacred wandering to chart diasporic movement as a tool for liberation and will map lifeways that reflect entangled worlding practices from African, Indigenous, Latinx, and Mesoamerican diasporic spiritualities that foster survivance (Vizenor, 2008); while focusing on epistemologies of the South as “lived knowledges” that emerge from strategies of resistance (de Sousa Santos, 2018). Lastly, the application of decolonial theory to Child Welfare service delivery will be presented to demonstrate possibilities for institutional reframing in the U.S. and offer considerations for applied research frameworks.

#### 🗣️ Speaker



**Susan James**

Professor & Co-chair: Community, Liberation, Indigenous, & Eco-Psychologies M.A./Ph.D. Program  
Pacifica Graduate Institute

## Struggles, Hybridity, Ruptures, and Choques in Co-constructing Decolonial Community Psychologies in Classrooms and Communities

🕒 2:00 PM - 3:00 PM, Jun 21

📍 L-444

VI. We Shall Overcome: Transformative Justice in Organiz...

Authors: Nuria Ciofalo

Townhall

Faculty and students of the Community, Liberation, Indigenous, and Eco-Psychologies Specialization (CLIE) at Pacifica Graduate Institute invite dialogue about opportunities and challenges in co-constructing decolonial community psychologies in the classroom. Colonialization, and ongoing coloniality, has created an only-one-world ideology declared as universal truth. Psychology has been legitimized within Western scientific paradigms. It has been imposed as universal truth taught in universities perpetuating colonization, oppression, exclusion, and erasure of other epistemologies and praxes. How can we delink from Eurocentric regimes of knowledge within this discipline? US-centric community psychology claims to be the legitimized archive of this sub-discipline, ignoring contributions from the Global South. Consequently, we must speak of community psychologies in the plural. We will share our struggles, hybridity, choques, ruptures, tentative understandings, collaborative research, and strategies to decolonize the academy. Decoloniality in the academy may manifest when silenced epistemologies are centered. It may emerge in the vibrant discussions in our classrooms dismantling academia's complicity with neoliberal capitalism, anthropocentrism, racism, heterosexism, ableism, classism, cultural genocide, epistemicide, and ecocide. It may also manifest in our work with communities. We must apply constant critical reflexivity on curricula and praxes. This town hall invites plurilogue to co-construct decolonial community psychologies building transformative solidarity and imagining innovative pluriversities (instead of universities) that embrace alternatives to the pervasive market education caused by what the Zapatista movement calls "the capitalist hydra, the monster with many heads."

Keywords: decolonial pedagogy; decoloniality in academy; decolonial community psychologies; pluriversities, transformative solidarity;

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### 🗣️ Speakers



**Susan James**

Professor & Co-chair: Community, Liberation, Indigenous, & Eco-Psychologies M.A./Ph.D. Program Pacifica Graduate Institute



**Nuria Ciofalo**

Professor  
Pacifica Graduate Institute

## THE WORK OF ART: A DECOLONIAL COMMUNITY PRAXIS

🕒 2:00 PM - 3:00 PM, Jun 21

📍 L-148

III. Nommo: Consciousness Raising through Storytelling, A...

Authors: Jacy Bowles

Innovative Other

This presentation will share the work of current Indigenous artists through a critical arts-based research lens without attempting to designate artificial limits on the scope of Indigenous decolonial art or existence. I argue that by sharing their personal journeys and public-facing work, they are committing to radical acts of love of self and community, which in and of itself is a form of decolonial epistemic and ontological justice. The amplification of Indigenous storytelling counters colonial narratives as an integral element of resisting coloniality at an individual and collective level. A community praxis involved Indigenous artists who reside in Turtle Island (the so-called United States of America). The engaged artists shared stories about their artistic journeys to deeply understand their internal selves and the impact they desire to have on their communities and beyond. The analysis of the gathered stories included featured symbolism in their artworks and audience interactions with their art (and identities). The methodologies included both individual and community approaches to understand the synthesis and interconnections that community-based art creates. This participatory research delinked from Eurocentric psychology that tends to address the individual or the collective and ignores the need for a holistic and intersectional approach.

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🗣 Speaker



**Jacy Bowles**  
she/her/hers  
Pacifica Graduate Institute

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**Mobilizing bystanders to address microaggressions in the workplace: The case for a systems-change approach**

🕒 2:00 PM - 3:00 PM, Jun 21  
📍 African American Hall of Fame

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Meg A. Bond

Poster Presentation

Microaggressions present significant barriers to the entry and advancement of individuals from marginalized groups within the workplace. Their ubiquity, coupled with their harmful impact, creates an urgent need for organizations to mitigate them to foster truly equitable and inclusive work environments. In this poster, we present a) a bystander-focused framework to address this particular form of workplace bias and b) results from pre-post longitudinal study documenting the efficacy of the bystander training developed based on the framework. Informed by the empirical literature and grounded in socioecological principles, we underscore the importance of a systems-change approach to the development and implementation of any bystander program. We describe ways to incorporate social-ecological sensibilities into the substance of the training itself by outlining our "Get A (Collective) GRIP" framework. This framework emphasizes the need for active bystanders to employ an ecological scan that includes Assessing what happened, determining one's Goals for intervening, considering the Relationships among those involved in the incident (target/s, transgressor/s, and witness/es), taking into account the Institutional context in which the incident occurs, and being attuned to structural issues and Power dynamics within the context. Finding ways to address microaggressions that embody systemic analyses has transformative potential for the workplace and doing so through activating bystanders to alter local social norms is an area that has tremendous promise in this regard.

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🗣 Speaker



**Meg A. Bond**  
UMass Lowell

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**Virtual Poster Session**

🕒 2:00 PM - 3:00 PM, Jun 21

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🗣 Speakers



**Amber Kelly**  
Executive Director  
Society for Community Research and Action



**Jadwiga (yad-vee-gah) Hescocox, MA**  
Super Admin  
Society for Community Research and Action

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**Sexual minority disparities in mental health care use and access: Intersections of race-ethnicity, gender, and SES**

🕒 2:00 PM - 3:00 PM, Jun 21  
📍 Zoom

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Daniel Nguyễn, Nathan Todd

Poster Presentation

Current literature suggests that identification as a sexual minority (e.g., gay, lesbian, bisexual) plays a role in mental health care use and access. Research suggests that while sexual minorities report using mental health care at higher levels than heterosexuals (Björkenstam et al., 2017; Cochran & Mays, 2000b; Simeonov et al., 2015; Tjepkema, 2008), sexual minorities also experience challenges with accessing health care (e.g., there are disparities in access such that sexual minorities report greater challenges with access compared to heterosexuals, Tjepkema, 2008). These simultaneous findings of greater use and greater challenges to access may be especially present for bisexuals, particularly bisexual women (Tjepkema, 2008). Yet to date, research has been limited, suffering from a lack of national population-based U.S. data that explicitly assesses sexual minority status and mental health care seeking behavior; and furthermore, literature has not investigated intersections with gender, race-ethnicity, and socioeconomic status (SES). Thus, in this poster we aim to address this gap by presenting analyses from the 2021-2022 national U.S. Census Household Pulse Data (N = 679,236) to examine mental health care use and access, with greater attention to intersections of identity. Aligned with previous research, in our initial analyses we find that, compared to heterosexuals, sexual minorities (i.e., lesbian, gay, bisexual) have 2.80 times greater odds of reporting receiving past-month counseling or therapy (95% CI [2.68, 2.93],  $p < .001$ ); and 2.90 times greater odds of reporting needing but not receiving mental health care in the past month (95% CI [2.75, 3.05],  $p < .001$ ). In this poster, we will present (a) additional analyses examining differences between sexual minority groups, and (b) group differences at identity intersections, including gender identity, SES, and race-ethnicity. We also will discuss implications for theory, research, and practice.

🗣️ Speakers



**Daniel Nguyễn**

University of Illinois at Urbana-Champaign



**Nathan Todd**

**“An uphill battle”: Sexual violence preventionists’ experiences engaging community members and partners**

🕒 2:00 PM - 3:00 PM, Jun 21

📍 Zoom

[1. Building the Beloved Community: Community Partnership...](#)

Authors: Alexis Krones

Poster Presentation

An important aspect of rape prevention involves community-informed practice. Preventionists may work or aspire to work closely with the public in prevention efforts; community-informed practice may be consequential to community members’ awareness, interest, and program participation (Vernon, 1987). Community-informed practice involves working with stakeholders to evaluate target population needs and implement interventions. Previous practice writings have suggested a relationship between unsupported prevention work and provider isolation and inadequate community development, for example resulting in burnout (NSVRC, 2012). In this study, 18 preventionists discussed in Zoom focus groups how they engage(d) in community-informed practice and their experiences with turnover, career development, and well-being. We explored the potential relationship between preventionist engagement in community-informed prevention (e.g., attempting to gain buy-in and make adaptations), burnout, and turnover. We ask the following research questions: Across various kinds of community-informed sexual violence prevention efforts, what does preventionist experience entail? How do preventionists’ efforts to persuade potential partners (e.g., get buy-in, convince administration to facilitate entry) affect them (e.g., burnout, turnover)? We found that preventionists engaged in various efforts under the “community-informed” umbrella; these ranged from casual conversations and staying abreast of local news to more formal efforts such as listening sessions or regularly meeting councils. Across these various levels of community involvement, preventionists reported experiences attempting to persuade participants to buy-into sexual violence prevention. As preventionists described persuasion efforts, they reported frustration, fatigue, and perceptions that they were working alone. While some preventionists reported feeling satisfied and fulfilled, others’ experiences with persuasion, challenges learning their job roles (including those related to community-informed prevention), and resource limitations (e.g., staff, funding) included burnout. Implications for technical assistance include supporting preventionists in outreach efforts via human resources, supervision, and training.

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### 📣 Speakers



**Aggie Rieger**

Psychology, University of Illinois at Urbana-Champ



**Alexis Krones**

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## **The Parents' Voices project: Results from a scaled-up participatory research initiative**

🕒 2:00 PM - 3:00 PM, Jun 21

📍 Zoom

**I. Building the Beloved Community: Community Partnership...**

Authors: Sabrina Gallant Monette

Poster Presentation

A person's ability to control situations in their life can empower them and can positively influence the community as a whole. Research has identified the benefits of providing opportunities for parents to influence their community (Mebane & Benedetti, 2022; Cook et. al, 2017). Building on these ideas, the Parents' Voices participatory research process was implemented in over 100 communities in Québec as part of a larger community coalition movement led by the organisation Avenir d'enfants. Sponsored by a local early childhood community coalition and working with a facilitator, a team of local parents in each participating site conducted a "needs and dreams" assessment for their community. Each team consulted other local parents through surveys and discussion groups and presented their findings and priorities for action to their local coalition and to the general public. These priorities contributed to the coalition's strategic planning processes. This poster presents data on the types of priorities that parent groups put forward across 95 sites and examines how these priorities were integrated into coalitions' action plans. Results reveal the kinds of priorities that parents view as important for early childhood development, family well-being, and community development. They also suggest the potential for scaling up participatory research strategies that engage parents in community development processes and that ensure that these efforts help create the futures that they wish for themselves and their children.

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### 📣 Speaker



**Sabrina Gallant Monette**

UQAM

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## **Culturally Competent Care for Marginalized Populations: A Systematic Review of the Literature**

🕒 2:00 PM - 3:00 PM, Jun 21

📍 Zoom

**IV. Ma'at: Solidarity, Equity, Diversity, and...**



Authors: David Freire

Poster Presentation

A systematic review was conducted to investigate what has been disseminated in the last 10 years regarding training for the provision of culturally competent mental health care to individuals who hold marginalized identities (e.g., racial/ethnic minorities, gender minorities, sexual minorities, low-income individuals). This review furthered a conceptualization of cultural competence that views clients as individuals embedded within their own cultures and communities while also recognizing the interplay of systems of power and oppression within an individual's life that create unique lived experiences. This was accomplished by conducting a systematic literature review following PRISMA guidelines. Seven databases (i.e., PsycINFO [EBSCO], PubMed, Psychology and Behavioral Sciences Collection [EBSCO], Academic Search Complete [EBSCO], SocIndex [EBSCO], Science Direct, ProQuest) were searched using a priori-defined search strings that encompass cultural competence, graduate training, and the various mental health care fields. Findings from this review point to the importance of adopting a structurally competent approach to culturally competent care and the need to account for systems of power and oppression within clinical care with marginalized individuals. Additionally, results suggest the need for critical self-reflection of one's own biases and the integration of an intersectional approach to graduate instruction for clinical trainees. Recommendations for incorporating a conceptualization of cultural competence within graduate training that accounts for systems of power and oppression, ultimately improving care for marginalized individuals are provided. Future research should focus on improving cultural competence conceptualizations, engendering innovative training interventions, and increasing rigorous evaluation tools in order to promote the culturally competent care necessary for working with marginalized clients.

 Speaker



**David Freire**  
Graduate Student  
University of Virginia

## Cómo mantener activa una coalición comunitaria desde la perspectiva de personas clave en Puerto Rico

🕒 2:00 PM - 3:00 PM, Jun 21

📍 Zoom

[I. Building the Beloved Community: Community Partnership...](#)

Authors: Yesenia Delgado-Castillo

Poster Presentation

Una coalición comunitaria es “aquel conjunto de personas, agrupaciones sociales, administraciones, recursos técnicos, etc. que, desde una perspectiva cooperativa, diseñan e implementan diferentes acciones encaminadas a la resolución de problemas comunitarios o al logro de determinados cambios sociales” (Martínez & Martínez, 2003, p. 7). Este tipo de esfuerzo promueve la participación real de la comunidad en la solución de las problemáticas que le aquejan. A su vez, permite trabajar de manera colectiva para impulsar cambios sociales. Sin embargo, mantener una coalición comunitaria activa a lo largo de los años puede resultar complejo. Las coaliciones pueden tener una vida muy corta y desaparecer una vez conseguido el objetivo o pueden llegar a constituirse en organizaciones en sí mismas, con un carácter más permanente, con órganos de gobierno, fuentes de financiación, etc. (Martínez & García, 2002). Por tal razón, nuestro objetivo principal es profundizar en los elementos que contribuyen y/o facilitan el mantenimiento de las coaliciones comunitarias en Puerto Rico que trabajan en la prevención de uso y abuso de sustancias controladas. Esta investigación cualitativa es exploratoria y descriptiva. Contamos con una muestra por disponibilidad de 20 participantes, de los cuáles 6 pertenecen a la categoría de personas claves, sobre las cuales estaremos presentando. A este grupo se le realizaron entrevistas a profundidad y se le administró un cuestionario de datos sociodemográficos. Se realizó un análisis de categorías con la información recopilada y, actualmente, estamos en la fase de discusión de los resultados.

 Speaker



**Yesenia Delgado-Castillo**

## Examining the Impact of Structural Equity Adjustments in a Local Deliberative Democracy Process, effective or not?

🕒 2:00 PM - 3:00 PM, Jun 21

📍 Zoom

#### IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Maya Brosig

Poster Presentation

Polarization has characterized much of the political landscape of the United States (Finkel et al., 2020). Lottery-selected panels (also called citizen's assemblies), constructed of randomly selected community members who deliberate around policy topics over a series of sessions, offers cautious hope in finding pathways forward on policy issues. Deliberative democracy's goal is to bring people together in a non-partisan way, to address local problems and limit polarization. However, such efforts don't always avail equity. The effectiveness of structural efforts to ensure diversity and equity within democratic lotteries are therefore critical areas of focus. The 2022 Petaluma Fairgrounds Advisory Panel, aided with equity adjustments, whether it was representative of the diversity in Petaluma, is under debate. The City of Petaluma (California, U.S.) and the nonprofit agency, Healthy Democracy, launched the 2022 Petaluma Fairgrounds Advisory Panel, which was the largest lottery-selected panel in the United States to date. Thirty-six residents were randomly selected to represent the city, and panelists' demographics were matched to represent the population, with specific equity adjustments to represent renters (vs. homeowners) as well as the growing Latinx population. Panelists met 80 hours over 3 months, creating recommendations for a locally owned plot of land, historically home of the fairgrounds. This design included strategies to promote equity, including 1) overrepresentation in randomization assignments; 2) anti-bias training for staff and panelists; 3) daily bias assessment; 4) identity-based breakout groups; 5) community leaders from marginalized groups as presenters; and 6) translation services. The purpose of this study was to examine how these structural efforts performed within the panel, and whether or not these equity adjustments were effective. Findings from this study can help in understanding what adjustments were effective in creating equity and inclusion, and what areas could be improved.

🗣️ Speaker



Maya Brosig

## Exploring the Association Between Natural Mentor Support and Underrepresented Students' College Adjustment

🕒 2:00 PM - 3:00 PM, Jun 21

📍 Zoom

#### II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Aaliyah Churchill

Poster Presentation

Historically underrepresented students may encounter challenges when transitioning to college, especially if attending a predominantly white institution (PWI; Billingsley & Hurd, 2019). Specifically, underrepresented students might endorse feelings of isolation and experiences of marginalization, which can then manifest in poorer academic outcomes (Griffith et al., 2017; Hurtado & Ruiz, 2012). While structural change is needed to address educational disparities, supportive relationships may help offset some of the challenges these students face. In particular, natural mentors (non-parental adults who can offer support and guidance) have been associated with better short term and long term psychological, academic, and occupational outcomes (Hagler, 2018). We sought to investigate how various types of support from natural mentors may have been associated with psychosocial outcomes concurrently and longitudinally. The current study included 330 historically underrepresented students attending an elite PWI across four years. At the end of their first year of college, participants reported their receipt of specific types of support from as many as five natural mentors. Psychosocial outcomes were measured at the end of participants' first through fourth years of college. Utilizing this data, four latent growth curve models were estimated to examine concurrent and longitudinal associations between: 1) appraisal support and global self-worth, 2) emotional support and psychological well-being, 3) informational support and study skills, and 4) instrumental support and stress. We accounted for race/ethnicity, gender, and socioeconomic status in our analyses. Our findings suggested that each type of support from natural mentors was associated with their corresponding outcome concurrently. However, we did not find associations between any of the support types and the growth trajectories of their corresponding outcomes. Study findings indicate the potential of support from natural mentors to promote important foundational well-being at the beginning of one's academic journey.

🗣️ Speaker



Aaliyah Churchill

Graduate Student  
University of Virginia

## NTU Informed Strategies: Maintaining Psychological Well-being amongst Black Women in Academia

🕒 2:00 PM - 3:00 PM, Jun 21

📍 Zoom

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Olufunke Benson

Poster Presentation

The objective of this poster presentation is to provide strategies for enhancing Black women's mental health while navigating white academic spaces. The strategies discussed are informed by NTU Psychotherapy principles, which draws upon the rich history of indigenous African perspectives to create a therapeutic approach for Black holistic well-being. The five NTU principles as laid out in Phillips' (1990) seminal text are: harmony, balance, interconnectedness, authenticity, and cultural awareness. This poster presentation will clearly translate five NTU Psychotherapy principles to everyday strategies for maintaining Black women's individual well-being. These strategies include aligning work with purpose, engaging in pleasure and play, building community, writing for personal exploration and consciousness raising. This research is intimately connected to the convention theme by providing additional mental health resources for coping that align with African/Black communities centered worldviews and ways of being. These coping strategies explicitly acknowledges the unity of the Black mind, body, and spirit. Expected outcomes include participants understanding how NTU informed strategies can serve as essential African centered psychological praxis and a possible restorative/regenerative tool to inculcate harmony, balance, interconnectedness, authenticity, and cultural awareness into the experiences of African/Black women navigating white academic spaces.

🗣️ Speaker



**Olufunke Benson**

Graduate Student  
Oklahoma State University

## The driving forces behind systemic racism in Quebec in 2022: A study of deflection mechanisms in everyday discourse.

🕒 2:00 PM - 3:00 PM, Jun 21

📍 Zoom

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Sarrah Bakhty

Poster Presentation

People of Color's lives remain, in Quebec in 2022, filled with racial discrimination. Whether we look at statistics in the criminal, healthcare and education systems, in employment opportunities and financial outcomes, significant disparities exist and have been demonstrated between dominant groups (the white majority) and People of Color in Quebec. Meanwhile, Quebec's Prime Minister, François Legault, maintains that systemic racism does not exist in our province. Supporting this stance, 83% of Quebecers consider themselves to be open and see cultural diversity as a strength of our nation. 61% of Quebecers agreed that racial discrimination was no longer a problem in Canada (Neuman, 2019). If normative discourse paints the portrait of an open society, discriminatory practices remain rampant. The gap between racial discrimination as experienced by People of Color and that same reality as perceived by white Quebecers can be explained, amongst other things, by a transformation of racism. Blatant, explicit racism, as it used to be expressed, is no longer socially accepted, therefore a new form of racism, characterized by a fervent denial of discriminatory intent and attitudes, has emerged: contemporary racism. Robin DiAngelo's concept of White Fragility (2011) can also explain the strong reactions elicited by the debate on the existence of systemic racism in contemporary Quebec. While the ideological function the denial of systemic racism serves has been partially explored, the ways in which such models operate to (re)produce racism here and now remain ambiguous. This research aims to explore the driving forces behind systemic racism in Quebec through the lens of everyday discourse on social media. Situating language as both a social production and a tool of social production, we propose using critical discourse analysis to uncover the different ways racism denial takes place on the public forum in today's world and its social ramifications.

🗣️ Speaker



**Sarrah Bakhty**

she/her/hers  
UQAM

## Conceptualizing and Demystifying White Allyship Among College Students

🕒 2:00 PM - 3:00 PM, Jun 21

📍 L-150

V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Authors: Peter D. Goldie (Montclair State University)

Hannah Thomas, Montclair State University  
Sally L. Grapin, Montclair State University  
Norissa Williams, Liberation RPI  
Jazmin Reyes-Portillo, Montclair State University

### Ignite Presentation

In the U.S., legacies of colonization and slavery have long benefitted White people while violating Black people. Systemic anti-Blackness remains rampant across social institutions, including those of higher education. Despite this, few studies have examined White students' allyship to their Black peers as a protective mechanism, especially since the reinvigoration of the Black Lives Matter movement in 2020. White allyship refers to White people's ongoing efforts to leverage racial power and privilege to mitigate systemic racism. Ultimately, understanding the behaviors that constitute White allyship is crucial. To address limitations in the existing literature, we investigated how Black students conceptualize White allyship. Participants were 12 undergraduates who identify as Black and were recruited through a campus-wide listserv. Semi-structured individual interviews were conducted and transcribed by trained research team members and data were inductively coded using Braun and Clarke's approach to thematic analysis. Results pointed to five salient themes. Black students believe that White allies (a) amplify, echo, and do not speak over Black voices; (b) are vocal and inform others about Black issues, ideas and beliefs; (c) are self-motivated, informed, and think critically about Black issues; (d) block Black people from racism; and (e) are involved in protests (e.g., marches, petitions). This study extends current literature by identifying specific effective ally behaviors, centering on the perspectives and experiences of Black students. Clearly and comprehensively defining White allyship is a necessary first step toward fostering ally behaviors among White students and people. Findings have implications for educational programming, community organizing and involvement, antiracism training, and clinical work. We plan to invite the audience to explore other ways this work can inform social justice efforts on and off college campuses and how it can be situated within prevalent community psychology frameworks.

### 🗣️ Speakers



**Peter Goldie**  
Doctoral Student  
Montclair State University



**Hannah Thomas**  
Montclair State University



**Sally L. Grapin**  
Assistant Professor  
Montclair State University



**Norissa Williams**  
Founder & Executive Director  
Liberation RPI



**Jazmin Reyes-Portillo**  
Montclair State University

## Implementing Youth Participatory Action Research (YPAR) Within Schools and communities: A Look at Youth's Perspectives and the Possibilities of YPAR Partnerships

🕒 2:00 PM - 3:00 PM, Jun 21

📍 Massey F

VI. We Shall Overcome: Transformative Justice in Organiz...

Authors: Elizabeth Benninger (Cleveland State University)  
Adam Voigt (Cleveland State University)

### Symposium

In this symposium, we bring together empirical studies that critically examine YPAR (Youth Participatory Action Research) as a movement which aims to collaborate with schools and communities to train and engage youth in action-based research to improve their lives, their communities and the institutions serving them. The symposium includes examples from four YPAR projects in Ohio: Cleveland YPAR, a community and school-based YPAR movement, The First Ring Student Leadership Institute in Northeast Ohio, Project HighKEY in Cleveland Municipal School District, and The Ohio State University Student Leadership Research Collaborative. In line with the track “We Shall Overcome: Transformative Justice in Organizations and Schools” scholars in this symposium consider system level analysis and the importance of partnerships with communities in order to create transformational change. We engage in dialogue and reflection by drawing upon critical approaches to move YPAR past its common use as a tool for education and leadership development to its roots in critical pedagogy focused on social transformation. With critical theory and methods in mind, each paper in the symposium aims to center the voices and participation of youth. The first paper integrates the voices of a student participant and a practitioner/researcher to address how they have navigated institutional constraints and built resistant strategies to push towards transformational changes. The second paper hones in on students’ reflections of their role in the school-based YPAR project. The third paper examines the types of research questions youth chose to investigate. The fourth paper explores YPAR teacher facilitators and participating district administrators’ criteria to select youth’s participation in the Cleveland YPAR movement. Our session will include an interactive activity to engage the attendees in informing the use of YPAR in alignment with its critical pedagogical roots.

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### 🗣️ Speakers



**Adam Voigt**  
Cleveland State University



**Elizabeth Benninger**  
Postdoctoral Research Fellow  
Cleveland State University

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### 4 Subsessions

- **Cleveland YPAR as a movement for building voice and allyship to promote youth flourishing**  
🕒 2:00 PM - 3:00 PM, Jun 21
- **Exploring the Action Step in YPAR: Youth perspectives on facilitators and hindrances of taking actions to make changes**  
🕒 2:00 PM - 3:00 PM, Jun 21
- **Who is Included? A Critical Examination of the Selection Process of Youth in YPAR Projects**  
🕒 2:00 PM - 3:00 PM, Jun 21
- **Exploring Research Question Development for Youth Participatory Action Research**  
🕒 2:00 PM - 3:00 PM, Jun 21

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### Interactions Between Police and People Experiencing Homelessness

🕒 2:00 PM - 3:00 PM, Jun 21

📍 African American Hall of Fame

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Amanda Barry

#### Poster Presentation

Despite recent increases in legal protections for people experiencing homelessness (PEH), people who are unhoused experience high rates of contact with the police. These contacts often result in negative outcomes for PEH and rarely result in connection to social or medical services. Further, the presence of police officers contributes to instances of police brutality in the US, including the murders of several PEH, including Robert Delgado and Jacob Griffin. The murder of George Floyd in 2020 sparked outrage around the world as well as calls to "Defund the Police." Many of these calls involve limiting the responsibilities of police officers, including responding to issues such as homelessness. In light of this, it is important to understand the outcomes of interactions between police and PEH. The present systematic review evaluates the literature examining interactions between police officers and PEH. This presentation aims to summarize the outcomes of interaction with police (e.g., increased drug use, connection to services, arrest). Findings will raise awareness and create a dialogue about interactions between PEH and police, as well as facilitate local policy change.

#### Speaker



**Amanda Barry**

Psychology Extern  
Edward Hines Jr. VA

### "What if this happiness doesn't last forever?": Stressors faced by racialized SOGIE refugees in Ontario

🕒 2:00 PM - 2:00 PM, Jun 21

📍 AAHF

Racialized refugees with diverse SOGIE (Sexual Orientation, Gender Identity, and Expression) experience the unique intersection of racism, homo- and/or transphobia, and anti-refugee sentiments. As a result, this group (herein: racialized SOGIE refugees) often face poor mental health and well-being. The purpose of this study was to identify stressors faced by racialized SOGIE refugees in Ontario through the lens of Meyer's Minority Stress Theory and Crenshaw's intersectionality theory. The interviews from ten racialized SOGIE refugees and two service providers living in Ontario were taken from a larger study looking at the life trajectories of SOGIE refugees. Participants identified both explicit and implicit stressors in their daily lives, ranging from feelings of isolation and community disconnect, to anticipatory fear of stigma and violence. Consistent with the distinction of distal and proximal stressors proposed by Minority Stress Theory, this negatively affected their well-being. Our results point to a need to acknowledge the unique positionality of racialized SOGIE refugees in Ontario, and to find ways to facilitate positive mental health and well-being despite the presence of minority stress.

#### Speaker



**Moni Sadri-Gerrior**

PhD Student  
Wilfrid Laurier University

3:15 PM

### Identifying the strengths and challenges of Building effective resident-community partnerships with state entities using a decolonial praxis. A case study from Lawrence Massachusetts.

🕒 3:15 PM - 4:15 PM, Jun 21

📍 L-242

**I. Building the Beloved Community: Community Partnership...**

Authors: Stacy Seward

Innovative Other

The brutal murder of George Floyd by police along with the profound disparities displayed during the pandemic ushered in an era of racial reckoning and prompted a renewed focus on racial and social justice in the United States. Many companies, institutions, schools, nonprofit organizations, and state entities made direct and substantial commitments to implementing justice, equity, diversity, and inclusion to promote anti-racism. As we move past the two-year mark of national protests, many commitments to racial and social justice have fallen far short of the bold commitments outlined during the summer of 2020. This discussion will outline a case study done in Lawrence, Massachusetts, a predominately Latinx immigrant, Caribbean, Afro-Latinx community. In this case study, we explore and share how commitments to racial justice and mobility have been overstated, undermined, and moderated by gatekeepers at an anonymous stage agency in Massachusetts. This talk is intended to examine the interaction between resident-based Latinx and Black led grassroots organizations and state officials and describe the challenges and successes of the process. This particular state agency and its designees were intentional about reaching out to resident-led organizations and reiterated commitments to racial equity; however, these relationships quickly became fragile as residents challenged the status quo and demanded that their perspectives be incorporated into public policy in order to document and reflect the changes necessary to promote racial equity. Using field and discussion notes from community forums, planning meetings, the purpose of the discussion is to present findings about how power and positionality impacted relationship building in the community. Additionally, this talk will share decolonial strategies used to interrupt practices such as performativism, gatekeeping, and tokenism and move toward authentic power-sharing and decision making to tap into the agency's power and authority to implement justice with resident community members.

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 Speaker



**Stacy Seward**

Doctoral Student  
University of Massachusetts Lowell

## Mobilizing Community-Led Knowledge for Global Justice: Exploring the Interconnectedness of International Initiatives

 3:15 PM - 4:15 PM, Jun 21

 L-442

[I. Building the Beloved Community: Community Partnership...](#)

Authors: Daniela E. Miranda

Symposium

Global inequities are on the rise as the consequences of political upheaval and the conflicts around the world affect the daily lives of collectives who already bear the burden of the pandemic. Energy and food shortages are increasing the cost of living; while massive, complex migrations surge in the midst of social fragmentation; and the private sector's increased power over deliberative and decision-making spaces. Yet at the same time, there is an urgent call for a collective response to the climate crisis, a need to harness the digital and ecological transitions, and ensure that global resource distribution can respond to the priorities of local communities. We propose a global justice approach that recognizes the systemic violation of human rights worldwide and its effects on local communities, that requires us to expand our understanding of citizen participation and public goods. A global justice approach centers local knowledge on the global stage, develops multi-level international networks to gain capacity to respond, and take collective action (Suarez-Balcazar, 2022). We present a series of international initiatives that are grounded in Community Psychology principles and aim to move a global justice agenda forward through (1) the use of digital tools as a way to imagine the future alongside Romani women and girls in Spain; (2) the creation of multi-level networks that support local knowledge mobilization through storytelling approaches with urban and rural communities in England; (3) the development of dynamic spaces that recognizes the experiences of indigenous women in Peru and; (4) the adaptation of strategies that support newly arrived communities as agents of knowledge production in Uruguay with Venezuelan migrants. We will discuss the interconnected nature of these initiatives in the frame of global justice, imagine new ways of doing participatory research to respond to global inequities, and explore the possibilities of consolidating a global justice interest group with international-level colleagues.

## Speakers



**Yolanda Suarez-Balcazar**  
University of Illinois Chicago



**Daniela E. Miranda**  
Universidad de Sevilla - CESPYD

## 4 Subsessions

### ● Photovoice as a Tool to Imagine the Future of Romani Women and Girls'

🕒 3:15 PM - 4:15 PM, Jun 21

### ● Transforming Lived Experiences into Influential Knowledge for Health Equity: The Other Frontline Line Experience

🕒 3:15 PM - 4:15 PM, Jun 21

### ● Venezuelan migration in Montevideo, Uruguay. The protagonism of migrants and their organisations in identifying health problems and promoting actions.

🕒 3:15 PM - 4:15 PM, Jun 21

### ● Agency and social suffering in community women in the post conflict in Peru: acts of healing with social justice

🕒 3:15 PM - 4:15 PM, Jun 21

## GIS Tools for Community Housing

🕒 3:15 PM - 4:15 PM, Jun 21

📍 L-150

V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Authors: Victor Gregor Limon

Innovative Other

Community psychology emphasizes the interaction between individuals and their environments. Geographic Information Systems (GIS) tools can be useful for both community researchers and practitioners hoping to understand this interaction and produce applied research that has impacts for individuals and communities. This session will showcase GIS tools developed by researchers at the University of Hawai'i at Mānoa to help the City and County of Honolulu's Housing First (HF) program find suitable housing options for their clients. For programs, like Housing First, that help unhoused members of a community attain housing, finding a suitable housing location that matches individual needs is imperative for program and individual success. More specifically, housing clients in locations near bus stops, food pantries, pharmacies, medical facilities, and other amenities that meet their specific needs can improve their quality of life, keep them housed, and eventually help them get back on their feet. To this end, researchers developed maps and a web app that allows program staff to search for services and facilities within a specified distance from a given address. This session will be interactive, and presenters will demonstrate how to use GIS to help community housing programs choose the optimal housing location for clients. Additionally, this session will discuss how to use GIS tools for similar projects that work with community and human services organizations.

## Speaker



**Victor Gregor Limon**

## Examining Gender-based Violence through the lens of Disability Justice

🕒 3:15 PM - 4:15 PM, Jun 21

📍 L-444

IV. Ma'at: Solidarity, Equity, Diversity, and...



Authors: Julia LeFrancois

### Townhall

Revolution is intersectional because trauma and identities are intersectional. Kimberlé Crenshaw's understanding of how our identities work in tandem is essential to community work. Who we are and what we experience are layered and complex, and so must be our social solutions. We have often limited our efforts to awareness and rights, but our efforts must go beyond. While social and civil rights movements have brought laws and policies into being, these efforts consider the symptoms of injustice rather than the root (Heller et al., 2019). When we separate the idea of rights from creative and collaborative action, we birth radical frameworks such as disability justice, an examination of disability and ableism as it relates to other forms of oppression (Berne et al., 2015). It is an intersectional framework that aims to identify and shift, not only the rights of marginalized bodies to be in a space, but the right to exist wholly and to thrive in society. In addition to intersectionality, disability justice contains anti-capitalist and anti-colonial principles. An individual's worth is not based on their ability to produce or contribute to society—their worth just is. Taking this a step further, we can apply the principles of disability justice to survivors of gender-based violence, a trauma that disproportionately affects persons with disabilities (Meer & Combrinck, 2015). All bodyminds are inherently worthy of not only taking up space, but safely creating and dreaming up new realities; of experiencing life to its fullest extent without fear of retribution or discrimination. The disability justice art activism project, Sins Invalid, embodies these principles with stage performances of crip-centric storytelling. Meeting participants will learn about and discuss other community efforts and principles of disability justice. The moment we affirm intersectional efforts into our social justice work, we discover our collective liberation. This is how we heal and dream into our community futures.

### Speakers



#### Julia LeFrancois

Doctoral Student and Researcher  
University of New Haven, University of Hartford and Esperanza United



#### Lillie Macias

Assistant Professor  
University of New Haven

## Assessing the Risk, Addressing the Need for New: Using PAR to Design a Correctional Risk/Needs Assessment Tool for Women

🕒 3:15 PM - 4:15 PM, Jun 21

📍 L-148

[I. Building the Beloved Community: Community Partnership...](#)

Authors: Rashonda Johnson

### Innovative Other

Since the 1970s, the use of risk and needs assessment tools have been used at varying points of the criminal justice system- the pretrial period, while on probation, after admission to a correctional facility, prior to release, and during post-release supervision (Staff, 2020). Risk and needs assessments are actuarial evaluations used to make decisions about an individual's criminal behavior, assess their risk of re-offending, and determine types of supervision and services they need, in order to reduce recidivism. Across the United States, there are more than fifty different tools used broadly and at all levels of the criminal justice system that focus on criminogenic needs. Risk/needs assessment tools also function as a sort of report card to measure a justice-involved individual's criminogenic risk factors and specific needs that must be addressed to decrease the likelihood of future criminal activity. Yet a gap in the literature highlights the lack of these tools created specifically for incarcerated women and in collaboration with key stakeholders for better outcomes. In fact, there is an increased need for specialized tools for women because the number of incarcerated women has increased by more than 475% between 1980-2020! So how might a risk and needs assessment tool be created that specifically focuses on the specialized needs of incarcerated women pre- and post-release? This session will highlight a project whose focus was to design a new risk/needs assessment tool using a PAR mixed-methods approach from a community psychology perspective for use with justice-involved women. Session presenter will: • Provide an overview of the project and key findings • Raise awareness of existing gaps in risk and needs assessment tools • Facilitate a discussion with other community psychologists to share best practices, feedback, and innovative ideas for furthering the use of the new tool within criminal justice systems around the country.

### Speaker



#### Rashonda Johnson

National Louis University

## Building bridges and scaling walls: Communities working together to navigate institutional barriers

🕒 3:15 PM - 4:15 PM, Jun 21

📍 Massey C

IV. Ma'at: Solidarity, Equity, Diversity, and...

Session Organizer: Michaela Hynie (CESPYD - Universidad de Sevilla)

Symposium

The four papers in this symposium describe the processes and/or outcomes of community building among minoritized communities with a history of migration in the USA and South Africa. Members of minoritized communities draw from shared knowledge and resources to protect and enhance their physical and psychological well-being in the face of exclusion and oppression (Yosso, 2005). The processes of sharing and identifying this social capital builds community and communality within shared identity groups, but these processes also bridge to embrace allies and other groups who may confront similar challenges and barriers. These bridges can further expand available capital, and the experience of community and belonging (Antonsich, 2010). The papers in this symposium situate this community building in a social justice framework, centring claiming rights and challenging systemic injustices in the goal of enhancing community well-being (Tesfai et al., 2021). The migratory and political context for these communities varies greatly, but commonalities emerge as they navigate systems that in some instances render community identities and knowledge invisible, while in others work to directly or indirectly to remove members of these communities altogether. We reflect on the creation of community identities, relationships and strengths, the consequences and success of negotiations with systems of exclusion and oppression, and strategies to support community building across different contexts.

🗣️ Speaker



**Michaela Hynie**

Professor  
York University

3 Subsessions

### ● **Showing up for our community and giving love”: Building Communality in People from Mixed-Status Families**

🕒 3:15 PM - 3:15 PM, Jun 21

### ● **Refugee community strategies to navigate health care access during COVID in Durban, South Africa: Building trust in an untrustworthy system**

🕒 3:15 PM - 3:15 PM, Jun 21

### ● **Evaluating The Quality of Service-Learning: How the Quality of the Course Relates to Student Outcomes at a HSI**

🕒 3:15 PM - 3:15 PM, Jun 21

## The Future of Community Psychology Education: Moving from Visioning to Action

🕒 3:15 PM - 4:15 PM, Jun 21

📍 B of A Auditorium

I. Building the Beloved Community: Community Partnership...

Authors: Mason Haber

### Townhall

Through this Town Hall event, we seek to “move from visioning to action”, by convening advocates for the future of CP education to chart a course toward an expanding, global network of diverse, dynamic CP educational settings that can give future community psychologists the tools to pursue transformative change. The Town Hall builds upon the work of prior Biennial conferences such as the “Community Psychology Education: Collectively Clarifying our Vision for the Next Five Years” pre-conference, in which students and academic and community-based educators collaborated to establish specific goals and objectives in pursuit of this vision, and is part of a broader program of proposed activities at the Biennial sponsored by the SCRA Council on Education to support initiatives for CP educators and educational programs, including a networking event, a program directors’ meeting, and a workshop focusing on an online community, the “Knowledge Hub,” to disseminate knowledge and resources to support transformative, inclusive CP teaching. The COE will seed participation in the Town Hall through a campaign in the months leading up to the conference to recruit educators to contribute to advocacy for new and expanded CP educational programming. The Town Hall itself will consist of three parts: 1) a critical review with audience discussion of products from the “Collectively Clarifying our Vision” pre-conference and subsequent outreach to SCRA interest groups, committees and councils to reflect upon and enhance the agenda from the pre-conference (Jimenez & Olanrewaju, 2021), 2) facilitation of small “jigsaw” group discussions (cf. Kaner, 2014), each focused on a specific theme or initiative related to CP education advocacy, 3) a large group discussion to share results from the jigsaw groups and plan a new set of “next steps” in achieving the vision of an inclusive, expanding, and transformational CP education advocacy network.

### Speakers



**Olya Glantsman**

Program Director, MS and BA-MS in CP  
DePaul University



**Mason Haber**

he/his/him  
Lamplighter Evaluation and Consulting

## Community psychology responses to displacement, migration policies and anti-migrant politics

🕒 3:15 PM - 4:15 PM, Jun 21

📍 L-154

IV. Ma'at: Solidarity, Equity, Diversity, and...

Session Organizer: Serdar M. Değirmencioğlu

### Symposium

UNHCR, the UN Refugee Agency, announced in May 2022 that the number of people forced to flee their lands in response to persecution, conflict, violence, human rights violations and serious disturbances had reached more than 100 million for the first time on record. This translates into one in every 78 people encountering displacement. Psychologists across the world are now faced with a series of serious questions that have to do with mass displacement. Mainstream psychology, however, has been unable to come to terms with mass displacement and related issues. Mainstream psychologists across the world continue to frame displacement and mass migration as a “crisis” and fail to address the leading causes, particularly militarism and climate change. Mainstream psychology is also failing to address the tidal wave of anti-migrant politics. In Europe anti-migrant politics led to extreme practices such as separating “ghetto children” starting at the age of 1 from their families for at least 25 hours a week for mandatory instruction in “cultural values”. In the US, such policies also led to extreme practices, such as border guards separating children from their migrant parents as a “deterrence” tactic. This session explores the ways in which community psychologists can respond to mass displacement and migration, its leading causes and correlates. The first presentation underscores the necessity of understanding of migration policies. The second presentation examines the lived experiences of people affected by EU asylum policies in Portugal and in Greece. The third presentation examines the impact of anti-migrant policies on communities in Denmark and Greece. The fourth presentation focuses on climate (in)justice and examines how migrant communities contest and overcome power relations that exclude them from the ability to participate, imagine and build climate futures. Finally, the participants explore the ways in which community psychologists can address anti-migrant politics.

### Speaker



**Serdar Değirmencioğlu**

Goethe University Frankfurt A.M.

#### 4 Subsessions

● **Community psychology, displacement and migration policies in Europe**

🕒 3:15 PM - 4:15 PM, Jun 21

● **Should I stay, or should I go? Lived experiences of people affected by EU asylum policies in Lisbon and Samos**

🕒 3:15 PM - 4:15 PM, Jun 21

● **Anti-migrant politics and their impact in Denmark and Greece**

🕒 3:15 PM - 4:15 PM, Jun 21

● **At the intersections of migration and climate change: Migrant's engagement with the politics of climate change**

🕒 3:15 PM - 4:15 PM, Jun 21

### **Experiences of Community Psychologists Working in Research Think Tanks**

🕒 3:15 PM - 4:15 PM, Jun 21

📍 L-244

**VI. We Shall Overcome: Transformative Justice in Organiz...**

Authors: Brittney R. Denson

Innovative Other

Over the past several decades, the proportion of psychology doctoral students choosing to work outside academia has increased. Students are finding opportunities to apply their skills outside of the academy; the same often holds for community psychologists. Indeed, community psychology competencies are applicable across a wide range of sectors, including academic settings, not-for-profit organizations, government agencies, and research think tanks. This round table focuses on the experiences of community psychologists working in non-academic settings and research think tanks more specifically. The discussion will be led by three community psychologists working in research think tanks and leading local, regional, and international projects across various areas (e.g., criminal justice, education). This round table will discuss: 1) experiences working within a research think tank, 2) the types of skills and training that are attractive within this market, 3) similarities and differences with academic settings, and 4) implications for the field of community psychology (e.g., training). Finally, in the spirit of the conference theme, "Transformative Justice in Organizations," the discussion will end with a critical discussion of the advantages and challenges of promoting transformative change within this sector. Panelists will discuss how research conducted at their respective think tanks has helped to advance policies and practices that support racial justice. They will also discuss the challenges of conducting justice-oriented research given funding limitations, client expectations, bureaucracy and politics of client organizations, and the business model of research think tanks.

#### **Speaker**



**Brittney Denson**

Research Education Analyst  
RTI International

### **The White People Pretendian Problem and the Implications for Afro-Indigenous Communities in Canada**

🕒 3:15 PM - 4:15 PM, Jun 21

📍 L-152

**III. Nommo: Consciousness Raising through Storytelling, A...**

Authors: Ann Marie Beals

Innovative Other

Colonization in the settler nation-state known as Canada, much like across North America, has involved a paper genocide of disappearing Indigenous Peoples through legislation such as the Indian Act of 1876, which is enforced by imperialist colonial governments. Such legislation is intended to dilute Indigenous identity through colonial-defined “status” cards - designed for the extinction of Indigenous identity to clear the way for white settler appropriation of land. Consequently, wholesale thievery was/is legislated through violence and genocides by British and Canadian imperialists governments; nonetheless, Indigenous Peoples on Turtle Island refuse to assimilate even as we resist attempted annihilation. Moreover, gifts from our Ancestors, the ability to survive and thrive through culture, tradition, and community, and co-conspiring with others such as Black communities in the diaspora, have become symbols of white nationalism that continue to be appropriated by white settlers. In its most recent iteration, co-optation has manifested as white people “pretendians,” where affluent “Indigenous leaders” in positions of power, from academic scholars to judges and artists, to name a few, have been found to be white people fraudulently claiming Indigenous identity to access career opportunities reserved for people with actual Indigenous ancestry. Calls for institutional accountability for the hiring and promoting of pretendians has resulted in the doubling-down of paper genocide, in proving Indigenous status and claims to nationhood and communities. This has huge implications for often-hidden Afro-Indigenous communities who are dually discriminated against - facing anti-Black racism and Indigenous erasure - leaving them with little claims to communities and territories, much less the ability to assume positions of power and resource theft like the claims of white pretendians. Thus, this “Innovative Other” presentation will showcase stories from the Proclaiming Our Roots project to advance discussion that challenges continued colonization and paper genocide in Indigenous communities, and its implications for lateral violence towards Afro-Indigenous Peoples.

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 Speaker



**Ann Marie**

Professor  
Wilfrid Laurier University

### **Mentoring Session - Learning to Recruit Your Own Mentors**

🕒 3:15 PM - 4:15 PM, Jun 21

📍 Frederick Douglass Academic Center

Mentor's name: Fabricio Balcazar (he, him)

Format (in-person or virtual): In-person

Title of mentoring session: Learning to Recruit Your Own Mentors

Target audience: Early Career, Academics

Day/time: Wed. (6/21) 3:15 - 4:15 pm

Location: Frederick Douglass Academic Center

Mentoring booklet link: <https://docs.google.com/document/d/1xd81B3RFmEfjVYXgyRD-B-m2OADTQtInXDmzxW8VD2k/edit?usp=sharing>

Registration link: <https://forms.gle/TjhXVyzWsDrTtoQ6>

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 Speaker



**Fabricio Balcazar**

Professor  
University of Illinois at Chicago

### **Mentoring Session - Collaboration Among Academic and Practitioner Settings**

🕒 3:15 PM - 4:15 PM, Jun 21

📍 Frederick Douglass Academic Center

Mentor's name: Becca Hardy (she/her)

Format (in-person or virtual): In-person

Title of : Collaboration Among Academic and Practitioner Settings

Target audience: Early Career, Community psychologists practicing within the U.S., Community psychologists practicing outside of the U.S., Academics, Practitioners

Day/time: Wednesday, June 21, 3:15 - 4:15 pm

Location: Frederick Douglass Academic Center

Mentoring booklet link: <https://docs.google.com/document/d/1xd8IB3RFmEfIVYXgyRD-B-m2OADTQtInXDmzxW8VD2k/edit?usp=sharing>

Registration link: <https://forms.gle/TjhXVyzWsDrTttoQ6>

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🔊 Speaker



**Rebecca C. Hardy**

4:30 PM

### **Humanizing the Reentry/Reintegration Process for Formerly Incarcerated Individuals**

🕒 4:30 PM - 5:30 PM, Jun 21

📍 L-244

**IV. Ma'at: Solidarity, Equity, Diversity, and...**

Authors: Modena Stinnette

Innovative Other

In this round table discussion, we will explore “where do formerly incarcerated individuals go from here” and how community psychology practice can inform the capacity to humanize the reintegration process for this population. On average, 12,500 individuals are released from correctional control institutions in America each week. The reentry/reintegration of formerly incarcerated individuals into communities has become a relevant concern. This collateral damage continues to challenge our correctional institutions and community-based service providers to create better pathways for individuals returning home. No other country in the world disenfranchises people who are released from prison in a manner even remotely resembling the United States; this is seen in how the reintegration of formerly incarcerated individuals is mishandled (Alexander, 2012). Ending the collateral damage requires changing how reentry and reintegration are defined, policies are created, recidivism is defined, and services are provided to individuals affected by mass incarceration. This discussion examines how each of the five states facilitates reentry preparation, what state and local governmental bodies do to support reintegration and the available community-based services in each state. Looking at reentry and reintegration practices across five states is just the beginning to developing a model that provides humane and equitable solutions for this issue. As we dream of new communities, we can begin to examine all 50 states and their reentry and reintegration practices is needed to make a clearer analysis of what is consistent and what works. Social justice and community-based concerns can be addressed through federal policies and funding to provide states with the information needed to make state-level policy changes and access monies already available within the state through federal funding. Funding for reentry and reintegration at the community level creates broader access to provide for the needs of an individual returning to their community.

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🔊 Speaker



**Modena Stinnette**  
SCRA

### **“Wanna Live in the Space In-Between Now” The Role of Music in Identity Formation examined through Neuroqueer Identity Experiences.**

🕒 4:30 PM - 5:30 PM, Jun 21

📍 L-150

**III. Nommo: Consciousness Raising through Storytelling, A...**

Authors: Erica Poulin

Innovative Other

The experiences associated with attention deficit hyperactivity disorder (ADHD) as a form of neurodiversity and gender and sexual diversity have been explored discretely in-depth. There is less research, however, on the experiences of those who are both ADHDers and identify as queer. Additionally, research has yet to fully tap into how music acts as a form of knowledge transmission with important implications for individuals' sense of self-understanding and belonging. Drawing from these areas, this session will be grounded in research conducted for a master's thesis examining the role of music in the identity formation processes of individuals who identify as both neurodivergent and queer. Informed by the theoretical perspectives of the neurodiversity paradigm and neuroqueer theory, the study's data will be collected through a novel method of playlist-elicited interviewing. This method has participants curate a selection of songs they feel are relevant to their identity formation experiences. Participants then share this playlist and explain the rationale behind their selections in terms of how the music has informed and/or speaks to their identity. Following the study's data collection method, the session will have two components: a sharing of the music selected by participants and a discussion of the learnings from the use of the novel method. The first component is a 'listening party,' allowing attendees to listen to songs that participants shared as informing their identities of neurodivergent and queer. The songs will be paired with interview excerpts illuminating why they were selected. The second component of the session will be a discussion of the methodological value of music as a tool through which individuals and communities express themselves and communicate knowledge. Overall, the session seeks to emphasize the role of music in everyday life as a source of understanding, connection, and belonging for those who engage with it.

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🔊 Speaker



Erica Poulin

## (Re)Imagining the Consciousness Raising Process by Centering Black and Latina Youths' Ways of Knowing

🕒 4:30 PM - 5:30 PM, Jun 21

📍 L-442

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Session Organizer: Bernardette Pinetta (University of Michigan, Ann Arbor)

Symposium

Young girl-of-color activists like Amariyanna "Mari" Copeny, Edna Chavez, and Amanda Gorman leverage their talent, love, and knowledge to demand social change. Yet there is a lack of scholarship documenting how we can support the thriving of Black and Latina girls' experiences at the intersection of multiple axes of oppression (e.g., sexism, racism; Morris, 2019; Wun, 2018). This symposium fills this gap by exploring how Black and Latina youth develop their social awareness of and challenge structural inequity (i.e., critical consciousness), in ways that are attentive to their intersectional experiences. Previous studies find that Black and Latina girls draw on their lived experiences to develop new theories and to challenge others to operate from an intersectional justice stance (Garcia et al., 2020; Kelly et al., 2018; Ybarra, 2020). Accordingly, each presentation in this symposium brings to focus how Black and Latina girls develop their critical consciousness, allowing adult allies to better understand how we can position these youth as active agents and knowledge keepers of their lived experiences. Paper 1 centers Black girls' ways of being, knowing, and resisting in order to explore the theoretical reciprocity that critical consciousness and Black feminist theories hold for one another in conceptualizing young people's development of an intersectional awareness. Paper 2 explores how youth participatory action research can be used to realize new ways of exploring what it means to be Latina in empowering, consciousness-raising ways. Using pláticas, a Chicana/Feminist methodology, Paper 3 explores how Black and Latina girls come to define themselves and their identities as a critical act of resistance and radical healing. Paper 4 uses a critical qualitative counterstorytelling research design to explore how Black and Latina girls experiencing familial incarceration develop their intersectional identities, which informs how they become critically conscious of the criminal legal system.

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🔊 Speakers



Adriana Aldana



Bernardette Pinetta

University of Michigan, Ann Arbor

#### 4 Subsessions

● **Intersectional Awareness: Theoretical Musings and the Integration of Critical Consciousness and Black Feminist Theories**

🕒 4:30 PM - 5:30 PM, Jun 21

● **Why does it have to be a slap in the face? (Re)imaging the Ethnic-Racial Consciousness Development of Latina Girls in Culturally Affirming and Agentic Ways**

🕒 4:30 PM - 5:30 PM, Jun 21

● **She will define herself: A qualitative exploration of Black and Latina adolescent girls' self-definition and familial racial socialization**

🕒 4:30 PM - 5:30 PM, Jun 21

● **Using counterstorytelling to amplify how Black and Latinx adolescent girls impacted by familial incarceration develop critical consciousness of the U.S. criminal legal system**

🕒 4:30 PM - 5:30 PM, Jun 21

### **Fostering Restorative Practice and Programs for Men in the Field of Gender-Based Violence**

🕒 4:30 PM - 5:30 PM, Jun 21

📍 Massey F

#### **II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Lillie Macias (University of New Haven)

Symposium

Ethnic, racial, and gender disparities in the occurrence and outcomes of partner violence have been exasperated by COVID-19 and structural violence. These disparities are driven in part by barriers to accessing formal systems of support, including mental health and criminal justice systems that continue to be underutilized by marginalized ethnic communities. Men, and particularly men of color, are an underrepresented group in gender-based violence research and prevention. Healing from experiences of violence is complicated by the fact that traditional system responses lack an emphasis on healing and restorative steps on the part of the individual(s) that use violence and by the fact that Black and Latino men are overrepresented in criminal justice system. The goals of this symposium are to provide an overview of the scope of the issue and methods for engaging men in gender-based research and community practice and share findings from a study examining systems-level needs in restorative practice for partner violence. In the first presentation, researchers from a university-community partnership share research and participatory approaches for engaging men in gender-based violence advocacy. The second and third presentation share findings from a national needs assessment exploring restorative approaches for partner violence completed by over a dozen restorative justice programs, including survey findings and qualitative themes focused on the role of the criminal justice system and police in restorative community practice. Symposium participants will apply strategies for engaging underrepresented groups in research and practice to their own work and be invited to co-create a brief call-to-action for the field.

#### **Speaker**



**Lillie Macias**

Assistant Professor  
University of New Haven

#### 3 Subsessions

● **Examining gender-based violence prevention practices among men and boys**

🕒 4:30 PM - 5:30 PM, Jun 21

● **A Needs Assessment of Restorative Approaches for Partner Violence**

🕒 4:30 PM - 4:30 PM, Jun 21

● **Exploring the Role of Police in Restorative Approaches for Adolescents Experiencing Dating Violence**

🕒 4:30 PM - 5:30 PM, Jun 21

### **Reimagining Theory Building as Epistemic Resistance to Empire Building**

🕒 4:30 PM - 5:30 PM, Jun 21

📍 Massey C



Session Organizer: Natalie Kivell (Wilfrid Laurier University)

### Symposium

From where and by who theory is created matters. And further, which theories, from which locations, positions, and epistemologies we have access to deeply informs and limits the lenses we have for making sense of the world around. In this symposium we bring together thinkers, theorists, and creators who span a range of relationships and resistance to the academy, each carving out space for community driven, epistemically rich, and participatory practices in the theory building project. Rather than a presentation of alternative ways of doing and thinking in theory, we instead offer this generative space, grounded in our own praxis, as a resistance against theory building as an academic or external pursuit and actively work to unlink theory building from the colonial and neoliberal logics that continue to legitimize particular ways of knowing. We will lean on and weave together a range of thinkers in our assertions that Community Psychology can and should engage in a theory reckoning and collectively re-imagine what it means to build, apply, and learn from theory. We look to epistemically rich theories and practices including theory in the Flesh from Cherrie Moraga, Decentering the Knowledge project as proposed by Urmitapa Dutta, Black and women of color and decolonial feminist scholars and activists, and grassroots organizers, knowledges, theorizing, and knowledge building practices. In this symposium we will offer practical and relational tools and examples for the re-imagining the enactment of theory building in Community Psychology and we welcome engagement from session participants to develop our shared and critical understanding of the role of theory and the ways that we can infuse epistemic resistance into our theory building practices.

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### 🗣 Speakers



**Urmitapa Dutta**



**Natalie Kivell**

Assistant professor  
Wilfrid Laurier university

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### 3 Subsessions

● **Epistemically Rich Theory building practices: Sharing a Participatory Theory Building approach**

🕒 4:30 PM - 5:30 PM, Jun 21

● **The Psychosocial X-ray: Towards the Politics of the Social-Individual Divide**

🕒 4:30 PM - 5:30 PM, Jun 21

● **Developing a Praxis of Solidarity Through Participatory Action Research**

🕒 4:30 PM - 5:30 PM, Jun 21

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### **If We Build It, Together, They Will Come (Even During a Pandemic): The Radical Possibilities of COVID-19 HyFlex Community Conversations**

🕒 4:30 PM - 5:30 PM, Jun 21

📍 L-444

Authors: Monique Guishard

Townhall

In this town hall session, we share the impact of our collaborative efforts organizing COVID-19 community conversations for BIPOC communities of the Bronx. We center community conversations (Kotzé et. al, 2013; Palmer, et. al, 2019) as necessary critical race decolonial methodologies with limitless potential to unsettle white supremacist disinformation/misinformation campaigns. We are an intergenerational, multi-racial team of community psychologists, physicians, community health workers, researchers, and community college staff who labor/love/live on the Munsee Lenape lands colonially known as the Bronx. Undeniably, NYC and the Bronx were the epicenter of the coronavirus pandemic (NYCDOH, 2022). As the only borough, in NYC, wherein minoritized persons comprise the majority of residents, Bronxites have consistently been impacted by the social determinants of health (housing insecurity, food apartheid, inadequate healthcare, environmental racism, etc.) (Dejesus et. al, 2021). For the twelfth consecutive year, the Robertwood Johnson Foundation ranked the Bronx as the 62nd unhealthiest, of New York State's 62 counties (RWJF, 2022). While many of NYC's first COVID cases were documented in the Bronx, while a prominent Bronx hospital was conducting the first clinical trials of experimental coronavirus drugs—Bronxites were unable to get vaccinated. Throughout the pandemic, mindful of this context, we collaborated to design conversations that brought infectious disease experts, epidemiologists and physicians to the Bx. We partnered to unpack jargon, while holding space to offer harm reduction approaches, and for residents to express their complex experiences with earned mistrust of exploitative research/medical care, skepticism, and yearning for culturally responsive guidance. Demonstrating the effectiveness of community conversations to redress racism in research has led to many partnerships and our ability to survey 492 Bronxites about their perceptions of vaccinations. We share our practices intent on promoting the use of world-cafe like participatory methodologies in community psychology interventions (Löhr et. al, 2020).

#### 🗣 Speakers



**Dr. Monique A Guishard (she/her/hers)**

CUNY BRONX COMMUNITY COLLEGE



**Justin T Brown, PhD, MPH (he/him/his)**

Professor  
LaGuardia Community College, CUNY



**Lucretia Jones**

Board Member  
Bronx Community Research Review Board

## Deliberative Democracy as an Agent for Change: An Experiential and Educational Session in Participatory Governance

🕒 4:30 PM - 5:30 PM, Jun 21

📍 L-152

[I. Building the Beloved Community: Community Partnership...](#)

Authors: Benjamin Graham

Innovative Other

What does democracy become when returned to the people? Community psychologists are well-positioned to be agents of change in furthering democratic innovation. Deliberative democracy is an umbrella term for a set of models and strategies that go beyond one-time voting by encompassing iterative, conversational structures among community members to inform policy decisions. Such approaches have the potential to transform sectarianism, partisanship, and unidimensional understanding of complex issues, as well as offering insight into experiential democratic engagement. By attending this innovative session, you will experience a brief educational share on two forms of deliberative democracy, followed by the opportunity to engage in an interactive workshoping exercise, where you will take part in a representation of the very processes that comprise real-world deliberative democracy. Opening with the educational component provides a general overview of deliberative democracy and showcases two real-world models; the first a participatory budgeting initiative in Miami, FL, (US) where an interdisciplinary team of university-located researchers worked with a grassroots community group to develop a participatory budgeting organizing strategy, and a second democratic lottery approach in which randomly selected community members guided the redevelopment of a cherished local fairgrounds in Petaluma, CA (US). Closing with the real-world deliberative democratic exercise demonstrates real-time action steps that implement impactful and customizable deliberative democracy. This engaging and informative session will offer participants meaningful experiential knowledge of the power of deliberation, showcase two examples of such processes in action, and offer multiple resources and innovative strategies for helping further deliberative democracy in your organizations, classrooms, and communities.

### 🚩 Speakers



**Benjamin Graham**

Cal Poly Humboldt



**Dr. Vernita Perkins**

Consultant and Researcher  
Transformgi LLC, Omnigi Research

## Decolonial Community Psychology Discourses: Unearthing its Roots and Co/Re-creating Routes

🕒 4:30 PM - 5:30 PM, Jun 21

📍 L-148

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Jesica S. Fernandez

Innovative Other

To continue our movement to trace decolonial community psychology discourses, we propose a Ma'at session on unearthing decolonial roots and co/re-creating decolonial/anti-colonial routes. In prior biennial and international conferences we have led interactive reflexive dialogues with participants on de/colonial discourses in psychology. We continue this project, as an intervention, process, and praxis, to foreground and elaborate on decolonial community psychology orientations (Fernández, Sonn, Carolissen, & Stevens, 2021). The session we propose for the SCRA Biennial 2023 furthers these transnational conversations. The guiding questions will include: How does community psychology, and community psychology practitioners across varied positionalities reflect, engage and orient their praxis and the discipline toward the decolonial turn, specifically a decolonial standpoint? Grounding our proposal in a decolonial standpoint in community psychology (Reyes Cruz & Sonn, 2011), we will engage participants in reflexive dialogues to contest hegemonic colonial power, and instead work toward transformative justice. Building on our prior transnational collaborations with colleagues, in this session we will invite attendees to engage in the decolonial turn via reflections to the following questions: 1. How does race, whiteness, and racism alongside coloniality circulate and manifest in your life, context/location? 2. How do you engage with or understand decolonization/decoloniality from your own positionalities and/or locations? 3. How does decolonial work diverge/converge with other critical projects evident in community and applied social psychology? By engaging these questions our session will contribute to disciplinary decolonization with the goal of orienting it toward decolonial liberatory critical praxes. We will co-develop parallels to the four prior decolonial orientation described in Fernández et al (2021): Generating knowledge With and from Within, Sociohistorical Intersectional Consciousness, Relationships of Mutual Accountability, and Unsettling Subjectivities of Power/Privilege. We are intent in (re)centering critical community psychology within the Indigenous and Majority World epistemologies and cosmologies/cosmovisions.

### 🚩 Speakers



**Jesica Fernandez**

Santa Clara university



**Christopher Sonn**

Research Fellow  
Victoria University

## Health Equity and COVID-19: Engaging Racially and Ethnically Diverse Communities to Increase Vaccination Confidence

🕒 4:30 PM - 5:30 PM, Jun 21

📍 L-242

I. Building the Beloved Community: Community Partnership...

Authors: Kimberley Broomfield-Massey

#### Innovative Other

In 2021, the Partnering for Vaccine Equity cooperative agreement, funded by CDC, supported national organizations to develop effective health communication and community engagement strategies designed to increase COVID-19 and influenza vaccine confidence and acceptance in racially and ethnically diverse communities that are at increased risk of COVID-19 infection and death. This presentation will report out on the evaluation results from the Vaccine Equity and Access Program, implemented by 90 community-based organizations (CBOs) and supported by Community Catalyst, to increase COVID-19 and influenza vaccination confidence in populations disparately impacted. The evaluation used a mixed methods evaluation design to assess both process and outcome measures by collecting both qualitative and quantitative data throughout the 10-month implementation period. The evaluation results show that through innovative and unique communication and engagement strategies, CBOs reached over 51 million people, with 21 million reached in their priority populations; provided or supported dissemination of 158 thousand COVID-19 and influenza vaccinations; trained over 52 thousand trusted leaders in their communities and established multi-stakeholder partnerships to provide vaccinations in a variety of communities. In addition, CBOs were able to develop over 347 thousand new communication products about COVID-19 and influenza vaccination. In addition, through qualitative analysis, the evaluation identified key factors, such as socioeconomic limitations in communities, that contributed to access and acceptance challenges for COVID-19 and influenza vaccination efforts at the community level. This practice-based presentation demonstrates that with effective support and technical assistance, CBOs can be an essential part of a viable strategic effort to improve public health outcomes for racially and ethnically diverse, hard to reach, and disparately impacted communities. Public health practitioners, particularly in efforts requiring a complex ground strategy, can identify how to effectively partner within communities to increase their reach and effectiveness of their programs.

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#### Speaker



**Kimberley Broomfield-Massey**

Lead Evaluation Consultant  
Urban Metrics Consultants

#### Film Screening- Until We All Count

🕒 4:30 PM - 5:30 PM, Jun 21

📍 B of A Auditorium

In Georgia, hundreds of thousands of people cannot vote because of a felony conviction. Page and Kareemah, two friends who crossed paths in prison, have different stories but a common goal, to raise awareness and end the discriminatory practice of taxation without representation.

*Until We All Count*, a short film produced by Represent Justice Ambassador Page Dukes, reveals the way felony disenfranchisement is a remnant of Jim Crow, designed to strip the rights and suppress the votes of Black Georgians — and the work people are doing to win their rights back.

#### Community Psychology and Abolition

🕒 4:30 PM - 5:30 PM, Jun 21

📍 L-154

📌 Speakers



**Emilio Caja**



**Francesca Esposito**

Westminster University and Instituto de Ciências Sociais da Universidade de Lisboa



**Jesica Fernandez**

Santa Clara university



**Andrea DaViera, M.A.**

Doctoral Student  
University of Illinois at Chicago



**Caroline Bailey**

Graduate Student  
University of Illinois at Chicago



**Davi Lakind**

Assistant Professor  
Mercer University



**Natalie Kivell**

Assistant professor  
Wilfred Laurier university



**Joshua Adler**

CUNY Graduate Center



**Sukhmani Singh**

University of Connecticut

6:00 PM

**Open Reception**

🕒 6:00 PM - 8:00 PM, Jun 21

**Thu, Jun 22, 2023**

7:00 AM

**Past Presidents Breakfast**

🕒 7:00 AM - 8:00 AM, Jun 22

📍 Wheeler 214F

Past president's come join current SCRA officer's for breakfast.

📌 Speaker



**Yvette Flores**

Distinguished Professor  
UC Davis

**Healing Space- Healing Art of Meditation with Sheba Spencer**

🕒 7:00 AM - 8:00 AM, Jun 22

📍 Brawley 100

8:00 AM

Speaker



Sheba Spencer

## Reflecting on DuBois' Atlanta University Studies Through the Lens of Current Campus-Community Partnerships

8:00 AM - 9:00 AM, Jun 22

B of A Auditorium

I. Building the Beloved Community: Community Partnership...

Authors: Sinead Younge (Morehouse College)

Townhall

In the early 1900s, pioneering sociologist WEB Du Bois published a series of studies on Black life in Atlanta and rural Georgia. The studies, known as the Atlanta University Studies, employed a community-based participatory approach and were the first to systematically document Black people's lives post-emancipation. A century later, many of the conditions reported by Du Bois, persist. The Andrew Young Center for Global Leadership (AYCGL), housed at Morehouse College, was founded twenty-five years ago to inspire a community of critical thinkers and leaders committed to engaging complex global problems of marginalized groups, especially peoples of African descent. A large part of AYCGL's mission is community engagement. The AYCGL collaborates with several community-based organizations to support the local community, including positive youth development, substance use and mental health recovery, education, health inequities, and the arts. This presentation will provide an overview of Atlanta's Black population in contemporary times compared with a century ago and highlight the work of several non-profits focused on community wellness.

Speaker



Sinead Younge

Professor  
Morehouse College

## Re-membling the Past Towards a Liberatory Future

8:00 AM - 9:00 AM, Jun 22

L-150

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Karissa Williams (Pacifica Graduate Institute)

Ignite Presentation

This presentation reflects critically on the history of community psychology through storytelling, re-imagining pathways toward a decolonial future. Exploring whose imagination we are embracing, we will reflect on how we think, feel, and act. We must address how the field has been shaped by a narrowed Eurocentric view and ask constantly, who has been excluded from these origin stories? DuBois offered a perspective outside the dominant narrative that "demystified" the connection between social imagination and the scientific construction of people of color. He activated a call to move away from Eurocentrism and proposed an approach rooted in a strengths-based, community-engaged liberation ethic. However, DuBois' contributions are rarely acknowledged in the field. In Dismantling this complex history and its erasures of knowledge, we must address the harm caused in communities of color, whose perspectives are marginalized and explored only as alternative opinions. While questions of this nature provoke resistance, I ask if the field has to step away from being bystander and perpetrator of violence and be honest about its history. We must look critically and calmly into the past so that there is a reconciling of truths without ego. Imagining collectively for liberation requires acknowledgement of oppression. Liberation psychotherapies are one way to promote critical awareness of ongoing coloniality. Community psychologists must acknowledge being bystanders and perpetrators of exclusion, endorsing erasure, and perpetuating assimilation for credibility. The voices of those affected by colonization and ongoing coloniality must be heard and acknowledged. Liberation psychotherapies can assist in restoring cultural memory, expanding sociopolitical consciousness, and moving people towards personal and communal liberation. Participants will walk away with a critical view of the origins of the field and begin to imagine personal and collective liberation.

Speaker



**Karissa Williams**  
Pacifica Graduate Institute

## Accompanying a creative representation of Samoan diaspora experience in Australia

8:00 AM - 9:00 AM, Jun 22

L-150

III. Nommo: Consciousness Raising through Storytelling, A...

Authors: Juan-Camilo Riaño-Rodríguez (Victoria University; Community, Identity and Displacement network (CIDRN))

Ignite Presentation

Critical community psychologists have engaged in developing collaborations and partnerships with community artists and cultural development workers in their aim to further the decolonial turn within the field (Agung-Igusti & Sonn, 2020). Scholars have articulated how culture can be understood as a site of resistance to coloniality/modernity (Reyes-Cruz & Sonn, 2011; Malherbe, 2020), and the role of artists within this site has been portrayed by some as an active engagement in the development of decolonial aestheSis (Mignolo & Vasquez, 2013). This presentation is a reflection, using critical-autoethnography, on the writer's process and experience of accompanying a group of young Samoan theatre makers in adapting the old Greek play Antigone as a starting point to explore and write about the artists' experiences of being "in-between" cultures, and what it means to be Samoan in Australia, what it means to be from the Pasifika diaspora in Australia. It is a reflection on accompanying a creative process that explores issues of cultural loss and disconnection, reflects on loss of language and identity, and analyses inter-generational power dynamics. Importantly, it is also a reflection on the power of community theatre as a dialectical space that enables the discussion of important issues for communities and for the imagination of ways for cultural continuity and healing. Therefore, this ignite presentation portrays the writer's reflection on considerations, insights, and discussions of the creative development and performance process. The decolonial potential of storytelling has been explored by Samuel and Ortiz, (2021) and this critical auto-ethnography seeks to share a story into how communities are using storytelling to understand their social positioning, generate intra-cultural and inter-generational dialogue, and construct other ways of being grounded in unity and communality.

Speaker



**Juan-Camilo Riaño-Rodríguez**  
Victoria University; Community, Identity and Displacement network (CIDRN)

## Community Security from a Research Action Perspective

8:00 AM - 9:00 AM, Jun 22

L-150

V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Authors: Gabriel Soto (Faculty of Psychology, University of the Republic, Uruguay)

#### Ignite Presentation

I investigated community safety practices in relation to the use of public space called "Plaza Flor de Maroñas" in the neighborhood Flor de Maroñas in the city of Montevideo. For community safety I understand the daily practices and strategies carried out by the inhabitants of a neighborhood to build safe spaces for common use. These are practices that involve care between neighbors, who speak of an ability to act and build certain codes to make safe an environment that is presented as unsafe, seeking provide certainty to life in the neighborhood and make predictable a daily life that is presented as chaotic or insecure. Community safety refers to these daily activities in the neighbourhoods, associations between neighbors, care and protection networks that do not use necessarily to repressive, violent and expulsive actions, but they place friendship, meeting and enjoyment as a form of action for coexistence. This paper seeks to generate a dialogue with the research topic and conceptual elements in which Community Psychology intervenes. By problematizing the role of the community in security, we question the essentially positive and idealized of the community insofar as this can be a hostile and intentionally violent space for certain subjects classified as dangerous. Address the issue of security from the perspective of action research allows to densify and enrich the concept of community. We understand that action research is a powerful tool for involvement in daily problems of the communities, the commitment of the researcher, the involvement of their affectivity and direct participation in processes of change is a valid and necessary form of knowledge production.

#### Speaker



**Gabriel Soto**  
Faculty of Psychology

## Cultivating Climate Justice through Community Engagement: Transforming Systems and Selves through Activism and Local Planning Processes

8:00 AM - 9:00 AM, Jun 22

L-244

IV. Ma'at: Solidarity, Equity, Diversity, and...

Session Organizer: Carlie Trott (University of Cincinnati)

#### Symposium

Demands for climate justice (CJ) are rooted in the recognition that climate change both arises from and further entrenches a global network of layered inequities whereby those who have generated the most carbon pollution are in possession of the greatest wealth and power to address the problem and avoid its worst impacts, while those who have contributed the least are simultaneously the most likely to suffer disaster and loss of well-being, the least able to adapt to climate-driven hazards, and the least likely to be included in decision-making spaces of global to local climate policy. Efforts to advance CJ are united by a shared focus on centering local experience and impacts, elevating community voice, addressing inequitable vulnerabilities, and advancing community sovereignty and thriving. This symposium brings together presentations focused on advancing CJ through activism and equity-driven municipal planning. Three presentations explore the perspectives and experiences of CJ activists in North America and Europe: Lam and Trott explore youths' pathways into CJ activism in the U.S.; Boisclair presents a case study examining the impact of COVID-19 on CJ organizing in Canada; and Rebelo and Fernandes-Jesus explore views on climate justice and political imagination among young people, including CJ activists and non-activists from often marginalized groups (e.g., migrants, Roma people) in Portugal. Two presentations explore efforts to advance CJ through collaborative local planning processes: Dobai and Reimer describe a project designed to foster reconciliation of past injustices, uncover barriers to better representation of equity-deserving groups, and begin decolonizing community engagement and planning practices within municipalities; and Roncker and Trott introduce an interdisciplinary, community-engaged research-action project built around an equity-driven neighborhood-level climate planning process in partnership with city residents in disproportionately-affected neighborhoods. This symposium will facilitate discussion around dismantling systems of oppression and exploitation that fuel the climate crisis and perpetuate asymmetrical harms.

#### Speakers



**Stephanie Lam**  
University of Cincinnati Psychology Department; Collaborative Sustainability Lab; Community Engagement Collective (CEC)



**Carlie Trott**  
Assistant Professor  
University of Cincinnati



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## 5 Subsessions

### ● Exploring Pathways into Youth Climate Justice Activism: Stories of Solidarity for Climate Just Futures

🕒 8:00 AM - 9:00 AM, Jun 22

### ● Adjusting to a New Reality: The Impact of COVID-19 on Climate Justice Community-based Organizations

🕒 8:00 AM - 9:00 AM, Jun 22

### ● Youth Voices from Portugal: Climate Justice Activism and Political Imaginaries

🕒 8:00 AM - 9:00 AM, Jun 22

### ● Two-Eyed Seeing Approaches to Building Community Relationships between Indigenous and Black Peoples, and Municipalities

🕒 8:00 AM - 9:00 AM, Jun 22

### ● Equity-Driven Climate Planning in Cincinnati: Prioritizing Disproportionately-Affected Neighborhoods through Community Engagement

🕒 8:00 AM - 9:00 AM, Jun 22

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## Engaging Diverse Stakeholders in the Development and Evaluation of an Alternative First Responder Program

🕒 8:00 AM - 9:00 AM, Jun 22

📍 L-154

### I. Building the Beloved Community: Community Partnership...

Session Organizer: Greg Townley (Portland State University)

Symposium

Police are often called to address concerns about people experiencing homelessness and mental health crises. These interactions often lead to arrests, which lead to fines that many are unable to pay, loss of personal belongings, and additional barriers to housing and employment. This cycle of arrests leading to homelessness, and homelessness leading to arrests, is particularly detrimental to Black, Indigenous, and other community members of color who are disproportionately impacted by both homelessness and criminal justice system involvement. Following a report revealing that 52% of arrests in Portland, Oregon were people experiencing homelessness, advocates called for a new model of response for 911 calls involving unhoused community members and people experiencing mental health crisis called Portland Street Response (PSR). The program began in one neighborhood with a team of four and has now expanded citywide, with over 50 staff responding 24/7. In the wake of the police murder of George Floyd and the racial justice protests that followed, cities across the country began implementing programs similar to PSR that reduce the role of police in responding to emergencies in the community, especially those involving mental health. However, there is little evidence for how these programs work and who they serve. To address this gap, we developed a community-based, mixed methods evaluation that includes feedback from a variety of stakeholders. While our evaluation is focused on the effectiveness of PSR in Portland, lessons learned are being used by cities across the country. This presentation will review our process engaging diverse stakeholders in the evaluation, including people experiencing homelessness and others served by PSR; general community members; and service providers and mutual aid organizations collaborating with PSR. We look forward to learning from attendees about their involvement in similar social change efforts as we work to build more socially just, equitable communities.

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### 🗣️ Speaker



**Greg Townley**

Professor  
Portland State University

### 3 Subsessions

#### ● Collaborating with People with Lived Experience of Homelessness to Develop and Evaluate Portland Street Response

🕒 8:00 AM - 9:00 AM, Jun 22

#### ● Feedback and Recommendations from Community Members about Portland Street Response

🕒 8:00 AM - 9:00 AM, Jun 22

#### ● Perspectives of Grassroots Mutual Aid Organizations and Service Providers on Portland Street Response

🕒 8:00 AM - 9:00 AM, Jun 22

### You will know us...one way or another: The integration of art and science to re-center marginalized voices in healing and change work.

🕒 8:00 AM - 9:00 AM, Jun 22

📍 L-148

#### III. Nommo: Consciousness Raising through Storytelling, A...

Authors: Nicole Telfer, PhD

Innovative Other

Arts integration into curriculum and research is a concept that has been thoroughly explored (Burnaford et al., 2007; Russell et al., 2007; Robinson, 2013). Eisner (2002) proposed a theoretical framework that states that integrated arts represent curricular structures, like a focus on a particular historical period or culture, the use of arts to creatively explore an idea or theme, and solving societal issues. A focus on history and culture are particularly critical components as Black, Indigenous, and other People of Color (BIPOC) have been historically marginalized and de-centered in academic, professional, and social spaces. For BIPOC, the Arts have often been used as a tool of resistance, reimagination, and reclamation of power. Scholars have urged us to think of arts integration as a cultural pedagogy, such that the goal is to develop critical consciousness of freedom, recognize power structures, and connect knowledge to power to take constructive action (Sheehan, 2013). For this reason, the purpose of this workshop is to aid scholars, practitioners, and other professionals in establishing or enhancing their capacity to integrate the arts into their work, to explore social-ecological contexts of healing, and use their own imagination and creative expression towards the healing of themselves and their communities. We will engage in activities and small-group discussions reflecting on questions related to history, healing, power, and community.

#### 🗣️ Speakers



##### Munazza Abraham

Student Therapist/ Clinical Extern  
Bolton Therapy and Wellness



##### Nicole Telfer

Postdoctoral Scholar  
FPG Child Development Institute

### A Community Psychology Approach for Participatory Mapping to Strengthen Community Resilience in Urban Settings

🕒 8:00 AM - 9:00 AM, Jun 22

📍 L-150

#### V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Authors: Haley Sheppard (Wilfrid Laurier University)  
Ketan Shankardass

#### Ignite Presentation

Smart Citizens Enabling Resilient Neighbourhoods (SCERN) for Equitable and Inclusive Post-pandemic Futures is an applied, multidisciplinary project aiming to create an information system for urban resilience planning in collaboration with the City of Hamilton (Ontario, Canada). To enhance inclusivity in this information system and create knowledge about how to improve resilience in local geographic communities, one key objective is to develop a highly-accessible digital application for participatory mapping (PM) that can be used in local panel studies to collect information from community members about place-based stressors and resources in built, natural, social, physical, and digital environments. After describing the problem space, this paper focuses on (a) reviewing the literature describing the use of PM methods for resilience planning, and (b) providing analysis of how this approach will be rooted in Community Psychology values of empowerment, community participation, reflexivity, and relationality. The paper culminates in a set of recommendations for how PM methods can be applied to build community consciousness, empowerment, well-being, and liberation. Recommendations address all aspects of the research process, including: design considerations for the PM application; recruitment of community members for panel studies; data collection; data analysis; and knowledge translation.

#### 📣 Speakers



#### Haley Sheppard (she/her)

Graduate Student, Research Assistant  
Wilfrid Laurier University



#### Ketan Shankardass

Associate Professor, Department of Health Sciences  
Wilfrid Laurier University

## Black Adolescent Activists' Imagework and Just New Worlds

🕒 8:00 AM - 9:00 AM, Jun 22

📍 L-150

III. Nommo: Consciousness Raising through Storytelling, A...

Authors: Edward Scott Jr. (University of Houston Graduate College of Social Work)

#### Ignite Presentation

Since the 2020 Summer of Unrest, youth-serving organizations throughout the United States have espoused commitments to “reimagining” various aspects of society, including education, youth mental health services, juvenile justice, and the family policing system. Still, one is left wondering about the extent to which Black youths’ voices are centered in these re-imaginings. Critical engagement with extant historical and psychological science literature reveals that academic discussions of Black youth political engagement often focus on: (a) collegians or young adults’ activism and (b) the mobilization rather than the mobilizers. This chasm in the literature threatens our ability to center the political perspectives and priorities of Black adolescents (ages 12 to 18) who often are directly impacted by these institutional change initiatives. This ignite presentation highlights findings from the Making Justice Project, a multimethod narrative inquiry that centers the lives, mobilization experiences, and political visions of Black adolescent activists throughout the United States. The rigorous methods used in this unique developmental science study are situated at the nexus of narrative inquiry (Clandinin & Connelly, 2000), oral history (Yow, 2015), and Black storytelling (Toliver, 2021). I address three primary questions: (a) What contributes to the formation of an activist identity among Black adolescent activists; (b) What are Black adolescent activists’ perspectives of the current sociopolitical landscape; (c) What do Black adolescent activists hope for the political future? For question three, I strategically employed imagework (Edgar, 2004) to engage the political imaginations Black adolescent activists and garner their visions of social transformation. The Making Justice Project is a study about Black youth storytelling for Black liberation and futures. Through this ignite presentation in the Nommo track, we will explore: (a) the political lives, perspectives, and visions of contemporary Black adolescents activists; (b) Black storytelling’s connection to narrative inquiry; and (c) how Black adolescents’ political imagination connects to social transformation.

#### 📣 Speaker



#### Edward Scott Jr.

Assistant Professor  
University of Houston Graduate College of Social Work

## THE ROLE OF SHORT-TERM DIASPORIC CULTURAL IMMERSION EXPERIENCES ON AFRICAN AMERICAN IDENTITY DEVELOPMENT AND PROCESSES

🕒 8:00 AM - 9:00 AM, Jun 22

📍 L-150

### II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Rome Meeks, PhD (ANIDASO 360)  
Rome Meeks, Anidaso 360/Michigan State University

Ignite Presentation

A narrative examination on the effects of a diasporic cultural immersion program to Ghana, West Africa on African American identity development and African Self-Consciousness are presented. Participants were a purposive sample of 12 African American college and professional men and women. Goals of the research included: 1. Examine participants in-the-moment narratives of the influences of diasporic cultural immersion on African American identity and African Self-Consciousness collectively and 2. Examine the degree to which key programmatic components may be related to the influence of diasporic experiences on African American identity and African Self-Consciousness. The analysis revealed 24 themes grouped into 3 analytical categories linked to three higher-order program components: General experiences of being in Africa (Ghana, West Africa), Ghanaian Community Immersion, and The Influence of Learning One's Own (African) history. I discuss the way these findings describe the experience of the participants and the influence the perceived experiences have on participants' identity and African Self-Consciousness. I discuss, also, the implications of our findings for the development of African American identity through diasporic cultural immersion experiences.

### 🗣️ Speaker



**Rome Meeks**  
Assistant Professor  
MICHIGAN STATE UNIVERSITY/ANIDASO 360

## Start from where you are: Building youth voice in schools and organizations across a continuum

🕒 8:00 AM - 9:00 AM, Jun 22

📍 Massey F

### VI. We Shall Overcome: Transformative Justice in Organiz...

Session Organizers: Sara Stacy (University of Cincinnati Evaluation Services Center) and Ignacio Acevedo-Polakovich (Michigan State University)

Symposium

Meaningfully incorporating young people into efforts that impact lived realities—including their experiences with the programs, services, and supports that they interact with—can have important benefits for science, for youth-serving settings, and for communities (Stacy, Rosewood, & Acevedo-Polakovich, 2018). These effects result from the unique expertise that youth provide on their experiences (Stacy et al., 2018; Stacy, Castro, & Acevedo-Polakovich, 2020). Nevertheless, incorporating youth voice into research and action can be challenging as it requires specific knowledge and skills. In this symposium, we bring together three presentations that illustrate a continuum of youth engagement, including initial attempts to understand youth experiences in programs where adult perspectives have dominated, youth-partnered approaches to identifying strategies that can enhance their influence schools, and varied logistical approaches to youth participatory action research (e.g., in-person vs. online, in-school vs. out of school). Within each session, presenters share their approach and key findings from these projects, while focusing on practical aspects involved in building youth voice into their work. Our goal is for attendees to leave the session with both an initial understanding of the knowledge and skills necessary for the incorporation of youth voice into their work, as well as with a host of practical knowledge gleaned from the experiences of the presenters.

## Speakers



**Maury Nation**

Vanderbilt University



**Sara Stacy**

University of Cincinnati Evaluation Services Center



**Ignacio Acevedo**

Justice, Diversity, Equity, and Inclusion Initiatives Coordinator  
Michigan State University

## 3 Subsessions

### ● **First steps toward youth voice: Examining youth insights into the effects of a social justice youth development program**

🕒 8:00 AM - 9:00 AM, Jun 22

### ● **A comparative case study exploring youth voice in decision-making within Full-Service Community Schools**

🕒 8:00 AM - 9:00 AM, Jun 22

### ● **Choice points in YPAR facilitation: The affordances and challenges of different logistical and structural practices**

🕒 8:00 AM - 9:00 AM, Jun 22

## **Understanding how sexual identity influences youths' perceptions of School Resource Officers and school safety: A call for more inclusive research designs**

🕒 8:00 AM - 9:00 AM, Jun 22

📍 L-150

### **V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Allison Lloyd (Loyola University Chicago)  
Yael Granot (Smith College)  
Maryse Richards (Loyola University Chicago)  
Elizabeth Rovegno, Loyola University Chicago

#### Ignite Presentation

Record-breaking numbers of anti-LGBTQ+ legislation were proposed during 2022. These discriminatory policies, which punish LGBTQ+ youth for normative behaviors (e.g., playing sports), inherently increase LGBTQ+ youths' contact with School Resource Officers (SROs; i.e., law enforcement stationed in schools) since SROs are responsible for enforcing this legislation. Despite this, the literature lacks data on the relationship between LGBTQ+ youth and SROs, limiting our understanding of the consequences of SRO interactions on youths' safety and wellbeing. To address this gap, researchers analyzed data collected from lesbian, gay, bisexual, and queer (LGBQ; n = 202) and straight (n = 655) youth, aged 12 – 22 (M = 16.45, SD = 2.68) attending high school in the Chicagoland area. Sexual orientation (SO), perceptions of SROs as safe, and their interaction were used to explore LGBQ students' feelings about school safety. A regression analysis revealed significant main effects for SO and perceived SRO safety, where LGBQ students felt less safe in school than non-LGBQ students and higher perceived SRO safety predicted feeling safer in school. This was qualified by a significant interaction, where SO moderated the relationship between perceived SRO safety and feelings of school safety. Specifically, perceiving SROs as very safe resulted in all students feeling safer in school, but most significantly for non-LGBQ students. Future directions for research and social policy will be discussed, while also emphasizing the urgent need for intersectional research designs that capture how intersecting identity constructs (e.g., race, ability) affect youths' perceptions of and experiences with SROs. In this, the presenter will ignite discussions about the importance of inclusive research designs surrounding SRO's influence on school safety. Ultimately, data-driven solutions that facilitate transformative changes to public safety will enable all students, primarily those most affected by intersecting forms of oppression, to feel safe and included in schools.

## Speakers



**Allison Lloyd**  
University of Maryland, Baltimore County



**Yael Granot**  
Assistant Professor Of Psychology  
Smith College



**Maryse Richards**  
Professor of Psychology  
Loyola University Chicago



**Elizabeth Rovegno**  
Research Assistant  
Loyola University Chicago

## Brick and Mortar for the Beloved Community: Deliberative Democracy and Structural (Re)Evolution

8:00 AM - 9:00 AM, Jun 22

L-150

### I. Building the Beloved Community: Community Partnership...

Authors: Benjamin Graham (Cal Poly Humboldt)

Ignite Presentation

Governments are in crisis, and the pathway forward is not clear. There is a critical need to build democratic innovation within local, state, national, and international governance, in a way that embodies just representation, equitable say, and direct pathways to power sharing. Deliberative democracy is an umbrella term for a host of structural, policy-directed approaches to governance that gives representative community samples the power to shape the societies they want to live in. One particularly powerful model is lottery-selected panels, also known as citizens assemblies, where a random sample of community members meet, engage, and deliberate around specific concerns that directly impact policy. This innovative strategy has been used in countries such as Ireland, Australia, Brazil, the European Union and, to a lesser extent, the U.S., and embodies community psychology's core values and principles. One such example is the Petaluma Fairgrounds Advisory Panel (California, U.S.), where for three months in the summer of 2022 thirty-six randomly selected community members deliberated the future of their centrally located and historically significant fairgrounds. A complex set of strategies were deployed to ensure fair representation, such as over-representation of the growing Latinx population as well as non-homeowners. This Ignite session will highlight the importance of building democracy from the ground up, and share evaluation data of the successes and challenges of designing equity within the model. This mixed-methods case study evaluation included quantitative (N=32) and qualitative (N=16) panelist data, illuminating the strengths and challenges facing communities willing to invest in this form of "deeper democracy." This ignite session will conclude by returning to the broader role of deliberative democracy in transforming the U.S. quandary of political dysfunction and distrust, showcasing pathways that biennial attendees might embrace and advocate for in contributing to this powerful global democratic movement.

## Speaker



**Benjamin Graham**  
Cal Poly Humboldt

## The impact of a non-traditional community-based program aiming to transform the trajectory of under-resourced youth

8:00 AM - 9:00 AM, Jun 22

L-152

### II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Kwardel Lewis

Innovative Other

Youth in under-resourced communities are at greater risk for engaging in risky behaviors leading to negative health outcomes. Usher's New Look (UNL) is a nonprofit organization working to transform the lives of under-resourced youth. Beginning in middle school with Powered by Service leadership program, participants are aided in finding their talents and passion while serving their community. New Look Leadership Academy (NLLA) prepares high schoolers for college and their careers, with a focus on community service. Moguls in Training is a virtual college and career support system that prepares participants to be active community leaders. A financial literacy curriculum is woven through each program helping students identify core fiscal values, gaining hands on experience in making wise financial decisions that improves their quality of life. Each year, an in-depth mixed-method participatory evaluation is conducted for NLLA. Program participants complete pre and post test surveys assessing the previously mentioned concepts. Four focus groups are also conducted post program on participants' reflections and changes in knowledge, attitudes, and behaviors. In 2020-2021, NLLA participants evidenced statistically significant increases in financial literacy, career orientation, and academic motivation. At post-test, participants were more likely to report budgeting, researching investment opportunities, obtaining bank accounts, identifying and cultivating their talent or passion, matching their passion with a viable career, creating resumes, and raising their GPA. The qualitative findings supported the quantitative results. Participants reported NLLA helped them expand their career outlook, apply financial literacy skills, and acquire a sense of confidence about their future. For over 20 years, UNL has established an impactful blueprint for nontraditional programs to tackle systemic barriers by applying the ecological perspective fostering the program pillars; talent, education, career, and service. Thereby, equipping and empowering every participant with the necessary tools to succeed academically and occupationally.

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🗣 Speaker



**Kwardel Lewis**

she/her/hers

Urban Metrics Consultants

## Building organizational readiness

🕒 8:00 AM - 9:00 AM, Jun 22

📍 L-242

**VI. We Shall Overcome: Transformative Justice in Organiz...**

Session Organizer: Ariel Domlyn (Durham VA Medical Center)

Symposium

Organizational readiness refers to the motivation and capacity to implement a change. The R=MC2 framework of organizational readiness consists of three primary components (motivation, general capacity, and innovation-specific capacity) with 19 subcomponents (Scaccia et al., 2015), each critical for determining successful implementation of an innovation. Research shows that these subcomponents vary in salience over time (Domlyn & Wandersman, 2019) and can use to strategically facilitate change across sectors (Domlyn et al., 2019). Thoughtful application of readiness building strategies is one method for tackling health inequities: by developing the capacity and motivation of low-readiness settings, health and social service organizations may feasibly implement innovative practices despite limited resources. Implementation researchers and practitioners developed the R=MC2 framework into multiple tools for assessment and strategic change, particularly for integrating behavioral health and primary care. The first presentation will introduce a change management system using R=MC2. The second presentation will demonstrate the effect of readiness building on sustaining care integration. The final presentation will describe the development of a technical assistance tool for building readiness. Collectively, these methods are informed by participatory methods where health organizations are partners in discovering their strengths and prioritizing a path forward. Discussion will focus on the pragmatic and equity-centered implications of using these methods and the role of practice-based evidence in furthering the practice.

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🗣 Speakers



**Abraham Wandersman**

Wandersman Center



**Ariel Domlyn**

Center for Innovation to ADAPT, Durham VA Health Care System

### 3 Subsessions

● **Building Readiness: An Introduction to Change Management Of Readiness**

🕒 8:00 AM - 9:00 AM, Jun 22

● **Strategies for sustaining integrated care readiness**

🕒 8:00 AM - 9:00 AM, Jun 22

● **Integration Aid: A tool for building readiness to integrate care**

🕒 8:00 AM - 9:00 AM, Jun 22

## **Strategizing community collaboration to improve Black maternal health outcomes by engaging community partners to promote social change**

🕒 8:00 AM - 9:00 AM, Jun 22

📍 L-442

### **I. Building the Beloved Community: Community Partnership...**

Session Organizer: Camillia Comeaux (Behavioral Science Research Institute)

Additional authors:

Okezi Otovo, Florida International University

Alexandra Cornelius, Florida International University

Zharia Thomas, Florida International University

Shawneaqua Edwards, Behavioral Science Research Institute

### Symposium

Across the U.S., Black mothers' "intersectional precarity," a state of racialized and gendered vulnerability, manifests as inequities in prenatal, birthing, and postpartum care, resulting in enormously high rates of mortality and morbidity. Research demonstrates these inequities are structural and racial, not attributable to individual differences or socioeconomic factors. Markedly, Black women are more likely to experience the following: lower quality care, obstetric violence, misdiagnoses, pain dismissal and mistreatment. Black birthing persons are safer, healthier and experience better birth and postpartum outcomes when assisted by providers committed to birth justice. To address these disparities, the Black Mother's Care Plan (BMCP) was developed as a community-based intervention seeking to drive systems level changes that address implicit racial biases and adverse health outcomes amongst Black communities. BMCP's mission is to utilize personal experience and community perspective of Black women and doulas to guide workshop and intervention development that amplify community voice on traumas experienced during pregnancy and postpartum. Ultimately, discovering ways to heal from these traumas and improve the quality of care for Black Birthing persons in maternal and child health. The purpose of this symposia is to problematize and push beyond the traditional Black/White binary racial constructs and reinforce the necessity of taking Black women seriously as a source of research data about their lived experiences. The importance of this work is to underscore the limitations of quantitative, technocratic approaches to evidence generation about racial disparities in health outcomes for Black women and children. Subsequently, this research will aid in laying the foundation for locally grounded, culturally relevant, Black women-led solutions. The symposium will outline findings from the project; describe ways to use different community perspectives to drive more meaningful change; discuss the advantageous integration of community collaboration and external partnerships with research methods and intervention development; and promote thought partnership on strategies to implement interventions that engage other communities.



## Speakers



### Camillia Comeaux

Senior Research Analyst  
Behavioral Science Research Institute



### Okezi Otovo

Florida International University



### Alexandra Cornelius

Director  
Florida International University



### Zharia Thomas

Student/Teacher Assistant  
Florida International University



### Shawnequa Edwards

Evaluation Associate  
Behavioral Science Research Institute

## 4 Subsessions

### ● Historical context of Black Maternal Health and the evolution of Black Mother's Care Plan

🕒 8:00 AM - 9:00 AM, Jun 22

### ● The intervention implementation and importance of community allies

🕒 8:00 AM - 9:00 AM, Jun 22

### ● The importance of partnerships and collaborations amongst Black and Brown Communities

🕒 8:00 AM - 9:00 AM, Jun 22

### ● Evaluation and Sustainability Planning for beyond the intervention

🕒 8:00 AM - 9:00 AM, Jun 22

## Decolonial Enactments in Research and Pedagogy: Disrupting the Academy-Community Divide

🕒 8:00 AM - 9:00 AM, Jun 22

📍 Massey C

### V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Session Organizers: Ireri Bernal and Najifa Tanjeem (University of Massachusetts, Lowell)

Additional authors: Alisha Solomon and Gordon Crean, (University of Massachusetts, Lowell)

### Symposium

Coloniality assumes different mutually constitutive forms of violence such as epistemic, ontological, structural, cultural, and direct violence. As a key site where coloniality is reproduced, through research and pedagogy, Global North academic institutions universalize Eurocentric ways of knowing and see marginalized communities as objects of investigation (Bhambra et al., 2018; Cruz & Sonn, 2011; Sonn & Stevens, 2021). Much of this contributes to the production of the community-academy divide with the academy as the center of theory and research expertise, and the community as the site of damage and in need of intervention (Dutta, 2018). These hierarchical relations exclude and limit majority world people as knowledge producers and rob them of their capacity as knowers (Fricker, 2009; Fricker, 2013; Teo, 2005). Across our presentations, we seek to examine the ways in which coloniality pervades in pedagogical and research practices while also exploring avenues for centering subjugated knowledges and practices (Carolissen & Duckett, 2017; Dutta, 2018; Fernandez et al., 2021; Maldonado-Torres, 2021). We will share exemplars of research and teaching as ways of naming systems of oppression, promoting epistemic justice, enacting solidarity, and building possibilities for social transformation. Our presentations will highlight a number of tensions, questions, and reflections that have arisen in our attempts to engage in these forms of decolonial resistance. Grounding our reflections in critical reflexivity, we recognize that we are all situated in Global North academic institutions, with complex identities and relationships with coloniality, proximities to power, and are positioned differently in relation to the work we are doing (Fernández, 2018; Pillow, 2003). Acknowledging that decoloniality is an ongoing project, we do not attempt to offer prescriptive solutions, instead, we share our exemplars to open up space for dialogue and radical imagination.

## Speakers



### Jerry Pyrtuh

he/his/him  
University of Massachusetts, Lowell



### Ireri Bernal (she/her/ella)

Graduate Student , Instructor and Research Assistant  
University of Massachusetts, Lowell



### Najifa Tanjeem

University of Massachusetts Lowell

## 4 Subsessions

### ● Making Decolonial Movidas in Community Psychology Education

⌚ 8:00 AM - 9:00 AM, Jun 22

### ● Supporting the Nurturance of Communities of Resistance as De/Anti-colonial Praxis

⌚ 8:00 AM - 9:00 AM, Jun 22

### ● Decolonial Dialogues and Praxis in Graduate Research

⌚ 8:00 AM - 9:00 AM, Jun 22

### ● Troubling the Borders: Navigating and Negotiating Racialized Cultural Modalities of Desi-Americans

⌚ 8:00 AM - 9:00 AM, Jun 22

## The Indaba Podcast: Process, Conversations, and Storytelling

⌚ 8:00 AM - 9:00 AM, Jun 22

📍 L-444

III. Nommo: Consciousness Raising through Storytelling, A...

Authors: Ramy Barhouche

Innovative Other

The Indaba podcast, a newly launched globally co-created multi-lingual podcast, presents conversations between community psychologists, global members of a graduate student collective, and community activists who are engaged in innovative and critical work responding to the global challenges we currently face: ecological crises, structural violence, rampant neoliberalism, and the ongoing impacts of coloniality. In this session, we, the graduate student collective members, will use storytelling to situate our experiences in the co-creation of this global podcast series and unfurl the possibilities for nurturing global collectives and relational networks of graduate students engaging in transformative and decolonial praxis. The Graduate Student Collective is made up of eight PhD students, from South Africa, Indonesia, Aotearoa New Zealand, Australia, Chile, and Turtle Island Canada. We were trained and mentored in podcasting and digital knowledge mobilization, facilitation and interviewing, and community engagement to support the processes of the podcast. As the graduate collective we were also involved in curating and co-hosting episodes of the podcast. The presentation will take the following format: 1) We will present a recorded extract of the Grad collective's critical reflections and experiences 2) Continue and record the reactions and critical reflection conversation with the conference audience This presentation and discussion will engage the following themes: How can students unite to foster social change, despite academic restraints and geographical distance?; How can podcasts contribute to social change?; What worked and didn't? What other social change initiatives we are/may need to be involved in?

## Speaker



### Ramy Barhouche

PhD Student  
Wilfrid Laurier University

9:15 AM

## Examining the Past, Present and Future of Housing First: Expert and Critical Perspectives

⌚ 9:15 AM - 10:15 AM, Jun 22

Session Organizer: John Sylvestre (University of Ottawa)

#### Additional authors

Nick Kerman, Centre for Addiction and Mental Health

Minda Wood, University of Ottawa

Stephanie Manoni-Millar, University of Ottawa

Markus Yanakoulias, University of Ottawa

#### Symposium

This symposium examines the past, present, and future of Housing First. Housing First is the sole housing intervention for people with serious mental illness who have experienced chronic homelessness that has amassed clear evidence of its effectiveness in rigorous research in the United States, Canada, and across Europe. It has been identified as a preferred housing intervention in national, as well as state and provincial housing policy in the U.S. and Canada, and increasingly across Europe as well. Despite these gains, enthusiasm for Housing First may be waning in North America. Even with its strong and growing evidence base, Housing First has increasingly attracted criticism. This symposium takes stock of Housing First policy, practice, and research based on findings from two studies. First, it reports on findings from qualitative interviews with 27 Housing First experts from the United States, Canada, and Europe. The experts' involvement in Housing First extends from practice, to policy, to advocacy and research. Second, the symposium reports on findings from a systematic review of the peer-reviewed and grey literature on Housing First that includes substantial criticisms of the intervention. These criticisms include those aimed primarily at strengthening the evidence, practice or conceptual foundations of Housing First, to those that challenge the fundamental values of the intervention. A third presentation in this symposium summarizes and integrates findings from these two studies with existing literature to propose ways forward for Housing First. Finally, the symposium includes a discussion of the findings from this research from a noted housing research expert. This symposium will provide audience members with knowledge on how the success of Housing First may be threatened by ongoing criticisms and issues at the policy, practice, and research levels, and what the field can do to address them.

#### Speakers



**Ronni Greenwood**



**John Sylvestre**

Professor  
University of Ottawa



**Nick Kerman**

NLU



**Minda Wood**

PhD Student  
University of Ottawa



**Stephanie Manoni-Millar**

PhD Candidate  
University of Ottawa



**Markus Yanakoulias**

University of Ottawa

#### 3 Subsessions

##### ● International Experts' Perspectives on Housing First

🕒 9:15 AM - 10:15 AM, Jun 22

##### ● A Review of Critical Assessments of Housing First

🕒 9:15 AM - 10:15 AM, Jun 22

##### ● Looking to the Future of Housing First

🕒 9:15 AM - 10:15 AM, Jun 22

## Reproductive Justice for Black, Indigenous, Women of Color: A Call to Action

🕒 9:15 AM - 10:15 AM, Jun 22

📍 B of A Auditorium

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Yolanda Suarez-Balcazar (University of Illinois Chicago)  
Sara Buckingham (University of Alaska)  
Dana Rusch (University of Illinois Chicago)

Townhall

Historically, atrocities against Black, Indigenous, and Women of Color's (BIWoC) reproductive rights have been committed and continue to take place in contemporary society. The atrocities against BIWoC have been fueled by White supremacy ideology of the "desirable race" and colonial views towards controlling poverty and population growth, particularly that of "undesirable" races and ethnicities. Grounded in Critical Race Theory, this round table discussion will focus on a critical analysis of historical and contemporary violations of BIWoC reproductive rights, discussion of advocacy efforts, and a call to action. The history of colonialism and the oppression of slaves has included the horrific violence on the bodily autonomy of Black, Indigenous, Women of Color (BIWoC), abuses that unfortunately still prevail today. Forced sterilization, among other reproductive injustices, by White dominant structures of power over BIWoC has been part of an intentional strategy to impose dominant views about the desirable race and to sustain systems of oppression on BIWoC. More recently, in late 2020 a whistleblower reported on the forced sterilization of Latina immigrants detained at a U.S. Immigration Customs and Enforcement (ICE) detention center. This report served as a painful reminder of the historical and systemic violence against BIWoC. Furthermore, the recent decision by the U.S. Supreme Court to allow states to restrict or eliminate access to abortion adds additional challenges for BIWoC's and their reproductive rights. In this round table, we will invite participants to reflect on the historical and contemporary violations of the reproductive rights of BIWoC, discuss interventions based on empowerment and advocacy principles designed to promote women's reproductive justice; discuss implications for future research, action, and policy from the lenses of Critical Race Theory and Community Psychology. We are in the process of securing the participation of a reproductive rights activist in this round table discussion.

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### 🗣️ Speakers



**Yolanda Suarez-Balcazar**

University of Illinois Chicago



**Sara Buckingham**

Assistant Professor  
University of Alaska Anchorage



**Dana Rusch**

Assistant Professor of Clinical Psychiatry  
University of Illinois at Chicago

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## Using Photovoice As a Form of Expression for Different Communities in Egypt and MENA Region

🕒 9:15 AM - 10:15 AM, Jun 22

📍 L-242

III. Nommo: Consciousness Raising through Storytelling, A...

## Symposium

The Community Hub (TCH) is a consulting agency founded in 2019, in Egypt, by two community psychologists, interested in understanding the structures, needs and assets of different communities and working with different communities to create mediating structures and facilitate access to resources. With a mission to build capacity, increase efficiency & performance, and increase awareness & accessibility, they work on focus areas of entrepreneurship, gender issues, inclusion of marginalised groups, mental health & wellbeing, and monitoring & evaluation and impact management. Throughout their influencing and promotional work, as well as our assessment track, they were able to implement several projects that used photovoice as a tool to address several issues including: inclusion of people with disabilities in the private sector, advocating for the rights of care leavers in the Egypt, reframing women leadership in Egypt, and expanding on youth entrepreneurial narratives in several countries including Palestine, Jordan, Morocco, Somaliland and Egypt. Photovoice is a participatory tool that allows communities or groups of people the space for expression, and communicates aspects of their experiences and surrounding environments through photography aided by written narratives in order to send out key messages to different key actors. Not only does communicating key messages through photos and narratives create a platform for voicing out opinions, needs and experiences, but it also acts as a catalyst for change. The tool allows participants to document and reflect on their personal experiences, their communities' strengths and concerns, promote critical dialogue and knowledge on issues that are not commonly discussed, as well as shift the social narratives around them and reach policy makers to help them make more well informed and relevant decisions. Within the aforementioned projects, photovoice served very different purposes for different communities; advocating for the rights of marginalised groups, facilitating the creation of self expression spaces, assessing the internal capacities within a multi-national organisation, as well as serving as a research tool to fill literature gaps and qualitatively enrich research in the entrepreneurial ecosystem in Egypt. Outcomes of the photovoice were communicated and exhibited through online and offline exhibitions, and were followed by social media campaigns, to communicate the messages to a wider population.

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### 📣 Speakers



**Farah Shash**

Co-Founder  
The Community Hub



**Sondos El Sondos El Sayeh**

The Community Hub

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### 4 Subsessions

● **Reframing Women Leadership: A Photovoice Project**

🕒 9:15 AM - 10:15 AM, Jun 22

● **The inclusion of People with Disabilities in the Economic Market: A Photovoice Project**

🕒 9:15 AM - 10:15 AM, Jun 22

● **Global Dialogue - Expanding on Youth Entrepreneurial Narratives: A Photovoice Project.**

🕒 9:15 AM - 10:15 AM, Jun 22

● **Advocating for the Needs and Futures of Care Leavers in Egypt: A Photovoice Project.**

🕒 9:15 AM - 10:15 AM, Jun 22

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### **Justice for the Justice-Involved: Dismantling Systems and Organizational Barriers to Sustained Well-being**

🕒 9:15 AM - 10:15 AM, Jun 22

📍 L-154

**VI. We Shall Overcome: Transformative Justice in Organiz...**

Session Organizers: Aaron Neal (University of Michigan Ann Arbor) and Brian McGregor (Morehouse School of Medicine)

Additional Authors:

Adrienne Jones, Duke University  
Aaron Neal, University of Michigan Ann Arbor  
Alex Camardelle PhD, Morehouse School of Medicine  
Brian McGregor PhD, Morehouse School of Medicine

Symposium

The criminal justice system has increased by more than 500% in the past 40 years which has disproportionately marginalized populations, including but isn't limited to people of color, the poor, and lesbian, gay, bisexual, transgender, and queer populations (LGBTQ+). These groups consistently experience harmful outcomes of failed systems including housing, public assistance, child welfare, educational, and employment systems, which further entrench them into the criminal legal system. This symposium will highlight various ways in which structural, economic, and psychosocial factors interact to inhibit the health and well-being of individuals and families impacted by the criminal legal system. The moderator will introduce the panelists who will each take 15-20 minutes to present preliminary and completed research findings that illustrate how decision making within federal programs, state laws and regulations, and public assistance programs have shaped the lives of marginalized populations and how they respond to them. The presentation content will be used to facilitate a 20-25 minutes discussion with the audience about evidence-based and innovative interventions to undermine the collateral consequences of mass incarceration in the United States.

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📣 Speakers



**Aaron Neal**  
University of Michigan



**Brian McGregor**  
Program Evaluator  
Morehouse School of Medicine



**Adrienne Jones**  
Duke University



**Alex Camardelle**  
Morehouse School of Medicine

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3 Subsessions

● **Collateral Consequences: How Driver's License Suspensions Create Barriers to Mobility**

🕒 9:15 AM - 10:15 AM, Jun 22

● **State policy and shadow carceral innovations: Insights on the impact of drug felony bans**

🕒 9:15 AM - 10:15 AM, Jun 22

● **Black Justice Involved Families' Experiences Obtaining SNAP/TANF and Mental Health Consequences.**

🕒 9:15 AM - 10:15 AM, Jun 22

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**Integrating Art into Self Exploration and Wellbeing**

🕒 9:15 AM - 10:15 AM, Jun 22

📍 L-152

III. Nommo: Consciousness Raising through Storytelling, A...

Authors: Luisa Menano

Innovative Other

During this interactive session, participants will go through a shortened version of our practical research project conducted at Zayed University in Dubai, UAE. The research project was conducted with female Emirati students aged 20–25 and aimed to help them focus on wellbeing and provide tools to self-reflect and develop their art in a relaxing, judgment-free space; and, most importantly, to provide emotional awareness throughout the practice of art. Since many students experience anxiety, they were empowered with art as a vessel to engage in self-reflection and emotional mitigation. Making art helped them find solutions and strategies to deal with life's difficulties in the way they feel is adequate. The project was an intuitive process and experience that showed them how art could help improve their confidence and develop their self-awareness to prosper and promote wellbeing. Participants will engage in self-exploration and awareness practices during this interactive session while "making art." They will be asked the same questions the students got asked before they were given time to create some artwork, then they will get to reflect, using the same techniques used by the students. A vignette from the students' feelings will then be shared, and participants will make another art piece. Following this, they will have the opportunity to reflect. To conclude, the results from the original research project will be shared with everyone in a photovoice-inspired way. This session aims to encourage the integration of artistic and creative methods to promote wellbeing and encourage participants to heal and prosper with no boundaries, especially in educational settings. Since this project was a collaboration between faculty in the College of Arts and Creative Enterprises and the College of Interdisciplinary Studies, the process amplified the benefits of collaboration and engagement of different faculty in promoting students' wellbeing through academic rigor.

## Transforming Communities - Community-centered Action Research and Service

🕒 9:15 AM - 10:15 AM, Jun 22

📍 L-442

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Session Organizer: Steffi Kim (University of Minnesota) and Donalee Unal (Penn State College of Medicine)

Symposium

Indigenous communities remain underrepresented and lack data and resources in many aspects of psychology. A eurocentric psychology continues to marginalize Indigenous communities perpetuating existing challenges. In response to populations that have been chronically underserved and underrepresented within the social sciences, scholars have outlined the need for community-based engagement strategies and research methodologies to represent those communities' voices to promote culturally informed, appropriate, and driven health initiatives. This symposium introduces and discusses new pathways to reach and serve Indigenous communities while honoring community narratives, needs, and guidance in decolonizing knowledge creation and knowledge mobilization efforts. This session is one of the three sessions extending from the collaborative CERA-ECIG-Indigenous IG PreConference session. It includes researchers sharing their experiences in collaborating with communities, including engagement strategies, methodologies, and community-guided dissemination of knowledge.

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### 🗣 Speakers



**Serdar Değirmencioglu**

Goethe University Frankfurt A.M.



**Steffi M. Kim**

Research Associate  
University Of Minnesota



**Donalee Unal**

Penn State College of Medicine

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### 3 Subsessions

● **Community-based participatory action research on suicide prevention with Inuit youth in Arctic Canada**

🕒 9:15 AM - 10:15 AM, Jun 22

● **Community-guided Research Strategies**

🕒 9:15 AM - 10:15 AM, Jun 22

● **Affirmative Narratives of Native Culture and Creativity**

🕒 9:15 AM - 10:15 AM, Jun 22

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## **Responding to Carceral Logics and Reimagining Systems of Care and Confinement: The Role of Community Psychology**

🕒 9:15 AM - 10:15 AM, Jun 22

📍 Massey C

**I. Building the Beloved Community: Community Partnership...**

Authors: Chris Keys (DePaul University)

### Symposium

Carceral logics pervade systems of care and confinement, irrespective of their formal relationship to the legal system. The murders of George Floyd, Breonna Taylor and countless other Black people pushed necessary and critical conversations—subjecting carceral logics and their manifestations across interconnected systems to scrutiny—to the forefront of national conversations around liberation (Davis et al., 2022). It is imperative to examine, expose, and problematize the ways that systems of care replicate carceral practices. For example, psychiatric hospitalization mirrors many aspects of carceral logics including limited access to and interaction with the outside world, possibilities for forced medication and restraint, and control of movement, dress, and opportunities for engagement. The need for critical analysis extends to the criminal legal system’s efforts to mitigate carceral harm especially in an era where mass incarceration as a failed strategy has gained consensus (Miller, 2021) and system change efforts both at the front and back ends of the criminal legal system are shifting. At the front end, mental health crisis co-response teams seek to provide support for those in mental health crises and to reduce and improve the interactions of community members with police. It takes unusual effort for police to change their standard procedure to accommodate involvement of mental health clinicians. At the back end, probation services seek to diversify the probation workforce to increase the numbers of women and BIPOC probation officers in an effort to address system’s racialized harms. Yet probation officers once hired experience a “dueling consciousness” of both private, BIPOC citizen and an officer tied to the social control and welfare mandates embedded in punitive logics. In this symposium we will present three papers that speak to the carceral nature of psychiatric hospitalization in the United States, the challenges in implementing a mobile crisis co-response unit in the southwestern suburbs of a large Midwestern city, and the intersectional dynamic women of color’s experience as probation officers in a Northeastern city. We will explore the carceral logic embedded in these systems and the challenges, benefits, and generativity of these innovative approaches. We will illustrate how community psychologists can contribute to critically identifying carceral logics and to reimagining innovations to address their negative impacts. Presenters will engage audience members in discussion and commentary.

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### 🗣️ Speaker



**Chris Keys**

Professor  
DePaul University

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### 3 Subsessions

● **The Influence of Perceived Coercion during Psychiatric Hospitalization on Mental Health Help-Seeking for LGBTQ People of Color**

🕒 9:15 AM - 10:15 AM, Jun 22

● **Mobile Crisis Response Units: Co-response to Mental Health Crisis Calls. Now, and Looking Toward the Future**

🕒 9:15 AM - 10:15 AM, Jun 22

● **The Duelling Consciousness of Frontline Probation Officers: Exploring System Press at the Intersections of Race & Gender**

🕒 9:15 AM - 10:15 AM, Jun 22



## Bigger Than This: Strategies and insights from developing a youth led, school based anti-racism intervention in Australia

🕒 9:15 AM - 10:15 AM, Jun 22

📍 L-148

VI. We Shall Overcome: Transformative Justice in Organiz...

Authors: Sam Keast

WorkShop

Racism in Australia is experienced by young people from a number of ethnic and cultural communities and it impacts their educational and psychosocial outcomes. As part of a state government initiative (VicHealth's Future Healthy: supporting social cohesion and mental health) the Victorian Equal Opportunity and Human Rights Commission ('the Commission') was invited to collaborate on a project to reduce race-based discrimination and improve the health and wellbeing of racialized young people in schools. The project was called 'Bigger Than This: anti-racism program to improve health and mental wellbeing outcomes for young people'. Through a consultative and collaborative design process driven by young people, and through a human-centred design processes, an education program and supporting resources was developed and delivered in ten schools. The aims of the project were: • Build understanding of the harmful impacts of racism on young people's mental health and wellbeing; • Reduce racism among students in secondary schools in Victoria; • Empower young people who experience racism to take action; • Contribute to a culture of safety for racially diverse students The collaborative process also involved working with university partners (Victoria University), state government (VicHealth & Department of Education and Training), as well as other community partners and stakeholders. This interactive workshop will detail some of the youth-centred design and development strategies, partnership processes and offer some activities drawn from the program for participants to work-through. The session will also seek to gather attendee's knowledge and experiences of anti-racism work from their own locations.

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### 🗣️ Speakers



**Sam Keast**

Research Officer  
Victoria University



**Monica Forson**

Senior Adviser - Community Engagement  
Victorian Equal Opportunity and Human Rights Commission



**Christopher Sonn**

Research Fellow  
Victoria University

## Cultural considerations for fatality reviews and intimate partner homicide prevention

🕒 9:15 AM - 10:15 AM, Jun 22

📍 L-244

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Krista Grajo

Innovative Other

Intimate partner homicide (IPH) is the most final form of partner violence. A 2017 report by Petrosky and colleagues found that nearly half of femicide in the US are committed by a current or former male intimate partner (2017). Although intimate partner violence occurs in all communities, marginalized ethnic groups might experience additional barriers to seeking help. Barriers include language and cultural barriers, racism, financial stressors, and discrimination due to documentation status (Deen et al., 2019). IPH not only impacts individual couples but also their communities. A study by Graham and colleagues found that racial/ethnic minorities who were killed during an IPV incident died at a younger age, on average (Graham et al., 2021). This includes IPV-related suicides and homicides, and corollary deaths of children, family members, friends/acquaintances, law enforcement officers, and strangers. State coalitions compile reports to honor IPH deaths, but there is a lack of standardized reporting practices to capture race and ethnicity data. For example, in Florida, Asian deaths are collapsed into an "other" category, which obscures the number of who Asians killed by their partner. There are further considerations for LGBTQ IPH, mercy killings, car accidents, contract killings of immigrants in their home countries, which might not be accurately captured as IPH (Dabby et al., 2013). In response, some research suggests that culturally specific services and education (O'Neil & Beckman, 2016; Dabby et al., 2013) could begin to address concerns among BIPOC communities. Other recommendations include collecting ethnicity/race data in IPH cases, even if not statistically significant (Dabby et al. 2013). This roundtable will discuss state fatality reviews and reporting of Black, Latina/e/o, Asian, and American Native/American Indian IPH deaths. The goal of this round table is to generate discussion about culturally-responsive recommendations for program, researchers, or service providers working to prevent intimate partner homicide.

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 Speaker



**Krista Grajo**

Research Coordinator  
Asian Pacific Institute on Gender-Based Violence

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## Healing Space Creation, Photovoice and Radical Self-Care Action Research

🕒 9:15 AM - 10:15 AM, Jun 22

📍 L-150

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Dr. Vanessa Goodar

Innovative Other

Background- Healing space creation is the gathering of people to promote wellness and health empathetically and unapologetically with other community members and trained facilitators. Healing space creation also can be used for the acknowledgement and release of shared pain, suffering or intergenerational trauma. Building a sense of community among participants with shared lived experiences designed to be inclusive of a researcher who identifies as a community member is helpful, and photo- ethnographic research approaches allow opportunities to do more than just observe during data collection (Coghian, 2001). These approaches to research can be used more intentionally to minimize the impact of shared racial, gendered and environmental stress and increase health promotion and prevention with the discussion of intergenerational shared experiences. Self-care is a mainstream wellness buzzword that permeates the latest self-help books, podcasts, and social media feeds. Cultural identity can influence perceptions of wellness but mental and physical health issues; stress, loss, and just life in general, could impact the scope and sequence of wellness goals. Resilience and strength characteristics supported coping before the pandemic, but now more investigation of empirically-based, cultural-community self-care healing practices centering experiences shared through visual storytelling can be used to ignite radical action to address urgent racial health struggles and shared strengths. Methods Cultural-community healing spaces were facilitated via Zoom to unpack Black women's self-care strengths and struggles using Photovoice and photo ethnography strategies. Results A 2022 self care community framework was designed based on the Photovoice focus group results to explore the impact of the Strong Black Woman (SBW) identity and how the resistance to vulnerability, the obligation to help others, religious affiliation, income, and marital status impact Black Women's radical self-care action and capabilities.

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 Speaker



**Vanessa Goodar**

Assistant Professor of Psychology  
National Louis University

## Whole, Healed and Well: Highlighting Atlanta Healthy Start, A Community Based Program

🕒 9:15 AM - 10:15 AM, Jun 22

📍 Massey F

### II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Session Organizer: Kimberley Broomfield-Massey (Urban Metrics Consultants, LLC)

Additional Authors:

Kimberley Broomfield-Massey, Urban Metrics Consultants, LLC

Janina Daniels-Gilmore, Center for Black Women's Wellness

Catrina Williams, Center for Black Women's Wellness

Symposium

Over the last 34 years, the Center for Black Women's Wellness (CBWW) programs have resulted in increased access to healthcare, improved health outcomes, and improved knowledge and behavior change. These outcomes align with their vision to eradicate inequities that prevent women from being whole, healed, and well. They also recognize that continuing to develop a deeper level of engagement and connection with community and organizational partners is critical to empowering Black mothers to protect the health of their children. One core program administered by CBWW is the Atlanta Healthy Start Initiative (AHSI). The purpose of AHSI is to reduce perinatal health disparities among Black families residing in Fulton County, Georgia. This symposium will provide an overview of AHSI services and outcomes while illustrating how CBWW has integrated client and staff voices, program and community level data, and community partnerships to create a program that effectively meets their clients evolving needs.

### 🗣 Speakers



**Kimberley Broomfield-Massey**

Lead Evaluation Consultant  
Urban Metrics Consultants



**Janina Daniels-Gilmore**

Center for Black Women's Wellness



**Catrina Williams**

Center for Black Women's Wellness

### 3 Subsessions

#### ● Atlanta Healthy Start: Reducing Health Disparities through the Provision of Culturally Reflective and Respectful Care

🕒 9:15 AM - 10:15 AM, Jun 22

#### ● Increasing Environmental Health Literacy Through Community Based Education

🕒 9:15 AM - 10:15 AM, Jun 22

#### ● Empowerment Through Education: The Promise of Self-Advocacy for Reducing Maternal Health Disparities among Black Women

🕒 9:15 AM - 10:15 AM, Jun 22

### Mentoring Session - Being a Change Agent within Academia

🕒 9:15 AM - 10:15 AM, Jun 22

📍 Frederick Douglass Academic Center

Mentor's name: Meg Bond(she/her)

Format (in-person or virtual): In-person

Title of mentoring session: Being a Change Agent within Academia

Target audience: graduate students & early career psychologists

Day/time: Thursday, 6/22, 9:15 - 10:15am

Location: Frederick Douglass Academic Center

Mentoring booklet link: <https://docs.google.com/document/d/1xd8IB3RFmEfjVYXgyRD-B-m2OADTQInXDmzxW8VD2k/edit?usp=sharing>

Registration link: <https://forms.gle/TjhXVyzWsDrTtoQ6>

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#### 📣 Speaker



**Meg A. Bond**

UMass Lowell

### SCRA Strategic Planning Feedback Room

🕒 9:15 AM - 5:30 PM, Jun 22

📍 L-446

Come share your thoughts on SCRA's draft identity statement and strategic planning process for SCRA. Members of the strategic planning team and SCRA Executive Committees will be available throughout the day to connect. Feel free to share your feedback on the draft identity statement.

Where does SCRA go from here? Share Your Voice in Our Strategic Planning Process is the accompanying session.

[Survey link](#)

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#### 📣 Speakers



**Yvette Flores**

Distinguished Professor  
UC Davis



**Kwesi Brookins**

Professor ecological community psychology  
Michigan State University



**Christopher Nettles**

Executive Director  
Tendai Buddhist Institute



**Michele Schlehofer**

Salisbury University

10:30 AM

### Implementing epistemic and procedural justice principles through participatory system dynamics research and action to transform public healthcare service systems

🕒 10:30 AM - 11:30 AM, Jun 22

📍 L-148

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Lindsey Zimmerman

### WorkShop

This workshop will review and discuss lessons learned when practicing participatory system dynamics to transform behavioral health services in two large public service systems, the national Veterans Health Administration (VHA), and the State of Hawaii, Department of Health. Focusing on epistemic and procedural justice principles, this applied workshop is for those interested in learning more about how other teams are applying participatory and systems science methods to improve equitable healthcare access on a large scale over time. The applied focus may interest anyone engaged in decolonial knowledge co-creation and capacity-building praxis in large, public systems. Background and Methods. Funded by the National Institutes of Health (NIH), VHA, and the Substance Abuse and Mental Health Services Administration (SAMSHA), over the last eight years, our team has been using participatory scholarship and system dynamics methods to support typically under-resourced, short-staffed, and burned out frontline public service system health providers in meeting communities needs for services. Our embedded approach is based on iterative participatory action and reflection cadences working with partners across education, research, healthcare operations and web, data, and technological development. We use the open source GitHub platform and the Scaled Agile Framework (5.1) to develop and maintain participatory infrastructure enabling transparency, mutual learning, shared decision-making, and budget impact analyses across national and statewide partners. Findings and Discussion. Specific themes to be illustrated and discussed in this workshop include, participatory approaches to authorship and ownership, from stories and lived experience, to data use and definition, to codebase, contracts, and peer-reviewed research. The strengths and challenges of embedded work in teams and communities facilitated by technology due to interrelated workflows, but without co-location. Transparency and decolonial perspectives in use of electronic health record data systems, modeling, and when developing, implementing, or budgeting for programs and policies. Finally, mentorship and training in these methodologies will be considered across the professional development continuum from undergrad, through graduate, internship, fellowship, residency, and health professional education. Workshop Format. This interactive workshop format will be organized according to questions for participants to reflect on their own work, and examples from this program of research that illustrate possible approaches to implementing the justice principle. All resources used for illustration in this workshop are open source and available online for free use around the world.

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### 🗣 Speakers



**David W Lounsbury (he/him)**

Associate Professor  
Albert Einstein College of Medicine



**Lindsey Zimmerman**

Veterans Health Administration, Office of Mental Health and Suicide Prevention, National Center for PTSD

## Toward Decolonial Psychologies from Abya Yala

🕒 10:30 AM - 11:30 AM, Jun 22

📍 L-444

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Blanca Ortiz-Torres

### Townhall

The epistemologies of the South emerge not only as contestation for liberation but as enhancement of intercultural identities and transnational solidarities. Modern science is compartmentalized into disciplines that in turn set silos and boundaries among them. Scholars from the Global South have emphasized how the natural and social sciences have historically marked colonial differences separating non-Westerners as barbarians, underdeveloped, uncivilized, and Westerners as superior, civilized, dignified and legitimized human beings. The discipline of psychology has been authored by European or North American White men, who regard themselves as the superior experts and detached researchers to study, analyze, interpret, and represent the inferior objects of study; those who have not yet earned the legitimacy of being human. An ongoing conversation has evolved and sustained around issues such as: what type of knowledges does psychology generate, with whom and for what? Central to this process is the realization that our praxis constitutes a political act, which must question and challenge coloniality. As part of this process, we are becoming extremely aware of the importance of generating knowledges about the life in common (lo común) based on the experiences of Indigenous people in the Americas. In moving towards a paradigmatic shift, decolonial psychologists immerse themselves in the co-generation of diverse knowledge(s), significantly contributing to the development of an Indigenous and decolonial community psychology in Latin America. The proposed town hall intends to promote the discussion of these issues to propose pathways toward the making of decolonial psychologies anchored in pluriversal ecologies of knowledges.

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🔊 Speaker



**Blanca Ortiz**  
University of Puerto Rico

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**Pan-African Connections: Culture and Religions of the African Matrix – In Review**

🕒 10:30 AM - 11:30 AM, Jun 22

📍 B of A Auditorium

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Ifetayo Ojelade (A Healing Paradigm, LLC)  
Sinead Younge (Morehouse College)

Townhall

This experiential session discusses the lessons learned regarding a practitioner, scholar, and community collaboration of wellness focused practitioners held in Salvador, Brazil on July 8-12, 2019. Participants from the United States, the Caribbean, and Brazil convened a five-day collaboration of wellness (wholistic, mental, and allied health), indigenous Brazilian healers, African spiritual practitioners, educators, scholars, writers, and legal professionals. This collaboration of participants of African and Indigenous Brazilian ancestry explored the impact of traditional healing modalities on Western definitions of psychological wellbeing. Participants were immersed in the rich cultural heritage of Brazil and the African Matrix of Religions (from the Congo, Guinea, and Yorubaland) that influence the healing traditions of the region. Sessions included how these traditions intersected with psychological wellbeing, education, healthcare, law, policy, and other structural systems to address issues of Anti-Blackness. Sessions included: 1. The Matrix of African Religions (Ifá, Candomblé, Umbanda) and Mental Health. 2. Africana Literature as A Tool for Psychological Liberation. 3. Issues of Historic, Environmental, Legal, and Reproductive Justice Among People of African Ancestry. This convening combined scholarly exchanges with cultural immersion tours, including the exploration of the strong African spirituality retentions present in Salvador, Brazil. Workshops included continuing education sessions, meetings with local healers, Candomblé priests, indigenous Brazilian priests, and scholars. This session discusses best practices when collaborating internationally to consider cultural customs, decolonial models for psychological intervention, addressing Anti-Blackness when abroad, spiritual protocol, use of translators, and financing. This workshop discusses methods for collaborating with traditional healers, local scholars, and other community members outside formal university and college setting study abroad or institutional relationships.

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🔊 Speakers



**Ifetayo Ojelade**  
Executive Director & Licensed Psychologist  
A Healing Paradigm, LLC



**Sinead Younge**  
Professor  
Morehouse College

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**Incorporating Youth Voice into Prevention Programming: Tackling Substance Use and Mental Health Challenges through Arts-based Methods in Miami**

🕒 10:30 AM - 11:30 AM, Jun 22

📍 L-244

**III. Nommo: Consciousness Raising through Storytelling, A...**

Session Organizer: Angela Mooss (Behavioral Science Research Institute)

## Symposium

Following the COVID-19 pandemic, concerns about substance use and mental health have been on the rise with greatest impacts to adolescent males and youth of color. While statistics abound for these circumstances, community voice is often excluded from narratives of personal decision making processes (e.g., why someone chooses or not to use substances or cope in certain ways with their mental health challenges), community circumstances and impacts (e.g., patterns in substance sales, use, and abuse at the community level), and possibilities for preventative pathways forward. Artistic and expressive participatory methodologies like Photovoice, Sound It Out, and Peer Education Theater Troupe -- all described in the presentation abstracts below -- are useful because they can reveal important considerations for how young people experience substances or other mental health challenges, and can spur policy makers and other authority figures to institute changes that are community-driven. This symposium showcases how youth substance use prevention providers in South Florida use arts-based participatory methodologies in different ways and with different goals and intents to address substance and mental health factors. This hybrid symposium begins with the Director of the Youth Substance Abuse Prevention System of Care for Miami-Dade and Monroe Counties emphasizing how participatory artistic/expressive methodologies can go beyond more rigid and didactic prevention curricula and bring out more expression and creativity, driven by the participants themselves. Next, three community-based organizations will share about their ground-level strategies and impacts on youth and communities. Finally, the panel discussion will approach from a research and evaluation perspective to generate thought-provoking discussions on how community-grown and tailored interventions drive better informed programming, and on needs to rethink what "evidence" means in the midst of a youth mental health crisis and rising substance misuse. Brief Q/A segments will follow each presentation to elicit audience participation.

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### Speakers



**Jack Vertovec**

Senior Evaluation Associate  
Behavioral Science Research Institute



**Angela Mooss**

BSRI

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### 4 Subsessions

● **A changing prevention landscape**

🕒 10:30 AM - 11:30 AM, Jun 22

● **Photovoice in Hialeah**

🕒 10:30 AM - 11:30 AM, Jun 22

● **Enhancing Photovoice with Sound It Out**

🕒 10:30 AM - 11:30 AM, Jun 22

● **Peer Education Theatre Troupe and Photovoice**

🕒 10:30 AM - 11:30 AM, Jun 22

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## **Forming Transnational Alliances to Promote the Human Rights of LGBT People: Lessons for Community Practice from Project ACT**

🕒 10:30 AM - 11:30 AM, Jun 22

📍 Massey F

**I. Building the Beloved Community: Community Partnership...**

Session Organizer: Robin Miller (Michigan State University)

## Symposium

Stigma and discrimination drive the disproportionate global burden of HIV on sexual and gender minority people. Estimates suggest the burden of HIV infection on these populations is increasing, despite broad international commitment to end the HIV epidemic and address the stigma and discrimination that fuels it. This symposium highlights select findings from a 2-year action research project, Project ACT co-led by MPact Global Action for Gay Men's Health and Rights (MPact), a transnational community-led human rights organization (CLO) based in California, and Robin Lin Miller. In partnership with LGBT CLOs in Burundi, Cameroon, Côte d'Ivoire, the Dominican Republic, Ghana, Jamaica, and Zimbabwe, we aimed to fill gaps in knowledge on effective community-led strategies to address the stigma, discrimination, and violence that impedes access to HIV prevention and care and contributes to unchecked infection rates among gay and bisexual men and transgender women in middle- and low-income countries. In this symposium, each presentation draws on interviews (n=121), observations (n=68 days), and archival documents (n=107) collected throughout the project's implementation. After a brief introduction of Project ACT, Dr. Ayala will present how the CLOs in the project addressed the challenges of human rights advocacy in hostile country contexts and the factors that facilitated robustness in the face of adversity. Next, Dr. Miller will characterize the country contexts. She will then describe how the CLOs addressed the impact of structural stigma on gay and bisexual men and transgender women as part of the process of community mobilization. Finally, Dr. Wilson will summarize the lessons from Project ACT and discuss their implications for how community psychologists can advance the human rights of LGBT people in international contexts.

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## Speakers



### Bianca Wilson

Rabbi Barbara Zacky Senior Scholar of Public Policy  
The Williams Institute on Sexual Orientation Law and Public Policy



### Robin Lin Miller

Professor  
Michigan State University

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## 2 Subsessions

### ● **Thriving in the Face of Adversity: Fostering Resilience in LGBT Community-led Organizations in the Global South**

🕒 10:30 AM - 11:30 AM, Jun 22

### ● **Healing is Power: Overcoming the Effects of Structural Stigma among LGBT Advocates in the Global South**

🕒 10:30 AM - 11:30 AM, Jun 22

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## **Supporting Youth Well-Being in Rural Areas Through Partnerships and Participatory Research in School Mental Health**

🕒 10:30 AM - 11:30 AM, Jun 22

📍 L-154

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**



Authors: Amy Kerr (Miami University)

### Symposium

Given the current youth mental health crisis, community-oriented solutions supporting the well-being of youth in rural areas are a critical need. Youth and families in rural areas face unique challenges to accessing mental health supports, including insufficient numbers of qualified providers, lack of infrastructure allowing for access to services (e.g., public transportation), and cultural factors that may increase mental health stigma. Given the high concentration of poverty in many rural areas, individual socioeconomic factors can compound systems-level barriers. Community-based efforts can reduce barriers and increase supports for rural youth mental health by working across multiple systems levels. Positioning these efforts within schools, which are frequently the entry point to mental health services for rural youth, can be an effective strategy for reducing access barriers. Effective school-based efforts can include universal mental health promotion, tiered systems of support, and school-based services for mental, behavioral, and physical health. Community partners (e.g., university teams, non-profits) can provide support for the creation, implementation, and evaluation of these efforts to promote the well-being of rural youth. This symposium provides examples of community-oriented efforts for promoting rural youth mental health. Three partnerships will be used to illustrate challenges, successes, and future directions within this work. The first presentation will describe the early phases of a university-school partnership to support social-emotional learning programming in rural Ohio. The second presentation will describe clinical and consultation services embedded in a large, collaboratively developed School Health Hub in North Dakota, with a focus on the integration of social justice values. Finally, the third presentation will describe community-based efforts to implement a mental health and suicide prevention program within a rural high school. Dr. Paul Flaspohler of Miami University will synthesize key learnings from these successful partnerships. Audience interaction will be encouraged throughout through use of web-based tools and question-and-answer time.

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### Speakers



**Paul D Flaspohler**

Professor  
Miami University



**Amy Kerr**

Graduate Assistant  
Miami University

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### 3 Subsessions

● **An Emerging University-Community Partnership to Support SEL**

🕒 10:30 AM - 11:30 AM, Jun 22

● **Interdisciplinary School Health Hub University and School District Partnership**

🕒 10:30 AM - 11:30 AM, Jun 22

● **Innovations in Rural School Mental Health Programming**

🕒 10:30 AM - 11:30 AM, Jun 22

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### Novel Approaches to Understanding Racial Socialization as a Resilience Factor for Black Americans

🕒 10:30 AM - 11:30 AM, Jun 22

📍 L-242

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Shawn Jones (Virginia Commonwealth University)

#### Symposium

Racial Socialization is a critical resilience factor that has been studied for several decades (Hughes et al., 2006; Umaña-Taylor & Hill, 2020), with implications for the optimal wellbeing of Black youth, young adults, and families, especially in the face of racism. The next generation of literature on racial socialization must continue to expand the concepts (e.g., competency), populations (e.g., Black immigrants), and methodological approaches (e.g., person-centered analyses) studied. As such, the proposed symposium situates four presentations that each provide a unique approach to understanding the resiliency offered by racial socialization. In Paper 1, the authors employed caregiver interviews to explore whether and how Black parents integrate socialization of radical self-care into their broader racial socialization agenda. In Paper 2, the authors integrated a linked lives approach (Elder et al., 2003) to identify four profiles of dyadic racism experiences, and the extent to which these profiles were associated with racial socialization practices and competency, from both parent and teen perspectives. In Paper 3, the association between Black emerging adults' experiences with everyday discrimination and their trust in institutions are elucidated, as is the role that childhood racial socialization messages plays in moderating this relationship. Lastly, Paper 4 utilized mediational analyses to investigate the racial identity development of 1st and 2nd generation Black young adults as a function of immigration status and parental racial socialization. Taken together, this slate of papers pushes the subfield of racial socialization forward as we continue to harness, and nuance, the protective power of this cultural factor.

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#### Speaker



**Shawn Jones**

Virginia Commonwealth University

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#### 4 Subsessions

● **Kneeling and healing: Imagining radical self-care as a form of resistance and racial coping for Black children**

🕒 10:30 AM - 11:30 AM, Jun 22

● **Parent-Teen Dyadic Experiences of Racism: Implications for Black Familial Racial Socialization**

🕒 10:30 AM - 11:30 AM, Jun 22

● **The Impact of Discrimination and Racial Socialization on Black Emerging Adults' Trust in Institutions**

🕒 10:30 AM - 11:30 AM, Jun 22

● **The Mediating Effect of Racial Socialization on the Relationship between Immigration Status and Black Identity Development**

🕒 10:30 AM - 11:30 AM, Jun 22

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#### **An Intersectional Feminist Approach to Critical Undergraduate Research Mentoring: The Student Opportunities for AIDS/HIV Research (SOAR) Program**

🕒 10:30 AM - 11:30 AM, Jun 22

📍 L-152

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Gabriel Johnson

### Ignite Presentation

This presentation will discuss key learnings from the development and launch of the Student Opportunities for AIDS/HIV Research (SOAR) Program, a two-year transformative academic and research mentoring experience for undergraduate students from under-represented minoritized communities grounded in feminist, intersectional theory and praxis. SOAR's activities are grounded in critical approaches to teaching/learning and center the foundational work of Black feminist scholars and activists, as well as HIV activists. SOAR supports students in the completion of their undergraduate degree and prepares them for doctoral-level graduate education and eventual careers in impact-oriented community-engaged HIV research with a preferred focus on LGBTQ+ communities. The program supports students in developing tools to address structural oppression, develop a positive sense of self, and reinforce a scholarly identity that is incorporated into other aspects of their identity. SOAR students complete a mentored research experience with a faculty researcher, a spring graduate school preparation program, a summer mentored research experience or internship, and two year-long seminar courses for academic credit. They are embraced by a community of holistic support persons, including cohort mates and a range of mentors including advanced peers, doctoral students, and faculty researchers. In addition, SOAR students present their research findings at an annual research symposium, disseminate their research findings through additional academic and community channels, and submit applications for graduate school. This session will highlight key findings from two years of implementation, including data from the first completed cohort. We will discuss lessons learned and directions forward in building a program that works in solidarity with SOAR scholars, engaging in the difficult work of moving away from colonial practices that are foundational to academia and toward a program grounded in liberatory practices and outcomes.

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### Speakers



Sophia Hussen



Gabriel Johnson

University of Michigan

## Toxic Trump and Resilient Communities: Negative Political Climate and Its Impact on Stress and Resilience for Minoritized Identities

🕒 10:30 AM - 11:30 AM, Jun 22

📍 Massey C

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Session Organizer: Jennifer J.F. Hosler (Independent Community Psychology Practitioner), Julia Rabin (Department of Psychology, University of Cincinnati) and Van Phan (Department of Psychology, University of South Carolina)

### Symposium

The Trump Administration and its negative political climate had a deleterious effect on social, psychological, and physical health in the United States (Smith, 2022). Certainly, the stress for people from targeted groups was likely higher, as individuals identifying as women, as Black, as Latinx, LGBTQIA2S+, and Muslim were targeted by Trump's rhetoric or policies. Research on college students found that affiliation with minoritized identities was associated with greater Trump-related distress (Albright & Hurd, 2019). While the Trump era brought numerous stressors, the perceived and actual targeting of numerous social identities led to opportunities for targeted groups to create their own pathways of safety and resilience. These presentations focus on the interplay of stress and resilience for several minoritized identities during the Trump era. The first presentation systematically examines the existing literature to understand how federal immigration policies passed under former President Trump relate to Latinx mental health. Results from the reviewed research highlighted the unique stressors associated with the anti-immigrant rhetoric and legislation of this presidency, plus the resilience factors that helped Latinx children and adults overcome these structural adversities. The second presentation presents findings from a study exploring the impact of politics on intergenerational conflict within Vietnamese American communities in an increasingly polarized society post-Trump. The third presentation shares qualitative findings on interfaith engagement during the Trump presidency, focusing on how it motivated people to cross religious differences. Findings illustrated how people used interfaith engagement as a means to address political divisions and toxicity, religious prejudice and oppression, to seek or extend allyship to people from targeted groups, and to cope with minoritized religious identity status. Discussion will allow us to reflect on the impacts of political policies and rhetoric on group identities, stress, well-being, and health, to identify actionable opportunities for change across ecological levels to promote communal thriving.

## 📌 Speakers



**Sara Buckingham**  
Assistant Professor  
University of Alaska Anchorage



**Jennifer F. Hosler**  
Independent Consultant; Washington City Church of the Brethren



**Julia Rabin**  
Graduate Student in Clinical Psychology  
University of Cincinnati



**Van Phan**  
Community Field Researcher  
University of South Carolina

## 3 Subsessions

### ● **Latinx mental health and resilience in the face of structural violence: A review of the literature**

🕒 10:30 AM - 11:30 AM, Jun 22

### ● **Politics and Intergenerational Conflict for Vietnamese Americans in an Increasingly Polarized Era**

🕒 10:30 AM - 11:30 AM, Jun 22

### ● **Interfaith Engagement as a Means of Resilience and Social Change during the Trump Era**

🕒 10:30 AM - 11:30 AM, Jun 22

## **Understanding Culturally-Responsive Space Creation: Diving into Diversity, Equity, & Inclusion**

🕒 10:30 AM - 11:30 AM, Jun 22

📍 L-150

### **VI. We Shall Overcome: Transformative Justice in Organiz...**

Authors: Justin T. Brown, PhD, MPH

Innovative Other

Increasingly, there has been a push for creating and implementing Diversity, Equity, Inclusion, Access, and Belonging (DEIAB) initiatives, at institutions of higher education, that purport to center cultural competence and execute anti-racist practices. However, it is critically important to recognize that most of this DEIAB work, when performatively institutionalized, is “DEIAB light.” Rarely do institutions enact strategies that aim to proactively shift the culture from one of appreciation/knowing (diverse peoples/perspectives) to one of meaningfully addressing institutionalized racism. Most institutional DEIAB work is, seemingly, committed to maintaining the status quo work cultures, that reify racist, hegemonic, patriarchal, homophobic, transphobic ideologies and practices because it operates without genuine care, or vested interest in dismantling inequitable systems of admissions, hiring, promotion and punitive actions (Ahmed, 2012; 2021). In this innovative session, presenters will share our efforts to promote and enact restorative DEIAB practices that were met with hostility, delegitimized, whenever they unsettled the right to comfort intrinsic to sustaining the culture of white supremacy in academic spaces (Okun & Jones, 2000). Our testimonies will highlight our organizing within college senates, within a queer research center, and as a DEIAB director. We invite attendees to share their own organizing stories, not with the aim of trauma dumping, but toward discussing strategies about how to engage in this work while preserving our health/souls/sanity/well-being. We will also make room for discussions about refusing this work, knowing when to leave for greener, less comparatively racist pastures. We will use smaller discussion groups to explore and create a collective set of strategies that will inform a SCRA resource guide, of best practices, for restorative DEIAB work.

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## 🔊 Speakers



**Justin T Brown, PhD, MPH (he/him/his)**

Professor  
LaGuardia Community College, CUNY



**Dr. Monique A Guishard (she/her/hers)**

CUNY BRONX COMMUNITY COLLEGE

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## Elevating intersectionality and innovative contexts to promote critical consciousness and wellness among youth of color

🕒 10:30 AM - 11:30 AM, Jun 22

📍 L-442

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Session Organizers: McKenzie Berezin and Deanna Ibrahim (New York University)

Symposium

Critical consciousness (CC), defined as the ability to critically reflect on and act against systems of oppression (Freire, 1979), has the transformative potential to promote healing, well-being, and change at the individual and community levels (Ginwright, 2010). Given Community Psychology's focus on the multifaceted impact of oppressive systems and interest in promoting social change, CC has become an outcome of interest within this field. Despite the influx of scholarship examining the predictors and outcomes of CC, there remain critical gaps in our understanding of CC among adolescents of color. Specifically, there is limited focus on how intersectionality (Crenshaw, 1989) impacts CC development among multiply marginalized adolescent groups and the ways in which innovative contexts can effectively foster CC. This symposium includes three papers that utilize various methods to better understand (i) how intersectionality can be incorporated into CC scholarship among understudied groups of adolescents and (ii) how critical contexts can most effectively support CC development among adolescents of color. Specifically, paper 1 uses a latent class analysis to investigate whether and how critical reflection on gender inequality and experiences of mass incarceration pattern alongside broader conceptualizations of critical reflection, resource efficacy, and critical action for system-impacted girls. Paper 2 uses a mixed-methods approach to understand whether, how, and under what conditions social justice arts programming serves as a critical context for youth of color to engage with CC through artistic exploration and identity expression. Paper 3 presents a qualitative analysis of an identity-based dialogue program for Black girls, meant to cultivate their CC development by centering girls' reflection on intersecting identities. Together, this symposium will address current gaps in CC scholarship to better understand how this outcome can be most effectively applied on the ground to see its full healing, liberatory, and transformative potential for young people and their communities.

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## 🔊 Speakers



**Erin Godfrey**

Associate Professor, Applied Psychology; Director, NYU Institute of Human Development and Social Change  
NYU



**McKenzie Berezin**

New York University



**Deanna Ibrahim**

Doctoral Candidate  
NYU Steinhardt

3 Subsessions

● **A Latent Class Analysis Examining Patterns of Gender Inequality, Justification of Mass Incarceration, and Critical Consciousness Among System-Impacted Girls**

🕒 10:30 AM - 11:30 AM, Jun 22

● **Exploring Social Justice Arts Programming as a Key Context for Promoting Critical Consciousness and Well-being**

🕒 10:30 AM - 11:30 AM, Jun 22

● **“I’m going to try to make a better path... for the new era of us:” Critical Conversation Spaces as Consciousness-Raising Contexts for Young Black Women**

🕒 10:30 AM - 11:30 AM, Jun 22

**Mentoring Session - Preparing for, Applying, and Working at a Teaching-Focused Institution**

🕒 10:30 AM - 11:30 AM, Jun 22

📍 Frederick Douglass Academic Center

Mentor’s name: Candalyn Rade(she/her)

Format (in-person or virtual): In-person

Title of mentoring session: Preparing for, Applying, and Working at a Teaching-Focused Institution

Target audience: graduate students/people looking for teaching-focused academic positions

Day/time: Thursday, 6/22, 10:30 - 11:30am

Location: Frederick Douglass Academic Center

Mentoring booklet link: <https://docs.google.com/document/d/1xd8IB3RFmEfJVYXgyRD-B-m2OADTQtInXDmzxW8VD2k/edit?usp=sharing>

Registration link: <https://forms.gle/TjhXVyzWsDrTttoQ6>

🗣 **Speaker**



**Candalyn Rade**

Assistant Professor of Psychology  
Meredith College

**Mentoring Session - Serving as an Internal Evaluator**

🕒 10:30 AM - 11:30 AM, Jun 22

📍 Frederick Douglass Academic Center

Mentor’s name: Omar Guessous (he/him)

Format (in-person or virtual): In-person

Title of mentoring session: Serving as an Internal Evaluator

Target audience: Early- and mid-career professionals with an interest in program evaluation and/or in bridging research and practice

Day/time: Thursday, 6/22, 10:30 - 11:30am

Location: Frederick Douglass Academic Center

Mentoring booklet link: <https://docs.google.com/document/d/1xd8IB3RFmEfJVYXgyRD-B-m2OADTQtInXDmzxW8VD2k/edit?usp=sharing>

Registration link: <https://forms.gle/TjhXVyzWsDrTttoQ6>

Speaker



**Omar Guessous**

National Director of Research, Evaluation & Insights  
Boys & Girls Clubs of America

**Mentoring session - Exploring Undergraduate Teaching Focused Positions at Small Schools**

10:30 AM - 11:30 AM, Jun 22

Zoom

Mentor's name: Jen Wallin-Ruschman (she/her/hers)

Format (in-person or virtual): Virtual

Title of mentoring session: Exploring Undergraduate Teaching Focused Positions at Small Schools

Target audience: Graduate Students, Early Career

Day/time: Thursday, June 22, 10:30 – 11:30 AM, EST

Mentoring booklet link: <https://docs.google.com/document/d/1xd81B3RFmEfjVYXgyRD-B-m2OADTQtInXDmzxW8VD2k/edit?usp=sharing>

Registration link: <https://forms.gle/TjhXVyzWsDrTttoQ6>

Join Zoom Meeting: <https://uncc.zoom.us/j/3220711956?pwd=WUowK0lDOFJ4S2owN1E1YkhGRVhGUT09> Meeting ID: 322 071 1956 & Passcode: 6wTyrf

Speaker



**Jen Wallin-Ruschman**

Director of Community Engagement and Collaboration & Associate Professor of Psychology  
College of Idaho

11:45 AM

**Using Participatory Action Research as an Undergraduate Teaching Strategy: 4 examples and lessons learned.**

11:45 AM - 12:45 PM, Jun 22

L-148

**I. Building the Beloved Community: Community Partnership...**

Session Organizers: Melissa Whitson (University of New Haven) and Michele Schlehofer (Salisbury University)

Symposium

As community psychologists who teach undergraduate students, we are dedicated transforming our pedagogy to emphasize empowerment and nonhierarchical relationships. In community psychology, there has long been a focus on action research. Yet, as Lyons et al. (2010) noted, truly grasping a community psychology perspective is difficult in traditional classroom settings. Rooted in social justice, community involvement, and the empowerment of marginalized people, participatory action research (PAR) empowers individuals in the community to be active contributors to the research and formulations of actions to be taken. In this symposium, we will provide four different examples of using PAR as a teaching methodology in an undergraduate course. The first two presentations will provide examples of using PAR and Photovoice methodology with the students themselves as the participants. The third and fourth presentations will share examples of using community-based PAR (CBPR) with undergraduate students. Finally, our discussant will share a nonprofit perspective on PAR/CBPR with undergraduate students and how these partnerships can be mutually beneficial. Symposium participants will have the opportunity to learn about different approaches for using PAR and reflect on the successes and challenges inherent in each so they may apply these strategies to their own teaching.

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#### 🔊 Speakers



**Mayah Williams**



**Melissa Whitson**

Professor of Psychology  
University of New Haven



**Michele Schlehofer**

Salisbury University

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#### 4 Subsessions

● **Participatory Action Research in the Classroom: Students as participants in a Photovoice project**

🕒 11:45 AM - 12:45 PM, Jun 22

● **Participatory Action-Research with Undergraduate Students: Comparison of On and Off-Campus Approaches**

🕒 11:45 AM - 12:45 PM, Jun 22

● **Creating experiential learning opportunities in PAR and CBPR for undergraduate students**

🕒 11:45 AM - 12:45 PM, Jun 22

● **Perspectives on using CBPAR to advance the learning mission of community and campus partners**

🕒 11:45 AM - 12:45 PM, Jun 22

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### **A faith- and community-based approach to promoting child and family wellbeing and trauma-informed care in the US and other countries**

🕒 11:45 AM - 12:45 PM, Jun 22

📍 L-244

**I. Building the Beloved Community: Community Partnership...**

Session Organizers: Jennifer Vaughn (Pepperdine University) and Lisseth Rojas-Flores (Fuller Theological Seminary)

#### Symposium

This symposium session will present two faith-sensitive, trauma-informed, and evidence-based strategies for equipping faith leaders to deliver community-based programs to promote child and family well-being in the US and internationally. Through partnership with local community stakeholders and faith leaders, these strategies aim to strengthen communities and promote health equity in vulnerable populations. This symposium involves collaboration between an interdisciplinary team of psychologists, faith leaders, mental health providers, a bible institute, and an international development non-profit agency.

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#### 🔊 Speakers



**Jennifer Vaughn**

she/her/hers  
Pepperdine University



**Lisseth Rojas-Flores**

Fuller Theological Seminary



### 3 Subsessions

#### ● **Forming Collaborative Partnerships to Promote Trauma-Informed Care Among Latino Religious Leaders**

🕒 11:45 AM - 12:45 PM, Jun 22

#### ● **Caring for Latinx Congregations: A Faith-Based, Trauma-Informed Curriculum for Faith Leaders**

🕒 11:45 AM - 12:45 PM, Jun 22

#### ● **Celebrating Families across three world regions: Building evidence for a faith- and values-formation parent program delivered by local community leaders**

🕒 11:45 AM - 12:45 PM, Jun 22

### **A Decolonial Praxis of Core Competency in Community Psychology: Autoethnography of a Budding Leader**

🕒 11:45 AM - 12:45 PM, Jun 22

📍 L-150

#### **I. Building the Beloved Community: Community Partnership...**

Authors: Shepsara Satimu (Pacifica Graduate Institute)

Ignite Presentation

This presentation will share my involvement in a community praxis intended to disrupt colonial master narratives of leadership, service, and citizenship in youth development programs. I volunteered for a youth travel program that took twenty-one high-achieving students from diverse, disadvantaged backgrounds in Chicago on a two-week international service trips to Central America. As a Leadership Coach, my role involved facilitated the youth in a curriculum guided by the question: How can I think and act like a responsible global citizen? Using foundational concepts in Community, Liberation, Indigenous, and Eco-psychologies, I deconstructed and exposed the coloniality in that question. I proposed alternate question: How can we, as aspiring young leaders of color in academic and professional sessions, feel and create critical solidarity with global communities? I practiced the community psychology core competency of ethical reflective practice through autoethnography to address this question. This praxis yielded an understanding that critical reflexivity, embodied subjectivity, and a theory of the flesh are strategies to resist co-optation in colonial systems. My work in the program contributed to the co-construction of a decolonial orientation to global citizenship in youth development, education, and the emergent field of decolonial depth psychology. As scholar-activists of color from the Global South working in academic and professional development programs, we are better situated to engage in critical solidarity with one another instead of competitive performances of "leadership." As a collective, we must continue to explore how to responsibly work in questioning internal processes necessary to transform colonial ideals of leadership and citizenship. This praxis elicits a further inquiry into the use of political auto-ethnography for research in community psychology. The demonstration of my unlearning as a Leadership Coach interrupts the socialization of budding youth leaders into the colonial stance of global citizenship.

#### 🗣️ Speaker



**Shepsara Satimu**

Pacifica Graduate Institute

### **Community-Based Doula Support and Perinatal Mental Health Among African American Women**

🕒 11:45 AM - 12:45 PM, Jun 22

📍 L-150

#### **V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Tamara Nelson (Rutgers University Camden)  
Samrawit Gebretensay, Rutgers University Camden  
Nonny Mbathane, Rutgers University Camden  
Andrea Sellers, Rutgers University Camden  
Mackenzie Keith, Rutgers University Camden

#### Ignite Presentation

African American women experience high rates of untreated depression and anxiety in the perinatal period. Yet, African American women are less likely to use formal mental health services for well-established reasons such as cultural mistrust, discrimination, stigma, and use of informal sources of support and may delay treatment seeking until symptoms are severe. As such, it is critically important to understand the potential for novel interventions. One area of promise lies in linking African American women with community-based doulas or birth workers, highly trusted skilled professionals who: (1) detect perinatal mental health disorders (PMHDs); and (2) connect African American women experiencing PMHDs to mental health treatment, which in turn, may benefit both perinatal physical and mental health. However, little is known about the role of community-based doulas in addressing PMHDs and psychological distress among African American women. The purpose of this study is to understand the role of community-based doulas in preventing perinatal mental health disorders among African American women. Cultural, systemic, structural, and individual factors that impact mental health treatment seeking among African American women in the perinatal period will be explored via qualitative interviews with community-based doulas. Preliminary findings from qualitative interviews with community-based doulas will be presented and implications for intervention development will be discussed.

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#### 📣 Speakers



**Tamara Nelson**  
Assistant Professor  
Rutgers University Camden



**Samrawit Gebretensay**  
Rutgers University Camden



**Nonny Mbathane**  
Rutgers University Camden



**Andrea Sellers**  
Rutgers University Camden



**Mackenzie Keith**  
Rutgers University Camden

### A Community-Academic Afterschool Youth Mentoring Initiative: Perspectives of African American Mentors on Organizational-level Practices

🕒 11:45 AM - 12:45 PM, Jun 22

📍 L-150

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Loreen Magarino (Florida International University)  
Allison Goodman (Florida International University)  
Christopher Georgiadis, Florida International University  
Sonya M. Dinizulu, University of Illinois at Chicago  
Emma M. Sterrett-Hong, University of Louisville  
Tara G Mehta, University of Illinois at Chicago  
Colleen Lammel-Harmon, Chicago Parks District  
Stacy L. Frazier, Florida International University

#### Ignite Presentation

The present investigation focuses on the youth mentoring component of Leaders@Play (Frazier et al., 2015), a middle school afterschool program co-constructed by researchers, park colleagues, and mental health providers, within a nearly two decade community-academic partnership characterized by reciprocal exchange of knowledge and resources and a shared commitment to strengthening the socioemotional, behavioral, and academic trajectories for youth in systemically marginalized communities (Frazier et al., 2013). Empirical findings demonstrate that youth mentoring has pronounced mental health benefits for youth who are most likely to experience environmental disadvantage alone or in combination with individual risk (DuBois, Holloway, Valentine, & Cooper, 2002; DuBois, Portillo, Rhodes, Silverthorn, Valentine, 2011), emphasizing the health equity potential of this youth service (Cavell & Elledge, 2015). Moreover, youth mentoring is perceived to be more culturally compatible and less stigmatizing as a youth development support than traditional psychological services by racial-ethnic minority families (Vazquez & Villodas, 2019; Yeh et al., 2005; Cummings & Dross, 2011; Dashiff, DiMicco, et al., 2009). However, minimal research has focused on mentoring initiatives specifically developed for and with African American communities (DuBois, Herrera, Higley, 2018; Sánchez, Hurd, Neblett, Vaclavik, 2018). Investigating diverse mentors' perspectives on organizational-level factors that facilitate or interfere with effective community-based mentoring can inform improvements that better service African American communities (Kupersmidt & Rhodes, 2014; Kupersmidt, Stelter, Rhodes, Stump, 2017; McQuillin, Straight, & Saeki, 2015; Lakind, Atkins & Eddy, 2015). However, little research has examined racial-ethnic minority mentors' perspectives on youth mentoring practices, like training and ongoing support (Weiler et al., 2019; Sanchez, Hurd et al., 2018; Suliman-Aiden, 2019). The current study seeks to fill this gap in the literature by investigating the perspectives of racial-ethnic minority mentors in the context of an urban community-academic partnered youth mentoring initiative in the northwestern United States.

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#### Speakers



**Loreen Magariño**  
Florida Interntional University



**Allison Goodman**  
Doctoral Candidate  
Florida International University



**Stacy L. Frazier**  
Professor of Psychology  
Florida International University



**Christopher Georgiadis**  
Florida International University



**Sonya M. Dinizulu**  
University of Illinois at Chicago



**Emma M. Sterrett-Hong**  
University of Louisville



**Tara G Mehta**  
Assistant Professor  
University of Illinois at Chicago



**Colleen Lammel-Harmon**  
Chicago Parks District

## What about the marginalized people giving the awareness-raising workshops?

🕒 11:45 AM - 12:45 PM, Jun 22

📍 L-150

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Marika Handfield (Épione laboratory)

Marika Handfield, UQAM  
Thomas Saias, UQAM  
Élisa Cohen-Boucher, Mikana  
Widia Larivière, Mikana

Ignite Presentation

Interventions and trainings to reduce prejudice and discrimination are becoming more and more common in North America, which might seem like a good thing (Paluck, Porat, Clark, & Green, 2021). However, such interventions can have unintended negative impacts (iatrogenous effects) on the marginalized people giving them (ex. repeated microaggressions), especially when there is intergroup contact (Dixon, Durrheim, Stevenson, & Cakal, 2016; Graham, Suchet-Pearson, Dadd, & Pienaar, 2021). Ironically, the impact on marginalized people is almost never considered in research on such interventions. To address this limitation, this study seeks to identify potential iatrogenous effects, as well as positive effects and ways to improve the marginalized facilitator's experience. This research project has been developed in partnership with Mikana, an indigenous organization that seeks to raise-awareness about First Peoples, empower Indigenous youth and dismantle racism and colonialism. Research questions: What is the facilitator's experience? What helps or hinders their well-being? What iatrogenous effects? How to improve their experience? Method : The current 8 indigenous people giving the workshops (ambassadors) chose to do small focus groups online to discuss the broader questions, as well as an individual online survey for more specific or sensitive questions. All of the ambassadors were invited to both, and they could do either or both. Measures: The questions were co-written with members of Mikana and the ambassadors and some questions were taken from the Resistance and Empowerment Against Racism Scale (Suyemoto et al., 2022), the Kanien'kehá:ka Growth and Empowerment Measure (Gomez Cardona et al., 2021) and Sheperis and Bayles (2022) organizational empowerment evaluation. Analysis : Braun et Clarke's (2006, 2012) thematic analysis will be used, with an inductive approach and in collaboration with the ambassadors (validation of the themes and discussions of my questions). This study is ongoing and the preliminary results will be presented (not available yet).

### 🗣️ Speakers



**Marika Handfield**

UQAM



**Thomas Saias**

UQAM



**Élisa Cohen-Boucher**

Mikana



**Widia Larivière**

Mikana

## A Mixed Method Participatory Research Project to Understand Access to Services for a Hard to Reach Population

🕒 11:45 AM - 12:45 PM, Jun 22

📍 L-150

V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Authors: Megan Greeson (DePaul University)

Erin Hoffman, DePaul University  
Kayleigh Zinter, DePaul University  
Hannah Samuels, DePaul University  
Shadman Saquib, DePaul University  
Shariell Crosby, DePaul University

#### Ignite Presentation

Participatory research engages community stakeholders in the research process in hopes of amplifying community voices and ensuring research is relevant and best-poised to facilitate change. In this ignite, we will describe how we are using a sequential exploratory mixed methods design, coupled with geographic information systems (GIS) to examine access to civil legal services for sexual assault survivors in one Midwestern state. Consistent with participatory research, community partners guided the research questions and design choices were made jointly, based on what would best meet their information needs. Specifically, n=9 qualitative focus groups were conducted with rape crisis advocates, who assist sexual assault survivors in navigating the civil legal system. Advocates were asked about facilitators and barriers to survivors to accessing civil legal services. This data was then used to inform a quantitative statewide survey of survivors about their experiences accessing civil legal services. We will describe the advantages and limitations of using this exploratory mixed methods design, including how the qualitative study collected data from a more accessible group (advocates) to guide measurement within a harder-to-reach group (sexual assault survivors). We will also discuss how the qualitative data helped uncover important local contextual issues. Additionally, we will describe how the addition of GIS provides a complementary and novel way of examining survivors' access to civil legal services. Specifically, GIS was used to examine geographic accessibility of services (e.g., distance between services, proximity to transportation, etc.) within specific communities. This enabled us to compare how accessible services are in different communities and regions in the state. Finally, we will discuss how our design choices were based on what we believed would be most likely to create systems and policy change.

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#### 🗣️ Speakers



**Megan Greeson**

Associate Professor, Program Director of Community Psychology PhD  
DePaul University



**Erin Hoffman**

PhD Candidate Clinical-Community Psychology  
DePaul University



**Kayleigh Zinter**

Graduate Teaching Fellow  
DePaul University



**Hannah Samuels**

Teaching Assistant  
DePaul University



**Shadman Saquib**

Ph.D. student/ Graduate Assistant  
DePaul University

### Dreaming new narratives: Using identity work and institutional spaces to support activists

🕒 11:45 AM - 12:45 PM, Jun 22

📍 L-450

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Regina Langhout (University of California, Santa Cruz)

## Symposium

Dominant narratives, or overlearned stories that serve dominant social groups, are important because they shape how marginalized social groups are understood, and how those within the group understand themselves. Due to these stereotypes, alternative narratives, or stories marginalized social group create about themselves, are an important way to resist dominant narratives. This panel focuses on social groups often given little attention, even in community psychology: working artists and children. Both social groups resist different dominant narratives about them in order to take up identities as activists or social change agents. Through interviews, focus groups, and collaborative arts workshops, the first talk focuses on performing artists and how they resist dominant narratives around the “entrepreneurial self,” rooted in neoliberalism and racial capitalism. These artists resist these business-centric identities and instead take up identities as care workers and activist artists. Also within the context of neoliberalism and racial capitalism, the second talk examines the role of children as social change agents. Specifically, under modernity, children are often separated and segregated by age in society, and viewed as “the future” rather than “the now.” This presentation analyzes critical dialogues in a youth participatory action research project with 9–11-year-old children of color (mostly Latinx), to examine counternarratives they develop about themselves as a social group. The third paper examines how adult youth workers and 12–18-year-old youth who are mostly Latinx understand youth voice in a county with few institutional supports for their voices. Through surveys and focus groups, different narratives are highlighted regarding supports youth have and what they need/want from adults.

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## 🗣️ Speakers



### Michaela Hynie

Professor  
York University



### Regina Langhout

UC Santa Cruz

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## 3 Subsessions

### ● **Resisting neoliberal disimagination: Activist performing artists as care workers**

🕒 11:45 AM - 12:45 PM, Jun 22

### ● **Growing stories: Childhood counternarrative formation through critical dialogu**

🕒 11:45 AM - 12:45 PM, Jun 22

### ● **“No one is going to listen to a bunch of kids:” Charting how youth and adults understand supports for youth civic engagement**

🕒 11:45 AM - 12:45 PM, Jun 22

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## **Who Puts the “Support” in Supportive Housing? The Impact of Housing Staff on Client Well-being, and the Potential Moderating Role of Self-determination**

🕒 11:45 AM - 12:45 PM, Jun 22

📍 L-150

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Kenna Dickard (Portland State University)

Additional author: Greg Townley, Portland State University

Ignite Presentation

The provision of residential and community-based services for individuals with serious mental illness (SMI) has become increasingly important following the deinstitutionalization movement. Much of the existing research on supportive housing focuses on housing outcomes rather than exploring how the program helps its residents thrive in the broader community. This study draws upon data collected from 176 people with SMI residing in 16 supportive housing locations in Portland, Oregon. Analyses are forthcoming and will employ an ecological approach to explore how staff relationships with residents relate to well-being at three levels of analysis: loneliness (interpersonal level), residential satisfaction (housing and neighborhood level), and sense of community (community level). This study hypothesizes that higher scores on staff support will relate to lower levels of loneliness, higher residential satisfaction, and a higher sense of community. Self-determination will be considered as a moderator to understand the role of clients' agency in the relationship between staff support and well-being outcomes. It is hypothesized that self-determination will strengthen the relationship between staff support and the three well-being outcomes outlined above. This study has implications for policymakers, researchers, and interventionists, expanding upon the limited body of research on staff support and the well-being of residents in a supportive housing environment. Moreover, this study is one of the first to consider self-determination as a potential moderator for individuals with SMI. These findings will inform innovative ways to promote well-being of individuals with SMI in a supportive housing setting.

#### 🔊 Speakers



**Kenna Dickard**

Portland State University



**Greg Townley**

Professor  
Portland State University

### “As Soon as I’m Off the Property, I call Aunty” – Working with Mob in Colonized Spaces

🕒 11:45 AM - 12:45 PM, Jun 22

📍 L-150

VI. We Shall Overcome: Transformative Justice in Organiz...

Authors: tracey cooper (Victoria university)

Ignite Presentation

This paper explores the opportunities and quandaries of being an Aboriginal teacher working within Aboriginal only classrooms and spaces that were set up by colonial institutions. Drawing on the ancestral practice of self-yarning, I reflect critically on both the teaching practices I developed in these spaces, and on how they came up against my cultural relationships and obligations. More specifically, it examines how the colonial spaces that I worked in to teach Aboriginal people were set up to not only discipline these Aboriginal people, but also to dictate, contain, and discipline all of my interactions as a Blak teacher of mob. Yet as an Aboriginal educator, my relationships and cultural obligations necessarily take precedence over complying with colonial mandates. At issue are questions of relationships versus compliance, ethics versus dehumanizing rules, and Aboriginal epistemologies and ontologies versus the colonizing spaces of the illegal nation of Australia, promoting justice and healing.

### What Is and What Can Be: Human Rights Records Captured in Public Monuments

🕒 11:45 AM - 12:45 PM, Jun 22

📍 L-150

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Nancy J Bothne (The Chicago School of Professional Psychology)

#### Ignite Presentation

Communities can be traumatized by violence, poverty, government corruption, and historical and contemporary discrimination. Communities are also traumatized by overpolicing and military enforcement of policies that results in denial of human rights. Torture and extrajudicial executions are common examples of such traumas. Communities that are traumatized by the violent actions of government experience a particular form of trauma. Torture destabilizes and makes insecure the community by shattering relationships, promoting terror, and physically and psychologically assaulting people. Examples of communities that have been traumatized by the government in which the community is situated abound. In Paine, Chile, for example, 70 campesinos who were organizing collectives to improve working conditions were arrested, executed and disappeared (Chile Truth & Reconciliation Commission Report, English edition, 2015). According to local families, the local landowners colluded with the Pinochet military to target these activist men. South Africa offers another example. The impact of an apartheid state that privileged white supremacy and limited basic human rights for all others was enforced by police and military. According to the South African Truth and Reconciliation Commission report (1998), apartheid was enforced by military, police and civilian actors working with the police. They legally enforced apartheid through banishment, detention without trial, and judicial executions. Enforcement was also secured through illegal means, including torture, extrajudicial executions and disappearances. How such traumas are memorialized through public monuments will be explored in this Ignite presentation. Examples from Chile and South Africa will provide opportunities to examine how public art can contribute to recognizing what has happened, enable public participation in creating meaning, and contribute to anti-impunity efforts seeking justice from perpetrators. Zuidervaart (2015) credits Adorno with understanding how art can both represent what is and what can be. The engagement of the artist's intent and the viewers' experience may enable an understanding of each other's truths. Whether those most affected contribute to the development of these public monuments may contribute to the way in which these memorializations are experienced.

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#### Speaker



**Nancy Bothne**

Associate Professor  
The Chicago School of Professional Psychology

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## Carving Space for 2SLGBTQ+ Researchers in Ontario

🕒 11:45 AM - 12:45 PM, Jun 22

📍 L-154

IV. Ma'at: Solidarity, Equity, Diversity, and...

Session Organizers: Maddie Katz, Moni Sadri-Gerrior and Samson Tse  
(Wilfrid Laurier University)

#### Symposium

We are master's and PhD-level graduate students and researchers in the Social Inclusion and Health Equity (SIHE) Research Group at Wilfrid Laurier University, located in Waterloo, Ontario, Canada on the traditional lands historically cared for by the Anishinaabe, Haudenosaunee, and Neutral peoples. Our work broadly focuses on population health, HIV/AIDS, health care access, sexual health, as well as human sexuality with a specific focus on the impacts of various forms of social exclusion on health, mental health, and well-being. The symposium will include brief summaries of our research work, with an emphasis on discussing our lived experiences and thoughts about doing this work within academia as LGBTQ+ people committed to promoting well-being within our communities. We will also discuss some of the challenges we have faced, as well as how we envision the future of this research and opportunities for growth. Audience discussion and participation will be highly encouraged throughout the symposium to create what we hope will be a thoughtful and ongoing dialogue.

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#### Speakers



**Maddie Katz**

Community Psychology MA Student  
Wilfrid Laurier University



**Moni Sadri-Gerrior**

PhD Student  
Wilfrid Laurier University



**Samson Tse**

PhD Student  
Wilfrid Laurier University



### 3 Subsessions

#### ● Well-Being of Racialized SOGIE Refugees

🕒 11:45 AM - 12:45 PM, Jun 22

#### ● Intersectional Healthcare Utilization and Minority Stressors

🕒 11:45 AM - 11:45 AM, Jun 22

#### ● Anti-Fat Bias in Community Health

🕒 11:45 AM - 12:45 PM, Jun 22

## Promoting Social Justice Through Pedagogy: Best Practices and Tools for Multiculturalism Training in Psychology

🕒 11:45 AM - 12:45 PM, Jun 22

📍 Massey C

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Nada Goodrum

### WorkShop

Community psychology, with its emphasis on social justice and communal thriving, naturally aligns with multicultural, Black feminist, and intersectional pedagogical approaches. The principle of Ma'at is consistent with the field's values of liberation and justice. Community psychology practice competencies underscore the need for high-quality training in multiculturalism (Dalton & Wolfe, 2012). To move toward action and advocacy, trainees must receive a strong foundation in multicultural theory, research, and practice, including understanding oneself and others as cultural beings, understanding how individuals and communities are shaped by cultural diversity and context, and applying knowledge to conduct culturally responsive professional practice. Yet it is often challenging to identify and implement best practices for training psychology students in multiculturalism, particularly in an ever-changing sociopolitical landscape. This workshop session will explore best practices for diversity- and social justice-related pedagogy for students in community psychology and related fields (clinical, school, counseling psychology) at the undergraduate and graduate levels. Topics will include (1) the need for high-caliber comprehensive training in multiculturalism; (2) state-of-the-field best practices for multiculturalism pedagogy in psychology; (3) strategies to overcome common challenges in diversity training; and (4) practical tools for increasing multicultural awareness and skills. The workshop will include hands-on demonstrations of experiential and reflective activities to teach knowledge and skills in multiculturalism. Sample syllabi for diversity and multiculturalism courses will be distributed. Workshop facilitators represent three institutions in two countries and varying career stages from student to senior faculty. Facilitators include (1) an Assistant Professor of Clinical-Community psychology, identifying as a Middle Eastern/North African woman; (2) a first year Clinical-Community graduate student, identifying as a first generation Asian-American woman; (3) a clinical-community psychologist and Assistant Professor of Behavioral Sciences identifying as a Black woman; and (4) a psychologist and faculty member in a Clinical-Community doctoral program, identifying as a White woman.

### 🗣️ Speakers



**Nada Goodrum**

University of South Carolina



**Julie Nguyen**

University of South Carolina



**Karie Gaska**

Assistant Professor  
Ross University School of Medicine



**Alexandra Golden**

University of Memphis



**Suzann Lawry**

Adjunct and Supervising Psychologist  
Georgia State University

## Code BLACK: Communication strategies to engage the Black Diaspora in a time of Crisis and economic survival

🕒 11:45 AM - 12:45 PM, Jun 22

📍 L-242

### II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Session Organizers: Deveda François (CABA), Moshood Olanrewaju and Jacqueline Samuel.

#### Symposium

The purpose of this dialogue is to engage the diversity of Black voices and how to communicate in an environment of crisis. This will include an international Black panel from various nations and regions, all of which are of African descent but of different cultural and ethnic backgrounds who identify as Black. The advent of Covid-19 has brought about awareness of barriers proliferated through the classifying label of 'African American' which has become an issue of division warranting a need for discourse and understanding for global survival. Understanding that all that is of African descent do not identify as African American is pivotal in communication, especially during a crisis. Bridging the gap and unifying all is paramount when facing the perils that impact the Black diaspora globally. The main goal is to focus on the needed essentials required to navigate and eliminate the barriers that exists within the language which prohibit us from uniting, particularly around a life-saving cause. During moments of crisis, there is a need to recognize the importance of inter and cross-cultural communication in addressing a multicultural population of people who identify as Black. When Public officials call for statistical data relating the health and economic welfare of the African American, there should be accountability for all members of the Black community. This session is geared toward healthy yet healing discussions among Blacks throughout the diaspora.

#### 🗣️ Speakers



#### Moshood Olanrewaju

Network Coordinator  
SCRA



#### Jacqueline Samuel

Program Director and Assistant Professor for the Master of Public Administration Program  
National Louis University



#### Dr. Deveda François

Community Assets Builders Association (CABA)



#### Geraldine Palmer

Assistant Professor  
Adler University

## Dialogue with Mayan Community Members: Supporting Well-Being for the Indigenous Guatemalan Community

🕒 11:45 AM - 12:45 PM, Jun 22

📍 L-152

### IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Robin Chancer, Maria Teresa Ajanel Ixcoy

#### The Innovative Other

Join us as three Mayan Community Members share with us! Maria Teresa Ajanel Ixcoy (Maya K'iche'), Ernesto Ajanel (Maya Ixil), and Dr. Juanatano Cano (Maya Q'anjob'al) are here with us. They will teach us about their growing diasporic communities and invite us to consider how community psychologists might begin to create trusting relationships. The presentation will outline crucial elements including language, values, and culturally appropriate affect. Since these are distinct from Euro-American mental health paradigms, we will explore ethical dilemmas regarding psychologists' engagement with such communities, especially in the context of colonizer history. Finally, the presenters will invite audience members to engage in dialogue.

Slides can be viewed here:

[https://docs.google.com/presentation/d/1o1Ctu54OMY0jS2rgoxsPnem4chbhbs8/edit#slide=id.g2527e3961e9\\_0\\_499](https://docs.google.com/presentation/d/1o1Ctu54OMY0jS2rgoxsPnem4chbhbs8/edit#slide=id.g2527e3961e9_0_499)

## 🔊 Speakers



**Maria Ixcoy**



**Robin Chancer**

Pacifica Graduate Institute

## Community psychology approaches to understanding and promoting LGBTQ well-being

🕒 11:45 AM - 12:45 PM, Jun 22

📍 L-442

### II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Session Organizer: Allyson M. Blackburn (University of Illinois at Urbana-Champaign)

#### Symposium

Community psychology has a rich history of understanding and responding to LGBTQ-based health and mental disparities. By adopting ecological approaches to promote well-being and examining multiple interlocking oppressions, community psychologists are uniquely positioned to stretch towards outer-layer conceptualizations and interventions for LGBTQ well-being. Building on conversations begun in Blackburn & Todd, 2022, this symposium presents three research studies that serve as new exemplars of how community psychology approaches can understand LGBTQ-based disparities and foster well-being among LGBTQ communities. After a brief introduction and overview by the symposia chair, Allyson M. Blackburn (she/they) will present on LGBTQ university students' experiences with microaggressions, their social networks, sense of LGBTQ community, and psychological well-being. Next, Daniel M. Nguyễn (he/him; any pronouns) will present a review on exclusionary and inclusionary partnership discrimination, examining how multiple, interlocking oppressions can impact Queer Asian American Men's well-being. Next, Dr. Jae Puckett (they/them) will present how shifts in broader socio-cultural contexts and access to resources can impact the well-being of transgender people in the United States. Specifically, Dr. Puckett examines transgender people's mental health in anticipation of and following the 2020 election, and how outer-layer factors, such as access to resources and experiences with stigma, impacted mental health trajectories. Finally, Dr. Robin Lin Miller (she/her/hers) will summarize these findings and discuss how community psychology approaches have, and can continue to, promote well-being for LGBTQ communities. Collectively, this symposium will highlight how community psychologists are adopting ecological and intersectional approaches to understanding LGBTQ well-being, and how we can push scholars in allied fields to do so as well.

## 🔊 Speakers



**Robin Lin Miller**

Professor  
Michigan State University



**Allyson M. Blackburn**

University of Illinois at Urbana-Champaign

## 3 Subsessions

### ● Microaggressions, sense of community, and psychological wellbeing among LGBTQ university students

🕒 11:45 AM - 12:45 PM, Jun 22

### ● Queer Asian American men's experiences of exclusionary and inclusionary partnering discrimination: Current literature and future directions

🕒 11:45 AM - 12:45 PM, Jun 22

### ● Mental Health, Coping, and Resilience among Transgender and Gender Diverse People in Relation to the 2020 U.S. Presidential Election

🕒 11:45 AM - 12:45 PM, Jun 22

## International community psychology

🕒 11:45 AM - 12:45 PM, Jun 22

📍 L-444

**I. Building the Beloved Community: Community Partnership...**

Authors: Caterina Arcidiacono

WorkShop

This workshop will describe the back stage of the 9iccp (International community psychology conference) held in Naples (Italy) in person and hybrid the 21-24th of September 2022. The aim of the workshop is to share knowledge and competencies used to set a worldwide international conference. The 9iccp in Naples had 428 submissions, namely 31 symposia with 5 participants each, 15 panel with 5 presentation each, 158 oral presentation, 28 poster-presentations, 12 workshops, for a total of 428 contributions. We had 524 people inscribed to the platform and 440 participants, including students/ volunteers and organizing team members (56) and also guests and keynotes speakers (30). Participants were in person (314) and online (116) and there was a large participation of students. All participants were from 6 continents (Africa, America, Asia, Australia, Europe, Oceania). Digital and online competencies are an added value for participatory events, therefore we want to share tools and methods we used to organize such a successful conference. Evaluation questionnaire of 250 participants will support the discussion. Last but not least the aim is to create a sort of guideline for participatory conference gathering worldwide participants

**Strengthening the conditions for the impact of YPAR evidence in school settings: Insights from research-practice partnerships in four states**

🕒 11:45 AM - 12:45 PM, Jun 22

📍 Massey F

**VI. We Shall Overcome: Transformative Justice in Organiz...**

Authors: Michelle Abraczinskas (University of Florida)

Symposium

There has been major interest in community psychology and other fields in youth led participatory action research (YPAR), a social justice approach to youth development in which youth conduct research and advocate for transformative change based on their findings. Despite thousands of papers published in the last decade on the processes and potential benefits of YPAR, there has been little attention to how and under what conditions the findings of YPAR are “taken up” and used for impact in settings and systems. Much scholarly work on YPAR stops at the beginning of the advocacy/action stage; thus, little is known about the processes related to whether stakeholders (adult and/or youth) take up and implement the suggestions generated from youth research. Drawing from the field of policy scholarship, there is growing inquiry in the use of research evidence—to understand how and why findings get applied (or don’t) to the creation and revision of policies, practices, and programs. The symposium seeks to integrate the complementary areas of YPAR and the use of research evidence to answer: Who uses youth generated research evidence, how does it get used, and under what conditions? It consists of four paper presentations from investigator teams across seven universities with research-practice partnerships in four states. We showcase findings from our shared 3-year multi-method study that aimed to uncover the processes, facilitators, and challenges related to the uptake of youth generated research evidence by stakeholders (youth and adults), and discuss implications for the YPAR and use of research evidence fields. We will solicit audience input about the applicability of the use of research evidence framework and our findings. We will engage in co-learning by inviting audience members to share reflections from their own work related to conditions that promote and/or undermine transformative change based on youth research findings.

🗣️ Speaker



**Michelle Abraczinskas**

University Of Florida

#### 4 Subsessions

##### ● **Adapting the Interactive Systems Framework for Youth Participatory Action Research: Bridging the Research to Action Gap**

🕒 11:45 AM - 12:45 PM, Jun 22

##### ● **Shifting Power: Examining the Role of Contact with Adult Stakeholders Throughout the YPAR Process**

🕒 11:45 AM - 12:45 PM, Jun 22

##### ● **Power-Brokering and Boundary-Spanning in Promoting the Impact of YPAR Findings in Public Secondary Schools**

🕒 11:45 AM - 12:45 PM, Jun 22

##### ● **When Is YPAR legible, and to Whom?**

🕒 11:45 AM - 12:45 PM, Jun 22

#### **Mentoring Session - Finding Your Global Niche and Global Mindedness in Community Psychology**

🕒 11:45 AM - 12:45 PM, Jun 22

📍 Frederick Douglass Academic Center

Mentor's name: Toshi Sasao (he/him)

Format (in-person or virtual): In-person

Title of mentoring session: Finding Your Global Niche and Global Mindedness in Community Psychology

Target audience: Faculty and students

Day/time: Thursday, 6/22, 11:45 - 12:45pm

Location: Frederick Douglass Academic Center

Mentoring booklet link: <https://docs.google.com/document/d/1xd8IB3RFmEfJVYXgyRD-B-m2OADTQtInXDmzxW8VD2k/edit?usp=sharing>

Registration link: <https://forms.gle/TjhXVyzWsDrTttoQ6>

#### **Mentoring Session - Negotiating Graduate School for Students of Color**

🕒 11:45 AM - 12:45 PM, Jun 22

📍 Frederick Douglass Academic Center

Mentor's name: Kwesi Brookins (he/we)

Format (in-person or virtual): In-person

Title of mentoring session: Negotiating Graduate School for Students of Color

Target audience: Underrepresented Undergraduate and Graduate Students

Day/time: Thursday, 6/22, 11:45 - 12:45pm

Location: Frederick Douglass Academic Center

Mentoring booklet link: <https://docs.google.com/document/d/1xd8IB3RFmEfJVYXgyRD-B-m2OADTQtInXDmzxW8VD2k/edit?usp=sharing>

Registration link: <https://forms.gle/TjhXVyzWsDrTttoQ6>

#### **Homespace for Community Psychology BIPOC Graduate Students**

🕒 11:45 AM - 12:45 PM, Jun 22

📍 Wheeler 214F

Are you a graduate student? Do you identify as BIPOC? Do you feel like you need some space? Join us for the ambiance you desire. In collaboration with the Committee on Cultural, Ethnic, and Racial Affairs (CERA), this space is for BIPOC graduate students to connect, care, resist, rejuvenate, and relax.

🕒 1:00 PM - 2:00 PM, Jun 22  
📍 Massey Conference Center

### **Healing Space- Tapping into the RET System with Sheba Spencer**

🕒 1:00 PM - 2:00 PM, Jun 22  
📍 Brawley 100

2:00 PM

### **Expanding the framework for socio-political control through a study on community participation and civic involvement**

🕒 2:00 PM - 3:00 PM, Jun 22  
📍 L-150

#### **I. Building the Beloved Community: Community Partnership...**

Authors: Katherine Wiley (Vanderbilt)

Kathryn Morgan, Vanderbilt  
Brian Christens, Vanderbilt  
Colleen Loomis, Wilfrid-Laurier University

#### Ignite Presentation

Drawing from the larger Better Beginnings, Better Futures study, this presentation focuses on the intergenerational transmission of community participation, civic involvement, and sociopolitical control. We learn from qualitative life story interviews with 31 parent-child dyads to understand trajectories of youth community involvement over time as they relate to their sociopolitical control (SPC) at age 25. Sociopolitical control is the child's perception of self-efficacy, motivation, competence, and perceived control that are specific to the sociopolitical domain. Sociopolitical control includes both (1) leadership competence, the perceptions of the skills and abilities necessary for leading a group, and (2) policy control, the perceptions of the ability to exert influence on policy decisions in community and organizational settings. Past research on SPC has found relationships with psychological sense of community (Hughey, Peterson, Lowe, & Opreescu, 2008) and community involvement (Christens, Peterson, & Speer, 2011). However, SPC may also reflect socioeconomic privilege, as more advantaged people have tended to report higher levels of SPC in past research. In this presentation, we extend this critique of SPC in two ways, considering (1) the relationship between SPC and income and (2) the failure of SPC to capture understandings of leadership in indigenous communities. Based on both the interviews and assessment of participants' SPC at age 25, we identify a subset of participants who indicated low levels of SPC in the survey but, in life-story interviews, describe rich and extensive experiences of community leadership and policy involvement. We draw on these narratives to highlight the tensions between current conceptualizations of SPC and lived experience, offering suggestions for how to more holistically understand both the influences on and meaning of SPC.

### **School Violence, Strengths, and Intervention: Lessons that Inform Transformative Change**

🕒 2:00 PM - 3:00 PM, Jun 22  
📍 L-154

#### **VI. We Shall Overcome: Transformative Justice in Organiz...**

#### Session Organizers:

Dr. Susan D. McMahon (DePaul University), Chair  
Paulina Guzmán (Universidad del Desarrollo),  
Kailyn Bare (DePaul University) and Dr. Andrew Martinez (Center for Court Innovation)

#### Symposium

Violence in schools is an international concern that threatens the well-being of students, teachers, and administrators. Efforts to combat school violence must encompass techniques at various ecological levels. Representing global perspectives, this symposium is based upon data from the United States, Chile, Perú, Argentina, and Ecuador. Presentations will highlight violence directed towards teachers and administrators and potential pathways for reducing violence through a large-scale restorative justice intervention. In the first presentation, Dr. Jorge J. Varela will discuss findings from a survey of 1,387 South American teachers regarding their experiences with cyberbullying since the onset of the pandemic and how these experiences were related to teacher burnout and well-being. Their results indicated that cyberbullying was associated with higher burnout and lower well-being. The second presentation, led by Dr. Susan McMahon and her team, focuses on findings from a nationally representative sample of 288 school administrators in the United States. Results demonstrated that strengths and weaknesses at the individual, community, and school level predicted administrators' verbal and physical victimization from students, parents, and colleagues. Administrator gender, race, and years of experience along with school level played significant roles in predicting victimization. Lastly, Dr. Andrew Martinez will present results from a randomized control trial which tested the impact of a restorative justice intervention. While quantitative results did not reveal significantly reduced suspension rates, qualitative analyses demonstrated other benefits to students (e.g., connectedness, coping, social-emotional learning) underscoring the need to implement comprehensive research designs. These presentations affirm the importance of studying violence across multiple stakeholders and offenders, their impacts on individuals and schools, and restorative practices for promoting transformative change and healthy school environments. Dr. Fabricio Balcazar, who specializes in school interventions that reduce drop-out, will serve as the discussant. Future research, practice, and policy directions gleaned from this research will be presented.

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#### Speakers



**Susan McMahon**  
Professor and Associate Dean  
DePaul University



**Fabricio Balcazar**  
Professor  
University of Illinois at Chicago



**Andrew Martinez**  
Principal Research Associate  
Center for Justice Innovation

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#### 3 Subsessions

● **Cyberbullying Against Teachers in Latin America During the Pandemic: Negative Effects and Well-Being**

🕒 2:00 PM - 3:00 PM, Jun 22

● **Strengths at the Individual, School, and Community Levels: Predicting Violence Against Administrators**

🕒 2:00 PM - 3:00 PM, Jun 22

● **Restorative Justice in NYC schools - Mixed Findings from a Randomized Controlled Trial**

🕒 2:00 PM - 3:00 PM, Jun 22

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#### **Molding Citizens: Using the Communication Law Curriculum to Improve Political Efficacy**

🕒 2:00 PM - 3:00 PM, Jun 22

📍 L-150

V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Social Organizers: Christopher Toula (Sam Houston State University) and Dominique Thomas (Morehouse College)

#### Ignite Presentation

Students often regard courses in communication law and ethics as abstruse and irrelevant. This lack of interest reflects a long-term decline in younger populations' commitment to democracy (at least as currently practiced). To address this dangerous decline in interest, the presenter's communication law curriculum stresses citizen engagement through legislative action, persuasion, and activism. Assignments cast students in a variety of roles: legislator, regulator, prosecutor, defense, citizen. The curriculum culminates in a capstone project that tasks students with crafting their own proposals for communication law. In the process, students learn how communication law affects their lives and how they in turn might influence communication law.

The purpose of this presentation is to explore this methodology for improving political efficacy and to apply quantitative survey methods to determine shifts, if any, in students' political efficacy and civic engagement. The presentation will examine results from the pilot survey conducted with students in a communication law course at a small southern university. The presenters goal is to enhance both the quantitative survey and the presenters communication law curriculum by engaging the community psychology and allied fields.

### **Using Geo-Social Media to Identify Urban Communities in Need: Ethical Questions for a Community Psychology Approach**

🕒 2:00 PM - 3:00 PM, Jun 22

📍 L-150

#### **II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Ketan Shankardass (Wilfrid Laurier University)  
Krystelle Shaughnessy, University of Ottawa  
Martin Sykora, Loughborough University  
Suzanne Elayan, Loughborough  
Oliver Gruebner, University of Zurich  
Rob Feick, University of Waterloo

#### Ignite Presentation

Smart Citizens Enabling Resilient Neighbourhoods (SCERN) for Equitable and Inclusive Post-pandemic Futures is a transdisciplinary project developing information tools and methods for neighbourhood resilience planning, in collaboration with the City of Hamilton (Ontario, Canada). This research includes a focus on distilling place-based emotional content (thematic and spatially-referenced) from personal expressions on digital social platforms ("geo-social media") to identify hotspots of chronic stress and learn about how individuals' social and physical environments impact their wellbeing. There is an emerging consensus about ethical practices for using (geo)social media for research. This presentation will inform the audience about an innovative approach to wellness promotion that could contribute to spatial justice at a systems level; while raising consciousness about potential pitfalls of using geo-social media for research and planning, particularly for identifiable groups and/or local areas. After outlining the context and highlighting several strengths of this approach for improving health and social equity, a series of critical questions will be raised about this "big data" approach that could reduce its potential to build community consciousness, empowerment, liberation and well-being. The audience will be invited to discuss the limitations of the approach and identify possible ways forward. Critical questions will include: who is, and is not, represented on social media platforms?; if social media expressions are publicly shared, should they be used for planning by governments and/or other third-parties without further consent?; data donations are an emerging method for obtaining geo-social media (including non-public content), but how can privacy (having a right to limit how information is collected, used, and/or disclosed) and confidentiality (having a right to anonymity when information is presented) be strengthened?; finally, how can community-academic engagement prevent reputational (or other forms of) harm to a neighbourhood when chronic stress hotspots are identified using geo-social media analysis?

### **Contextualizing communities and charting connections: Why social network analysis is an important methodological tool for community psychology**

🕒 2:00 PM - 3:00 PM, Jun 22

📍 Massey C

#### **V. Technologies of Liberation: Knowledge Creation and Consciousness R...**



## Symposium

Social network analysis is a unique quantitative methodology that uses relationships as the unit of analysis, allowing for a structural view of interpersonal connections via the quantification of relationships among members of communities (Kornbluh & Neal, 2016). Therefore, social network analysis is well aligned with the field of community psychology, as it moves beyond the individual, allowing a more contextual view of relationships within a setting (Kornbluh & Neal, 2016; Neal & Christens, 2014) and examining how one's social environment might influence individual outcomes (Borgatti et al., 2009). In recent years, community psychologists have expressed the "particular promise" social network analysis offers the field of community psychology noting, "... because network analysis focuses explicitly on patterns of relationships between actors, its theories and methods are inherently extra-individual in nature and particularly well suited to characterizing social contexts" (Neal & Neal, 2017 p. 280). In previous years, community psychologists called for greater utilization of quantitative methods that are contextual in nature, like social network analysis, naming it a "...useful component of a contextual toolbox for a community scientist" (Luke, 2005 p. 196). Although social network analysis is growing in its use among community psychologists (Neal & Neal, 2017), it remains underutilized, representing a missed opportunity, as "...understanding relationships and networks is vital to community psychology's mission of describing individuals within settings and enacting social change to enhance wellbeing" (Neal & Christens, 2014 p. 314). To help bridge this gap and identify new directions for such research, this session will showcase recent work that uses social network analysis as a tool for exploring topics and issues of relevance to community psychology, including diverse areas such as critical consciousness, civic engagement, school climate, and community academic partnerships. Together, these presentations will highlight how a social network analysis research approach can support community wellbeing.

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### Speaker



**Jennifer Renick**  
University of Memphis

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### 4 Subsessions

- **Social network analysis: A promising method for exploring precursors to children's critical consciousness development**  
🕒 2:00 PM - 3:00 PM, Jun 22
- **Disaggregating social dynamics underlying youth civic motivation: A longitudinal social network analysis of an expectancy-value model**  
🕒 2:00 PM - 3:00 PM, Jun 22
- **Understanding the influence of teacher-student relationships on perceptions of program climate using social network analysis**  
🕒 2:00 PM - 3:00 PM, Jun 22
- **Practical applications of social network analysis for assessing community academic partnerships**  
🕒 2:00 PM - 3:00 PM, Jun 22

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### **The community resilience of Ukrainian forced migrants in the Italian context: a preliminary study**

🕒 2:00 PM - 3:00 PM, Jun 22

📍 L-150

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Martina Olcese (University of Genoa (Italy), Department of Educational Sciences)

#### Ignite Presentation

At least 12 million Ukrainian refugees have been displaced because of the Russian invasion that commenced on Feb 24, 2022. Over five million Ukrainians have emigrated to many European countries, of which 158,800 refugees arrived in Italy. Refugees represent one of the most marginalized communities incorporating different intersecting disadvantage such as ethnicity, gender, disability, and geographic location. The conceptual framework of community resilience is an interesting issue as it dealt with this kind of population. This construct concerns the ability of community members to transform with traumatic events using their own resources, in an ecological and multi-level perspective, and the community's ability to promote protective factors to prevent mental suffering. Furthermore, community resilience is a process linking a network of adaptive capacities such as social support but also, the presence of a shared value system, and the spirituality. Present study aims to analyze the processes of social support and community resilience experienced by Ukrainian refugees in Italy during their experience of forced migration in order to understand whether and how these aspects have fostered greater wellbeing of the migrants and the community. Through networking and collaborating with voluntary associations that were working with refugees and providing them with support from the first reception, 20 interviews were conducted with adult Ukrainian migrants. The interviews covered aspects such as the community resources available to deal with the event, the presence of forms of support in the Italian host context, the sense of belonging to the Ukrainian community and the presence of spirituality and a shared value system. This contribution therefore reports the most relevant findings from these interviews, analyzing community resilience and identifying the supportive factors and vulnerabilities of Ukrainian forced migrants, their psychological adjustment and community perception.

### Embodied Liberatory Practices

🕒 2:00 PM - 3:00 PM, Jun 22

📍 L-152

#### II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Leah Okamoto Mann

Innovative Other

Embodied Liberatory Practices", combines Soyinka Rahim's BIBOLove system of collective breath, affirmation, and movement meditation with Leah Okamoto Mann's play-full kinesthetic, trauma-informed somatic practices. Buoyed by Soyinka's drumming, flute and original compositions, participants will be invited to tend a felt sense of embodied justice - balanced, respected, presence. Playful practices focusing on healthy boundaries, self regulation, formations of support, and self care in relationship to systems will be offered. An underlying intention of the experience will be to increase the frequency of peace and felt sense of internal authority. We will explore being in flow with our "body weather" in order to bring more empathy, reciprocity, and generosity into our environments, anchored in practices of hope. By doing so, we will actively practice dreaming a world in which self-care is practiced and prioritized, for all. The workshop is informed by the artful (eco)systems of Somatics, BIBOLove, Lelavision, and InterPlay / Body Wisdom. All are welcome. No experience necessary. Soyinka and Leah have collaborated on numerous art and social justice actions: The Human Murmuration at Duwamish Waterway Park 2017(dx<sup>w</sup>dəwʔabš / Seattle), Hello/Goodbye Viaduct 2019 (dx<sup>w</sup>dəwʔabš / Seattle), Arts for Change Festival 2021 (Haudenosaunee / Rochester University), and Facing Race National Conference 2022 (O'Dham & Piipaash / Phoenix). They are both certified InterPlay Leaders. "The kind of change we are after is cellular as well as institutional, is personal and intimate, is collective as well as cultural. We are making love synonymous with justice." Prentis Hemphill "Where there is light in the soul, there is beauty in the person Where there is beauty in the person, there is harmony in the home Where there is harmony in the home, there is honor in the nation Where there is honor in the nation, there can be peace" Chinese Proverb

#### 🗣️ Speaker



**Sinead Young**

Professor  
Morehouse College

### Trauma-Informed Listening Sessions and Photovoice with Marginalized Communities: Applications for Community Practice

🕒 2:00 PM - 3:00 PM, Jun 22

📍 L-244

#### III. Nommo: Consciousness Raising through Storytelling, A...

Session Organizers: Nancy Nava (Esperanza United) and R. Lillie Macias

(University of New Haven/ Esperanza United)

### Symposium

In recent years, research evidence has documented exasperated disparities among marginalized racial and ethnic communities. COVID-19 has impacted marginalized communities at higher rates across the United States. The goals of this symposium are to 1) provide an overview of the differences and commonalities in listening sessions and adapted photovoice for marginalized ethnic communities and 2) share methods for leveraging listening session and photovoice modalities for trauma-informed and culturally relevant community practice. In the first presentation, researchers from a national culturally specific resource center for gender-based violence share a critical review of listening sessions and community forums as a method for community engagement in training and technical assistance (TTA) and research. In the second presentation, researchers will present an innovative multimedia study that was conducted with Latinx survivors of domestic violence in collaboration with community-based organizations. The study explored the strengths and hope among Latinx survivors of domestic violence amid COVID-19. Presenters will discuss their process of adapting Photovoice, conducting listening sessions to validate findings and survivor's stories that emerged from the study. Researchers will also describe their study approach to centering cultural humility, strength-based, and trauma-informed practices throughout the project. In the third presentation, students and staff from a university-community partnership present a formative study of photovoice with refugee youth embedded in community programming. Symposium participants will have the opportunity to engage in storytelling methods directly and apply trauma-informed and cultural frameworks to their own work in research or community practice.

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### Speaker



**Heather Phillips**

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### 3 Subsessions

● **Listening Session Guide: Best Practices for Working with Marginalized Communities**

🕒 2:00 PM - 3:00 PM, Jun 22

● **Using Multimedia and Storytelling in Finding Sources of Strength and Hope**

🕒 2:00 PM - 3:00 PM, Jun 22

● **Using Photovoice to Explore Mental Health Experiences of Immigrant and Refugee Youth Communities**

🕒 2:00 PM - 3:00 PM, Jun 22

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### Cities United Storytelling: Community Inventory and Mapping Project

🕒 2:00 PM - 3:00 PM, Jun 22

📍 L-444

III. Nommo: Consciousness Raising through Storytelling, A...

Authors: Margaret McBride

#### WorkShop

Cities United leads a nationwide, collaborative effort to reduce homicides and create safe, healthy, and hopeful communities for Black men/boys and their families. A primary component of our initiatives is partnering with cities and their youth to work on violence prevention efforts through our Young Leader Fellowship (YLF) Program. The fellowship is youth-centered and benefits youth through professional and leadership development, extending their peer and expert networks, and workshopping violence prevention knowledge. The current project is an ongoing and developing participatory project between UNC-CH students and Cities United staff and YLF (N = 14; 19-23 years old) titled the Community Inventory and Mapping Project. The project seeks to facilitate a space where young leaders from across the country can 1) express their perspectives of their community; 2) take note of what resources (or lack thereof) are offered in their neighborhood; 3) amplify their voice and lived experiences to enact sustainable change or support; and 4) identify areas where they feel safe, healthy, and hopeful. YLF Alum and UNC students developed a workshop that the current cohort of fellows participated in throughout 2022. The project highlighted a diverse set of stories and personal reflections on community from the perspective of young leaders from various communities. Participants were asked to fill out a short pre- and post-survey, complete a neighborhood inventory walk, and co-analyze and create dissemination materials. Researchers found several components that existed across communities and unique neighborhood-specific components that were positive, negative, and complex to YLF. Additionally, they found that participants mentioned more components in their neighborhoods after completing the project. The group will utilize art to share results, including creative, strengths-based maps to emphasize the positive aspects of their communities. The proposed submission seeks to highlight initial findings and guide attendees through their own interactive neighborhood inventory workshop.

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#### Speaker



**Margaret McBride**

UNC

## Engaging Communities in School-Based Research and Practice

🕒 2:00 PM - 3:00 PM, Jun 22

📍 L-242

**I. Building the Beloved Community: Community Partnership...**

Session Organizer: Tara Kenworthy LaMarca (University of Miami)

#### Symposium

Schools are an important entry point for researchers and practitioners wishing to engage with youth, families, and school staff. However, it can be challenging for “outsiders” (i.e., those who are not affiliated with the school or are not community members) to integrate in these systems and effectively engage key partners or participants. This symposium will offer practical examples of strategies for engagement with community members (e.g., students, teachers, families) in school-based research and practice settings. We will highlight both evidence-based practices and practice-based evidence for engagement that will be relevant for both researchers and practitioners in schools and potentially other community-based settings. This topic addresses two conference themes: (1) “Building the Beloved Community: Community Partnerships and Social Change,” as it emphasizes the importance of collaboration across roles and sectors and (2) “We Shall Overcome: Transformative Justice in Organizations and Schools,” because we demonstrate the importance of partnerships for fostering change at the school-level. The three projects will offer unique methods and goals for school-based community engagement in diverse communities ranging from assessing engagement needs to incorporating school community partners in school improvement and research. The first presentation will highlight a collaborative process for adapting a readiness assessment for family engagement in Title-I schools. The second presentation will describe lessons learned from engaging key constituencies in a structured process for assessing needs in schools. The third presentation will discuss lessons learned from a university partnering with staff and student champions for engagement in a school-based, NIH-funded study centered on promoting health in under-resourced school communities during the time of COVID-19. Ample time will be allowed for discussion of cross-cutting themes and audience questions.

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#### Speakers



**Adam Voight**

Cleveland State University



**Tara Kenworthy LaMarca**

Psychologist  
University of Miami Miller School of Medicine

### 3 Subsessions

#### ● **Readiness for Family Engagement in Education: Development of a Family Level Survey**

🕒 2:00 PM - 3:00 PM, Jun 22

#### ● **Facilitators and Barriers to Engaging Multiple Constituencies in School Improvement Planning: Lessons from the School-based Collaborative Assessment of Need (SCAN)**

🕒 2:00 PM - 3:00 PM, Jun 22

#### ● **Engaging Title 1 School Communities in Research through Partnerships with School Champions**

🕒 2:00 PM - 3:00 PM, Jun 22

### **Sick and deadly stories: Unsettling stories of police violence in mental health response in Indigenous communities in Canada**

🕒 2:00 PM - 3:00 PM, Jun 22

📍 L-150

**IV. Ma'at: Solidarity, Equity, Diversity, and...**

Authors: Brandon Hey (University of Toronto)  
Dr. Jeffrey Ansloos (University of Toronto)  
Mushfika Chowdury (University of Toronto)

#### Ignite Presentation

Overinvolvement with law enforcement and the criminal justice system (CJS) is a key indicator of systemic oppression and white supremacy. Persons who are Black, Indigenous, and other persons of colour (BIPOC) remain grossly overrepresented in CJS interactions, especially those involving use of force, fatalities, and traumatic outcomes. Many of these issues are reinforced through a lack of culturally safe or trauma-informed interventions, homogeneous workforces, poor policy guidance, and problems with data classification and coding. Additionally, it is commonplace for policymakers to refuse to collect race-based data and adequately fund civilian-led, mental health emergency response initiatives. Though there is a history of the Canadian government's use of police services to implement colonial policies such as Royal Canadian Mountain Police involvement in residential schools, little is known about the impact of Canadian police forces interactions with First Nations, Inuit, and Metis (FNIM), as it relates to mental health. At the same time, media discourses can reinforce hegemonic, disparaging attitudes about Indigenous peoples in such controversial public policy areas. Consequently, this study conducted a media scan of news articles (n=172) documenting police interactions with FNIM in Canada from 1970 to 2022. All included cases involved mental health that was an initial or eventual concern. Incident details and outcomes were categorically organized through an iteratively (deductively and inductively) refined codebook. All discrepancies were resolved through consensus and Chi square analyses were conducted to determine which contextual factors were most associated with poor outcome. This Ignite presentation will briefly highlight study findings. It will also share 10 key themes that emerged from a thematic analysis of article content, including citizen video footage as a sole accountability device, normative practices that perpetuate police omnipotence, use of false allegations, social infractions, and resisting arrest narratives to justify police violence. Implications for research and practice will be discussed.

### **Coloniality and Somatics**

🕒 2:00 PM - 3:00 PM, Jun 22

📍 L-150

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Leah Garza (Pacfica Graduate Institute)  
Katie Robinson (Pacfica Graduate Institute)

#### Ignite Presentation

Psychological theories and approaches grounded in somatics, articulated by scholars such as Stephen W. Porges (2011, 2021), Peter A. Levine (1997, 2012, 2015), Kathy L. Kain (2018), Stephen J. Terrel (2018), among many others, are reshaping how trauma is considered and treated. The Window of Tolerance (Siegel, 1999) describes the different psycho-physiological states activated at the neuroception of danger or safety, where a “regulated” nervous system indicates the perception of safety, and “dysregulated” nervous system indicates the perception of danger. A descendant of the Window of Tolerance is the The Faux Window of Tolerance (Terrel & Kain, 2018), which articulates nuances between regulated and dysregulated states: a nervous system in a state of “faux” regulation, where the physiology of safety and danger are simultaneously online. The faux window belies a greater understanding of the world from which the concept was created- the colonial world. A critical understanding of coloniality and ontology are essential to understanding why the faux window is reflective of systemic stressors and not individual bodies, coping with individual traumas. Coloniality refers to the lasting impact colonization has left on our ways of being, bodies, and systems of power and knowledge (Quijano, 2000; Maldonado-Torres, 2010; Lugones, 2003). This presentation will explore the congruences between this “faux window” and living within a colonial ontology. Somatics defaults to placing the onus on the individual to regulate the nervous system and treat trauma. The faux window is thought to be a function of individuals with trauma. A decolonial approach would identify the reality we live in, our ontological container, as inherently traumatizing, and the faux window as a coping strategy of the collective within colonialism.

### **Arts, Storytelling, New Media, Oh My! Exploring SCRA’s Knowledge Hub & Building a Community Psychology Teaching Community**

🕒 2:00 PM - 3:00 PM, Jun 22

📍 L-148

**III. Nommo: Consciousness Raising through Storytelling, A...**

Authors: Whitney Becker

#### WorkShop

Are you looking for resources to facilitate engaging, innovative learning activities in your community psychology courses? Have you ever wondered how Black Panther & Octavia’s Brood might fit into your community psychology classroom? Are you looking for creative ways for students to share the knowledge they’ve learned about community psychology beyond final presentations and papers? The SCRA Knowledge Hub, an online networking and knowledge sharing tool for community psychology educators, offers a wide range of resources, including syllabi, assignments, class activities, videos, readings, and more for educational experiences in community psychology and allied fields. This workshop will heighten awareness and help participants to appreciate the capabilities and potential of the Knowledge Hub. The program will include an overview of the range of resources the Knowledge Hub offers, with a particular focus on methods for applying arts, storytelling, and new media in undergraduate classes in community psychology and allied fields. Following this, we will present a facilitated learning experience using speculative fiction (brown & Imarisha, 2015). Participants will then engage with fellow community psychologists to examine short stories and brainstorm ways in which they might be used in a community psychology learning setting. The session will end with an opportunity for participants to share community psychology teaching resources in small groups organized by participants’ areas of interest. The goal of this workshop is to strengthen the culture of pedagogical resource sharing and strengthen a supportive online teaching community.

### **Building Bridges: SCRA’s Undergraduate Student Mentoring Initiative**

🕒 2:00 PM - 3:00 PM, Jun 22

📍 L-442

**IV. Ma’at: Solidarity, Equity, Diversity, and...**

Authors: Amanda Barry

Innovative Other

During Summer of 2020, in the Community Psychology Practice in Undergraduate Settings Interest Group, we devised an idea for an initiative focused on mentoring undergraduate students interested in community psychology. In response to a call, sixty-five graduate students indicated their interest in joining the initiative. Since then, graduate students have been instrumental in creating and running the program. At its inception, this included naming the program, selecting program goals, choosing preliminary mentoring session topics, creating recruitment and dissemination materials, and developing the overall program organization and structure. Several graduate student mentors also serve as Building Bridges Planning Committee members, who provide the ongoing structure and support necessary to plan, advertise, and facilitate mentoring sessions. Undergraduate students are invited to attend one-hour virtual group mentoring sessions where participants are encouraged to ask questions in a comfortable and affirming environment. Mentoring sessions are hosted by current psychology graduate students, free of cost, and offered at least once a month during the traditional academic year (i.e., September to May). Virtual mentoring provides opportunities for undergraduate students to connect and receive mentorship from diverse graduate students in community psychology and allied disciplines across the globe. Such opportunities especially benefit students from marginalized backgrounds such as first-generation college students and students of color, who may have limited access to faculty with shared backgrounds, experiences, and identities. In this session, we plan to highlight the initiative and share our goals for the future. We also want to open up space for a discussion on how to maximize undergraduate mentoring and raise awareness of the field and engagement among undergraduates.

 Speaker



**Amanda Barry**

Psychology Extern  
Edward Hines Jr. VA

## Moving Toward Social Justice: Exploring Changes to Mentor Cultural Humility in Youth Mentoring Interventions

🕒 2:00 PM - 3:00 PM, Jun 22

📍 Massey F

**IV. Ma'at: Solidarity, Equity, Diversity, and...**

Session Organizer: Amy Anderson (University of North Texas)

3:15 PM

### Youth Organizing and Participatory Action Research: Towards Sustainable Partnerships and Practices

**Session Organizer: Elizabeth Thomas (Rhodes College)**

This symposium focuses on how to sustain partnerships that engage middle and high school youth in building power for systemic change while supporting their individual and collective well-being. Over the last decade, more studies of mentors' cultural humility development across varied mentoring interventions. The first study is a mixed-methods investigation of science mentors' cultural humility changes following participation in the Science Club mentoring program for urban adolescents of color from low-income communities. The second study is a critical microethnography of peer coaches' cultural humility within a peer education program aimed at supporting college and graduate students at a predominately white institution. The last study is a qualitative thematic synthesis of research evidence of adult mentors' cultural humility changes in formal youth mentoring programs. Collectively, these studies have implications for mentoring interventions to promote youth thriving and social justice through reciprocal mentoring interactions. Discussion will be facilitated among attendees and presenters to dialogue the ways that mentor cultural humility development creates possibilities for thriving among youth and communities within the Nashville Youth Design Team (NYDT), a youth-led participatory design collective working to improve Nashville's neighborhoods for youth. The third presentation examines youth organizing in Bridge Builders CHANGE, in which youth organizers work within and across cohorts to address educational and restorative justice, mental health and healing, and sexual harassment and violence in schools. At the conclusion of the presentations, we invite discussion with others engaged in youth organizing and participatory research practice. We are particularly interested in thinking further about practices for sustaining the power, agency and leadership of youth and youth allies engaged in this work and building momentum over time, including peer mentoring and leadership, intersectional networking, and university partnerships.

📌 Speakers  
3 Subsessions



**Elizabeth Thomas**  
Rhodes College  
**Gaining Awareness of Inequality in Education: Mentors' Perspectives in a Science Mentoring Program**

🕒 2:00 PM - 3:00 PM, Jun 22



**Jessica Hernandez**  
Santa Clara University  
**Cultural Humility in Peer Educator Training**  
**Quantitative synthesis of adult mentors' cultural humility development in formal youth mentoring relationships**

🕒 2:00 PM - 3:00 PM, Jun 22

3 Subsessions

● **The Youth for Justice Project (YJP): Fostering Youth Sociopolitical Citizenship and Wellbeing**

🕒 3:15 PM - 4:15 PM, Jun 22

● **Building a Youth Leadership Ecosystem in the Nashville Youth Design Team**

🕒 3:15 PM - 4:15 PM, Jun 22

● **Bridge Builders CHANGE: Building and sustaining youth organizing in Memphis**

🕒 3:15 PM - 4:15 PM, Jun 22

**Refugee Action Network: Process of Building State-Level Advocacy Coalitions**

🕒 3:15 PM - 4:15 PM, Jun 22

📍 L-442

**I. Building the Beloved Community: Community Partnership...**

Authors: Moshood Olanrewaju, PhD, MPA

Innovative Other

Committed to the ideal that refugees make Illinois a better place. Refugee Action Network (“RAN”), formerly named The Golden Door Coalition, has advocated for refugee rights in Chicago and throughout Illinois for over a decade. As a registered 501(c)(3) organization, RAN is committed to creating welcoming communities that value refugees and empower them to lead fulfilling lives of safety and dignity. Refugee Action Network's work focuses on creating an inclusive network that uplifts the voices of refugees; educating communities, civic leaders, and the media about refugees; and mobilizing individuals and organizations to advocate for refugees' post-settlement growth. Thus, building a leading state-level advocacy coalition and becoming a trusted information hub for affiliate organizations. In addition to working within the immigration sector, RAN member organizations prioritize collaboration with other sectors impacting refugee social inclusion, including providers of ecosystem services, educational institutions, landlords, the media, faith communities, government, and the justice system. As a non-partisan convener, RAN is uniquely positioned to communicate and connect with a broad range of affiliates and constituents, resulting in more engaged activism. In the proposed innovate session—we aim to contextualize the success, challenges, and strategies of administering a thirty-member organization by interrogating RAN's impact, structure, and future operational directions. With a panel of experts, including members of the board of directors, and RAN's advisory members, we will plan, organize and take the lead on building this session. To achieve our goals, we will rely on creative tools. In particular, we will share audiovisual content and artwork to encourage discussion.

📌 Speakers



**Jims Porter**



**Moshood Olanrewaju**

Network Coordinator  
SCRA

**Centering Lived Experience: New Directions Community Psychologists are Taking in Community Health**

🕒 3:15 PM - 4:15 PM, Jun 22

📍 L-154



## I. Building the Beloved Community: Community Partnership...

Session Organizer: Quinmill Lei (Rhodes College)

### Symposium

The field of community psychology within the United States was ignited by the community mental health (CMH) movement and deinstitutionalization of the 1960s. The aim was to center action-oriented and strengths-based research and practice that promoted mental health. Despite this intention, community psychology has strayed from this focus. New initiatives for social innovation in CMH have emerged in recent years, particularly the centering of the lived experience of individuals and communities from historically excluded groups. In this symposium, presenters will discuss four different ways in which community psychologists are supporting innovations in CMH. The first presentation will describe a CMH initiative called “The Living Room”, which is a free-cost, recovery-oriented, peer-led drop-in center for those experiencing mental health crises. The second presentation will discuss the process of engaging in community-based participatory research (CBPR) led by individuals living with serious mental illness. The third presentation will explore a multi-level partnership with clinicians, researchers, and Veterans with lived experience in the development of a tiny structure community serving Veterans experiencing homelessness in Los Angeles. The fourth presentation will describe the development of a CMH program that primarily serves queer, transgender, Black, Indigenous, people of color (QTBIPOC) on the South and West side of Chicago in response to community need and an emphasis on recruiting service providers with lived experience. Across these four initiatives, emerging themes include valuing lived experience of mental illness, having low barriers to access, and welcoming members of groups previously unwelcome. Recommendations for increasing innovative community mental health initiatives and partnerships including roles for community psychologists will be discussed.

### Speakers



**Quin Lei**  
DePaul University



**Chris Keys**  
Professor  
DePaul University

### 4 Subsessions

- **The Value of Lived Experience for Transforming Mental Health Services**  
🕒 3:15 PM - 4:15 PM, Jun 22
- **Give the power back: Rethinking community-based participatory research for individuals with lived experience**  
🕒 3:15 PM - 4:15 PM, Jun 22
- **Veteran, clinician, and researcher partnership serving Veterans experiencing homelessness**  
🕒 3:15 PM - 4:15 PM, Jun 22
- **Building training programs in community mental health: Our experience in developing a program serving QTBIPOC**  
🕒 3:15 PM - 4:15 PM, Jun 22

### Low-Carbon Methods to Foster Human and More-Than-Human Restoration

🕒 3:15 PM - 4:15 PM, Jun 22

📍 L-444

## II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Alexandra Lakind, Kate Elliott

#### WorkShop

This moment of climate crisis evokes feelings of anxiety and grief as people face the disproportionate harms of environmental injustice. In response, we are compelled to think and act low-carbon, and to account for damages done by systems whose human and planetary harms are fueled by petrocultures (Chapman & Ahmed, 2021; Táíwò, 2022). To move towards this will require a culture shift, more comprehensively blending theory and practice, academia and activism. In this participatory workshop, Kate Elliott and Alexandra Lakind, members of the Low-Carbon Research Methods Group, will introduce participants to “Wayfinding for Restorative Methods.” This is an ever-evolving series supporting artists, librarians, and researchers from across the world—India to Sweden, Australia to Austria—to navigate multiple injustices and uncertainties deriving from high-carbon ways of making and sharing research. The Wayfinding method is not prescriptive but aims to foster community connection to cultivate processes that are restorative to researchers in their practices, their lives, their environments. By providing a safe, non-judgmental space for reflections, these sessions center what participants love, following the advice of pleasure activist Adrienne Maree Brown: “there is no way to repress pleasure and expect liberation.” This workshop is designed for anyone and everyone. It is an offering, a series of activities and questions that can be reused and remixed to suit the unique needs of each participant and their respective communities. We invite participants to discuss the practical barriers and challenges of implementing a restorative low-carbon approach towards community research that advances environmental and social justice. In addition to personal and group reflections, this project leverages the organizing and mobilizing power of skill-sharing and network building. We seek to continue to grow the many low-carbon networks that exist, with the hope that the edges of these networks might touch, overlap, and grow together as sweeping collective action.

#### Speaker



**Kate Elliott**

Doctoral Student  
Simon Fraser University

### Research Dissemination Alternatives to Publishers Abusing Power

🕒 3:15 PM - 4:15 PM, Jun 22

📍 L-148

#### I. Building the Beloved Community: Community Partnership...

Research dissemination remains an important conversation among psychological scholars. The large amount of applicable research produced each year fails to reach communities and the general public. From challenges navigating the popular journals, determining the best open source platforms, to developing public networks of research-ready consumers, psychological science is not reaching its target goal, to make research accessible. After publishing articles for the public with a popular outlet, we have witnessed how corporate interests can and do strongly influence the dissemination process. The common position of Psychology, psychological associations, and many academic institutions is to “give psychology away,” and to resist the types of entanglements where profits are valued over people’s mental well-being. The frequency of encountering these obstacles among community psychologists might be a primary reason for burnout, fatigue, mental exhaustion, or even exiting the community psychology field. Towards the goal of disseminating valuable research, we propose a few key options across the dissemination spectrum, from improving journal and public outlets to self-publishing. This session opens with a 15-minute overview of our publication experiences giving psychology away in public forums, followed by an overview of alternative dissemination options, including open source journals, special issues, and self-publishing. Then based on these options, attendees will select 20-minute breakout groups based on their preferred option. Facilitators will provide guidance across the breakouts. Attendees will then have the opportunity to switch to a second breakout group for 20 minutes, before returning to the larger group for open discussion and to share their takeaways from the experience. Attendees will leave with concrete options for alternative publishing and research dissemination to the general public.

#### Speakers



**Leonard Jason**

Professor  
DePaul University



**Dr. Vernita Perkins**

Consultant and Researcher  
Transformgi LLC, Omnigi Research

## Implementation Research on Adolescent Sexual Assault and Domestic Violence Prevention Programming: On the Ground Challenges and Community-Driven Solutions

🕒 3:15 PM - 4:15 PM, Jun 22

📍 L-244

### II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Sesison Organizers: Rachael Goodman-Williams and Kathryn Fishwick  
(Wichita State University)

Symposium

Sexual assault and domestic violence (SA/DV) are major public health concerns, and many communities work to reduce their occurrence through widespread SA/DV prevention programming. Middle and high schools are common venues for such programming, as the settings facilitate access to adolescents at a time when many are developing norms for their current and future partnerships. There have been numerous evaluations of adolescent SA/DV prevention programs, but there has been a relative lack of implementation research that explores the on-the-ground challenges faced by prevention educators. This symposium includes four presentations based on such implementation research, specifically what it takes to recruit, implement, and sustain SA/DV prevention programming in complex circumstances. The first presentation will share lessons learned from the recruitment process for a DV and substance use program carried out with sexual and gender minority youth. The second presentation will share the results of a qualitative study focused on how SA/DV agencies across the Midwest navigated the transition to virtual prevention programming during the COVID-19 pandemic. The third presentation will share findings from a European Union-funded teen dating violence prevention program, specifically highlighting how participants were involved as active promoters of the program to expand its reach to a wider audience. The final presentation will present findings from a mixed methods study that assessed factors influencing the long-term sustainability of adolescent sexual assault primary prevention programming. Each presentation will highlight concrete implications for practice and research, and time will be reserved after presentations for discussion of how implementation research can provide space for community organizations to share their struggles and successes.

### 🗣️ Speakers



#### Rachael Goodman-Williams

Assistant Professor  
Wichita State University



#### Kathryn Fishwick

Graduate Student  
Wichita State University

### 4 Subsessions

#### ● Lessons learned from online recruitment of sexual and gender minority youth for an online dating violence and substance use prevention program

🕒 3:15 PM - 4:15 PM, Jun 22

#### ● Sexual Assault and Domestic Violence Prevention Programming During the Pandemic: How Prevention Educators Navigated Virtual School During COVID-19

🕒 3:15 PM - 4:15 PM, Jun 22

#### ● The "CTRL+ALT+DEL" project: An intergenerational experience to prevent online teen dating violence

🕒 3:15 PM - 4:15 PM, Jun 22

#### ● Sustaining youth sexual violence prevention programs: Findings from a practitioner-engaged mixed methods study

🕒 3:15 PM - 4:15 PM, Jun 22

## Where does SCRA go from here? Share Your Voice in Our Strategic Planning Process

🕒 3:15 PM - 4:15 PM, Jun 22

📍 B of A Auditorium

### I. Building the Beloved Community: Community Partnership...

Authors: Kwesi Bookins Flores

### Townhall

It is time for SCRA as an organization to set its goals for the next 5 years. We want to engage in dialogue with our members as part of an ongoing effort to examine our values, who we represent, and how to continue our transformation into a more equitable, transparent, anti-racist, anti-oppressive, inclusive, and more socially just organization. The members of the Strategic Planning Committee will facilitate a process to engage our members to imagine and co-design an organization that can guide the field of community psychology into the future. We are beginning this process by centering the Call to Action and our response to the Call to Action. By examining what we have been able to accomplish, as well as the challenges we have faced in fulfilling our mission and our obligations, we aim to hold ourselves and our organization accountable. We must strive to become a model to our field by joining as practitioners, academics, activists to dismantle anti-Black racism and all forms of discrimination and oppression within our organization. Please join us in this important work. We want to learn with you and from you. What do you envision as the future of our organization? What do you see as the needs of your community that SCRA can support? How have you combatted white supremacy in your organization, your community, your family? Let us share our experiences, our learnings, our struggles. How do we continue to decolonize our field and ourselves? How do we form alliances across differences? Let us put our minds and hearts together.

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### 🗣️ Speakers



**Yvette Flores**

Distinguished Professor  
UC Davis



**Kwesi Brookins**

Professor ecological community psychology  
Michigan State University

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## Participatory Action Research as Pedagogy in the College Classroom

🕒 3:15 PM - 4:15 PM, Jun 22

📍 L-152

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Brett Coleman

Innovative Other

This session is meant to facilitate a community of practice around participatory action research (PAR) as higher education pedagogy. PAR is increasingly being used in academia in the U.S. and beyond as an engaging and action-oriented way for people to participate in knowledge creation, deep and relevant learning, sociopolitical development, and collective action (Lykes et al., 2018). Despite its potential, there is a risk of PAR becoming watered-down, depoliticized, and taught as merely a method or through a checklist-approach, or otherwise coopted in university settings (Ritterbusch, 2019). Therefore, the challenge of doing PAR in the classroom is maintaining the authentic spirit of collective knowledge production and radical imagination while also conforming to university norms and policies and reaching expected outcomes. In this “around the world” discussion, we hope to engage those doing PAR in the college classroom, and those considering it, in sharing knowledge and experiences around these challenges. The facilitators, all of whom have experience with PAR as higher education pedagogy, will discuss their recent paper on the subject and facilitate a discussion in which participants rotate through various stations dedicated to specific discussion topics. Topics will include the intentions, strategies and unintended consequences of assessing students’ work, creating agreements with community stakeholders, navigating institutional review boards, as well as other topics suggested by participants. The session will begin with opening and orienting remarks by the facilitators. Participants will then rotate around the discussion stations, spending approximately 10 minutes discussing each topic. The session will conclude with a discussion of the main themes discussed at each station and next steps for those who would like to stay engaged with a community of practitioners applying PAR to the college classroom.

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### 🗣️ Speakers



**Erin Rose Ellison**

Associate Professor  
California State University, Sacramento



**Julia Dancis**

University Of Washington, Tacoma

## Strengthening Peer Support: Evaluation of the Self-Help And Recovery Exchange (SHARE!) Peer Toolkit

🕒 3:15 PM - 4:15 PM, Jun 22

📍 L-242

**VI. We Shall Overcome: Transformative Justice in Organiz...**

Session Organizers: Louis Brown (University of Texas Health Science Center at Houston (UTHealth))

Symposium

Central to the success of the consumer movement is effective peer support. Yet understanding of the skills peer support specialists and other peer workers need to be effective is limited. Further, peer worker roles sometimes lack clarity and blur with professional support. SHARE! the Self-Help and Recovery Exchange is a peer-led agency that has been wrestling with these challenges for over 30 years. SHARE! developed the Peer Toolkit to provide peer workers with the skills necessary to build sustainable and inclusive peer-led communities. Their toolkit helps peers effectively draw from experiential knowledge to support others in their recovery journey. It also helps peers manage conflict. This symposium explores the 12 tools of the trade, a randomized trial evaluating their efficacy among 272 peer workers, and an innovative assessment of peer support skills used in the trial. The project represents a unique partnership where a peer-led organization hired a university partner to evaluate a peer-developed training. The symposium will engage the audience on issues central to the project, including the selection of appropriate outcomes, the measurement of peer support skills, and the nature of effective peer support. In particular, we will discuss with the audience how to identify and promote the conditions under which peer support is effective.

### 🗣️ Speaker



**Thomasina Borkman**

Professor of Sociology Emerita  
George Mason University

### 3 Subsessions

#### ● Overview of the SHARE! Peer Toolkit

🕒 3:15 PM - 4:15 PM, Jun 22

#### ● Findings from a cluster randomized trial evaluating the SHARE! Peer Toolkit

🕒 3:15 PM - 4:15 PM, Jun 22

#### ● Training PeerWorkers in Mental and Behavioral Health: Developing a Measure of Peer Support Skills

🕒 3:15 PM - 4:15 PM, Jun 22

4:30 PM

### Publication Reception

🕒 4:30 PM - 5:30 PM, Jun 22

📍 Massey Conference Center Lobby

Come check out publications from SCRA membrs and connect with authors.

### 🗣️ Speaker



**Judah Viola**

Associate Professor  
National Louis University

6:00 PM

### Student Social

🕒 6:00 PM - 8:00 PM, Jun 22

📍 Massey Conference Center Lobby

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📣 Speaker



**Aaron Stewart Baker Cervantes**  
National Louis University

**Fri, Jun 23, 2023**

8:00 AM

**Indigenous Qualitative Data Collection: An Immersive Introduction to Talking Circles**

🕒 8:00 AM - 9:00 AM, Jun 23

📍 L-444

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Sharnel Vale-Jones

WorkShop

The ways in which data are gathered inherently shape who chooses to participate in research, what they choose to share with the research team, and what conclusions can be drawn from the data. Indigenous research methodologies have been utilized by Indigenous groups from time immemorial; however, many Western academic settings have been slow to adopt these methodologies as acceptable ways of conducting research and there has been little guidance on their implementation. This workshop introduces participants to one Indigenous method of collecting qualitative data, a Talking Circle. Indigenous peoples in North America, including Alaska Native, American Indian, and First Nations Peoples, use Talking Circles to develop new understandings. Different from a focus group, in a Talking Circle, participants are given a chance to share their story, uninterrupted on the topic, often with a talking piece to symbolize an individual's turn to speak and provide grounding. Everyone, including the facilitator, actively shares in the circle. We will ground our workshop in the results of a study comparing Alaska Native peoples' experiences participating in Talking Circles as compared to focus groups and the quality of the data collected. We will then provide an example of a study that utilized Talking Circles to gather data with Indigenous and non-Indigenous peoples alike around experiences of relational harmony resulting from advocacy for Alaska Native Peoples healing from interpersonal violence. We will present lessons learned from these studies that other researchers should consider when designing their own studies that incorporate Talking Circles as a method of data collection, including considerations around positionality, ethics, rigor, ecological validity, practicalities, and navigating institutional review boards. Finally, we will hold a Talking Circle among workshop participants so they are able to experience the approach followed by a discussion on their experiences.

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📣 Speakers



**Rebecca Young**  
University of Alaska Anchorage



**Sara Buckingham**  
Assistant Professor  
University of Alaska Anchorage

**Future Reset: Enacting Social Change Through Relationality, Creativity and Collective Impact**

🕒 8:00 AM - 9:00 AM, Jun 23

📍 L-242

**I. Building the Beloved Community: Community Partnership...**

## Symposium

The Covid-19 pandemic has brought into clearer view widening global inequalities rooted in intersecting structures of race/class/gender/heteronormativity/ableism. The burden of these inequalities is reflected in various social, health and economic outcomes as well as people's sense of belonging, safety, and (in)security in institutions and everyday contexts. VicHealth's Future Reset program responds to these challenges, it is part of a growing body of public health initiatives around the world that seek to increase social connectedness and well-being more generally through community-based art projects. Future reset is prefigurative, it is values-based, centres partnership for collective impact, relationality, and equity, and uses art practice to foster social connection and well-being. The papers in this symposium draw from our program of accompanying research to document and analyse the complexities, tensions, challenges, and insights gained into change efforts that centre community desire. This first paper will describe the context and present some of the project designs of Future Reset and the collective impact-inspired model. This includes the young creative leaders, a summit, and the full program of place-based arts activations. The second paper details the design, implementation, and outcomes of the Future Reset summit. The summit was led and codesigned by young people with lived experience and mentors. The paper distils some of the features and highlights the summit as a process and setting for radical imagination. In the third paper, we draw from a literature review and storytelling by African Australian and First Nations creatives to show how they contest coloniality and reclaim and mobilise arts and cultural practice as a call to action; for communality; for refusal, and repair and healing. These papers are part of an assemblage that makes up our effort to decolonise inquiry at the borders of community/university/government partnerships, and to achieve change with and from within.

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## Speakers



**Natalie Kivell**

Assistant professor  
Wilfred Laurier university



**Christopher Sonn**

Research Fellow  
Victoria University



**Liss Gabb**

Manager Social Connection and Mental Wellbeing, Future Healthy Group  
VicHealth

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## 3 Subsessions

### ● **Resetting the Future Through Collective Impact: Arts, Young People, and Wellbeing**

🕒 8:00 AM - 9:00 AM, Jun 23

### ● **THE FUTURE RESET SUMMIT: CREATING SETTINGS FOR HEALING, COMMUNALITY, AND CAPACITY BUILDING**

🕒 8:00 AM - 9:00 AM, Jun 23

### ● **Creating community with and from within: Centering the practices and knowledge of African and First Nations Australian creatives**

🕒 8:00 AM - 9:00 AM, Jun 23

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## **A Response to Systemic Inequities in University Library Research for Blind Scholars**

🕒 8:00 AM - 9:00 AM, Jun 23

📍 L-442

**VI. We Shall Overcome: Transformative Justice in Organiz...**

Authors: Ashley Shaw

Innovative Other

As a blind graduate student of community psychology, I understand why blind members of universities have given up on libraries. While university libraries present themselves as champions of equitable access for the advancement of knowledge, equitable library access is proving far from a reality for blind scholars. The blind are called on to participate in community-based research, but the articles that document our community's experiences are riddled with obstacles for the assistive technology we require. Sighted community psychologists may be shocked by the unseen barriers that impede blind scholars and community members. Academic databases are often riddled with barriers for those using assistive technologies. When relevant articles are found, they are most often not created correctly for assistive technologies. Even getting page numbers for citation is often impossible. Since sighted authors and publishers do not verify accessibility using a screen reader, the first people who experience the issues with documents are usually disabled users. We are expected to devote significant labor to overcoming the academy's obstacles, rather than devoting as much attention to our scholarship as our sighted peers. This session presents the initiative of myself and a team of sighted librarians to clear obstacles libraries have left for me, while also transforming journal reading experiences. We will use an ecological systems lens to frame our efforts to address library accessibility barriers for blind scholars. We describe: • Micro-level efforts, such as creating workflows for formatting accessible copies of articles for individuals. • Meso-level efforts, such as collaborations to raise awareness and acquire resources through internal actors with more power to affect organizational change. • Macrolevel efforts, including awareness-building, problem definition, and calls to move from awareness to action for library consortial and external actors. Systemic changes need to happen in order for blind scholars to participate in community research and post-secondary education.

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#### Speakers



**Ashley Shaw**  
Graduate Teaching Assistant  
Wilfrid Laurier University



**Mark Weiler**  
Librarian  
Wilfrid Laurier University



**Aneta Kwak**

## **Bridging Divided Communities One Circle at a Time: The Power and Potential of Listening Circles**

🕒 8:00 AM - 9:00 AM, Jun 23

📍 L-150

**IV. Ma'at: Solidarity, Equity, Diversity, and...**

Authors: Victoria Scott (UNC Charlotte)  
Payton Davenport  
Annalise Tolley

#### Ignite Presentation

Listening Circles have been used across diverse communities for centuries as a means of holding space for one another and nurturing connections (Christopher, 2022). These spaces are intended for sacred conversations – a place where individuals listen deeply to one another and where participants can attune to their inner voice. When these circles are held with hospitality, gratitude, and a conscious presence, they suspend perceived hierarchies, promote empathy instead of tolerance, and provide basic human needs for connection (Christopher, 2018). Listening circles can be a vehicle for discovery, transformation, healing, peacemaking and community organizing (Boyes-Watson, 2005). Thus, these circle-structured interventions have aptly taken multiple names including peacemaking circles, healing circles, restorative circles, self-help circles, and recovery circles (Christopher, 2018). In this Ignite session, we offer conference attendees i) a glimpse into the intentional process of holding Listening Circles, and ii) insights about the impact of these circles that draw from our own applications. We seek to engage attendees about differential uses of listening circles and to collaboratively explore possibilities for scaling this approach as a cost-effective and heart-centered way of fostering community healing and connections.



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🔊 Speaker



**Victoria Scott**  
University of North Carolina at Charlotte

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## Housing and Homelessness Histories of Single Room Occupancy (SRO) Tenants

🕒 8:00 AM - 9:00 AM, Jun 23

📍 L-150

**I. Building the Beloved Community: Community Partnership...**

Authors: Shadman Saquib and Molly Brown (DePaul University)

Ignite Presentation

As homelessness and housing displacement runs rampant across the United States, single room occupancy (SRO) housing remains among the last truly affordable housing options available to economically marginalized individuals. Unfortunately, the destruction of SRO housing for luxury redevelopment in major cities has led to the displacement of tenants who face threats of homelessness and barriers to entry for other forms of affordable housing. Due to tenants' prior housing histories, it may be difficult for them to navigate housing relocation following displacement. The current qualitative study examines the housing and homelessness histories of 17 tenants who were displaced from SRO housing in Chicago. Interpretive Phenomenological Analysis of the qualitative interviews is underway. This Ignite presentation aims to highlight the importance of centering the voices of tenants to inform policies and practices related to SRO redevelopment and the relocation of tenants following displacement. Anticipated implications of forthcoming study findings will be discussed.

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🔊 Speakers



**Shadman Saquib**  
Ph.D. student/ Graduate Assistant  
DePaul University



**Molly Brown**  
DePaul University

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## Sharing our Family Story: An International Community-University Partnership to Develop and Evaluate a Workshop to Support Parents who Conceived Children Using Donor Materials

🕒 8:00 AM - 9:00 AM, Jun 23

📍 L-150

**I. Building the Beloved Community: Community Partnership...**

Authors: Laura McKee (Georgia State University)

Ciara Byrne, Private Practice; Workshop Facilitator for National Infertility and Support Information Group  
Emily Tan, Georgia State University  
Alexandra Gellin, Gaia Counseling and Wellness

#### Ignite Presentation

Summary: Parents' decisions to disclose use of donor material (i.e., donor egg, donor sperm) can be marked by confusion and ambivalence. Data suggest that disclosure is associated with more positive offspring outcomes (i.e., Lycett et al., 2004), and the movement toward openness about donor conception and surrogacy has resulted in most parents indicating intent to disclose to their child (Söderström-Anttila et al., 2010). However, parents report not knowing how or when to disclose a child's conception story to the child, family, friends, and other important community members (Isaksson et al., 2012). Rationale: Given limited resources about how and when to share a child's unique conception story, a workshop was created and is being evaluated by an international community-university partnership. Irish clinical psychologist Dr. Byrne developed the workshop to meet the needs of parents being served by Irish NGO, National Infertility Support and Information Group, and partnered with Dr. McKee's team at Georgia State University to evaluate the impact of the workshop on parents' disclosure thoughts, feelings, and behaviors. Methodology: Dr. Byrne is facilitating the free workshop for Irish parents to provide guidance concerning disclosure. Approximately 60 workshop attendees will be recruited by GSU to participate in the study, involving online surveys pre, post and 3 month follow-up. Results: Workshops were conducted in Fall 2022 and will continue through Spring/Summer 2023. Data are available from Cohort 1; data from additional cohorts will be analyzed prior to SCRA. A brief description of workshop content will be shared, as will data exploring change in participant (1) openness to disclosure, (2) engagement with children around their conception story, and (3) knowledge, comfort, and confidence regarding optimal time and approach to conversations across time. Importantly, lessons learned from the international community-university collaboration will be shared and from efforts to create a local donor conception community.

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#### Speaker



**Laura McKee**

Associate Professor  
Georgia State University

## Exploring the Experiences of First-Generation Graduate Students

🕒 8:00 AM - 9:00 AM, Jun 23

📍 L-150

**VI. We Shall Overcome: Transformative Justice in Organiz...**

Authors: Brianna Mabie (DePaul University)  
Olya Glantsman (DePaul University)

#### Ignite Presentation

First-generation graduate students have some of the same barriers and challenges as undergraduate first-generation students, such as taking on more burdensome debt, taking longer to finish their degrees, or being more likely to drop-out of their programs compared to students who had at least one parent complete an undergraduate degree (Gardner, 2013; Miner, 2021). In addition, first-generation students may face a whole new set of challenges in graduate school. The abundance of literature focused on interventions for first-generation students at the undergraduate level highlights the potential benefits of assisting this population as they complete their graduate degrees as well. Assisting first-generation graduate students is especially important as they enter a new phase of their educational careers marked by high rates of burnout and mental illness (Allen et al., 2020; Gin et al., 2021; Rigg et al., 2013). Increasing institutional support for all graduate students, and especially those in marginalized groups, such as first-generation students, is essential for increasing positive academic and long-term outcomes. Although there are several resources often available for first-generation undergraduate students, such as McNair Scholars and TRiO programs, there is very little universities offer to their graduate students. This presentation will outline an ongoing project aimed at understanding the first-generation graduate experience. Specifically, the project will offer more insight into how first-generation graduate students rely on each other and the university to overcome challenges and promote well-being. In addition, the research will explore new ways the university can foster well-being among graduate students, and specifically first-generation students. Overall, the goal of the research and the presentation is to raise awareness of graduate school culture, how first-generation students are affected by and cope with challenges, and how the university can promote well-being for this too often overlooked population.

## Speakers



### Brianna Mabie

Graduate Research And Teaching Assistant  
DePaul University



### Olya Glantsman

Program Director, MS and BA-MS in CP  
DePaul University

## Dear Diary: An Explorative Study on Expressive Writing

8:00 AM - 9:00 AM, Jun 23

L-150

### III. Nommo: Consciousness Raising through Storytelling, A...

Authors: Khrystal Johnson and Seanna Leath (Washington University in St. Louis)

Ignite Presentation

Expressive writing, also known as experimental disclosure, or the act of “disclosing information, thoughts, and feelings about personal and meaningful topics,” has broadly been linked to improvements in physical and psychological health (Frattaroli, 2006). Taking the time to process harmful events is important to maintain psychological and physical wellbeing. Scholars are beginning to consider the importance of expressive writing in relation to student adjustment and wellbeing. In the current qualitative study, we explore how expressive writing helps Black undergraduate women process general and identity-related stressors in the college environment. Specifically, we draw on reflective writing and interview data with 40 Black women attending a PWI in the Midwest who participated in a monthly book series that center on Black feminist texts (e.g., “The body is not an apology”). During the book series, the women will respond to directed writing prompts on their experiences in higher education and discuss their responses within a small group setting. During the IGNITE session, I hope to solicit feedback about potential journal prompts and discuss the utility of reflective writing and creative expression in relation to positive mental health outcomes among Black emerging adults. In the future, this work will expand scholarship on the science of implementing art and creative expression within mental health programming initiatives.

## Women with disabilities and the rise of remote work

8:00 AM - 9:00 AM, Jun 23

L-150

### IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Gina Cardazone (Lean In)

Ignite Presentation

The pandemic redefined work and brought remote work to the mainstream. Women and people with disabilities who had been advocating for remote and flexible work options for years were both frustrated and relieved to see such rapid change. Now employers are making major decisions about the future of work, and rarely considering the impact on women with disabilities. The rise of remote work brings both opportunities and threats to women with disabilities. On the positive side, they may be better able to set up work environments that are more conducive to their well-being. Those with health conditions may be able to more easily take time for medical appointments, adhere to treatment regimens, and avoid exposure to viruses or pollutants that worsen their condition. They may also be less likely to experience "othering" microaggressions when working remotely, which are especially common for women with disabilities, BIPOC women, and LGBTQ+ women and non-binary people. However, remote work doesn't solve all problems and may create new ones. Women with disabilities who are seeking to escape microaggressions and care for their health may suffer penalties at work for this choice. Leaders working on-site can succumb to proximity bias, favoring those who are closer to them physically and assuming that those working remotely are not working as hard. Companies may also see remote work options as a fix for everything and neglect the systemic changes needed to reduce bias and microaggressions and create workplaces that enable people to attend to their health and well-being. This is especially important since many women with disabilities work frontline or field positions that don't have remote work options. Remote work has quickly gone from a "nice to have" to a requirement for many people, especially women with disabilities. It's crucial that companies recognize this and take steps to get remote work right.

## Differential experiences of college students during COVID-19 before and after 2020 social unrest

8:00 AM - 9:00 AM, Jun 23

L-150

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Shaun Bhatia (DePaul University)  
Olya Glantsman (DePaul University)  
Luciano Berardi (DePaul University)

Ignite Presentation

The COVID-19 pandemic highlighted health inequity in the US, with higher rates of incidence, hospitalization, and mortality observed among marginalized populations compared to the white population. With the backdrop of the pandemic, and following the earliest stay-at-home mandates, the murder of George Floyd further created a climate of social unrest and institutional mistrust, primarily among the black population. The discord following Floyd's murder extended beyond addressing police reform; a climate of elevated social consciousness among the black population concerning a range of issues entered the national conversation. College students emerged as invested stakeholders during this time, and were instrumental players in the protests and demonstrations that followed. Simultaneously, these events also helped shape their own personal perceptions and experiences of collegiate life, differential by race. In the current study, we investigated the psychological sense of school membership (SSM) and perception of racial climate (PRC) among black and white students attending a large, private, urban university in the Midwest, US in 2019 (i.e., "prior to social unrest") and 2020 (i.e., "following social unrest"). Online surveys were collected from students across all degree levels during both time periods. All participants identified as being over 18 years of age and were diverse across race, ethnicity, gender, and sexuality. Primary analyses for this investigation were two-fold. Firstly, adjusting for various self-reported demographic and economic characteristics, we compared the effect of race (i.e., black/white) on SSM and PRC for both time periods. Secondly, we assessed the potential causal effects of the events of 2020 on SSM and PRC using a difference in differences methodological approach. Study findings, their implications, and inferences regarding causality will be discussed.

Speaker



Olya Glantsman

Program Director, MS and BA-MS in CP  
DePaul University

Exploring Naturally-Occurring Mentorships within a Mexican Cultural Context Using a Critical Realist Perspective

8:00 AM - 9:00 AM, Jun 23

L-150

VI. We Shall Overcome: Transformative Justice in Organiz...

Authors: Aaron Stewart Baker (National Louis University)

Ignite Presentation

Natural youth mentoring focuses on cross-age relationships that develop organically outside the construct of youth programs. In the United States, research has demonstrated the positive impact of these mentorships, and scholars have applied natural concepts to formal mentoring schema. Little work has been done to examine the factors that instigate their development. This study, designed in partnership with a school in rural México, aimed to unpack these questions using a grounded theory methodology. There were 21 participants who were 7th-12th grade students (7), alumni (7), and teachers (7). Data were collected through semi-structured interviews, organized into macrocategories (protégé individual factors, mentor individual factors, protégé-mentor dyadic factors, group-level factors, and community-level factors), and analyzed by open coding. Protégé individual factors data were further analyzed by axial and selective coding. Initial findings indicated that despite teachers' interest and intent to create mentorships, students would likely not be receptive until they are cognitively and emotionally ready. This study illuminated three factors of readiness—inhibitors, promoters, and activators—that contribute to this state of readiness at which point engagement with an adult seems to elevate from the typical bounds of teacher-student relationships to the natural mentorship level. Further analysis into the other macrocategories is ongoing. Analysis is anticipated to result in additional constructs that contribute to explaining how natural mentoring relationships emerge. Critical realism, as an interpretive framework, will be leveraged to understand how these constructs may relate with each other and contribute to the phenomenon of natural mentorships.

Speaker



Aaron Stewart Baker Cervantes

National Louis University

## Teaching Community Practice in the Undergraduate Classroom: Sample Approaches

🕒 8:00 AM - 9:00 AM, Jun 23

📍 L-154

### I. Building the Beloved Community: Community Partnership...

Session Organizer: Michele Schlehofer (Salisbury University)

Additional authors:

Benjamin Graham, Humboldt State University

Jen Wallin-Ruschman, College of Idaho

He Len Chung, The College of New Jersey

Symposium

Community psychology (CP) is typically not part of undergraduate curricula (Bauer et al., 2017; Glantsman et al., 2015; Jimenez et al., 2016; Simmons & Smiley, 2010). Yet, undergraduate CP education affords many benefits: it increases students' awareness of systemic factors contributing to social problems and political awareness (Cattaneo et al., 2019), increases students' commitment to addressing oppression through social change (Cattaneo et al., 2019; Gallor, 2017), and can increase students' preference for socially responsible jobs (Ellison, 2018). However, there remains a dearth of literature on best undergraduate CP teaching practices (Jimenez et al., 2016). Experiential learning in which students have an opportunity to learn and apply community practice skill sets may be of particularly high value in the undergraduate CP classroom, as teaching community practice skills are useful in a multitude of careers and can catalyze advocacy and activism (Jimenez, et al., 2016; McMahon, et al., 2015). This symposium presents four examples of integration of community practice into the undergraduate classroom. Presentation 1 provides an example of an organizational consulting project in which undergraduate students assisted a fledgling nonprofit serving families of children with autism with building their capacity and developing resources. Presentation 2 consists of a novel, tier-based model for community based learning involving small teams led by more senior peer facilitators, engaging multiple partner sites within mid- to large-sized classes. Presentation 3 presents a model in which undergraduate students implemented a youth participatory action-research project. Presentation 4 describes how undergraduate students were involved in the development and implementation of the Youth Healing Ambassadors project, which uses education, creative arts (e.g., filmmaking), and action research/advocacy to address self and community healing. Successes and challenges, including institutional support and barriers, of the approaches will be discussed across projects, including actionable insights and models for future work.

### 🗣️ Speaker



**Michele Schlehofer**

Salisbury University

### 4 Subsessions

#### ● Teaching Organizational Consulting Skills to Undergraduate Community Psychology Students

🕒 8:00 AM - 9:00 AM, Jun 23

#### ● Peer-facilitated Service Learning Teams to Promote Individual, Classroom, and Community Engagement

🕒 8:00 AM - 9:00 AM, Jun 23

#### ● Understanding Student Experiences Conducting YPAR in an Undergraduate Community Psychology Course

🕒 8:00 AM - 9:00 AM, Jun 23

#### ● Developing a Container for Health with Undergraduate Students involved in Community-Academic Partnerships

🕒 8:00 AM - 9:00 AM, Jun 23

## Embracing interdisciplinarity within Community Psychology to promote participation, inclusion and health of people with disabilities

🕒 8:00 AM - 9:00 AM, Jun 23

📍 L-148

### IV. Ma'at: Solidarity, Equity, Diversity, and...

Session organizers: Delphine Labbe (University of Illinois at Chicago), Yolanda Suarez-Balcazar (University of Illinois at Chicago) and Joy Agner (University of Southern California ).

#### WorkShop

The social model of disability argues that reducing structural, cultural and social barriers supports inclusion and the empowerment of people with disabilities. However, structural barriers towards people with disabilities remain clear and profound resulting in lower levels of community participation and significant health disparities for this population. Scholars have called for interdisciplinary approaches to better address community participation and health disparities and get a broader understanding of how to create inclusive communities. Through interdisciplinary approaches we can expand our impact as community psychologists and employ interventions that are grounded in diverse perspectives, epistemologies, and skill sets. In this symposium, the presenters will share three examples of how collaboration with other disciplines enriched opportunities to support the inclusion of people with disabilities. The first presenter will provide an overview of accessibility considerations to support inclusion of people with disabilities in the research process, using the example of Photovoice. This work was based in mental health Clubhouses in Hawai'i. The second example will demonstrate how urban stakeholders changed their knowledge, attitude and behaviours regarding accessibility and inclusion of people with disabilities through their involvement in several participatory knowledge translation project. The third example highlights a community health worker (Promotora) program at the intersect of race and disability. The development and implementation of a culturally relevant Promotoras program, informed by several disciplines and theoretical models, and designed to support the health and well-being of Latinx caregivers of youth with intellectual and developmental disabilities will be discussed. The symposium participants will be invited to discuss their own experience of working in interdisciplinary studies, using their community psychology theoretical background and participatory methods. We will also discuss the benefits and challenges in conducting interdisciplinary research and practice.

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#### Speakers



**Delphine Labbe**  
Assistant professor  
University of Illinois at Chicago



**Yolanda Suarez-Balcazar**  
University of Illinois Chicago

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#### 3 Subsessions

● **Community-Based Approach to Knowledge Translation to Promote Inclusion for People with Disabilities in Urban Context**

🕒 8:00 AM - 9:00 AM, Jun 23

● **Concrete Strategies to Promote Accessibility and Inclusion in Participatory Research**

🕒 8:00 AM - 9:00 AM, Jun 23

● **Development and Implementation of a Community Health Workers (Promotoras) Intervention to Support the Health and Wellbeing of Latinx Caregivers of children with Disabilities: An Interdisciplinary Approach**

🕒 8:00 AM - 9:00 AM, Jun 23

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#### **Increasing public housing tenants' power over their residential environment: Challenges, strategies and lessons learned from three community-based participatory studies in Canada**

🕒 8:00 AM - 9:00 AM, Jun 23

📍 Massey F

[I. Building the Beloved Community: Community Partnership...](#)

Session Organizers: Janie Houle (Université du Québec à Montréal) and Stephanie Radziszewski (Université Laval)

#### Additional authors

John Sylvestre, Ottawa University  
Tim Aubry, Ottawa University  
Minda Wood, Ottawa University  
Ayda Agha, Ottawa University  
Karen Umurerwa, Ottawa University

#### Symposium

Housing represents an essential determinant of health and well-being. In Canada, the government provides public housing programs as a strategy to reduce poverty and social exclusion. Public housing tenants face considerable mental health disparities compared to the general population. Indeed, previous work has shown that certain aspects of their residential environment, such as lack of maintenance, poor soundproofing, strict regulations, and conflicts between tenants, are described as being detrimental to their well-being (Radziszewski et al., 2022). Tenants have little power over these residential problems. However, tenants also describe positive aspects of their environment, such as access to resources, services, and opportunities to participate, which could be used to foster their well-being. The three projects presented in this symposium sought to support tenants' collective empowerment to improve their residential settings: 1) action plan stage of a study implemented in six public housing sites in Québec; 2) project aiming to bring together senior executives and tenants to co-develop innovative mental health promotion actions; and 3) the challenges of community development in the context of the COVID-19 pandemic. We encountered many challenges in the process and want to take a critical stance at our efforts and share these reflections with the audience. The symposium will be an opportunity to learn about community-based participatory research in public housing in Canada and to reflect on issues of systemic barriers to change and power differentials in similar projects.

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#### Speaker



#### Stephanie Radziszewski

Postdoctoral fellow  
Université Laval

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#### 3 Subsessions

##### ● **Flash on my neighborhood!: Systemic barriers faced during a collective action plan phase implemented in six public housing developments**

🕒 8:00 AM - 9:00 AM, Jun 23

##### ● **Emancipatory and limiting power in an intersectoral project in public housing**

🕒 8:00 AM - 9:00 AM, Jun 23

##### ● **Challenges in Community Development in the Context of the COVID-19 Pandemic**

🕒 8:00 AM - 9:00 AM, Jun 23

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#### **Critical Place-Based Collaborations: Grassroots Community-Based Partnerships for Health, Justice, and Well-Being**

🕒 8:00 AM - 9:00 AM, Jun 23

📍 B of A Auditorium

**I. Building the Beloved Community: Community Partnership...**

Session organizer: Meghan Goyer (Georgia State University)

Additional authors:

Meghan Goyer, Georgia State University

Jennifer J.F. Hosler, Independent Community Psychology Practitioner

Erin Rose Ellison, California State University, Sacramento

Nailah Pope-Harden, ClimatePlan and Sacramento Community Land Trust

Symposium

Community partnerships are a crucial element to support empowered and equitable communal thriving and are a necessary precursor to positive social change. This session will highlight the role of grassroots efforts, community collaborations, cultural considerations, and physical places across multiple examples that seek to reduce disparities in health, housing, and access to resources. Public health efforts, local prevention programs, and community responses to acute situations will be discussed as avenues through which to increase social connectedness and access to place-based resources via the integration of individual, community, and policy efforts. The first presentation centers social connectedness as a public health priority and discusses themes for how to promote equitable social connectedness that were identified through a literature review and environmental scan conducted in collaboration with the CDC. Results of this project that underscored the importance of community-based partnerships and cultural considerations in various place-based efforts will be discussed along with policy recommendations. The second presentation describes community collaborations between a mutual aid network and faith-based organizations to support asylum seekers being bused from TX to Washington, DC. The interplay between place-based factors, national and local politics, and city-wide needs will be highlighted, alongside the dynamics at play between mutual aid, faith-based, nonprofit, and government actors. The third presentation presents the theory of change involved in a research and action partnership for grassroots community development that aims to increase access to place-based resources while preventing displacement from gentrification. In this partnership, a grassroots neighborhood organization in northern California is working with other local organizations to increase social connectedness and resident engagement with the aim of gaining and maintaining community-control of neighborhood change. Together, these three presentations highlight how community-grounded approaches that center cultural values and connection in place-based collaborations can promote health, empowerment, equity, community well-being, and systemic change.

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#### 🗨️ Speakers



**Meghan Goyer**

Clinical-Community Psychology PhD student  
Georgia State University



**Jennifer F. Hosler**

Independent Consultant; Washington City Church of the Brethren



**Erin Rose Ellison**

Associate Professor  
California State University, Sacramento

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#### 3 Subsessions

● **Empowering community partnerships to promote health equity through social connectedness: Results from a collaboration with the CDC**

🕒 8:00 AM - 9:00 AM, Jun 23

● **Solidarity and Partnership: Community Collaboration to Support Asylum Seekers in Washington, DC**

🕒 8:00 AM - 9:00 AM, Jun 23

● **Our Anti-Displacement Playbook: Developing and Enacting a Complex Theory of Change for Neighborhood Thriving**

🕒 8:00 AM - 9:00 AM, Jun 23

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**Housing as a Social Determinant of Health: The Importance of Recognizing Housing as a Context for Individual and Community Wellness**

🕒 8:00 AM - 9:00 AM, Jun 23

📍 L-244

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...



Session Organizers: Kristen Gleason (University of Southern Maine), Anna Pruitt (University of Hawaii at Manoa) and John Barlie (University of Hawaii at Manoa)

## Symposium

In the field of psychology, housing is often overlooked as a central component of wellbeing. Understanding the multilevel context in which individuals live and develop is critical to appreciating the full range of factors that impact wellbeing (Bronfenbrenner, 2005); and yet, the field has tended to focus too narrowly on individual-level understandings of physical and mental health. The home is an intimate and proximal context that shapes the lives of individuals and families, but stable experiences of home are inequitably distributed across our communities (Desmond, 2016; Swope & Hernández, 2019). A secure home is one that is “constant, reliable, and persistent” (Green, 2018). The ability to experience this security is shaped by distal community, systemic, and structural contexts. In the theme of ubuntu, we examine stable housing as an important factor for the promotion of communal thriving and wellbeing. Our first session examines housing insecurity as a risk factor for negative mental health outcomes. We then explore similarities and differences in the shape of housing insecurity across different rural communities, with a focus on how housing insecurity impacts the wellbeing of both households and whole communities. Finally, we propose changes to service policy to better match housing resources with household needs.

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### Speaker



**Krissy Gleason**

University of Southern Maine

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### 3 Subsessions

● **Housing Insecurity, Trauma, and Sense of Community: Healing through Community**

🕒 8:00 AM - 9:00 AM, Jun 23

● **Rural housing insecurity as a social determinant of individual, family, and community wellness**

🕒 8:00 AM - 9:00 AM, Jun 23

● **Considering people, place and preference in the face of limited housing options: Challenges and Solutions**

🕒 8:00 AM - 9:00 AM, Jun 23

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## **Empowering Breastfeeding Organizations to do the Work through Collaborative Mixed-Methods**

🕒 8:00 AM - 9:00 AM, Jun 23

📍 L-152

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Shantesica Gilliam

Innovative Other

Racial and ethnic breastfeeding disparities continue to increase in the United States. As Diversity, Equity, and Inclusion (DEI) efforts have been increasing across many fields to dismantle systematic issues, it is crucial that breastfeeding organizations adopt DEI initiatives to improve the quality of life of groups impacted by these disparities. The United States Breastfeeding Committee (USBC) recruited member organizations (n=68) to explore how USBC members are engaging in DEI work. A mixed-methods design was employed to collect data on organizational environment, attitudes, processes and culture, and needed support from USBC to increase DEI efforts. Constructs were measured using quantitative survey data and semi-structured interviews. Evaluation tools and measures were developed collaboratively by USBC and the evaluation team. Demographic data and measures of organizational culture of readiness to engage in DEI work were analyzed using SPSS. The evaluation team then conducted qualitative thematic analysis and identified categories and themes present in the data. Qualitative and quantitative data were integrated, and key findings based on organization type and budget were also analyzed. Listening sessions were held with participants to validate the results and ensure organizational experiences were accurately reflected in the data. The use of collaborative measurement development, mixed methods, and stakeholder engagement created a foundation for effective advocacy and captured a holistic picture of DEI work in the lactation field. Findings indicate that consistent definitions of diversity, equity, and inclusion should be disseminated throughout the lactation community, lactation learning communities should be developed to promote a culture that encourages knowledge sharing among breastfeeding organizations, and DEI trainings from external experts should be provided to challenge institutional biases. Findings also illustrated the need to foster accountability in doing DEI work. Collaborative mixed methods can be used to raise consciousness about opportunities for change and diversity, equity, and inclusion actions and strategies.

## Who Belongs On My Campus?: Resource Security Among Marginalized Students Following COVID-19

🕒 8:00 AM - 9:00 AM, Jun 23

📍 Massey C

### II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Session Organizer: Justin Bell (DePaul University)

#### Symposium

Every year, thousands of students look to their colleges and universities for a sense of belonging and community, but not all students can access these experiences equally. Students who experience instability due to resource constraints and marginalization report challenges feeling like they belong, and suffer emotionally, academically, and socially because of it (Backhaus et al., 2019; Rivas et al., 2019). Many students of color, for example, struggle to have their basic needs met, forming a major obstacle to feeling connected with their campus community (Kienzel et al., 2022). Universities are currently in an ‘arms race’ to fund expensive amenities that promote community (e.g., campus life centers; McClure, 2019) - but are these amenities targeting the root of the issue? The current symposium seeks to imagine a new future for marginalized college students by understanding relationships between resource insecurity, marginalization, and belonging. Additionally, our papers will provide new insights into the exacerbation of these issues by COVID-19. The first presentation captures an overarching scope of the issue in a large sample of university students, demonstrating relationships between resource insecurity (i.e., housing, food insecurity) and belonging, especially among students of color. Following up on this work, the second presentation reveals the exacerbation of resource insecurity following the COVID-19 pandemic, with students from marginalized communities being disproportionately affected. Finally, our third presentation illuminates the issues of resource insecurity among international students, before and after the pandemic. Imagining the future of community on campus involves reimagining what is meant by ‘security.’ We propose the addressing of resource security is quintessential for generating belonging and safety for students of color, international students, and others with marginalized identities.

#### 🗣 Speaker



**Andrew Camilleri**

DePaul University

#### 3 Subsessions

##### ● **Race, Resources, and Belonging: How Does Housing and Food Insecurity Affect Students of Color?**

🕒 8:00 AM - 9:00 AM, Jun 23

##### ● **Risk of Food and Housing Insecurity On Campus Before and During COVID**

🕒 8:00 AM - 9:00 AM, Jun 23

##### ● **The Forgotten Cohort: International Student Experiences of Housing and Food Insecurity During the COVID-19 Pandemic.**

🕒 8:00 AM - 9:00 AM, Jun 23

9:15 AM

## Working with cross-sector coalitions to establish, sustain, and grow integrated data systems to address social and health disparities: Lessons learned across two diverse case studies

🕒 9:15 AM - 10:15 AM, Jun 23

📍 L-154

### V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Session Organizers: Rachel Siegal (University of North Carolina Charlotte), Sara Stacy (University of Cincinnati Evaluation Services Center) and Taylor Martin (Independent Consultant)

## Symposium

Integrated data systems (IDSs) link administrative data across sectors like health, social services, education, and criminal justice. IDSs facilitate data sharing to better understand complex community challenges and inform solutions beyond typical service silos. Community psychologists, who often have experience in coalition building and partnership, prioritize the equitable inclusion of community voice, and focus on addressing inequities through system and organizational change, are well-positioned to support the development and use of IDSs. Across four panels, presenters describe two case studies highlighting processes involved in establishing, sustaining, and growing IDSs to address social and health disparities. In the first two panels, presenters detail their asset-based and action-oriented approaches to building a coalition to build capacity for an IDS to increase coordination among local services and supports within a public school district. In the second two panels, presenters outline strategies to enhance the governance structure of a mature IDS, to embed racial equity in data processes and infrastructure. Presenters describe how a cross-sector data collaborative for violence prevention has been used to engage community partners throughout the research process, and how this process has resulted in iterative data infrastructure improvements for both collaborative partners and the IDS. Differences between the two case studies, like the maturity of the IDS, the structural and governance processes, and the role of the coalition as it relates to the IDS, provide constructive insight into how community psychologists can work with community partners and local IDSs to address social and health disparities. Presenters will facilitate audience participation through a variety of presentation methods, including time for questions and discussion. Presenters anticipate that this symposium will be engaging for a wide variety of audience members, whether they are currently working with IDSs, are in the process of developing IDSs, or are only now learning about IDSs.

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## Speakers



**Sara Stacy**

University of Cincinnati Evaluation Services Center



**Taylor Martin**

Research Associate  
Michigan State University

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## 4 Subsessions

● **Weaving the fabric of integrated supports for youth and families: Building collaborative partnerships, funding, and infrastructures toward an integrated data system**

🕒 9:15 AM - 10:15 AM, Jun 23

● **Where do we begin? Lessons learned in the early stages of preparing for implementation of an integrated data system**

🕒 9:15 AM - 10:15 AM, Jun 23

● **Enhancing the governance structure of an integrated data system to center racial equity and drive actionable cross-system solutions.**

🕒 9:15 AM - 10:15 AM, Jun 23

● **Engaging community partners through a cross-sector data collaborative to develop an integrated data project and enhance data infrastructure**

🕒 9:15 AM - 10:15 AM, Jun 23

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## Transforming Cleveland: Creating A National Safety Model Interweaving People Power, Partnerships & Community Psychology

🕒 9:15 AM - 10:15 AM, Jun 23

📍 L-148

**I. Building the Beloved Community: Community Partnership...**

Authors: Audrianna Rodriguez

Innovative Other

Increased visibility of police brutality on unarmed black men continues to create national outrage. Cleveland is no different experiencing high profile cases with Tamir Rice and “137” shots. Citizens for a Safer Cleveland sponsored Issue 24, which provides more resident oversight and increased police accountability. This session 1) amplifies resident’s stories, strategy, and motivations for creating issue 24; now formally known as Charter 115; 2) highlights the different partnerships vital to implementing this historic second order change; 3) explores how community psychology principles and frameworks can facilitate change within my role as Police Commissioner. Using this partnership as an illustrative case study, this 75-minute hybrid presentation will examine an ecological system framework, insights into the feasibility and challenges of collaborative partnerships with differing aims. Now more than ever, it is important that we work in unity against the array of issues facing our communities. This session will assist social justice stakeholders to transform trauma into action, overcome the numerous challenges involved in setting up and managing complex partnerships, and understand our role in system change and bending the arc towards justice.

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🗣 Speaker



**Audrianna Rodriguez**

Family Advocate  
The Centers for Children & Families

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### Using data to drive change in a national youth-serving network: Possible, but easier said than done

🕒 9:15 AM - 10:15 AM, Jun 23

📍 L-152

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Victoria Mauer

Innovative Other

Community-based out-of-school-time (OST) organizations like Boys & Girls Clubs are called to provide evidence for the effectiveness of their services in improving youth outcomes. However, definitions of evidence and approaches to studying it vary widely by OST organization and by the developmental stage of organizations’ evidence-building strategy. While many focus on evaluating specific programs provided within the organization, it is possible that important insights are missed when evidence strategies narrowly focus on programming. The proposed session will track Boys & Girls Clubs of America’s (BGCA) approach to evidence-building over time and use interactive activities to walk the audience through several inflection points along the organization’s journey to utilizing multiple modalities and strategies to build evidence. The session is designed for researchers and evaluators embedded within or partnering with community-based organizations. The timeline will begin with BGCA’s Making Every Day Count study, a multi-year study of Club experience and the impact of Boys & Girls Club attendance on youth outcomes (e.g., academics, healthy lifestyles). We will depict how the study influenced a number of organizational practices, including the development of a National Youth Outcomes Initiative. We will share the lessons learned from the use and misuse of the findings. Next, we will take participants through an interactive data walk of the organization’s next inflection point -- a focus on evaluating program quality, and discuss implications for practice. Finally, the presentation will conclude with the organization’s move to its current inflection point – a more cohesive, strategic, and comprehensive approach to building evidence. Throughout the session we will provide opportunities for participants to discuss research translation, change management, and using data for improvement and decision-making within community-based organizations. We will challenge participants to consider how organizations’ evidence-building strategies must balance sometimes-competing goals of making the case versus improving practice, while also building capacity.

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🗣 Speaker



**Omar Guessous**

National Director of Research, Evaluation & Insights  
Boys & Girls Clubs of America

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### Using and Advancing Research and Policy to Support Black Families with Children Living in the United States

🕒 9:15 AM - 10:15 AM, Jun 23

📍 Massey F

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Session Organizer: Chrishana Lloyd (Child Trends)

Additional authors:

Latrice Rollins, Morehouse School of Medicine

Sara Shaw, Child Trends

Symposium

Over the past few years, there has been increased national attention to the ways in which educational, economic, housing, health, social service, and criminal justice systems have perpetuated injustices and violence against Black people in the United States., including an uptick in inequities because of the COVID-19 pandemic. . . . This session will draw on historical, secondary, survey, listening session, and interview data to highlight three projects that expand knowledge about Black families with children to inform public policy, research, and practice. Our goals for this symposium include: • Highlighting historical and contemporary research on Black family life, including our own ongoing work and research agendas; • Synthesizing and shedding light on demographic data, trends, and shifts related to Black families with children to inform the ways in which Black families are impacted by and negotiate an everchanging American context including racism, and; • Sharing next steps to inform the development of research, policies, and practices that have the potential to strengthen Black families.

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### 📣 Speakers



#### Latrice Rollins

Director, National African American Child and Family Research Center  
Morehouse School Of Medicine



#### Justine Asante She/her/hers

Director of Collective Impact  
South Ward Promise Neighborhood



#### Chrishana Lloyd

she/her/hers  
Child Trends



#### Sara Shaw

she/her/hers  
Child Trends

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### 3 Subsessions

#### ● Processes and Outcomes of a Community Needs & Assets Assessment: Developing a Community-Engaged Research

🕒 9:15 AM - 10:15 AM, Jun 23

#### ● Promoting Racial and Housing Justice through Community-embedded Research and Solutions

🕒 9:15 AM - 10:15 AM, Jun 23

#### ● Looking Backwards and Forward to Strengthen Research, Policy, and Practice Approaches Relevant to Black Families with Children

🕒 9:15 AM - 10:15 AM, Jun 23

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### How a Non-profit Board became the battleground for Obsolescence: Practical Training for Students who wish to Partner with Communities

🕒 9:15 AM - 10:15 AM, Jun 23

📍 L-150

[1. Building the Beloved Community: Community Partnership...](#)

Authors: Amber Kelly

#### Innovative Other

Pursuing partnerships with community organizations is often essential to the realization of many of the competencies of community psychology, including “community inclusion and partnership”, “consultation and organizational development”, “collaboration and coalition development,” and “participatory community research” (Dalton & Wolfe, 2012, pp 10-13). One critical component of successful partnerships is for both community members and academics to recognize each other’s language for the interests and concerns they hold in common (Samimi & Sliva, 2020). Nevertheless, students may not have formal opportunities to expose themselves to the language and inner workings of organizations prior to beginning research partnerships. Two doctoral students at the University of Cincinnati took part in a unique opportunity to become acquainted with the language of organizations by serving on a non-profit board of directors. As opposed to general membership, this specific service required relatively little time commitment, and still allowed students to see how the foundational visions of organizations can be communicated, pursued and funded. Community Engagement Collective (CEC), founded by a local community psychologist, is invested in its own obsolescence with the belief that as it remains focused on the inclusion and visibility of marginalized community members in its activities, the participation and capacity of impacted communities will grow overtime to take over organizing, advocacy, and research without CEC. An essential component of a non-profit like the CEC is its board of directors. Given that non-profit boards are traditionally dominated by more established and financially backed individuals, part of CEC’s commitment to inclusion has been to invite fresh membership to its own board, starting with less-established professionals like graduate students. In this innovative session, we will explore the experiences of forming a new board, mentoring graduate students on board responsibilities, and what students learned from their experience working with a non-profit heading for obsolescence.

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#### 🗣 Speakers



**Amber Kelly**  
Executive Director  
Society for Community Research and Action



**Emmanuel-Sathya Gray**  
University of Cincinnati

## Toward Transformative Justice: Humanizing, Understanding, and Engaging the Juvenile Legal Workforce

🕒 9:15 AM - 10:15 AM, Jun 23

📍 Massey C

VI. We Shall Overcome: Transformative Justice in Organiz...

## Symposium

Creating transformative systems-change in organizations requires a deep understanding of system elements and processes. All too often, our attempts towards transformative justice fail to recognize that organizations consist, at their core, of people. By overlooking workforces as a critical system element, we overlook the inherent humanity in systems and miss opportunities to engage and partner with the system itself to create transformative change. This kind of partnership is central to change efforts across systems. It is absolutely essential to efforts to change the juvenile legal system, given the deeply embedded structural racism, patriarchy, and organizational hierarchy that characterizes it. This symposium takes up the centrality of the workforce in community-engaged research towards transformative change in the juvenile legal system in New York City. Through rich qualitative and ethnographic work, the papers in this symposium seek to humanize the juvenile legal system workforce and raise up their perspectives regarding systems change and the ways they subvert, resist, or maintain the system status quo. The first 3 studies represent qualitative investigations that raise up the voices of this workforce and underscore the need for more scholarship that includes these voices. Partnering with stakeholders at the intersection of educational and juvenile legal systems, Study 1 asks stakeholders to share how they understand the school-to-prison pipeline, soliciting their expertise on system-level factors that contribute to school pushout and the ways in which they navigate these disjunctures. Focusing on front-line and direct care staff in carceral and congregate care residential settings, Studies 2 and 3 solicit worker's own attributions and ideologies about the youth in their care, and engage their perspectives on partnering with youth for transformative change, revealing the system-imposed binds that staff must navigate and their unintended consequences. The last study (Study 4) describes a systematic effort by a research team to engage differently in order to humanize and partner with this workforce in the context of a more traditional randomized controlled trial. It describes how research practices can and should be shifted to engage the community in the research, maximizing both rigor of the research and the possibility of systems change. Across papers, we learn that there is little evidence that this is a disengaged or ill-intentioned workforce that buys into the typical problem definitions of school disengagement, delinquency, and legal risk. In fact, they can readily name the systemic forces impacting upon their work and the youth they serve. Yet, they are bound in their abilities to address these larger issues, sometimes in paradoxical ways (e.g., settings with greater confinement characteristics may lend themselves more readily to "freedom dreaming"); to imagine concrete structural solutions that would follow from ideological views; and to trouble and resist attributions of blame that ultimately center system impacted youth or their families. Taken together, these findings shift the ways we think about systems change efforts and inform how we engage differently with communities and organizations even through the confines of traditional research paradigms.

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### 🗣️ Speakers



#### Shabnam Javdani

Associate Professor  
New York University



#### Erin Godfrey

Associate Professor, Applied Psychology; Director, NYU Institute of Human Development and Social Change  
NYU

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### 4 Subsessions

#### ● Reimagining Support for Young People: Cross-System Staff Perspectives on Disrupting System Failures within the School-Prison Nexus

🕒 9:15 AM - 10:15 AM, Jun 23

#### ● "It's like you're damned if you do, damned if you don't": What frontline care workers' narratives reveal about the possibilities and constraints of emancipatory youth practice in residential juvenile and child welfare facilities

🕒 9:15 AM - 10:15 AM, Jun 23

#### ● Gendered Surveillance: A Critical Analysis of Legal System Actors' Attributions of Girls' Behaviors

🕒 9:15 AM - 10:15 AM, Jun 23

#### ● Bringing Humanity Back to Research: Promoting Structural Competency in (Fractured) Researcher-Community Relations

🕒 9:15 AM - 10:15 AM, Jun 23

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### Developing Contextually Responsive Mental Health Service Models: The Data We Use to Meet Community's Needs

🕒 9:15 AM - 10:15 AM, Jun 23

📍 L-242

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Session Organizers: Erika Gustafson (University of Illinois at Chicago) and Davielle Lakind (Mercer University)

## Symposium

There are well documented disparities in mental health care access for communities of color in the U.S. (Marrast et al., 2016; Lê Cook et al., 2017), as well as noted limitations of traditional evidence-based treatments developed with predominantly White populations, including limited consideration given to the role of contextual relevance (Pina et al., 2019; Hall et al., 2021). To create environments that promote mental wellbeing for communities of color, we must think expansively about what mental health services look like. Specifically, developing flexible service models – flexible in terms of who delivers interventions, what is delivered, where and/or how interventions are delivered – offers a path toward more contextually responsive and relevant mental health services. To create such service models, we must integrate diverse sources of evidence by leveraging methodological pluralism (Barker & Pistrang, 2005), e.g., using evidence-based practices derived from traditional scientific approaches as well as evidence from community experience, perspective, and feedback. In this symposium, we will consider how to steer service model development efforts by highlighting a range of methodological approaches and evidence used to respond to mental health needs in scholars' local communities, with the aim of creating more contextually responsive mental health supports to decrease disparities and enhance mental wellbeing. Presentations will discuss findings from a range of data sources – a systematic literature review on community health worker mental health interventions for Latinxs in the U.S., qualitative results from stakeholders at an immigrant and refugee-serving community organization, and observations from a Latino men's health initiative – and how this has informed mental health service model development. We will facilitate open dialogue reflecting on the varied ways in which all of our work – presenters and audience members – integrates diverse sources of evidence and honors the wisdom and preferences of community members to create meaningful models of care.

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### Speakers



**Davi Lakind**

Assistant Professor  
Mercer University



**Erika L. Gustafson**

University of Illinois at Chicago

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### 3 Subsessions

● **Informing the Development of Community Health Worker Mental Health Models for Latinx Communities in the U.S.**

🕒 9:15 AM - 10:15 AM, Jun 23

● **Partnering with Stakeholders to Develop a Stepped-Care Model for Community-Based Organizations and Workforces**

🕒 9:15 AM - 10:15 AM, Jun 23

● **Wellness Promotion Related to Cigarette Smoking and Tobacco Education in Latinxs and LGBTQ Communities: A Call to Action for Community-Engaged Approaches to Decrease Tobacco Disparities in Latinxs**

🕒 9:15 AM - 10:15 AM, Jun 23

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### Community Organizing and the Creation of Settings

🕒 9:15 AM - 10:15 AM, Jun 23

📍 L-244

**I. Building the Beloved Community: Community Partnership...**



Session Organizers: Jyoti Gupta and Paul Speer (Vanderbilt University)

Additional Author: Daniel Schwartz, Faith in Action Alabama

Symposium In the contemporary social and political climate, individual citizens are overwhelmed with messages to get involved. We are called into an amorphous idea of public life as individuals, and enjoined to take up the fight for our lives in a democracy that is steadily narrowing definitions of citizenship and human value. In this time of simultaneous democratic demand and democratic failure, individuals are torn between despair versus fragmented attempts to resolve injustices through episodic electoral endeavors or programmatic band-aids. How do community psychology practitioners and researchers confront a mounting epidemic of powerlessness – real and imagined – at the individual level, nevermind the uneven power geometries at larger scales? How do we understand social change and what is needed to advance it? What activities and strategies employed in social change efforts are effective, and why are more individuals and groups not engaged in those efforts that are working? The purpose of this symposium is to illuminate practices within social change efforts – efforts wherein ordinary people are not simply called upon to choose from predefined options or to mobilize on behalf of the options they have been ‘sold’ – supporting engagement of citizens in active democracy capable of effective social change. This symposium will focus on setting-level features of groups that develop, analyze, and advance options for social change that targets root causes of social problems impacting communities, as well as the collective capacity to hold political systems to account. Three presentations will include: an experienced community organizer describing how to develop vibrant organizational contexts, a researcher presenting on the setting-level feature of opportunity role structures within coalitions, and two researchers presenting longitudinal data on how different organizing settings predict future participation. We argue that efforts to build beloved community requires greater attentiveness to the creation of settings in support of collective social change.

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### 📣 Speakers



#### Jyoti Gupta

Assistant Professor of the Practice  
Vanderbilt University



#### Paul Speer

Professor  
Vanderbilt University



#### Daniel Schwartz

Faith in Action Alabama

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### 3 Subsessions

#### ● Building Power: Lessons from Alabama

🕒 9:15 AM - 10:15 AM, Jun 23

#### ● Internal Processes of Community-based Coalitions

🕒 9:15 AM - 10:15 AM, Jun 23

#### ● Organizing settings for greater participation and community power

🕒 9:15 AM - 10:15 AM, Jun 23

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### Advancing Epistemic Justice: Decolonizing Knowledge Creation and Dissemination

🕒 9:15 AM - 10:15 AM, Jun 23

📍 L-444

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Sindhia Colburn

#### WorkShop

By all accounts, the discipline of community psychology was established to move beyond the field of clinical psychology to address broader social issues and take a greater focus on community and social change (Cherry, 2022). Community psychologists achieve this overarching goal through moving theory to praxis. However, like all disciplines with foundational roots in some aspects of colonized educational principles, academic research and data has rarely moved beyond the university setting or been utilized to positively impact \*all\* communities. This interactive session conducted by the Council on Cultural, Ethnic, and Racial Affairs (CERA) is an expansion of the Pre-Conference workshop in collaboration with the Early Career and Indigenous Interest Groups, "Envisioning Psychology Beyond the Historic University System: Decolonizing Knowledge Creation and Dissemination," and will focus on (1) inviting the academe to critically analyze which scholars and voices are presented as authorities on a subject, which epistemologies are given a place of superiority, what knowledge is viewed as fundamental, and whose voices are dismissed; (2) arguing for the appropriation of all sources of knowledge to advance epistemic justice; (3) offering ways to promote and support non-traditional academic publishing and distribution channels (e.g., open-education resources (OER)) that contemporary creators are using; and (4) examining community-based knowledge systems that can be promoted to redefine learning and pedagogy. In small groups and/or break-out sessions, this session will offer opportunities to (1) practice creating spaces for the incorporation of lived experiences and knowledge from community psychology and other psychological applied fields in both teaching and praxis; (2) explore humanity-centered, holistic, and expansive rather than traditional restrictive ways of witnessing; and (3) identify methods for community and allied psychologists to engage local communities in research to avoid "parachute science."

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#### 🗣 Speakers



**Sindhia Colburn**

Pediatric Psychologist  
Nationwide Children's Hospital



**Geraldine Palmer**

Assistant Professor  
Adler University

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### **Africa Worldsense: Interrogating Broken Covenant Through African Philosophical Concepts of Values: Ifa and Ubuntu**

🕒 9:15 AM - 10:15 AM, Jun 23

📍 B of A Auditorium

Session Organizers: Moshood Olanrewaju (National Louis University), Judi Aabel (Grandmother Project – Change through Culture) and FaKelia Guyton (Equity Partners Network LLC)

Additional authors:

Lauretta Ekanem, National Louis University  
Titilayo Ogunbambi, MAIDP, Boundless Hands Africa Initiative  
Jumai Kaosarat Olumo-Saidu, National Louis University  
Fortune Sena Zaglago, National Louis University  
Ann Smith, National Louis University

Symposium

When all the species of plants, animals, and birds arrived on earth, a covenant was made which stipulated that no species should wantonly or greedily exploit the other. A similar covenant was also made with human beings. Since each species depend on the other for survival, it became necessary for one species to feed on the other or even for members of the same species to feed on themselves. But this was not to be done greedily or with the lack of respect that we are witnessing today.

The symposia aim to introduce participants to some elements of ancient African thought on the subject matter of broken covenant and the authors' effort at re-alignment through the principle of Ubuntu. The first discussion starts with the authors interrogating what it means to be socio-politically homeless. The second discussion concerns the quest to rewrite Identity: creating spaces for more-than-human flourishing. Centering the challenges of not wanting to continuously perpetuate coloniality and ontoepctemic injustice. Indeed, taking an ontological turn to an ontological re-turn. The third discusses the collectivist concept of Ubuntu and addresses the intimate relationship that exists between individuals and others in their social environment. The author proposes taking this approach and situating ourselves outside the dominant post-enlightenment Eurocentric paradigms. The fourth discussion summarizes thinking about and through these African philosophical concepts.

As critical point to treating these concepts as exotic curios, living traditions with real concomitant. We team up to paddle the pedagogy of discomfort. Through African ontoepistemologies (understanding of the ancient convent between humans and all the other creatures and objects of nature), we to attempt to reexamine the human role in the broken covenant in the face of the excessive greed, and wanton exploitation of the earth, forest, the oceans, animals, and other creatures of nature in contemporary time.

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🗣 Speakers



**Lauretta Ekanem Omale**  
Graduate Research Associate  
National Louis University



**Moshood Olanrewaju**  
Network Coordinator  
SCRA

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4 Subsessions

● **Sociopolitical Homelessness: Black Migrants Experience Inside and Outside Africa**

🕒 9:15 AM - 10:15 AM, Jun 23

● **Rewriting Identity: The Phases of Self Discovery**

🕒 9:15 AM - 10:15 AM, Jun 23

● **Ubuntu: promoting community connectedness to support change for girls**

🕒 9:15 AM - 10:15 AM, Jun 23

● **Introduction: Community Psychology Meets Community of Ajoguns**

🕒 9:15 AM - 10:15 AM, Jun 23

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**SCRA Strategic Planning Feedback Room**

🕒 9:15 AM - 5:00 PM, Jun 23

📍 L-446

Come share your thoughts on SCRA's draft identity statement and strategic planning process for SCRA. Members of the strategic planning team and SCRA Executive Committees will be available throughout the day to connect. Feel free to share your feedback on the draft identity statement.

[Survey link](#)

Where does SCRA go from here? Share Your Voice in Our Strategic Planning Process is the accompanying session.

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#### 📣 Speakers



**Yvette Flores**

Distinguished Professor  
UC Davis



**Kwesi Brookins**

Professor ecological community psychology  
Michigan State University



**Christopher Nettles**

Executive Director  
Tendai Buddhist Institute



**Michele Schlehofer**

Salisbury University

### SCRA Strategic Planning Feedback Room

🕒 9:15 AM - 1:00 PM, Jun 23

📍 L-446

Come share your thoughts on SCRA's draft identity statement and strategic planning process for SCRA. Members of the strategic planning team and SCRA Executive Committees will be available throughout the day to connect. Feel free to share your feedback on the draft identity statement.

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#### 📣 Speakers



**Yvette Flores**

Distinguished Professor  
UC Davis



**Kwesi Brookins**

Professor ecological community psychology  
Michigan State University



**Christopher Nettles**

Executive Director  
Tendai Buddhist Institute



**Michele Schlehofer**

Salisbury University

## Response to Violence

🕒 10:00 AM - 10:00 AM, Jun 23

📍 Massey C

Nearly two decades ago, Luke (2005) called for community psychologists to make use of more diverse methodologies to better capture ecological processes. Geographic Information Systems (GIS)—a system used to manage and analyze geographic data—was included in this call. Relatively few community psychologists have made use of GIS, despite its potential in community-based research. In particular, among scholars studying community response to violence, GIS offers a new way to examine violence interventions and systemic responses to aggression. This symposium will present three studies examining response to violence using GIS. Specifically, we demonstrate how spatial analyses can be used to determine whether police decisions in sexual assault cases vary by space; geographic barriers and facilitators to accessing civil legal services for sexual violence survivors; and the effect of violence interruptors on gun violence before and after the COVID-19 health crisis. Presentations will underscore the benefits of using robust, ecological geographic data to examine how systemic and organizational level factors impact violence response processes in Chicago communities, and across Illinois.

### 🗣️ Speaker



**Erin Hoffman**

PhD Candidate Clinical-Community Psychology  
DePaul University

10:30 AM

## Harm Reduction Perspectives from the Midwest

🕒 10:30 AM - 11:30 AM, Jun 23

📍 L-150

### II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Ngoc Vuong (Wichita State University)  
Rhonda Lewis, Wichita State University  
Dyan Dickens, Wichita State University

Ignite Presentation

Substantial increases in drug overdose deaths, shortages and inequities in access to care for substance use disorder, and the criminalization/stigmatization of substance-related harms underlie the need for evidence-based strategies that address substance-related harms and improve access to care for people with substance use disorder. Harm reduction has emerged as both a movement and a set of policies, programs, and practices to prevent overdoses, bloodborne infectious diseases, and other substance-related harms; improve quality of life; and to affirm the rights, personhood, and dignity of people who use drugs. However, many harm reduction strategies remain illegal or face severe barriers nationwide. A qualitative research project was conducted on stakeholders' attitudes toward harm reduction and drug policy reform as well as their recommendations to prevent overdoses, underage substance use, and other substance-related harms in Kansas. Eleven stakeholders were interviewed, including three sheriffs, two state representatives, two physicians, two behavioral health professionals, a substance use prevention specialist, and a person in long-term recovery. A thematic analysis was conducted on interviewees' responses to identify themes related to multilevel factors that affect substance-related harms and harm reduction. Nine themes were identified: (1) stigma; (2) alternatives to criminalization; (3) barriers; (4) facilitators; (5) impact; (6) social determinants of substance-related harms; (7) authenticity; (8) recommendations; and (9) accountability. Themes from this qualitative research project will be integrated for an overarching narrative on the interface between harm reduction and substance use prevention, the relationship of which provides opportunity to advance social justice, health equity, and social capital for people who use drugs. Furthermore, themes from this qualitative research project will be used to inform next steps for community psychology to take action on harm reduction.

### 🗣️ Speaker



**Ngoc Vuong**

Community Psychology PhD Student  
Wichita State University

## How the COVID-19 Crisis Shaped Juvenile Legal Systems: Considerations for Future Change

🕒 10:30 AM - 11:30 AM, Jun 23

📍 L-148

### VI. We Shall Overcome: Transformative Justice in Organiz...

Session Organizer: Carolyn Tompsett (Bowling Green State University)

## Symposium

The criminal justice system was deservedly in the spotlight in 2020. The murder of George Floyd brought the endemic racism of police and carceral systems into the public eye, and as protesters filled the streets many of us who have long worked to reform (or abolish) the criminal justice system saw an opportunity for change. At the same time, COVID-19 was disproportionately killing incarcerated people and people who lived in communities more likely to be affected by the carceral system. Many community psychologists were already engaged in related work and had the opportunity to study the system's response to the COVID-19 crisis. The juvenile legal system has historically espoused stronger commitment to rehabilitation than the adult system, with increasing focus on diversion out of the system and partnering with community agencies. In this symposium the presenters examine how different juvenile legal systems adapted during the pandemic, and lessons that can be derived about the future of the juvenile legal system. As organizations determined what they considered "essential", the values of different administrations came into sharper focus. The explicit and implicit priorities of actors within legal systems will be discussed, and the experiences of youth involved in the juvenile court will be described from varying perspectives. Attendees will be encouraged to share their own perspectives on how the criminal justice system responded to COVID-19 and what lasting impression the crisis may have made. Discussion of potential future directions for community psychologists, activists, and others working with the legal system will be encouraged.

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### Speakers



**Shabnam Javdani**

Associate Professor  
New York University



**Carolyn Tompsett**

Professor  
Bowling Green State University

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### 3 Subsessions

● **How COVID-19 Affected Juvenile Arrests, Referrals, and Services in One Jurisdiction**

🕒 10:30 AM - 11:30 AM, Jun 23

● **Labels of Violence and Promises of Protection: How Girls and System Actors Explain, Justify, and Resist the Use of Detention**

🕒 10:30 AM - 11:30 AM, Jun 23

● **Disrupted Connections: How COVID-19 Altered Communal Engagement in the Treatment of Youth and Families Dealing with Problematic Sexual Behaviors**

🕒 10:30 AM - 11:30 AM, Jun 23

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### **Expanding Understanding at the Intersection of Resilience and Empowerment: What is the Cost of Empowerment for Minoritized Individuals?**

🕒 10:30 AM - 11:30 AM, Jun 23

📍 L-150

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Shane Stori, M.A.

#### Ignite Presentation

Racial and social justice scholars have long advocated for the empowerment of minoritized individuals, particularly those who are racially minoritized. Here, the stance holds, across social science disciplines, that fostering empowerment among those who have been marginalized in society will enable a positive shift, in various adversarial contexts, that addresses imbalanced situational, relational, and systemic power dynamics, and strengthens the ability of communities and their members to obtain preferred goals and values. Hence, to date, empowerment is assumed to be an advantageous posture for minoritized folks that is necessary and urgent. While this researcher supports this facet of empowerment, as a Black woman who has achieved empowerment as a former police officer and current doctoral student, my experiences also offer that it is imperative to gain a broader understanding of the cost of empowerment for visibly minoritized individuals within white supremacy systems, as this knowledge is limited in the literature. Numerous disparate studies have documented an array of challenges for minoritized individuals in power positions (MIPP), including police officers, medical doctors, and social scientists such as workplace discrimination, stigmatizing labels, undermining of authority, and greater difficulty in career advancement relative to white peers that adversely impacts personal and professional outcomes and thus require increased resiliency to cope. Notably, Brodsky and Cattaneo (2013) indicate that resilience and empowerment feed into each other through shared psychological resources that can either build up or degrade over time including knowledge, skills, self-efficacy, and maintenance. In this view, it is critical to acknowledge that empowerment seems to create an ongoing challenge for MIPP that commands more resiliency to sustain success. To expand our understanding of this overlap, in our presentation, we apply the Transconceptual Model of Empowerment and Resilience to assess what resiliency resources are eroded and need continuous restoration for MIPPs to maintain empowerment.

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#### Speaker



**Shane Stori**

George Mason University Fairfax, VA

## Race Matters: Evidence-based Preventive intervention with African American Adolescents

🕒 10:30 AM - 11:30 AM, Jun 23

📍 Massey F

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Session Organizer: W. LaVome Robinson (DePaul University)

#### Symposium

Adolescents and young adults, particularly those living in low-resourced environments or those from marginalized communities, encounter significant stressors. In addition to individual-level stressors common to youth and young adulthood, they also face enormous contextual stressors, such as (a) community violence exposure, (b) racism and discrimination, and (c) limited access to resources. These stressors have been exacerbated by the COVID-19 pandemic and recent frequent, high-profile incidents of racial discrimination and violence. Considering the individual and contextual stressors that these youth contend with, there is a need for culturally-informed, effective preventive interventions. In this symposium, we will present three studies that inform culturally-relevant school-based interventions for marginalized youth and young adults. The first presentation examines individual/contextual predictors and the trajectory of hopelessness in low-resourced, urban African American high school students and how such findings may inform the development of culturally-relevant school-based preventive interventions. The second study will examine how culturally- and historically-informed sexual communication may act as prevention for Black girls and women. The policy and practice implications that such a framework may have on Black girls and women and the institutions that serve them will be identified. The third study will discuss the process of school-based preventive interventions moving from efficacy to effectiveness trials in large urban school districts and in the context of the COVID-19 pandemic. Specifically, presenters will share lessons learned while implementing an effectiveness trial of a culturally-relevant coping with stress preventive intervention for low-resourced, urban African American adolescents. The discussant will highlight common themes from the presentations and the implications of these studies on the development, implementation, and evaluation of school-based preventive interventions designed for marginalized youth and young adults.

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### 3 Subsessions

● **Predictors and Trajectory of Hopelessness among African American High School Students**

🕒 10:30 AM - 11:30 AM, Jun 23

● **Moving from Efficacy to Effectiveness in the time of COVID-19: Lessons Learned**

🕒 10:30 AM - 11:30 AM, Jun 23

● **Black Women's Sexual Praxis: An Exploration of a Black Women's Preventive Sexual Communication Community**

🕒 10:30 AM - 11:30 AM, Jun 23

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## Novel Applications of Methodologies to Community Psychology Research

🕒 10:30 AM - 11:30 AM, Jun 23

📍 L-154

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Session Organizer: Yamini Patel (Georgia State University)

Additional authors:

Yamini Patel, Georgia State University

Kamilla Bonnesen, Georgia State University

Renita Moore, Georgia State University

### Symposium

Innovative methodologies developed in other disciplines offer insight when applied to community psychology research. Using sexual violence as an example topic, the following symposium explores how methodologies developed in different fields have the power to strengthen community psychology research. Specifically, social network analysis has the power to shift the level of research away from the individual and towards larger, higher-level structures in society such as evaluation at a state-level. This network analysis evaluated community-level intra-organizational collaboration that exists to prevent and intervene in violent situations. Next, we cover Bayesian analysis, an alternative to standard classical statistics. Bayesian approaches applied to violence research present novel findings that were previously unexplored in disciplines where classical statistics dominate. Lastly, we explore how virtual reality introduces a way to assess the proximal effect of alcohol on bystander behavior. Upon completing a bystander intervention program, virtual reality provides a path to safely create opportunities for males under the influence of alcohol to intervene, and presents a way to test the program's efficacy. The methodologies covered in this symposium, while developed in other disciplines, all advance community psychology, specifically in the sexual violence risk and prevention fields. By diversifying our methodological approaches, we can lean on the strengths of interdisciplinarity and promote collaboration across fields.

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### 3 Subsessions

● **Social Network Analysis as a State-Level Evaluation Tool for Organizational Collaboration**

🕒 10:30 AM - 10:30 AM, Jun 23

● **Bayesian Community Psychology: A Worked Example of Methodological Advantages and Practical Implications**

🕒 10:30 AM - 11:30 AM, Jun 23

● **Sexual Violence Prevention: Overcoming Alcohol-Related Barriers in Bystander Intervention Behaviors**

🕒 10:30 AM - 11:30 AM, Jun 23

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## Building a Culture of Connection in Community Psychology Practice

🕒 10:30 AM - 11:30 AM, Jun 23

📍 L-444

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**



Authors: Suzette Reed (National Louis University)  
Judith Kent (National Louis University)  
Wytress Richardson (National Louis University)

Additional author: Karen Byrne, National Louis University

Symposium

The current global situation provides an opportunity to re-examine relationships and connections as building blocks of community resilience focused on “I am because we are, we are because I am.” Connections, both intra- and inter-group, or bonding and bridging, long-examined principles in community psychology, are pivotal in resilience building. It is understood both within and outside of the field of community psychology that bonding and bridging lead to the building of cohesion and trust. Within the field, we tend to examine bonding and bridging from a sense of community and networking perspectives. We can expand our approach to bonding and bridging by drawing from other psychological and sociological perspectives. Ter Kulie et al. (2022) share sense of community as the basis for bonding, but offer a somewhat different perspective on bridging with their focus on “curiosity and empathy across differences” (p.35). They propose a framework for cultivating a culture of connection based on the transformative power of relationships. The framework comprises three relational stances, integrating not only bonding and this expanded view of bridging, but also healing, conceptualized as both intra- and inter-group “addressing [of] conflict or harm and moving toward repair and/or renewal” (p. 35). In this workshop, participants will examine bonding, bridging, and healing through personal reflection and group engagement. Participants will be able to: 1. Explain the importance of stories. 2. Identify ways to create connectedness. 3. Identify ways of finding shared purpose. 4. Explore how brain science supports our need for connection. 5. Examine ways to cultivate gratitude, compassion, and empathy. 6. Relate ways to strengthen inner awareness. 7. Consider biases and triggers to create spaces for calling in and out 8. Recognize the importance of forgiveness. 9. Explain how they might celebrate small wins in their practice as often as possible.

Speaker



Claudia Pitts

## Recycling Intense Energy Into Tangible Creations: Transformative Rage Space

🕒 10:30 AM - 11:30 AM, Jun 23

📍 L-442

III. Nommo: Consciousness Raising through Storytelling, A...

Community psychologists practice and value social justice advocacy. In solidarity with communities most impacted, through research and action, the work impacts us. We encounter positive effects as part of resistance movements, and experience internal and external struggles and challenges along the way. Society is entering a new phase where exposed systemic issues are accompanied by feelings of helplessness, fatigue, and frustration. Use of brave spaces often inconsistently fluctuate, though brave does not always mean safe, healing spaces. This is a space for us, a space for rage, a space for a slow, controlled burn where old and new wisdom converge with healing and artistic expression to create the world we want to see and experience. The books *Eloquent Rage* (Cooper, 2018) and *Minor Feelings* (Hong, 2020) helped influence our perspective on how people express rage in unique ways. Processing rage takes many forms, like showing empathy, community actualization, passion, love, anger, reflection, visibility, humor, celebration, and meaningful creativity. Processing rage stimulates the senses, and in this space not to the point of destruction, to the point of creative release. This space is not meant to be physically destructive to ourselves or our surroundings, rather it is to recycle intense energy into tangible, liberating creations. Transformative Rage Space, an opportunity to channel and cultivate healing, is intended to be a three-hour, immersive experience. This immersive reflection space will include separate creativity stations populated with artistic resources (paints and small canvases, modeling clay, beading supplies, paper and pens, etc.) where attendees channel their controlled-burn rage creatively and explore and examine that rage in liberating release. Different rage release exercises will be rotated over the three hours, interwoven into the creativity stations, with facilitators anchoring the space.

Speaker



Dr. Vernita Perkins

Consultant and Researcher  
Transformgi LLC, Omnigi Research

## Reflecting on White Supremacy Culture in Community Practice: Perspectives of a Multi-Racial Community Practice Team

🕒 10:30 AM - 11:30 AM, Jun 23

L-152

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: David Julian

Innovative Other

This presentation will focus on articulating and acknowledging white supremacy culture in community psychology practice. Presenters will present information related to five concepts. First, presenters will describe the characteristics of a team housed in a university-based, translational research center that operates in a manner consistent with the definition of community psychology practice. Second, a brief definition of community psychology practice (Julian, 2006) will be introduced. Third, presenters will define white supremacy culture based on perspectives provided by Dr. Tema Okun (n.d.). Fourth, presenters will describe the "Team Equity Inventory" process, part of a larger initiative referred to as the Racial Equity, Diversity and Inclusion Movement or REDI. The Team equity Inventory process is designed to assess and enhance organizational practices and policies related to racial/social justice. Fifth, presenters will provide a brief review of the informal application of this process to team practices which resulted in nine recommendations to address white supremacy culture as it relates to community practice. The final 30 minutes of the proposed Town Hall meeting will focus on a facilitated session designed to address three questions: 1. What does it mean to practice community psychology in the context of white supremacy culture? 2. Are current definitions of community psychology practice relevant in the context of white supremacy culture? 3. How should current conceptions of community psychology practice be amended to mitigate the negative impact white supremacy culture?

Speaker



**Melissa Ross**

OSU

**The Domestic Violence Housing First Model's Impact on Survivors' Well-Being: Evaluating If It Works, Whom it Helps, and Under What Circumstances**

10:30 AM - 11:30 AM, Jun 23

L-242

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Session Organizer: Mayra Guerrero (University of Illinois at Chicago)

Symposium

Domestic violence (DV) is a significant public health concern with detrimental consequences to survivors' well-being. The scarcity and decline of affordable housing across the U.S., coupled with the financial and physical hurdles many DV survivors face upon exiting an abusive relationship, put DV survivors at significant risk of housing instability and homelessness. As such, DV service agencies are increasingly focused on helping survivors obtain long-term, safe, and stable housing. One housing intervention model that has grown in popularity among DV agencies is the Domestic Violence Housing First Model (DVHF) - an adaptation of the Housing First Model, which was developed to help homeless individuals obtain permanent housing. The DVHF model has two critical components: survivor-centered mobile advocacy and flexible funding. Our symposium presents findings from the first longitudinal demonstration evaluation of the DVHF model. This study used a quasi-experimental design to assess the housing stability, safety, and mental health of 406 survivors over two years. This symposium will discuss whether the DVHF model works, whom DVHF helps, and under which circumstance DVHF works best. The first presenter will overview the model's effectiveness in improving survivors' housing stability and well-being over time. The second presenter will discuss research on whether DVHF works better for some survivors than for others. The third presenter will discuss whether agency characteristics are associated with better outcomes among survivors. The discussant is one of the leading figures in domestic violence and has been an advocate and researcher in the movement to end gender-based violence for over four decades. Her areas of expertise include developing and rigorously evaluating community interventions for abuse survivors and their children and evaluating victim services. From her broad perspective of the field, she will discuss the implications of these findings for research, policy, and practice.

Speakers



**Cris Sullivan**



**Mayra Guerrero**

University of Illinois at Chicago

### 3 Subsessions

#### ● Evidence that the Domestic Violence Housing First Model Impacts Survivors Over Two Years

🕒 10:30 AM - 11:30 AM, Jun 23

#### ● Exploring the Impact of DVHF, Social Support, and Material Hardship on Domestic Violence Survivors' Experiences of Abuse, Housing Stability, and Psychological Wellbeing

🕒 10:30 AM - 11:30 AM, Jun 23

#### ● Is the Effectiveness of the Domestic Violence Housing First Model Impacted by Agencies' Use of Trauma-Informed Practice?

🕒 10:30 AM - 11:30 AM, Jun 23

### Survival sex, homelessness, and sexual agency: Examining the research literature on the complexities of consensual sexual or romantic relationships among people experiencing extreme deprivation

🕒 10:30 AM - 11:30 AM, Jun 23

📍 L-150

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Konrad Czechowski (University of Ottawa)

John Sylvestre, Centre for Research on Educational and Community Services, University of Ottawa  
Kim A. Turner, Centre for Research on Educational and Community Services, University of Ottawa  
Patrick R. Labelle, Library, University of Ottawa  
Serena Corsini-Munt, School of Psychology, University of Ottawa

#### Ignite Presentation

The deprivation of basic needs that characterizes homelessness can produce barriers to safe relationships and contribute to survival sex, the exchange of sex for basic necessities. This presentation will draw on findings from two scoping reviews, one [SR1] that examined consensual romantic and sexual relationships among people experiencing homelessness and another [SR2] that examined the sexual agency and consent implications of survival sex. SR1: we searched six databases using keywords and controlled vocabulary related to homelessness (e.g., “unhoused”, “street living”) and partner relationships (e.g., “sexual intimacy”, “romance”). We screened 2715 references at the title and abstract stage, 179 at the full text stage, and included 13 articles. SR2: we searched six databases using keywords and synonyms for survival sex (e.g., transactional sex, sex exchange). We screened 2156 references at the title and abstract stage, 174 at the full text stage, and included 21 articles. We used Covidence to assist in managing various phases of screening articles, and NVivo to synthesize and qualitatively analyze the included articles. Common findings from the reviews include that [1] researchers generally have taken a risk-based approach to studying sex in marginalized populations (e.g., risk of STIs among people experiencing homelessness) and not a human-rights-based approach (e.g., considering consent-based risks or the right to privacy) and [2] there exist a myriad of barriers to safe relationships among people who are deprived of basic needs at various ecological levels exacerbated deprivation. Partner relationships among people experiencing deprivation of resources can create a power imbalance with the effect of limiting people’s capacity to consent to sex and exercise sexual agency. Understudied rights-based approaches to unsafe romantic and sexual relationships have the potential to help policymakers, researchers, clinicians, and advocates understand how the circumstances that produce unsafe environments for people to exercise healthy relationships also violate their autonomy.

#### 🗣 Speakers



**Konrad Czechowski**  
University of Ottawa



**John Sylvestre**  
Professor  
University of Ottawa

### Promoting Wellness of Adults with Pediatric-onset Spinal Cord Injuries: Why Community Participation Matters

🕒 10:30 AM - 11:30 AM, Jun 23

📍 L-150

## II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Eric Peist (Ann & Robert H. Lurie Children's Hospital of Chicago)  
Susan McMahon, DePaul University  
Kathy Zebracki, Shriners Children's Chicago

### Ignite Presentation

Spinal cord injury (SCI) is a complex medical condition that refers to an acute spinal cord lesion that affects sensation, muscle control, and autonomic functioning. One fifth of injuries occur in youth, and adults with pediatric-onset SCI have unique experiences and outcomes compared to those with adult-onset injuries due to the impacts of SCI on development. A socioecological disability framework can provide a critical perspective into how individual and environmental factors interact and impact the experiences of individuals with SCI. Community participation including mobility (e.g., using transportation), occupational functioning (e.g., finding a job or going to school), and social integration (e.g., spending time with family and friends) may play an important role in individuals' psychosocial functioning and wellness. This study utilized a subset of 180 adults with pediatric-onset SCI from a continuous, longitudinal study with data from a 10-year period and up to nine time points to explore the relationship between community participation and psychosocial outcomes (satisfaction with life (SWL), depression symptoms, and anxiety symptoms) over time. Data were collected through a hospital system in the U.S. and are part of a larger study that explores long-term medical and psychosocial outcomes. The presentation will highlight results from the study, encouraging discussion about strategies for optimizing community participation in the long-term to best support mental health and psychosocial functioning of individuals with pediatric-onset SCI. The presentation will also emphasize a collaborative, multidisciplinary approach to working with individuals with chronic, complex medical conditions, demonstrating the potential benefits of integrating community psychology values into medical spaces.

### Speaker



**Eric Peist**  
Lurie Children's Hospital

## The Spectrum of Relationship Conflicts and Help-Seeking Strategies in Religious Institutions

🕒 10:30 AM - 11:30 AM, Jun 23  
📍 L-150

## V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Authors: Tahani Chaudhry, Kathleen Khong and Lauren Cattaneo

(George Mason University)

### Ignite Presentation

Religious helpseeking is an important component of the way those experiencing intimate partner abuse cope and heal. However, helpseekers may not identify what they are experiencing as abuse, or may seek help before conflict escalates to that level. Indeed, marital concerns are one of the most common reasons community members in faith-based communities seek support from religious leaders (Ali et al., 2005), but research has not described the range of relationship conflicts that individuals experience before they turn to religious institutions for support, or how the nature of the conflict relates to their choice of strategies. In order for religious communities to provide effective support to community members that facilitates communal and individual wellbeing, it is crucial to uncover knowledge about the needs of community members seeking their help. In this study, we utilize a mixed methods approach to explore the range of relationship conflicts and examine how types of relationship conflict influence the types of strategies people use in seeking help from religious institutions. We gathered data from 486 individuals from three religious communities who have experienced significant relationship conflict: Christian, Muslim, and Jewish. Participants completed quantitative measures of help-seeking strategies and provided qualitative responses on the type of relationship conflicts they experienced. We present the wide range of relationship conflicts using qualitative responses and the nature of these conflicts using quantitative responses. Next, we identify the prevalence of helpseeking from religious sources, and discuss patterns between types of relationship conflict and help-seeking strategy. Based on these findings, implications for religious institutions and practice recommendations will be discussed

### Speaker



**Tahani Chaudhry**  
George Mason University

## Examining Stress, Coping Behaviours, and Mental Health Service Usage in Brampton's South Asian Youth Population

🕒 10:30 AM - 11:30 AM, Jun 23

📍 L-150

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Nausheen Ali (Wilfrid Laurier University)

Ignite Presentation

Data indicates that mental health has worsened for Canadian youth during the COVID-19 pandemic; however, minority stress theory implies that demands on youth may be higher for racialized youth. The South Asian (SA) population is one of the largest pan-ethnic groups in Canada. The purpose of this research is to understand how SA youth in Brampton, Ontario are experiencing and coping with stress, and how the pandemic has impacted their mental health service utilization. The study was conducted in partnership with a community service organization, SACHSS (South Asian Canadians Health and Social Services), who were interested in providing more SA youth-centered resources and provide knowledge translation to the broader South Asian community within Brampton. Drawing on the social determinants of health framework, acculturative stress theory, and Andersen and Newman's (1990) framework of health services utilization, this study used a mixed-methods approach over two phases to examine the experiences of SA youth between the ages of 13 to 19 in the city of Brampton, Ontario. Participants were recruited through the use of online and in-person recruitment in predominantly South Asian spaces. In Phase 1, online surveys were used to gather participants' sociodemographic information and to measure acute and chronic stress, and coping, including the Distress Thermometer (DT), the Perceived Stress Scale for Children (PSS-C), and the Brief-COPE. In Phase 2, youth experiencing high levels of stress were asked a series of open-ended survey questions to gather qualitative information regarding common stressors, awareness of community mental health and support services, and self-reported effectiveness of the available services in Brampton' SA community. Multiple linear regression models were used to assess the relationship between coping (Brief-COPE) and sociodemographic variables with stress scores (DT and PSS-C). Thematic analysis identified emerging themes within responses to open-ended questions.

## Integrating clinical practice with community psychology to address mental health and wellbeing of diverse LGBTQ+ populations

🕒 10:30 AM - 11:30 AM, Jun 23

📍 L-244

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Session Organizer: Danielle Chiamonte (Yale University)

Symposium

LGBTQ+ community members have unique mental health needs and experiences, shaped by systems of oppression, disparate access to affirming care, and intersecting marginalized identities. Federal messaging, oppressive state laws, restrictive insurance policies, lack of culturally responsive evidence-based treatments, and a paucity of LGBTQ-affirmative clinicians converge to create multilevel barriers to developing, implementing, and accessing LGBTQ-affirmative mental health care. To address these barriers, culturally competent evidence-based tools and treatments that support the mental health, well-being, and healing of LGBTQ populations are urgently needed. Of particular importance is research that integrates clinical practice with community psychology values to address existing gaps and improve mental health care for LGBTQ communities. In this symposium, we will discuss four relevant approaches to advancing LGBTQ mental health and healthcare equity. Each presenter will highlight ways to adapt or modify existing clinical approaches and interventions to be more affirming for LGBTQ populations, with a particular emphasis on LGBTQ BIPOC populations. The first presenter will share the evolution of an evidence-based LGBTQ-affirmative psychotherapy intervention from development to clinical trials to community implementation. The second presentation will discuss how shared marginalized identities between clients and therapists facilitate trust and safety in the therapeutic relationship, and when combined with oppression-related competence, enable deep engagement in the therapeutic process. The third presenter will highlight the integral connections between sexual health, mental health, and well-being among queer women of Color. The final presentation will focus on supporting transgender and gender-expansive BIPOC people who occupy healing roles in their communities. Together, this session will unravel the innovative ways clinical and community psychologists can capitalize off of community resilience to support the mental health and healing of LGBTQ communities.

#### 4 Subsessions

● **From Clinical Trials to Community Implementation: Developing, adapting, and implementing LGBTQ-affirmative mental health interventions into community settings**

🕒 10:30 AM - 11:30 AM, Jun 23

● **The Impact of Identity-Based Matching on the Psychotherapy Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer People of Color**

🕒 10:30 AM - 11:30 AM, Jun 23

● **Positive Sexual Well-being Among Queer Women of Color**

🕒 10:30 AM - 11:30 AM, Jun 23

● **"Solidarity and community on our terms and through our lens": Community care and shared trauma for transgender and non**

🕒 10:30 AM - 11:30 AM, Jun 23

### **A spotlight on the AJCP Special Issue - Imperial Algorithms: Contemporary Manifestations of Racism and Colonialism**

🕒 10:30 AM - 11:30 PM, Jun 23

📍 L-152

#### **I. Building the Beloved Community: Community Partnership...**

Authors: Ciann Wilson

Townhall

The 21st century has been characterized by an increasingly multi-polar matrix of imperialism. Global power has become disentangled from the exclusive domain of nation-states and now exists among transnational and multinational conglomerates. The historical practices of subjugation have transmuted over time but retained the same imperative: economic extraction, exploitation, and increased probability of premature death. We find ourselves seemingly trapped between the two outcomes of digital imperialism and ecological collapse. The AJCP Special Issue: Imperial Algorithms: Contemporary Manifestations of Racism and Colonialism centers articles providing an analysis of global power structures and intersectional critiques on racism, neo-colonialism, globalized capitalism, carceral and surveillance systems, etc. that vulnerabilize many communities. We introduce the concept of imperial algorithms to refer to processes, structures, and patterns that reinforce and perpetuate imperialism, neo-colonialism, racial capitalism, etc. Our intention is to highlight a group of authors from our special issue who delve into these critical issues of racism, injustice, colonialism, social justice, empowerment, power, citizenship, etc. in the contemporary moment. Our collective project is the culmination of several collaborative knowledge-building projects highlighting this matrix of imperial algorithms. We will connect the intersecting issues to local struggles against imperialism and surveillance. Discussion of these issues is a significant contribution to the canon of scholarship in community psychology and is thus an important space for cultivating discussions about timely and relevant issues in our society.

### **Mentoring Session - Navigating Your Healing While Trying to "Heal the World"**

🕒 10:30 AM - 11:30 AM, Jun 23

📍 Zoom

Mentor's name: Dawn X Henderson (we/her/ours)

Format (in-person or virtual): Virtual

Title of mentoring session: Navigating Your Healing While Trying to "Heal the World"

Target audience: Undergraduate Students, Graduate Students, Early Career, International students, Community psychologists practicing within the U.S.

Day/time: Friday, June 23, 10:30-11:30 AM, EST

Mentoring booklet link: <https://docs.google.com/document/d/1xd8IB3RFmEfIVYXgyRD-B-m2OADTQtInXDmzxW8VD2k/edit?usp=sharing>

Registration link: <https://forms.gle/TjhXVyzWsDrTttoQ6>

Join Zoom Meeting: <https://uncc.zoom.us/j/3220711956?pwd=WUowK0lDOFJ4S2owN1E1YkhGRVhGUT09> Meeting ID: 322 071 1956 & Passcode: 6wTyrf

🕒 11:45 AM - 12:45 PM, Jun 23  
📍 B of A Auditorium

12:00 PM

### Healing Space- Breathwork Space

🕒 12:00 PM - 12:30 PM, Jun 23  
📍 Zoom

Zoom Link:

<https://us02web.zoom.us/j/6645158514>

Dr. Nidal Karim is a feminist researcher, change facilitator, somatic practitioner in training, and a girl mom, dreaming of and humbly working towards our collective liberation. She will guide participants through breathwork and somatic practices to help return to your bodies and to take away as tools to use in your everyday lives.

1:00 PM

### The Impact of Race and Covid-19 Protocols on Service Referral for Court-Involved Adolescents

🕒 1:00 PM - 2:00 PM, Jun 23  
📍 African American Hall of Fame

**IV. Ma'at: Solidarity, Equity, Diversity, and...**

Authors: Michelle A. Young

Poster Presentation

Court-involved adolescents may receive referrals to service programs as alternatives or supplements to incarceration or formal processing. Contact with the court system is associated with subsequent delinquency and other negative outcomes (Motz et al., 2020; Petrosino et al., 2010). Despite this, many referrals prolong court contact. A previous study demonstrated that racially minoritized youth are more likely to receive referrals which prolong their court involvement, regardless of the severity or number of their offenses (Diggins et al., 2021). The current study investigated changes in service referrals made during the Covid-19 pandemic. The average count of weekly referrals during the 7-week Covid shutdown in Ohio ( $\bar{X}_1 = 21.5$ ) was lower than in the two years before Covid ( $\bar{X}_0 = 63.7$ , Welch's  $t = 10.9$ ,  $p < .001$ ). The mean number of referrals in the two years following Covid remained significantly lower than baseline ( $\bar{X}_2 = 30.9$ , Welch's  $t = 16.5$ ,  $p < .001$ ). The ratio of referrals to court rather than community services was higher during the Covid shutdown, though this did not reach significance ( $\hat{p}_0 = 0.68$ ,  $\hat{p}_1 = 0.73$ ,  $Z = -0.28$ ,  $p = 0.78$ ). The ratio remained higher in the following two years and was significant ( $\hat{p}_0 = 0.68$ ,  $\hat{p}_2 = 0.84$ ,  $Z = -2.69$ ,  $p < 0.007$ , see Figure 1). There were no differences in referral rates between African Americans and Whites at baseline ( $\hat{p}_b = 0.69$ ,  $\hat{p}_w = 0.66$ ,  $Z = 0.46$ ,  $p = 0.64$ ), during Covid ( $\hat{p}_b = 0.71$ ,  $\hat{p}_w = 0.8$ ,  $Z = -0.39$ ,  $p = 0.64$ ), or in two years after Covid began ( $\hat{p}_b = 0.83$ ,  $\hat{p}_w = 0.19$ ,  $Z = -0.39$ ,  $p = 0.85$ ). Forthcoming analysis will examine changes in the specific types of referrals to better understand the increased ratio of referrals that prolong court contact relative to community referrals.

🗣️ Speaker



**Michelle "Mia" Young**

PhD Student  
Bowling Green State University

### Photovoice for Adolescent Engagement in a Grassroots Anti-Litter Social Marketing Campaign

🕒 1:00 PM - 2:00 PM, Jun 23  
📍 African American Hall of Fame

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Taylor Swenski (DePaul University)

Additional authors:

Taylor Swenski, DePaul University

Howard Rosing, DePaul University

Saria Lofton, University of Illinois Chicago

Poster Presentation

Background: Black and Brown neighborhoods in Chicago face disproportionate environmental burdens, impacting community health and wellbeing. However, participatory action research may raise critical consciousness and empower residents to take action against neighborhood inequities. In the current research, several grassroots community-based organizations partnered with a university to conduct a photovoice project with youth for addressing litter in North Lawndale, a historically disinvested and predominantly Black neighborhood. Methods: Adolescents (N=9 ninth- and tenth-graders, 6 females and 3 males) participating in an urban gardening summer program completed a five-week photovoice project, with three hours dedicated to the photovoice project each week. Youth were trained on photovoice techniques in week one, took photos of neighborhood conditions during weeks two and three, and thematically analyzed the photos in weeks four and five. Additionally, in week four a social media marketing expert trained youth on content framing and delivery. Results: Though participants did not publish their photos and calls to action on social media, they successfully determined major thematic strategies for curbing litter in North Lawndale, including infrastructure, fear and shame, humanizing the problem, and comedy. In addition to generating these themes, many youth reported deeper understanding of litter's impacts on their neighborhood and intentions to change their own littering behavior. Reflections & Implications: While the youth produced photos and themes by which future neighborhood anti-litter campaigns could be guided, the timeline and weekly allotment of hours was likely not intensive enough to yield a fully-embodied social media campaign. Photovoice facilitators should also consider how to reconcile any problematic themes (e.g. fear-based tactics) with best practices and ethical values (e.g. strengths-based approaches). This project improved these adolescents' understanding of the root causes of and potential solutions to environmental issues such as litter, demonstrating that photovoice may bolster critical consciousness.

## “We're making choices...and there's stuff that I don't address because I'm not Black”: Understanding Division of Labor Practices in Dual-Black and Interracial Parenting Dyads

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Broquelynn Shepard

Poster Presentation

Over the past several decades, there has been a growing body of literature examining parental factors in the racial socialization (RS) process, particularly conversations between parents about the delivery, timing, and labor of RS conversations (Jones & Neblett, 2019; McNeil Smith et al., 2016). Simultaneously, there is also a unique subset of researchers investigating RS practices of parents of Black-White biracial children (Csizmadia et al., 2014; Stone & Dolbin-MacNab, 2017). The limited research examining intraparental dyadic communication makes it clear that there is a need to continue examining the RS dialogue between romantically involved couples rearing Black and biracial children as an extension of parenting (Jones & Neblett, 2019). Using a phenomenological approach (Knaack, 1984), the present study investigated one facet of parenting decisions regarding RS: division of labor (DOL; i.e., the processes in which parents discuss how they parent their child around race, who discusses different tenants of RS, and under what circumstances) in romantically involved parenting dyads with a child between 7-12 years old. Themes included “division of labor” to explain the conversations and processes that parents engage in regarding RS. Focused codes within this theme included “leads, deference, and roles; teamwork; and balancing one another.” Further analyses suggested that “navigation of coparenting dynamics” helped contextualize DOL practices across dyads. Within the “division of labor” theme, “influential factors” was carried forward as a subtheme and subsequent exemplar codes: “gender” and “cultural differences.” These findings illuminate the necessity for White parents to increase their awareness and actions toward anti-racist ideologies to raise their children as cultural beings and to provide support for Black parents transmitting knowledge about race to children. Interracial dyads are situated in a space that – when filled correctly – allows children to experience parents dedicated to using their social location to illuminate diversity and combat racism.

🗣️ Speaker



**Broquelynn Shepard**

Doctoral Candidate

Virginia Commonwealth University



## Feeding two birds with one narrative seed: Developing a mutually beneficial community psychology research partnership within a mainstream psychology training context

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

### I. Building the Beloved Community: Community Partnership...

Authors: Kiana Saki

Poster Presentation

Community psychologists have suggested that community narratives are important resources (e.g., Rappaport, 1995), and narrative approaches have improved effectiveness in public health communication (Ma & Yang, 2022). In the current project, we examine the impact of using community narratives to expand support for a grassroots community development project. This is part of a long-term research partnership with the Citrus Creek Coordinating Committee (CCCC) and the Community Land Trust (CLT) to support community-driven development without displacement and community wellbeing in the context of housing crisis. The CCCC and CLT are working to create a pedestrian and cycling path along Citrus Creek, currently a closed-off site of illegal dumping that runs through a low-income neighborhood in a mid-sized city in northern California. Students involved in this research include graduate students enrolled in a General Psychology Master's program with course-based methodological training in experimental and other lab-based methods. To align students' coursework requirements with student interests and dedication to our research partnership with the Creek development, we designed an experiment to compare the impact of using narratives to influence support and interest in getting involved, with the goal of using results to inform messaging and outreach efforts. Community involvement and participation are key elements in processes of empowerment, building social power, and "ownership of change" and can be harnessed to prevent or mitigate the impacts of gentrification (Binet, et al., 2022; Thurber, 2018). In this lab-based study, participants are exposed to one of three conditions: data alone, narrative alone, or both in combination. In our poster, we share preliminary results of the experiment, discuss the process of using lab-based research to inform messaging and community outreach efforts of our partners, and reflect on our attempt to make mainstream General Psychology graduate training relevant to Community Psychology training and community partner needs.

## Examining Resilience among Black Women in Emerging Adulthood after being Diagnosed with a Sexually Transmitted Infection

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

### II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Jaleah Rutledge

Poster Presentation

Historical and contemporary social, political, and cultural dynamics of power, classicism, sexism, and racism exacerbate challenges for Black women to attain optimal sexual health outcomes. Many Black women adapt to these challenges and learn how to successfully manage their sexual health despite experiences of adversity; however, how women succeed in managing their sexual health and how their community is a source of strength in doing so is largely unexplored. Instead, much of the prevention research on Black women's sexual health and wellness comes from a deficit orientation. Strengths-based scholarship that highlights assets and capabilities of Black women and their communities to support sexual wellness is needed. This presentation will highlight findings from a qualitative narrative investigation of Black women who acquired a treatable sexually transmitted infection (STI) during adolescence or emerging adulthood. Specifically, this study uses Black Feminist Thought and Resilience Theory to examine 1) how Black women define resilience within the context of their sexual health 2) trajectories of resilient responses to being diagnosed with an STI and 3) facilitators of resilient responding across the intrapersonal, interpersonal, and community levels of analysis. The data comes from in-depth interviews with 15 Black women in which they trace the path of successfully overcoming the experience of being diagnosed with an STI using a story-telling approach designed to highlight resilience processes. Findings from this study will contribute to the emerging literature on reframing Black women's sexual health research and inform strengths-based sexual health prevention and intervention programs for Black women.

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🗣️ Speaker



**Jaleah Rutledge**

Graduate Assistant  
Michigan State University

## Perceptions and Stereotypes of Job Applicants with Criminal Histories

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

**IV. Ma'at: Solidarity, Equity, Diversity, and...**

Authors: Candalyn Rade, Jenna McChesney

Poster Presentation

Despite recent advancements in diversity, equity, and inclusion (DEI) efforts, many groups remain excluded from consideration for employment, including those with criminal histories (Fuller et al., 2021). Attitudes toward people who were previously incarcerated are quite negative (Rade et al., 2016) and hiring discrimination is common (Pager, 2008; Griffith et al., 2019), even with growing evidence that people with criminal histories are as strong or stronger employees compared to those without criminal histories (e.g., Griffith & Harris, 2020; Young et al., 2021). In this study, we investigated the stereotypes that impact hiring decisions for candidates with varying criminal histories. We asked 173 participants with hiring experience to evaluate the warmth, competence, and hireability of potential applicants with eight different offense histories. Findings suggest that employers with hiring experience endorsed stereotypes of potential applicants with criminal histories; however, they endorsed different stereotypes depending on the severity, frequency, and nature of the offense. Specifically, those with a felony history, violent history, and repeat offenses were generally viewed as less warm, competent, and hireable, compared to those with misdemeanor history, first time offense, or no criminal history. Implications for hiring manager bias training, for formerly incarcerated job applicants, and the need for additional, nuanced, research about stigma will be discussed.

🗣️ Speaker



**Candalyn Rade**

Assistant Professor of Psychology  
Meredith College

## **An Examination of Community Stakeholder Conversations about Developing Smartphone Technology to Improve Community Safety**

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

**I. Building the Beloved Community: Community Partnership...**

Authors: Apoorva Nag

Poster Presentation

Community violence is an eminent public health concern, resulting in significant detriment to social systems, communities, and individuals' health and well-being. Technological mediums, in particular, smartphone technology, have been increasingly utilized as a platform for violence responses and prevention efforts among diverse, intersecting identities and geographical landscapes. Yet, evidence on the development of community-level customization of smartphone applications through a collaborative partnership with community stakeholders is deficient. It thus becomes imperative that emerging literature focuses on bridging the gap between community-engaged research and technological applications for community safety. In the current research, we present a case study examining the community engagement processes implemented in a small Midwestern city to develop smartphone technology for community safety. Using a participatory action research design embedded in an ethnographic framework, data was collected from 14 research team members and community stakeholders through semi-structured qualitative interviews, observational field notes, and secondary data material. Data were analyzed using content analysis to code for emerging themes that address processes, efficacies, and challenges examined through the process of engaging community stakeholders. This study is an initiative to aid in the reflection and dissemination of community engagement dialogues and processes. Our results will act as a guide for the future development of community-engaged practices across technological spaces.

## **A Multi-site Longitudinal Evaluation of Canadian Clubhouse Members: Impact on community functioning**

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Christina Mutschler

Poster Presentation

Background: The Clubhouse model of psychosocial rehabilitation supports the recovery of individuals with severe mental illness by providing opportunities to pursue goals outside of symptom stabilization, such as sense of community, a structured work-ordered day, and meaningful relationships. The purpose of the present study was to longitudinally assess the community functioning of Clubhouses members from six Clubhouses across Canada through a community-academic partnership rooted in participatory methods. An exploratory aim of this study was to assess the impact of the COVID-19 pandemic on Clubhouse members. Methods: A total of 462 Clubhouse members consented to participate in the study. Members completed a questionnaire battery every 6-months over a 2-year period, with three datapoints collected during the pandemic. Primary outcomes included community functioning, measured by the Multnomah Community Ability Scale, and self-reported hospitalization rates. Data was analyzed using multi-level growth models. Results: The results indicated stability over the study period in community functioning and rates of hospitalization. Subscales of community functioning, including interference in functioning and behavioural problems improved over the course of the study, while adjustment to the community and social competence remained stable. Conclusions: The consistency in outcomes across the study is notable, due to the worldwide impact of COVID-19 on mental health. The services offered by Clubhouses, including sense of community, meaningful relationships, and purposeful work, may have had a buffering effect for members, in that membership diminished the impact of the pandemic on mental health.

## **An intersectional lens to COVID-19: Promoting SC youth well-being amidst social-political stressors**

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Magdalena Moskal

Poster Presentation

The COVID-19 pandemic has disproportionately impacted youth - and more so systematically marginalized youth - mental health (Kirksey et al., 2021; Green et al., 2020). Youth have been impacted across various levels including individually, interpersonally, and societally. Most notably, youth have encountered stress related to fear of infection, changes in school structure and daily routine, and loss of social-emotional support networks (Loades et al., 2020; Tasso et al., 2021). Additionally, youth have noted stress related to uncertainty about the well-being and future of society as well as mistrust in the government's handling of the pandemic (Cohen et al., 2020; Tabari et al., 2021). Alongside the pandemic, youth have also noted impacts due to increased monitoring of and engagement in social justice efforts within the current U.S. social-political context. Moreover, such events have often been associated with heightened psychological distress for marginalized youth specifically (Hagan et al., 2020). This study was conducted during the height of the COVID-19 pandemic and school-related changes, the 2020 presidential election, and the rise to address racism and its backlash. Guided by interpretative phenomenological analysis and intersectionality theory, 23 youth across South Carolina shared their lived experiences during the pandemic related to mental health, coping, and needs for support. Despite pandemic and social-political stressors, many youth were able to continue to thrive and resist and as such provided recommendations for older adults (e.g., educators, researchers, and policymakers) to consider in supporting youth mental health moving forward. Youth across South Carolina specifically named ideas for support in schools (e.g., mentoring), mental health intervention (e.g., psychoeducation), and policy (e.g., use of youth-adult partnerships). It is important to note that intersecting systems of power and oppression shaped youth's experiences and subsequent needs during the pandemic.

## **Social Ties: Examining the Influence of Social Connections on Health Attitudes in Youth**

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Renita Moore

Poster Presentation

Boys and Girls Clubs is an organization that provides the space and opportunity for youth to develop and maintain healthy relationships with themselves, other youth, and adults. These social networks are linked to several positive youth outcomes and significantly contribute to adolescent health behavior, with peer connections being the highest social factor predicting adolescent health behavior (Umberson, Crosnoe, & Reczek, 2010). This study is part of a more extensive evaluation of the SMART Moves curriculum developed by the Boys and Girls Clubs. SMART (Skills Mastery and Resilience Training) Moves is a series of comprehensive resources that combine Socio-emotional learning and health education to help youth improve their ability to communicate about their health, understand and choose healthy behaviors, and develop the skills needed to practice healthy decision-making. This research examined elementary and middle schoolers' health attitudes, health self-efficacy, and substance beliefs in relation to their connection to peers and adults at their club. 433 youth (N = 335 of whom participated in the SMART Moves program, N = 98) who did not receive SMART Moves programming) completed a baseline survey before starting the program and a post-test survey upon completion. Results from a repeated measures ANCOVA showed a significant increase in health self-efficacy, scores,  $F(1) = 16.02, p < .001$ , and substance belief scores,  $F(1) = 3.92, p < .05$ , from pretest to post-test in participants of the SMART Moves program, but not in the control group. A significant interaction between pretest and post-test scores and levels of adult connection reveals that participants who had a stronger relationship with the adults at their club showed an increase in their ability to discuss their health and resist unhealthy behaviors,  $F(1) = 12.86, p < .001$ .

## Examining Ethnic Racial Socialization and Relations to Mental Health and Behavioral Outcomes in a Sample of Court-Involved Youth

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Abigail McDevitt (Bowling Green State University)

Additional authors:

Catherine Zoleta, Bowling Green State University

Morgan Daugherty, Bowling Green State University

Carolyn Tompsett, Bowling Green State University

Poster Presentation

Previous studies have produced evidence that ethnic racial socialization (ERS) contributes to positive, adaptive outcomes in samples of ethnic minority youth and may protect against both internalizing and externalizing (e.g., antisocial behavior) problems, particularly important outcomes among court-involved youth (Reynolds & Gonzales-Backen, 2017). The present study examined ERS and its relation to mental health symptoms and self-reported delinquency in a sample of court-involved youth. We expected to find that youth who reported higher levels of ERS would report fewer internalizing symptoms and delinquency. Additionally, given previous studies demonstrating the importance of social support for both ERS (e.g., Ayon et al., 2019; Wang et al., 2020) and mental health outcomes (e.g., Brown, 2008), we predicted that social support would moderate this relation such that youth who reported higher levels of both ERS and social support would report significantly fewer internalizing symptoms and less delinquent behavior than youth who reported low levels of support and ERS. Participants were 91 adolescents recruited from the juvenile courts of two large, midwestern metropolitan areas who completed self-report surveys (Burt & Simons, 2015; Elliot et al., 1995; Lovibond & Lovibond; Prociano & Heller, 1983). Results indicated that youth who reported high levels of perceived social support also reported fewer mental health symptoms. In line with our hypothesis, there was a significant interaction between ERS and perceived social support such that youth who reported both higher levels of social support and ERS reported fewer internalizing symptoms ( $\beta = -1.48, p = .02$ ). ERS was not, however, significantly associated with self-reported delinquency. These findings are consistent with previous studies utilizing community samples and highlight the importance of ERS for mental health in populations of court-involved youth.

🗣️ Speaker



**Abigail McDevitt**

Doctoral Student

Bowling Green State University

## Stories of Critical and Decolonial Pedagogy in the Classroom

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

VI. We Shall Overcome: Transformative Justice in Organiz...

Authors: Jared McCarthy

#### Poster Presentation

This project seeks to provide a touchstone and spark conversation among educators at all levels about what it means to radically reorient the classroom toward justice. This is a case study of a seminar course in community psychology at Wilfrid Laurier University that centres on critical and decolonial pedagogy in its program design and delivery. This philosophy of education “challenges the dominant practices of schooling and makes schools concrete sites for developing critical consciousness in the interests of working class, indigenous and non-white peoples” (Buttaro 2010, p. 2). Within the seminar on community psychology at Laurier, we have built our instructional strategies explicitly to meet the ideals set forth in critical and decolonial pedagogy. Students work together to understand the power structures that exist within the University which perpetuate inequalities and limit what the educational experience can be. Through language building and discussion, we seek to foster a community, within the community psychology classroom and reject the pressures of the neoliberal university to be individuals, working together to transform our learning environment. We seek to understand how effective our strategies are by discussing with students, past and present, their feelings toward the course. Through critical reflection on the class, we will explore not only if our strategies benefit those in the classroom, but if they continue to experience benefits once they have left the class. It is our goal to provide a touchstone for other educators seeking to reinvent their classrooms and facilitate discussion around the strategies we implement.

#### Speaker



**Natalie Kivell**

Assistant professor  
Wilfrid Laurier university

### Experiencing and witnessing COVID inequities: An online auto-photovoice project among community psychology students

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

III. Nommo: Consciousness Raising through Storytelling, A...

Authors: Eric Mankowski (Portland State University)

Liana Bernard, Portland State University  
Holly Brott, Portland State University  
Zeinab Hachem, Portland State University  
Eli Labinger, Portland State University  
Aliza Lipman, Portland State University  
Brielle Petit, Portland State University  
Megan Snoeyink, Portland State University

#### Poster Presentation

To describe and analyze inequities in well-being that graduate students and faculty experience and witness during the COVID-19 pandemic, we developed and implemented a novel online photovoice methodology during a 10-week community psychology graduate seminar. We used photovoice as part of the pedagogy of the course, turning the lens inward, toward ourselves and our experiences as part of a community experiencing COVID and quarantine. This use, which we call “auto-photovoice”, similar to the self-reflexive turn in “auto-ethnography” (Lazarus, 2018), is a relatively novel way of employing photovoice. Participants held three simultaneous roles: instructor or student, co-researcher, and participant. We were seven doctoral students and one faculty member (75% women, 25% men; 87% White, and 13% Middle Eastern; mean age of students = 26 years (SD = 2.85, range: 23-30). We took and shared a total of 98 images, included 80 photographs taken in our local communities and 18 screenshots of news stories and web pages. From this initial album, a subset of 17 images (13 photographs and four screenshots) was selected for further discussion and exhibition on a website. An analysis of our weekly group discussions of the photos revealed 22 themes, which were organized into four thematic categories: 1. systemic social injustices, 2. abuse of power, 3. inequitable access, and 4. different experiences among workers. Multi-level actions were identified to address these inequities. Through this online, auto-photovoice project, we built a sense of community in our remote class and develop a deeper understanding of the field of community psychology and its five core practice competency principles. Our findings suggest that the COVID-19 pandemic did not create inequities, but instead substantially exacerbated those already present. We hope the findings contribute to empowering other graduate students, academics, and community members to take action that meaningfully address these inequities.

### Social Compassion Fatigue: A qualitative exploration of compassion fatigue in social contexts

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

Authors: Stormy Malone, Rhonda Lewis

Poster Presentation

Compassion fatigue is a significant problem facing helping professionals, which occurs because of a chronic need to express compassion. However, work environments are just one element of human interactions. Social relationships are an important aspect of the human experience and have unique elements that could make them susceptible to compassion fatigue. Social compassion fatigue is a new term created for this study to explore compassion fatigue within the context of social relationships. Social compassion fatigue may come from the need to chronically express compassion within one's social group. The goal in exploring a construct of social compassion fatigue is to understand if there are negative psychological impacts of engaging in empathetic and compassionate relationships with others within a social context. This is important to the work of prevention because knowing if social compassion fatigue exists is the first step in preventing stress in relationships that are necessary for support. In this study, social compassion fatigue was explored through a thematic analysis using daily diary entries. The thematic analysis included 32 participants who completed a total of 225 journal entries across 2 weeks. The analysis revealed seven main themes: Interactions drive emotional responses, compassions add value to insignificance, social relationships are useful for coping, components of compassion fatigue can occur in relationships, relationships maintained through virtual communication, social interactions include desire to help, social interactions formed through various relationship types. The reports of social interactions indicated that social interactions can include experiences consistent with the concept of work compassion fatigue and social exhaustion. This demonstrates a need to further explore this topic.

#### Speakers



**Stormy Malone**

Visiting Assistant Professor  
The University of the South



**Rhonda Lewis**

Professor, Psychology Department  
Wichita State University

## PEER NETWORK ALCOHOL CONSUMPTION, EXPECTANCIES, AND PERSONAL ALCOHOL USE

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

Authors: Gabrielle Lynch (University of Central Florida)

Cameron Davis, University of Central Florida  
Michael Dunn, University of Central Florida

Poster Presentation

Alcohol use continues to be a problem among college students and when people perceive drinking in their close peer group they are more influenced to drink than when they perceive use among the general normative group. Alcohol expectancies may be a causal variable in determining alcohol use and are influenced by social relationships. College students are more likely to drink more when they endorse a high level of social enhancement expectancies and perceive more alcohol use and positive attitudes towards drinking among their peers. As a result, social expectancies may moderate the effect of peer drinking on alcohol consumption. Analysis: Data was collected from 834 college students (475 females). Effects of social integration and peer drinking on alcohol consumption were tested for interactions with expectancies as a moderator. Results: Social expectancies moderated the effect of in-network peer drinking on personal alcohol consumption ( $F(3, 820)=65.06, p<0.005, R^2=0.19$ ). The effect of social expectancies was strongest at higher social expectancy levels. Endorsing more social expectancies is associated with more drinking for persons with peer drinkers in their close network. The effect of social integration on alcohol consumption was mediated by peer drinking in network ( $F(4, 825)=33.800, p<0.001, R^2=0.141$ ). There was a significant direct effect of social integration on alcohol initiation and perceptions of peer drinking/attitudes partially mediated the effect when added in the second step. Beta-weights indicated peer drinking accounted for a 10% increase in alcohol consumption. Conclusion: While social integration is associated with alcohol consumption, inclusion of peer drinking accounted for more variance. Furthermore, it is not just peer drinking as a social influence, but peer drinking with certain alcohol expectancies. The combined effects of expectancies and peer drinking needs to be further examined as these peer drinkers could inform and modify personal expectancies.

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🔊 Speaker



**Gabrielle Lynch**  
Research Grant Project Director  
University of Central Florida

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**Autonomy, Relatedness, and Competence (Self-Determination Theory) Predict Place Attachment and STEM Identity through an Internship Intervention Using Community-Centered, Project-Based Learning**

🕒 1:00 PM - 2:00 PM, Jun 23  
📍 African American Hall of Fame

**I. Building the Beloved Community: Community Partnership...**

Authors: Emily LaPorte

Poster Presentation

This NSF-funded intervention was designed to support place attachment and STEM identity among youth in three “rust-belt” cities by involving them in mentored project-based learning (PBL) activities in their own communities, in collaboration with community stakeholders. The intervention was premised on Self-Determination Theory (SDT), which affirms the critical importance of autonomy-supportive environments for internalization of identity commitments and other values; and developmental ecological theory that affirms the importance of strong mesosystem (Bronfenbrenner, 1979) connections among settings that influence youth development, including the private sector, universities, and high-schools. A racially-diverse sample of 59 youth (93% between the ages of 15-22) recruited from three urban sites across three states participated in self-selected PBL internships over 6 weeks to address various aspects of civic improvement in their local communities. Students had various mentors in the community. A retrospective pre-post survey of SDT constructs (the three components of autonomy, relatedness, competence was combined into a single score), STEM Identity and Place Attachment was analyzed with paired-sample t-tests. These analyses showed significant post-intervention mean differences for all measures. In addition, regression analyses showed that while pre-intervention SDT negatively predicted Place Attachment at post-intervention ( $B = -.417, p = .049$ ), post-intervention SDT positively predicted Place Attachment at post-intervention ( $B = .452, p = .033$ ). Taken together, these results show that prior to the intervention, SDT components did not impact STEM Identity, and impacted Place Attachment negatively. However after the internship, autonomy, relatedness, and competence (SDT) positively predicted Place Attachment ( $B = .452, p = .033$ ) and STEM identity ( $B = .534, p = .009$ ). These results show how mentored PBL experiences with mentors drawn from across ecological sectors of a community can positively influence youths’ self-determining commitment to STEM identity and place attachment. This in turn could affect community involvement and commitment, as well as academic trajectories.

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🔊 Speaker



**Emily LaPorte**  
Student  
University of Notre Dame

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**Supporting Families Affected by Substance Misuse through Non-Judicial Intervention**

🕒 1:00 PM - 2:00 PM, Jun 23  
📍 African American Hall of Fame

**I. Building the Beloved Community: Community Partnership...**

Authors: Monica Landers

#### Poster Presentation

In Florida, like many communities across the nation, there has been a rapid increase in the number of children engaged with the child welfare system due to parental substance misuse. In response to this crisis, Family Support Services of North Florida, Inc. (FSSNF) mobilized its Family Assessment Support Team (FAST) to treat these families through a voluntary, non-judicial program. FSSNF developed and implemented a program aimed at increasing parents' recovery from substance abuse disorders, improving outcomes for children, and enhancing family functioning and stability. Using funds awarded through a Regional Partnership Grant, FSSNF expanded their FAST program to provide a comprehensive array of services and supports to meet the needs of families impacted by substance misuse. Eligible families were randomly assigned to either the control group (FAST as usual) or the intervention group (Enhanced FAST). The expanded service array adds peer support and health care coordination to supplement existing services and supports to improve outcomes for children 0-5 years of age and their families. Over 300 families have been served through this program since it began in 2018. Findings have shown improvement in parenting attitudes, significant decrease in depressive symptoms, and improvement in child development. Further, families rated a high level of satisfaction with FAST services and stated they felt listened to and respected and listened to. This is particularly the case when families were supported by a peers and health care coordination. Although some removals were necessary, largely, findings support the FAST program and enhancements in safely serving families through intensive in-home services and supports. Discussions on how to best sustain the program are underway.

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#### Speaker



**Kimberlie Tobin**

## Everyone is a Rainbow: Re-imagining and Re-structuring Normativities through the Lenses of Decolonial Practice, Collective Care, and Social Justice

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Matthew Klugman

#### Poster Presentation

This research draws on my experiences as an African art therapist in Australia working with LGBTIQ+ people, migrant communities, First Nations people and other minoritized people in the Australian mental health system. Although the healthcare in Australia is often framed through the objective of social inclusion, the groups of people typically understood of as “complex” and “diverse” are frequently treated in pathological ways that normalize white supremacy, classicism, and ableism. This poster presentation will use innovative visual arts methods to facilitate conference participant interaction that critically reflects on the multimodal arts practices that I have used in my work with minoritised people. More specifically, I will explore how creative practices can mobilise minoritised communities for cultural resilience and revitalization, along with more general health and wellbeing. This research will both increase knowledge regarding the systemic harms of current mainstream health practices with minoritised people, as well as detail sets of creative interventions that facilitate healing and social justice.

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#### Speakers



**Chenai Mupotsa-Russell**

Victoria University Australia



**Matthew Klugman**

Victoria University



**Christopher Sonn**

Research Fellow  
Victoria University



## Who are Muslim women? Understanding Muslim women through their gender norms

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Fairuziana Humam

Poster Presentation

Studies suggest that being a Muslim or living in a Muslim country is related to male-dominated culture or patriarchy. For some people, religion is an integral part of their identity that defines their way of life and well-being. However, living in a male-dominated culture could prevent the people's ability to thrive. Often, it is complex to separate the culture of the ethnic group from religious teachings of Islam. Meanwhile, gender norms are affected by religious norms. This presentation aims to consider how Muslim women construct their identity as they navigate patriarchy, Islam, and gender norms in various countries, cultures, and contexts. We will present findings from a systematic literature review of empirical studies of Muslim women regarding their gender as a social construct and the impact on their lives. Empirical studies that were published in English related to gender issues and Muslim women were included in the review. Studies include journal articles that contain the keywords "gender roles", "gender norms", "gender relations", "feminist", "feminism", "empowerment", "patriarchy" and "Muslim women". This presentation will be accompanied by an analysis of interview(s) from Muslim women living in a patriarchal religious Muslim community in Aceh, Indonesia. We will focus on how Muslim women's gender, as a social construct, impacts their mental health and well-being. The presentation will ignite conversations and discuss how Muslim women from Aceh perceive their gender norms and experience well-being. This session will create a space to unpack the assumptions about the lived experience of Muslim women, especially from a Western perspective. We will also compare the meaning of equality for Muslim women in Muslim countries and Western feminism. The study assumes and recognizes that submission to religious practices and teaching is a form of agency, not oppression.

### 🗣️ Speaker



**Fairuziana Humam**

Graduate Student  
University of Miami

## Building trauma-informed support networks to promote wellness in correctional communities: A Narrative Review of combining Crisis Intervention Teams (CITs) and peer-facilitated interventions in prisons

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Lily A. Hoerner

Poster Presentation

People who are incarcerated (PWA) experience higher rates of mental illnesses (MIs) than the general population; this elevated prevalence can be partly attributed to the fact that PWA experience more trauma both while incarcerated and during their upbringing (formally referred to as Adverse Childhood Experiences [ACEs]). Staff within prisons typically lack an understanding of the lived experiences of PWA and their mental health issues. Correctional Officers (COs) and other prison staff often handle mental health crises with punitive punishments and force rather than mental health and trauma-informed approaches. Crisis Intervention Teams (CITs) have been widely established as an effective diversionary approach to justice system involvement for people with MI among other front-line officials in the justice system (e.g. Police Officers and Parole Officers), and their use has been consistently associated with an increase in referrals to care. Four studies have provided preliminary evidence for the benefits of using CITs in correctional settings, specifically with COs. Increasing referrals to care in prisons is a great prospect but may have no grounding due to a lack of effective and existing care. This poster presentation is a narrative review of the literature on CITs and peer-facilitated interventions in correctional settings, and a Kahoot game will facilitate this discussion. We argue that peer-facilitated interventions in prisons may address the gap between crisis de-escalation and follow-up care while reducing the burdens of cost, time, and personnel required. Recently, several brief trauma-informed interventions, Exploring Trauma and Healing Trauma, have proven their effectiveness in pilot studies for PWA in reducing symptoms of anxiety, depression, and PTSD while also decreasing anger representation and expression. The combination of COs using the CIT approach to refer PWA to brief peer-facilitated interventions has the potential to address implementation and sustainability issues around mental health care and intervention accessibility in correctional settings.

Speaker



**Lily Hoerner**  
University Of New Haven

## Examining the Impact of a Community-Based Violence Intervention and Prevention Initiative Across Socio-Ecological Levels

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Josh Harsin

Poster Presentation

The effects of community violence span ecological levels and thus impact individuals and communities alike. Though rates of violence in the United States (e.g., homicide) have been on a steady decline since the 1990s, some types of violence—including homicide—have increased in recent years. In Kansas City, Missouri (KCMO), the number of homicides has doubled since 2014 (Kansas City Police Department, 2021). This type of violence disproportionately impacts people and communities of color and those living in poverty. Accordingly, efforts to prevent such violence should involve members of these communities. Aim4Peace (A4P), a comprehensive, multicomponent community-based initiative in KCMO, was designed and is implemented by members of the KCMO community. The initiative supports violence prevention and intervention efforts at the individual, interpersonal, and community levels and employs community members in these efforts. Utilizing a combination of the Cure Violence model and best-practices of hospital-based violence prevention programs, this multicomponent intervention seeks to reduce community violence by: (1) intervening on conflicts to prevent escalation, (2) responding to partner hospitals after shootings to prevent retaliatory violence, (3) offering service referrals to victims and perpetrators of violence to address the social determinants of health, (4) engaging survivors and perpetrators of violence to increase their protective factors from violence, and (5) advocating for changes in community norms and conditions. Participant-level success is measured in terms of goal-attainment, improvements in risk/protective factors, and reduced experiences of violence. At the community level, responses to shootings, community events, conflict mediations, and the provision of services to community members are measures of A4Ps impact on community well-being. This poster examines individual, interpersonal, and community-level outcomes and will also demonstrate the importance of both a multisectoral and socioecological approach in addressing violence. Kansas City Police Department. (n.d.). Open Data KC. City of Kansas City, MO. <https://data.kcmo.org/Crime/KCPD-Crime-Data-2022/x39y-7d3m>

## Jumpstarting the Black and Latinx Emerging Scholar Pipeline at Community Colleges: Student Experiences Within An Anti-Racist Mentoring Program

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Authors: Monique Guishard

#### Poster Presentation

The impact of mentored undergraduate research experiences on the academic success, retention, sense of belonging, and future trajectories of minoritized students is well documented in STEM. However, less is known about the reverberations of immersive mentorship experiences for community college students pursuing social and health sciences degrees. In this poster, we highlight our student mentees experiences within our CUNY Black, Race and Ethnic Studies Initiative (BRESI) funded Jumpstart project (RFCUNY project number 7W202-0801). Across three semesters, (Fall 2022, Winter 2023, and Spring 2023), Jumpstart established an interdisciplinary, intercollegiate mentoring program wherein restorative, anti-racist praxes were used to lovingly, holistically nurture next generation BIPOC scholars. During the Fall 2022 semester, students were introduced to: community engaged research, critical race theories (in education, social sciences, and public health), in addition to decolonial theories, praxes, and research methodologies (PhotoVoice, community participatory mapping, counter-storytelling, critical auto-ethnographies, and BIPOC feminist participatory action research) (Guishard et. al, 2022). In Winter 2023, we focused on community engaged research. Youth scholars completed tours of centers and institutes centering on BIPOC communities. Alongside these tours, students met/engaged with organizers, and staff of local organizations serving minoritized persons. These meetings aimed to inspire emerging scholars by providing tangible examples of Black & Latinx changemakers, who have pursued academic careers in service of improving the health and well being of persons of the global majority. During the Spring 2023 semester, scholars re-engaged community partners to design and conduct independent research projects to support the needs of the organization's social justice work. Overall, 56 community college students applied from a wide range of majors, racial and ethnic backgrounds, gender identities, and ages, for 12 student mentorship positions. In this session we reflect, together, on the challenges, joys, and mutually beneficial products developed to breathe new energies and life into student mentorship experiences.

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#### Speakers



**Dr. Monique A Guishard (she/her/hers)**

CUNY BRONX COMMUNITY COLLEGE



**Justin T Brown, PhD, MPH (he/him/his)**

Professor  
LaGuardia Community College, CUNY



**Maryam Binjameel**

BRESI/CUNY



**Angelina Camacho**

Student  
Fordham University



**Gerusa Maria**



**Nana-Ama Donkor**

Bronx Community College



**Lismar Leon**

Bronx community college



**Mikayla Poveda**

she/her/hers  
Bresi Jumpstart Mentorship Program



**Uche Uzoho**

Bronx Community College

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**Parental acceptance of their children who identify as LGBTQ+: A review of the relationship and related interventions**

🕒 1:00 PM - 2:00 PM, Jun 23  
📍 African American Hall of Fame

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Kirsten Gade (University of North Carolina, Charlotte)  
Victoria Scott, University of North Carolina, Charlotte  
Virginia Gil-Rivas, University of North Carolina, Charlotte

Poster Presentation

Of the homeless youth population, 40% identify as LGBTQ+ (Choi et al., 2015). Homelessness is considered a severe risk to LGBTQ+ youth as they make up only 7% of the youth population (Choi et al., 2015). Parental and familial rejection is reported to be the most common cause of homelessness for sexual and gender minority youth. The importance of parental acceptance has been established throughout the literature leading to an increase in familial acceptance interventions. This presentation will provide insight into effective strategies to prevent parental rejection and homelessness of LGBTQ+ youth by promoting familial acceptance. It draws on a literature review of peer-reviewed articles published between 2009-2022 about i) the relationship between parental rejection and homelessness and ii) different interventions specifically focused on promoting familial acceptance of LGBTQ+ identities and experiences between family members and youth and young adults. The review identifies the Family Acceptance Project as a prominent organization in promoting LGBTQ+ family acceptance, using the first evidence-based practice to promote acceptance. Additionally, it underscores the need for the evaluation of educational programs promoting acceptance. The information in this presentation will be guided toward mental health professionals, community development professionals, educators, and advocates for the LGBTQ+ community.

### **Mitigating Political Dysfunction through Deliberative Democracy: The Role of Sense of Community**

🕒 1:00 PM - 2:00 PM, Jun 23  
📍 African American Hall of Fame

**I. Building the Beloved Community: Community Partnership...**

Authors: Natalia Flores

Poster Presentation

Deliberative democracy models have the potential to mitigate political dysfunction and contribute to stronger communities (Gastil & Knobloch, 2020). Democratic lotteries, also referred to as citizens assemblies, are processes in which a randomly selected group of community members representative of the population gather together across multiple sessions to discuss and generate solutions to a policy issue. The 2022 Petaluma Fairgrounds Advisory Panel is the largest U.S. democratic lottery of its kind to date. The purpose of this study is to examine the experience of sense of community (SOC) among panel participants, both within the panel and in the neighborhoods in which they live. Thirty-six residents of Petaluma, California (U.S.) were randomly selected to take part in a deliberative process to discuss and make recommendations regarding the future of their local fairgrounds, a historically significant multi-use property in the center of town. The panelists met over the course of three months for a total of eighty hours. During this process, they got to know each other, debated issues, conducted small-group work, and met community leaders. Panelist data for this mixed-methods study consisted of the Brief Sense of Community Scale (Peterson et al., 2008), measured across four-time points (N=32) as well as a 60-minute qualitative interview at the end of the panel (N=16). This poster will present the findings of quantitative data, which will include the evolution of sense of community over four-time points. In addition, qualitative interview data will highlight the unique individual experiences of panelists in terms of the drivers and evolution of SOC, both within the panel and in their own neighborhoods. The knowledge generated in this study can assist in the design of future deliberative democracy processes, potentially increasing their impact on communities, government, and society.

### **Factors Influencing Sexual Assault and Domestic Violence Prevention Educators' Decisions about the Prevention Curriculum used with Middle and High School Students**

🕒 1:00 PM - 2:00 PM, Jun 23  
📍 African American Hall of Fame

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Kathryn Fishwick

#### Poster Presentation

Sexual assault (SA) and domestic violence (DV) are not private issues but are major public health concerns. One strategy used to prevent these public health issues is primary prevention programming for youth in public schools. Primary prevention is a large-scale approach that attempts to prevent the occurrence of social issues and promote healthier alternatives. Many communities have policies requiring SA/DV prevention programming in public schools, but those policies rarely specify exactly what is required or how it should be delivered. In an attempt to sort out this ambiguous language, some schools partner with local SA/DV agencies, who often send a prevention educator to deliver SA/DV prevention programming in the schools. The factors that inform or influence prevention educators' decisions about what curriculum to use in their programming with middle and high school students are currently unknown. To answer this question, our research team conducted interviews with N=20 prevention educators across the Midwest. Reflexive thematic analysis was used to identify critical themes capturing how prevention educators made decisions about the programming they used with middle and high school students. We identified four primary themes: exposure to curriculum, what students need, organizational values, and external constraints. Collectively, these themes suggested that prevention educators have many choices to make when it comes to content, strategy, and activities, and that they juggle multiple factors when making those decisions. Implications for prevention science in the development of more curriculums or curriculum supports for prevention educators are discussed, as well as future directions for research.

#### Speakers



**Kathryn Fishwick**

Graduate Student  
Wichita State University



**Rachael Goodman-Williams**

Assistant Professor  
Wichita State University

## Knowledge and Home: Does Education Level Predict One's Psychological Home?

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Zachary H. Ellis

#### Poster Presentation

Understanding what influences people's attachment to their home and the sense of security at home is a modern focus for community psychologists (Ramoli et al. 2022; Rahmann & Rahaman, 2021). This study looked to build upon the existing literature regarding psychological home using archival data (N=224) to assess the relationship between education and psychological attachment to and security perceived in one's home. Participants were asked to report their highest level of completed education, (being less than a high school degree, a high school degree or equivalent, some college with no degree, vocational/trade school, associate's degree, master's degree or a postgraduate degree). Participants were then asked to report their agreement with statements regarding their psychological home, such as "I have grown attached to many of the places I have lived" and "I feel more relaxed when I am at home." A test of linear regression was then used to measure the predictive association between participants' education level and their average psychological home. Results showed only one level of education significantly predicted psychological home,  $F(7, 217) = 2.111$ ,  $p = 0.044$ ,  $\beta = -0.167$  with the level of education being a vocational/trade school education. The average salary for a job that requires vocational education is \$47,469 (salary.com, 2022), with the national average salary in the United States being \$55,640 (indeed.com, 2022). The existing relationship between income and housing security (Vera Rojas et al., 2013) can help to explain the relationship between education and psychological home, as those with vocational education make less money than the national average, resulting in increased housing insecurity and therefore decreased attachment to their home. Implications for community psychology are discussed. This study was limited by the number of participants and by using data to assess a secondary research question not initial to the original data collection.

#### Speaker



**Andrew Camilleri**

DePaul University

## Using Narrative to Communicate Epistemic Uncertainty in Climate Change Data

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

### III. Nommo: Consciousness Raising through Storytelling, A...

Authors: Kati Corlew

Poster Presentation

There is an increasing need to effectively communicate quality information about climate change. However, scientists and lay audiences often use different “languages,” especially when communicating complex uncertainties in which scientists are using theoretical models to create data projections. Effective communication requires a back-and-forth between communicator and audience, including the delivering and acceptance of messages. With effective communication, cognitions such as sentiment, understanding, learning, and valuing of a message can be expressed, received, and reflected (Hansson et al., 2020; Ratna, 2019). Narrative communication has received increased interest as a way to prompt learning and an experience of verisimilitude in the audience (Dahlstrom, 2014; Dahlstrom & Scheufele, 2018; Neeley et al., 2020;). However, narrative is typically reserved for qualitative research or data-driven stories (Matei & Hunger, 2021) and has not been less explored as a tool for uncertainty data, despite evidence that cognition is impacted by the communication of epistemic uncertainty (van der Bles, et al., 2019). In this research, uncertain climate change data was presented in either narrative or technical format. Participants were then surveyed on their understanding of and confidence in the information, their emotional response to the data, and belief or behavior change based on what they learned. Demographic and ideological data was also collected. Hypotheses include that in response to narrative versus technical communication formats, participants will: 1) better learn and understand, and 2) have a stronger emotional response to the uncertainty data; 3) and have a stronger self-reported likelihood of belief or behavior change. Furthermore, the level of uncertainty in the data 4) will be better understood by participants, 5) without undermining participant confidence in the uncertain data when using narrative versus technical format. Results will be reviewed as well as implications and recommendations for climate change communications.

🗣️ Speaker



**Kati Corlew**

Associate Professor of Psychology  
University of Maine at Augusta

## Black Like Me: A Preliminary Systematic Review of Two Community Psychology Journals

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

### II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Tiera Cleveland

Poster Presentation

Until 2003, Black Americans represented the largest ethnic group among people of color residing in the United States. This systematic review examined articles published in the American Journal of Community Psychology (AJCP) and the Journal of Community Psychology (JCP) that included Black American participants from 1997-2020. These journals serve as a formal archive and repository of community-relevant research and practice aligning with values such as cultural humility, ecological contexts, empowerment, prevention, social justice, and well-being. Modifying the Preferred Reporting Items for Systematic Reviews and Meta-Analyses, the research team searched the journal databases using the following terms: Blacks, Black Americans, and African Americans. This search identified 277 relevant articles and we reviewed published research on Black Americans, exploring research topics, sample characteristics, and methodology. Specifically, three questions guided this systematic review: 1) what variables were used to examine Black Americans, 2) did the authors utilize a resiliency framework or a strength-based approach to explain behaviors, and 3) do these articles align with guidelines for conducting research with people of African descent (Semaj, 1996)? Preliminary findings revealed that AJCP (49%) and JCP (51%) almost equally published articles with African American participants. The results reported an increase in publications between 2010-2020. Interestingly, a small percentage (7%) of publications had Black American and White comparison samples, 25% had Black American participants only, and 68% used multiethnic samples. Thirty-five percent of the articles conducted research on adult participants, 20% emerging adults, 19% adolescents, and 14% dyads, with the remaining percentage including children and the elderly. The current research discusses the extent to which scholarship aligns with community psychology values. This presentation also sheds light on how well, after more than two decades of publication, these journals have served as a vehicle for describing and improving Black American communities.

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📣 Speaker



**Pamela Martin**

Professor, Department of Psychology and Urban Studies Program  
University of South Carolina

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**Well-being on the Porch, Balcony, Windowsill, or Yard: Understanding the Salutogenic Effects of Human-Nature Connectedness from Home Gardening**

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

**II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Adrienne Burroughs

Poster Presentation

The salutogenic effects of nature have been observed and documented for centuries. More recently, ‘green care’ research empiricized these observations, demonstrating the natural world as rehabilitative and restorative. Nature-based interventions, such as gardening, have been shown to support social skill development, social connectedness and cooperation, physical healing, and coping with loss and illness. While the advantages of nature on human health are well documented, the actual essence of the human-nature relationship itself remains understudied and undescribed. Furthermore, most empirical studies involve community gardening programs, which have been critiqued for excluding people with lower socioeconomic statuses from participation and providing sparse leadership opportunities for people of color. Little research has been conducted on the salutogenic effects of a popular alternative to community gardening, home gardening. In this study, qualitative, phenomenological approaches were used to glean the essence of human-nature connectedness, and its salutogenic effects, through home gardening. Adult participants, diverse in their home gardening approaches, were recruited from the southeastern region of the United States. Participants responded to a series of prompts to submit photographs in their gardens that: reflect aspects of their identities, show what their gardens means to them, represent the purpose their gardens serve in their lives, show challenges they have encountered, show accomplishments they are proud of, and show anything else that matters to them in their garden. Participants then participated in a semi-structured interview in which photo elicitation methods were used to prompt deeper reflection. Data were analyzed through phenomenological methods. Results from this study shed light on human-nature connectedness and the processes that underlie the well-being benefits of home gardening. Home gardening may be a low-barrier, easily accessible nature-based intervention for many.

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📣 Speakers



**Sara Buckingham**

Assistant Professor  
University of Alaska Anchorage



**Adrienne Burroughs**

Predoctoral Intern  
Georgia Institute of Technology

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**A portrait of the actions developed by early childhood community coalitions using an ecosystemic approach to strategic planning**

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

**I. Building the Beloved Community: Community Partnership...**

Authors: Liesette Brunson

Poster Presentation

Early childhood is a critical period in child development. To promote healthy early childhood in Quebec, the Lucie and André Chagnon Foundation and the Government of Quebec formed a partnership to invest in a community coalition approach around early childhood issues. Over a 10-year period from 2009 to 2019, over \$300 million CAD were invested in this initiative, making it one of the longest and largest investments in a community coalitions approach to community development. The non-profit organization Avenir d'enfants (Childrens' Futures) was mandated to provide technical and financial support to 139 local coalitions in their efforts to plan, implement, and evaluate actions aimed at promoting child development, family well-being and community capacity on their territory. Based on Bronfenbrenner's ecological model and previous Québec initiatives, Avenir d'enfants developed an ecosystems framework to support local planning efforts (Blain, Daly, Léveillé, Prévost, & Slimani, 2014). The framework identified ten protective factors at three ecological systems levels, the child (oral and written communication skills, cognitive skills, social and emotional skills, physical activity, healthy lifestyle habits), the family (parenting attitudes, parenting practices, socioeconomic level), and the community (accessibility and quality of services, physical and social environment of the neighborhood, mobilization around early childhood issues). Local coalitions used this framework to develop specific actions at each systems level. This poster presents initial analyses of a large database that combined 10 years of strategic plans from 139 coalitions. Results describe the number of actions associated with each protective factor across the three systems levels, and how this distribution changed over time. These results provide insight into how local coalitions used this innovative ecosystemic planning framework.

#### 🔊 Speakers



**Flavie Croteau**

Uqam



**Sonia Daly**



**Liesette Brunson**

## A Deeper Lens: Investing in Collective Control through an Evaluation of Participatory Action Research among Youth and Adults

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

[I. Building the Beloved Community: Community Partnership...](#)

Authors: Kiara Brown

Poster Presentation

Youth violence disproportionately affects urban communities with elevated rates of economic disadvantages. It is a serious public health issue with significant individual, family, and broader societal costs. The Healthy Communities for Youth (HCFY) Project was designed by Virginia Commonwealth University (VCU) researchers and community members to help reduce and prevent the incidence of youth violence in Richmond, Virginia, and the surrounding communities. Previously, youth violence interventions focused primarily on individual and relational levels but this project aims at intervening at a systemic level, using two participatory action research (PAR) strategies: an adult (the SEED Method) and youth (Youth Voices) PAR group. PAR helps both feel empowered and that they have the ability to hold important roles in the community given the circumstances around them. It's important to know how well VCU engages in PAR from the perspective of community members. The "Deeper Lens" project will use community member input to evaluate the SEED Method and Youth Voices groups, both of which have the goal to support the development of strategies and action plans that reflect the priorities of the communities. In this presentation, I'll present a preliminary analysis of the evaluation data collected. I will present an analysis on the quality of VCU's engagements of PAR across three main areas (lifelong impact, self-empowerment, and satisfaction) across qualitative and quantitative measures in a triangulation mixed methods design. Following the completion of questionnaire data collection, participants will engage in focus groups to explain their answers given in the questionnaire. Insights from this project will be used to improve the quality and impact of the SEED Method and Youth Voices group in future iterations of PAR work within HCFY across the duration of their project to reduce the incidence and impact of youth voice in Richmond. It will also assist in improving any future community-based projects conducted by VCU researchers.



## WHAT DOES A 'DIVERSITY-EMBRACING' RESEARCH CULTURE LOOK LIKE?

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

VI. We Shall Overcome: Transformative Justice in Organiz...

Authors: Meg Bond

Poster Presentation

Research institutions around the world are grappling with how to establish research cultures that that prioritize attention to diversity, equity and inclusion. The proposed poster will summarize an effort at a northeastern U.S. institution to create a university-wide research culture that infuses diversity throughout the research endeavor. The university is a mid-sized institution that has been designated as an R2, but has aspirations of becoming an R1 institution. Yet while move toward becoming a more research-intensive institution, there is a desire to maintain a culture that embraces community-based work and that is deeply informed by issues of social justice. We will summarize our multi-leveled framework for defining a diversity-embracing institutional research culture that includes: 1) Representational: Attention to diversity among individuals engaged in research (e.g., representation of people with minoritized identities; sufficient research opportunities and supports to help faculty and graduate students from invisibilized and under-represented groups to advance their careers), 2) Topical: Diversity infused through research topics (e.g., both research that is explicitly about diversity, equity, inclusion, valuing and increased attention to DEI-related dimensions within other topics that range from humanities to engineering), 3) Dynamic: Respectful interactions among diverse colleagues (e.g., skill sets for addressing both microaggressive behavior and more blatant harassment and discrimination; other mechanisms to address problematic interpersonal dynamics that can emerge on diverse research teams) and 4) Structural: Policies and procedures that ensure equal access to resources for invisibilized and minoritized researchers (e.g., ensuring that resources and rewards are equally accessible to all researchers; ensuring that procedures do not inadvertently overlook invisibilized and under-represented groups, methods, or topics). We will report the results, along with recommendations, that have emerged from a 7-month multi-method institutional assessment that included: surveys, interviews, demographic and archival data, and policy reviews.

🗣️ Speaker



**Meg A. Bond**

UMass Lowell

## Relationship Quality Predicts Child Social Emotional Functioning In Residential Care Settings

🕒 1:00 PM - 2:00 PM, Jun 23

📍 African American Hall of Fame

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Zoe Bernstein

Poster Presentation

Bronfenbrenner's Ecological Systems Theory highlights the critical influence that social environment factors can have on children's wellbeing and functioning. Proximal factors, like quality relationships with caregivers, are especially crucial in residential care settings, but are difficult to study because multiple caregivers are present in group homes. The present study investigated (1) how person-level factors predict child functioning and (2) whether relationships with caregivers in group homes remain predictive of child functioning, even when controlling for person-level factors. 535 Children from 13 residential care agencies completed a modified version of the Inventory of Parent and Peer Attachment (Armsden & Greenberg, 1987) with items asking youth for aggregate ratings of all caregivers in the group home. Agency staff provided data on person-level variables (age, gender, race, length of stay, past placements, referral source) and the child's residential unit. Caregivers later rated children's social emotional functioning using The Strength and Difficulties Questionnaire (SDQ, Goodman et al., 2000). GLM analyses were conducted for each SDQ subscale including 7 predictors: age, gender, race, length of stay, past placements, referral source, and IPPA Total, plus an identifier for child's agency and residential unit as a covariate. For each test, if IPPA Total was significant, secondary tests examined whether each IPPA subscale (Trust, Communication, Alienation) uniquely predicted SDQ. Analyses revealed that RU explained substantial variance in SDQ. Age predicted SDQ Prosocial, Hyperactivity, and Conduct problems scales. Gender was associated with Hyperactivity. Number of Past Placements was associated with Hyperactivity and Conduct Problems. IPPA Total significantly predicted Prosocial, Hyperactivity, and Conduct Problems. Follow-up analyses indicated that all IPPA subscales predicted Prosocial, Conduct Problems, and Hyperactivity, but Trust explained more variance than Communication or Alienation. Findings highlight quality relationships within a child's proximal environment as important for children's wellbeing, and as a focus for intervention in these settings.

🗣️ Speaker



**Zoe Bernstein**  
Undergraduate Researcher  
Cornell University

**Innovative Group Housing Adaptation to the Housing First Model for Suburban and Rural Areas: A Qualitative Implementation Study**

🕒 1:00 PM - 2:00 PM, Jun 23  
📍 African American Hall of Fame

**I. Building the Beloved Community: Community Partnership...**

Authors: Lindsay Banks

Poster Presentation

The Housing First model is effective at fostering prolonged housing retention. However, one barrier to implementation is lack of available, affordable housing (Nelson, et al., 2013; Stefancic & Tsemberis, 2007). This issue is especially challenging in suburban/rural areas that have more single-family homes than apartments, further limiting available units. In response to this challenge, an innovative community partnership between San Joaquin County Behavioral Health Services and Stockton Self Help Housing was formed, leading to the creation of the Progressive Housing project, a low barrier, stepped care, group housing model for individuals with co-occurring housing insecurity and mental health challenges. Tenants were community members from diverse backgrounds experiencing severe mental illness and housing insecurity. Past and present tenants (n = 17) and in-house peer support specialists (n = 5) were interviewed to assess the acceptability of the model, and barriers and facilitators to implementation. Participants were recruited via a voluntary response sampling method. Transcripts were analyzed using content analysis (Hsieh and Shannon, 2005). Concerning the implementation of the Progressive Housing system of care, three distinct categories were identified: features of the program, staff and tenant characteristics, and the multidimensionality of the systems of care. Regarding the inclusion of communal living, participants described benefits and challenges to having housemates during recovery. Many described familial dynamics in the home stating, “if you need help [...] you can ask them. We’re buddies,” while others noted, “it’s [...] difficult to live in a house full of strangers and not lose your temper.” Tenants described relationships both facilitating and hindering recovery. Facilitators included addressing loneliness and friendships bolstering mental health. Conversely, seeing others use substances created temptation and triggered some to relapse. The most prominent facilitators to communal bonding were groups activities, shared meals, and the ability to have space from other tenants and the home.

**Meet and Greet - SCRA Investment Committee Lunch**

🕒 1:00 PM - 2:00 PM, Jun 23  
📍 Wheeler 214F

Pick-up food from the cafeteria or food truck and come join the informal meet-and-greet for SCRA members.

🗣️ Speaker



**David W Lounsbury (he/him)**  
Associate Professor  
Albert Einstein College of Medicine

**Healing Space- Reflexology for the Mind and Body with Dr. Om**

🕒 1:00 PM - 2:00 PM, Jun 23  
📍 Brawley 100

2:00 PM

**Council on Cultural, Ethnic and Racial Affairs - Meeting**

🕒 2:00 PM - 3:00 PM, Jun 23  
📍 L-148

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🗣 Speaker



**Sindhia Colburn**  
Pediatric Psychologist  
Nationwide Children's Hospital

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**Public Policy Council - Meeting**

🕒 2:00 PM - 3:00 PM, Jun 23  
📍 Conference Room/ Leadership 434

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🗣 Speaker



**Amber Kelly**  
Executive Director  
Society for Community Research and Action

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**Council on Education - Meeting**

🕒 2:00 PM - 3:00 PM, Jun 23  
📍 L-150

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**Indigenous IG - Meeting**

🕒 2:00 PM - 3:00 PM, Jun 23  
📍 L-152

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**Criminal Justice IG Meeting**

🕒 2:00 PM - 3:00 PM, Jun 23  
📍 L-242

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**Environmental Justice IG- Meeting**

🕒 2:00 PM - 3:00 PM, Jun 23  
📍 L-244

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**Practice Council Meeting**

🕒 2:00 PM - 3:00 PM, Jun 23  
📍 L-442

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🗣 Speakers



**Modena Stinnette**  
SCRA



**Jennifer F. Hosler**  
Independent Consultant; Washington City Church of the Brethren

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**Strategic Planning Committee - Meeting**

🕒 2:00 PM - 4:15 PM, Jun 23  
📍 L-444

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🗣 Speaker



**Yvette Flores**  
Distinguished Professor  
UC Davis

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**Research Council Meeting**

🕒 2:00 PM - 4:15 PM, Jun 23

📍 Wheeler 214F

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🗣 Speaker



**Chris Keys**  
Professor  
DePaul University

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**International Committee**

🕒 2:00 PM - 3:00 PM, Jun 23

📍 Frederick Douglass Academic Center

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🗣 Speaker



**Moshood Olanrewaju**  
Network Coordinator  
SCRA

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**Publications Committee**

🕒 2:00 PM - 3:00 PM, Jun 23

📍 L-450

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🗣 Speaker



**Judah Viola**  
Associate Professor  
National Louis University

3:15 PM

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**Early Career IG - Meeting**

🕒 3:15 PM - 4:15 PM, Jun 23

📍 L-148

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🗣 Speakers



**Dr. Vernita Perkins**  
Consultant and Researcher  
Transformgi LLC, Omnigi Research



**Jordan Tackett Russell**  
Graduate Research Assistant  
National Louis University, Chicago

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**Immigrant Justice IG Meeting**

🕒 3:15 PM - 4:15 PM, Jun 23

📍 L-150

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🗣️ **Speaker**



**Moshood Olanrewaju**

Network Coordinator  
SCRA

**CP Practice in Undergraduate Settings IG**

🕒 3:15 PM - 4:15 PM, Jun 23

📍 L-152

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🗣️ **Speakers**



**Olya Glantsman**

Program Director, MS and BA-MS in CP  
DePaul University



**Shereè Bielecki**

Administrative Faculty/Coordinator Community Psychology  
Pacific Oaks College



**Noemi Enchautegui**

Senior Professorial Lecturer  
American University

**Rural IG**

🕒 3:15 PM - 4:15 PM, Jun 23

📍 L-244

**Community Health IG - Meeting**

🕒 3:15 PM - 4:15 PM, Jun 23

📍 L-442

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🗣️ **Speaker**



**Krishna Bhatti**

Senior Lecturer  
De Montfort University

**School Engagement IG- Meeting**

🕒 3:15 PM - 4:15 PM, Jun 23

📍 Frederick Douglass Academic Center

🔊 Speakers



**Sara Stacy**  
University of Cincinnati Evaluation Services Center



**Jennifer Renick**  
University of Memphis



**Brittney Denson**  
Research Education Analyst  
RTI International



**Ben Fisher**  
Associate Professor of Civil Society and Community Studies  
University of Wisconsin-Madison

**West Region**

🕒 3:15 PM - 4:15 PM, Jun 23

📍 L-442

🔊 Speakers



**Erin Rose Ellison**  
Associate Professor  
California State University, Sacramento



**Jen Wallin-Ruschman**  
Director of Community Engagement and Collaboration & Associate Professor of Psychology  
College of Idaho



**Shereè Bielecki**  
Administrative Faculty/Coordinator Community Psychology  
Pacific Oaks College

4:30 PM

**Mentor/Mentee Social**

🕒 4:30 PM - 5:30 PM, Jun 23

📍 Massey Conference Center Lobby

**Mentoring session - Pursuing a Career as a CP Practitioner - Trials and Tribulations and Successes**

🕒 4:30 PM - 5:30 PM, Jun 23

📍 Zoom

Mentor's name: Tom Wolff (he/his/him)

Format (in-person or virtual): Virtual

Title of mentoring session: Pursuing a Career as a CP Practitioner - Trials and Tribulations and Successes

Target audience: Graduate Students, Early Career, Practitioners

Day/time: Friday, June 23, 4:30-5:30 PM, EST

Mentoring booklet link: <https://docs.google.com/document/d/1xd8IB3RFmEfjVYXgyRD-B-m2OADTQtnXDmzxW8VD2k/edit?usp=sharing>

Registration link: <https://forms.gle/TjhXVyzWsDrTttoQ6>

Join Zoom Meeting: <https://uncc.zoom.us/j/3220711956?pwd=WUowK0IDOFJ4S2owN1E1YkhGRVhGUT09>  
Meeting ID: 322 071 1956 & Passcode: 6wTyrf

6:00 PM

### Closing Reception

🕒 6:00 PM - 8:00 PM, Jun 23

📍 Gathering Spot 384 Northyards Blvd NW, Atlanta, GA 30313

Sat, Jun 24, 2023

7:00 AM

### Healing Space- Ancient Kemetic Yoga Flow with Yoga Basu and Physical Education Expert, Ivory Kenan

🕒 7:00 AM - 8:00 AM, Jun 24

📍 Brawley 100

8:00 AM

### Co-learning around conducting YPAR in out-of-school settings

🕒 8:00 AM - 9:00 AM, Jun 24

📍 L-244

#### I. Building the Beloved Community: Community Partnership...

Authors: Erin Vines

Townhall

The use of participatory approaches in research, such as Participatory Action Research and Community-based Participatory Research, continues to grow across fields and funding calls. The use of youth-focused approaches to address inequities, such as Youth Participatory Action Research (YPAR), is also on the rise. YPAR is a social justice approach to youth development in which youth are viewed and treated as experts on their lived experiences, collaborating in either youth-led or power-sharing youth-adult partnered processes in which they conduct research, reflect, and take action for transformative change in the settings that are meant to serve them. A common setting for YPAR implementation is schools; specifically, in elective classes, councils, or afterschool programs. There is a strong literature base of case studies highlighting successes and challenges, facilitators and barriers to implementation, and multi-level outcomes that result from youth participation in this context. When YPAR is conducted in schools through these mechanisms, it may inadvertently primarily attract high achieving or already civically involved students; unknowingly excluding youth with engagement challenges, such as those in the workforce, unable to take electives, or experiencing pushout from their educational context. Thus, it is important to build mechanisms to conduct YPAR in out-of-school settings, with youth who may not have completed traditional schooling, youth who have not yet been civically involved, and youth impacted by in(justice) systems, as these youth bring lived experiences to help change systems that have not served them well. This townhall brings together youth participation scholars across the participatory continuum to learn from each other through discussing successes and challenges, and brainstorm future directions for YPAR in out-of-school time settings with youth who are marginalized and have many barriers to participating in structured programming.

#### 🗣 Speakers



**Erin Vines**

University Of Florida



**Michelle Abraczinskas**

University Of Florida

### Indigenous Community-Based-Participatory Research Across Abya Yala

🕒 8:00 AM - 9:00 AM, Jun 24

📍 L-444

#### IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Gabriela Távara

### Townhall

In this Town Hall, we will reflect and imagine how through community-based participatory strategies, we can walk alongside Indigenous communities, *palabrando*, building theory and action to address the challenges they face across the Americas, also called by the original peoples *Abya Yala*. Drawing on our experiences working with Indigenous communities in Brazil, Peru, and Mexico, we articulate our discussion around three main themes. We analyze how current forms of colonial violence caused by the modern capitalist world system (Quijano, 2000) continuously hinder Indigenous ways of knowing, feeling, and being in the world. Community psychology is not exempt from this violence; it is tethered to the colonial paradigm that positioned the knowledge and *saberes* of indigenous communities as marginal. Therefore, as community psychologists, we must interrogate our current canon to deconstruct the deficit view practitioners and academics hold about indigenous communities. We have to avoid a salvationist, protagonist and/or extractivist attitude. For this precaution, we need to develop a posture of constant critical reflexivity of our established relations with the indigenous communities. Indigenous knowledges and *praxes*, *saberes y haceres*, from *Abya Yala* emerge from *comunalidad*, a concept distinct from Western conceptualizations of community. *Comunalidad* is a dynamic process that has been manifesting for more than 500 years based on everyday *praxes*, a living organizing system that is constantly transforming. *Mixe* scholar activist from Oaxaca, Mexico, *Yásnaya Elena Aguilar Gil* (2021) stated that it is a structure of resistance, a tool that makes life possible. To think-feel it (*sentipensarla*) weaves pathways of possibilities that include interdependence among all Earth Beings, humans and non-humans, ancestors, nature, and the spiritual world. For this reason, the future must be communal. These *saberes y haceres* defend and protect the land, *el territorio*, to nurture *comunalidad* for cultural, epistemic, and ecological justice.

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### 📣 Speakers



#### **Gabriela Távara**

Assistant professor  
Pontificia Universidad Católica del Perú



#### **Nuria Ciofalo**

Professor  
Pacífica Graduate Institute



#### **James Moura**

University for International Integration of the Afro-Brazilian Lusophony



#### **Jesica Fernandez**

Santa Clara university



#### **Blanca Ortiz**

University of Puerto Rico

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## UNDERSTANDING STIGMA AMONG MOTHERS WHO EXPERIENCED HOMELESSNESS: AN EMPOWERMENT PERSPECTIVE

🕒 8:00 AM - 9:00 AM, Jun 24

📍 L-154

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...



Authors: Ann Smith

Innovative Other

Problem or major purpose: In January 2022, The National Alliance to End Homelessness indicated that there were 580,466 people experiencing Homelessness in America in 2021. Approximately 175,000 were people in families with children. Many women with children who experience homelessness face significant stigma barriers, which can hinder their access to care and help needed secure safe, affordable, and stable housing (Carrigan & Wassel, 2008; Link & Phelan, 2001). The study intended to gain an in-depth understanding of what participants perceived as the factors that led to their lack of housing, the stigma they experienced, and the effect on their children. I wanted to hear about what individual, family, or community strengths enabled them to re-establish stable housing. Procedure: This presentation will share findings from a recent qualitative study of the semi-structured open-ended interview to understand the lived experience of eight previously unhoused mothers 18 years or older in the United States. As a way to build new community futures, the presenter leveraged the values of community psychology in raising the voices of community members most directly impacted by the issue. Result: The study revealed six dominant themes among mothers with children striving to become self-sufficient and stable. Participants reported (1) pathway to homelessness, (2) internal and external stigma, (3) effect on children, (4) formal and informal social support for assistance, (5) self-reported strength and empowerment aiding in their return to stable housing, and (6) recommended to solutions. Conclusion and Implications: The presenter will share information that could be useful to service providers to better meet the needs of women experiencing homelessness now and in the future.

### **A Critical Perspective on Community Psychology Practice Worldwide– Setting Guidelines for Practice Outside the US to Respect the Authenticity of Communities and Indigenous Practices**

🕒 8:00 AM - 9:00 AM, Jun 24

📍 L-148

**IV. Ma'at: Solidarity, Equity, Diversity, and...**

Authors: Hana Shahin

Townhall

Community psychology (CP) started in the US; however, practitioners implement the concepts and teachings worldwide. For years, practitioners have been implementing westernized practices in the Middle East and North Africa (MENA), resulting in challenges and dilemmas. Therefore, setting directions for community research and action, especially when practicing western CP internationally, is a timely and critical issue to be addressed. Providing guidelines for CP worldwide is crucial to prevent further oppressing or imposing western thought on the east. It is necessary to identify the boundaries between enforcing CP and forcing it on MENA societies. Hence, the need to explore decolonizing community practice internationally and provide critical perspectives to promote community liberation in practice. This town hall is inspired by the work of multiple community psychologists who have been trained at American institutions yet practice in the MENA. Following the conference's theme, this town hall aims to explore the challenges that practitioners face and develop guidelines, values, and concepts that can ensure cultural humility for communities to strive. Furthermore, it shall serve as a space for all practitioners worldwide to share their experiences and needs while recommending future global steps and guidelines that can direct non-oppressive, culturally humble practices, following along with decolonizing thought and practice. The main questions to discuss during the meeting are: · How do you practice community psychology in non-western settings? · What is the difference between enforcing community wellbeing and forcing CP? · How to translate CP without enforcing colonial thought? · What are the needed steps forward? · What are the common challenges of translating theories into practice (ethical dilemmas)? · How to get people to address the difference between respecting cultural beliefs and values and practicing western CP? · What is needed to facilitate the transition and translation of CP in other countries?

### **Applying Lessons from the Learning Pathway: A Journey to Decolonizing Evaluation to Community Psychology Practice**

🕒 8:00 AM - 9:00 AM, Jun 24

📍 L-442

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Cari Patterson

#### WorkShop

The Learning Pathway was an eight-month learning journey that took place as part of my Community Psychology dissertation research in Nova Scotia, Canada in 2021-2022. The focus was on supporting Black and Indigenous community members learning about practising evaluation in ways that reflect their community worldviews, exploring the role of White evaluators in decolonizing evaluation, and transforming the ecosystem in which evaluation takes place so it better serves racialized communities. I will share my story and some of the lessons and key findings from the Learning Pathway and invite participants to describe their efforts to decolonize their Community Psychology practice. Next we will explore some of the key learnings from the Learning Pathway experience, including: 1) the sacredness of being present in community 2) how drawing on the wisdom and guidance of beloved and respected community leaders can enhance our work in community 3) how to take a systems approach to community work 4) what decolonizing our practice looks like and 5) preparing ourselves for doing demanding innovative decolonizing work for the long haul. Drawing on the wisdom and imagination in the room and using Mentimeter to record our ideas, we will co-create a set of critical reflection questions for Community Psychologists to consider in our attempts to decolonize our practice, and curate a collection of resources that could be helpful for doing so. I will invite participants who are interested to collaborate with me after the workshop to prepare a blog post to add to the Learning Pathway blog series, which we can provide links to through Community Psychology websites and publications.

## Promoting Harm Reduction Through Community Interdependence

🕒 8:00 AM - 9:00 AM, Jun 24

📍 L-150

### II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Laretta Omale

#### Townhall

Community psychology adheres to the principle of "Oneness," or the interconnectedness of all life; Ubuntu, an African philosophy, has become a crucial and valuable lens to understand people within their social worlds and to use this understanding to improve people's well-being, thus focusing on the relationship between the individual and their communities and societies. Utilizing a strength-based approach facilitates meeting individuals/communities where they are and leveraging community strengths to effect positive change, whether on an individual or community level. Harm reduction requires compassionate pragmatism as opposed to moral idealism. Incorporating persons with genuine recovery experience into the management of harm reduction services fosters a philosophy of hope and healing. Its efforts strive to minimize drug-related damage caused to individuals, their families, and their communities allowing access to life-saving services while emphasizing the need for humility and compassion for drug users. Substantial reliance on community empowerment through community participation is at the basis of community psychology and the harm reduction movement's fundamental beliefs. Community psychology tenets encourage a sense of empowerment within the community groups by facilitating a forum for community members' input, mainly anchored on lived and ongoing experiences; envision a society where the different voices and faces of individuals and families affected by addiction are supported, accepted, and connected in communities, free from prejudice and injustice (Tatarsky, 2007). This discussion will revolve around identifying and understanding existing and emerging community strengths in African American communities that can become an essential and effective tool to enhance the well-being of individuals with drug use disorder —connecting and encapsulating the ubuntu idea that personal and community wellness exist, not as independent entities but in an interconnected ecology. Individual and community health are interdependent and influenced by the condition of the other.

#### 🗣️ Speakers



**Brad Olson**

Professor  
National Louis University



**Laretta Ekanem Omale**

Graduate Research Associate  
National Louis University



**Modena Stinnette**

SCRA

## Using Community Psychology Core Values, Principles, and Models to Advance Gender Equity in an Academic Medical Center

🕒 8:00 AM - 9:00 AM, Jun 24

📍 Massey F

**IV. Ma'at: Solidarity, Equity, Diversity, and...**

Session Organizers: Cindy Crusto (Yale School of Medicine) , Azza Hussein (University of New Haven) and Ishita Arora (Yale School of Medicine)

Additional author:

Daryn David, Yale School of Medicine

**Symposium**

Although academic medicine has made gains in recruiting and hiring women, significant gaps in their retention remain. Initiating and sustaining institutional change processes to enhance gender equity within academic medical centers thus represents an urgent challenge. Such a challenge seeks to increase the proportion of women and to sustain their representation by establishing policies and practices that promote equity of opportunities and resources and by strengthening inclusion. Gender equity has been a longstanding focus area at Yale School of Medicine. In 1974, the Committee on the Status of Professional Women at Yale Medical School recommended increasing the number of female faculty members and identifying areas of the curriculum in which gender discrimination was affecting learning. The Office for Women in Medicine (OWM)—the first such office in an American medical school—was established in 1975 in response to these recommendations. It occurred at the height of the women's movement and three years after the passage in 1972 of Title IX, which required educational institutions that receive federal funding to offer equal opportunities to all students regardless of sex. The OWM was committed to advancing the professional standing and personal lives of women in medicine and medical sciences. This symposium illustrates how community psychology core values, principles, and models are guiding a change process to advance gender equity in an academic medical center, including an expanded Office for Women in Medicine and Science (OWiMS). Each of the three sessions comprising the symposium discusses some of the community core values, principles, and models, and how they are applied to the startup of the Office for Women in Medicine and Science and to the development and evaluation of an intervention to support the leadership development of junior women faculty.

**Speaker**



**Cindy Crusto**

she/her/hers  
Yale School of Medicine

**3 Subsessions**

● **Using Community Psychology Core Values, Principles, and Models to Start-up the Office for Women in Medicine and Science**

🕒 8:00 AM - 9:00 AM, Jun 24

● **The Application of Community Psychology Core Values to a Women's Faculty Leadership Development Program**

🕒 8:00 AM - 9:00 AM, Jun 24

● **Community Psychology in Practice: Using Evaluation to Measure the Efficacy of Women's Leadership Development Program for Long-Term Impact**

🕒 8:00 AM - 9:00 AM, Jun 24

**Undisciplined: Practices that Connect and Sustain Liberatory Educators**

🕒 8:00 AM - 9:00 AM, Jun 24

📍 L-242

**I. Building the Beloved Community: Community Partnership...**

Session Organizers: Lauren Cattaneo (George Mason University)  
Wendi Manuel-Scott, George Mason University

Symposium Those of us with a passion for justice who work in higher education sit in a place of tension: Higher education is both a place of potential for the work of resisting and disrupting oppressive structures, and it embodies and perpetuates those very structures. In this session, we introduce the concept of undisciplined educators, those who choose to stay within the institution without accepting that the way things are done is the way things have to be. While many community psychologists may match this description, undisciplined educators exist across fields and have a rich ancestry rooted in building spaces for disruptive learning, teaching and research, both inside and outside the walls of academia. Seeing these connections has the potential to inform and inspire our efforts, countering the isolation and exhaustion that many undisciplined educators experience. In the first paper, we define the three practices of undisciplining that connect this broad community. The second and third papers demonstrate pedagogical and methodological applications of these practices. Paper two provides two examples of undisciplining: the creation of physical and intellectual “fugitive space” designed to liberate Black girls and women from archival erasure and pedagogical neglect. Paper three details a dissertation project that developed an endarkened feminist approach to critical participatory action research, with recommendations for how CPAR researchers can sabotage the erasure of Black women’s knowledge. After the three presentations, we will lead a discussion of how the practices of undisciplining apply in the work of attendees, inviting connections across audience members.

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#### Speaker



**Lauren Cattaneo**

Associate Professor  
George Mason University

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#### 3 Subsessions

● **Defining the Broad Community of Undisciplined Educators**

🕒 8:00 AM - 9:00 AM, Jun 24

● **Undisciplining as a Black Fugitive Praxis**

🕒 8:00 AM - 9:00 AM, Jun 24

● **An Undisciplined Dissertation: Endarkened Feminist Critical Participatory Action Research**

🕒 8:00 AM - 9:00 AM, Jun 24

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### **Empowerment through the lens of power : how community psychology can benefit from the meeting of power and empowerment**

🕒 8:00 AM - 9:00 AM, Jun 24

📍 Massey C

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Session Organizer: Elizabeth Brunet (Université du Québec à Montréal)

#### Symposium

Empowerment is a central concept in North American community psychology (Rappaport, 1987). Its popularity can be seen as a double-edged sword, given that its meaning is often diluted by a lack of consensus about its definition (Morin et al., 2015). In addition, discussions about the meaning of empowerment too often leave out a consideration of power. Following previous authors who have noted that the concept of power has received insufficient attention in community psychology (Christens, 2019; Nelson et Prilleltensky, 2010), we argue that including the concept of power is essential for a full understanding of empowerment. Regardless of formal definitions, how is the concept of empowerment understood, taught, and lived in the field and in the classroom? How can the notion of power be better integrated into our practices and our reflections as community psychologists? This symposium will explore diverse conceptualizations of power and empowerment in four concrete projects. The first presentation will explore the use of the lens of power in the reflexivity practices of a community psychologist. The second presentation will explore how the participation is being used in participatory action research and its impact on participants’ empowerment. The third presentation explores how Lukes’ three faces of power can be used to better understand how institutions, community organizations, and community psychologists interact with each other to reach a common goal in the context of community coalitions. The final presentation will explore the current place of empowerment in university training in the field of psychosocial counselling and its impact on the interventions carried out by the future professionals. Ultimately this symposium will contribute to ongoing reflections in the field about how to better integrate empowerment and power in community psychology.

## Speakers



**Ramy Barhouche**  
PhD Student  
Wilfrid Laurier University



**Elizabeth Brunet**  
Université Du Québec À Montréal

## 4 Subsessions

### ● Reflexive practice in relation to power

🕒 8:00 AM - 9:00 AM, Jun 24

### ● Challenges to participation in participatory research and its effects on empowerment

🕒 8:00 AM - 9:00 AM, Jun 24

### ● Using the lens of power as a tool in the practice of community psychology with community coalitions

🕒 8:00 AM - 9:00 AM, Jun 24

### ● Does the initial training of counsellors support their empowerment?

🕒 8:00 AM - 9:00 AM, Jun 24

9:15 AM

## Community Psychology, Zen and Psychedelics: Lived Experiences of Awareness and Liberation

🕒 9:15 AM - 10:15 AM, Jun 24

📍 L-444

### III. Nommo: Consciousness Raising through Storytelling, A...

Authors: Anna Zoli

Townhall

Community psychology works for transformative social change towards liberation from oppression of the marginalised. This is usually done through awareness raising or conscientisation, which ultimately enable the oppressed to liberate themselves. However, how can we authentically do it, if we do not suspect we are the ones who are not liberated and aware in the first place? How can we serve the communities we claim to empower? This concern is not new, since Martin-Baro' (1984) argued that psychology needs to liberate itself to start with. Meaning that everyone in general, and psychologists in particular, have a role to play in their own liberation first. Is this done at all? How? This session is designed to share and explore people's lived experiences of awareness and liberation. It will start with a short presentation (15 mins) on how a Zen perspective can support community psychology with sticking to its own values, and what the potential of the new wave of psychedelic science might be in facilitating this. Then, most of the session's time (45mins) will be dedicated to enable participants discussion about 1) What they consider epiphanies on their lives' journeys, and what role they played in expanding awareness and effecting a path of liberation 2) If and how such experiences are understood as spiritual 3) Attitudes towards Eastern philosophies and psychedelics as tools for awareness and liberation This participatory session is of great interest to community psychologists and the wider public, given: • the role of Zen (especially using Mindfulness) in current societies and health programs, • that psychedelic experiences (i.e. psychedelic-assisted therapies) are likely to become available and more easily accessible in the USA in the next couple of years, and in Europe in the next decade, • the theoretical and practical leading role that awareness and liberation play in people's lives.

## Thinking Like a Network Scientist: Social Network Theory and Methods for Community Researchers and Practitioners

🕒 9:15 AM - 10:15 AM, Jun 24

📍 L-442

### I. Building the Beloved Community: Community Partnership...

Authors: Danielle Varda

## WorkShop

Social network analysis is an effective, validated tool for understanding issues in community psychology from an ecological, system-level perspective, including social isolation and personal wellness, dissemination and diffusion dynamics, and collaborative and coalition-based social change efforts (Bess, 2015; Bustos, 2020; Chapman & Varda, 2017; Neal et al., 2015). Because networks provide insight into the structure of a social system, they can also provide powerful insights into how communities and ecosystems develop, the distribution of power among their members, and opportunities for mobilizing for action (Lazarus et al., 2017; Neal & Neal, 2011). Despite their value, however, network science measures and methods remain a niche evaluation tool under-utilized by both researchers and practitioners. In this interactive workshop, we will provide an introduction to social networks, overviewing relevant concepts, measurement, and analysis tools available for using this approach in community research and evaluation. We will focus on introducing the network way of thinking, while overviewing both egocentric and whole network concepts. We will introduce basic network components (nodes, ties, and structure) and consider how they can lead to insights about social relations (e.g., understanding that more is not always better). Participants will have the opportunity to practice capturing and interpreting networks during an interactive activity. We will also introduce easy to implement tools to support researchers and community groups in capturing and analyzing social network data. Participants will leave with the knowledge to be informed consumers and users of social network analysis. No previous experience with social network analysis is necessary. References Bess, K. D. (2015). Reframing Coalitions as Systems Interventions: A Network Study Exploring the Contribution of a Youth Violence Prevention Coalition to Broader System Capacity. *American Journal of Community Psychology*, 55(3–4), 381–395. <https://doi.org/10.1007/s10464-015-9715-1> Chapman, C. L., & Varda, D. M. (2017). Nonprofit Resource Contribution and Mission Alignment in Interorganizational, Cross-Sector Public Health Networks. *Nonprofit and Voluntary Sector Quarterly*, 46(5), 1052–1072. <https://doi.org/10.1177/0899764017713875> Bustos, T. E. (2020). A scoping review of social network analyses in interorganizational collaboration studies for child mental health. *Children and Youth Services Review*, 119, 105569. <https://doi.org/10.1016/j.chilyouth.2020.105569> Lazarus, S., Seedat, M., & Naidoo, T. (2017). Community building: Challenges of constructing community. In M. Bond, I. Serrano-García, & C. B. Keys (Eds.-in-Chief), M. Shinn (Assoc. Ed.), *APA handbook of community psychology: Vol. 2. Methods for community research and action for diverse groups and issues* (pp. 215–234). Washington, DC: American Psychological Association. Neal, J. W., & Neal, Z. P. (2011). Power as a structural phenomenon. *American Journal of Community Psychology*, 48(3–4), 157–167. <https://doi.org/10.1007/s10464-010-9356-3> Neal, J. W., Neal, Z. P., Kornbluh, M., Mills, K. J., & Lawlor, J. A. (2015). Brokering the Research–Practice Gap: A typology. *American Journal of Community Psychology*, 56(3–4). <https://doi.org/10.1007/s10464-015-9745-8>

## Research with Communities, Not on Communities: Using Participatory Methods with Latinx Communities to Achieve Well-Being and Equity

🕒 9:15 AM - 10:15 AM, Jun 24

📍 Massey C

### I. Building the Beloved Community: Community Partnership...

Session Organizer: Stephanie Torres (University of Illinois at Chicago)

#### Symposium

This symposium aims to highlight the importance of utilizing participatory methods with Latinx communities and will provide recommendations for engaging community stakeholders as a foundational step to achieving well-being and equity. The first presentation will describe best practices for harnessing community-academic partnerships by describing the development of a multitiered, community-led intervention aimed to reduce stress due to structural racism among Latinx immigrant families. The second presentation will aim to qualitatively explore experiences of bias-based bullying among Latinx youth in collaboration with a community advisory board in a new migration city in the U.S. The third presentation highlights the impact of COVID-19 on Latinx communities through a community-led survey which highlights the critical impact of country of origin on experiences of stress due to COVID-19. The final presentation illustrates the multidimensional stress experienced by Latina mothers of children with intellectual and developmental disabilities and the role of community health workers in supporting their health and well-being. Recommendations for community-engaged research and action will be woven throughout all presentations.

#### 🗣️ Speakers



#### Dana Rusch

Assistant Professor of Clinical Psychiatry  
University of Illinois at Chicago



#### Stephanie Torres, PhD

Assistant Professor  
University of Illinois at Chicago (UIC)

#### 4 Subsessions

● **“Are you Stressed? Come to our FIESTA”: Community-Engaged Research in the Development of a Structural Racism Intervention for Latinx Immigrant Families**

🕒 9:15 AM - 10:15 AM, Jun 24

● **Working with Community Co-Researchers to Understand Bias-Based Bullying in Latinx Youth: A Community-Based Participatory Research Project in Cincinnati, Ohio**

🕒 9:15 AM - 10:15 AM, Jun 24

● **Post-pandemic perceptions of stress among Latinx adults in a nontraditional immigration destination: A community-based participatory research study**

🕒 9:15 AM - 10:15 AM, Jun 24

● **Social Determinants of Health Impacting the Health and Wellbeing of Latinx Mothers of Children with Disabilities: Implications for Community Research and Action**

🕒 9:15 AM - 10:15 AM, Jun 24

### **Storytelling, healing and resistance through community-engaged models: Case studies from an Australian context**

🕒 9:15 AM - 10:15 AM, Jun 24

📍 Massey F

III. Nommo: Consciousness Raising through Storytelling, A...

Authors: Christopher Sonn (Victoria University)

Symposium

This session aims to explore how community-engaged models and creative practices can be used for processes of healing, storytelling and self-determination for communities that often experience violence and the erasure of their voices in the Australian context. Drawing upon work from three critical community psychology projects, this symposium aims to show how various processes of resistance and empowerment may emerge from practices that are participatory, creative, and community-centered. In paper one, the author locates her arts practice in Aboriginal Standpoint Theory. Through practice led inquiry and arts practice the author created a body of work that visualises memory, daily acts of repair, and healing in the face of historical and contemporary acts of oppression and coloniality. The second paper provides the documentation of how a collective of young African Australian creatives forged a space for self-determination and the mobilisation of creative arts approaches through the work Next in Colour (NiC). It aims to explore the ways in which creative mediums such as film, poetry and photography enable counter storytelling and community knowledge production. The third paper focuses on the process of a youth-governed radio program, Brimbank LIVE, which showcases how the tool and practice of radio can enable storytelling, resistance, and processes of empowerment. This symposium session is interested in exploring questions about how creative approaches in community research and praxis can foster solidarities, community building, and social change. The work seeks to question hegemonic Eurocentric Western ways of knowing, methods, and practices, by uplifting creative and multi-model ways that enable communities to express and share their world views, experience, memory, and history from various institutional, organizational, and community contexts. It also aims to highlight how the act of embedded, immersive and accompanying ways of working can enhance research and processes of understanding communities, their lived experiences, and their identities.

#### 🗣 Speakers



**Sam Keast**

Research Officer  
Victoria University



**Christopher Sonn**

Research Fellow  
Victoria University

### 3 Subsessions

#### ● **Ghost Weaving: Creating and re-creating temporal healing spaces of respite and resistance with unconditional love and Blak matriarchal sovereignty**

🕒 9:15 AM - 10:15 AM, Jun 24

#### ● **Next in Colour: An alternative setting navigating race and power in the pursuit of selfdetermination**

🕒 9:15 AM - 10:15 AM, Jun 24

#### ● **Brimbank LIVE: Young People using Community Radio as a Setting and Process for Resistance and Narrative making**

🕒 9:15 AM - 10:15 AM, Jun 24

### **Facilitating Transformative Dialogue about Racism: What have we learned? Where are we going?**

🕒 9:15 AM - 10:15 AM, Jun 24

📍 L-148

#### **III. Nommo: Consciousness Raising through Storytelling, A...**

Authors: Folami Prescott-Adams

Townhall

Many community psychologists are actively involved in the facilitation of learning and dialogue around the uprooting of racism. The diversity of approaches include one-time experiences, semester-long courses, on-your-own learning and multi-year accountability groups. Some efforts are led by grassroots organizations and some are led by universities or consulting firms. Costs vary. Types of participants vary. Group size, skill level of facilitators, content and setting (in-person, online, hybrid, asynchronous, etc.) are just some of the variables that we will discuss. Here are some of the questions we will attempt to answer: 1. What learning objectives are foundational? 2. How important is it that the learning take place in culturally diverse groups? 3. How have you involved youth in your efforts? 4. What are your tips for facilitators when harm is done in the space? 5. What has been some of the most impactful content or theoretical approaches to understanding racism? 6. How do you keep people engaged once the initial learning experience has ended? 7. What are ways you have found effective to offer accountability supports? This Town Hall Meeting will offer a facilitated opportunity to connect and share our accomplishments, lessons learned and dilemmas we face in doing this work as facilitators researchers and evaluators. Come with your insights, queries, resources, approaches and small wins.

### **Envisioning a Future for Clinical-Community Psychology: Training Models and Opportunities for Transformative Change**

🕒 9:15 AM - 10:15 AM, Jun 24

📍 L-150

#### **II. Ubuntu: Healing, Prevention and Wellness Promotion from E...**

Authors: Bret Kloos

Townhall

The relationships between clinical and community psychology have waxed and waned over the last fifty years. The nature of the relationships has varied by region and local contexts, but typically proponents of a community psychology perspective have needed to justify its contributions and necessity to the more dominant discipline. Recent scholarship and advocacy have provided examples of how a framework of transformative change can reshape policies and practices intended to address mental health problems of individuals and communities. Many of these efforts have highlighted the limitations of standard mental health care focused on amelioration of symptoms and responding to individual deficits. They have strongly advocated for mental health programs to engage with persons with lived experience of mental health problems. However, a fuller realization of a transformative change approach to mental health requires developing training models that address systemic racism and gender-based discrimination in preparing professionals to work across levels of analysis, to use a range of skills to “intervene” with systems, groups, and individuals. Training needs to prepare future leaders to have the tools to partner with persons who have lived experience of mental health challenges and social inequities that are largely unaddressed by mental health systems. Which skills and resources do we need to have and what do we need to develop as tools for changing organizations and challenging systems? A brief presentation will be used to ground the discussion, including a) the results of a SCRA survey of training settings, b) alumni reports of skills used and settings worked, and c) critique of training models and APA accreditation standards. We want to create dialogue about supporting training programs and interventions outside of academic settings. All are welcome to create an action plan that we will pursue after the conference.



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🗣 Speaker



**Bret Kloos**  
UofSC

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**Cultivating just futures through a generational lens**

🕒 9:15 AM - 10:15 AM, Jun 24

📍 L-242

**IV. Ma'at: Solidarity, Equity, Diversity, and...**

Session Organizer: Nabiha Chaudhary (Wichita State University)

Additional authors:

Autumn Kirkendall, University of Cincinnati

Emmanuel-Sathya Gray, University of Cincinnati

Stephanie Lam, University of Cincinnati

Symposium

We live in a world where people increasingly experience and recognize injustices such as climate crises, assaults on gender and reproductive justice, the persistent harms of racial othering, and capitalist ideologies. There is a growing need to come together across social stratifications and collectively foster practices that create sustainable environments and promote just futures. To date, the majority of existing psychological research is driven by a neoliberal individualist cultural orientation that values independence and disconnection (Adams & Estrada-Villalta, 2017). Thus, the values of interdependence and reciprocity are infrequently considered in examining the interconnected processes of oppression, as well as in formulating strategies to fight overlapping injustices. Using a relational lens, this symposium underscores the importance of intergenerational connection, reciprocity, and care in realizing the possibilities of sustainable and justice-driven societies. The first talk discusses environmental, political, and social factors of reproductive health and offers insights to develop policies centered on people's right to parent the next generation in healthy and safe environments. The second talk illustrates how South Asian immigrant mother-daughter pairs conceptualize and perform their culturally inspired and modified ideas and practices of femininity across generations. The third talk discusses the importance of intergenerational exchanges for both younger and older generations of minoritized activists. The final talk contends for intergenerational justice work in climate activism and provides tools for intergenerational solidarity work. The overarching goal of the symposium is to call for and present perspectives and tools, lessons, and examples of justice work through a generational lens.

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🗣 Speakers



**Nabiha Chaudhary**  
Assistant Professor  
Wichita State University



**Emmanuel-Sathya Gray**  
University of Cincinnati



**Stephanie Lam**  
University of Cincinnati Psychology Department; Collaborative Sustainability Lab; Community Engagement Collective (CEC)



**Autumn Kirkendall**  
Graduate Assistant  
University of Cincinnati

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#### 4 Subsessions

##### ● **Raising the next generation: Reproductive and climate just policies**

🕒 9:15 AM - 10:15 AM, Jun 24

##### ● **Conceptualization of Femininity among South Asian Immigrant Mother-Daughter Pairs**

🕒 9:15 AM - 10:15 AM, Jun 24

##### ● **Facilitating Multi-generational Sharing Among Minoritised Activists: A Call to Action**

🕒 9:15 AM - 10:15 AM, Jun 24

##### ● **Intergenerational relationships for climate healing: The necessity for decolonial practices for a climate just future**

🕒 9:15 AM - 10:15 AM, Jun 24

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## **Unfreezing Nonprofit Human Service Organizations: Key Tensions Hindering Organizations' Mission and Values**

🕒 9:15 AM - 10:15 AM, Jun 24

📍 L-244

### **I. Building the Beloved Community: Community Partnership...**

Authors: Andrea Botero

Townhall

As community psychologists, we all dream of seeing all communities thriving and enjoying higher levels of well-being. Nonprofit organizations are strategic partners for community psychologists to achieve that goal. The U.S. has around 1.3 million charitable nonprofits, of which 35.2 percent are Human Service Organizations (HSOs) with revenues above 1.2 billion dollars. Unfortunately, these organizations are stuck because the values of the neoliberal society that characterizes the U.S. contradict the values for well-being espoused by these organizations.

With the adoption of neoliberal policies and values, the State's role shrunk, social problems became individual responsibilities, and wealth inequality exponentially increased to the point that has approached similar levels to those prior to the Great Depression. Unsurprisingly, the need for social services has expanded, which, in turn, has contributed to the robust boom in the nonprofit sector in the U.S. Therefore, as competition increased and as revenues from the government decreased, nonprofits turned more into the market, charging fees for services and becoming business-like.

As a result, the financial instability faced by nonprofit organizations has led nonprofit organizations to have a scarcity mentality and prioritized neoliberal values over values for well-being. This situation results in organizations being co-opted, experiencing mission drift, and competing for resources. Additionally, they may unintentionally blame the victims, tokenize the community, and catalyze the commodification of social services. These have brought much criticism towards the nonprofit sector because, as INCITE! (2007) claims nonprofits have become part of an industrial complex along with the State, the owning class, foundations, and other actors to maintain the status quo.

The problem with nonprofit organizations is not a dualistic problem that classifies these organizations either as agents of change or agents of the status quo. As Bush (1992) states, the most difficult challenge nonprofit organizations are facing today is trying to keep a "nonprofit spirit in a profit world" (p. 391). In other words, the nonprofit spirit, which is guided by the values for well-being, is no longer feasible in a neoliberal world because there is a contradiction between these values and the principles of neoliberalism. In turn, this value contradiction becomes the continuous source of organizational tensions, which freeze nonprofit organizations.

Organizational tensions are very important to analyze because these "set limits upon and establish possibilities for reconstruction at any given time [as these] shape consciousness and action to change the present order" (Benson, 1977, p. 16). Acknowledging the tensions could facilitate the praxis process, which in turn could create what Lewin (1947) identifies as a "force sufficient to 'break the habit,' to 'unfreeze' the custom" (p. 209) and achieve organizational change.

Therefore, this town hall aims to present a value and power-based framework with five tensions that hinder nonprofit organizations from achieving their mission and acting according to their values.

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#### **Speaker**



**Andrea Botero**

PhD Candidate  
University of Miami

## Social Injustice, Activism, and Well-Being: How can Community Psychology Scholars and Practitioners Support the Well-Being of Young Activists Striving for Justice?

🕒 9:15 AM - 10:15 AM, Jun 24

📍 L-152

### IV. Ma'at: Solidarity, Equity, Diversity, and...

Authors: Maria Alejandra Arce

Townhall

Activism describes participation in activities aimed at challenging social injustice and creating change. Activism has been linked to young people's individual and collective well-being, and several frameworks have been developed to explain how and why young people engage in social change efforts (e.g., Critical Consciousness theory, Freire, 1968; Sociopolitical Development, Watts et al., 1999; Healing Justice, Ginwright, 2010). Although conceptualizations vary, most theories recognize an awareness of injustice and related emotions (e.g., anger, hope, love for community) as central motivators for activism. However, most of the research in this area has been cross-sectional; we know very little about how cognitive and emotional awareness of injustice and activism may directly or indirectly impact young activists' well-being in the long-term. A small but growing body of research is beginning to document burnout in the context of activism (e.g., Gorski, 2019). With this Town Hall, we seek to expand this work and engage the audience in a discussion on the emotional toll that social injustices and actively challenging them via activism can have on young people's well-being. We hope to collectively identify mechanisms that can be targeted in interventions and policy to help prevent activist burnout and facilitate young activists' perseverance in their fight for justice. Applying a socioecological lens, we will explore risk and protective factors for the individual and collective preservation of young activists. The following questions will guide this discussion: 1) What are the individual, micro, and macro-level factors that facilitate versus hinder young people's sustained activism in the face of injustice? 2) What are the conditions under which young activists can persevere and thrive in their fight? 3) What are the internal and external resources that allow young activists to rest, recharge, and maintain hope? This discussion will be co-facilitated by a team of community and educational psychology scholar-activists.

10:30 AM

## Stories in Power: Exploring Community Power through Storytelling and Art

🕒 10:30 AM - 11:30 AM, Jun 24

📍 L-154

### III. Nomm: Consciousness Raising through Storytelling, A...

Authors: Jomella Watson-Thompson

Innovative Other

To understand power, we need to engage and lift the stories of those whose lived experience gives insight into how we can improve health equity and justice in communities. Authentic community engagement centers on the perspective of people and communities through diverse methods of gathering information, including through storytelling and the arts. The Health Forward Foundation in partnership with Ad Astra Community Innovations Group examined how communities experience power or the lack thereof in decisions that affect their lives. Stories in Power focused on examining community power and its intersectionality across communities of place (e.g., urban, rural) and lived experience (e.g., race, ethnicity, socioeconomic status) using a socio-ecological approach. Through a participatory process, a Community Advisory Team (CAT) guided all aspects of the project including the design, facilitation, and meaning-making of the stories gathered. Community participants shared stories through creative ways of answering research questions related to power including 1) storytelling meaning-making and 2) image-based inquiry for artistic expression. Information was gathered through a community survey, storytelling focus groups, and paint and SIP (Stories in Power) sessions. Seven communities in the Kansas and Missouri region were convened across 15 sessions involving over 200 participants in a focus group or art-based session. Additionally, nearly 600 participants completed a community survey on power. From the Stories in Power initiative, a multimedia video and storybook were developed, and community members were involved in the stories' creation, meaning-making, and interpretation. Stories and visual arts create connections that amplify the voices of community members who face inequities and injustices. Stories in Power shaped the philanthropic focus of Health Forward Foundation while providing a platform for community members to use their voices to gain power. In this session, excerpts from the video and storybook will be shared and participants will engage in guided reflection.

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## 🔊 Speakers



**Jane Mosley**



**Jason Williams**

Principal Impact Strategist - Power  
Health Forward Foundation

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## Equity in Public Safety: Examining Resistance to Police Reform in Illinois

🕒 10:30 AM - 11:30 AM, Jun 24

📍 Massey F

**IV. Ma'at: Solidarity, Equity, Diversity, and...**

Session Organizers: Kanyshai Saiakbaeva (National Louis University)

Additional authors:

Lauretta Omale, National Louis University

Titilayo Ogunbambi, National Louis University

Kanyshai Saiakbaeva, National Louis University

Judah Viola, National Louis University

Ericka Mingo, National Louis University

Jaimelee Behrendt-Mihalksi, National Louis University

### Symposium

We are positioned within a field which values the drive for social change, in a country teetering on the edge of authoritarianism, in a half decade which has seen a global pandemic, and an insurrection. In order to chart a path forward, we need to understand the path behind us. The history brings into focus the subject of our research, resistance to the Illinois Safe-T Act, a piece of state-level legislation aimed at reforming police conduct and expanding individual rights. Among other features, the bill abolishes cash bail, bans the use of chokeholds, and restricts the sale of military equipment to law enforcement. We are using a mixed methods approach to elucidate the differing aspects of resistant attitudes towards equity-focused legislation in public safety. This symposium will open with a presentation examining the racialization of public safety in the United States; tracing the ideals of the plantation from the antebellum south through segregationism, movement conservatism, originalism, to contemporary Trumpism. In the second presentation, we will introduce our survey measure, which included sections on perceptions of the police, neighborhood safety, political views, attitudes toward public safety reforms, personality, and values. We will also share quantitative findings of characteristics and beliefs associated with resistance to equity reforms. In the final presentation, we will discuss our process to recruit and interview individuals who are resistant to equity-focused reforms. In addition, we will share our qualitative results related to underlying mechanisms of opposition to equity reforms and the process through which we facilitated self-reflection on resistant views in our interviews. Overall, we hope that audience members will come away with an understanding of the history of the racialization of public safety policy, current public safety reforms, barriers to equity reforms, and potential strategies to counter resistance and promote equity in public safety and beyond.

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## 🔊 Speakers



**Kanyshai Saiakbaeva**

Graduate Research Assistant  
National Louis University



**Lauretta Ekanem Omale**

Graduate Research Associate  
National Louis University

### 3 Subsessions

#### ● **Tracing the ideologies of resistance to equity in public safety policy**

🕒 10:30 AM - 11:30 AM, Jun 24

#### ● **A Quantitative Examination of Resistance to Public Safety Equity Reforms**

🕒 10:30 AM - 11:30 AM, Jun 24

#### ● **Understanding Opposition to Public Safety Reforms through a Qualitative Lens**

🕒 10:30 AM - 11:30 AM, Jun 24

### **The intersection of gender-based violence and community psychology: Where are we and where do we go from here?**

🕒 10:30 AM - 11:30 AM, Jun 24

📍 L-152

#### **I. Building the Beloved Community: Community Partnership...**

Authors: Agnes Rieger

Townhall

This town hall reflects and builds upon a 2022 virtual special issue in the American Journal of Community Psychology, Reflecting and rejuvenating our work, together: One team's consideration of AJCP publications on gender-based violence. This issue was curated by a diverse team of gender-based violence (GBV) researchers who desire to cultivate spaces where we can reflect on the intersection of gender-based violence and community psychology. In this town hall, we will discuss four themes that arose from the special issue: (1) understanding and transforming culture via robust research and local partnerships, (2) targeting effective interventions for survivors, (3) invoking systems and targeting change in institutional environments, and (4) making connections between local efforts and broader social movements. We will summarize and reflect on these themes while centering audience participation via liberation structures and liberating principles (e.g., include and unleash everyone, fail forward, engage in seriously-playful curiosity). We will organize activities on how we think about GBV (e.g., "We need more knowledge about GBV prevention, especially at a systems level"), support survivors (e.g., "Systems that aspire to support survivors often focus primarily on ameliorative change"), and engage in projects (e.g., "Opportunities to reflect on our work are precious and easily missed"). While facilitators are drawing upon GBV research reflections, conference attendees will be invited to reflect upon the intersection of their specific substantive focus and community psychology as we explore and discuss the unique perspective and contribution of our approach to our work. Reflecting the conference theme, we present multiple activities to consider where their work (practice, research, and teaching) is now, and where they would like to go from here. No previous knowledge of the publication is needed to attend.

#### **Speaker**



**Aggie Rieger**

Psychology, University of Illinois at Urbana-Champ

### **Community Psychology and Indigenous Approaches: Enlivening people and places through Aboriginal community control, Blak Power and Sovereignty**

🕒 10:30 AM - 11:30 AM, Jun 24

📍 L-244

#### **IV. Ma'at: Solidarity, Equity, Diversity, and...**

Authors: Karen Jackson

## Townhall

There are resurgent arguments in community psychology to pursue a decolonial option that delinks from ways of knowing, doing and being that have served to oppress, racialise, and dehumanise Black/Blak and Indigenous communities. At Victoria University, Australia, we have been creating community-engaged praxis based on principles of Aboriginal community control and self-determination that can advance epistemic justice, healing, and Aboriginal sovereignty. The proposed roundtable, led by Aboriginal women, will be a discussion about how their research seeks to enliven and empower Aboriginal communities and futures through decolonisation, enacting sovereignties and place-based Aboriginal community control. We share the journeys of towards Blak Women's Healing project that weaves together embodied cultural practices of place-making, healing cloths, and earth mindfulness and action. This work is an enactment of Blak sovereignty that challenges the coloniality of racism, patriarchy, and whitestream approaches that erases knowledge that has been othered. Through the stories, we show the persistence of coloniality and its psychosocial effects, but also the everyday ways in which we resist, restore culture, and mobilise cultural practices for the community. To engage with participants, we draw on the tradition of Aboriginal storytelling, or yarning, and invite them to share their journeys and the ways in which we pursue communal thriving. The questions that we will pose for the roundtable are:

- What has your journey been in this research? What brought you here?
  - What are the possibilities and challenges for Aboriginal Community Control in University settings?
  - How can Aboriginal ways of knowing, doing, and being, expand community psychology's ecology of knowledge?
  - How do you use cultural practice to open up possibilities for decolonisation and enacting sovereignty?
- We suggest that these journeys of telling stories from below in counter spaces through embodied cultural practice are important strategies of decolonial resistance in the everyday, expressions of Blak sovereignty.

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## Speakers



### Christopher Sonn

Research Fellow  
Victoria University



### Rowena Price

Victoria University



### K J

Moondani Balluk @ Victoria University

## Research-practice Partnerships: Fostering Learning and Improvement Across a National Youth Development Network

🕒 10:30 AM - 11:30 AM, Jun 24

📍 Massey C

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Session Organizers: Omar Guessous and Victoria Mauer (Boys and Girls Clubs Of America)

### Symposium

As an outcomes-driven organization, Boys & Girls Clubs of America (BGCA) is committed to generating evidence for continuous improvement at the local, state and national levels, while also demonstrating impact. To achieve this, BGCA has launched a long-term evidence-building strategy that aims to establish a compelling and evolving body of evidence centered on youth, family and community outcomes. This will take place through a sequence and confluence of research studies that are grounded in social science, equity principles and real-world practice—and supplemented by the ongoing collection and analysis of timely and actionable data. This strategy would simply not be achievable without the support and partnership of researchers—and that is the focus of this symposium. Research-practice partnerships (RPPs) can and are mutually beneficial when they are intentional, transparent, adaptive and sustained. This symposium will provide illustrations and reflections on successful research-practice partnerships using BGCA as an example. It will begin with some context-setting about Boys & Girls Clubs and the evidence-building strategy. The first two presentations by research partners will present on the power and challenges of complex data analysis to inform strategy and practice (Paper 1), and on the importance of deep partnership in balancing rigor and operational realities for a program evaluation amidst a challenging context (Paper 2). The third presentation, by BGCA's research lead, will discuss the role, benefits and challenges associated with RPPs in informing a national organization's strategy and youth development practice across a large national network. Finally, the discussant—who has served as both an internal and external researcher with national organizations—will share cross-cutting themes and observations. Each presenter will openly share successes and challenges, actively engage the audience through reflection and dialogue and ensure that the content provides tangible take-aways for both researchers and practitioners in the audience.

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## 🚩 Speakers



**Cristin Rollins**



**Omar Guessous**

National Director of Research, Evaluation & Insights  
Boys & Girls Clubs of America

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## 3 Subsessions

● **Research-Practice Partnerships and Advanced Data Analysis**

🕒 10:30 AM - 11:30 AM, Jun 24

● **Research-Practice Partnerships for Program Evaluation: Evaluating and Refining the SMART Moves Program**

🕒 10:30 AM - 11:30 AM, Jun 24

● **Research-Practice Partnerships to Inform Strategy and Practice**

🕒 10:30 AM - 11:30 AM, Jun 24

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## **Avoiding Violence in Our Work: Challenging traditional paradigms in Community-Based Participatory Research (CBPR) to create more transformative work**

🕒 10:30 AM - 11:30 AM, Jun 24

📍 L-150

**V. Technologies of Liberation: Knowledge Creation and Consciousness R...**

Authors: Kaylyn Garcia

Townhall

Community-based participatory research (CBPR) methodologies have become increasingly popular within research aimed at addressing social injustices. This increased popularity is due to CBPR being identified as an effective method for achieving sustainable systems-level change and reducing disparities (Wallerstein & Duran, 2006). CBPR is defined as an equitable and collaborative approach to research that involves community members in all aspects of the research process, including: development, implementation, and evaluation (Collins et al., 2018). Many researchers that utilize CBPR methodologies aspire to conduct community research that improves inequities and promotes well-being within a specific population, community, or system of interest. However, too often we overlook the ways in which our research processes themselves may inadvertently cause violence or systemic harm. Even research methodologies, like CBPR, that are conducted in partnership with communities and designed for community good can be rooted in deep seeded societal norms that perpetuate inequities. How data is generated, when data is generated, where data is generated, who generates data, and for whom data is generated for, all need to be considered in efforts to reduce potential harm. If we do not make efforts at the onset of our community work to address research norms and inherent power dynamics, we risk generating half-truths and causing harm to the individuals and spaces we intend to benefit. The purpose of this Town Hall is to share and generate ideas for how we, as community-based researchers, can challenge traditional paradigms in CBPR to create more transformative work.

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## 🚩 Speaker



**Kaylyn Garcia**

Clinical-Community Psychology Doctoral Student  
University of South Carolina

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## **Finding the Balance between Social Change Models and Business Models**

🕒 10:30 AM - 11:30 AM, Jun 24

📍 L-442

**I. Building the Beloved Community: Community Partnership...**

Authors: Hana Fahmy

WorkShop

Founded in 2019 by two community psychologists, The Community Hub (TCH), a consulting company aims to build capacity and increase efficiency & performance of impact-driven enterprises, as one of its missions, through offering monitoring and evaluation services. In light of this, and in collaboration with local and international partners, they have designed an Impact Management and Measurement Program that was applied at the MENA regional level. The program entailed the design of a Handbook, a 2 to 4 day workshop, one-on-one consultation sessions, and recorded two seasons of "impact series" podcast on its The Community Hub Speaks Podcast. The program was tailored to serve a wide range of impact-driven organizations, ranging from non-governmental and nonprofit organizations, social businesses and enterprises, and youth initiatives. Its different formats allowed access for different target groups, and various levels of application according to needs. Delivering and introducing Social Change Models, such as Theory of Change (ToC) and Logic Model (LM) were very insightful to support people to design, frame, measure and communicate their impact, but has been quite challenging for social businesses, in specific, to balance and merge their business values, models, communications, operations, as well as their vision and strategic objectives. It was also noticeable that there was a struggle to report on Sustainable Development Goals, as required by investors, and contextualizing this to the social, economic, and / or environmental impact they witnessed. This workshop invites practitioners working in impact management, monitoring and evaluation, entrepreneurs, business consultants, and all interested community psychologists to come together to find the balance between Social Change Models and Business Models through, collaboratively, reviewing, validating and proposing useful tools, and identifying lessons learned and gaps in application from similar programs around the world.

### **It's what, where, and how you do it: A townhall on community psychology training, and practice beyond the academy**

🕒 10:30 AM - 11:30 AM, Jun 24

📍 L-148

**I. Building the Beloved Community: Community Partnership...**

Authors: Carlos Benitez Cruz

Townhall

In light of community psychology's commitment to community-engaged work and social change, it is no surprise that community psychologists find themselves working across a variety of different sectors in society. Drawing on the extant research, we know that community psychologists work within and outside of academic settings; including government, healthcare, non-profit and community-based organizations, and consulting or evaluation firms (Viola et al., 2017; Shaw et al., 2022). Despite this, current students increasingly find that graduate programs and training only prepare them to work in academia. Indeed, there remain disjunctions between our training, and the work community psychologists engage in outside of academia. As community psychology students committed to the tenets of praxis, evolution, and social change so intrinsic to our field, we are compelled to reconcile these disjunctions between community psychology training and variations in practice. This townhall invites graduate students, faculty, and all others interested in our field to join in a critical discussion of graduate student training and programs; our values and responsibilities to communities in the context of working outside of the academy; and the role of values and training for the future of community psychology practice. Attendees can expect to gain a better understanding of the diverse settings in which community psychologists work; concrete ideas and next steps for improving community psychology training; and a renewed commitment to imagining and creating programs that reflect all that community psychologists do, and how they do it.

🗣️ Speaker



**Caroline Bailey**

Graduate Student  
University of Illinois at Chicago

### **Community psychology, meet ALICE: Data for action to address financial hardship**

🕒 10:30 AM - 11:30 AM, Jun 24

📍 L-444

**I. Building the Beloved Community: Community Partnership...**



Authors: Ashley Anglin

WorkShop

ALICE is an acronym for Asset Limited, Income Constrained, Employed. ALICE is a research methodology, a grassroots movement of United Ways and partners, and represents the more than 35 million U.S. households who earn more than the Federal Poverty Level (FPL) but not enough to afford the essentials. Combined with households below the FPL, this ALICE methodology finds that more than 40% of U.S. households are struggling to make ends meet. Researchers at United For ALICE calculate the cost of basics (housing, child care, food, transportation, health care, and a smartphone plan, plus taxes) for all U.S. counties and compare costs to household income to determine the extent of financial hardship — from the national level all the way down to the sub-county level. This collaborative work — which began in one county in New Jersey — has grown into a national, cross-sector network of United Ways, foundations, businesses, and research organizations fighting for racial and economic equity for ALICE, and for all. In this workshop, team members and partners from United For ALICE will highlight the latest findings on financial hardship in the U.S. (including detailed demographic data highlighting the impact of systemic racism, sexism, and ableism), demonstrate how attendees can access and use the ALICE data in their own work, and share what our partners are doing to make a difference for ALICE in their sectors and communities, at multiple levels of the social ecology.

11:45 AM

## Advocating for Evidence that Inspires Social Change via Effective Public Policies

🕒 11:45 AM - 12:45 PM, Jun 24

📍 L-442

### I. Building the Beloved Community: Community Partnership...

Session Organizer: Taylor Scott (Penn State University)

Symposium

Effective system change can be shepherded by decision-makers who use the best available information, including research evidence on best practice and data on community member experience, to guide action. Policy making is a particularly important avenue for achieving social change at scale – which may occur at various levels of government and varied institutional settings. Policy change is critical for bringing evidence to bear on social problems, such as injustice and inequities in health and social policy. Key to achieving policy change are partnerships and relationships that drive action and influence. This symposium will focus on policy-related scholarship including studies that emphasize the scale-up of research-based practices and addressing inequities. Presenters will speak to a range of policy issues and contexts, spanning from local contexts to efforts that are national in scale. The varied approaches and settings include supporting community health workers, connecting Italian youth with municipalities, mobilizing researchers to connect with the US Congress, and battle-tested strategies for developing congressional relationships. Our first presentation will provide a case study of community-government-university collaboration as it relates to developing policy support for community health workers. Our second presentation will describe work in Italian municipalities to engage youth in policymaking. The third presenter similarly describes findings from an engagement model, but one that mobilizes the research community for national policy work. The last presentation shares findings from field tests with congressional offices that consider practical ways to develop and maintain those relationships.

4 Subsessions

### ● Policies Supporting Inclusion of Community Members on Healthcare Teams

🕒 11:45 AM - 12:45 PM, Jun 24

### ● Italian Municipalities and young citizens: research and action to develop effective youth policies

🕒 11:45 AM - 12:45 PM, Jun 24

### ● Mobilizing the Research Community for Effective Policymaking

🕒 11:45 AM - 12:45 PM, Jun 24

### ● Developing Congressional Relationships: Gratitude and niceties go a long way

🕒 11:45 AM - 12:45 PM, Jun 24

## Let's come together: Identifying our collective yes

🕒 11:45 AM - 12:45 PM, Jun 24

📍 L-150

### V. Technologies of Liberation: Knowledge Creation and Consciousness R...

Authors: Samantha Reaves

Townhall

What is our collective responsibility as a field to promote solidarity, equity, diversity, and social justice and how do we accomplish that specifically as a research community? How can our collective energy around these broad topics be leveraged to drive rapid progress forward by directing resources towards the same research agenda within our content areas? The SCRA Research Council proposes to host a Town Hall to discuss this idea and develop a vision of our shared goals and ways of being to promote progress in these areas that we can revisit at future biennials. Community psychologists are dedicated to collaborating with marginalized communities experiencing collective stressors where our research efforts, however well-intentioned may be burdensome, therefore gathering to think about how we can show up in our work that is consistent with our values and leverage our network and resources to answer important questions more efficiently maybe we can reduce the delay between research and practice while centering diversity, equity and inclusion. All Attendees will participate in small group discussions on these issues and will report back to attendees on their thoughts and contributions. The floor will then be open for comments on these presentations to the whole group.

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📣 Speaker



**Chris Keys**

Professor  
DePaul University

## How Many of Us Have Them: Friends, Mentors, and Social Support Quality in the Black Community

🕒 11:45 AM - 12:45 PM, Jun 24

📍 L-244

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Authors: Kevin Ramseur II

Townhall

For Black people in the United States and emerging adults in particular, social support is a critical resource in order for them to thrive. This is true for all people and there are nuances in what makes social support helpful given the differential impacts of racism across gender identities. Gendered racism describes the gender-specific ways racism is enacted against Black people. For Black women and feminine identified people, this highlights the unique intersection of racism and sexism. For Black men and masculine identifying people, it refers to the gendered racial stereotypes and labels that target men of color. For Black trans and non-binary people, it refers to the ways they are harmed by intersections of racism, heterosexism, and transphobia. A recent study conducted by the session organizers found that social support quality, but not quantity, buffered the association between gendered racism stress and psychological distress, such that for participants with high levels of satisfaction with their social support system, gendered racism stress no longer predicted psychological distress. In keeping with the theme of Ubuntu, this town hall will brainstorm ways that community psychologists can facilitate more satisfying social support networks within black communities, with a particular focus on emerging adults. Facilitators will present parts of their lived experience as Black adults as well as results of their research experiences with Black adults, and hope that attendees will bring their lived experiences to the session as well. We believe that social support is the primary protective factor that fosters resilience in the face of racism. We hope to apply the solutions derived from this town hall in a pilot intervention to increase the quality of support in the daily lives of Black emerging adults.

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📣 Speaker



**Kevin Ramseur II**

PhD Student, Clinical Psychology  
George Mason University

## Using the Capabilities Approach to Understand Homeless Service Users' Journeys to a Dignified Life: European and North American Perspectives

🕒 11:45 AM - 12:45 PM, Jun 24

📍 L-444

II. Ubuntu: Healing, Prevention and Wellness Promotion from E...

Session Organizer: Branagh O'Shaughnessy (Trinity College Dublin) and Ronni Greenwood (University of Limerick)

## Symposium

The capabilities approach (CA) refers to the personal freedom to live a life of your own design, given the affordances and constraints of your socioeconomic context. The central capabilities are ten basic elements of a dignified and worthy life and include: bodily health, bodily integrity, emotions, control over one's environment, life, and affiliation. Recently the CA has been employed in homelessness research because it is aligned with a humanitarian and social justice approach. Modern understandings of the etiology of homelessness conceptualise it as the complex interplay of structural inequality, and individual unmet needs arising from experiences of cumulative adversity. Thus, the CA can orient research and policies that are sensitised to the ecology of homelessness as a complex social problem, and recovery as an individualised journey towards wellness. This symposium brings together European and North American research that utilised the CA to examine homeless service users' perspectives. The European research project, called 'Homelessness as Unfairness', employed a social justice approach to examine chronic homelessness in eight countries. Canadian research will be presented on the capabilities and 'unfreedoms' of service users during and after homelessness, and on personal safety in emergency shelter environments. Together the findings presented draw from a large-scale quantitative study and multiple qualitative studies to depict central capabilities that are important in the lives of homelessness services users; how capabilities can be shaped by the service setting in positive or negative ways; and how achieved capabilities relate to recovery in diverse national contexts. Talks will include interactional components that invite audience members to apply conceptual ideas to their everyday lives, and to explore and challenge common stereotypes about homeless people's capabilities. Additionally, audience members will have the opportunity to participate in a 15-minute Q&A session at the end of the session.

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### Speakers



**John Sylvestre**

Professor  
University of Ottawa



**Branagh O'Shaughnessy**

Postdoctoral Research Fellow  
Trinity College Dublin



**Ronni Greenwood**

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### 3 Subsessions

● **Qualities of Homeless Services that Foster Achieved Capabilities and Recovery in Housing First Compared to Staircase Services**

🕒 11:45 AM - 12:45 PM, Jun 24

● **The 'Fertile Functioning' of Housing First Programmes in Europe: Homeless Service Users' Accounts of their Central Capabilities**

🕒 11:45 AM - 12:45 PM, Jun 24

● **The Effects of Emergency Shelters on Capabilities of People Experiencing Homelessness**

🕒 11:45 AM - 12:45 PM, Jun 24

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### Adapting Systems in a Time of Crisis: Lessons Learned Amid a Global Pandemic

🕒 11:45 AM - 12:45 PM, Jun 24

📍 L-242

[I. Building the Beloved Community: Community Partnership...](#)

Session Organizer: Andrew Martinez (Center for Court Innovation)

## Symposium

Understanding context and social settings are hallmarks of community psychology—a knowledgebase that has helped to guide scientific inquiry within the field of prevention science. Indeed, community psychologists often conduct research in applied settings to inform second-order change that can positively impact vulnerable populations. However, the COVID-19 pandemic brought forth an unprecedented health crisis, posing challenges to systems and institutions—often exposing preexisting vulnerabilities. Nevertheless, these challenges have also offered a unique opportunity to achieve a deeper appreciation of social settings as systems adapted and responded to the crisis. This presentation will highlight three studies, all conducted amid the pandemic, focusing on the following settings: hospitals/telehealth, a community health center, and a correctional facility. In the first presentation, Dr. Jessica Shaw’s team will discuss their evaluation of the Massachusetts Sexual Assault Nurse Examiner program’s rapid conversion of five hospitals from in-person care to telehealth support in the midst of and in response to Covid-19. Based on a rapid research approach, she will discuss factors that facilitated this transition. The second presentation will focus on a collaboration between academic researchers and Consumer Researchers from a publicly funded mental health center to understand the impact of COVID on consumers’ well-being and the center’s service delivery. Leveraging a participatory action research design, the team led focus groups that elucidated initial service delivery challenges and how the service delivery system later responded. Finally, Dr. Andrew Martinez will discuss findings concerning conditions of confinement and public health efforts to reduce viral spread at the Rikers Island Correctional Facility in March 2020. All presentations will discuss lessons learned, factors that facilitated system-level adaptation, and broader insights concerning our understanding of social settings within community psychology. Dr. Yolanda Suarez-Balcazar, will serve as the discussant. Implications for research and practice will also be discussed.

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### Speaker



**Yolanda Suarez-Balcazar**

University of Illinois Chicago

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### 3 Subsessions

● **A Rapid Evaluation of a Rapid Conversion to TeleSANE in Response to COVID-19**

🕒 11:45 AM - 12:45 PM, Jun 24

● **Consumers’ Experiences of Community Mental Health during COVID-19: A Community-based Participatory Investigation**

🕒 11:45 AM - 12:45 PM, Jun 24

● **First-hand Accounts of Confinement: Experiences of Incarcerated Adults During the COVID-19 Pandemic**

🕒 11:45 AM - 12:45 PM, Jun 24

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## Sankofa Moments: SCRA's response to the Racial reckoning, resistance, and the revolution following the aftermath of COVID-19

🕒 11:45 AM - 12:45 PM, Jun 24

📍 L-148

**I. Building the Beloved Community: Community Partnership...**

Authors: Rhonda Lewis

#### Townhall

During the APA convention in 2020 Susan Torres-Harding's presidential address became a platform for a group of eight women of color in community psychology to address the impact of Anti-Black racism and COVID-19. Out of these conversations came a commitment to make sure that the struggles and triumphs that this group shared become part of the historical record of community psychology and SCRA. During the 2021 Biennial, while Bianca Guzman was president she ceded her presidential address time to the group so they could discuss how they thought SCRA had responded to the two pandemics; what role white supremacy played in their careers during the pandemics and what recommendations they had for SCRA leadership and the larger body of community psychology. These conversations became the catalyst for proposing two separate special issues volumes in the Journal of Community Psychology and the American Journal of Community Psychology related to the topics discussed. In May of 2022 the first of two volumes entitled "COVID-19 and vulnerable populations" was published in the Journal of Community Psychology. We are working on the second volume and anticipate that it will be published early in 2023. We are also in the final stages of completing a special issue volume entitled "Racial reckoning, resistance and the revolution: A call to community psychology to move forward" which will be published in the American Journal of Community Psychology. For the current town hall proposal 6 of the original members of the group will come together one more time to provide wisdom and insight into what strides this group has made to impact community psychology and SCRA. The group will also provide commentary on what next steps SCRA can take to continue to build an environment where the lived experiences of women of color are valued.

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#### 🗣️ Speakers



**Bianca Guzman**

Cal State LA



**Rhonda Lewis**

Professor, Psychology Department  
Wichita State University



**Pamela Martin**

Professor, Department of Psychology and Urban Studies Program  
University of South Carolina

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## From Competition to Communalism: Prefiguring a Culture Shift in Academia

🕒 11:45 AM - 12:45 PM, Jun 24

📍 L-154

### I. Building the Beloved Community: Community Partnership...

Authors: Julia Dancis

Innovative Other

For community psychologists, building meaningful relationships with other scholars, colleagues, students/advisees, and communities we engage with for research and advocacy to advance social change is of immense importance to our values. However, the U.S. academy remains a space for reproducing White Supremacy culture (Okun & Jones, 2000) that encourages hypercompetition and neoliberal individualistic ways of being (Bell et al., 2021; Rosa, 2022). Attending to the calls made by scholars underscoring the urgency of a paradigm change (Täuber & Mahmoudi, 2022), the purpose of this session is to offer a vision for a collaborative, nurturing academic community as an alternative to the competitive, individualistic culture of academia. We will first provide a brief overview of the development, progress, and functioning of our First Year Faculty (FYF) group. As a collective of First Year Faculty (FYF) women at 15 higher education institutions across the United States, we will illustrate the ways in which the FYF collective embodies our proposed vision of communal support in academia. We will also share existing research and personal experiences related to the limiting culture of academia, and provide resources for incoming first year faculty that helped us in our initial phase. Following a dynamic conversation among all attendees naming visions and barriers for a culture of communalism within the academy, attendees will be provided guidance and materials to create physical vision boards to represent this intentional culture shift. On the whole, we will engage in collective imagination and build new connections to prefigure an equitable and nurturing culture within academia.

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#### 🗣️ Speaker



**Julia Dancis**

University Of Washington, Tacoma

1:00 PM

### Regional Coordinator Meeting

🕒 1:00 PM - 2:00 PM, Jun 24

📍 L-442

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#### 📣 Speaker



**Moshood Olanrewaju**

Network Coordinator  
SCRA

### Healing Space- 1:00 pm - 2:00 pm | Qigong Healing Sounds for the Organs with Yoga Basu and Physical Education Expert, Ivory Kenan

🕒 1:00 PM - 2:00 PM, Jun 24

📍 Brawley 100

2:30 PM

### SCRA EC Meeting

🕒 2:30 PM - 4:30 PM, Jun 24

📍 L-442

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#### 📣 Speaker



**Yvette Flores**

Distinguished Professor  
UC Davis