

**Welcome to the University of Illinois  
And  
The 10<sup>th</sup> Biennial SCRA Conference**

Welcome to the 10<sup>th</sup> Biennial Conference of the Society for Community Research and Action (SCRA). The theme of the 10<sup>th</sup> Biennial is *Forty Years Post-Swampscott: Community Psychology in Global Perspective*. This year's Biennial provides us with a unique opportunity to review the history of community psychology from multiple vantage points and create a vision for the future of the field. With over 130 symposia, roundtables, innovative sessions, town meetings, and invited presentations as well as 170 poster presentations, this conference promises to be intellectually exciting.

The Biennial is a place to share and explore your ideas, learn new approaches, and become reinvigorated with enthusiasm for your work. Attend one of the many concurrent sessions, community dialogues, and interest group meetings, take part in the visioning process, participate in mentoring activities, and socialize with your colleagues at the Opening Reception and the Saturday evening banquet. In all of these venues, we hope you will find the conference professionally rewarding.

If you are a long-standing SCRA member, this Biennial provides a time to reconnect with colleagues and deepen collaborative relationships. If this is your first Biennial, please take the opportunity to develop new relationships and gather new ideas. Enjoy your time on the University of Illinois campus and do not hesitate to let us know if there is anything that you need throughout the conference.

Sincerely,

Mark Aber  
Conference Co-Chair

Cliff O'Donnell  
Conference Co-Chair





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## **Contributing Institutions**

University of Illinois at Urbana-Champaign

Department of Psychology at UIUC

Champaign-Urbana Convention and Visitors Bureau

## **Conference Co-Sponsors**

The Society for Applied Anthropology

## **Biennial Planning Committees**

### **Local Conference Planning Committee**

*University of Illinois at Urbana-Champaign*

#### **Chair**

Mark Aber

#### **Members**

Nicole Allen  
Cheryl Barber  
Eric Clausell  
Mariolga Reyes-Cruz  
Jacob Hess  
Benjamin Hidalgo  
Sharon Medlock  
Thom Moore  
Jorge Ramirez  
Julian Rappaport  
Valerie Werpetski

#### **Conferences and Institutes**

Cheryl Barber  
James Onderdonk  
And staff

*University of Illinois at Urbana-Champaign*

### **National Conference Planning Committee**

#### **Co-chairs**

Mark Aber

*University of Illinois at Urbana-Champaign*

Cliff O'Donnell

*University of Hawai'i*

#### **Members**

Dina Birman

*University of Illinois at Chicago*

Meg Davis

*DePaul University*

Jean Hill

*New Mexico Highlands University*

Regina Day Langhout

*Wesleyan University*

Cécile Lardon

*University of Alaska-Fairbanks*

Mary Prieto-Bayard

*University of La Verne*

Cheryl Ramos

*University of Hawai'i-Hilo*

Mariolga Reyes Cruz  
*University of Illinois at Urbana-Champaign*

Emilie Phillips Smith  
*Pennsylvania State University*

Hiro Yoshikawa  
*New York University*

**Program Committee**

**Chair**

Nicole Allen  
*University of Illinois at Urbana-Champaign*

**Members**

Mark Aber  
Julian Rappaport  
Jacob Hess  
Benjamin Hildalgo  
Mariolga Reyes Cruz  
*University of Illinois at Urbana-Champaign*

**Conference Evaluation Team**

Meg Davis and students  
*DePaul University*

**Mentoring Events Coordinators**

Gloria Levin  
*Community Activist, Washington, D.C. area*

Paul Flaspohler  
*Miami University*

Kien Lee  
*Association. for the Study and Development of Community*

**Student Travel Award Committee**

Sawssan R. Ahmed  
*Wayne State University*

Carrie Hanlin  
*Vanderbilt University*

**T-Shirt and Logo Design**

Jesse Knox  
*University of Illinois at Urbana-Champaign***Reviewers**

Mark Aber  
*UIUC*

Nicole Allen  
*UIUC*

Michael Armstrong

*Georgia State University*

Christina Ayala-Alcantar  
*California State-Northridge*

Rhonda Boyd  
*University of Pennsylvania School of Medicine*

Jordan Braciszewski  
*Wayne State University*

Stephen Brand  
*University of Rhode Island*

Liesette Brunson  
*University of Quebec at Montreal*

Jeffrey Charvat  
*National Association of School Psychologists*

Christian Connell  
*Yale School of Medicine*

Mary Ellen Dello Stritto  
*Ball State University*

Joseph Durlak  
*Loyola University*

Maurice Elias  
*Rutgers University*

Jim Emshoff  
*Georgia State University*

Marc Goldstein  
*Central Connecticut State University*

Omar Guessous  
*Georgia State University*

Kimberly Hall  
*University of Illinois at Chicago*

Erin Hayes  
*University of Illinois at Chicago*

Jean Hill  
*New Mexico Highlands University*

Elizabeth Horin  
*DePaul University*

Cheryl Hosley  
*Wilder Research Center*

Richard Jenkins  
*Center for Disease Control*

Ryan Kilmer  
*University of North Carolina at Charlotte*

Bret Kloos  
*University of South Carolina*

Gabriel Kuperminc  
*Georgia State University*

Cecile Lardon  
*University of Alaska Fairbanks*

Rhonda Lewis  
*Wichita State University*

Marianna Litovich  
*UMBC*

David Livert  
*Penn State-Lehigh Valley*

David Lounsbury  
*Memorial Sloan-Kettering Cancer Institute*

Pamela Martin  
*North Carolina State University*

Kenneth Maton  
*UMBC*

Katherine McDonald  
*University of Illinois at Chicago*

Gregory Meissen  
*Wichita State University*

Mary Gloria Njoku  
*DePaul University*

Clifford O'Donnell  
*University of Hawaii*

Carlton Parks  
*Alliant International University, Los Angeles*

Steven Pokorny  
*DePaul University*

Julian Rappaport  
*UIUC*

Richard Roberts  
*Utah State University*

Chiara Sabina  
*Loyola University, Chicago*

Jim Salt  
*University of Delaware*

Irwin Sandler  
*Arizona State University*

Michele Schlehofer  
*Claremont Graduate University*

Catherine Stein  
*Bowling Green State University*

Nghi Thai  
*University of Hawaii at Maroa*

Elizabeth Thomas  
*University of Washington*

Kelly Watt  
*UIUC*

Susan Wolfe  
*U.S. Department of Health & Human Services*

Richard Wolitski  
*Center for Disease Control*

M. Scott Young  
*University of South Florida*

## **The SCRA Mission**

The Society for Community Research and Action (SCRA), Division 27 of the American Psychological Association, is an international organization devoted to advancing theory, research, and social action. Its members are committed to promoting health and empowerment and to preventing problems in communities, groups, and individuals.

Four broad principles guide SCRA:

- 1) Community research and action requires explicit attention to and respect for diversity among peoples and settings;
- 2) Human competencies and problems are best understood by viewing people within their social, cultural, economic, geographic, and historical contexts;
- 3) Community research and action is an active collaboration among teachers, practitioners, and community members that uses multiple methodologies;
- 4) Change strategies are needed at multiple levels in order to foster settings that promote competence and well-being.

We welcome all who share these values.

## **SCRA's Goals**

- To promote the use of social and behavioral science to enhance the well-being of people and their communities and to prevent harmful outcomes;
- To promote theory development and research that increase our understanding of human behavior in context;
- To encourage the exchange of knowledge and skills in community research and action among those in academic and applied settings.
- To engage in action, research, and practice committed to liberating oppressed people and respecting all cultures;
- To promote the development of careers in community research and action in both academic and applied settings.

For more information contact:

### **SCRA**

1800 Canyon Park Circle  
Building 4, Suite 403  
Edmond, OK 73013  
Phone: 405-341-4960

E-mail: [scra@telepath.com](mailto:scra@telepath.com)

Web: <http://www.apa.org/divisions/div27/>

## SCRA Committees

### *Executive Committee*

2004-2005

#### **President**

Clifford O'Donnell  
*University of Hawai'i*

#### **Past President**

Paul A. Toro  
*Wayne State University*

#### **President-Elect**

Ana Mari Cauce  
*University of Washington*

#### **Treasurer**

Joseph Durlak  
*Loyola University of Chicago*

#### **Secretary**

Sarah Cook  
*Georgia State University*

#### **APA Council Representative**

Ken Maton  
*University of Maryland  
Baltimore County*

#### **Members-At-Large**

Robin Miller  
*Michigan State University*  
Hiro Yoshikawa  
*New York University*  
Bianca L. Guzman  
*CHOICES, La Puente, CA*

#### **Regional Network Coordinator**

Gary Harper  
*DePaul University*

#### **Student Representatives**

Sawssan Ahmed  
*Wayne State University*  
Jacquelyn Brown  
*University of Hawai'i*

### *Standing Committees*

**APA 2005 Program Committee**

Bradley Olson  
*DePaul University*

**Committee on Women**  
Mary Ellen Dello Stritto  
*Ball State University*

**Cultural and Racial Affairs**  
Emilie Smith  
*Pennsylvania State University*

**Dissertation Award**  
Meg Davis  
*DePaul University*

**Fellowship**  
Paul Toro  
*Wayne State University*

**International**  
Toshiaki Sasao  
*International Christian University*  
Tokyo, Japan

**Linkages**  
Eric Mankowski  
Portland State University

**Membership**  
Robin Miller  
*Michigan State University*

**Nominations**  
Meg Davis  
*DePaul University*

**Publications**  
Dina Birman  
*University of Illinois Chicago*

**Social Policy**  
Preston Britner  
*University of Connecticut*

## **SCRA Interest Groups**

### **Aging Interest Group**

*Margaret M. Hastings, Chair*

The Aging interest group focuses on the productive role of aging in the community and the prevention of mental health problems in the elderly.

### **Children and Youth Interest Group**

The Children and Youth interest group facilitates the interests of child and adolescent development in high risk contexts, especially the effect of urban poverty and community structures on child and family development.

### ***Committee on Cultural and Racial Affairs***

*Emilie Phillips Smith, Chair*

The mission is to represent issues of cultural diversity and promote the concerns of people of color as a focus of community research and intervention; to promote training and professional development of people of color interested in community psychology; to advise the Executive Committee on matters of concern to people of color; and to inform and educate the Executive Committee regarding the implications of decisions as they pertain to people of color.

### **Committee on Women**

*Mary Ellen Dello Stritto, Chair*

The mission is to increase sensitivity to and awareness of women's issues within the SCRA; to promote training and professional development of women interested in community psychology and increase sensitivity to women's issues in the workplaces of community psychologists; to identify and encourage feminist perspectives and methods within community psychology; to advise the Executive Committee on matters of concern to women; and to inform and educate the Executive Committee regarding implications of decisions for women and women's concerns.

### **Community Action Interest Group**

*Bradley Olson, Chair*

The Community Action interest group explores the roles and contributions of people working in applied community psychology settings.

### **Community Health Interest Group**

*David Lounsbury & Susan Wolfe,  
Co- Chairs*

The Community Health interest group focuses on health promotion, disease prevention, and health care service delivery issues as they relate to the community.

### **Disabilities Action Group**

*Dorothy Nary, Chair*

The Disabilities Action group promotes understanding of the depth and diversity of disabilities issues in the community that are ready for research and action; and influence community psychologists' involvement in policy and practices that enhance self-determination, personal choice, and full inclusion in the community for people with disabilities.

### **Interest Group on Lesbian, Gay, Bisexual and Transgender Concerns**

*Alicia Luckstead & Gary Harper  
Co- Chairs*

The LGBT interest group increases awareness of the need for community research and action related to issues that impact LGBT people; and serves as a mechanism for communication, collaboration, and support among community psychologists who are either interested in research/policy/service related to LGBT people and communities and/or who identify as LGBT.

### **International Committee**

*Toshiaki Sasao, Chair*

The mission is to support and promote the communication and interaction among community psychologists and practitioners from all nations. To facilitate the dissemination of research and programs developed outside of the United States. To foster the involvement of community psychologists from around the world in SCRA.

### **Prevention and Promotion Interest Group**

*Richard Wolitski, Chair*

The Prevention and Promotion interest group seeks to enhance development of prevention and promotion research, foster active dialogue about critical conceptual and methodological action and implementation issues, and promote rapid dissemination and discussion of new developments and findings in the field.

### **Rural Interest Group**

The Rural interest group is devoted to highlighting issues of the rural environment that are important in psychological research, service, and teaching.

### **School Intervention Interest Group**

*Milton Fuentes & Jane Shepard,  
Co-Chairs*

The School Intervention interest group addresses theories, methods, knowledge base, and setting factors pertaining to prevention and health promotion in school.

### **Self-Help and Mutual Support**

*Bret Kloos, Chair*

The Self-Help and Mutual Support interest group is an international organization of researchers, self-help leaders, and policy makers that promotes research and action related to self-help groups and organizations.

### **Social Policy Committee**

*Preston Britner, Chair*

The mission is to encourage two-way communication between community psychologists and policy makers; to encourage collaborative relations with other groups to work on policy activities; to assure that the experiential and empirical knowledge base of community psychology is used to make substantive contributions to contemporary policy debates at the state and federal levels; to increase opportunities for training; and to encourage academicians and others who lack policy experiences to familiarize themselves with the policy process through both traditional (classroom) and field-based (internship/externship) training experiences.

## **General Conference Information**

### **Conference Information Center**

The conference information desk and registration table are located in the Illini Union, North Lounge (directly inside the front doors) on Thursday, and in the hallway outside Illini Union Room B on Friday and Saturday. You may purchase conference t-shirts here, too. A message center bulletin board is located just outside Illini Union Room B. Informational materials from several SCRA interest groups and vendors will be on display in this area.

### **Assistance with Conference Needs**

Members of the local planning committee will be wearing a “Committee” ribbon on their nametags. Conference volunteers will be wearing a “Host” ribbon on their name tags. Please feel free to stop any of these individuals if you need information or assistance of any kind.

### **Poster Sessions**

The Thursday and Saturday evening poster sessions will be held in the Illini Union Rooms A, B, and C and/or the Union Ballroom (second level, northeast) as indicated in the program.

### **Concurrent Sessions**

The majority of concurrent sessions will be held in meeting rooms on the second, third and fourth floors of the Illini Union. Other concurrent sessions will be held in classroom buildings on the University’s Main Quad. A map of the Main Quad is located on the back cover of the program. All buildings in which conference activities are scheduled are within a five minute walk from one another.

### **Transportation / Parking**

Shuttle transportation to and from conference hotels and the conference site will be provided by school busses. A bus schedule is included in your registration packet. There is very limited meter parking on the side streets around the Union and Quad (cost - 25 cents per 20 minutes). SCRA participants needing parking *while residing during the conference in the University residence hall* must purchase a parking permit at the front desk of the residence hall at the time of check-in. Current parking permit rate is \$7/day.

### **Mentoring Activities**

Mentoring activities offer an opportunity for students, early career professionals, and new members of the field to meet and develop relationships with more established members. If you are interested in participating in these activities, either as a Mentor or as a Mentee, please plan to attend the orientation session during the Friday morning breakfast. Mentors will be wearing a “Mentor” ribbon on their nametags during the conference to indicate they are willing to talk to new members and students. We invite you to do so.

### **Conference Evaluation**

Conference evaluation forms are included with your registration packet. Please complete and return the evaluations to designated boxes located in Illini Union rooms A, B, and C and in the Union South Lounge.

## ***CHAMPAIGN-URBANA COMMUNITY DIALOGUES***

*Thursday, June 9 – Friday, June 10, 2005*

In addition to the many excellent structured presentations at the conference, we invite you to learn about community issues, concerns and action here in the Champaign-Urbana community. In these informal dialogues, you will have the chance to meet and talk with Champaign-Urbana community leaders who are putting community psychology to work locally. They will share their viewpoints and their concerns; we hope you will share your thoughts with them, so that we can learn from one another.

The following community dialogues have been scheduled:

### **Educational Equity Dialogue**

Time: Friday June 10<sup>th</sup>, 10:30-11:45 a.m.

Meet at the North entrance to the Illini Union, 1401 West Green Street, Urbana, at 10:20 for transportation to the site.

### **Youth Justice and Development Dialogue**

Time: Friday June 10<sup>th</sup>, 2:30-3:45 p.m.

Meet at the North entrance to the Illini Union, 1401 West Green Street, Urbana, at 2:20 for transportation to the site.

### **Cultural Competence Dialogue**

Time: Saturday June 11<sup>th</sup>, 3:30-4:45

Meet in Room 215 of the Union.

**To attend:** Simply go to the meeting location above at the scheduled time. Bring your ideas!

## Conference Overview

### THURSDAY, JUNE 9

1:00 – 5:00PM

Regular Sessions

5:15 – 6:30PM

Welcoming Plenary Session

*Presidential Address*

*Introduction to Visioning Process*

6:45 – 8:00PM

Opening Reception & Poster Session I

### FRIDAY, JUNE 10

7:00 – 8:15AM

Breakfast

7:15AM

Committee/Interest Group Meetings

Mentoring Orientation/Gloria Levin

8:30 – 10:15AM

Plenary Session with Award Recipients

Rhona Weinstein

David Julian

Keynote Speaker: Dr. J. Lawrence Aber

10:30 – 11:45AM

Regular Sessions

12:00 – 1:00PM

Lunch

12:15

Committee/Interest Group Meetings

Mentoring Meetings

1:15 – 4:00PM

Regular Sessions

4:00 – 5:00PM

Plenary Session

Keynote Speaker: Dr. Stanley Sue

5:00 – 6:00PM

Julian Rappaport Retirement Event

### SATURDAY, JUNE 11

7:00 – 8:15 AM

Breakfast

7:15 AM

Interest Group/Committee Meetings

7:20 AM  
Past Presidents' Meeting

8:30 – 9:30AM  
Plenary Session  
Keynote Speaker: Dr. M. Brinton Lykes

9:45 – 12:15PM  
Regular Sessions

12:30 – 2:00PM  
Lunch

12:45PM  
Committee/Interest Group Meetings  
Mentoring Meetings

2:00 – 4:45PM  
Regular Sessions

5:00 – 6:30PM  
Poster Session II

7:00 – 10:00  
Banquet

### **SUNDAY, JUNE 12**

Breakfast  
7:45 – 8:45AM

9:00 – 11:30AM  
Regular Sessions

11:45 – 1:00PM  
Closing Plenary Session  
Report on Visioning Process

## **10<sup>th</sup> Biennial Conference for the Society for Community Research and Action 40 Years Post-Swampscott: Community Psychology in Global Perspective**

### **Thursday, June 9 Afternoon 1:00 – 2:00 PM Thursday Afternoon**

<b>Time &amp; Place</b>	<b>ID</b>	<b>Format</b>	<b>Title</b>
<b>Chair</b> 1:00-2:00 Action: Rm 210 Union		1	Roundtable
	Ruth Fleury-Steiner		Building Stronger Bridges between Research and Family Violence Exemplars
1:00-2:00 Darius Tandon Rm 138 Henry		2-5	Symposium
			Paraprofessionals in the Human Services: Historical and Current Perspectives
1:00-2:00 American		6-9	Symposium
	Erica Mattison		(In) Visibility, Voice and Participation: African

Rm 124 Burrill			and Mexican Parents' Experiences with Their Children's Schools
1:00-2:00	10-13	Symposium	Ecological Exemplars: Applications of Kelly's
Conceptions to	Margaret Davis		
Rm 106 Lincoln			our Communities
1:00-2:00	14	Roundtable	One Path To a Policy Career: Federal Policy Fellowship
	Jonathan Miles		
Rm 211 Union			Opportunities
1:00-2:00	15	Roundtable	"What is Leadership?"
	Tiffany Jimenez		
Rm 215 Union			
1:00-2:00	16-19	Symposium	Research and Practice with Refugees and Asylees
	Andrew Rasmussen		
Rm 245 Altgeld			
1:00-2:00	20-23	Symposium	Confronting multiple oppressions: Examining the
Needs of	Kristen Balfanz-vertiz		
Rm 113 Davenport			Hispanics with Disabilities
1:00-2:00	24-27	Symposium	Intervention and Research with Stigmatized Communi-
ties	Sita Patel		
Rm 217 Union			
1:00-2:00	28-31	Symposium	Going the Distance: Teaching Community Psychology
On-Line	Cheryl Ramos		
Rm G46 FLB			
1:00-2:00	32-35	Symposium	LGBT of Color: Thinking Outside the Ttheoretical Box
When	Gary Harper		
Rm 209 Union			Addressing Their (Our) Needs

### Thursday 2:15 – 3:30 pm

2:15-3:30	36	Roundtable	War, Terrorism, Peace and Justice: What's a Community
	Vivian Tseng		
Rm 210 Union			Psychologist to do?
2:15-3:30	37-40	Symposium	Mapping the Social Ecology of Supported Housing for
Persons	Bret Kloos		
Rm 106 Lincoln			with SMI
2:15-3:30	41	Roundtable	Researching Homelessness: Political Trials and Practical
	Chiara Sabina		
Rm 211 Union			Tribulations
2:15-3:30	42	Roundtable	Retiring Chief Illiniwek: An Interdisciplinary Forum for
Social	Raymond Cortez		
Rm 215 Union			Action
2:15-3:30	43-48	Symposium	A Collaborative School-Based Evaluation: Challenges,
Successes,	Christopher Keys		
Rm 124 Burrill			and Initial Findings
2:15-3:30	49-55	Symposium	Intervention in International Setting from Assessment
to	Richard Jenkins		
Rm 209 Union			Implementation
2:15-3:30	56	Roundtable	Local vs. State Control of Community Mental Health
Care	Peter Tracy		
Rm 245 Altgeld			Systems
2:15-3:30	57-60	Symposium	Minigrants as Strategies for Systems Change
	Pennie Foster-Fishman		
Rm 142 Psych			
2:15-3:30	61-65	Symposium	Mixing Qualitative and Quantitative Methods in
Community	Hiro Yoshikawa		
Rm 113 Davenport			Psychology
2:15-3:30	66-70	Symposium	The Intellectual Development of CP in Four Areas of the
World	Stephanie Reich		
Rm G46 FLB			
2:15-3:30	72-77	Symposium	Arts and Social Change: Creating Selves, Community,
Meaning,	Anne Mulvey		

Rm 217 Union

Part I  
**Thursday 2:15 – 3:45 pm**

2:15-3:45 71 Workshop Empowerment Evaluation and Getting to Outcomes  
Abe Wandersman  
Rm 138 Henry

**Thursday 3:45 – 5:00 pm**

3:45-5:00 78-83 Symposium Arts and Social Change: Creating Sevles, Community,  
Meaning, Elizabeth Thomas  
Rm 217 Union Part 2

3:45-5:00 84-88 Symposium 40 Years Since Swampscott: Community Psychology's  
Catherine Stein

Rm 215 Union Commitment to People with Mental Illness

3:45-5:00 89 Innovative Invitation to Participate in An Analysis of Our  
Published Michael Blank

Rm 209 Union Session Literature

3:45-5:00 90 Roundtable Social Science's Role in Social Change: What Works  
and What Ricardo Barreras

Rm 407 Union Have We Learned?

3:45-5:00 91-96 Symposium Piecing Together Snapshots of Urban Adolescent

Development Ann Rivera from Multiple Contexts

Rm 404 Union 97-102 Symposium Troubled Transitions: A Global View of Delinquency  
3:45-5:00 N. Dickon Reppucci

Rm 211 Union

3:45-5:00 103-106 Symposium Theory, Methods & Ethics of Complex Interventions:  
An Penelope Hawe

Rm 405 Union International Collaboration

3:45-5:00 107-111 Symposium Interdisciplinary Approaches to Community Inquiry in  
Child Craig Anne Heflinger

Rm 403 Union Behavioral Health

3:45-5:00 112 Town Meeting Changing Social Systems: A Think Tank on Methods  
and Robin Miller

Rm 210 Union Measurement

3:45-5:00 113-116 Symposium Resilience among Latino Youth in Immigrant and  
Migrant Gabriel Kuperminc

Rm 406 Union Families

3:45-5:15 117 Innovative Documentary Film as Intervention: The Art and Science  
of Rebecca Buchanan

Rm 124 Burrill Session Prevention

**Thursday 5:15 – 6:30 pm**

Room **Special Event WELCOMING PLENARY SESSION**  
Illini Union Ballroom

**Presidential Address: Cliff O'Donnell**  
Beyond Diversity: Toward a Cultural Community Psychology

**Introduction to Visioning Process**  
Creating a Vibrant Vision for Community Psychology's

Tom Wolff  
Next 40 Years

**Thursday 6:45 – 8:00 pm**

6:45-8:00 118-195 **OPENING RECEPTION & POSTER SESSION I**  
Illini Union Rooms A,B,C Jazz provided by **Chambana**

## Friday, June 10 7:00 – 8:15 am

7:00-8:15

Rm Illini Union Room C

### CONTINENTAL BREAKFAST

7:15

Rm 210 Union

Rm 209 Union

Rm 211 Union

### Special Event

### Committee/Interest Group Meetings

Children and Youth Interest Group

Community Action Interest Group

Social Policy Committee

7:15

Rm Union Ballroom

### Special Event

### Mentoring Orientation: Gloria Levin

## Friday 8:30 – 10:15 am

Rm Illini Union A, B, C

### Special Event

### PLENARY SESSION

#### Sarason Award: Rhona Weinstein

Reaching Higher in Community Psychology

#### Contributions to Practice Award: David Julian

A Model for Community Practice: The Partnerships for Success Experience in Ohio

#### Keynote Speaker: Dr. J. Lawrence Aber

Children's Exposure to War and Community Violence: Knowledge for Action

## Friday 10:30-11:45

10:30-11:45

197-211 Symposium

An Exploration of Multilevel Models: The Good, The Bad,

Steven Pokorny

and The Ugly

Rm 210 Union

10:30-11:45

212 Innovative

The Spirit of Community Psychology: Lessons from Spirituality

Mary Gloria Njoku

Rm 211 Union

Session

10:30-11:45

213-217 Symposium

Faith-based Universities and Community Psychology: Research

Joseph Ferrari

& Action Reflecting Institutional Missions

Rm 138 Henry

10:30-11:45

218-222 Symposium

Engaging Key Stakeholders to Ensure Collaboration Success

Sharon Portwood

Rm 217 Union

10:30-11:45

223-226 Symposium

A Review of Positive Youth Development Programs

Roger Weissberg

Rm 215 Union

10:30-11:45

227 Innovative

Digital Video Dissemination: Building Awareness of

Louis Brown

Consumer/Survivor Initiatives

Rm 124 Burrill

Session

10:30-11:45

228-232 Symposium

Creating System Change in a Changing Environment

Jim Emshoff

Rm 245 Altgeld

10:30-11:45

233-236 Symposium

Federal Policy Making: The Role of Community Psychologists

Jill Hunter-Williams

Rm G46 FLB

10:30-11:45

237 Innovative

Creating the Future of Community Psychology: A Visioning

Thomas Wolff

Process Part I

Rm 209 Union

Session

10:30-11:45

238-241 Symposium

Rethinking Community Psychology in Urban Schools

Elise Cappella

Rm 113 Davenport

10:30-11:45

Community

Educational Equity Dialogue

Union N. Entrance

Dialogue

**Friday 10:30 – 12:00**

10:30-12:00      196      Workshop      Update Your Skills: The Latest in Teaching Theories and  
Christina Ayala-Alcantar      Practice  
Rm 314B Union

**Lunch 12:00 – 1:00 pm**

Rm Illini Union C      **Box Lunch**

12:15      **Special Event**      **Committee/Interest Group Meetings**  
Rm 209 Union      Aging Interest Group  
Rm 210 Union      Disabilities Action Group  
Rm 211 Union      Lesbian/Gay/Bisexual/Transgender (LGBT) Interest Group  
Rm 215 Union      Self-Help/Mutual Support Interest Group

12:15      **Special Event**      **Mentoring Meetings**  
assignments.      See poster board outside Illini Union Room B for room

### Friday 1:15 – 2:15 pm

1:15-2:15 Urban Rm 215 Union	242 Brad Olson	Roundtable	Delineating a More Progressive and Strengths-Based Psychology
1:15-2:15 Psychology Rm 210 Union	243 Edward Seidman	Roundtable	The William T. Grant Foundation & Community
1:15-2:15 Visioning Rm 209 Union	244 Greg Meissen	Innovative Session	Creating the Future of Community Psychology: A Process Part I
1:15-2:15 Rm 138 Henry	245-249 Jennifer Wollard	Symposium	Integrating Social Policy in Psychology Education
1:15-2:15 Rm 245 Altgeld	250-253 Courtney Ahrens	Symposium	Education for Service: Community Service Training for Undergraduate, Masters, and Doctoral Students
1:15-2:15 Challenges Rm 113 Davenport	254-257 Regina Langhout	Symposium	School Change and Participatory Action Research: and Encouragement
1:15-2:15 Black Rm 124 Burrill	258 Kimberlie Kranich	Workshop	How to Teach Educational Media and Social History to Middle School Girls
1:15-2:15 African Rm G46 FLB	259-262 Nikeea Copeland Linder	Symposium	“Invisible Institution” to “Vehicle of Social Change”: American Churches
1:15-2:15 Rm 314B Union	263-267 Milton Fuentes	Symposium	Preventing Violence across Contexts and the Life Span
1:15-2:15 Rm 211 Union	268-271 Neil Boyd	Symposium	Organizations and Community Psychology I

### Friday 1:15 – 3:15 pm

1:15-3:15 Rm 217 Union	272 Bill Berkowitz	Innovative Session	Developing a Global Action Agenda for Psychology
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### Friday 2:30 – 3:45 pm

2:30-3:45 Rm 124 Burrill	299, 300 Jim Emshoff	Symposium	Preventing School Violence: Contextual Effects
2:30-3:45 Rm 211 Union	302, 303 Neil Boyd	Symposium	Organization Studies & Community Psychology II
2:30-3:45 Rm 113 Davenport	278 Mary Gloria Njoku	Innovative Session	Community Psychology without Borders: Language Issues in Community Research
2:30-3:45 Rm 245 Altgeld	279-282 Mason Haber	Symposium	Youth Aging Out of Foster Care and Community Psychology
2:30-3:45 Rm 138 Henry	283-288 Robert Sellers	Symposium	Racial Identity and Racial Discrimination: Links and Implications for African American Adolescents
2:30-3:45 Rm 314B Union	289-294 Abe Wandersman	Symposium	Framework for Effective Prevention in Communities
2:30-3:45 Rm G46 FLB	295-298 Lucia D-Arlach	Symposium	Preaching Outside the Choir: Discussing Politics and Ethnic Identity with an Unreceptive Audience

2:30-3:45	304-308 Symposium	Self-Help Groups: New Questions New Understanding
Keith Humphreys Rm 142 Psych		
2:30-3:45	309-312 Symposium	Tales of Three Community Doctoral Programs
Christopher Keys Rm 209 Union		
2:30-3:45	313 Roundtable	Locating Difficult-to-Locate Communities
Matthew R. Lee Rm 215 Union		
2:30-3:45	Community	Youth Justice and Development Dialogue
Union N. Entrance	Dialogue	

**Friday 2:30 – 4:00 pm**

2:30-4:00	273 Workshop	Public Policy 101: Intervening and Testifying in
Legislative	Christopher Corbett	
Rm 210 Union		Settings

**Friday 4:00 – 5:00 pm**

Rm Illini Union A, B, C    **Special Event**    **PLENARY SESSION**

**Keynote Speaker: Dr. Stanley Sue**  
Ethnicity, Culture, and Mental Health: The Confluence  
of Science and Politics

**Friday 5:00 – 6:00 pm**

5:00-6:00    **Special Event**    **Julian Rappaport Retirement Event**  
Rm Union Ballroom

***Sponsored by Haworth Press Saturday, June 11 7:00 – 8:15 am In Celebration of SCRA's 40<sup>th</sup>!***

7:00-8:15    Rm Illini Union C    **CONTINENTAL BREAKFAST**

7:15	<b>Special Event</b>	<b>Interest Group/Committee Meetings</b>
Rm 209 Union		Community Health Interest Group
Rm 210 Union		Cultural and Racial Affairs Committee
Rm 211 Union		Linkages Committee
Rm 215 Union		Rural Interest Group

7:20	<b>Special Event</b>	<b>Past Presidents' Meeting</b>
Rm 217 Union		

**Saturday 8:30-9:30 am**

8:30-9:30    **Special Event**    **PLENARY SESSION**  
Illini Union A, B, C

**Keynote Speaker: Dr. M. Brinton Lykes**  
Narratives and Representations of Survival: The Politics  
and Praxis of Action Research and Liberatory Community  
in a *post*-911 World

**Saturday 9:45 – 11:00 am**

9:45-11:00	314 Innovative	Transforming Human Service Organizations
Isaac Prilleltensky Rm 209 Union	Session	for Community Change

9:45-11:00	315	Roundtable	An Exploration of the Influence of Feminism on Women in Community Psychology
Mary Ellen Dello Stritto Rm 210 Union			
9:45-11:00	316-321	Symposium	Aligning Community Science and School Based Mental Health: Policy to Practice
Paul Flaspohler Rm 403 Union			
9:45-11:00	322-325	Symposium	Social and Sexual Conflicts of HIV Risk among MSM
Patrick Wilson Rm 404 Union			
9:45-11:00	326	Roundtable	Community and Ethnic Minority Psychology: Lines of Convergence
Jorge Ramirez Garcia Rm 211 Union			
9:45-11:00	327	Roundtable	A Roundtable Discussion among Practitioners about Career Options for Students
Sawssan Ahmed Rm 314B Union			
9:45-11:00	328-332	Symposium	Community Capacity Building
Rachael Pearson Rm 406 Union			
9:45-11:00	333-337	Symposium	Psychological, Cultural, and Organizational Factors in Social Activism
Roderick Watts Rm 407 Union			
9:45-11:00	338-342	Symposium	The Schooling Experiences of Youth of Color
Bernadette Sanchez Rm 215 Union			
9:45-11:00	343-347	Symposium	The Sustainability of Community-based Initiatives
Geoffrey Nelson Rm 217 Union			
9:45-11:00	348-351	Symposium	Where is Culture in Community Psychology?
Dharm Bhawuk Rm 405 Union			

### Saturday 11:15-12:15 pm

11:15-12:15	352	Roundtable	From the Ground-Up: A Conversation on Working with Communities
Mariolga Reyes Cruz Rm 406 Union			
11:15-12:15	353	Roundtable	Dancing with Elephants: The Joys and Challenges of Collaborations
Fabricio Balcazar Rm 215 Union			
11:15-12:15	354	Roundtable	Graduate Training in Community Psychology: Are We Ready for the 21 <sup>st</sup> Century?
Kelly Hazel Rm 217 Union			
11:15-12:15	355	Roundtable	Developing a Network of Centers for Community Research and Action
Bob R. Newbrough Rm 314B Union			
11:15-12:15	356	Roundtable	Impacting Each Other: Violence Research and the IRB
Sarah Cook Rm 403 Union			
11:15-12:15	357-361	Symposium	The Role of Sense of Community and Sense of Belonging as Protective Factors for School Stress
Julie Pooley Rm 405 Union			
11:15-12:15	362-365	Symposium	Using Network Analysis to Understand Relationships in Community Organizational Settings
Kimberly Bess Rm 407 Union			
11:15-12:15	366-370	Symposium	Community Psychology in Rural Areas: Reaching Out, Exploring New Approaches
Cecile Lardon Rm 211 Union			
11:15-12:15	371	Innovative Session	Creating the Future of Community Psychology Part II: From Visioning to Action
Thomas Wolff Rm 209 Union			
11:15-12:15	372-376	Symposium	DePaul University CMHC: Utilizing Community Tools

Richard Renfro			
Rm 404 Union			in Clinical Work and Training
11:15-12:15	377	Roundtable	Community Psychology in Interdisciplinary Academic
Emily Ozer			
Rm 210 Union			Settings
11:15-12:15	378	Symposium	Levels of analysis: Constraints of a Community Psychology
Jacob Hess			
Rm 138 Henry			Classic

### Box Lunch 12:30 – 2:00 pm

12:45	<b>Special Event</b>	<b>Committee/Interest Group Meetings</b>
Rm 209 Union		International Committee
Rm 210 Union		Prevention and Promotion Interest Group
Rm 211 Union		School Intervention Interest Group
Rm 215 Union		Women's Committee

12:45	<b>Special Event</b>	<b>Mentoring Meetings</b>
		See poster board outside Illini Union Room B for room assignments.

### Saturday 2:00 – 3:15 pm

2:00-3:15	382	Roundtable	Establishing Partnerships between Self-Help Clearing-houses
Sharon Monday-Dorsey			
Rm 211 Union			and Researchers
2:00-3:15	383	Roundtable	Changes among Host Individuals and Communities in
Khanh Dinh			their Adaptation to Immigrants
Rm 215 Union			Community Practice: Definition, Skills and Settings
2:00-3:15	384	Roundtable	
David Julian			
Rm 217 Union			
2:00-3:15	385	Roundtable	Continuing the Dialogue on Organization Studies and
Neil Boyd			Community Psychology
Rm 209 Union			Living Praxis: Personal Struggles in Value-Explicit
2:00-3:15	386-391	Symposium	
Mariolga Reyes Cruz			Community Psychology
Rm 138 Henry			Southern Hemisphere Community Psychology:
2:00-3:15	392	Roundtable	
Reflections			Brian Bishop
Rm 404 Union			and Directions
2:00-3:15	393-396	Symposium	Reconstructing Disability, Disease and Dying
Rebekah Pratt			
Rm 407 Union			
2:00-3:15	397-402	Symposium	Values and Ideology in the Community Psychology
Kenneth Miller			Classroom
Rm 314B Union			
2:00-3:15	403-406	Symposium	The Role of Social Support in Women's Lives
Jennifer Trotter			
Rm 405 Union			

### Saturday 2:00 – 4:00 pm

2:00-4:00	407	Workshop	Engaging Youth in Organizational Research and
Shepherd Zeldin			Improvement
Rm 245 Altgeld			

### Saturday 2:00 – 4:30 pm

2:00-4:30 408 Workshop Conducting Multi-method, Multidisciplinary Research  
 James Carey  
 Rm 210 Union in the Community

**Saturday 3:30-4:45**

3:30-4:45 409-412 Symposium Community Psychology and the Rape Crisis Movement  
 Courtney Ahrens  
 Rm 138 Henry

3:30-4:45 413 Roundtable Deconstructing Labels: Implications for Community  
 Kevin Khamarko  
 Rm 404 Union Psychologists

3:30-4:45 414 Roundtable Balancing Acts in Collaborative Work with Police and  
 Kate Hellenga  
 Rm 211 Union Corrections

3:30-4:45 415 Community Cultural Diversity and Human Services: Community and  
 Jorge Ramirez Garcia  
 Rm 215 Union Dialogue Service Agency Challenges

3:30-4:45 416-419 Symposium Violence in an African American Community  
 Nadine Kaslow  
 Rm 407 Union

3:30-4:45 420-425 Symposium Evaluating Community-based Mental Health (and  
 Related) Christian Connell  
 Rm 314B Union Services and Systems

3:30-4:45 426 Innovative Business Meeting: The "Community Practitioner"  
 David Julian  
 Rm 403 Union Session

3:30-4:45 427-431 Symposium Research and Action with Mental Health Consumer Run  
 Thomasina Borkman  
 Rm G46 FLB Organizations (CROs)

3:30-4:45 432 Innovative Creating the Future of Community Psychology Part II:  
 Jim Emshoff  
 Rm 209 Union Session From Visioning to Action

3:30-4:45 433 Town Why Community Psychology Should Be More  
 Politically Manuel Riemer

3:30-4:45 Meeting Progressive and Transparent  
 Rm 217 Union

3:30-4:45 434-438 Symposium What Community Psychologists Should Know about  
 Jeffrey Lacasse  
 Rm 405 Union Biological Psychiatry

**Poster Session II Saturday 5:00-6:30 pm**

5:00-6:30 439-530 POSTER SESSION II  
 Rm Illini Union Ballroom

## Saturday 7:00 – 10:00 pm

7:00-10:00  
Rm Illini Union A, B, C

**Special Event**    **BANQUET**

7:30

Musical                    **Amasong**  
Entertainment            Champaign-Urbana's Premier Lesbian/Feminist Chorus

## Sunday, June 12, 7:45 – 8:45 am

7:45-8:45

Illini Union C

**CONTINENTAL BREAKFAST**

## Sunday, June 12 9:00 – 10:00 am

9:00-10:00	531	Innovative	Narratives of Community Action
Brad Olson Rm 210 Union		Session	
9:00-10:00	532	Roundtable	Resituating Advocacy: Understanding Poor Latina
Tina Durand Rm 211 Union			Mothers' Educational Beliefs
9:00-10:00	533	Roundtable	The Impact of Performance Measurement on Domestic
Sandhya Krishnan Rm 314B Union			Violence Agencies
9:00-10:00	534	Roundtable	Ecological and Cultural Approaches in Parenting Research
Noemi Enchautegui-de-Jesus Rm 217 Union			in Diverse Environments
9:00-10:00	535-539	Symposium	Shifting sands: Alternative Approaches to Evaluating
Gabriel Kuperminc Rm 404 Union			Evolving Community-based Programs
9:00-10:00	540-544	Symposium	Multi-disciplinary Misfits: Co-participants & Collaborators
Brian Bishop Rm 405 Union			of Change Narratives
9:00-10:00	545-548	Symposium	Contemporary Debates: Globalization, Social Change, and
Blanca Ortiz-Torres Rm 407 Union			Empowerment
9:00-10:00	549-552	Symposium	The Will to Meaning: Perspectives from Marginalized
Benjamin Hidalgo Rm 215 Union			Groups

## Sunday, 9:00 – 11:00 a.m.

9:00-11:00	553	Workshop	Developing a Community Initiative to Reduce Domestic
Rebecca Horwitz Rm 209 Union			Violence

## Sunday 10:15 – 11:30 am

10:15-11:30	554	Roundtable	Inviting Community Psychologists to the Table:
Lisa Segre Rm 210 Union			Prevention of Maternal Depression
10:15-11:30	555	Roundtable	Research from within: Studying Issues in Your Own
Marco Hidalgo Rm 211 Union			Community
10:15-11:30	556	Roundtable	Finding and Landing a Community Oriented Predoctoral
Sawssan Ahmed Rm 314B Union			Clinical Internship
10:15-11:30	557-561	Symposium	Ten-year National Research-Practice Collaborative
Joseph Galano Rm 404 Union			

10:15-11:30 ZerMarie Karim Rm 217 Union	562	Roundtable	Conducting Effective, Ethical, Community Psychology Research Internationally
10:15-11:30 Anna Parnes Rm 405 Union	563-569	Symposium	Adolescent Substance Use: Context, Attitudes, Psychosocial Factors, and Their Implications
10:15-11:30 Adrian Fisher Rm 215 Union	568-571	Symposium	Power in Research and Practice: Examples from an Emerging International Research Network
10:15-11:30 Nickki Pearce Rm 407 Union	572-576	Symposium	Youth Development in Community-Based Programs

**Sunday 11:45 – 1:00 pm**

Rm Illini Union A, B, C

**Special Event**

**CLOSING PLENARY SESSION**

**Report on Visioning Process**

The Beauty of Our Dreams: The Vision We Have Created

Tom Wolff

and What We Will Do With It

## THURSDAY, JUNE 9

Thursday, June 9

1-2 p.m.

Room:210 Union

[1]

### **Building Stronger Bridges between Research and Action: Family Violence Exemplars**

R. FLEURY-STEINER<sup>1</sup>, D. UNGER<sup>1</sup>, L. THOMPSON BRADY<sup>1</sup>, J. ST. CLAIR-CHRISTMAN<sup>2</sup>

<sup>1</sup>University of Delaware, Newark, Delaware; <sup>2</sup>University of Delaware, Newark, Alberta

Although community psychologists value linking research and action, they often struggle to enact this value. The proposed roundtable will discuss links between research and action using exemplars from violence in the family. Multiple types of violence in the family have been studied extensively from different perspectives and disciplines, yet few unifying themes emerge across topic areas or across disciplines. The discussion leaders represent these multiple disciplines, including performing arts, women's studies, social work, and community psychology. A working model will be presented to focus the discussion. Three factors, their interactions, and their impact on social action implications will be explored: proximal points of intervention, distal influences on families, and research itself. Proximal points of intervention are the points when existing systems do or do not respond to violence. Distal influences refer to the context in which violence occurs, including family factors (cultural background, socio-economic status), and societal factors (e.g., societal attitudes toward violence). Research itself is impacted by available funding, political trends, disciplinary trends, researchers' own values, and societal attitudes about violence and families. Proximal, distal, and research factors interact to create different implications for social change actions. By understanding these interactions we can better bridge the gaps between research and action.

Thursday, June 9 1-2 p.m.

Room 138 Henry

[2]

### **Paraprofessionals in the Human Services: Historical and Current Perspectives**

D. TANDON<sup>1</sup>, J. DURLAK<sup>2</sup>, C. IZZO<sup>3</sup>

<sup>1</sup>Johns Hopkins University, Baltimore, Maryland; <sup>2</sup>Loyola University, Chicago, Illinois; <sup>3</sup>Cornell University, Ithaca, New York

The New Careers Movement of the 1960's built a movement to support paraprofessionals in the human services upon several of the same policy currents that served as a catalyst for the Swampscott Conference. Today, one of the largest uses of paraprofessionals is in the provision of home visiting services to pregnant and parenting women. This symposium's first presentation provides a historical context and present-day rationale for the use of paraprofessionals. The second and third presentations describe the use of paraprofessionals in home visiting and present empirical findings highlighting paraprofessionals' successes and challenges to delivering high quality services to improve maternal and child health outcomes.

[3]

### **Formative Evaluation Of Paraprofessional Home Visiting**

D. TANDON<sup>1</sup>, A. DUGGAN<sup>1</sup>, K. PARILLO<sup>1</sup>

<sup>1</sup>Johns Hopkins University, Baltimore, Maryland

Growing consensus exists that formative evaluations assessing implementation of paraprofessional home visiting programs need to be conducted in light of summative evaluations showing modest improvements on maternal and child health outcomes these programs aim to impact. This presentation describes aspects of the formative evaluation of Baltimore's Family Support Strategy--an initiative aimed at improving maternal and child health outcomes in seven low-income African American communities through paraprofessional home visiting. A cross-sectional study was conducted with home visitors. Surveys assessed perceived adequacy of training and personal effectiveness in helping families address issues in 27 areas. Home visitors felt least well trained and efficacious in addressing the maternal risk factors of poor mental health, substance abuse, and domestic violence. Surveys also addressed home visitors' expectations regarding four domains of infant development (e.g., language) using the High/Scope Knowledge Scale. Home visitors indicated the age level that a certain infant need/ability first appears; appropriate expectations as well as the direction (early or late) that characterize inappropriate expectations were measured. Home visitors had appropriate expectations for < 40% of items, with most home visitors having inappropriate late expectations, indicating underestimation of infant abilities. Implications for training and supervision of paraprofessional home visitors are discussed.

[4]

### **Understanding and Reducing Dropout in Home Visiting Programs**

C. IZZO<sup>1</sup>, J. SHANNON<sup>2</sup>, D. ANDREINE<sup>2</sup>

<sup>1</sup>Cornell University, Ithaca, New York; <sup>2</sup>Comprehensive Interdisciplinary Developmental Services, Elmira, New York

High dropout rates in home visiting programs limit their to influence parenting and other family outcomes on a community-wide scale. This suggests a clear need to learn more about the reasons for dropout from home visiting programs and to develop programmatic, evidence-based strategies to improve participant retention. This presentation describes the results of a study examining the factors that contribute to early dropout among parents enrolled in Healthy Families in Chemung County, New York (HFCC). Home visitors provided quantita-

tive information on the duration, intensity and content of home visiting services provided to parents, the demographic and risk characteristics of families, and their perceptions of why services were discontinued. Home visitors provided qualitative data through in-depth, semi-structured interviews that allowed home visitors to describe in detail the circumstances in their clients' lives that contributed to early dropout from the program, as well as other barriers they face in delivering services. Home visitors also described strategies they use to maintain their engagement in the program. We will discuss the results in terms of existing literature on program retention, as well as their implications for programmatic strategies to maximize engagement and retention.

[5]

#### **A Historical And Research Perspective On The Use Of Paraprofessionals**

J. DURLAK<sup>1</sup>

<sup>1</sup>*Loyola University, Chicago, Illinois*

The term, paraprofessional, alternatively referred to as a natural helper, indigenous therapist, nonprofessional, or lay health advisors, refers to someone who occupies a helping role, but who lacks formal, postbaccalaureate education in one of the mental health professions such as psychology, social work, or psychiatry. Paraprofessionals are a diverse group and include homemakers, college undergraduates, high school students, retirees from many professions, and various community volunteers. Although early outcome research on their effectiveness generated considerable controversy (Durlak, 1979), paraprofessionals are now a natural, accepted feature of most community-oriented interventions with concerns focused on such issues as participatory research, collaboration with community groups, community ownership of interventions, and community capacity building. This presentation has three major goals: (1) to provide an historical overview on the use of paraprofessionals in various psychosocial interventions (2) to summarize major research findings regarding their effectiveness; and (3) to discuss general guidelines and best practices that have developed regarding paraprofessionals. As a result, this presentation serves as the introduction for the remainder of this symposium, which focuses on the use of paraprofessionals in a specific and now popular form of intervention, home visiting for pregnant and parenting women.

**Thursday, June 9**

**1:00-2 pm**

**Room 124 Burrill**

[6]

#### **(In)Visibility, Voice and Participation: African American and Mexican Parents' Experiences with their Children's Schools**

E. MATTISON<sup>1</sup>, M. REYES-CRUZ<sup>1</sup>

<sup>1</sup>*University of Illinois at Urbana-Champaign, Champaign, Illinois*

Discussions: J. RAPPAPORT, *University of Illinois at Urbana-Champaign*

In the past two decades public school teachers and administrators have aimed to increase parents' participation in their children's schooling. Typically, such efforts involve the promotion of systemic reforms aimed at facilitating parent involvement in addition to increasing schools' accountability to families. However, several obstacles impede efforts to increase the visibility, voice, and active participation of parents. This symposium explores emerging issues low-income African American and Mexican immigrant parents' confront in their attempts to participate in their children's schooling. Specific attention will be given to parent's conceptualization of their role in public schools including their experiences advocating for their children's rights.

[7]

#### **Moments of Reproduction and Contestation: Mexican Parents Advocating for Reform**

M. REYES-CRUZ<sup>1</sup>

<sup>1</sup>*University of Illinois at Urbana-Champaign, Champaign, Illinois*

The No Child Left Behind Act is heralded as a historic reform of the public education system. Among other things, parents are promised school programs proven to be effective and detailed information on academic progress. The NCLB also asserts parents' right to move their children from "failing" schools, and their right to participate in decision making at school and district levels (U.S. Department of Education, 2003). Skeptics abound but as Sarason (1996) noted, "one cannot understand the failure of efforts to change and improve schools unless one deals with school-community relationships and their largely implicit character - implicit, that is, until their legal-traditional-cultural features are pushed into the forefront by conflict and controversy." This presentation centers on the micro-level processes by which the implicit cultural features of schools are made painfully visible. The inquiry took a critical ethnography approach to gain understanding of what happens when undocumented immigrant Mexican parents assert their children's right to quality education and their own right to share power in schools. The inquiry unfolds in a school district divided over racial lines, where fifteen years ago there were no Latin American immigrant students.

[8]

#### **Silenced Voices: Rethinking Parental Involvement in Education**

E. MATTISON<sup>1</sup>

<sup>1</sup>*University of Illinois at Urbana-Champaign, Champaign, Illinois*

This paper explores African American parents' perceptions and attitudes about education to understand their interaction patterns with schools. Although the majority of research on parent involvement has been aimed at demonstrating its effect, fewer studies have focused on the factors that contribute to and/or inhibit parents'

participation in the home and school. Moreover, parent involvement research overwhelmingly suggests the vast majority of marginalized families fall in the “uninvolved” category (Chavkin, 1993; Epstein, 1990). As a result, many minority and low-income parents have been judged to be apathetic and unconcerned about their children’s education. This paper will explore parents’ conceptualizations of parent involvement to investigate how this concept, as it is traditionally defined by schools and policymakers, limits the recognition of alternative forms of involvement and works to silence the ways minority and low-income parents engage in their children’s education. This study used ethnographic methods to attempt to identify these factors by examining the origin (e.g. culture, community, school norms) and nature of parent’s ideas about schooling, and subsequent effects on participation. Results were analyzed to elucidate the structural, familial, and institutional factors that impinge on families’ lives and shape their relationships with their children’s school.

[9]

**"Controlled" School Choice: Educational Decision-making and Parent Involvement**

K. KURLAKOWSKY<sup>1</sup>

<sup>1</sup>*University of Illinois at Urbana-Champaign, Champaign, Illinois*

Increasing the role of parental choice in education, particularly for parents of low socioeconomic status, is a school reform policy currently receiving a great deal of attention. School choice is a term that refers to a range of educational policies aimed at increasing the extent to which parents are able to make meaningful decisions about their child’s education. The school-choice policy of interest in the present study is referred to as “controlled school choice” because parents are allowed to choose schools for their child as long as each school’s population approximates the demographic composition of the community. In an effort to better understand how parents of low socioeconomic status make sense of increased educational decision-making opportunities (i.e., a novel controlled school-choice policy), the present study aimed to understand the educational experiences of such families from their own perspectives. Semi-structured interviews revealed that parents are continuously engaged with their children’s education, although not necessarily according to white, middle class notions of parental involvement. Further, the ways in which they are engaged are important in understanding how parents make educational decisions. Implications for understanding the limitations of a controlled school choice policy for providing families with increased educational options will be discussed.

*Thursday, June 9*

*1-2 pm*

*Room 106 Lincoln*

[10]

**Ecological Exemplars: Applications of Kelly’s Conceptions to our Communities**

M. DAVIS<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

Discussants: E. TRICKETT, *University of Illinois at Chicago*

This symposium will showcase various collaborative projects and how they correspond with and are informed by Kelly’s ecological model. Kloos presents on narratives created in the context of group membership for people with serious mental illness and considers the constructions of ecological fit in community research. Davis et al. present their work with self-run recovery homes highlighting how the processes of fit and adaptation in these homes differ by gender, ethnicity, and individual history. Polcin presents his work with substance-abusing men who participate in alternative sober housing in San Francisco, highlighting important ecological issues and the dynamic process of adaptation.

[11]

**Considering Narrative Formulations of Ecological Fit**

B. KLOOS<sup>1</sup>

<sup>1</sup>*University of South Carolina, Columbia, South Carolina*

This presentation considers whether narrative constructions created in the context of group membership may provide an alternative conceptualization of the construct of ecological fit. The paper analyzes life stories created by persons participating in a mutual help organization that promotes mental health and recovery. The life stories of members that are struggling and those moving into leadership roles are compared to the life stories of senior leaders of the organization. Comparisons are made to community narratives created from observation, interviews, and analysis of literature. Life story forms and practices are reviewed as potential corollaries to ecological concepts of niche, adaptation, resources, and interdependence. The discussion includes implications for understanding how group members view their lives and their recovery, and proposes opportunities and challenges that may be inherent to consideration of narrative formulations of ecological fit in community research.

[12]

**Fit, Adaptations, and Transactionalism within a Grassroots Recovery Community**

M. DAVIS<sup>1</sup>, B. OLSON<sup>1</sup>, L. JASON<sup>1</sup>, J. ALVAREZ<sup>1</sup>, J. FERRARI<sup>1</sup>, J. MAJER<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

One of the main features of an ecological conception is the description of behavior as transactional in nature and the recognition that outcomes result from reciprocal interactions between individuals and specific social situations (Kelly, 1965). According to Kelly, one task of research should be to clarify the relationships between individuals’ behaviors and social structures. Also of note are the concepts of “fit” between persons and

environments and “adaptation.” Much of Kelly’s research has focused on clarifying socialization processes that are relevant for understanding the variability of adaptation in different places, the changes in adaptation over time and across situations, as well as the effects of prior history upon adaptation. In line with Kelly’s work and his hope, stated 40 years ago, that this “work, and the point of view that has generated this research, may contribute to a psychological understanding of the social environment” in this presentation, we will discuss findings from our studies on self-run, community-based recovery homes. Various vignettes will highlight various ecological issues, including the transactional-relationship between individuals and the environment, and how fit and the dynamic processes of adaptation in these homes may differ by gender, by race/ethnicity, and as a result of individual history.

[13]

**The Ecology of Sober Living Houses: Adapting to Recovery from Addiction**

D. POLCIN<sup>1</sup>, G. GALLOWAY<sup>1</sup>, K. TAYLOR<sup>1</sup>, D. LOPEZ<sup>1</sup>, I. DE BARRACUA<sup>1</sup>

<sup>1</sup>*Department of Research, Education and Training, San Francisco, California*

Sober Living Houses (SLH’s) are alcohol and drug free living environments for individuals attempting to abstain from alcohol and drug use. They adopt a social model view of recovery from addiction that emphasizes peer support, mutual help, self governance, and self-help group involvement. We hypothesize that SLH’s are an ecological niche in which addicts and alcoholics can establish and maintain sobriety. The study design is a longitudinal repeated measures approach that correlates a variety of social measures with adaptation to recovery over an 18-month time period. Preliminary data from the first 180 subjects will be presented. Analyses will describe how general social support, social support for sobriety, substance use among “important people” in subjects’ social networks, attendance at self-help groups, and confrontational statements received from others relates to sobriety and adaptation to a sober lifestyle.

**Thursday, June 9**

**1-2 pm**

**Room 211 Union**

[14]

**One Path To A Policy Career: Federal Policy Fellowship Opportunities**

J. MILES<sup>1</sup>

<sup>1</sup>*United States Senate/SRCD Congressional Fellow, Washington, District of Columbia*

Discussants: J. HUNTER-WILLIAMS, *U.S. Congressman Danny K. Davis/ APA Congressional Fellow*, M. REED, *National Institutes of Health Office of the Director/SRCD Executive Branch Fellow*, C. BLITZ, *National Coalition Institute, Community Anti-Drug Coalitions/Former APA Congressional Fellow*, L. TRIVITS, *Administration for Children and Families/Emerging Leader Program Overview*

Community psychologists are often interested in effecting social change through public policy efforts. However, many find it difficult to obtain information about opportunities for early career professionals, or mid-career professionals contemplating change, to employ their academic training in policy settings. This roundtable provides a forum to discuss one of the optimal opportunities to set out on a trajectory toward a public policy career: public policy fellowships. Five current and past representatives from public policy fellowship programs in Washington, DC will facilitate the roundtable. These participants from various Congressional and Executive Branch fellowship programs will be able to offer their perspectives on the advantages and limitations of the different opportunities. They will discuss a typical day in the life of a public policy fellow so that attendees can get a sense of what to expect from fellowship experiences. Audience members will be encouraged to explore perceived obstacles to policy career choices and discuss how these fellowship programs might or might not meet the career needs of community psychologists in general and each of them as individuals. Suggestions for improving the fellowships to make them more accessible and beneficial for community psychologists will be compiled and communicated to fellowship program staff.

**Thursday, June 9**

**1-2 pm**

**Room 215 Union**

[15]

**"What is Leadership?"**

T. JIMENEZ<sup>1</sup>, S. LAHOUSE<sup>1</sup>, L. LICHTY<sup>1</sup>, M. MORALES<sup>1</sup>, M. VALENTI<sup>1</sup>, S. YOUNGE<sup>1</sup>, P. FOSTER-FISHMAN<sup>1</sup>

<sup>1</sup>*Michigan State University, East Lansing, Michigan*

Overview

Evolving perspectives regarding working with communities to create needed systems change recognize the importance of working directly with the people who are invested in their communities. There is recognition that organizations need to work together to choose long-term collective action goals for continuous improvement and that local leaders need to be involved in these efforts. One important principle in attaining these goals requires identifying local resident leaders within communities. The literature tells us that it is sometimes difficult to find local leaders and that we still have much to learn about fostering local leadership. But how are we defining leadership and in what ways are we unintentionally excluding potential “leaders” with that definition? We would like to explore this topic by hosting a 60 minute roundtable discussion where we would facilitate the process of learning from each other about current conceptions of leadership. Topics in this discussion would include: how people become leaders, how leaders are sustained, and how we can better nurture the development of leadership within various communities. We have interviewed statewide and grass-roots leaders within the

disability community on the above topics that has revealed the potential need for a new understanding of leadership. This data will be touched on near the end of the discussion.

**Thursday, June 9                      1-2 pm                      Room 245 Altgeld**

**[16]**

**Research and Practice with Refugees and Asylees**

A. RASMUSSEN<sup>1</sup>

<sup>1</sup>*University of Illinois at Urbana-Champaign, Champaign-Urbana, Illinois*

Discussants: D. BIRMAN, *University of Illinois at Chicago*

Individuals that leave their homes in order to escape persecution and war face multiple stressors upon arrival in host countries, in addition to those associated with their departure. While facing many of the same challenges faced by non-refugee migrants, refugees comprise a particular population that is subject to a host of unique stressors as well. This symposium consists of four papers that present a number of perspectives on research, policy, and practice concerning refugees at different stages of migration and acculturation in the process of seeking safety and rebuilding community.

**[17]**

**Seeking Asylum In The US: An Empirical Evaluation Of Practices At Ports Of Entry**

A. RASMUSSEN<sup>1</sup>, K. REEVES<sup>1</sup>, B. ROSENFELD<sup>2</sup>, A. KELLER<sup>1</sup>

<sup>1</sup>*New York University School of Medicine, New York, New York*; <sup>2</sup>*Fordham University, Bronx, New York*

When asylum seekers claim a fear of returning to their country of origin at United States airports and border crossings, Customs and Border Protection (CBP) officers are to refer them for an interview in which their case will be assessed further. We investigated whether CBP officers at six airports and one land port followed policy directives regarding how to question individuals seeking entry to the US and when to refer them, and followed these observations with interviews of potential asylum seekers about this process and their psychological well-being. Particular attention was paid to the possibility that some individuals with a plausible asylum claim might be refused entry. Findings present a picture of an essentially bureaucratic law-enforcement setting, and provide evidence of missed asylum referrals and considerable mental health distress within this population.

**[18]**

**Clinic-Refugee Center Collaboration: Working With The Community Gatekeepers**

N. PEARCE<sup>1</sup>, D. RYNCZAK<sup>1</sup>, S. OKAZAKI<sup>1</sup>

<sup>1</sup>*University of Illinois at Urbana-Champaign, Champaign, Illinois*

This paper discusses the evolution of a partnership between a university-based psychology clinic and a local refugee services center, the initial phase of which was reported as a case study (Rasmussen et al., 2003). In its third year of collaboration, we describe the types of outreach services that we have or have not been able to deliver to local immigrant and refugee youths under-served by existing mental health system. In doing so, we assess the viability of this partnership as a model for community outreach. In particular, we pay attention to the continuing challenges of working with a service agency whose staff have the direct contacts to the non-English speaking parents of the targeted teens, and thus our recruitment liaisons and gatekeepers in accessing the immigrant and refugee teens. The refugee center staff, because of their role as providers of multiple services to the targeted families and because of their bilingual capabilities, is able to recruit the teens we target for our outreach efforts. At the same time, the psychology clinic staff's dependence on the refugee center staff as the gate-keepers and filtering conduits of the needs of this community creates a particular dynamic that needs constant monitoring and adjustments.

**[19]**

**Promoting Refugee Mental Health and Well-Being: A Social Justice Perspective**

J. GOODKIND<sup>1</sup>

<sup>1</sup>*University of New Mexico, Albuquerque, New Mexico*

In order to promote the well-being of refugees it is important to adopt a holistic perspective and address change at multiple levels. This requires a balanced focus on immediate relief and long-term change. However, the urgency of refugees' situation often directs our efforts and attention to immediate service provision rather than to creating sustainable change. A social justice model can provide a guiding theoretical framework for re-balancing refugee mental health research and applying community psychology principles to work with refugees because it involves meeting the direct material needs of refugees; facilitating a process of collective action that empowers refugees and supports the development of local social structures; and creating social change (e.g., advocating for more just policies, transforming communities and contexts to be more receptive to refugees). A social justice model emphasizes a shift from personal pathology to access to resources and empowerment. Examples of social justice approaches to refugee mental health and well-being will be presented.

**Thursday, June 9                      1-2 pm                      Room 113 Davenport**

**[20]**

**Confronting Multiple Oppressions: Examining The Needs Of Hispanics With Disabilities**

K. BALFANZ-VERTIZ<sup>1</sup>

<sup>1</sup>*Schwab Rehabilitation Hospital, Chicago, Illinois*

As the Hispanic population grows in the United States, service delivery systems struggle to meet their unique needs. This presentation brings together three groups who have worked to understand the needs of Hispanics with disabilities, a particular population that has been largely ignored. Two of the groups will present needs assessments conducted with Hispanics with disabilities to better understand their general disability- and employment- related needs. The third group is comprised of two Hispanic individuals with disabilities who will discuss these needs from a consumer advocacy perspective. Implications for future work with this largely overlooked population will be discussed.

[21]

#### **Discussing Disability-Related Needs Among Hispanics With Disabilities**

E. HAYES<sup>1</sup>, R. OSTRANDER<sup>2</sup>, R. CANELLADA<sup>2</sup>, M. SOSA<sup>2</sup>, C. COLT<sup>2</sup>

<sup>1</sup>*University of Illinois at Chicago, Chicago, Illinois*; <sup>2</sup>*Schwab Rehabilitation Hospital, Chicago, Illinois*

Over the past several years, the Hispanic population has increased greatly in the United States. This increase has been demonstrated in almost every area, including the number of individuals with disabilities. However, while the numbers have increased, services have not necessarily followed. Despite continued advances in the field of health, recent research has found that race is still a significant determinant of health status in America. Hispanic individuals with disabilities have a unique set of needs that service systems are not currently designed to meet, needs that vary but include language accommodations and cultural understanding. Recognizing these needs, and seeking to better understand and address them in order to facilitate the success of our growing Hispanic patient population, Schwab Rehabilitation Hospital in Chicago recently conducted a needs assessment with our Hispanic patients with disabilities. This assessment utilized a multiple-methods approach, including a survey component and individual interviews. The focus included understanding the general disability-related needs of Hispanic patients, and more specifically understanding how medical systems can fit into meeting these needs. Results are being shared with internal hospital staff, local service providers, and relevant policy makers. The assessment design, methodology, and results will be discussed.

[22]

#### **Employment Needs Among Latinos with Disabilities**

B. HERNANDEZ<sup>1</sup>, J. VELCOFF<sup>1</sup>, J. COMETA<sup>1</sup>, J. ROSEN<sup>1</sup>, K. BAILEY<sup>1</sup>, R. LUNA<sup>2</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*; <sup>2</sup>*Access Living, Chicago, Illinois*

The purpose of our study was to explore the experiences and needs of Latinos with disabilities when seeking employment and using employment programs. Seven focus groups were conducted, with a total of forty-five participants. Types of disability that were represented included physical, multiple, sensory, intellectual, and psychiatric. Of the participants, an overwhelming percentage had previous employment histories (84%). In contrast, at the time of the focus group, only 24% were employed. This presentation will highlight obstacles to employment, including transportation barriers, lack of formal education, difficulties with the English language, negative employer attitudes, lack of physical accessibility within homes, and concerns with immigration status. Furthermore, participants reported that vocational rehabilitation programs were helpful when addressing concrete needs (e.g., clothing, wheelchairs, ramps, and transportation). However, these programs were weak when responding to the long-term needs of employment. Implications of these findings indicate that the employment needs of Latinos with disabilities extend beyond the job domain and include broader individual and societal concerns.

[23]

#### **The Consumer Advocate Perspective**

R. CANELLADA<sup>1</sup>, J. IRRIZARY<sup>1</sup>

<sup>1</sup>*Schwab Rehabilitation Hospital, Chicago, Illinois*

One traditional problem with research with under-represented populations is that the voice of the under-represented population is often either not heard or is filtered through a number of sources. In order to complement the research presented in the abstracts above, this panel will include the perspectives of two Hispanic individuals with disabilities who will share their personal experiences related to their two minority identities, as well as share from the perspective of consumer advocate, as they both have done advocacy work for individuals who identify as Hispanic and have disabilities. The panel members will discuss a number of issues, including facing language barriers, dealing with immigration issues, struggling with limited educational experiences, and finding a job as someone who is both an ethnic minority and a person with a disability. In addition they will touch on concepts that are less often discussed, including struggling with stereotypes of Hispanics, the role of the Hispanic male, and their experiences developing a Hispanic and disability identity. This panel will serve as a link between the two first presentations on medical access and utilization and employment, and will offer a critical perspective of needs of this group and how they can best be met.

**Thursday, June 9**

**1-2 pm**

**Room 217 Union**

[24]

#### **Intervention and Research with Stigmatized Communities**

S. PATEL<sup>1</sup>, M. STRAMBLER<sup>2</sup>, A. SAW<sup>3</sup>

<sup>1</sup>University of California, Berkeley, Berkeley, California; <sup>2</sup>University of California, Berkeley, Oakland, California; <sup>3</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois

Discussants: E. OZER, University of California, Berkeley

Community is defined not only by its members, but by the socio-political forces that create stereotypes and stigma. For many members of disenfranchised groups, community membership and identification may involve adopting negative self-perceptions or behavior. This symposium addresses issues of stigma, stereotypes and community across three contexts: a psychotherapy case study involving an African American adolescent struggling with Black identity; an applied research study of disability and the media in South Africa; and a study examining parental sacrifice in Asian American family narratives. The role of community psychology theory in linking diverse modes of intervention and research is considered.

[25]

#### **Context, Stereotype and Disability in South Africa**

S. PATEL<sup>1</sup>

<sup>1</sup>University of California, Berkeley, Berkeley, California

Disability in South Africa and internationally has evolved from a medical issue to a human rights issue. Examining this evolution within a developing country in the midst of great socio-political change informed the current study's contextual examination of disability and the media. The social model of disability posits that disability is an impairment coupled with a particular disabling context. In a community-based study of disability and the media in South Africa, narrative data was collected through interviews and focus groups with leaders of disabled people's organizations, parents and educators of disabled children. Multiple disabling contextual factors were found relating to stigmatizing portrayals and limited access to media. Results suggest that a lack of community-wide education and awareness is related to disabled people's experiences of prejudice. The social exclusion experienced by disabled citizens permeates employment, education, medical treatment and finances. Suggestions based on this research were made to the commissioning media organization. Key areas for media improvement include reducing stigmatizing disability portrayals, developing employee sensitivity training, increasing educational programming accessible to multiple cultural groups, and implementing technological improvements. This research suggests a broad understanding of diversity and stigma across cultural boundaries, and demonstrates the power of community research to inform action.

[26]

#### **Ethnic Identity Conflicts in Psychotherapy: A Case Study**

M. STRAMBLER<sup>1</sup>

<sup>1</sup>University of California, Berkeley, Berkeley, California

Developing a healthy self concept is a challenge for stigmatized ethnic minorities residing in a society where their ethnic group has experienced a long history of dehumanization. Among many stigmatized ethnic minorities there exists an internal struggle to resist and defend against negative societal stereotypes in the process of self-definition. It is also common for ethnic minorities to experience within-group pressures to identify and behave in specific ways. I examine identity struggles in the context of a psychotherapy case study involving an African American adolescent adopted by a Latina woman. The analysis focuses on tensions between desires to connect with African American culture and dealing with internalized negative beliefs of "Blackness". I also discuss the client's perceived pressures from his African American peer group to "be more Black" and the challenge of negotiating Latino and African American peer groups. Strategies used in this case to aid in the development of a healthy ethnic identity are discussed as well as how such strategies might be applied more generally among cases where identity is a central issue.

[27]

#### **Stories of Sacrifice: Asian American Family Narratives and Identity**

A. SAW<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois

Parental storytelling serves as a means of socialization across various cultural contexts. Narratives also serve the purpose of meaning-making and help in the formation of identity. For second generation Asian American young adults, family narratives often follow a theme of parental sacrifice. This theme is mirrored in contemporary Asian American literature (e.g., Amy Tan's Joy Luck Club). In a study conducted with Asian American college students, narratives were collected examining the types of family stories told to participants and the impact of these stories on the participants' identity and family relationships. Results showed that many participants shared stories of parental sacrifice and that these stories often resulted in feelings of indebtedness and duty for the listeners. Participants reported feeling pressured to succeed, a strong desire to work hard, and a desire to keep their parents from being upset by their actions. In the face of racialized stereotypes of Asian Americans as "the model minority," driven to work hard and succeed academically, how do Asian American young adults use family narratives? This paper explores how Asian Americans weave family stories of sacrifice into their own racial and cultural identities and the ways Asian Americans contest racialized stereotypes.

Thursday, June 9

1-2 pm

Room G46 FLB

[28]

#### **Going the Distance: Teaching Community Psychology On-Line**

C. RAMOS<sup>1</sup>

<sup>1</sup>*University of Hawaii at Hilo, Hilo, Hawaii*

Distance learning is fast becoming an ideal medium for increasing access to higher education, especially for individuals in remote areas and those who cannot access university courses on-site. This symposium will stimulate discussion and exchange of ideas about teaching Community Psychology in a distance learning format. Presenters will describe their experiences teaching undergraduate and graduate Community Psychology courses in the United States and Australia. Topics to be discussed include course design, the application of community psychology principles in the course content, and the challenges of teaching a culturally diverse on-line community of learners.

[29]

**Teaching Community Psychology in a Rural and Indigenous Context**

C. LARDON<sup>1</sup>, A. LEGASPI<sup>1</sup>

<sup>1</sup>*University of Alaska Fairbanks, Fairbanks, Alaska*

The M.A. program in Community Psychology at the University of Alaska Fairbanks is a 30-credit degree that is offered to both local and distance students. The courses are taught via audioconferencing; local students sit in a seminar room on campus while distance students are calling in from their locations. The program also utilizes web-based teaching technologies. As communities in rural Alaska have gained more access to the internet and to reliable phone lines, there has been an increasing demand for distance education. In the past, most of our students were on campus, but in more recent years the number of local students has decreased in relation to the distance students. Most of our distance students live in very small and geographically isolated rural communities; many of them are Alaska Native. This presentation will discuss the challenges of classroom discourse in a situation where students and instructors come from different cultural backgrounds and can't see each other speak or react. We will discuss the impact of technology on what we teach and how we teach it, especially with regard to sense of community and other potentially sensitive social issues.

[30]

**Using Community Psychology Principles to Design Effective Distance Education**

D. DARLASTON-JONES<sup>1</sup>

<sup>1</sup>*Edith Cowan University, Joondalup, Western Australia*

Students studying externally (distance learning) face multiple challenges in achieving their degree; not least of these is the potential for isolation and disconnection from the university and their peers. If left unchecked this feeling of isolation can lead to adverse learning outcomes and in some cases to non-completion. This presentation describes my efforts to build a sense of community and collaboration into the learning process for 96 external students studying a second year Interpersonal Skills unit. The logistical difficulties of using a web based platform to deliver material and to facilitate group discussion and interaction are discussed as is the challenge of creating course content based on a philosophical position that is different to the foundation of the undergraduate programme. I include my personal reflections on the experience and the feedback I received from the students.

[31]

**Teaching Community Psychology Via Distance Learning**

C. RAMOS<sup>1</sup>

<sup>1</sup>*University of Hawaii at Hilo, Hilo, Hawaii*

One of the greatest challenges of teaching a course via distance learning is building a sense of community in an environment in which teacher and students cannot see each other and do not meet face to face. This challenge is of even greater concern when teaching Community Psychology, a course for which a "sense of community" is a foundational and critical component. In this presentation I share the course design and distance learning strategies I used in teaching an undergraduate community psychology course. Questions to be addressed include: 1) How can a "sense of community" be developed in an on-line community? 2) How can community psychology principles be integrated into the course content? 3) How can course projects be used to get students off-line and into the community? 4) What are some of the challenges in teaching an on-line course?

**Thursday, June 9**

**1-2 pm**

**Room 209 Union**

[32]

**LGBT Of Color: Thinking Outside The Theoretical Box When Addressing Their (Our) Needs.**

R. RENFRO<sup>1</sup>, G. HARPER<sup>2</sup>

<sup>1</sup>*University of California, Berkeley, Berkeley, California*; <sup>2</sup>*DePaul University, Chicago, Illinois*

Discussants: I. FERNANDEZ, *University of Miami*

Researchers have critiqued that many modern prevention/intervention programs aimed at preventing negative outcomes among LGBT people of color (as in the case of HIV prevention), though theory driven, continue to develop in a culturally contextual void. To be effective in promoting the health and well-being of LGBT people of color, prevention/intervention programs need to address and incorporate the culture and context within which these populations live. This symposium will discuss and explore how culture is addressed and incorporated into various programs and models specifically for LGBT people of color, and demonstrate how prevention/intervention programs should ideally be theoretically driven through and within a cultural context.

[33]

**Using Cultural Analysis to Inform Sexual Health Promotion among Lesbians**

B. WILSON<sup>1</sup>

<sup>1</sup>*University of Illinois at Chicago, Chicago, Illinois*

Sexual health researchers who work with lesbian communities have focused primarily on documenting rates of risky sexual behaviors, sexually transmitted diseases (STDs) and health care access, leaving a gap in our understanding about the cultural context of sexual behavior and sexual health among lesbian-identified women. In an effort to address this gap in the lesbian sexual health literature, I have conducted a cultural analysis of African American lesbian sexual culture to contribute to the field's preparedness to undertake future sexual health research and community intervention among this subgroup of the lesbian community. The primary research question addressed in this presentation is: What are the elements of African American lesbians' sexual value systems (i.e., a set of sexual discourses bounded by community membership)? I used a multiple method qualitative study design to assess the elements of African American lesbian sexual culture, including focus groups with African American lesbians, individual interviews with community leaders in sexual health, and participant observations of local events to explore and describe African American lesbian sexual discourses. Analyses identified gendered and lesbian specific ways of thinking about sex and sexuality that have implications for the development of sexual health promotion services for this population.

[34]

**Investigating The Needs Of GBQ Youth Of Color: A Focus On Identity And HIV Risk**

O. JAMIL<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

Though HIV prevention programs were effective when they were implemented given the epidemiology of HIV in the 1980's and 1990's, they are not adequate today given shifts in the populations most infected with HIV, particularly gay youth of color. To address the HIV prevention needs of this population, a qualitative study investigated the factors impacting gay/bisexual/questioning youth of color (Latino and African-American) which contribute to HIV risk and protective behaviors. Recent literature has indicated that an unintegrated gay identity in individuals is associated with engagement in sexual risk behaviors, and as a result identity was a focus in the study's design. To assess these factors, the investigators utilized qualitative in-depth individual interviews with twenty youth recruited through community agencies, with a focus on sexual and racial/ethnic identity, and its implications for community membership and HIV risk and protective behaviors. This presentation will focus on the results of the study, which indicate that the quality of one's identity (sexual and/or ethnic) has significant impact on sexual risk behaviors and protective behaviors. Results of this study will be used to inform the development of a culturally-appropriate HIV intervention for gay/bisexual/questioning youth of color, which will aim to address issues pertinent in their respective communities.

[35]

**Culture Moderating the Well Being and Sexual Behavior of Gay Latino Men**

R. RENFRO<sup>1</sup>

<sup>1</sup>*University of California, Berkeley, Berkeley, California*

The AIDS crisis has had a detrimental impact on the Latino community. Latinos comprise 16% of the U.S. population, but they comprise about 18% of AIDS cases. The largest category of HIV exposure for Latinos is through homosexual behavior. In Rafael Diaz's (1998) book, *Latino Gay Men and HIV: Culture, Sexuality and Risk Behavior*, he describes several cultural factors that are particular to Latinos and the gay Latino experience that may influence the sexual risk taking behavior of these individuals. Such factors include machismo, homophobia, poverty, racism, family loyalty, and sexual silence. I will present my study that investigated protective factors that moderated the relationship between risk status and various psychosocial and sexual behavior outcomes. These protective factors were grounded in the cultural context and experiences of the gay Latino male, such as explored by Rafael Diaz. I will discuss how levels of self-reported exposure to racism and homophobia are related to high levels of sexual risk behavior and low levels of psychological well being and how three buffer variables may moderate the relationship between levels of self-reported risk (racism and homophobia) and outcome. I will also argue that any HIV prevention program targeted to gay Latinos and other GLBT communities of color must incorporate the participant's cultural experience to have an efficacious outcome.

**Thursday, June 9 2:15-3:30**

*Thursday, June 9*

*2:15-3:30 pm*

*Room 210 Union*

[36]

**War, Terrorism, Peace and Justice: What's a Community Psychologist to do?**

V. TSENG<sup>1</sup>, C. AYALA-ALCANTAR<sup>2</sup>, A. BRODSKY<sup>3</sup>, S. VAN DER GRAAF<sup>4</sup>

<sup>1</sup>*Society for Community Research and Action, New York, New York*; <sup>2</sup>*California State University, Northridge, Northridge, California*;

<sup>3</sup>*University of Maryland Baltimore County, Baltimore, Maryland*; <sup>4</sup>*Edith Cowan University, Joondalup, Western Australia*

Overview

The 9/11 terrorist attacks, subsequent U.S. military attack on Afghanistan and Iraq, rise in hate crimes in “Western” nations, and social policy threats to civil liberties create a challenging sociopolitical backdrop for community psychologists’ work. In this session, the co-authors will engage attendees in discussion of the challenges these sociopolitical issues raise for our work as community psychologists, and the varied roles we can play in peace and justice work, particularly during a time of heightened concerns with terrorism and war. Together, the co-authors span research, teaching, and social action roles, and they begin the session by briefly presenting their work as illustrations. These include Anne Brodsky’s research with an Afghan grassroots women’s organization, Sharon Van Der Graaf’s research on hate crimes against Muslims, Arabs, and Middle Easterners in Australia, Christina Ayala-Alcantar’s teaching on peace and justice, and Vivian Tseng’s community organizing work on civil liberties and militarism in schools. Next, they will facilitate a discussion with attendees focusing on 3 questions: 1) How does a community psychology framework contribute to research, teaching, and social action work on peace and justice issues, 2) Conversely, how does peace and justice work extend research, teaching, and practice in community psychology?, and 3) What are the challenges and potential solutions for community psychologists engaged in peace and justice work?

**Thursday, June 9                      2:15-3:30 pm                      Room 106 Lincoln**

**[37]**

**Mapping The Social Ecology Of Supported Housing For Persons With SMI**

B. KLOOS<sup>1</sup>

<sup>1</sup>University of South Carolina, Columbia, South Carolina

Discussants: G. NELSON, Wilfrid Laurier University

Increasingly, policy makers cite the need to provide supported housing for persons with serious mental illness (SMI). A small research literature documents that these programs of housing subsidies, community-based apartments, and supportive services increase community tenure, may reduce symptomatology, and can be cost effective. However, very little data exists describing how housing environments can be supportive for persons with SMI. This symposium presents a theoretical framework and justification for investigating social ecologies of supported housing. The three presentations present data from a statewide supported housing system that include 500 interviews with tenants, case managers, observation of neighborhoods, and record reviews.

**[38]**

**Environmental Influences on Psychosocial Well-being of Individuals with SMI**

A. WRIGHT<sup>1</sup>

<sup>1</sup>University of South Carolina, Columbia, South Carolina

This portion of the research project examines environmental influences on the psychosocial well-being of individuals with serious mental illness living in supported housing programs. Influence of psychosocial well-being is measured at three levels: the level of one’s apartment, at the block area level, and at a broader neighborhood level. As operationalized, environmental influence at the apartment and block area level include physical quality, sense of belonging to the community, sense of safety, community acceptance of racial/ethnic diversity, and community tolerance for persons with disabilities. Additionally, broader contextual indices from census tract data comprise a neighborhood level measure; these include poverty, unemployment, crime rates, and percentage of owner occupied dwellings. Psychosocial well-being as an outcome variable is conceptualized as including symptom severity, adaptive functioning in community settings, and residential satisfaction. Self-report, observer ratings, case manager report, and census data are utilized in building these measures. The study tests the hypothesis that individuals with an aggregate of more favorable conditions at each of the three levels will have better psychosocial outcomes. Secondarily, the study tests whether a combination of these indices creates a more powerful predictor of well-being than would any level examined independently.

**[39]**

**Supportive Resources in Housing and Their Impact on Well-being**

B. MCGREGOR<sup>1</sup>

<sup>1</sup>University of South Carolina, Columbia, South Carolina

This study investigates the supportive contexts of housing programs and how they may impact the life satisfaction and well-being program participants. Specifically, the study compares the types of social support available in two different supportive housing environments -- congregate sites (i.e., individual apartments in a large complex) and scattered sites (i.e., individual apartments located throughout the community rather than clustered with other consumers). Proponents of these two models use different rationales for why their environments may be experienced as more supportive. However, relatively little empirical data exists that examines the context of support in these programs. This study uses the “homogeneity of environment” theory to guide its inquiry. This theory suggests that similarity to those in one’s context is supportive itself. The study tests the hypothesis that characteristics related to the homogeneity in congregate sites will provide greater perceived social support than scattered-site programs which tend to focus on building support in dyadic relationships. Over 500 supported housing residents from 50 sites participated in the study to investigate how patterns of support in these two environments are associated with individual reports of well-being, staff ratings of functioning, positive & negative affect, and life satisfaction.

**[40]**

## **Availability and Utilization of Services among Supported Housing Consumers**

L. STILLMAN<sup>1</sup>

<sup>1</sup>*University of South Carolina, Columbia, South Carolina*

A critical component of supported housing is the availability of supportive services connected with the housing. Some studies have shown that selected services can promote adaptive functioning, but relatively little is known about the availability of services associated with supported housing as generally implemented. This study investigates the nature of services associated with supported housing across a statewide system. The focus of this presentation is the relationship between availability of services, service utilization, and client functioning. Data were collected through case manager surveys, reviews of administrative records, and structured interviews with over 500 individuals with serious mental illness living in more than 50 supported housing sites across the state of South Carolina. The housing sites and mental health centers participating in the study represent several different approaches to service provision. Therapeutic alliance, as reported by client and case manager, is also examined as a potential mediator between service utilization and client functioning. The differences in terms of availability and level of service utilization, both within and outside of the housing program, have important consequences for consumer's efforts to recover from episodes of serious mental illness and to reintegrate into their communities.

**Thursday, June 9                      2:15-3:30 pm                      Room 211 Union**

[41]

## **Researching Homelessness: Political Trials and Practical Tribulations**

C. SABINA<sup>1</sup>, P. TORO<sup>2</sup>, D. PERKINS<sup>3</sup>, D. FREEDMAN<sup>3</sup>, T. ARMSTEAD<sup>4</sup>

<sup>1</sup>*Loyola University of Chicago, Chicago, Illinois;* <sup>2</sup>*Wayne State University, Detroit, Michigan;* <sup>3</sup>*Vanderbilt University, Nashville, Tennessee;* <sup>4</sup>*Peabody College, Nashville, Tennessee*

Overview

This roundtable discussion will center on our experiences conducting traditional research, action research, and program/policy evaluation on homelessness. The facilitators each bring a unique perspective to the question and will share their knowledge. Darcy Freedman, Theresa Armstead, and Doug Perkins participated in Metro Nashville's Task Force on Homelessness (MNTF) and its 10-year Plan to End Chronic Homelessness. They will report on their observations of difficulties, both practical and political, in incorporating research into the planning process on homelessness. Paul Toro conducted longitudinal research on people who are homeless and will discuss how to deal with issues of retention and tracking. Lastly Chiara Sabina will reflect on the special issues that arise when conducting evaluation on services for people who are homeless. After the facilitators share their experiences, we will open the floor for discussion on this topic.

**Thursday, June 9                      2:15-3:30 pm                      Room 215 Union**

[42]

## **Retiring Chief Illiniwek: An Interdisciplinary Forum for Social Action**

R. CORTEZ<sup>1</sup>, J. ENGELS<sup>1</sup>, B. HIDALGO<sup>1</sup>

<sup>1</sup>*University of Illinois at Urbana-Champaign, Champaign, Illinois*

Overview

At the Urbana-Champaign campus of the University of Illinois, the sports mascot, a fictional Native American named Chief Illiniwek, has led to an unhealthy academic and community climate for Native Americans, ethnic minorities in general, and any person with a sensitivity to cultural exploitation. The mascot and the issues surrounding it have proven to be extremely divisive in the community with the majority of students and non-academic community members supporting the symbol as a celebration of tradition and school pride. This roundtable discussion seeks both to privilege the voice of the group that is most disenfranchised by this community problem, Native Americans, and to foster interdisciplinary dialogue among those members of the academic and surrounding communities who are working toward elimination of the mascot. Contributing to the roundtable will be members of the Native American community and local activists. Also participating in this session will be researchers from the fields of history, anthropology, rhetoric, and psychology. The goal of this roundtable is to create a setting that will facilitate the development of concrete strategies for community action around this issue.

**Thursday, June 9                      2:15-3:30 pm                      Room 124 Burrill**

[43]

## **A Collaborative School-Based Evaluation: Challenges, Successes, and Initial Findings**

C. KEYS<sup>1</sup>, J. VIOLA<sup>1</sup>, S. MCMAHON<sup>1</sup>, A. PARNES<sup>1</sup>, R. CROUCH<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

Discussants: S. PARIKSHAK, *DePaul University*, K. ONEILL, *Northwestern University*, I. SERRANO-GARCIA, *University of Puerto Rico*

A large urban school system is currently undergoing transformation to meet the challenge of transitioning students with disabilities from a school dedicated to serving their needs into 80 neighborhood schools. Presenters will discuss and raise questions concerning both challenges and successes after observing and

gaining input from teachers, parents, students, and administrators. We will introduce the ethical and political issues of inclusion of persons with disabilities, outline the evaluation plan and methods, and discuss the contextual issues relevant to the implementation. Finally, we will present some initial findings with regard to school belonging and student reports the transition.

[44]

#### **From Segregation to Integration: An Urban School Experience**

T. GARATE<sup>1</sup>

<sup>1</sup>*Chicago Public Schools, Chicago, Illinois*

Discussants: Y. WILLIAMS, *Chicago Public Schools*, P. WELLS, *Chicago Public Schools*

In 2003 – 2004 the third largest school district in the nation announced the closing of the Jesse Spalding elementary and high schools, which served over 450 students in Chicago with disabilities ranging from learning to severe and profound disabilities. Historically, Spalding had undergone many changes and had been impacted by the disability movement that was responsible for the development of federal legislation such as the Americans with Disabilities Act of 1990. The result of the Spalding closure was a mass transition of students from a “special school” to specialized programs in general education schools, and has resembled the past closing of institutions and segregated centers. To undertake this huge project the Chicago Public School system, specifically the Office of Specialized Services, enlisted the support of multiple departments, representatives from the disability community, and local school administrators in a massive planning effort. We will present an overview of the needed collaboration and planning to move large numbers of students with the entire range of disability related needs, from social interaction to the very basic human needs, e.g. personal care and feeding. We will present the challenges experienced in identifying needs and working through attitudinal and structural barriers.

[45]

#### **Including Youth of Color with Disabilities in Public Education**

K. CHRIS<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

Currently, we are in a state of partial realization of the American dream of equal opportunity and social justice. A primary challenge we face as a nation is how to sustain the progress toward greater inclusion of diverse groups made since World War II. One major issue that has arisen is addressing the concerns of those who are multiply marginalized by virtue of their membership in more than one of the groups oppressed by mainstream society, e.g., those who are poor, female and African-American. In the present evaluation research project, we examine a major effort to more fully include an important group that is multiply marginalized and has been for most of recorded history-youth of color with disabilities from low income communities. For nearly a century many youth with disabilities attended a school primarily for youth disabilities. We examine how a large urban school system was recently pushed and chose to take on the challenge of closing the primary high school dedicated to serving students with serious disabilities and disperse them to many schools across the city. We will consider how this project addresses and promulgates community psychology’s core values of respect for diversity, individual well-being, empowerment and empirical grounding.

[46]

#### **A Collaborative Evaluation Plan: Identifying Key Conceptual Issues and Methods**

S. MCMAHON<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

Discussants: J. VIOLA, *DePaul University*

School transfers represent one of the most stressful and frequent major life events that youth experience. Students encounter multiple changes, including new peers, new academic and behavioral expectations, new teachers, and new curricula. In addition to the adjustments faced by the average student, students with disabilities must deal with extra changes and stresses as they transfer schools. This study provides a unique opportunity to examine the responses of the schools to which Spalding students are being transferred. In addition, we are asking for the perspectives of students of color with disabilities, such as their sense of belonging to their schools, how they feel about their academic skills, and the stressors and resources that they are experiencing in their new schools. These academic socialization experiences will then be examined in relation to academic and psychosocial outcomes. Our collaborative longitudinal research plan includes interviews with teachers, teacher report on individual students, teacher report on school inclusion practices, and student report on their experiences. We are working with Chicago Public Schools to assess this transition with 29 schools, 35 teachers, and over 300 youth ranging from no disability to severe disability. Theoretical issues, implementation of the evaluation, and practical challenges will be discussed.

[47]

#### **School Belonging, Inclusion Practices, and Academic indicators**

A. PARNES<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

Discussants: S. PARIKSHAK, *DePaul University*

School belonging is defined by a sense of acceptance, inclusion, respect from teachers and peers, and encouragement for participation (Goodenow, 1993). Research links school belonging with positive academic and psychosocial outcomes among adolescents (Anderman, 2002); however, few studies have examined school

belonging among students with disabilities. Among these students, factors that contribute to a sense of belonging in a class with non-disabled peers include having friends in the classroom, feeling respected and wanted, participation, and good grades (Tennant, 2000; Williams & Downing, 1998). Intrinsic factors, such as masking or making fun of the disability, finding a niche, and educating peers, also enhance school belonging (Doubt & McColl, 2003). Sense of belonging within classes with non-disabled peers is an important part of full inclusion (Tennant, 2000). Participants recently transferred to schools, in which students with disabilities, teachers, peers, and administrators made adaptations to facilitate inclusion. This inclusion process is likely to impact students' sense of school belonging as well as their academic performance. This presentation will examine how schools' inclusion practices, and teacher and peer interactions affect school belonging. Links between school belonging and academic outcomes will be explored both generally and across various types of disability.

[48]

#### **Student Perspectives of School Transitions**

R. CROUCH<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

Discussants: K. O'NEILL, *Northwestern University*

For young people, changing schools is a challenging process that can represent opportunities for greater growth, and new obstacles to overcome. Finding a good fit in a new community, one where peers, authorities and expectations are unfamiliar, can be very difficult for anyone. For students with disabilities transitioning into unfamiliar schools, these challenges can be especially difficult. Authorities and peers may lack an accurate understanding of the student's needs and expectations, presenting new obstacles. Also, students may find opportunities to engage in activities and form relationships that they may not have had access to before, presenting new opportunities. In order to get a well-rounded picture of the obstacles and opportunities that students face, a first-person account from the student's perspective is needed. Through student answers to open-ended questions and ethnographic techniques, information collected about the student's perspective of the transition will be presented as a complement to the quantitative results.

**Thursday, June 9**

**2:15-3:30 pm**

**Room 209 Union**

[49]

#### **Intervention in International Setting from Assessment to Implementation**

R. JENKINS<sup>1</sup>

<sup>1</sup>*Centers for Disease Control and Prevention (CDC), Atlanta, Georgia*

Development and implementation of interventions in international settings requires attention to cultural issues and community/organizational context, which can affect all steps of intervention development and implementation. This symposium will review these issues at all stages of the intervention process, including: assessment, translation of data to intervention, field implementation, and staff issues, as well as considerations that arise where data are limited.

[50]

#### **Interventions in International Settings: From Assessment to Implementation**

R. JENKINS<sup>1</sup>

<sup>1</sup>*Centers for Disease Control and Prevention (CDC), Atlanta, Georgia*

Development and implementation of interventions in international settings requires attention to cultural issues and community/organizational context, which can affect all steps of intervention development and implementation. This symposium will review these issues at all stages of the intervention process, including: assessment, translation of data to intervention, field implementation, and staff issues, as well as considerations that arise where data are limited.

[51]

#### **Starting from Scratch: Lessons from Program Development in Thailand**

R. JENKINS<sup>1</sup>, D. THAPINTA<sup>2</sup>

<sup>1</sup>*Centers for Disease Control and Prevention (CDC), Atlanta, Georgia;* <sup>2</sup>*Chiang Mai University, Chiang Mai,*

International work often requires intervention development under conditions of limited data, poorly characterized target populations, and/or relatively new types of settings. A case study will review the development of counseling programs for HIV vaccine trials in Thailand. At the outset, there were no well-designed programs like this anywhere, there were a dearth of data regarding effective interventions in-country, the target populations were poorly characterized, and relatively few people in Thailand had experience with HIV prevention work. The presentation will review our exploration of counseling practices in Thailand (formal and informal), the areas of synergy and difference between Western and Thai psychology, systemic concerns, and the steps we took to use existing resources to develop appropriate training, supervision, and consultation. Our efforts included integration of client-centered, social cognitive, and Buddhist psychology, with consideration of social system variables (e.g., role of the family) and implemented a consultation model based on Gerald Caplan's work, while also seeking to empower staff. This approach did not lend itself to rigorous outcome evaluation but key indicators such the lack of increased risk behavior (in response to trial participation) and the relative absence of social harms suggest that our activities were able to address counseling objectives.

[52]

### **Building & Using Community Structures to Facilitate HIV Prevention and Care**

J. KRAFT<sup>1</sup>, I. BHOWA<sup>2</sup>, S. ADAMSON<sup>3</sup>, S. KONG<sup>1</sup>, A. SEBERT<sup>4</sup>, S. HADER<sup>2</sup>

<sup>1</sup>*Centers for Disease Control and Prevention (CDC), Atlanta, Georgia;* <sup>2</sup>*Centers for Disease Control and Prevention (CDC), Harare;* <sup>3</sup>*University of Zimbabwe, Harare;* <sup>4</sup>*Axiom Resource Management, Denver, Colorado*

**Background:** Experience with HIV/AIDS programs in Africa suggests the need for comprehensive programs to address individual, social, and environmental barriers to prevention and care. And that these interventions are more effective when activities are tailored for specific communities. Community engagement can identify local resources and locally appropriate responses, and build commitment to change. **Project:** Working with governmental and non-governmental organizations, we developed a community mobilization, planning, and implementation program to address HIV/AIDS prevention and care needs in two rural communities in Zimbabwe. Representatives of ward and local community structures participated in trainings and planning workshops to identify individual, social, and environmental barriers to safer behavior and identify prevention and care activities. Existing structures were strengthened by creating community planning boards and cluster committees to mobilize at ward and village levels and oversee implementation. Further, existing village level structures such as networks of village based extension workers, AIDS support groups, and home-based care providers were mobilized to implement intervention activities without additional resources and to link with existing health facility-based HIV services. Experiences suggest that the implementation structures are accepted by the community and the ability to implement HIV/AIDS activities depends on these structures.

[53]

### **Assessing Cross-Cultural Translation of Intervention**

Z. NGWANE<sup>1</sup>, J. JEMMOTT<sup>2</sup>, L. JEMMOTT<sup>2</sup>, A. O'LEARY<sup>3</sup>

<sup>1</sup>*Haverford College, Haverford, Pennsylvania;* <sup>2</sup>*University of Pennsylvania, Philadelphia, Pennsylvania;* <sup>3</sup>*Centers for Disease Control and Prevention (CDC), Atlanta, Georgia*

The paper presents an ethnography of two groups of Xhosa-speaking intervention facilitators from the Eastern Cape in South Africa. The ethnography was based on the facilitators' experiences in translating an HIV prevention intervention for Xhosa speaking 6th graders in Mdantsane and Berlin, South Africa. The intervention was initially designed and piloted in English and later translated and piloted in Xhosa. The first group observed an English language pilot of the intervention in Mdantsane, were later trained in English in the US, and then implemented a Xhosa pilot on site. The second cohort received training on site in English and Xhosa and are implementing the main trial in Xhosa. The facilitators' feelings, attitudes, and beliefs about addressing sexually-related content in Xhosa were solicited (through group process observation, analysis of output in used newsprints and informal interviews) and analyzed. Close ethnographic observation and analysis of this process of cross-cultural translation provides important information regarding the attitudes, beliefs and behaviors of both the facilitators and participants at different stages of the project. It also provides crucial insights on assessment strategies for the development and translation of culturally sensitive interventions beyond HIV prevention.

[54]

### **Integrating Research and Theory into Program Design**

C. GALAVOTTI<sup>1</sup>

<sup>1</sup>*Centers for Disease Control and Prevention (CDC), Atlanta, Georgia*

**Background:** In early 2000, CDC behavioral scientists developed a behavior change strategy to help guide the activities of the newly established Global AIDS Program (GAP). This strategy, called MARCH ( Modeling and Reinforcement to Combat HIV/AIDS), is built on two fundamental principles of behavior change---modeling---showing people how to change---and reinforcement---supporting them in their efforts to change and to maintain healthy behaviors. MARCH consists of two key components: entertainment-education using long-running serial drama, and interpersonal reinforcement at the community level. The program is currently being implemented in several African countries. **Project:** To implement MARCH, the local team is first introduced to key concepts from social cognitive and communication theories, and oriented to formative research findings from country assessments. To assist the team in developing serial drama scripts and community-level reinforcement activities consistent with the formative research findings and with the major tenets of behavior change theory, we have developed a set of tools called Pathways to Change. Pathways consists of a teaching tool, a planning tool, and a monitoring tool. These tools give the local teams experience using theoretical constructs and formative data, and they provide a framework for both development and evaluation of the program.

[55]

### **After Implementation in the Community: Dealing with Stress and Burnout**

V. MCKLEROY<sup>1</sup>

<sup>1</sup>*Centers for Disease Control and Prevention (CDC), Atlanta, Georgia*

Implementation of interventions in limited resource settings often leads to stress and burnout among service providers. It usually is infeasible to conduct large scale multi-session programs or use professional consultation models in these settings. Manualized, brief interventions may be particularly useful in limited resource settings. A one-day stress and burnout workshop was piloted in New Jersey, Namibia, Mozambique, Ethiopia, and Malawi. Participants completed exercises to 1) define burnout; 2) identify triggers of burnout in their own lives, as well as symptoms, and coping strategies; and 3) develop individual burnout prevention strategies for themselves. The workshops provided training and process evaluation data. The most stressful events for participants included: community, organizational, and personal-level triggers. Many viewed the

triggers as factors beyond their control; however, the activities empowered them with resources to improve their personal and professional outlook and enhance their working environment. They stated developing peer support networks, as well as more individual strategies such as acknowledging stress and using time management techniques, varying their work routines to include less stressful activities, using humor, exercise, and planning enjoyable non-work experiences. These experiences have allowed us to further develop the intervention and begin dissemination in a variety of US and overseas settings.

**Thursday, June 9                    2:15-3:30 pm            Room 245 Altgeld**

**[56]**

**Local vs. State Control of Community Mental Health Care Systems**

P. TRACY<sup>1</sup>, C. RAMIREZ<sup>2</sup>

<sup>1</sup>*Champaign County Mental Health Board, Urbana, Illinois;* <sup>2</sup>*Association of Community Mental Health Authorities of Illinois, Urbana, Illinois*

**Overview**

Is it possible to achieve a true community mental health system of care through a centralized state department of human services? Based on ten years of flat funding and the current budget and program crisis experienced in Illinois, the answer to this question would appear to be “no”. Review of mental health administrative structures nationally indicates that states with county-based or local government-based mental health authorities have had greater success in developing effective behavioral health systems of care. It is generally agreed that a system of care should be community-based, with the locus of services as well as management and decision-making resting at the community level. The authors contend that a decentralized community-based mental health system results in the following benefits: 1) Improved service integration and access to quality care; 2) Stronger fiscal and program accountability; 3) Vigorous consumer, family and public participation; 4) Creation of community synergies; 5) Facilitation of culturally competent programs and services; and 6) Flexible and responsive programs and services. Mental health representatives from other states and researchers on this topic have been invited to discuss the issues concerning local vs. state control of mental health systems of care.

**Thursday, June 9                    2:15-3:30 pm            Room 142 Psych.**

**[57]**

**Minigrants as Strategies for Systems Change**

P. FOSTER-FISHMAN<sup>1</sup>, R. MILLER, A.<sup>2</sup>, ROSARIO<sup>2</sup>

<sup>1</sup>*Michigan State University, East Lansing, Michigan*

<sup>2</sup>*Community Resident*

Foundations are increasingly utilizing small, neighborhood-level grants (minigrants) as tools for involving residents in the design and implementation of small-scale programs designed to address immediate neighborhood concerns. These small grants allow residents of distressed communities to generate immediate change within their neighborhoods while building towards larger scale social change efforts. Three presenters will report on findings from a comprehensive evaluation of one such minigrant program implemented in Battle Creek, Michigan. An overview of the philosophy behind minigrant programs will be given, in addition to two presentations reporting on findings regarding the impact of minigrants on participants and factors that facilitate the success of such programs. Community residents will present on their experiences – as a member of the steering committee that oversees minigrants and as a recipient of multiple minigrants.

**[58]**

**Minigrants: Goals and Objectives**

D. CHAVIS<sup>1</sup>

<sup>1</sup>*Association for the Study and Development of Community, Gaithersburg, Maryland*

Minigrants are an increasingly important component of many systems change initiatives. These grants allow residents of distressed communities to apply for small sums of money to implement neighborhood level projects intended to generate ‘small wins’ by creating immediate changes within their surroundings. Small wins serve multiple functions and are often integral to building both readiness and capacity for change within targeted communities. Not only are small wins intended to boost residents’ confidence in their own ability to generate change, but they also allow for immediate, visible change to take place within the communities in question, thus building residents’ belief in the possibility of and trust in future change efforts. In addition, through the process of implementing and participating in minigrant events, residents develop the skills necessary to generate larger scale future change (e.g., leadership capacity). The minigrant program that will be reported on consists of small, neighborhood-level grants made to individuals or groups intending to generate change in one or more of the following areas: the generation of healthy neighborhoods, the development of adult and youth leaders, the improvement of educational outcomes for youth, and the expansion of economic opportunities for neighborhood residents.

**[59]**

**Readiness for Change: Impacts of Minigrant Strategies**

Z. DEACON<sup>1</sup>, B. NOWELL<sup>1</sup>

<sup>1</sup>*Michigan State University, East Lansing, Michigan*

In order to evaluate as well as build upon the success of a minigrant program, it is necessary to understand

the impact that it has upon participating resident grantees. Findings on the impacts of a minigrant program implemented within the context of a broader systems change effort will be presented. In-depth qualitative interviews, as well as data from a survey conducted with grantees, revealed that minigrants have varied impacts that both generate immediate small wins and allow residents of targeted neighborhoods to lay the foundation for future, larger-scale change efforts. Small wins included neighborhood and educational improvements as well as the generation of social capital among residents. These impacts were described as being instrumental in helping residents to develop stronger attachments to their neighborhoods as well as to increase their self-esteem and sense of self-efficacy, their optimism regarding the possibility of future change, their sense of responsibility for generating change, and their sense of control over neighborhood-level events. As a result of this increased readiness for change, neighborhood-wide capacity for change was also impacted. Specifically, residents became more involved in their neighborhoods, the number of active neighborhood-level organizations increased, and there was a strengthening of neighborhood leadership. Implications of these findings for systems change efforts will be discussed.

[60]

**Making it Work: Facilitators of Minigrant Success**

G. ARCHER<sup>1</sup>, M. MAHAFFEY<sup>1</sup>

<sup>1</sup>*Michigan State University, East Lansing, Michigan*

An understanding of the factors that are integral to the success of a minigrant program is essential to the effective replication and improvement of this component of many social change initiatives. In-depth qualitative interviews were used in order to elucidate those characteristics of the minigrant program in question that served to facilitate its success. These can be categorized in three ways, namely, formal aspects of the minigrant program that allow residents to gain entry into action, factors that increase the likelihood that, once implemented, minigrants will succeed and lead to small wins, and characteristics of the program that allow minigrants to build residents' readiness for change. Facilitators of minigrant program success thus relate both to the formal construction of programs and to the manner in which grantees implement their projects. Strategies for facilitating the success of minigrant programs and projects will be discussed. These include, ensuring that minigrant programs are resident driven, providing grantees with adequate support and assistance, ensuring the ease of the application process, encouraging grantees to implement best practices such as effective recruitment strategies and the development of strong partnerships with other residents and organizations, and encouraging applicants who are committed to the success of their projects.

**Thursday, June 9 2:15-3:30 pm Room 113 Davenport**

[61]

**Mixing Qualitative and Quantitative Methods in Community Psychology**

H. YOSHIKAWA<sup>1</sup>

<sup>1</sup>*New York University, New York, New York*

The mixing of quantitative and qualitative evidence has a long history in anthropology and sociology, but is relatively more recent in psychology. This panel addresses the contributions of mixing these methods to both research and action in community psychology. The four presentations summarize the benefits for community psychology of mixing methods, through the lens of four research and action endeavors. The four papers examine 1) legal and medical system responses to domestic violence; 2) the characteristics of empowering social settings; 3) HIV prevention for young gay men; and 4) the effects of anti-poverty policy and low-wage employment on families.

[62]

**Integrating Qualitative and Quantitative Methods to Study the Community Response to Rape**

R. CAMPBELL<sup>1</sup>

<sup>1</sup>*Michigan State University, East Lansing, Michigan*

When rape survivors turn to the legal and medical systems for help, they often do not receive needed services and are treated in ways that leave them feeling blamed and doubted. These negative experiences with social system personnel have been termed "secondary victimization" or "the second rape." This presentation will highlight a series of studies that integrated qualitative and quantitative methods to substantiate this construct of "secondary victimization." Across these studies, data have been collected from multiple stakeholder groups—rape survivors, rape victim advocates, doctors, nurses, and police officers—using multiple methods—quantitative interviews, qualitative interviews, and ethnographic observations. The advantages of mixing methods became apparent in the investigation as to why secondary victimization occurs. Quantitative analyses identified that system personnel had negative, victim-blaming attitudes, but qualitative methods suggested something different. Police officers readily admitted to being "tough" on survivors, but said they did so out of their care and concern for their well-being. They wanted to "test" the victims to ascertain whether they were strong enough to withstand the grueling process of prosecution. They characterized their behavior as motivated by concern for victim, not about blaming them. Intervention approaches suggested by these disparate findings will be examined.

[63]

**The Study of Empowering Settings Using Ethnographic-Quantitative Methods**

K. MATON<sup>1</sup>

<sup>1</sup>*University of Maryland Baltimore County, Baltimore, Maryland*

In three longitudinal studies, ethnographic and quantitative methods were combined to examine the impact of empowering community settings on members. The three settings were a non-denominational Christian fellowship, a program to enhance African American undergraduates' pursuit of a Ph.D. in the sciences, and a local chapter of an international men's support organization. Quantitative methods in each case focused on member outcomes consistent with the empowerment goals of the setting. Ethnographic methods included extended observation of organizational and microsetting contexts, and interviews of members focused both on the member and the setting. The presentation will summarize the key benefits and challenges of combining ethnographic and quantitative methods. The benefits included: (a) selection of phenomenon to study; (b) generation of hypotheses; (c) culturally anchored measurement development; (d) sampling; (e) analyses; (f) interpretation of findings; and (g) social action. Challenges included: (a) integration of quantitative and qualitative findings, both within and across levels of analysis; (b) coping with large amounts of data; (c) subjective bias; and (d) limited understanding of contexts beyond the individual and local setting. Future directions, including expansion of the methodology to incorporate interdisciplinary, ethnographic-quantitative investigations across individual, setting, and community levels of analysis will be discussed.

[64]

**Two Tales of A Mixed-Method Evaluation: Sorting Through Conflicting Evidence**

R. MILLER<sup>1</sup>, K. KHAMARKO<sup>2</sup>, S. BEARD<sup>1</sup>

<sup>1</sup>*University of Illinois at Chicago, Chicago, Illinois*; <sup>2</sup>*Michigan State University, East Lansing, Michigan*

In this paper, we present data that tells a conflicting story about whether an HIV prevention intervention succeeded. The data are from the case study site of the CITY Project, a multi-year 13-site HIV prevention intervention trial for young men who have sex with men. The quantitative outcome data from the multi-site trial suggest that little desired change occurred as a result of the intervention in young men's sexual risk taking behavior. The quantitative data from the case study site are consistent with the view that the interventions had no discernible effect on this behavior. However, interviews with community members conducted as part of the case study of the trial indicate that the project was a success. These data suggest that community members' did not judge the trial's success by individual-level behavior change but by the extent to which the trial had contributed to community capacity development, including leadership development, social capital enhancement, and building momentum around HIV and gay and lesbian concerns. Although these activities were not a principal focus of evaluating the study's outcomes, archival data collected as part of the case study generally support the community members' perspective that valued community capacity development did occur. Our paper will discuss critical issues in sorting through lines of evidence generated by mixed methods and the importance of measuring a diversity of valued outcomes in intervention evaluation.

[65]

**Mixing Methods to Study Low-Wage Work, Public Policy, and Child Development**

H. YOSHIKAWA<sup>1</sup>, T. WEISNER<sup>2</sup>, E. LOWE<sup>2</sup>, E. GODFREY<sup>1</sup>, A. ROY<sup>1</sup>, A. GASSMAN-PINES<sup>1</sup>, J. HSUEH<sup>3</sup>, R. MISTRY<sup>2</sup>, N. ENCHAUTEGUI-DE-JESUS<sup>4</sup>

<sup>1</sup>*New York University, New York, New York*; <sup>2</sup>*University of California, Los Angeles, Los Angeles, California*; <sup>3</sup>*MDRC, New York, New York*; <sup>4</sup>*Syracuse University, Syracuse, New York*

The study of low-wage employment, family life, and child development has been largely limited to single-method studies. We describe a book project, forthcoming from the Russell Sage Foundation, in which a multi-disciplinary team of anthropologists and psychologists examined these issues, using quantitative and ethnographic data from the New Hope Project. New Hope was a randomized anti-poverty experiment, conducted in Milwaukee in the late 1990's, with five years of follow-up data. We utilized data from a longitudinal, 3-wave survey study conducted with 750 parents and 950 children, as well as a 2.5-year longitudinal ethnography conducted with a random subsample of 45 families. Core qualitative coding on employment dynamics was carried out collaboratively by the team; each team member conducted both qualitative and quantitative analyses for the 9 subsequent completed studies that comprise the book. Key results will be presented in conjunction with methodological points. Several issues relating to mixing quantitative and qualitative approaches will be discussed, including variation in approaches to mixing methods; what each method contributed to ecological description of employment conditions; what was done when results of the two methods "contradicted" each other; implications for evaluation, public policy, and for research and practice in community psychology.

**Thursdat, June 9**

**2:15-3:30 pm Room G46 FLB**

[66]

**The Intellectual Development of Community Psychology in Four Areas of the World**

S. REICH<sup>1</sup>, M. RIEMER<sup>1</sup>

<sup>1</sup>*Vanderbilt University, Nashville, Tennessee*

Discussants: I. PRILLELTENSKY, *Vanderbilt University*

Community Psychology has a rich and extensive history around the globe, yet most descriptions of the field's maturation focus on the United States with little acknowledgement of the intellectual development of CP in other parts of the world. This symposium will trace the development of CP in four areas of the world: Latin America, Australia, Great Britain, and Japan. For each region, emphasis will be placed on which 1) theorists/

theories were most influential, 2) topics and/or historical developments and events served as a catalyst for the development of the field and 3) needs/issues CP originally addressed. When the story of the development of the field of Community Psychology (CP) is told, it is often the history of CP in the United States with little acknowledgement of the rich histories of the discipline in other countries. This myopic perspective is surprising given CP's focus on contextualism, diversity, and culture. To help fill this gap, this symposium will describe the development of CP in four areas of the world: Latin America, Australia, Great Britain, and Japan. Specifically, each presenter will trace the intellectual roots of CP in their country or region. Emphasis will be placed on which 1) theorists/theories were most influential in the development of CP, 2) topics and/or historical developments and events served as a catalyst for the development of the field and 3) needs/issues CP originally addressed. Our goal is to provide a more inclusive telling of the history of CP that identifies commonalities as well as differences across countries and recognizes the extensive histories of CP outside the US.

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#### **Latin American CP: Development, Implications, and Challenges**

M. MONTERO<sup>1</sup>, N. VARAS-DÍAZ<sup>2</sup>

<sup>1</sup>*Universidad Central de Venezuela, Caracas, ;* <sup>2</sup>*Universidad de Puerto Rico, San Juan, Puerto Rico*

A brief history of the development of Community Psychology (CP) in Latin America is presented, highlighting its roots in Paulo Freire's Adult Education Model, Critical Sociology, and Social Psychology. Its main theoretical influences and addressed topics are discussed, showing how CP embraced a line of research and action engaged with social change for Latin American countries. This research and action perspective united theory and practice, while incorporating the people's participation. This particular perspective on CP changed the role to be played by psychologists and incorporated new social actors. It also incorporated specific ontological, epistemological, political and ethical considerations, expressed in its work concerning community organization, health, housing, environmental, and educational needs in both urban and rural communities. We will describe the emphasis placed on empowerment in order to generate conscious citizens that are able to manage and transform their living conditions, stressing the role played by participatory methods developed simultaneously. Perspectives on the future directions of CP in Latin America will be addressed.

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#### **Community Psychology in Australia**

H. GRIDLEY<sup>1</sup>

<sup>1</sup>*Victoria University, Victoria, Victoria*

The formal history of community psychology (CP) in Australia has clear links with the recent history of the sub-discipline elsewhere, particularly in the United States. Informally, the climate in which it was born was distinctly Australian, resonating with the cultural pluralism and emergent debates around decolonization and political realignment within the Asia-Pacific region that characterized the 1970s. The Australian Psychological Society (APS) was formed in its own right in 1966, having previously been a branch of the British Psychological Society. The Society set up two overarching divisions of scientific and professional affairs in 1981. In 1983 the division of CP came under the umbrella of professional affairs. Parallel to the emergence and formal recognition of community psychology was a growing interest on the part of many psychologists in social justice issues. This paper will critically examine aspects of the history of CP in Australia: the impact of the decision to locate the subdiscipline alongside professional specializations such as clinical psychology; the role of CP in consciousness-raising around social justice and Indigenous issues within psychology and society; and the importance of geography in determining the eclectic nature of theorizing and applications within CP in this part of the world.

[69]

#### **Historical and Theoretical Roots of Community Psychology in Japan**

T. SASAO<sup>1</sup>, T. YASUDA<sup>2</sup>

<sup>1</sup>*International Christian University, Tokyo, ;* <sup>2</sup>*Pennsylvania State University, State College, Pennsylvania*

The origins of community psychology in Japan reflect dissatisfaction and disagreement with the types of services available, or lack thereof to the public, and the prevailing intra-psyche views of human behavior in clinical practice. New approaches were sought for treating the mentally ill by identifying and changing the factors associated with social contexts and structures especially in mental institutions. Concepts of prevention and consultation were crucial to the initial development of community psychology in Japan. Equally important was the ecological orientation clarifying the units and levels of interventions and seeking to optimize person-environment fit. Historically, Japan's community psychology can be traced back to 1969 when a symposium entitled "Issues in Community Psychology" was held, and the term community psychology was first introduced to clinical and other mental health professionals there. Six years later annual Community Psychology Symposia began that helped further develop the field and resulted in several publications on community approaches to mental health in the 1980s. In 1998, the Japanese Society of Community Psychology was inaugurated, with annual conferences and occasional workshops. With the recent official accreditation system for clinical psychologists, community psychology has been one of the major pillars in many graduate training programs.

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#### **Some Questions About 'The History of Community Psychology'**

D. FRYER<sup>1</sup>

<sup>1</sup>*Community Psychology Group, University of Stirling, Stirling, Scotland*

Does it make sense to ask where and when community psychology originated? Indeed, what sort of

phenomena would constitute 'the origins' of community psychology? Does contemporary community psychology necessarily have 'a' history or might there be many histories to be legitimately told, each story serving different functions for different groups and impacting differently on differing interests? Is the historical past a fixed, determining, set of constraints or might 'new historical pasts' be constructed by community psychology as it develops? Could the creation of new 'historical pasts' of community psychology lead to new 'potential futures' for community psychology? In my presentation I will subject the US-centric version of the history of community psychology to some critical scrutiny and then, as an antidote to US-centric claims, describe some work in central Europe in the 1930s for which a strong case can be made for it being 'community psychology'. Instead of merely replacing one narrow partisan history with another, equally problematic, one, I will use the discussion of the notion of the "origin" of CP as a springboard for asking some questions about community psychologies now and in the future.

**Thursday, June 9                      2:15-3:45 pm                      Room 138 Henry**

[71]

**Empowerment Evaluation and Getting To Outcomes**

A. WANDERSMAN<sup>1</sup>

<sup>1</sup>University of South Carolina, Columbia, South Carolina

**Workshop Goal** The overall goal of this workshop is to increase knowledge about empowerment evaluation and the Getting To Outcomes Model for organizational evaluation and to build their capacity to use this model to improve programs in communities. **Objectives** At the completion of the workshop, participants will be able to: Explain the importance of an integrated approach to organizational evaluation (10 minutes); Describe empowerment evaluation (15 minutes); Describe the process of the Getting To Outcomes model (15 minutes); Identify the 10 questions to be asked in the Getting To Outcomes model (10 minutes); Explain how a strategic plan can be used in organizational evaluation (15 minutes); Explain how a logic model can be used in program evaluation (10 minutes); Identify ways of to carry out interventions in a more effective way using the Getting To Outcomes model (15 minutes). Copies of the powerpoint slides used for presentation will be available as handouts. **Background on Empowerment Evaluation and Getting To Outcomes** In the new book on empowerment evaluation (Fetterman & Wandersman, 2005), Empowerment evaluation is defined as: An evaluation approach that aims to increase the probability of achieving program success by: (a) providing program stakeholders with tools for assessing the planning, implementation, and self-evaluation of their program, and (b) mainstreaming evaluation as part of the planning and management of the program/organization. EE expands the purpose, roles, and potential settings of evaluation beyond that of traditional evaluation approaches (Wandersman et al., 2005). The principles of EE are: Improvement, Community ownership, Inclusion, Democratic participation, Social justice, Community knowledge, Evidence-based strategies, Capacity building, Organizational learning, Accountability. **Getting To Outcomes: Methods and Tools for Planning, Evaluation, and Accountability (GTO)** was originally developed for CSAP (Wandersman, Imm, Chinman & Kaftarian, 1999) as an approach to help practitioners plan, implement, and evaluate their programs to achieve results. The roots of GTO are traditional evaluation, empowerment evaluation, continuous quality improvement and results-based accountability. GTO uses 10 accountability questions; addressing the 10 questions involves a comprehensive approach to results-based accountability that includes evaluation and much more. It includes: needs and resource assessment, identifying goals, target populations, desired outcomes (objectives), science and best practices, logic models, fit of programs with existing programs, planning, implementation with fidelity, process evaluation, outcome evaluation, continuous quality improvement, and sustainability. The GTO workbook includes tools and measures for addressing each question. GTO 2004 is a RAND Corp. document and was co-authored by Chinman, Imm & Wandersman. It updates and expands the original GTO and is available free for downloading. It was peer reviewed by Phyllis Ellickson and Karol Kumpfer. The complete guide is available on the RAND Corporation web site at <http://www.rand.org/publications/TR/TR101/>. In the workshop, the GTO 2004 workbook will be described.

**Thursday, June 9                      2:15-3:30 pm                      Room 217 Union**

[72]

**Arts and Social Change: Creating Selves, Community, Meaning, Part 1**

A. MULVEY<sup>1</sup>

<sup>1</sup>University of Massachusetts, Lowell, Massachusetts

The creative and performing arts are powerful mediums for multi-levelled meaning making and change. Thus, community psychologists engage in the arts and cultural work to raise voices, enhance well-being, transform public spaces, motivate change, and sustain social justice efforts. This two-part symposium will bring these efforts into focus and into dialogue with one another by examining how the arts are being used and why the arts are important to theory and practice in community psychology. Presenters will draw on a variety of projects to address the role of the arts in furthering community psychology's values, goals, and change practices.

[73]

**Implementing Photovoice: Blurring the Lines between Art and Science**

L. BROWN<sup>1</sup>, V. COLLINS<sup>1</sup>, M. SHEPHARD<sup>1</sup>, S. WITUK<sup>1</sup>, G. MEISSEN<sup>1</sup>

<sup>1</sup>*Wichita State University, Wichita, Kansas*

Photovoice is a participatory action research methodology where community members use cameras to generate and interpret their own data. As a research methodology, photovoice is unique in its blending of research and art. Originally developed by Caroline Wang and colleagues, the process can empower participants by enabling a greater degree of participant control over what data is collected and how it is interpreted. Like other projects in this symposium, much of the power of photovoice lies in its ability to foster creative expression amongst marginalized groups in the telling of their story. The images and corresponding interpretations can provide emotionally compelling and readily accessible evidence demonstrating community need or the effectiveness of community interventions. Sharing these stories with policymakers and the general public is integral to the goals of photovoice. This presentation will focus on the implementation of photovoice at two consumer-run mutual support organizations in Kansas. These organizations are nonprofits operated by people with mental illness, working to foster mutual support, and provide leadership opportunities for members. The results provide an insider's understanding of these organizations. Implementation difficulties and dissemination strategies will be discussed.

[74]

#### **Child Rights Initiative**

D. BRYANT<sup>1</sup>

<sup>1</sup>*Indiana University South Bend, South Bend, Indiana*

The Child Rights Initiative is an arts and advocacy project to promote greater understanding and acceptance of the self and the "other." This project is the first step in creating lasting change in the mindset regarding children's rights, especially in addressing the ills that befall children due to traditional cultural practices, customs, superstitions, and misconceptions about HIV/AIDS. The initiative involves two phases. The first involves three strategies: 1. art exhibitions to target policy makers and those that influence public opinion; 2. billboards to target the outdoor public; and 3. posters to target indoor public. The second phase is an advocacy program involving publications and catalogues that will be used as training materials in educational institutions and other public venues. The program success will be monitored to determine how the art/advocacy has been able to capture the message of children's rights. The evaluation will document resulting policy or curriculum changes.

[75]

#### **Dancing to Their Own Beat in a New Country**

J. MORSILLO<sup>1</sup>

<sup>1</sup>*Victoria University, Melbourne, Victoria*

Recently arrived refugee youth from the Horn of Africa, traumatised by war and a disrupted education, were involved in an educational bridging program in the western suburbs of Melbourne. A participatory action research approach was taken to invite them to discuss their personal identity issues and their community concerns, on what gave value to their lives. They revealed their hopes to find educational and work opportunities in a peaceful country, and to celebrate this in dance. They had a shared passion for African music and dance that they mixed with modern hip-hop dance. In a safe supportive environment, encouraged to indulge their passion for music and dance, they organised their own CD of favourite music, and a celebratory day of their educational achievements, with food, music and dance. These African students reported feeling well supported, as they laughed and danced to their own beat in their new home of Australia. Celebrations of laughter, celebrations of music and dancing, celebrating a sense of community. They showed an emergent sense of belonging, of connectedness to each other and to their new country.

[76]

#### **Community Drama and Fishing Safety Education**

M. MURRAY<sup>1</sup>, A. WALSH<sup>1</sup>, N. TILLEY<sup>1</sup>

<sup>1</sup>*Memorial University of Newfoundland, St. John's, Newfoundland*

Commercial fishing is one of the most dangerous of occupations. Factors contributing to accidents at sea include the weather, the design of the fishing vessel, fishing regulations and human behaviour. Traditionally safety education has focused on making individual fish harvesters aware of safety regulations and procedures. There is a need for a more comprehensive community-based safety awareness approach. Such an approach would be based upon the local communities' cultural traditions. It would aim to heighten awareness of the hazards of working at sea and to promote individual and collective action designed to develop a safer industry. This paper presents details of the use of drama and associated arts-based activities designed to promote safety awareness in three fishing communities. In one community a play was written about a local fishing tragedy while in another community a more established play about the hazards of fishing was used. Local residents planned and performed all of the activities. Discussions were subsequently conducted with key community participants to clarify the process of implementing these projects. The challenges involved in introducing these plays and the impact on the participants and the wider communities are discussed.

[77]

#### **Transforming Community Spaces: Making Art at the Family Center**

E. THOMAS<sup>1</sup>

<sup>1</sup>*University of Washington, Bothell, Washington*

This presentation examines the role of the arts in realizing the vision of a family support center in a

suburban community in the Pacific Northwest of the United States. The family center, opened in the fall of 2004, was imagined as a site that would increase the capacity of the community to meet the needs of a rapidly growing new immigrant population, enable the community to focus on the strengths of economically and ethnically diverse families, and build family-school partnerships. Art making is an integral part of the site and its work because the arts, partnered with family-centered practices (Trivette, Dunst, & Hanby, 1996), hold great potential to disrupt traditional notions of human service and transform community spaces. Examples of art making at the family center include an arts and bilingual literacy program for children whose adult family members are participating in beginning English Language Learning (ELL) classes and a preschool art and school readiness program led by parents in Spanish. The arts and cultural programming are opening up space for difficult dialogues across diverse stakeholders, serving as an entry point to learning and building academic competencies, giving voice to bicultural identities, and providing a focus for community engagement.

## **Thursday, June 9 3:45-5:00**

*Thursday, June 9 3:45-5:00 pm Room 217 Union*

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### **Arts and Social Change: Creating Selves, Community, Meaning, Part 2**

E. THOMAS<sup>1</sup>

<sup>1</sup>*University of Washington, Bothell, Washington*

The creative and performing arts are powerful mediums for multi-leveled meaning making and change. Thus, community psychologists engage in the arts and cultural work to raise voices, enhance well-being, transform public spaces, motivate change, and sustain social justice efforts. This two-part symposium will bring these efforts into focus and into dialogue with one another by examining how the arts are being used and why the arts are important to theory and practice in community psychology. Presenters will draw on a variety of projects to address the role of the arts in furthering community psychology's values, goals, and change practices.

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### **Community Change through Theater: Dating Violence Prevention with Adolescents**

A. HAMMOCK<sup>1</sup>

<sup>1</sup>*University of Michigan, Ann Arbor, Michigan*

This presentation details the development of a theater-based community intervention to address dating violence with at-risk minority youth in an urban Midwestern community. In this 30-week, 60-session after-school program, 26 adolescents learned about dating violence and acting, wrote a play about how dating violence affects their lives, and participated in eight performances of the play for other youth and community members. The theory guiding this project is that theater can be used as a mechanism to create community change. Specifically, it suggests that the process of physical embodiment of characters involved in a dating violence scenario by members of an acting group will facilitate their knowledge development and promote behavioral changes regarding dating violence. In particular, the theory hypothesizes that the interactive aspect of the theater-based intervention will allow individuals to practice their new behaviors in a safe space, which will help them to change their practices in other community contexts. This presentation will articulate this program theory and describe the specific theater/artistic exercises used to educate participants about dating violence and the link between gender violence and other forms of oppression. The presentation will also offer practical suggestions for boosting and sustaining youth interest and enrollment in theater interventions.

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### **Understanding Elementary School Safety through Children's Drawings and Words**

C. HAZEL<sup>1</sup>

<sup>1</sup>*University of Denver, Denver, Colorado*

School safety is a topic of concern in many communities. However, little attention has been paid to the perspective of elementary school children regarding what makes them feel safe or threatened. In this qualitative study, groups of fourth grade children were asked to draw about safe and unsafe schools. Utilizing an art therapy perspective, I observed the children's drawing processes and discussed their pictures with them. The data analysis drew from the children's drawings, the transcriptions of our discussions, and my drawings made in reaction to working with the children. The reoccurring themes in the drawings were bullying and crisis threats. Peer harassment was mentioned frequently in the discussions; some children spontaneously mentioned not wanting to come to school due to anxiety. There was no consensus regarding with whom the children felt safe confiding: some told parents, some told peers, and some told teachers; all of these groups were also mentioned as untrustworthy. Overall, anxiety appeared pervasive with resources scarce. Selected drawings will be used to illustrate the children's stories and demonstrate the power of multiple forms of communication for increasing understanding.

[81]

### **'A Feminist Statement in Itself...To Be Producing Really Good Music.'**

H. GRIDLEY<sup>1</sup>, J. MORSILLO<sup>1</sup>

<sup>1</sup>*Victoria University/Brunswick Women's Choir, Melbourne, Victoria*

The Brunswick Women's Choir is a community of women from a wide range of backgrounds and interests. The choir works in an atmosphere of mutual support and respect to encourage women's creativity, and is committed to singing and performing culturally diverse music that reflects the experiences and social concerns of women and our wider community. The choir has an open access membership policy, providing women with the opportunity to enjoy singing for its own sake, as well as to develop their musical skills. The choir's policies reflect its emphasis on musical excellence, celebration of community and commitment to social action. A key aim is that of empowering women and affirming women's experience both within and beyond the choir. This presentation is drawn from an oral history of the choir, 'Ten Years On...', that shows how the changing priorities, practices and repertoire of the Brunswick Women's Choir have reflected the priorities of the feminist movement during the last decade. Examples of challenges faced by the choir will be used to illustrate the application of feminist community psychology principles in the context of 'Creating Selves, Building Community, and Making Meaning' via community arts.

[82]

**Imagining a Safe World for Women: Creating Words, Choruses--Change?**

A. MULVEY<sup>1</sup>

<sup>1</sup>*University of Massachusetts, Lowell, Massachusetts*

The V-Day College Campaign combines student productions of Eve Ensler's play, *The Vagina Monologues*, with education designed to encourage communities to speak about, transform and prevent violence against women and girls. This presentation describes the development and public art outcomes of writing workshops with over 100 community members who imagined a world free of gendered violence. V-Day organizers and students in a community psychology seminar ran the workshops. Creative writers included middle-school girls, young adults from a teen center and an alternative high school, college students, police officers, ministers, civic and grassroots leaders, and survivors of rape and domestic violence. Writings were used to create women's and men's monologues that were performed, and a display and a video were created from the writings, images, and songs. Funds raised by the project were donated to local and global groups working against gendered violence. Possibilities that artistic expression and public art offer for change that promotes healing and social justice will be highlighted: making meaning from experiences of trauma; exploring contested beliefs related to structural inequalities; "privileging" voices of marginalized groups; and creating public spaces and discourse that represent liberatory values, affirm cultural diversity, and promote psychological and political community.

[83]

**Using Art in Community-Making: From Bush Poles to Street Theatre**

C. SONN<sup>1</sup>, P. KASAT<sup>1</sup>

<sup>1</sup>*Victoria University, Melbourne, Victoria*

Community Cultural Development (CCD) is a methodology used by the Community Arts Network of Western Australia (CAN WA). CCD is a participative process used to draw out taken-for-granted knowledge and future aspirations of a community. Creative means are used to express, preserve or enhance that community's identity and promote its well-being. In many cases, CAN WA engages with communities that are marginalised. In this presentation we describe one project from a rural community in Western Australia in which creative means were used to engage members in exploring and responding to issues of significance to them. In that community, after initial dialogues with community members, an artist worked with community members to create bush poles that contained images and symbols that capture for residents what it meant to live in that place. These bush poles now take prominence as entry statements to the community. This is one outcome that flowed from the creation of spaces where community members can engage in jointly drawing out memories, shared experiences, and symbols that form the basis for imagining future selves and making their place visible. We discuss how creative tools may disrupt structural boundaries and provide a space for mutual engagement in change.

**Thursday, June 9**

**3:45-5:00 pm Room 215 Union**

[85]

**40 Years Since Swampscott: Community Psychology's Commitment to People with Mental Illness**

C. STEIN<sup>1</sup>

<sup>1</sup>*Bowling Green State University, Bowling Green, Ohio*

The Swampscott Conference invited psychologists to a move beyond the confines of community mental health to explore a new intellectual and social frontier called community psychology. Writings about Swampscott convey an unmistakable pride in creating a discipline that looked beyond the treatment of mental illness to the promotion of mental health. Founders at Swampscott and the innovators who followed helped to develop a discipline that now tackles a broad range of today's most complex social problems. In the proposed symposium, we examine circumstances that shape community psychology's relationship to its first population of concern, people with serious mental illness. Our goal is to provide an opportunity for thoughtful dialogue about community psychology's current commitment to people with mental illness, given the tenets of Swampscott, trends in the field, and the present state of community mental health.

[84]

**Serious Mental Illness: What Can A Community Psychologist Do?**

B. Kloos<sup>1</sup>

<sup>1</sup>*University of South Carolina, Columbia, South Carolina*

Historically, communities have grappled with competing demands of providing compassionate care and maintaining social control when addressing the needs of persons with serious mental illness (smi). With the emergence of the consumer/ survivor movements, persons with smi are involved in personal, organizational, and societal deliberations about responding to serious mental health problems to a greater extent than ever before. The emergence of the current movement presents an opportunity for collaborative research and action to promote social change that is supportive of the well-being and liberation of persons with smi. This presentation draws upon (a) community psychology core tenets (e.g., ecology, prevention/ promotion, inclusion/ self-determination), (b) recent conceptual developments focused on oppression and liberation, and (c) the emergence of consumer/ survivor movements to articulate a framework for thinking about the roles and activities that community psychologists can bring to work addressing the needs of people with serious mental illness. Community psychologists interested in such collaborations can promote broader, multilevel understandings of serious mental health problems and influence the ways that communities address them. When done in collaboration with persons with smi, community psychology's research and action can play significant and supportive roles in promoting well-being, recovery, and liberation.

[86]

**Community Psychology and Mental Illness: Further Soul Searching Needed**

C. STEIN<sup>1</sup>

<sup>1</sup>*Bowling Green State University, Bowling Green, Ohio*

Legendary scholar, Seymour Sarason, consistently asked community psychology to focus on “big picture” questions that provide meaning and direction to the field. Sarason once mused that the last sentence of most dissertations should be changed from “future research is indicated” to “further soul searching is needed.” In that spirit, the proposed presentation examines dilemmas and directions for community psychologists currently working with people with serious mental illness. The presentation begins with a brief history of community psychology's involvement with this marginalized population to create a context for discussion. Current trends in community mental health treatment for people with mental illness are then outlined to highlight ideals and rhetoric in popular use. It is argued that similarities in language and ideals, but differences in the interpretation and instantiation of goals between community psychology and community mental health pose significant dilemmas for community psychologists working in the field. Tensions between community psychology values, methods and goals and the current realities of mental health delivery systems are described. Community researchers and practitioners are invited to consider directions for the field that emphasize the creation of settings, social advocacy, and giving voice to people with serious mental illness.

[87]

**From the Bottom Up: Addressing the Disconnect Between a CMH System & Its Clients**

M. HUNT<sup>1</sup>

<sup>1</sup>*Yale University, New Haven, Connecticut*

Policy shifts in the last decade have helped to promote more coordinated, integrative systems of care for people with serious mental illness. These shifts have often incorporated ideals from community psychology in a very real way by mandating such things as individualized, client-driven treatment plans and encouraging natural supports. Despite this “top down” support, disconnects between the service system and the people it serves are all too common. The daily reality for people with serious mental illness is that, with the best intentions, our community mental health system can promote stigma, squelch client advocacy, and erect tall barriers against community integration. This presentation will use narrative accounts of people with serious mental illness to illustrate some of the hurdles set in their path by a well-intentioned, integrative system of treatment. It will also discuss some of the possible ways values of community psychology might be more strongly incorporated to promote support from the “bottom up” and to better serve the population of our concern.

[88]

**Mission Incomplete: Promoting Rights of Individuals with Serious Mental Illnesses**

M. SALZER<sup>1</sup>

<sup>1</sup>*University of Pennsylvania, Philadelphia, Pennsylvania*

Community psychology was at the forefront of the community mental health movement that successfully led the charge to move people with serious mental illnesses out of institutions and into the community. However, although individuals with serious mental illnesses now spend more of their time in the community rather than in institutions, they are too often only physically in the community, but not of the community, in the sense of psychologically, socially, or economically belonging. The values and rights of our society promote the inclusion of individuals with psychiatric disabilities in the life of their communities, but stigma and discrimination and lack of adequate supports inhibits their opportunities and being valued for unique qualities and abilities. This presentation will review these issues and discuss the roles that community psychology can and should play in response to the recent Supreme Court Olmstead decision and policy initiatives that solidify community integration as a right of individuals with psychiatric disabilities.

**Thursday, June 9**

**3:45-5:00 pm Room 209 Union**

[89]

**Invitation To Participate In An Analysis Of Our Published Literature**

M. BLANK<sup>1</sup>, R. LORION<sup>2</sup>, J. FERRARI<sup>3</sup>, W. DAVIDSON<sup>4</sup>

<sup>1</sup>University of Pennsylvania, Philadelphia, Pennsylvania; <sup>2</sup>Towson State University, Towson, Maryland; <sup>3</sup>DePaul University, Chicago, Illinois; <sup>4</sup>Michigan State University, East Lansing, Michigan

Impetus for changing the mental health services generally and clinical psychology specifically largely in response to the challenges arising from passage of the Community Mental Health Centers' Act in the mid-1960s. The Swampscott Conference laid the foundation for a new discipline that focused on the community rather than its residents. Subsequent disciplinary events (e.g., The Austin Conference; the Vermont Conferences; the Biennials; etc) have grappled with how to translate that vision into research and action. Over the past year, a group at Penn has been working to develop a criterion-based review of the published literature in Community Psychology. Our goal is to trace the evolution of our field as reflected in the contents of its primary scientific outlets. Our protocol is designed to catalogue the topics and themes focused on in published work; the populations of interest, and the methodologies (i.e. qualitative and quantitative) used by community researchers and practitioners over the past three decades. We also will identify types and locus of interventions, change agents, etc. We are interested in understanding who was targeted for community interventions, why they were targeted, how benefits were defined and measured, and what statistical methods were used to assess impact, change processes, etc. The project is not designed as a meta-analysis. We are not planning to evaluate effect sizes or combine studies to reach any broad conclusion of what we have learned substantively in the field, rather we intend to document changes in areas of interest, designs and methods employed in order to chart a sort of developmental trajectory for the field of community psychology. An important "product" resulting from this work will be an archive of all findings available for others to examine parts or all of the discipline's scholarly work. This innovative program will bring together the editors of three journals to discuss the project and its goals. The abstracting system will be demonstrated by Michael Blank, and the goals for the project enumerated. Next editors of three of the journal that provide primary outlets in Community Psychology will be asked to comment on how they have seen the field evolve through the lens that each journal provides. Ray Lorion will discuss the Journal of Community Psychology, Bill Davison will discuss the American Journal of Community Psychology, and Joe Ferrari will discuss the Journal of Prevention and Intervention in the Community. In the spirit of participatory research, we will then invite our colleagues to join us in this review. Those who choose to join this effort will receive a CD with the ACCESS program that guides the review and a code-book with detailed instructions for abstracting the articles. Each participant will be randomly assigned one year of journal articles for review from each journal. We estimate that participants can complete their assignment in less than 20 hours. Our goal is to recruit 25 volunteers. Doing so would assure the independence of the results and assure completion of the project in a timely and unbiased manner.

**Thursday, June 9                      3:45-5:00 pm                      Room 407 Union**

[90]

**Social Science's Role in Social Change: What Works and What Have We Learned?**

R. BARRERAS<sup>1</sup>, S. MASSEY<sup>2</sup>, D. LIVERT<sup>3</sup>

<sup>1</sup>Montefiore Medical Center/Albert Einstein College, Brooklyn, New York; <sup>2</sup>Binghamton University, Binghamton, New York;

<sup>3</sup>Pennsylvania State University, Fogelsville, Pennsylvania

Overview

The goal of this roundtable is to bring together individuals dissatisfied by the state of social science's role in progressive social change in order to promote an ongoing discussion (beyond the roundtable itself) on the requirements needed for a more effective social science. This roundtable hopes to build on previous related discussions, such as David Chavis' Ten Demandments for community psychology, back in 1999. Ultimately, the goal is stimulate a new wave of scholarship in this area that can lead to formal research, analysis, and publications. Rather than focusing on the factors limiting the pragmatic use of science, the roundtable would focus on what does work: ways to think strategically about research (e.g., what types of data have the greatest impact on advocacy efforts and social movements) and methods and models for collaborating with social change agents: activists, bureaucrats, community groups, service providers, and media representatives. Of particular interest is a discussion on how social science can work more closely with social movements and activists. The facilitators would highlight examples of research that speak to these issues. In order to help ground the conversation on a broader range of perspectives, participants are encouraged to fill out an online survey at the following site: <http://home.earthlink.net/~reb101/>.

**Thursday, June 9                      3:45-5:00 pm                      Room 404 Union**

[91]

**Piecing Together Snapshots Of Urban Adolescent Development From Multiple Contexts**

A. RIVERA<sup>1</sup>, N. WEST-BEY<sup>1</sup>, J. IBARDOLAZA<sup>1</sup>, M. SCHOTLAND<sup>1</sup>, D. WITHERSPOON<sup>1</sup>

<sup>1</sup>New York University, New York, New York

Discussants: A. CAUCE, *University of Washington*

Researchers acknowledge the importance of considering the multiple contexts in which youth are embedded in order to understand how they singularly and interactively affect development. However, we often rely on

discrete views of adolescence, to the exclusion of significant others. The presenting authors weave respective findings about adolescents' responses to five important proximal (e.g., family, peer, racial/ethnic socialization) and distal (e.g., school, neighborhood) contexts. These studies emphasize positive adaptation in poor, urban environments by exploring discrimination experiences, interpersonal responsibility, peer relationships, perceptions of school climate, and neighborhood connectedness. Together, they represent a more holistic picture of urban adolescents' lives.

[92]

**Can Responsibility Be A Problem? Adolescents' Helping Behaviors And School**

A. RIVERA<sup>1</sup>

<sup>1</sup>*New York University, New York, New York*

Adolescents from low-income families often engage in traditionally adult helping roles at home (e.g., sibling care-giving, cultural brokering), challenging traditional notions of normative adolescent development. Researchers and practitioners argue that a heightened sense of family responsibility drives adolescents to achieve academically, even while those same family obligations might interfere with academic activities. The behavioral outcomes of a strong sense of obligation to kin appear to continue into adulthood in particular cultural traditions. Studies have found this reflected in material and emotional support given to family members, regardless of generation of immigration or socioeconomic status, especially among African-, Asian- and Latin-Americans. The relationships between family norms regarding responsibility, adolescents' helping behaviors, and their academic behaviors and psychological outcomes are not clear. To address this, the present study combines ethnographic and survey methods to examine: 1) How do parental beliefs, cultural attitudes, or family circumstances shape adolescents' responsibilities, helping behaviors at home, academic performance, and mental health? 2) What is the prevalence of helping behaviors at home among early adolescents from low-income families? 3) Do these relationships vary by gender, ethnicity, family structure, or generational status?

[93]

**When Friends Are Family: Relatives As Peers Amongst Low-Income Urban Adolescents**

N. WEST-BEY<sup>1</sup>

<sup>1</sup>*New York University, New York, New York*

One unique quality of the peer networks of ethnic minority adolescents may be that family members frequently serve as a primary peer group. The present study explores two questions related to this possibility: what is the role of close-age relatives in the peer networks of low-income, urban, adolescents? How do families talk about contextual and cultural factors in relation to close-age relatives in peer networks in this population? This analysis focuses on 12 early adolescents from five ethnic groups who took part in an ethnographic study conducted with low-income families in New York City. Preliminary analyses suggest that family-members are central to the peer networks of many low-income, urban adolescents. While many have non-relative friends or best friends that they can discuss, similar-age relatives are frequently as or more important than non-relative peers. The relative-peers in adolescents' peer networks are linked by parents and adolescents to critical outcomes, including academic achievement, and are also linked to larger cultural values and beliefs about the importance of family. Most quantitative and qualitative studies of adolescent friendships deliberately exclude family members from the conversation, suggesting a gap in the ways in which peer groups in this population are examined and understood.

[94]

**Discrimination Experiences And Academic Outcomes Among Ethnic Minority Students**

J. IBARDOLAZA<sup>1</sup>, C. GERVEY<sup>1</sup>

<sup>1</sup>*New York University, New York, New York*

Middle school is a critical period in youth's education. Academic performance, school investment, and academic engagement decrease significantly during this critical period, and they usually never recover. Latino and African-American youth are less likely to recover from this decline than Asian- and European-Americans. Surprisingly, research rarely attempts to understand how school settings contribute to these group differences. Particularly, how might schools that feel racially hostile to adolescents affect their academic adjustment and schooling? To explore this question, this study examines adolescents' perceptions of discrimination in school. This question will be addressed using survey data from an ethnically diverse sample of 380 middle school students in New York City. A measure of perceived discrimination assesses frequency with which youth perceive being treated unfairly or unjustly, their attributions regarding the reason for unfair treatment (racial/ethnic background, immigration status, age, and gender), and the source of unfair treatment (adults in school, adults outside of school, peers). Frequency, attribution, and source of unfair treatment are all expected to predict academic outcomes, including academic engagement, efficacy, and performance. Preliminary findings suggest that there are ethnic/racial group differences in how frequently youth report being treated unfairly, the attributions they make, and its consequences for academic outcomes.

[95]

**In The Eyes Of The Beholder: Minority Students' Perceptions Of School Climate**

M. SCHOTLAND<sup>1</sup>

<sup>1</sup>*New York University, New York, New York*

A greater understanding of the particular experiences that impact students' school success and failure is warranted, particularly for youth facing increased academic risks, such as urban, minority youth. This presenta-

tion seeks to understand how multiple dimensions of school climate affect urban, minority youths, by identifying profiles of students' experiences based on their perceptions of school climate. Using cluster analysis, this research will uncover the relevant dimensions of school climate for these students and how these experiences of school vary by gender and ethnicity. Preliminary analyses reveal four dimensions of school climate: teacher expectations and support ( $r = .82$ ), student relations and support ( $r = .85$ ), hostile environment ( $r = .85$ ), and fairness and autonomy ( $r = .85$ ). Cluster analysis of these four dimensions will explore perceptions of school climate in a sample of 380 African American, Caucasian, Chinese, Dominican and Puerto Rican adolescents from three middle schools in New York City. The findings from this study will provide a more complete picture of perceived school climate, which may highlight important academic and developmental needs that may not be addressed sufficiently within the school context. This is particularly important for urban and minority students, who often face additional obstacles to success.

[96]

### **Urban Villages Can Raise Children: Examining Positive Neighborhood Processes**

D. WITHERSPOON<sup>1</sup>

<sup>1</sup>*New York University, New York, New York*

Researchers studying neighborhood effects largely focus on impoverished neighborhoods and examine U.S. Census data in relationship to maladaptive youth outcomes. These studies rely on deficit models, focus on limited demographic samples, and concentrate on family-level mediating processes. Although neighborhoods characterized by markers of disorganization may experience difficulty in establishing and maintaining social organization, it is imperative to investigate how positive neighborhood processes within the community might attenuate the effects of structural disadvantage on adolescent outcomes. Using qualitative and quantitative data, this project focuses on multidimensional pathways to academic engagement among an ethnically diverse sample of urban adolescents. The presentation incorporates strength-based models to examine how positive neighborhood processes moderate relationships between neighborhood risk and exposure to violence and adolescents' maladaptive behavior (e.g., delinquency), as well as how they enhance positive youth development (e.g., academic success). Preliminary analyses indicate that 67% of adolescents feel connected to their neighborhood and 63% think that adults will intervene if adolescents engage in "negative" activities. Focusing this investigation on positive neighborhood characteristics has implications for community interventions aimed at promoting positive youth development.

**Thursday, June 9**

**3:45-5:00 pm**

**Room 211 Union**

[97]

### **Introduction**

N. REPPUCCI<sup>1</sup>

<sup>1</sup>*University of Virginia, Charlottesville, Virginia*

We examine adolescents' transitions into and out of delinquency from an ecological perspective. First, we examine aggression and alcohol use among a normative sample, highlighting developing patterns of problem behavior. Second, we describe coping responses among at-risk and delinquent female youth, emphasizing the interaction between sample and stress context. Next, we underscore protective factors for preventing recidivism among detained youth re-entering the community, including substance abuse treatment and coping resources. Finally, we describe a joint effort between researchers, attorneys, and the state Board of Education, designed to ease the transition from incarceration to community through individual-level advocacy and systems-level change.

[98]

### **Gender, Aggression, and Alcohol Use: Patterns of Problem Behavior in Adolescence**

M. SCHMIDT ROSENBAUM<sup>1</sup>

<sup>1</sup>*Northwestern University, Chicago, Illinois*

Experimentation with alcohol is considered a normative behavior in adolescence. Yet, certain patterns of alcohol use are associated with problem behaviors such as aggression, which may lead to serious delinquency. The current study examined gender differences in developmental trajectories of alcohol use and aggression in adolescence. It was expected that the development of alcohol use would be associated with both overt (physical) aggression, and relational aggression – a form of aggression commonly used by girls, but also seen in boys. Participants were 185 target teens (mean age 13.4,  $SD = .66$ ) at wave 1. Teens' self-reports and close friends' reports of the teen's alcohol use, relational aggression, and overt aggression were assessed annually over three years. Overt aggression predicted frequency of alcohol use and problem drinking behaviors, and relational aggression predicted problem drinking behaviors. Moreover, girls who reported higher initial levels of alcohol use showed increasing use of both overt and relational aggression over time. Results suggest that especially among girls, high levels of relational and overt aggression may indicate that teens have diverged from normative alcohol use and are navigating riskier pathways. The need for greater attention to relational aggression, as well as implications for gender-based prevention programs, are discussed.

[99]

### **Coping and Coping Resources in At-Risk and Delinquent Female Adolescents**

L. TRIVITS<sup>1</sup>

<sup>1</sup>University of Virginia, Charlottesville, Virginia

The current research study investigated 1) whether different levels of risk and offending in female adolescents predict different coping styles and adjustment to stress, and 2) how psychosocial resources (i.e. relationship quality, empathy, and locus of control) relate to coping responses among female youth. Participants included 63 incarcerated and 56 at-risk female adolescents. Sample differences emerged in coping with family stress, with the Juvenile Justice (JJ) sample reporting higher levels of Disengagement, Involuntary Engagement, and Involuntary Disengagement coping than the Community (C) sample. Furthermore, JJ youth reported less perceived control over family problems, and higher levels of internalizing and externalizing symptoms. An interaction of sample and context was found; C youth were consistent in their use of Disengagement and Involuntary coping strategies across stress contexts, but JJ youth used these forms of coping more often in response to family stress than peer stress. The higher the perceived stress of peer problems, the more likely the youth was to use all forms of coping strategies, including Primary and Secondary Control strategies. Finally, the data provided limited support for the hypothesized social resources model examining coping as a mediator of the predictive relationship between the coping resource variables and psychological adjustment.

[100]

**Protective Factors for Adolescent Offenders: Mental Health, Families, Transitions**

T. GROVER<sup>1</sup>, J. OWEN<sup>1</sup>, N. REPPUCCI<sup>1</sup>

<sup>1</sup>University of Virginia, Charlottesville, Virginia

A large number of incarcerated youth have diagnosed mental health treatment needs, many of which are addressed for the first time while incarcerated. The Department of Juvenile Justice (DJJ) is responsible for the treatment of youth while incarcerated; however, there is a significant disconnect in services when youth are transitioning back to their communities. Continuation of treatment that began in DJJ is often stagnated as a result of resistant schools and service providers, lack of financial assistance, and waiting lists. The period immediately following release from DJJ has been identified as most critical for preventing recidivism, and the provision of continued treatment for mental health and substance abuse problems could be the most important protective factor for youth leaving detention. Families have also been identified as essential to the release planning process in assisting youth in their integration back into the community. Programs should aim to strengthen the coping resources of youth and families and to provide the services needed to successfully navigate the transition. The significant need for research regarding the current release planning process, availability of services, and needs of youth with mental health problems is discussed. Gaps in current knowledge are addressed as they relate to the design and implementation of future re-entry planning practices and outcome evaluations.

[101]

**From Incarceration to Community: Advocating Systemic Change in Juvenile Re-Entry**

J. OWEN<sup>1</sup>, T. GROVER<sup>1</sup>, N. REPPUCCI<sup>1</sup>

<sup>1</sup>University of Virginia, Charlottesville, Virginia

Youth re-entering communities from the Department of Juvenile Justice's (DJJ) correctional institutions face a number of obstacles to transitioning back into communities, specifically in navigating the public school system and in maintaining a continuum of the mental health care. These obstacles could present risk factors for recidivism, whereas smooth mental health transition and education re-enrollment planning and implementation could serve as protective factors. When youth return to their communities, they risk losing any benefit they might have received from rehabilitative services provided by DJJ. Although similar services exist in these home communities, there are often barriers to a young person accessing these services, such as waiting lists, complex bureaucratic hurdles, stigma, and resistant schools and service providers. A discussion of a joint policy effort between interdisciplinary University researchers and attorneys from the Legal Aid Justice Center in Virginia is presented. Such policy work is being done on the regulatory level with the Virginia Board of Education, as well as the legislative level, to insure better connections between existing services. A discussion of individual client legal advocacy, identified "Best Practices", as well as systems-level community psychological research is discussed in the context of informing strategies for policy reform.

[102]

**Discussion**

J. WOOLARD<sup>1</sup>

<sup>1</sup>Georgetown University, Washington, District of Columbia

**Thursday, June 9                      3:45-5:00 pm                      Room 405 Union**

[103]

**Theory, Methods & Ethics of Complex Interventions: an International Collaboration**

P. HAWE<sup>1</sup>, A. SHIELL<sup>1</sup>, T. RILEY<sup>2</sup>, E. TRICKETT<sup>3</sup>

<sup>1</sup>University of Calgary, Calgary, Alberta; <sup>2</sup>University of Melbourne, Melbourne, Victoria; <sup>3</sup>University of Illinois at Chicago, Chicago, Illinois

Symposium Introduction The Canadian Institutes of Health Research recently funded a multidisciplinary group in Canada, USA, UK and Australia for a program of work to help build stronger interventions. We function like a self help group. Various projects are brought to the collaborative space and improved by 'friendly' interrogation. Our aim is to challenge current orthodoxy, particularly the design of population-level interven-

tions to improve health. This is a field typically marked by failure, frustration and contested insights. This symposium focuses on intervention theory. We argue that intervention theory requires a shift from program thinking to system thinking. We present how our developing collaboration is mapping and making sense of the values and insights brought by different disciplinary perspectives. In this session we feature insights from sociology, economics and community psychology.

[104]

**Indigenous Theory: Theorising Change Through the Practitioner's Eyes**

T. RILEY<sup>1</sup>, P. HAWE<sup>2</sup>

<sup>1</sup>University of Melbourne, Melbourne, Victoria; <sup>2</sup>University of Calgary, Calgary, Alberta

A sociologist offers insights to be learned from examining the indigenous, or natural cause-and-consequence thinking of change agents. The motivations, interpretations and theories of the practitioners who are the primary agents of change in community interventions are largely absent from the literature. Within these social contexts of practice, community interventions are translated, transported or even subverted. Yet we know little of who or what influences the decisions that are made during intervention implementation. This presentation enters the private worlds of community intervention practitioners using narratives methods. The purpose is to understand the trade offs, personal risks and political maneuvering that enables a community intervention to take the form it does. Key domains of interest include: where and how practitioners position themselves in a change process, the role played by the protagonist versus the 'supporting cast' and the underlying values revealed from what is the most protected or seen as the most precious in the ensuing dynamic.

[105]

**Community Interventions Should Make Economists Rethink Economics**

A. SHIELL<sup>1</sup>, P. HAWE<sup>1</sup>

<sup>1</sup>University of Calgary, Calgary, Alberta

A social economist questions whether the theory on which methods of economic evaluation are based can adequately capture the costs and benefits of community level interventions. Mainstream economics is essentially 'partial' in its evaluation of the cost-effectiveness of health promoting interventions and uninterested in the process by which outcomes are produced. The traditional objective of economic evaluation is to compare the costs of what goes into an intervention with the value of what comes out. 'Partial' refers to the assumption that the intervention does not affect the broader context in which it is implemented, and so its costs and effects can be examined independently of that context. But this can't be right. Many community interventions are designed specifically to impact on social context and to do so in ways that reinforce changes occurring in individuals. In addition, economists should rethink the nature of resources in community interventions. Traditional economics would say that resources get 'used up' by interventions and hence become devalued over time. The alternative view is that resources are recycled and transformed, with value being added at each stage. The economic evaluation of community interventions thus requires a more sophisticated understanding of costs, outcomes and values, if one is not to do a grave disservice to the process of community development or to evidence on community intervention effects.

[106]

**What the Ecological Community Psychologist Sees in All This.**

E. TRICKETT<sup>1</sup>

<sup>1</sup>University of Chicago, Illinois, Chicago, Illinois

A community psychologist provides an ecological roadmap for conceptualizing, implementing, and assessing complex community interventions that draws on the previous presentations. Complex community interventions inevitably yield complex, multilevel outcomes and employ processes that ripple across varied boundaries in the context where the interventions occur. An ecological perspective is well-suited to reflect system thinking, and ecological processes developed by Kelly and colleagues represent a distinctive contribution to intervention theory because of its emphasis on the processes through which community intervention are carried out. Key to this perspective is the intervention goal of resource transformation. The paradigmatic contrasts between an ecological approach to systems thinking and the kinds of evidence-based practice that dominate the prevention industry are stark and in need of interrogation. The value of an interdisciplinary, multidisciplinary team is highlighted as critical to this interrogation process, as is the need for long-term, multilevel process and outcomes assessments of complex community interventions.

**Thursday, June 9**

**3:45-5:00 pm Room 403 Union**

[107]

**Interdisciplinary Approaches To Community Inquiry In Child Behavioral Health**

C. HEFLINGER<sup>1</sup>, T. PINKARD<sup>1</sup>, K. RICHARDSON<sup>1</sup>, D. JONES<sup>1</sup>, C. HOFFMAN<sup>1</sup>

<sup>1</sup>Vanderbilt University, Nashville, Tennessee

Current graduate students from Vanderbilt University will present their research on child and adolescent mental health and substance abuse issues. Bringing psychological, social work, sociological, and public policy background and methods, these studies provide examples of using existing data sets to examine issues that could provide information needed to promote wellness and improve behavioral health service delivery. Bronfenbrenner's multi-level ecological framework is applied to examine behavioral health issues as the

ontogenetic/individual, micro/family, meso/community, and macro/policy levels.

[108]

### **Religiosity and Children's Mental Health**

T. PINKARD<sup>1</sup>

<sup>1</sup>*Vanderbilt University, Nashville, Tennessee*

There is a renewed interest in faith-based approaches to service delivery for children and adolescents. Two prevailing models in the literature describe how religion impacts mental health. In one model religiosity is construed as a coping mechanism that has a direct effect on mental health. In the other model the effect of religion on mental health is thought to be mediated by social support. This study uses an existing data set to examine the relationship between religiosity and children's mental health in two ways. First, the relationship between the child's severity of mental health problems and their participation in religious activities is explored to determine the extent to which children with serious emotional problems are involved. Second, the use of religious-based services such as pastoral counseling are used for children with mental health problems is examined. Descriptive and multivariate analyses are used in a sample of children (ages 4-17) in Tennessee and Mississippi (n=984) who have Medicaid. Family interview data is used to look at these questions, controlling for sociodemographic factors.

[109]

### **Variation in Strain of Caregivers of Children w/ Serious Emotional Disorders (SED)**

K. TAYLOR-RICHARDSON<sup>1</sup>

<sup>1</sup>*Vanderbilt University, Nashville, Tennessee*

This study attempts to fill a knowledge gap by analyzing how parents and other relative caregivers who are dissimilar on several demographic variables experience strain from caring for a child diagnosed with a SED. Between and within group differences were examined in two samples using the 21-item, Likert scaled, Caregiver Strain Questionnaire (CGSQ). Using descriptive statistics and exploratory factor analysis (EFA), comparisons were made of: 1) caregiver responses within a Medicaid sample of parents (n= 539) and other relative caregivers (n=109) and 2) the total Medicaid sample (n= 648) to a military sample (n= 978) from the Fort Bragg Evaluation Project, with which the CGSQ was developed. Overall, parents reported higher levels of strain than other relatives and Medicaid and military samples had differential reports on the subscales. The EFA showed that the CGSQ did an adequate job of capturing strain for all caregivers, however, other relatives, in comparison to parents caring for a child diagnosed with a SED: a) reported two types of Objective Strain, and b) did not endorse as many of the emotionally-based items (i.e., social isolation, sadness, and embarrassment). These findings suggest tailored approaches to assisting different groups of caregivers in coping with their strain.

[110]

### **The Ecology of Adolescent Substance Abuse Treatment**

D. JONES<sup>1</sup>

<sup>1</sup>*Vanderbilt University, Nashville, Tennessee*

This paper presents an ecological-community model toward the explanation of variations in patterns of service utilization and access to treatment among substance abusing adolescents (ages 12-17) receiving Medicaid funded treatment in Tennessee. The explanatory framework draws from the work of Bronfenbrenner and utilizes a community indicators approach toward explaining the impact of community conditions upon wellness-enhancing processes, including access to treatment, among substance abusing youth. In this analysis, community indicators are added to individual and system of care characteristics to assess the broader impact of key aspects of community systems on a set of adolescent service use variables: access to substance abuse treatment and treatment engagement. Service use data are drawn from Medicaid claims files, a database including over 140,000 youth for the state of Tennessee during the 2000 fiscal year. Ecological data are drawn at the county level from the 2000 Census and the Uniform Crime Reports. Results of Hierarchical Linear Modeling and Geographic Information System mapping are presented. Findings reveal that community indicators predict access to care, but individual and system of care characteristics are important for continued treatment engagement.

[111]

### **Youth with Serious Emotional Disorders (SED) at High Risk in Transition**

C. HOFFMAN<sup>1</sup>

<sup>1</sup>*Vanderbilt University, Nashville, Tennessee*

There are concerns that the link between adolescent and adult mental health services is not smooth and that many youth with SED get "lost." However, detailed information about the highest risks groups is needed for policy and program planning, as well as advancing research in this area. This study examines characteristics of four groups of youth identified by policy makers as being at high risk among those served in the public sector. The first group are youth who have received a rating of SED at some point since age 10. The second group is comprised of youth who have been diagnosed with serious mental disorders after their 12th birthday, including schizophrenia, bipolar disorder, major depression, and borderline personality disorder. The third group have utilized high levels of mental health services between their 14th and 18th birthdays, including hospitals, residential treatment centers, day treatment, and frequent outpatient services. Finally, the fourth group are in the custody of the state of Tennessee between their 14th and 18th birthdays. Medicaid claims and enrollment files are used to identify these four groups of youth, examine their patterns of service use prior to their 18th

birthdays, and determine the extent of overlap among the groups.

**Thursday, June 9                    3:45-5:00 pm            Room 210 Union**

**[112]**

**Changing Social Systems: A Think Tank on Methods and Measurement**

R. MILLER<sup>1</sup>, P. FOSTER-FISHMAN<sup>1</sup>

<sup>1</sup>Michigan State University, East Lansing, Michigan

Overview

What is system change? How can it be implemented? How can we best evaluate that it has occurred? Interest in the topic of system change – change in the infrastructure that supports community-level behavior -- has grown rapidly in the past decade. From funding institutions to politicians to community practitioners, advocates of system change hold forth its promise for addressing critical social problems in sustainable ways. Although some documented successes of planned system change do exist, system change advocates have far to go to identify key principles and practices of successful system change and best methods for documenting system change processes and outcomes. In this 75-minute session, we propose to facilitate a think tank among participants to address some of the challenges facing community psychologist who are or want to be engaged in system change work. Drawing on examples from our own work in community development, disabilities, and AIDS, we will lead a brainstorming session and discussion on the challenges associated with: defining what is meant by system change; identifying successful intervention approaches to generate system change; and, developing indicators of system change.

**Thursday, June 9    3:45-5:00 pm            Room 406 Union**

**[113]**

**Resilience Among Latino Youth in Immigrant and Migrant Families**

G. KUPERMINC<sup>1</sup>, J. PERILLA<sup>1</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia

This session explores resilience among Latino youth in immigrant and migrant families. Identifying resilient processes requires judgments 1) that individuals have experienced significant adversity, and 2) that they are functioning at better-than-expected levels (Masten, 2000). Papers will describe the nature of adverse experiences and processes contributing to adjustment. The first paper presents a case study from a program for migrant workers and their families. The second paper examines psychosocial functioning of youth in a community based domestic violence intervention. The third paper examines longitudinal data from a study of normative development among young Latino adolescents from immigrant families.

**[114]**

**Resilient Achievement Motivation in Latino Adolescents**

C. ROCHE<sup>1</sup>, N. MCCOY<sup>1</sup>, A. DARNELL<sup>1</sup>, G. KUPERMINC<sup>1</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia

How do young Latino adolescents from immigrant families maintain their motivation to succeed in school? Immigration poses numerous challenges to the adaptation of Latino youth and their families. One way of measuring these challenges is through acculturative stress, defined as difficulties functioning in a new societal setting (language acquisition, homesickness, marginality, alienation, identity confusion, etc.) which are associated with attempts to resolve cultural differences and manage discrimination (Berry, 1997; Mena, Padilla, & Maldonado, 1987). Culturally rooted attitudes that emphasize family responsibility have been seen as contributing to positive school and psychosocial functioning (Phinney, Madden, & Ong, 2000). Excessive responsibilities in the home may contribute to psychological distress; however, filial responsibilities fairly distributed throughout the family system contribute to social competence and well-being (Jurkovic et al., in press). Preliminary analyses (n=196) indicate that filial responsibility moderates the association of discrimination with achievement motivation for participants who immigrated to the US after age 4 such that those with high filial responsibility maintain higher levels of achievement motivation when faced with discrimination. However, filial responsibility does not moderate this association for participants who immigrated in early childhood or were born in the US.

**[115]**

**Children of Migrant Farmers: A Migrant Health Program Case Study**

L. CUMMINGS<sup>1</sup>, D. HOUSE<sup>1</sup>, A. ALVAREZ<sup>1</sup>, C. COLLIER<sup>1</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia

The adversity faced by the children of migrant farm workers in the United States has been well documented. This paper will present a case study of resiliency among middle school aged youth (grades 6-8) attending a Migrant Summer School program in South Georgia. For the past 8 years, graduate students and community activists have been asked by the summer school program director to conduct sharing groups with middle school students. Sharing groups involve age appropriate discussions and activities based on student initiated topics. All groups were single-sex and involved gender matched facilitators (graduate students and bilingual community activists). In the past year, team members conducted 6 such groups over a 1-week period and

maintained detailed field notes. We will discuss the unique struggles endured by these adolescents and the strength and resilience that were displayed in our interactions. In addition, an individual case study of a 9-year old female immigrant Mexican child will be presented. This child as well as her two siblings was referred for psychoeducational testing by both teachers and faculty. Testing revealed that this child was performing at an average to above average level.

[116]

**Resilience In Latino Youth Exposed To Domestic Violence**

J. PERILLA<sup>1</sup>, D. QUINLAND<sup>1</sup>, Y. GARCIA<sup>1</sup>, A. ALVAREZ<sup>1</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia

This presentation will explore the concept of resilience among children participating in a community based intervention for Latino families affected by domestic violence. The program offers separate groups for men who batter, women who have been abused, and youth from these families. The paper will investigate the relation between children's presence in a household where domestic violence occurs and their psychosocial functioning. In contrast to studies of development of Latino youth (Rodriguez, 2004) and within families where violence is present (Caetano, Field & Nelson, 2003) that use a deficit focus, this paper will use a strengths perspective to examine family processes that might contribute to positive adjustment outcomes for youth. Specifically, it is proposed that beyond their own participation in the intervention, children's perceptions of fairness concerning their family responsibilities will predict improved psychological well-being and interpersonal competence. Measures of internalizing and externalizing behaviors, family dynamics, exposure to violence, and filial responsibility from approximately 80 youths will be used in the final analyses. Preliminary data underscore the unique dimension that the voices of youth will add to the field of domestic violence in Latino families.

**Thursday, June 9**

**3:45-5:15 pm**

**Room 124 Burrill**

[117]

**Documentary Film as Intervention: The Art and Science of Prevention**

R. BUCHANAN<sup>1</sup>, M. SKINNER<sup>2</sup>

<sup>1</sup>Westat, Rockville, Maryland; <sup>2</sup>Pendragwn Productions, Washington, District of Columbia

This innovative session will feature a screening of a recently completed documentary, *Recovering Hope: Mothers Speak Out About Fetal Alcohol Spectrum Disorders*, which exemplifies the benefits of interdisciplinary collaboration in developing preventive interventions. Prior to the screening, the documentary will be introduced by Rebecca Buchanan, a community psychologist who served as the project director, and Michael Skinner, the documentary's director and producer. The presenters will discuss the process of developing the documentary, highlighting the ways in which community psychology and filmmaking were integrated to yield an effective intervention. Following the screening, audience members will be encouraged to use *Recovering Hope* as a point of departure for reflecting on the many ways in which the arts and other disciplines can inform additional issues of relevance to community psychology. This documentary project originated as a means to prevent fetal alcohol spectrum disorders (FASD), the range of physical, mental, behavioral, and learning disabilities caused by prenatal alcohol exposure, by targeting women in substance abuse treatment. To elaborate this initial concept, the interdisciplinary team engaged in multiple iterations of research and creative development (e.g., formative research informed the development of a creative brief; pre-interviews informed the shoot plan; transcript analysis informed storyboard development; and usability testing informed the final edit). Throughout this process, research activities, which focused on understanding FASD, the target audience, and the treatment context of the proposed intervention, proved critical to telling the "right" story, while filmmaking helped us tell it well. For example, research on FASD helped us navigate complex issues related to diagnosis and terminology, earning us the endorsement of experts in the field. At the same time, we were able to make this information accessible to the target audience by using graphic animation, expert interviews, and "real life" stories. In fact, our audience research repeatedly suggested that the "right" story was indeed a story or series of stories. Early on, key informant interviews suggested the importance of storytelling in the culture of recovery and subsequent usability testing confirmed that this style engaged a hard to reach audience better than other techniques. Featuring diverse women helped ensure that audience members identified with the stories, while reinforcing the message that FASD can affect anyone. Active involvement in the stories was further reinforced by sequencing the stories to mirror the viewer's experience in encountering this topic (i.e., emotional issues are addressed prior to strategies, next steps, and hope for the future). Finally, understanding the treatment context enabled us to package the video to minimize barriers to its use. For instance, to accommodate treatment session length and the need for discussion and processing, we structured the video in two parts. We also addressed counselors' concerns that addressing FASD could be a relapse trigger for some women by packaging the video as a kit containing additional resources designed to minimize unintended negative consequences.

**Thursday, June 9**

**5:15-6:30 pm**

**Union Ballroom**

## **Welcoming Plenary Session**

### **Presidential Address: Cliff O'Donnell**

Beyond Diversity: Toward a Cultural Community Psychology

## Introduction to Visioning Process

Creating a Vibrant Vision for Community Psychology's Next 40 Years  
Tom Wolff, Ira Iscoe, Donata Francescato, & Vivian Tseng

Thursday, June 9

6:45-8:00

Illini Union A B C

## Poster Session I

### [118] Cluster F

#### A Community Approach to Rape Prevention

V. BANYARD<sup>1</sup>, M. MOYNIHAN<sup>1</sup>, E. PLANTE<sup>1</sup>  
<sup>1</sup>University of New Hampshire, Durham, New Hampshire

This poster will present findings from an experimental evaluation of a sexual violence prevention program based in models of community empowerment and research on prosocial bystander behavior. The program varies from other prevention programs in that it goes beyond individual models of change that focus on men only as potential perpetrators or women only as potential victims. Rather it teaches that all community members have a role to play in ending sexual violence. Three hundred and eighty nine undergraduates participated and were randomly assigned to one of two treatment groups or a control group. Results from the research reveal that up to two months after participating in either a one or three session version of the program, participants in the treatment conditions showed improvements across measures of attitudes, knowledge, and behavior while the control group did not. Most program effects persisted at four and twelve month follow-ups. The program appeared to work effectively for women and men. Implications for the role of community psychologists and future directions for research are discussed.

### [119] Cluster A

#### Grandmother Reactions To Adolescent Pregnancies In African-American Families

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<sup>1</sup>University of Maryland Baltimore County, Baltimore, Maryland; <sup>2</sup>University of Maryland at Baltimore, Baltimore, Maryland

This study investigated factors associated with grandmothers' reaction to their adolescent daughter's pregnancy. Few studies of adolescent parenting have included grandmothers, even though grandmothers often serve as primary sources of instrumental and emotional support. 181 urban, low-income, African American, first-time adolescent mothers living with their mothers were recruited from hospitals following delivery. Although 66% of the grandmothers in the sample had been adolescent mothers themselves, only 10% were happy that their daughters gave birth as adolescents. 60% of grandmother-mother dyads agreed on the grandmother's reaction, and grandmothers were more upset than indicated by mother reports. In a multivariate analysis, grandmothers were more likely to be happy about the pregnancy if they knew their daughters were sexually active and if adolescents told them about the pregnancy. Grandmothers' age and number of other grandchildren were not associated with reactions to the pregnancy. These results suggest that communication about sexuality is associated with positive reactions toward an adolescent pregnancy. Most grandmothers were upset about their daughter's pregnancy, suggesting that, in spite of their early childbearing history, early pregnancies are not consistent with grandmothers' childbearing values.

### [120] Cluster A

#### Evaluation of a Program to Reduce Repeat Teen Pregnancies

M. SCHLEHOFER<sup>1</sup>, B. GUZMAN<sup>2</sup>, S. WEBSTER<sup>3</sup>, S. ANTHONY<sup>3</sup>  
<sup>1</sup>Claremont Graduate University, Claremont, California; <sup>2</sup>CHOICES, La Puente, California; <sup>3</sup>PHFE WIC, Irwindale, California

The Teen Education Program (TEP) is a six-month educational program for pregnant and parenting adolescent females. Participants attend monthly workshops on issues concerning parenting and family planning. This study details the results of the 2003-2004 evaluation. Teens (N = 98) ages 14 to 20 (M = 17.78) from five program sites in Southern California completed pre- and post-tests of their intentions to use birth control for one month, three months, and six months; intentions to delay subsequent pregnancies for two years; and efficacy at using birth control both before and after completing the program. A control group of 54 teens ages 14 to 21 (M = 17.91) drawn from five sites not receiving TEP completed measures coinciding with TEP participants' pre- and post-test dates. Results indicate TEP participants, compared to controls, had increased intentions to use birth control for the next month and next three months, but not six months. Participants also reported intentions to postpone subsequent pregnancies for two years. Data analyses suggest TEP works by preventing a decrease in intentions to delay subsequent pregnancies. These results provide support for TEP's effectiveness, suggesting participation may help prevent repeat pregnancies among this population.

### [121] Cluster A

#### Mother-Loss: Family Structure, Social Support And Adolescent Adjustment

S. GOODNOW<sup>1</sup>, C. CROSBY-CURRIE<sup>1</sup>, S. HORWITZ<sup>1</sup>  
<sup>1</sup>St. Lawrence University, Canton, New York

Research demonstrates the essential role of a surviving parent in the lives of children who have lost a parent (Boerner & Silverman, 2001; Leder, 1987; Thuen, 1997). Specifically, the loss of a mother can mean a loss of

resources for the family, and may require the surviving father to alter his traditional role to compensate for the loss. The goal of this project was to create a model of the relationship between a surviving father's allocation of time between household production, market production, and support for his children's coping. Based on previous literature, we hypothesized that time allocation would also be influenced by the family's social support network, the father's romantic relationship status, and the father's job structure. A qualitative methodology was chosen due to the lack of previous literature. Semi-structured interviews with eight current college students were conducted to investigate their experiences before and after the loss of their mother. Data were examined using grounded theory, and five themes emerged including the significance of social support and adjustments in household functioning. The findings contribute to a refinement of the hypothesized model for the relationship of parental time allocation and children's coping and adjustment after the loss of their mother.

#### [122] Cluster E

##### **The First International Conference on Community Psychology**

N. VARAS DÍAZ<sup>1</sup>, B. ORTIZ TORRES<sup>1</sup>

<sup>1</sup>University of Puerto Rico, San Juan, Puerto Rico

Community Psychology (CP) is diverse, varied, and at times extremely eclectic. Theories, models, research techniques, and paradigmatic questionings are just some of the dimensions in which this diversity is manifested. Still, community psychologists from different parts of the world have few scenarios and opportunities in which to share and celebrate this central value of our discipline. Globalization entails the need to understand neighbors, those that are close, or far away. This need has been made evident by ongoing efforts to compare CP from an international perspective. With the objective of fostering this international exchange of ideas a group of community psychologists from Puerto Rico, the United States, the United Kingdom, Australia, Japan, and Africa have joined efforts to host the First International Conference on Community Psychology to be held in San Juan, Puerto Rico in June 2006. This poster presentation aims to share our ideas regarding the conference with biennial attendants and gather more information on the issues they see fit for this conference. This is an initial step towards developing a conference that truly reflects the international concerns and expectations of community psychologists.

#### [123] Cluster B

##### **Positive Youth Development in Theory and in Practice**

M. PACHAN<sup>1</sup>, J. DURLAK<sup>2</sup>

<sup>1</sup>Loyola University of Chicago, Chicago, Illinois; <sup>2</sup>Loyola University, Chicago, Illinois

This poster presentation summarizes theoretical conceptualizations of positive youth development and compares them to results of a meta-analysis of over 600 youth interventions. Current positive youth development strategies encompass a wide scope of targets and outcomes that may lead to confusion about program features, goals and results. This poster attempts to bring clarity to this field by presenting an overarching integrated conceptual model for positive youth development and by comparing this model to current practices. The hope is that greater precision in definitions, conceptualizations, and analyses of intervention effects will improve future research and practice.

#### [124] Cluster A

##### **The Youth Empowerment Project Results: A Program For African American Youth**

R. LEWIS<sup>1</sup>, A. PASCHAL<sup>2</sup>, M. REDMOND<sup>1</sup>, A. MARTIN<sup>3</sup>, E. KNOX<sup>4</sup>

<sup>1</sup>Wichita State University, Wichita, Kansas; <sup>2</sup>University of Kansas Medical School-Wichita, Wichita, Kansas; <sup>3</sup>Center for Health and Wellness, Wichita, Kansas; <sup>4</sup>Knox Center, Wichita, Kansas

This presentation describes the results of a project designed to reduce the risks associated with substance use and HIV/AIDS among African American youth aged 12-17. A total of 462 adolescents participated over a three year period. Adolescents were randomly assigned to an intervention group which included substance abuse and HIV/AIDS information or a comparison group which received health information. The preliminary results showed that 44% were male and 56% were female. Across all years youth participants reported low sexual activity and low substance use rates. At baseline the comparison group participants (46%) reported being more sexually active than intervention group participants (33%). At six month follow-up both groups reported a drop in sexual activity to 36% (comparison) and 25% (intervention). Drug use for both groups was low at baseline with 10% reporting alcohol use during the previous month. Smoking was higher in the comparison group at baseline 25% compared to intervention of 13%. At six month only 5% of the comparison group reported smoking whereas the intervention group remained unchanged at 14%. It appears that the comparison group participants were doing better on the key behavioral outcomes than the intervention group. Limitations, future research, lessons learned regarding implementation and replication will also be described.

#### [125] Cluster C

##### **The Ord Bonaparte Program: Community Psychology in Natural Resource Management**

A. BROWNE<sup>1</sup>, B. BISHOP<sup>1</sup>

<sup>1</sup>Curtin University of Technology, Perth, Western Australia

The Ord Bonaparte Program (OBP) was a large scale, multi-disciplinary environmental research model in the East Kimberley region of Western Australia. It was developed to allow the integration of Research and Development (R&D) organizations and funders, three tiers of government, non-government organizations, local community, regional and industry groups in natural resource management (NRM) of the Ord-Bonaparte region. This poster explores stories from the evaluation of the OBP, particularly focusing on the inclusion (and

exclusion) of both Indigenous and non-Indigenous community experiences and understandings in large-scale NRM projects. Implications of the nature of participatory approaches adopted within NRM R&D, particularly at the regional community and environmental levels, will be explored. As uncovered within the OBP evaluation, there is a need for greater understanding of the balance required between top-down and bottom-up approaches to research to achieve Ecologically Sustainable Development (ESD). The poster will highlight the implications of adopting the different participatory methodologies and strategies to research that exist within the NRM domain, on social and environmental change. The role of community psychologists in this process will be explored.

**[126] Cluster A**

**An Evaluation of the Champaign County Operation Snowball (IL)**

S. SEEPERSAD<sup>1</sup>, J. PLECK<sup>1</sup>

<sup>1</sup>*University of Illinois at Urbana-Champaign, Urbana, Illinois*

This presentation will display findings of an evaluation conducted on the Champaign County Operation Snowball (CCOS). CCOS is a small, peer support program that has existed for 25 years and developed a reputation as an effective program in helping adolescents overcome life obstacles, such as drug abuse and delinquency. One objective of this evaluation was to develop a comprehensive program theory that would explain how program activities lead to positive outcomes. The other objective was to evaluate the program using the developed program theory. Results from the evaluation suggest that CCOS helps adolescents overcome these life obstacles by teaching them four core skills: self-awareness, self-expression, self-responsibility and decision-making, and leadership. Thirteen participants were assessed over a six month period to determine whether CCOS taught them the four skills and whether they showed improvements in rates of delinquency, school grades, truancy, depression, and self-esteem. Analysis of data suggested that CCOS helped them learn three of the skills and reported decreases in marijuana use, delinquency, poor grades, truancy, and smoking. The analysis also revealed a significant correlation between increases in self-awareness and decreases in marijuana use ( $r=0.49$ ,  $p=0.09$ ). The evaluation provides some evidence of CCOS as an effective program in helping adolescents and also outlines a general model that adolescent programs can adopt to increase positive development.

**[127] Cluster C**

**Third Culture Kids Develop Community Through a Website**

D. FRIESEN<sup>1</sup>, C. LOOMIS<sup>1</sup>

<sup>1</sup>*Wilfrid Laurier University, Waterloo, Ontario*

Third Culture Kids (TCKs) are raised in a culture other than their parents' and often feel misunderstood and lack social support. Connecting with others who share these experiences provides social support. However, TCKs access to similar others is limited because missionary families and government and non-governmental agency workers are located in various countries around the world, with only a few from the same home culture in each location. The internet provides a solution, enabling TCKs to experience a sense of community despite geographical distances. Using qualitative research methods, this study gathered the reflections of a subgroup of TCKs called missionary kids (MKs) through an online setting. Participants (N = 20) ages 16 and older joined website discussions among MKs and later assisted researchers with content coding the online text. Findings show that MKs connected through the internet have a sense of community and provide social support for one another. Missionary Kids also contribute to enhancing support activities and processes for returning MKs by developing a non-denominational institutional guide to aid organizations in implementing a one-year plan to reintegrate MKs, reducing misunderstandings as well as feelings of isolation.

**[128] Cluster E**

**Women in Community Psychology: The Trailblazer Story Continued**

C. AYALA-ALCANTAR<sup>1</sup>, M. DELLO STRITTO<sup>2</sup>, B. GUZMAN<sup>3</sup>

<sup>1</sup>*California State University, Northridge, Northridge, California;* <sup>2</sup>*Ball State University, Muncie, Indiana;* <sup>3</sup>*C.H.O.I.C.E.S., La Puente, California*

Community psychology has begun to document the experiences of women in the field (Bond & Mulvey, 2000). The women in this study were part of an earlier herstory presentation at the 2002 Biennial Conference titled "Trailblazing Women in Community Psychology". Forty-one of these 55 trailblazing women participated in a more extensive follow-up study in 2004. Each trailblazer answered questions about current research, persons who influenced their research, challenges they have faced, and their identification with feminism. The results showed a wide array of research interests such as: women's health, domestic violence, music therapy, mental health, political empowerment, evaluation, issues of immigration, juvenile justice, and social justice. Half of the women shared their dissertation chairpersons were influential in their area of research; the remaining women stated their chairs were more influential in the theoretical underpinnings and methodological design of their research. The women reported many challenges: 1) funding, 2) time management, 3) family, 4) conducting research in community settings, 5) racism and sexism, 6) bridging research, teaching, clinical, and private work, 7) ethical, and 8) isolation. Sixty-one percent of the women stated they were feminists; however, a greater number of women were influenced by feminist theories and methods.

**[129] Cluster A**

**Role Of Steady Relationships In Sexual Behavior Of African American Adolescents**

C. CARMACK<sup>1</sup>, R. LEWIS<sup>1</sup>

<sup>1</sup>*Wichita State University, Wichita, Kansas*

HIV/AIDS is of concern for African-American youth. This poster examines the role of steady relationships

among African-American youth and its effects on sexual activity/sex related issues. A total of 462 adolescents, 12-17, participated in the YEP Project for 3 years. Participants were randomly assigned to an intervention group that received HIV/AIDS and substance abuse prevention information or a health education session. Participants were surveyed at baseline and at three month intervals. Poster will examine whether those who had a steady partner started having sex earlier than those who did not. Preliminary analyses show no significant differences between those who have a steady partner with respect to the age of which they first had sex. (Effect size estimates are noteworthy.) 66.3% had not had sexual intercourse; 33.7% had. 60.2% were in a steady relationship 39.8% were not. Of those who were in a steady relationship, 80% were sexually active. Other sex-related issues are discussed.

**[130] Cluster C**

**Confirming The Neighborhood Youth Inventory (NYI) In Urban America**

D. CANTILLON<sup>1</sup>

<sup>1</sup>Michigan State University, Chicago, Illinois

This poster will review and synthesize prior research findings that investigated perceptions of neighborhood characteristics among youth respondents. Despite the growing documentation of neighborhood effects on youth outcomes, most research has been limited to using census data or data collected from adult respondents. To date, Chipuer and colleagues (1999) have conducted the most thorough investigation of how youth rate their neighborhoods and understand sense of community. Through interviews and pilot testing, they developed a measure of sense of community for youth entitled the neighborhood youth inventory (NYI), which has four important dimensions: support, safety, activity, and friendships. While this research was conducted in Australia and Canada, and in rural and urban areas, it has not been used to evaluate neighborhood perceptions in an urban American context and with a minority population. The current study surveyed 407 3-5th graders in three predominantly African American elementary schools in Chicago using the NYI. Confirmatory factor analysis will assess if Chipuer and colleagues' four-factor structure emerges with this population and psychometric analyses will demonstrate if these factors demonstrate adequate reliability. Finally, correlation analysis will assess the construct validity of the NYI. Implications for assessing children's perceptions of neighborhood characteristics will be discussed.

**[131] Cluster A**

**Family Functioning And Delinquency In Hawaii: An Ecocultural Approach**

K. SHIMAZU<sup>1</sup>, A. MAYNARD<sup>1</sup>

<sup>1</sup>University of Hawaii at Manoa, Honolulu, Hawaii

The purpose of this research is to investigate an intricate relationship between family functioning and delinquency among at-risk youth in Hawaii from the qualitative perspective, using an ecocultural approach. The ecocultural theory of human development (Weisner 1984, 1997, 2002) signifies that every community provides "developmental pathways" for children that are made up of "everyday routines of life" consisting of cultural activities, values and goals, resources, people in relationship, the tasks, emotions and feelings, and cultural scripts. This study intends to unpack the richer reality of at-risk youth by investigating family, school, and neighborhoods in which these youths dwell and live. Such an approach is unique as conventional similar delinquency research is often limited to evaluating parenting style, monitoring, and supervision. The participants are twenty teenage youths currently engaged in a school dropout prevention program at a public high school in Honolulu as well as five teachers of the program. Qualitative face-to-face individual interviews were conducted based on Weisner's Emergent Literacy Ecocultural Interview (EL-EFI) and the Ecocultural Family Interview (EFI). Results are interpreted in terms of specific ecocultural components of the participants' lives. Suggestions for school- and community-based interventions will be discussed.

**[132] Cluster F**

**Development of the Scale of Economic Abuse**

A. ADAMS<sup>1</sup>, M. GREESON<sup>1</sup>, C. SULLIVAN<sup>1</sup>

<sup>1</sup>Michigan State University, East Lansing, Michigan

Economic abuse, defined as behaviors that control a person's ability to acquire, use and maintain economic resources, is part of the pattern of behaviors used by many abusive men in order to maintain power and control over their partners. The economic abuse battered women experience takes various forms and could negatively affect their economic, physical and psychological health and safety. As there currently exists no measure of economic abuse specifically, the purpose of the present study was to develop such an instrument. To that end, face-to-face structured interviews were conducted with 105 female survivors of intimate partner abuse. The initial version of the Scale of Economic Abuse (SEA) contained 120 items, generated based on the domestic violence literature, and the expert knowledge and experience of domestic violence researchers, advocates and survivors. In addition to the SEA, participants responded to measures of physical abuse, psychological abuse, depressive symptomatology and economic health in order to examine validity of the new scale. Factor analysis was used to determine the factor structure of the SEA, and correlational and regression analyses were used to assess reliability and construct validity. The final scale will be presented, along with psychometric properties and results from the sample.

**[133] Cluster F**

**Sexual Victimization Among Ethnically Diverse College Women**

S. WASCO<sup>1</sup>, A. MAHARAJ<sup>1</sup>

<sup>1</sup>University of Massachusetts Lowell, Lowell, Massachusetts

Scholars who study sexual violence have focused attention on the revictimization phenomenon: a well-replicated finding that a first instance of sexual violence increases survivors' risk for subsequent sexual assault(s). The current study applied concepts from community psychology (e.g., Ryan (1971)'s analysis of victim-blaming and Bronfenbrenner's (1979) ecological model) to move beyond individual-level explanations for revictimization. We surveyed 502 college women about sexual assault experiences, characteristics of their social settings (e.g., household, workplace), as well as current behavior and well being. Approximately one-third of participants identified as European American (31.1%) or as Asian American (29.3%). The remaining women were Latina/Hispanic (19.3%), African American (12.5%), Bi/Multi-Racial (3.4%), Arabic American (3%), Jewish American (.8%), Other (.4%) or Native American (.2%). The rates of sexual assault differed by ethnic identity: while rates of victimization among White (25%) and Black (26.9%) women reflect the "one in four" accepted prevalence estimate for completed or attempted rape, closer to one of every three Latina (29.8%) or multi-racial (35.3%) women reported experiences of sexual assault. Notably fewer (10.4%) Asian American women – one of every 10 – reported victimization experiences. This poster presents results and interpretation of the relationships between ethnicity and other key variables included in the study.

#### [134] Cluster F

##### **Street Harassment on an Urban Campus: Preliminary Findings**

D. HORST<sup>1</sup>, C. CRENSHAW<sup>1</sup>, C. BAKER<sup>1</sup>, E. NELSON<sup>1</sup>, O. GUESSOUS<sup>1</sup>, S. COOK<sup>1</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia

Street harassment, defined as unwanted and/or unsolicited sexual attention in public, is a common form of sexual harassment often endured by women. Although research is sparse, theoretically, street harassment is closely related to other forms of sexual violence and stems from similar social causes and has similar consequences for women. Qualitative anecdotes and existing quantitative research suggests that the experience of street harassment is distressing, disempowering and offensive for many women and contributes to fear. These negative consequences make street harassment a threat to women's freedom and psychological well-being. The Street Harassment Research Collaborative at Georgia State University, comprised of graduate and undergraduate students, came together to assess the nature, scope and perception of street harassment on the Georgia State University campus and investigate its relationship to ambivalent sexism, fear of crime, and precautionary behaviors. Specifically, we hypothesized that women would experience more behaviors as street harassment than men and more often would perceive this behavior as offensive. Furthermore, we predicted that ambivalent sexism predicts a complimentary perception of street harassment, experience of street harassment predicts more fear of crime, and fear of crime is related to the use of precautionary behaviors. Self-report data from 58 women and 56 men has been collected using a pilot survey.

#### [135] Cluster B

##### **Children's Rights, Children's Voices**

J. RUDKIN<sup>1</sup>, E. HALL<sup>2</sup>

<sup>1</sup>University of Colorado at Denver, Louisville, Colorado; <sup>2</sup>Boulder Journey School, Boulder, Colorado

Although we don't often talk of "children's civil rights," the movement for children's rights parallels other human rights movements in numerous ways. Children, like members of other marginalized groups, struggle to have their voices heard, their rights as humans protected, and their participation in society honored. The United States lags behind many other countries in honoring children's rights and remains one of only two countries worldwide that has failed to ratify the landmark United Nations Convention on the Rights of Children. Although children of all ages experience marginalization, it is particularly challenging to respect the voices and civic participation of young children. The research presented in this poster explores concepts of social justice from the perspective of children under the age of six. Twenty-three teachers in the U.S. trained in the approach to early childhood education developed in Reggio Emilia Italy, interviewed children on such topics as: What is a right and what rights do children have? What does fair mean? What are children prohibited from doing and is that fair? The poster 1) presents the children's astounding and insightful responses to such questions, and 2) explores the challenges of eliciting such information from our youngest citizens.

#### [136] Cluster D

##### **The Role of Parental Relationships in Father Involvement**

L. KILLOS<sup>1</sup>, M. WILSON<sup>1</sup>

<sup>1</sup>University of Virginia, Charlottesville, Virginia

Overview

Using data from the Fragile Families study, this presentation explores factors influencing fathers' positive involvement with their children. The responses of approximately 4,300 mothers and 3,300 fathers were classified according to two relationship scales: affection and disagreements. Analysis were run using SAS Calis programming to create structural equation models for both mothers and fathers. This presentation focuses on the differences between 376 pairs of mother and father responses to three factor scales: disagreements, controlling behaviors, and affection. Results of the analysis indicated that models designed to best describe mothers' and fathers' responses are asymmetrical. Mothers and fathers have similar, but not identical, ways of describing their relationships with respect to affection and to disagreements. In the cases of disagreements, and feelings of being controlled or concerned about partner substance use, differences between mother's and father's view of the relationship affect the "gatekeeper" mechanism by which mother regulate fathers' access to their children. Fathers are more likely to engage in bonding activities with the baby when feelings of affection toward the baby's

mother are high.

**[137] Cluster A**

**Risk and Resilience in Girls with Attentional Disorders**

N. SAMI<sup>1</sup>, S. HINSHAW<sup>1</sup>, R. WEINSTEIN<sup>1</sup>

<sup>1</sup>University of California, Berkeley, Berkeley, California

Almost nothing is known about what factors in the family, in school experiences, and children's own beliefs about their ability will help girls with Attention-Deficit/Hyperactivity Disorder (ADHD) achieve and behave well. Various compensatory and protective factors such as authoritative parenting (Steinberg, Elmen, and Mountset, 1989), parent involvement in their children's education (Loucks, 1992), positive teacher expectation (Weinstein, 2002), and the child's self-perception of strong academic ability (Marsh & Craven, 1997) have been associated with competent outcome in children. I hypothesize that the cumulative effect of these variables will better promote resilience than each individual factor in a large sample of 228 girls with and without ADHD, ranging in age from 6-12 years. Preliminary analyses revealed that in contrast to parenting factors, girls' own perception of academic ability accounted for significant variance in concurrent reading and math achievement scores, above and beyond ADHD symptoms. Findings will help to provide an understanding of what factors, from an ecological perspective, are associated with positive outcome in academic achievement and good conduct, in the presence of ADHD symptoms. These protective factors are malleable and can be taught, thus informative about ways to promote more optimal development in children with ADHD.

**[138] Cluster B**

**Optimism and Loss: The Experiences of Children in Foster Care**

C. MCAULIFFE<sup>1</sup>, C. STEIN<sup>1</sup>

<sup>1</sup>Bowling Green State University, Bowling Green, Ohio

On any given day in the U.S., there are approximately 500,000 children in the foster care system. Researchers and practitioners document the economic, social and emotional costs associated with foster care. Children in foster care are frequently found to be a high risk for problems related to aggression, violence, anxiety and depression. Yet, relatively little is known about the resilience and coping strategies of foster care children. For community psychologists, identifying elements of the foster care system related to successful adaptation and coping has direct implications for community action. The present study examines the role of foster care placement decisions on feelings of optimism and sense of personal loss experienced by 60 children placed in care in Northwest Ohio. The research describes levels of optimism and aspects of loss that result from foster care placement in a sample of children ages 8 – 18 placed in care for a variety of reasons. Relationships between aspects of the foster care system, such as type of foster care placement, frequency of parental contact, and length of time in the system, on children's reports of optimism and personal loss are investigated. Implications of study findings for program development and community advocacy will be discussed.

**[139] Cluster A**

**Self-efficacy and HIV Prevention in African American Adolescents in Kansas**

M. REDMOND, M.S.<sup>1</sup>, R. LEWIS, PH.D.<sup>1</sup>, A. PASCHAL, PH.D.<sup>2</sup>

<sup>1</sup>Wichita State University, Wichita, Kansas; <sup>2</sup>University of Kansas School of Medicine-Wichita, Wichita, Kansas

African-Americans are disproportionately affected by HIV/AIDS (CDC, 2000). For that reason, there is a great need for prevention/intervention work within this population to decrease the growing number of HIV cases. One important tool in HIV prevention work is self-efficacy. Research shows that self-efficacious behavior can act as a buffer against risky behaviors (Kang et al.). In Wichita, Kansas, a Youth Empowerment Project was created for African American youth ages 12-17. The purpose of the Youth Empowerment Project was to reduce the risk associated with substance use and HIV/AIDS infection in this population, while at the same time educating their parents about how to talk with them about these issues. This poster will discuss the effects of the sexual self-efficacy scale from baseline to 6-month follow-up to determine how self-efficacious the youth reported to be in terms of using refusal skills and risky behaviors. The preliminary results showed that at baseline 61% felt they could get their partner to use condoms and 52% believed they could talk with their partners about HIV prevention. At 6-month, these numbers changed slightly to 45% and 51%, respectfully. Limitations and further directions of the study will also be discussed.

**[140] Cluster A**

**Preschool Programs and 3rd Graders' Outcomes and Family Experiences?**

S. CURENTO<sup>1</sup>

<sup>1</sup>Florida State University, Tallahassee, Florida

A low-income sample from the national Early Childhood Longitudinal Study-Kindergarten (ECLS-K) will be used to investigate the association between preschoolers' participation in Head Start, pre-kindergarten, and child care programs and their academic achievement, physical and mental health, and family experiences when they are in 3rd grade. Head Start, pre-kindergarten, and child care have been associated with distinct effects for children and families. For example, data comparing Head Start, state pre-kindergarten, and child care in Georgia found that the low-income children who had participated in pre-kindergarten had better basic skills mastery than those low-income children who had participated in Head Start, but there were no differences across the two programs in terms of children's general language and problem-solving skills. Child care programs aimed at low-income families have positive impacts on children's parents, such as higher levels of employment, higher family incomes, and being less likely to receive welfare, but results from Head Start and pre-kindergarten programs have

insufficient data on family-related outcomes. Three questions are proposed: (1) Is the type of ECD program preschoolers participated in associated with children's academic achievement; (2) Is the type of program associated with children's mental and physical health; (3) Is the type program preschoolers associated with better family experiences and home environments?

**[142] Cluster F**

**Police and Woman Abuse: Contextualizing Officers and Changing Police Practice**

J. HEANY<sup>1</sup>, S. PORTWOOD<sup>1</sup>

<sup>1</sup>University of Missouri-Kansas City, Kansas City, Missouri

This poster will present results from a qualitative study examining (1) how police officers conceptualize violence against women in terms of Johnson's (1995) distinction between common couple violence and patriarchal terrorism; and (2) possible social regularities between police officers and victims of male violence. Police officers are often the first and only individuals to have the opportunity to intervene in a violent relationship. However, research conducted with victims suggests that police officers are often obstructive, discouraging, and insensitive. The perception that domestic violence is intractable is widespread in the justice system, and the justice system has a long history of minimizing violence against women. Mandatory arrest policies have been implemented across the country in order to avoid officer apathy and encourage officers to arrest. However, policies such as mandatory arrest may not impact the problematic patterns of interaction between victims and officers, and may further disempower victims. The study involved in-depth interviews with police officers. Officers' discussed how they conceptualize violence against women and described their interactions with victims. The results of the study will be interpreted using Johnson's definitional distinction and social regularity theory (Seidman, 1985 & 1988). Limitations of mandatory arrest and alternative change strategies will be explored.

**[143] Cluster A**

**Problems Teenagers Face Helping Victims of Violence**

C. THIBODEAU<sup>1</sup>, F. LAVOIE<sup>2</sup>

<sup>1</sup>Universite Laval, Quebec, ; <sup>2</sup>Universite Laval, Québec,

There are often several witnesses to situations of violence. Many among them fail to help the victims. Recent studies have attempted to explain this phenomenon. A questionnaire was administered to 2,142 boys and girls with an average age of 16. Questions on the perception of teenagers' ability to intervene in a situation of dating violence or sexual harassment were used. Regression analyses were conducted to verify the link between reporting obstacles to action and the following factors: involvement in a violent relationship, silencing the self, witness of violence between parents, hostility, distress, empathy and knowledge about violence. The youths who reported fewer obstacles to action showed greater empathy and understanding of violence and less silencing the self and hostility. Further analyses served to verify association of these factors with gender. In prevention programs, the importance of intervening not only among potential victims of violence, but also among witnesses of violence, has already been determined. By understanding what prevents teenagers from acting, this study will help to direct preventive interventions involving them.

**[144] Cluster A**

**Adaptation and Satisfaction among Moroccans in Spain: The Community Context Role**

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<sup>1</sup>Universidad de Sevilla, Sevilla,

Acculturation frameworks relate to how satisfied immigrants are in their migration project and their adaptation to a new culture and environment. The frameworks emphasize that adaptation outcomes are linked to the personal and social resources that aid newcomers in coping with culture shock in all spheres of life. Special attention must be given to the various community contexts because they are not all the same and their differences could modulate the relationship between adaptation and satisfaction. In this study a general linear model was applied to the sample data collected from 298 first generation Moroccans living in three provinces of Andalusia, Spain. Surveys were carried out in 1994 using a structured interview that researched their linguistic adaptation, satisfaction with the migration project and their community context's receptiveness; these indicators are based on the Portes & Rumbaut (1990) study. Findings showed that several community context features could modulate how adaptation influences satisfaction in response to the job market, ethnical community, welfare and level of host acceptance of the immigrant. Future research based on the multi-level analysis is suggested.

**[145] Cluster F**

**Legal Prosecution of Adult Rape Cases**

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Prior research has documented that many reported rapes are not prosecuted by the criminal justice system (termed case attrition). Most of the research on rape case attrition was conducted in the 1980s. Since then, the advent of sexual assault nurse examiner (SANE) programs created significant changes in the way many communities throughout the country respond to rape including the treatment of victims, and collection of medical forensic evidence. The purpose of this study was to retrospectively examine case attrition in rape cases treated in a SANE program during a three year period in a large Midwestern County. Furthermore, this study examines what factors predict case attrition in rape cases. Preliminary results show that case attrition remains a

problem even when processed by a SANE program. Additionally analyses are underway to determine what victim, case and forensic evidence factors predict rape case attrition. Implications for community-based interventions for rape victims will be examined.

**[147] Cluster F**

**How States Measure the Performance of Funded Domestic Violence Agencies**

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<sup>1</sup>University of Illinois at Chicago, Chicago, Illinois

This poster presents results from a national survey of state performance measurement practices for domestic violence agencies. We conducted telephone interviews with state representatives who were responsible for distributing funding to domestic violence service providers. We asked respondents what types of performance measurement systems they had in place, how they developed them, what challenges they faced during the design and implementation process, and how satisfied they were with their systems. We conducted interviews with 41 of a possible 49 states. We also asked states to send us their performance measurement instrumentation; 23 states complied. States most frequently collect data on client services (86%), such as the number and type of counseling and advocacy services provided to clients each month. Most states (68%) collect only process data. Factors associated with satisfaction include involvement of agency representatives in the design and implementation process, generous training and technical support during implementation, and use of an electronic system. States that reported dissatisfaction collect large amounts of process data and use outdated systems.

**[148] Cluster A**

**Officers' Understanding of Adolescent Perspectives on Public Safety**

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<sup>1</sup>University of Massachusetts Lowell, Lowell, Massachusetts

A study of urban adolescents' perceptions of public safety found many adolescents did not feel safe in public when police were present (Fine et al., 2003). Because of the seemingly counterintuitive direction of this finding, it is interesting to ask whether police officers are aware of adolescent beliefs about public safety given that increasing police presence in public places is a fundamental premise of community policing. The proposed presentation will report results of a survey of 72 members of the Lowell Police Department (LPD) that assessed officers' perceptions of adolescents' beliefs about public safety. The survey, based on the adolescent survey, was modified in collaboration with LPD members. Results will be analyzed for potential differences in judgments associated with attitudes toward police, comfort in school and safe places by adolescent gender and demographics of communities that officers serve. Results will be shared with LPD members who will interpret their meaning and discuss implications. Implications for improved relations among police and adolescents, public policies regarding community policing strategies, reduction in crime and fear of crime, increase in trust and satisfaction among officers and adolescents, and improvement in quality of community life will be considered.

**[149] Cluster F**

**Direct and Indirect Sexual Harassment Experiences of Middle School Youth**

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<sup>1</sup>Michigan State University, East Lansing, Michigan

The purpose of this project was to explore youth experiences of school-based peer sexual harassment. Research has found that 4 out of 5 students experience some form of peer sexual harassment prior to graduating from high school. Existing research, however, underconceptualizes this phenomenon. Specifically, researchers have failed to account for the damaging effects of witnessing the victimization of fellow students (i.e., indirect sexual harassment). Adult workplace sexual harassment research has documented the negative impact of witnessing the sexual harassment of coworkers, yet to date it is unknown if youth have similar experiences and negative reactions. In order to promote individual health and well-being as well as a safe school environment it is critical that we gain an understanding of the sexual harassment experiences of youth in school. Therefore, this study explored the nature of harassment experiences (both direct victimizing and indirect) as well as the impact of those experiences on middle school (grades 6-8) students. Results suggest that both direct and indirect sexual harassment are common among middle school youth and additional analyses are underway to examine how sexual harassment predicts students psychological health outcomes.

**[150] Cluster B**

**Psychologically Violent Parental Practices Inventory (PVPPI)**

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Few reliable, valid, and conceptually exhaustive instruments exist to measure psychological violence sustained by children and adolescents in their family. Most existing measures are designed to be used retrospectively, while others are directed at parents. This poster will report the development of the Psychologically Violent Parental Practices Inventory (PVPPI), a self-report questionnaire directed at 10- to 17- year-old youths. The original 43-item francophone version was tested with a convenience sample of 306 girls and boys recruited from classes in 5th to 9th grade (mean age = 12.6 years old). Factor analysis suggested a two-factor structure, entitled Excessive Harshness (22 items) and Parental Disorganization (10 items). The total 32-item score, as well as the two scales, showed good construct validity, and satisfactory internal consistency. At this moment, this instrument is used in various researches in Quebec, France, and Chile. It is also being translated and validated in English. This poster will present psychometric properties of the English translation, as compared to

those of the original French version. PVPPI is a promising tool that could find practical as well as scientific applications, for instance in psychological violence prevention and screening.

### **[151] Cluster C**

#### **Concepts for the Design of Psychological Sense of Community Interventions**

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The design of interventions to promote Psychological Sense of Community (PSOC) can benefit from the combination of three concepts. The first concept is that the antecedents that increase PSOC when a community is first forming may differ from those that sustain PSOC across time. Thus, promotion of PSOC may be divided into primary and secondary development phases. Second, PSOC is an extra-individual level variable because it involves a) an individual's feelings toward a community or b) the collective feelings of the community. As such, the most effective level of intervention for PSOC is to target a population (i.e., people not yet united by shared goals) or setting (i.e., people already united by shared goals). Third, it is possible to inform PSOC interventions by drawing on research on psychological constructs that overlap with PSOC. The definition of PSOC is compared with definitions of social group, community, social identity, group cohesion, social support, acculturation, and collective efficacy. The similarities with PSOC are reported. The antecedents that promote each construct can, in theory, promote the areas of PSOC with which they overlap. Tables are provided demonstrating the application of each concept to PSOC intervention design.

### **[152] Cluster F**

#### **The Role of Culture and Upbringing in Disclosure of Unwanted Sexual Experiences**

S. SMITH<sup>1</sup>

<sup>1</sup>*Georgia State University, Atlanta, Georgia*

This poster presents some of the findings of a qualitative study that examined the process and meaning of disclosure of unwanted sexual experiences among adult females. Twenty undergraduate women (ages 18-45) participated in individual semi-structured interviews about their experiences of disclosing and not disclosing to others. The interviews were transcribed and analyzed using a grounded theory approach. Several topics were discussed during the interviews including the roles of culture and upbringing and how they may influence disclosure. For example, how does one's culture encourage or discourage disclosure and help-seeking? How do factors of one's upbringing (e.g., family communication, discussion of sex) influence one's comfort with disclosing an unwanted sexual experience to others? These issues are addressed and implications are discussed.

### **[153] Cluster F**

#### **"Hit or Miss:" Domestic Violence Survivors' Perceptions of Community Resources**

D. MILILLO<sup>1</sup>

<sup>1</sup>*University of Connecticut, Selden, New York*

As one of the least reported issues of our society, victims of domestic violence hold varied feelings toward community services that are provided to aid families. Recent literature on structural-level responses (e.g., police, social services) presents an equally revictimizing picture for victims. Once involved in "the system," victims may spiral through continually threatening experiences with the police, child protective services, and welfare (Brandwein, 1999). For example, one study found women to rate the police a mere 34% successful in helping them, while many commonly received very little or no assistance at all (Bowker, 1983; Pagelow, 1984). Case histories in one community support group bolster these statistics. However, when formally surveyed about their perceptions of and feelings toward these organizations, support group members seem to report fairly positive associations. In relation to other protective services, women rated the police as least helpful and felt they did not listen to them or believe them as much as the court system, social and child protective services, and a community agency for domestic violence survivors. A commentary on the relative disconnect between macro-level analyses and individual perceptions is discussed, including an application of system justification theory (Jost & Banaji, 1994).

### **[154] Cluster E**

#### **Lewin's Channel Theory Revisited**

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Kurt Lewin is often mentioned in Community Psychology textbooks, but usually in passing as either the "father of modern social psychology" or for his contributions in laying the foundations to understanding person and environment fit. We suggest that this limited examination of Lewin is not optimal, and that closer inspection of his research and theories may be beneficial to both pedagogical goals and practical conceptualization of social problems. Specifically, we contend that Lewin's Channel Theory (1943) is very useful in a classroom setting in demonstrating and clarifying the ecological context to students, and beneficial for the practical conceptualizing of current social problems and many of the variables that shape them. Although Lewin's conceptualization of the "gatekeeper" is standard fare among many in the social sciences, his framing of how the psychological and non-psychological forces converge to frame and explain movement through psychological space is not: How the "constellation of forces" shape and are shaped by perceptions and behavior. We have opted to use homelessness as an illustration of how Channel Theory can be useful in the manner described above. We also provide an example of a classroom exercise using Channel Theory and its usefulness in teaching the subject matter.

**[155] Cluster A**

**Participation, Critical Thinking And Mutual Aid In Sexual Education**

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A sexual education pilot project has been implemented at the 7th and 8th grade levels in the four public high schools of a large urban center of Québec since January 2002. Based on student empowerment, this program called "ESPAR" aims to reduce the incidence of unplanned teenage pregnancies. A study designed to evaluate the implementation process of ESPAR and the attainment of its collective goals, was conducted during the first two years of the program's implementation. This communication focuses on students' impression of their attainment of collective goals. These collective goals were active participation, critical thinking and mutual aid. Eighty-three students, aged between 12 and 15, constitute the sample. The students were divided in 10 focus groups, 6 groups in the 7th grade (60 students) and 4 groups in the 8th grade (23 students). The data were subjected to a qualitative content analysis. Results show that students have partially attained the collective goals. In fact, there is more evidence of attainment of these goals than there is of non-attainment. Most of the expressions of non-attainment are related to sexism and heterosexism (non critical thinking), indiscipline (non active participation) and students' disrespect with one another (non mutual aid).

**[156] Cluster A**

**A Review of Mentoring Studies and Websites**

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Mentoring programs have demonstrated positive impacts on youth who have few adults on whom they can rely. Unlike many of the existing violence prevention programs, mentoring programs target broad populations and risk factors. Mentoring programs have become increasingly popular as a strategy to address various issues that many children and youth are facing today. There are various forms in program operation and design: some programs provide one-on-one mentoring, others provide group mentoring; some target particular problem areas, such as academics, social skills, drug use, etc., others provide mentoring relationships without focusing on particular issues. Even though recent studies have shown positive results, little is known about how mentoring relationships and program designs influence effectiveness. Three hundred and six mentoring programs and related websites and literature were reviewed. Even though programs take various forms, the core element of mentoring is the relationship. Mentoring is a promising strategy, however poorly implemented programs and inadequate support systems often fail to deliver its benefit, and could sometimes yield negative outcomes. The role of mentor, the matching process and cultural issues will also be discussed.

**[157] Cluster B**

**An Ethnography of Group Homes for At-Risk Youth**

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This study qualitatively examines a group home for at-risk youth from an activity settings perspective in order to delineate the variables that affect the clients under its care and affect the group home staff's ability to care for and provide treatment to the clients. Audio-taped interviews and field observations were conducted with youth residing in and staff working at a group home for at-risk youth in Honolulu, HI. Data collected will be analyzed with the help of the latest qualitative software available. From this data, themes should emerge that will denote the major variables affecting the group home. Also, the size, structure, and quality of the social networks within the group home will be mapped. Preliminary data analysis indicates that the variables that emerge from the interview and observational data will be variables that contribute to the group home's success or failure. It is also hypothesized that youth who claim to benefit and staff who claim the group home to be beneficial for the clients under their care will feel that they are well supported by the social network that they are a part. Implications for practitioners and directions for future research will be discussed.

**[158] Cluster C**

**Cultural Contexts and Psychological Sense of Community in Japan and Korea**

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Despite a great deal of research efforts since McMillan & Chavis work (1986) on measuring psychological sense of community (PSOC), few studies have investigated the role of cultural contexts. However, there is growing evidence to show consistent effects of cultural backgrounds of a community and its members on PSOC because certain psychological concepts involving cultural characteristics (e.g., collectivism, cultural-ethnic identity) are directly associated with community characteristics and member attributes (cf. Triandis, 1995). Ikeda & Sasao (2003) reported that a higher level of collectivism was associated with lower PSOC among Japanese respondents. The purpose of this cross-cultural study was to investigate the effects of the cultural context on PSOC through random coefficient modeling using HLM, which enabled us to detect distinctive effects of both individual- and community-level. Data were collected from both college and high school students in Japan and Korea, who were supposed to show some clear cultural contrasts on certain cultural variables. The survey scales included the ICU-SOC Scale (Koyama et al., 2002), the Collectivism Scale (Yamaguchi, 1995), and Multigroup Ethnic Identity Measure (Phinney, 1992). The results indicated that the cultural differences among college and high school students in two nations were substantially associated with the PSOC, while their effects varied on the levels of analysis.

**[159] Cluster D**

**Parenting and Neighborhood Effects On Children's Mental Health**

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Recent research suggests that optimal parenting practices may depend on neighborhood contexts. While older research seemed to demonstrate the importance of flexibility in child rearing, Gonzales et al (1996) demonstrated that in more dangerous neighborhoods, African American youth may benefit from more restrictive parenting. The current study examines this question using data from a multiethnic sample of 158 mothers and 210 children between the ages of 6 and 16 who were literally homeless at the time of enrollment in a housing intervention study, where some families were randomly assigned to temporary apartments in largely poor and working class neighborhoods. Preliminary results indicate an interaction between parenting and neighborhood risk such that in riskier neighborhoods children of less restrictive mothers, or of mother's who used less consistent discipline, demonstrated more externalizing behaviors, while in less risky neighborhoods this was not the case. A main effect for mother's mental health, partially mediated by parenting, was also found for both internalizing and externalizing behaviors, such that higher mental health symptoms for mothers were linked to higher internalizing and externalizing behavior in children and vice versa. Findings were consistent regardless of whether the mother or child reported on the mother's parenting practices.

**[160] Cluster A**

**Enduring Social and Emotional Learning? Preliminary After School Program Results**

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After-school programs provide important structure and support for children in the critical afternoon hours. Researchers and practitioners alike are highlighting the value of participation in after-school programs as a means for positive youth development. The Wings program, based in Charleston, SC, provides academic, social and emotional learning (SEL) for inner city, primarily African-American children in both elementary and middle schools. Over the past three years, USC has gathered data from multiple sources regarding Wings' participants' SEL and academic growth. Preliminary longitudinal results such as satisfaction with the program, SEL growth, and academic achievement will be shared from child self-report measures, parent surveys, teacher measures, and grade reports. Satisfaction with the program has been a consistent finding in both participants and parents. SEL results suggest that there may be a relationship in children's social and emotional perceptions and the length of time in the Wings program. Academic results have not followed a consistent pattern, but there are indications that a longer time in Wings corresponds to greater academic achievement in both math and reading. All findings are preliminary due to a low number of subjects, but it is hoped this research can provide important directions for future research.

**[161] Cluster B**

**An Examination of Southeast Asian Juvenile Delinquency**

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As an understudied group in the literature on juvenile delinquency and crime, Asian Pacific Islander (API) youth deserve more attention. In the past 20 years, this is the only racial group to show increases in the number of juvenile offenders when compared to other racial groups in the United States. However, within the API group, it appears that Southeast Asian (SEA) youth are more susceptible to engaging in crime. Theories used to understand this phenomenon include social disorganization, opportunity structure, and immigration. This study examines SEA youth crime and juvenile delinquency by using interview and survey data. The study explores issues in the community relating to immigrant and non-immigrant SEA youth, the types of cultural/gender-specific programs appropriate for SEA youth, and the juvenile system's response to particular SEA groups. Particularly, this study attempts to understand why SEA groups are more involved in delinquent activities than other API youth and what influence peers have on the delinquency or non-delinquency of this group. Findings point to the importance of disaggregating data for different ethnic groups within the SEA category as well as the need to understand contextual factors. Implications for addressing SEA youth needs and delinquency prevention will be discussed.

**[162] Cluster A**

**The Role of Parenting Among Adolescents Exposed to Community Violence**

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<sup>1</sup>Wayne State University, Detroit, Michigan

This study tested the role of parental monitoring as a mediator on the relationship between exposure to community violence and internalizing and externalizing problems. Participants were 209 housed and homeless adolescents aged 13 to 17 years (M= 15 years). Data were collected in a larger longitudinal study, in which homeless adolescents were recruited through a probability sampling of a Midwestern metropolitan area. Housed youth were matched on age, gender, ethnicity, and neighborhood income. Hierarchical multiple regressions were used to test for mediation, while controlling for differences in age, ethnicity, gender, housing status, and neighborhood income. Results indicated that exposure to community violence predicted psychological distress, substance abuse/dependence symptoms, and criminal activity. Parental monitoring partially mediated the relationship between exposure to community violence and psychological distress, substance abuse/dependence, and criminal activity. Specifically, increased exposure to community violence predicted decreased

parental monitoring, which in turn, predicted elevated symptomology. These findings suggested that exposure to community violence negatively affects adolescents directly, as well as indirectly by corrupting supportive parenting. Interventions aimed at children in violent neighborhoods should address parental supports. This should occur in addition to measures to reduce exposure to community violence.

#### **[163] Cluster C**

##### **Sense of Community with Legacy for Children Intervention: 12-month Findings**

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This study examines whether sense of community (SOC) can be fostered within an intervention setting, whether participants discriminate between their home neighborhood setting and the intervention setting in reporting their SOC, and whether intervention participants demonstrate a higher SOC with the intervention program than do comparisons. The intervention, Legacy for Children, is a community-based parenting intervention to improve developmental outcomes of children living in poverty. Participants are mothers enrolled in a 5-year, group format program in Miami, Florida. The groups meet weekly. The study examines SOC with participants' neighborhood and with the Legacy for Children program within the first year of participation (N=289; Intervention=173/ Comparison=116). Preliminary analyses suggest that participants discriminate between neighborhood and program SOC on an adapted Sense of Community Index (SCI) and that Legacy fosters SOC among participants over time. Mean neighborhood SOC at baseline, 6-months, and 12-months was not different for intervention or comparison mothers. However, mean Legacy SOC was significantly higher than mean neighborhood SOC regardless of Int/Comp status ( $t(257) = 17.22, p < .01$ ). At 6-months, intervention participants indicated a higher mean SOC with the Legacy program than did comparison participants [ $F(1,261) = 6.78, p < .05$ ]. The poster will also describe 12-month SOC findings.

#### **[164] Cluster A**

##### **The Moderating Effect of Attitudes Towards Adolescent Dating Violence**

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<sup>1</sup>Georgia State University, Riverdale, Georgia; <sup>2</sup>Georgia State University, Atlanta, Georgia

This study examined the occurrence of violence in adolescent dating relationships in a predominately African American sample of high school students. Analyses focused on assessing the moderating effects of attitudes towards dating violence on the peer perpetration-male perpetration relation. 178 high schools students were surveyed using several measures assessing sex role attitudes, attitudes towards male and female use of psychological and physical dating violence, perpetration and victimization, peer use of dating violence, and interest in violence prevention. The incidence of dating violence in this predominately African American sample was high; 90% of males and females reported being involved in psychological or physical dating violence as either victim, perpetrator, or both. This study supported the hypothesis that having higher levels of accepting attitudes towards psychological and physical dating violence and associating with peers who use violence in dating relationships will predict male perpetration of violence. The findings in this study have several implications for policy, practice, and research. Specifically, these findings highlight the importance of implementing a curriculum on dating violence prevention within school settings, identifying and developing social networks that teens can access including peers, parents, and other family members, and further research involving mutually combative relationships in the African American teen dating community.

#### **[165] Cluster B**

##### **Measuring Norms in Context Using the Return Potential Model**

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Settings such as classrooms, schools, organizations, and homes develop self-regulating mechanisms that function to encourage appropriate behaviors and inhibit inappropriate behaviors. Although theorists and investigators such as Murray, Lewin, and Barker have advocated and investigated the measurement of such mechanisms, few such measures exist. The Return Potential Model of Norms conceptualizes contextual norms in terms of the degree of approval or disapproval likely to be associated with different behaviors. Return potential measures allow quantification of the approval characteristics of contexts in terms of the degree of behavior likely to receive the greatest approval, the range of acceptable behavior, the intensity with which norms are held, and whether the setting regulates behavior primarily through approval or disapproval. This poster will introduce the theory behind return potential measures, instructions for constructing such measures, and statistics that can be calculated from them. In addition, it will present evidence regarding the use of this model in understanding the role of normative context in children's aggressive behavior.

#### **[166] Cluster A**

##### **Promoting Well-Being And Preventing Dysfunction Among Adolescents In Foster Care**

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Community psychologists have long argued for a theoretical shift from an exclusive focus on disorder towards a focus on the promotion of wellness; the corresponding empirical shift, however, has been limited by definitional and measurement difficulties. This study addresses two research questions related to these issues: 1) Do well-being and dysfunction represent two distinct latent constructs underlying adolescent mental health? 2) Do treatment, preventative, and promotive interventions differentially predict well-being and dysfunction over

time for high-risk adolescents? Data were from 330 adolescents in foster care who participated in the National Survey of Child and Adolescent Well-being. Using SEM, I examined whether 5 well-being variables and 6 dysfunction variables loaded on two distinct latent factors, and whether activity participation, prevention, and treatment differentially predicted adolescent well-being over time. Results indicated that well-being and dysfunction are best understood as two distinct underlying constructs driving manifest indicators of adolescent mental health, and that activity participation promotes well-being as effectively as treatment services. These findings have implications for both research and practice related to promoting well-being and preventing dysfunction amongst high-risk adolescents.

**[167] Cluster A**

**Ecological Predictors of Depression in Young Adulthood**

J. BRACISZEWSKI<sup>1</sup>, D. JOZEFOWICZ-SIMBENI<sup>1</sup>

<sup>1</sup>Wayne State University, Detroit, Michigan

In addition to the myriad risks and negative outcomes associated with homelessness, depression and depressive symptoms are among the most prevalent, but possibly preventable. The familial environment that a person is surrounded by as they mature through young adulthood may play a key role in the development of depression. Further, the amount of social support they receive from both friends and family can be vital to their future mental health. This study examined family environment, including conflict and cohesion, along with social support, including positive and negative family and peer associations. It has been found that these social support variables are indicators of stress-buffering. A strong social support network may be essential to buffering familial conflict and its impact on the emergence of depression in young adulthood. The sample for this research consists of 400 homeless and matched housed youth from the Detroit metropolitan area, including 250 homeless and 150 housed adolescents. Participants that were female, homeless, having low educational attainment, poor family relations, and low social support were found to have more depressive symptoms and reports of depression in young adulthood. Future research and prevention ideas will be discussed.

**[168] Cluster D**

**A Methodological Model Predicting Child Development from Parenting Factors**

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Many child development interventions have focused on improving child outcomes through parent education curricula; some have resulted in modest yet fleeting improvements in child outcomes. Legacy for Children™ is a longitudinal, multi-site, and community-based parenting intervention that focuses on fostering a sense of community and self-efficacy among low-income mothers. This intervention tests the hypothesis that social connection and self-efficacy facilitates improved parenting perceptions and practices, resulting in more optimal child outcomes than intervening on parenting knowledge alone. Baseline Legacy data were used to investigate the relationship between suspected parenting mediators (e.g., neighborhood perceptions, coping, social support, parenting expectations, stress) and the parenting dependent variables of self-efficacy and parenting knowledge. In step-wise fashion, components of suspected parenting mediators were entered into models predicting each parenting dependent variable. Taken together, the parenting components accounted for 33% and 41% of the variation in general self-efficacy and parenting knowledge, respectively. Notably, parenting expectations and coping resource components were significant predictors of both dependent variables. This poster will outline the details of these models and interpret them in the context of developing a methodological model predicting child outcomes from parenting factors.

**[169] Cluster D**

**Parents' Voices: A Qualitative Analysis of Neighborhoods in NYC**

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Research interest in neighborhood effects on children's development has increased greatly since the early 1990, spurring substantial methodological and theoretical refinements. Competing models of disorganization, risk, resources, social cohesion and collective efficacy all seem to explain some of the variance of the neighborhood impact. Parenting has been found to constitute a central part in this equation, both as mediator and moderator. Therefore, this study investigates how and when the neighborhood context seems to matter for parents. Themes will be extracted from repeated interviews with 26 Manhattan families who were visited and interviewed repeatedly over a 1 year period as part of a larger ethnographic study. Capitalizing on the longitudinal nature of this data, the analysis will focus on the various thematic contexts in which parents speak about their neighborhoods, how they make sense of their own feelings towards their neighborhoods, and how their narratives unfold over time. This research is intended to contribute to our understanding of how various aspects of neighborhoods may become meaningful in the life of individuals and their families. Furthermore, listening to the parents' voices will reveal how these qualitative conceptions map onto established quantitative measures (i.e., collective efficacy, social cohesion, connectedness, etc.).

**[170] Cluster B**

**Interlocking Pieces: Urban Minority Youth's Connections to Multiple Contexts**

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<sup>1</sup>New York University, New York, New York

Feelings of attachment, belongingness or connectedness have been shown to produce beneficial effects

across a variety of contexts. Adolescents that are connected to their family, school and community have reduced rates of poor developmental outcomes such as antisocial behavior and low academic achievement. However, research has tended to only examine these contexts singularly instead of recognizing the inherent relatedness of connectedness that may exist for adolescents across these contexts. A greater understanding is needed to determine how simultaneous adolescent attachments to multiple contexts appear and consequently impact developmental outcomes. This presentation examines how clusters of attachment to family, school and neighborhood contexts impact academic and psycho-social outcomes in a sample of urban, minority adolescents. Although this population often experiences a lack of resources (i.e., single-parent families, under-resourced schools, disorganized neighborhoods), the majority of the adolescents (61-76%) report strong connections to these salient contexts. Understanding what combinations of connection these adolescents have to these three contexts will be useful for program and policy efforts. Additionally, examining what combination of attachments to these contexts positively impact developmental outcomes provides a more holistic and innovative way to understand the role of context in the lives of these youth.

#### **[171] Cluster A**

##### **Hawaii-Mainland Interstate Transfer of Juveniles in the Juvenile Justice System**

V. BARTSCH<sup>1</sup>

<sup>1</sup>*University of Hawaii, Honolulu, Hawaii*

The interstate transfer of juveniles in the juvenile justice system implicates cultural and psychological problems, in addition to legal problems. Previous psychological research in this area has focused on the psychological impact of the current juvenile justice system on the juvenile as well as the lack of cultural sensitivity and the effect on the juvenile's mental health but has not explored the legal issues involved in novel approaches. Previous legal research has focused on adult prison transfers, but has essentially ignored the legal implications of juvenile prison transfers and the rehabilitative problems they present. Examining psychological implications from a cultural perspective, it is argued that transferring juveniles from their local culture not only defeats the rehabilitative purpose behind the juvenile justice system, but also is a detriment to the culture from whence they came. Examining legal implications from case law and legal reviews, it is argued that interstate transfers violate substantive as well as procedural law. It is asserted interstate juvenile transfers not only violate juvenile rights, but has serious psychological implications in the removal from local culture. Future implications for the transfer of juveniles are discussed.

#### **[172] Cluster F**

##### **Social Change or Social Services? Discourses of Domestic Violence Work**

A. LEHRNER<sup>1</sup>, N. ALLEN<sup>1</sup>

<sup>1</sup>*University of Illinois at Urbana-Champaign, Champaign, Illinois*

The recent introduction of certification for "domestic violence professionals" in Illinois (a national trend) has surfaced ongoing tension and debate in the domestic violence field/movement between a social change versus a social service orientation. Utilizing in-depth interviews with advocates, this research aims to identify and analyze the multiple discourses currently circulating about domestic violence work. Certification serves as a leveraging point for workers to reflect on changes in the field and on their conceptualizations of their own work and the larger work of the movement. There has been no recent scholarship regarding the nature of the contemporary domestic violence movement. There is a limited social movement literature documenting the history and challenges of the domestic violence movement (Schechter, 1982; Ferree and Martin, 1995). However, there are no investigations attempting to map the various discourses, tensions and divisions within the movement. By analyzing the varied and complex discursive constructions of the field and the impact of conflict over these constructions, this research contributes to scholarship about the domestic violence movement in particular and social change movements more generally. It also identifies challenges and opportunities facing the domestic violence movement in Illinois as it heads into its 30th decade.

#### **[173] Cluster F**

##### **Battered Mothers, Child Protection, and The Legal System**

R. FLEURY-STEINER<sup>1</sup>, L. THOMPSON BRADY<sup>1</sup>

<sup>1</sup>*University of Delaware, Newark, Delaware*

Although an increasing amount of attention has been paid to research and interventions with families experiencing both child abuse and intimate partner violence, less emphasis has been placed on the interactions between multiple service systems as they affect those families. There exists a large body of research exploring the criminal legal system response to intimate partner violence. Similarly, there is a vast amount of research exploring child protection services responses to child abuse. However, few researchers have examined how the criminal legal system and child protection services interact and impact battered mothers and their children. In-depth, mixed-method interviews were conducted to understand the role multiple service systems play when working with families where children were exposed to intimate partner violence. Participants were survivors of intimate partner violence who were involved with child protection services due to the violence by their partner or ex-partner. In many cases, women reported that the police made the original report of abuse to the child protection agency. Results suggest that coordination between the criminal legal system and child protection services is minimal from the perspective of battered mothers, and this creates additional strain for families. Implications for future research and intervention will be discussed.

#### **[174] Cluster A**

### **Rapid Reduction in Disturbing Behavior Using Video Feedforward**

C. COOK<sup>1</sup>, P. DOWRICK<sup>1</sup>, P. LEWIS<sup>2</sup>, J. YUEN<sup>1</sup>

<sup>1</sup>University of Hawaii, Manoa, Hawaii; <sup>2</sup>Kentucky Department of Education, Frankfort, Kentucky

Very disruptive behavior occurs at high rates among a fraction of secondary school students, such that these students take up to 50% of the resources. This situation challenges school psychologists, social workers, and special educators. This paper describes three case studies in which video feedforward is used to make rapid increases in positive behavior as replacement for aggression and destructive or disruptive behavior. For each of these youth, we made feedforward videos: 2 min. images of their own effective behavior in challenging situations. These videos are called feedforward because, in contrast to feedback, they show successful behavior not previously attained i.e. potential, adaptive future behavior. Each youth made rapid and immediate progress upon viewing his tape. School records (daily discipline reports etc. required by Individualized Education Plans) and parent reports confirmed these changes and extensive generalizations after 2-6 videotape viewings. This intervention may have much potential for a variety of behaviors that challenge adolescence.

### **[175] Cluster A**

#### **Voices Of Former Foster Children: Implications for Policy**

R. SIGMON<sup>1</sup>, C. DIENER<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois

Past research has established that children in foster care often experience negative outcomes, including academic failure, behavior problems, and low levels of life satisfaction. Among the most troubling of these outcomes is juvenile delinquency. Youth and adults who have experienced these problems are rarely given a voice in the policies and programs aimed at "helping" them. In this study, adult former foster children from a community sample participated in an open-ended interview about their experiences while in foster care. Questionnaire data was collected on delinquent type behaviors and life satisfaction following the interviews. Preliminary analyses suggest that participants often engaged in delinquent acts while in foster care but most of the sample were able to avoid the juvenile justice system. These adults offer suggestions for making the foster care system more responsive to the youth it is intended to serve.

### **[176] Cluster A**

#### **Youth Delivering Justice: Examining Teen Court Outcomes**

M. SCHMITT<sup>1</sup>, A. RASMUSSEN<sup>2</sup>, C. DIENER<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois; <sup>2</sup>New York University, New York, New York

In an attempt to handle low-level and first time offenders, the juvenile justice system has developed diversion programs to keep this population out of the juvenile justice system. One such diversion program is teen court, where youth judge their peers for crimes they have committed. This study examines the outcomes of youth participation in teen court, specifically comparing volunteers and offenders in the program, as well as evaluating change in offenders after participation in the program. This research demonstrates that little difference exists between offenders and volunteers in the program. Additionally, no significant changes in offenders' attitudes were observed after participation in the program.

### **[177] Cluster A**

#### **Atlanta Plain Talk™ - Community-Lead Approach to Teen Pregnancy Prevention**

K. BROOMFIELD<sup>1</sup>, S. ERICKSON<sup>2</sup>, C. BOYKINS<sup>3</sup>, J. SMITH<sup>3</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia; <sup>2</sup>EMSTAR Research, Atlanta, Georgia; <sup>3</sup>Center for Black Women's Wellness, Atlanta, Georgia

Atlanta Plain Talk™ (APT) is a neighborhood-lead, community based youth development program. APT is distinctive in its intergenerational approach to teenage pregnancy prevention and competence building. Formed by a neighborhood group based on staggeringly high teen pregnancy rates and results from a community needs assessment, APT targets adults and adolescents and has three major components: Askable Adult Workshops, Living Room Party Host Training, and the Summer Youth Leadership Training Program (SYLTP). The Askable Adult Workshops and Living Room Party Host Training educate and train adults on ways to communicate openly with youth and other adults about sexual issues. Dependents of the trained adults are accepted into the SYLTP, providing youth with employment and leadership development. The purpose of this poster is to present findings from the APT evaluation on knowledge changes and to present results of follow up assessments with former participants that measure longer-term behavior change. Preliminary findings indicate that Askable Adult participants increased in their knowledge of sexuality and comfort in discussing sexuality with children. Living Room Party Hosts increased in knowledge of sexuality and infant mortality. Participants in the SYLTP reported significant increases in life-skills, self-awareness, sexual awareness, and role awareness.

### **[178] Cluster B**

#### **Service Utilization of Dropouts and Graduates in Transitional Living Programs**

D. JOZEFOWICZ-SIMBENI<sup>1</sup>, J. BRACISZEWSKI<sup>1</sup>

<sup>1</sup>Wayne State University, Detroit, Michigan

Across the country, thousands of youth every year either run away or are asked to leave their homes, subsequently becoming homeless. Under the Juvenile Justice and Delinquency Prevention Act, the federal government has helped create emergency housing programs for runaway and homeless youth, providing for both their immediate needs and longer-term assistance. Transitional Living Programs (TLPs) are funded by the Family and Youth Services Bureau who serve and protect thousands of homeless, runaway, missing, and sexually abused children. TLPs provide housing for 16-21 year olds for approximately 18-months. During this time, the TLPs

offer parenting classes, family budgeting training, health and nutrition information, and educational opportunities, amongst many other services. Because of their homeless situations, many of these youth are at high risk to drop out of school. This study examines factors likely to relate to educational attainment for this population. While housed in a TLP, youth have full access to the services noted above in addition to substance abuse treatment, sex education, employment opportunities, and communication skills training. Adolescents in a TLP who were also dropouts tended to utilize more educational and other services, although service use in general was quite low. Future research and policy implications are discussed.

**[179] Cluster B**

**Evaluation of a Psychological Fitness Intervention for College Students**

J. SHORT<sup>1</sup>

<sup>1</sup>George Mason University, Fairfax, Virginia

This study evaluated a psychological fitness intervention for 84 ethnically diverse college students, ages 17 to 22. Half (n=42) of the students were randomly assigned to an immediate-treatment experimental group and half to a delayed-treatment control group. The experimental group received three hours (one hour per week) of theoretically and empirically-derived cognitive, behavioral, and interpersonal skills training in small groups that they could practice in the form of daily exercises. The groups were similar in psychological adjustment before the intervention. The experimental group participants reported significant increases in optimistic thinking, academic competence, positive body image, global self-esteem, and life satisfaction and significant decreases in anxiety, depression, and anger symptoms compared to the control group. The results suggest the utility of a theoretically integrative set of empirically supported psychological exercises to enhance mental health and reduce psychological distress for college students that could prove useful for other populations.

**[180] Cluster F**

**Domestic Violence Reports Increase When Perpetrators Also Report Victimization**

E. MANKOWSKI<sup>1</sup>, S. MORGAN<sup>1</sup>, M. MARUYAMA<sup>1</sup>

<sup>1</sup>Portland State University, Portland, Oregon

Measuring the outcomes of community-based domestic violence prevention programs is plagued by a number of methodological challenges, including batterers' underreporting of their violence. To address this measurement problem, male batterers (n = 362) participating in one of 3 community based domestic violence interventions completed one of two versions of the Conflict Tactics Scale (CTS2). Both versions asked about batterers' violent behavior but differed in whether they also assessed batterers' victimization by their intimate partners. MANCOVA showed a difference in one subscale, physical assault, such that batterers reported perpetrating more violence when also asked about their victimization [ $F(1, 324) = 5.87, p < .05$ , partial eta squared (eta<sup>2</sup>) = .02]; this was especially true for men who were unemployed [ $F(1, 324) = 4.33, p < .05$ , partial eta<sup>2</sup> = .01]. There were no differences on other subscales. Decreased reports of violence could stem from defensiveness, denial or other evasive response to the perceived injustice of asking only about their behavior but not their partners'. Ironically, by not including questions about victimization in order to motivate batterers to accept responsibility for violence they perpetrate, the opposite appears to occur.

**[181] Cluster F**

**Help-Seeking Patterns among Adolescent Survivors of Intimate Partner Violence**

E. WALKER<sup>1</sup>

<sup>1</sup>University of Delaware, Newark, Delaware

Intimate partner violence is present and prevalent among young people. In the last decade, research and consequent prevention and intervention efforts have helped this issue to gain credence as a problem that is just as serious as domestic violence occurring among adults. However, the research on dating violence in early adulthood is still sparse and the various dynamics and contextual features are not fully elucidated. The current research examines and compares the help-seeking trajectories for two groups of survivors who had experienced intimate partner violence in their teens: (1) women previously referred to a dating violence intervention program and (2) women on college campuses who were recruited to participate. Qualitative interviews were conducted with twenty survivors of adolescent dating violence in order to discern patterns among their help-seeking behaviors. Using resilience, feminist, and developmental frameworks, this research explores the help-seeking trajectories of young women survivors, their informal and formal networks of support, their personal resources and strengths, and the barriers that they encountered. The strategies young women chose to incorporate into their help-seeking pathways and the positive and negative experiences associated with differential ways of reaching out for assistance may have been mediated by their ethnic and class backgrounds.

**[182] Cluster B**

**Children's Voices: Are They Heard in Dependency Proceedings?**

D. RYNCAK<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois

Using a retrospective design, the study investigated the perceived effectiveness of children's representation in dependency proceedings. Interviews were conducted with adults between the ages of 18 and 65 who as children spent at least one year in a foster care placement. By law each participant had the right to be represented by an advocate, often referred to as a Guardian ad Litem or Child Appointed Special Advocate, in the legal proceedings. Initial findings indicate that most of the adults either did not remember having an advocate or did not find the advocate to be effective. Those participants, who remembered having a representative met with the

advocate infrequently, did not understand the advocate's role and rarely attended court proceedings. The findings suggest that dependency laws that grant children the right to representation fail to facilitate a child's active participation and voice in the decisions that greatly impact their lives. Instead, children develop a dependent relationship on overworked social service agencies. It is argued that active child participation would constitute decreased agency-client dependency and together lead to the empowerment of youth and the reduction of social service workload.

**[183] Cluster F**

**Stories of Survival: Battered Mothers Discuss Resilience and Support**

L. THOMPSON BRADY<sup>1</sup>

<sup>1</sup>*University of Delaware, Newark, Delaware*

This poster will explore the resilience, coping strategies, and informal support networks of 10 battered mothers. All of the women experienced physical and psychological abuse by an intimate partner in the year prior to the study. In addition, they were involved with Child Protective Services (CPS) because of their intimate partner's behavior. The results suggest five themes: (1) women's plans to gain safety and stability for their families, (2) quality of informal support networks, (3) strategies women used to minimize violence against them, (4) spirituality as a mechanism of resilience, and (5) influences of the 'mother role' on women's strengths and goals. Women discussed how the five themes impacted their safety seeking choices and interacted with a formal source of intervention. Mothers' discussions about resilience, coping strategies, and informal support networks were influenced by the timing and context of their experiences with CPS. Their perspectives highlight the transactional relationship between intrapersonal (e.g. resilience, coping strategies), interpersonal (e.g. relations with family and friends), and structural sources of support or conflict (e.g. faith based communities, CPS). Interactions between battered women's intrapersonal strengths, interpersonal supports and structural resources, and their implications for policy and practice will be discussed.

**[184] Cluster E**

**Reflections on Employment Experiences from Graduates of Community Psychology**

J. BERNIER<sup>1</sup>, J. BROWN<sup>1</sup>

<sup>1</sup>*Wilfrid Laurier University, Waterloo, Ontario*

Although not a new subdiscipline within Canada, it has been argued that the potential applicability and utility of community psychology is not fully understood within wider academic, government, and human service settings. This lack of understanding about the role that community psychologists can play within various settings undoubtedly has ramifications for graduates seeking employment. In order to better understand the issues, challenges, and opportunities involved, we undertook a mixed-methods study of master's level graduates from an English-language community psychology program in Ontario. Our aim was to explore the experiences of graduates since the program first began over 20 years ago, with a specific focus on graduates from the past decade. We particularly sought to understand whether graduates believe that their community psychology education and training had prepared them for employment and whether the settings and positions within which they secured employment allowed them to fully utilize their knowledge and skills. The findings of this research were used as a learning tool for the program under study; as such, the findings have informed curriculum development, as well as highlighted the need for increased public awareness about community psychology at both provincial and national levels.

**[185] Cluster A**

**Help-Seeking in South Asian Families and the Community Gaze**

N. MASOOD<sup>1</sup>

<sup>1</sup>*University of Illinois at Urbana-Champaign, Champaign, Illinois*

Like other newer immigrant groups, South Asians in the United States must struggle to forge new meanings of cultural identity, community, and place that maintain cultural authenticity while adopting meaningful practices and values of the mainstream culture. Arriving from the Indian subcontinent since 1965, immigration trends have made South Asian Americans the fastest-growing Asian American subgroup in the last two decades, and the second wealthiest US ethnic group. However, within these tightly-knit, family-based South Asian American communities, a community-wide rationale for mental health services has yet to develop; the seeking of such services appears to be highly stigmatized. The Asian American mental health literature frequently cites stigma as a factor in the underutilization of mental health services, but this relationship has received very little empirical attention (Ito & Maramba, 2002). This study aims to explore the perceived nature of community stigma on help-seeking for South Asian families experiencing an acknowledged mental illness, and the ways that communal ties may both inhibit and enhance these help-seeking practices. The role that community and small social networks play in informing and performing such practices will have implications for community-level interventions and mental health research.

**[186] Cluster F**

**Violence Against Women: A Study On The Psychological Effect Of Rape On Victims**

E. ARYEE<sup>1</sup>

<sup>1</sup>*Wilfrid Laurier University, Waterloo, Ontario*

Violence against women is recognized today as a major issue on the international human rights agenda (UNFPA, 1999). Violence takes many forms and varies from culture to culture. There is an understanding that it involves behavior, injuries and impacts that are not only physical but also psychological and sexual in nature

(Appiah & Cusack, 1999). Gender-based violence includes a wide range of violations of women's human rights, including rape, spousal abuse, harmful cultural practices and traditions that irreparably damage women and girls' reproductive life (World Health Organization, 1997). The study aimed at assessing the psychological effect of rape on survivors. It specifically examined the issue of depression among the respondents. Sixty respondents participated in the study. This comprised thirty victims and thirty non-victims of rape. Data were gathered using structured and unstructured questionnaire. Using t-test for independent samples in analyzing the data, the results showed that victims exhibited higher level of depression than non-victims. Furthermore, victims raped by close relations also exhibited higher level of depression than those raped by strangers. Lastly victims undergoing counseling exhibited lower level of depression than those without counseling. Results are discussed and recommendation made to policy makers and future researches.

#### **[187] Cluster C**

##### **School Sense of Community Among Faculty & Staff: University Mission Perception**

J. VELCOFF<sup>1</sup>

<sup>1</sup>DePaul University, Chicago, Illinois

Social and community psychologies share an interest in affiliation, expressed as either a need to belong or sense of community, respectively. This study focused on faculty (n=305) and staff (n=596) perception of their school sense of community related to university mission. Respondents completed a reliable and valid 39-item self report instrument, called the DePaul Mission and Values survey (DMV), as well as a 54-item school sense of community measure (Royal & Rossi, 1999), 18-item spiritual attitudes and beliefs survey (Konick et al, 2002), and 13-item social desirability (Crowne-Marlowe, 1960). Results indicate that for both faculty and staff, social desirability had low correlations with school sense of community and with subscales on the DMV, suggesting that social approval tendencies were not contributing to responses by participants in this study. Furthermore, correlates of the DMV survey with school sense of community generally produced higher, more frequently significant correlations for both Faculty and Staff. Overall, spirituality produced non-significant, low correlation coefficients; however, among staff only spirituality was significantly correlated with the DMV subscales. Implications of how sense of community reflects similar yet different components to a need to belong will be presented.

#### **[188] Cluster E**

##### **Reflections on Learning Opportunities in Conducting a Conference Evaluation**

J. WATLING NEAL<sup>1</sup>, S. BLANTON<sup>1</sup>, G. MASON<sup>1</sup>, K. MCDONALD<sup>1</sup>, T. TAYLOR-RITZLER<sup>1</sup>, M. TANYU<sup>1</sup>, E. REEVES<sup>1</sup>

<sup>1</sup>University of Illinois at Chicago, Chicago, Illinois

Each year, a national professional association offers a team of graduate students the opportunity to develop and conduct an evaluation of their annual conference as a professional development exercise. In 2004, the association selected our team to conduct a stakeholder-based evaluation of its conference. This presentation will draw on the learning opportunities that we encountered in this role. We will discuss the benefits and challenges of this training opportunity with respect to collaboration, balancing power, and the use of research findings. Collaboration. The association set clear boundaries regarding the depth of collaboration we could engage in with stakeholders. Specifically, we involved five individuals pre-identified by the association in a collaborative process to determine our evaluation focus. Balancing Power. The stakeholder-based nature of the evaluation accorded us the opportunity to meet the challenge of balancing conflicting interests and priorities among multiple parties. Additionally, limited resources and power differentials among stakeholders supplied additional complexity to these decision-making processes. Use of Research Findings. The association solicited our services and had clear expectations for the use of our evaluation. To meet these expectations, we worked diligently to choose evaluation questions with clear use implications, maintain regular communication with stakeholders, and provide concise reports.

#### **[189] Cluster E**

##### **Reflections on Learning Opportunities in a Community-Based Practicum Course**

J. WATLING NEAL<sup>1</sup>, P. GARZA<sup>1</sup>, S. BEARD<sup>1</sup>, G. MASON<sup>1</sup>, M. BLOODWORTH<sup>1</sup>

<sup>1</sup>University of Illinois at Chicago, Chicago, Illinois

As part of the doctorate curriculum at our institution, students must participate in a two-semester community practicum course with the following tasks: • Identify and partner with a community-based organization. • Conduct an organizational assessment that provides information on the history, scope, power structure and resources of the organization. • Develop a project that will serve the needs of the organization. We will explore the benefits and challenges of our learning experiences in the class with respect to collaboration, balancing power, and the use of our projects. Collaboration-Collaboration with participating organizations was embedded throughout our collective on-site experiences. We were expected to work with members of our partner organization to jointly determine a project, and to create open lines of communication. Additionally, the required organizational assessment was key to forming collaborative relationships. Balancing Power-The required organizational assessment gave us the opportunity to define and understand formal and informal power structures in the setting. We also encountered situations that required us to balance different interests. Use-The goals of our services was not clear at the onset of the practicum experience. Instead, they evolved through long-term interaction with key stakeholders in our organizations. This experience had both positive and negative implications for the use of project findings.

#### **[190] Cluster B**

## **Youth Violence, Perceptions of Community Characteristics, and Civic Engagement**

D. KRUGER<sup>1</sup>, A. SPARKS<sup>2</sup>

<sup>1</sup>University of Michigan, Ann Arbor, Michigan; <sup>2</sup>Genesee County Action Resource Department, Flint, Michigan

This study examines the relationship between residents' perceptions of community characteristics and the rates of assault injuries reported in hospital discharge records within zip codes. A Hierarchical Linear Model was constructed using individual respondent level data from the Speak to Your Health! Community Health Survey and ZIP code level data from the county's Injury Surveillance System. Analyses indicated that the local rate of youth violence was inversely related to satisfaction with neighborhood quality of life, the frequency of socialization with neighbors, the perceived trustworthiness and helpfulness of neighbors, and rates of participation in community improvement activities, even after demographic variables such as sex, age, and education were accounted for. Although this correlational study does not indicate the directions of causality, it does suggest that interventions to increase social contact among neighborhood residents and to reduce simple assaults among youth may improve neighborhood conditions for all residents.

### **[191] Cluster F**

#### **Contextualizing Abuse in Intimate Relationships**

S. SWAN<sup>1</sup>, C. ALLEN<sup>1</sup>, L. GAMBONE<sup>1</sup>, A. FIELDS<sup>1</sup>

<sup>1</sup>University of South Carolina, Columbia, South Carolina

Discussants: C. RAGHAVAN, John Jay College

The series of studies presented in this symposium aim to contextualize intimate partner violence by examining various attitudinal and situational features of relationships. Women's violence against male intimate partners is examined within the context of violence against them by their male partners. Coping strategies used by women who are both victims and perpetrators of relationship abuse is explored within the context of the women's relational self-efficacy. Ambivalent sexism theory, which proposes that sexism contains both hostile and benevolent elements, and just world beliefs provide a further context for understanding attitudes related to partner abuse and victimization.

### **[192] Cluster F**

#### **Women's Use of Violence in Intimate Relationships**

S. SWAN<sup>1</sup>

<sup>1</sup>University of South Carolina, Columbia, South Carolina

Women's use of violence against male intimate partners has recently begun to be studied by researchers in the field of intimate partner violence. A recent meta-analysis (Archer, 2000) of gender differences in rates of physical abuse found that women were as likely as men to use physical aggression against intimate partners. In addition, the advent of mandatory arrest legislation has contributed to a huge increase in women's arrests for domestic violence offenses. Yet, the conclusion taken by some in the media and the research literature that "women are just as violent as men" is problematic. Feminist researchers argue for a gendered approach to the study of partner violence, and this approach has identified important differences between men's and women's abusive behaviors. Studies consistently find that women are almost always violent in the context of violence against them by their male partners. Furthermore, the types and prevalence of abusive behaviors committed by women also differ from those committed by men. Women in one study used equivalent levels of emotional abuse as their partners used against them, and also committed significantly more moderate physical violence than their partners used against them. However, women were more often victims of sexual coercion, injury, and coercive control. To examine these issues, data will be presented from a multiethnic sample of 412 women who used violence against male intimate partners.

### **[193] Cluster F**

#### **Women Who Use Violence: Coping With Abusive Relationships**

L. GAMBONE<sup>1</sup>

<sup>1</sup>University of South Carolina, Columbia, South Carolina

Women in violent interpersonal relationships have a difficult reality to cope with. The nature of coping is complex and dynamic. Much of the existing research is limited in its ability to conceptualize the complexity of coping in violent relationships. To gain an appreciation of the meaning of violence and coping in women's lives, a full range of women's relationships must be investigated. The present study seeks to conceptualize the complex relationship between abuse in a woman's relationship, her relational self-efficacy, and her chosen coping methods through the use of path models. Four hundred twelve ethnically diverse community women who have used violence in their relationships were interviewed. A relationship typology indicative of the frequency and types of women's abusive behavior towards partners, and the partners' abusive behaviors towards them, is used to conceptualize relationship context. Relational self-efficacy (i.e., a woman's belief in her ability to effectively participate in an egalitarian way in her relationship) was examined. Coping methods were measured by two previously validated coping scales. It is hypothesized that relational self-efficacy will mediate the effects of relationship typology on coping strategies utilized and that relationship typology will also directly influence the coping methods available to and chosen by women dealing with relationship violence.

### **[194] Cluster F**

#### **The Nail That Sticks Out Is Pounded Down: Women's Acceptance of Patriarchy**

C. ALLEN<sup>1</sup>

<sup>1</sup>University of South Carolina, Columbia, South Carolina

A feminist analysis of violence proposes that all forms of abuse are about power and control perpetuated by a patriarchal value system. This view maintains that society has historically condoned the use of aggression to maintain unbalanced power relationships between men and women in intimate relationships. Research has found that men who perceive their power and privilege as being challenged or threatened may resort to physical violence in order to restore their dominance. The current study utilizes ambivalent sexism theory to explain the relationship between patriarchy, interpersonal relations, and intimate partner violence. Ambivalent sexism theory posits that traditional attitudes toward both sexes have benevolent as well as hostile components. Hostile sexism refers to negative attitudes towards women. Benevolent sexism is defined as positive attitudes towards women who conform to traditional gender roles (e.g. mother, homemaker). The relationships between ambivalent sexism and partner violence were examined in a multiethnic group of college students. Analyses revealed that women's benevolently sexist beliefs were associated with less victimization by their male partners. Men who endorsed more benevolently sexist statements were less likely to use violence against their female partner. These findings suggest that women who acquiesce to male dominance experience less victimization.

**[195] Cluster F**

**Intimate Partner Abuse: Ambivalent Sexism and Just World Ideology**

A. FIELDS<sup>1</sup>

<sup>1</sup>University of South Carolina, Columbia, South Carolina

This study examines attitudes related to perpetrating partner violence as well as being a victim of partner violence. A belief in just world ideology, the tendency to judge people as deserving of the misfortunes that they experience, has been found to be related to blaming victims of rape and domestic violence for their victimization. To the author's knowledge, no studies have examined endorsement of just world ideology among individuals who perpetrate abuse against partners, or victims of partner abuse. Studies have found that perpetrators of abuse often deny responsibility for their behavior and blame the victim of abuse. It seems likely, then, that just world ideology will also be related to the commission of abusive behaviors. Some victims may also hold just world beliefs; these victims may be more likely to blame themselves for the violence they experience. Ambivalent sexism theory posits that traditional attitudes toward women have benevolent as well as hostile components. Ambivalent sexism theory suggests that hostile sexism will be predictive of men's violence towards intimate partners. In contrast, benevolent sexism may serve as a protective factor that reduces men's violence towards women, at least those women who conform to traditional gender roles. This study will examine intimate partner abuse and its relationship to just world ideology and ambivalent sexism in a college population.

**Friday, June 10 7-8:15 a.m.**

**Breakfast Time** **Illini Union Room C**

**Committee/Interest Group Meetings – 7:15**

**Mentoring Orientation: Gloria Levin – 7:15**

**Friday, June 10 8:30-10:15 a.m.**

*Friday, June 10 8:30-10:15 Illini Union A,B,C*

**Opening Plenary Session**

**Sarason Award: Rhona Weinstein**

Reaching Higher in Community Psychology

**Contributions to Practice Award: David Julian**

A Model for Community Practice: The Partnerships for Success Experience in Ohio

**Keynote Speaker : Dr. J. Lawrence Aber**

Children's Exposure to War and Community Violence: Knowledge for Action

From drive-by shootings at drug hot-spots to the terrorist attacks on the World Trade Center and Pentagon, from gunfights between drug-lords in Rio to wars between militias and governments in Asia, the Middle East, Africa and Latin America, children are exposed to a world of trouble. What do we know about the nature and consequences of children's exposure to war and community violence? Is the knowledge base adequate to inform action, from community mobilization strategies to humanitarian relief policies? How can the values, methods and resources of community psychology contribute to evidence-base solutions?

## Friday, June 10 10:30-12:00

Friday, June 10 10:30-12:00 Room 314B Union

[196]

### Update Your Skills: The Latest in Teaching Theories and Practice

C. AYALA-ALCANTAR<sup>1</sup>, V. TSENG<sup>2</sup>, L. ARELLANO-MORALES<sup>3</sup>

<sup>1</sup>California State University, Northridge, Northridge, California; <sup>2</sup>William T. Grant Foundation, New York, New York; <sup>3</sup>University of La Verne, La Verne, California

**Workshop Abstract Update Your Skills: The Latest in Teaching Theory and Practice** This workshop will provide graduate students and professors an opportunity to examine current pedagogical theories and practices. The workshop will focus on (1) syllabus preparation and (2) examples of course transformations. **Syllabus preparation** This portion of the workshop will introduce and develop the work of Margie Kitano (1997). The nine components of a course syllabus will be examined in detail: 1) course and instructor information, 2) educational beliefs, 3) course description and objectives, 4) texts, readings, and materials, 5) tentative course calendar/schedule, 6) course policies, 7) available support services, 8) learning activities and assignments and 9) course evaluation. Participants will have an opportunity to create rough outline of their educational beliefs in the workshop. In addition, participants will be introduced to grading rubrics and how they are used to assess assignments and learning in the classroom. **Course transformations** Students will engage in interactive activities and discussion to explore how participants can transform “traditional” courses reflecting Freire’s “banking system of education” into “critical pedagogy” courses grounded in liberatory, feminist, and anti-racist education theory (Derman-Sparks & Phillips, 1997; Freire, 1970, 1998; hooks, 1994). First, participants will engage in an activity on the “social ecology of classrooms” to examine how the physical characteristics of classrooms influence social regularities and patterns of interaction between instructors and students and, in turn, how these social regularities influence students’ learning. Second, participants will discuss strategies for fostering a sense of community and building relationships in the classroom. We will provide suggested activities and course assignments; and engage participants in a brainstorming session that elicits their experiences and knowledge and generates new strategies. Third, participants will take part in an exercise on incorporating a developmental approach to courses so that they enhance students’ development during the length of the course (e.g., sequencing course topics, activities, and learning). This section of the course will draw upon the literature and our experiences shifting students from studying social problems to becoming agents of change who “act on” social problems. Before wrapping up the session, participants will discuss their concerns about course transformations; potential topics include how to deal with “hot” emotions in the classroom, productively facilitating disagreements among students, implications for course evaluations, and handling instructors’ feelings of competence and comfort in transforming courses. **Timeline:** 1. Syllabus preparation 30 minutes Christina Ayala-Alcantar 2. Course transformations 60 minutes Leticia Arellano Vivian Tseng **Learning Outcomes:** 1. Participants will demonstrate an understanding of the nine components of a course syllabus. 2. Participants will demonstrate an understanding of grading rubrics 3. Participants will demonstrate an understanding of the social ecology of classrooms. 4. Participants will demonstrate an understanding of strategies for fostering sense of community in classrooms. 5. Participants will demonstrate an understanding of strategies for incorporating a developmental approach to student learning into courses. **Materials Needed:** None

## Friday, June 10 10:30-11:45

Friday, June 10 10:30-11:45 Room 210 Union

[197]

### An Exploration Of Multilevel Models: The Good, The Bad, And The Ugly

S. POKORNY<sup>1</sup>

<sup>1</sup>DePaul University, Chicago, Illinois

Discussants: M. SHINN, *New York University*, D. LUKE, *St. Louis University*

There is a growing interest to use multilevel models for the analysis of research based on a nested sample design (e.g., participants sampled within communities, schools, and social groups). This design is ideal for ecological analyses and is complicated by the inherent interrelationships of individuals and behavior within the units in which they are clustered. The multilevel analytic approach permits the appropriate modeling of individual and cluster effects. A remarkable response to a List Serve posting for symposium co-participants led to this proposal for an innovative session format. The format will permit the eleven interested co-presenters and audience to participate in a meaningful way that will also contribute to our knowledge and use of multilevel models. The innovative session format will present a wide range of multilevel examples that examine ecological influences on behavior/attitudes and identify important issues to consider when planning such studies/analyses. The proposed innovative session will combine the best features of the poster session, symposium, and round table formats. We propose that the session begin with a 30 minute "study showcase" like a poster session. This

showcase period would be more personal than a traditional symposium allowing the audience to meet presenters, hear about the studies, and ask questions directly. The showcase period would be followed by a 20 minute commentary from two discussants. Each discussant will focus on half of the studies. The discussants will integrate core issues across the presented studies to highlight common themes and future directions. Finally, a 25 minute panel Q&A roundtable session with the audience will facilitate a discussion of broader issues and future directions.

[200]

**Using HLM for the Longitudinal Analysis of Community Collaborative Effectiveness**

A. DARNELL<sup>1</sup>, J. EMSHOFF<sup>1</sup>, D. HORST<sup>1</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia

Results from a statewide evaluation of 159 Family Connection collaboratives in Georgia will be discussed. One of a number of significant Comprehensive Community Initiatives, Georgia's Family Connection is the largest statewide network of community collaboratives in the nation. These 159 collaboratives (one in each county of the state) have made a commitment to improve results for Georgia's children and families. Each collaborative serves as the local decision-making body for its community and develops a plan with strategies to improve results in five areas: Healthy children, Children ready for school, Children succeeding in school, Strong families, and Self-sufficient families. Data for the present analyses include multiple measures of collaborative functioning and selected community health outcomes from the five areas above, each measured across four years for all 159 counties. Hierarchical linear modeling was used to analyze longitudinal change in community health outcomes as a function of collaborative processes. The effectiveness of Family Connection collaboratives will be discussed, as well as the analytic challenges of dealing with the inconsistencies of data from this multi-site statewide collaborative evaluation.

[201]

**Youth Supplying Tobacco: Evaluating Individual and Town-Level Correlates**

S. POKORNY<sup>1</sup>, L. JASON<sup>1</sup>, M. SCHOENY<sup>2</sup>, M. ADAMS<sup>1</sup>

<sup>1</sup>DePaul University, Chicago, Illinois; <sup>2</sup>University of Illinois at Chicago, Oak Park, Illinois

The present study employed a multilevel random-effects regression analyses to model Level-1 (individual) and Level-2 (town) correlates of youth supplying tobacco to other minors. Data from 8,486 youth in 40 Midwestern junior high and high schools were examined. Results indicate that community support for tobacco possession laws was associated with lower likelihood of youth supplying tobacco to minors. Individual attitudes supporting tobacco possession laws were also associated with lower likelihood of supplying tobacco. Recent smoking, using a social source for tobacco or purchasing tobacco in the past month, successfully purchasing tobacco during the last attempt to buy it, and having more friends who use tobacco were associated with an increased likelihood of supplying tobacco to minors. Finally, interaction effects indicated that purchasing tobacco in the past month or being successful during the last attempt to buy it dramatically increased the odds of supplying tobacco for Never and Past Smokers. Implications of these findings are discussed.

[202]

**Residential Community Identification and Psychological Well-Being**

A. LONG<sup>1</sup>

<sup>1</sup>Vanderbilt University, Nashville, Tennessee

An ecological and multidisciplinary approach is used in predicting the positive impact of residential community identification (RCI) on psychological well-being. RCI is defined as the belongingness to and identification with the place and social dimensions of the residential street block community. Such place-based social identifications predict lower psychological distress and higher subjective well-being over time, directly and as moderated by the social and environmental climate, and when controlling for individual characteristics, available resources, and characteristics of the social and physical environment. The complexity of the empirical question required a multilevel, ecological method. Hierarchical linear modeling (HLM) was thus identified as the preferred analytic tool, allowing for simultaneous control of the many well-known correlates of psychological distress and well-being such as social support, stress, social capital, crime rates, environmental protections, and both personal and community sociodemographics. Data are one-year panel from 50 neighborhoods throughout Baltimore. Lagged effects analyses strongly support the hypothesized relation with both distress and well-being outcomes, and several interesting contextual moderating effects also emerged; for example, RCI predicts distress one year later as moderated by block-level affluence, social capital, and police-reported crime.

[203]

**Preschool Context and Development of Four-Year-Olds in Georgia**

A. MASHBURN<sup>1</sup>

<sup>1</sup>University of Virginia, Charlottesville, Virginia

Over the past four decades, the federal government and most states have created preschool programs for four-year-olds, and research has sought to identify characteristics of these programs that have a positive influence on children's development. While most of these programs serve children who experience social or economic risks, in 1994, Georgia became the first state to offer universal pre-kindergarten for any four-year-old child in the state. The purpose of this poster is to describe the methods and results from a study that used multi-level modeling to examine the influence that characteristics of the preschool context (e.g. teacher characteristics, quality of the classroom environment) have on the longitudinal development of a statewide sample of 526 four-year-olds in

Georgia. This study used three-level modeling to examine the associations between the preschool context and children's growth trajectories, which include children's rates of academic and language development from preschool through first grade (slopes), and children's developmental status when they entered preschool (intercepts). Further, moderating effects of the preschool context were examined to assess whether characteristics of the preschool context had a differential effect on development for children who experience social and economic risks.

[204]

#### **School Climate and Implementation of a Preventive Intervention**

A. GREGORY<sup>1</sup>, D. HENRY<sup>2</sup>

<sup>1</sup>University of California, Berkeley, Oakland, California; <sup>2</sup>University of Illinois at Chicago, Chicago, Illinois

Effects of the Metropolitan Area Child Study (MACS) interventions were moderated by the community in which the intervention was delivered. Although community psychology has produced some theoretical models of contextual differences in intervention effects, empirical tests of such models are scarce. Considering the issue of contextual moderation, Lochman (2003) called for research that would provide better understanding of the "mechanisms in the school climate that complicate or facilitate program implementation." Drawing on a longitudinal study of a violence prevention intervention (MACS), this study examines two dimensions of school climate (interpersonal relationships and system maintenance and change) using aggregated teacher reports across five years. We hypothesize that schools in which teachers perceive order with clear expectations and cohesion with supportive relationships may have greater organizational capacity to implement the interventions. Preliminary results showed significant school differences in climate dimensions. Understanding the relation between school climate and intervention implementation could aid in selecting change-ready schools and suggest interventions to increase readiness for change in schools.

[205]

#### **Opening the Black Box: The Role of Office-Level Characteristics in Welfare**

E. GODFREY<sup>1</sup>, H. YOSHIKAWA<sup>1</sup>

<sup>1</sup>New York University, New York, New York

Policymakers, program administrators and researchers have paid increasing attention to the effects of welfare reform on parents and children. Given that welfare implementation differs by program approach and site, an important concern is whether differences across welfare offices impacts parents and children. The current study examines caseworker support as a characteristic of the welfare office and its relationship to parental and child outcomes. The sample includes 2400 mothers and preschool-aged children from the National Evaluation of Welfare-to-Work Strategies. Office-level characteristics include means for an 18-item support scale developed from caseworker surveys ( $\bar{M}=82$ ,  $IC=.75$ ). All analyses adjust for clustering of respondents within offices and relevant office and recipient background characteristics. Higher mean office levels of support were associated with higher earnings ( $b=0.86$  (.49),  $p<.001$ ) and income ( $b=606$  (259),  $p<.01$ ) and lower reports of depression ( $b=-2.40$  (1.35),  $p<.001$ ) and parenting stress ( $b=-1.28$  (.33),  $p<.001$ ). There was a significant indirect effect of support on child externalizing and internalizing behavior through depression and parenting stress. Significant moderation was also found. Program impacts on earnings ( $b=-1576$  (328),  $p<.001$ ) and income ( $b=-276$  (124),  $p=.05$ ) were concentrated among offices with higher levels of support. Further analyses will employ hierarchical linear modeling techniques.

[206]

#### **Hierarchical Linear Modeling and Longitudinal Studies of Homeless Populations**

H. JANISSE<sup>1</sup>, C. TOMPSETT<sup>1</sup>, P. TORO<sup>1</sup>

<sup>1</sup>Wayne State University, Detroit, Michigan

The development of hierarchical linear models offers a powerful set of techniques for research on individual change. Hierarchical linear modeling (HLM) has a number of advantages over conventional multivariate repeated measures methods. It is more flexible in terms of its data requirements because repeated observations are viewed as nested within the individual rather than fixed for all persons in the analysis. In HLM, both the number of observations per person and the spacing among observations may vary. In addition, missing data poses no special problem in a hierarchical analysis. For these reasons, and more, HLM is well suited to the longitudinal analysis of applied data. The advantages of HLM will be demonstrated using two large longitudinal datasets. The first involves a sample of 420 homeless adults (initial ages 18-70) interviewed at six different time points over one and a half years. The second involves a sample of 399 homeless and matched housed adolescents (initial ages 13-17) interviewed at eight time points over six and a half years. Comparisons on growth trajectories were made for a number of psychosocial and life outcome variables in both samples. Several recommendations for other longitudinal researchers will be discussed.

[207]

#### **Studying Risk And Protective Factors at Multiple Ecological Levels**

M. ARTHUR<sup>1</sup>, M. VAN HORN<sup>2</sup>, B. EGAN<sup>3</sup>, J. HAWKINS<sup>1</sup>

<sup>1</sup>University of Washington, Seattle, Washington; <sup>2</sup>University of South Carolina, South Carolina; <sup>3</sup>University of Minnesota, Minneapolis, Minnesota

Prevention scientists have articulated a model for community prevention planning that involves measuring risk and protective factors in youth populations and prioritizing specific factors for preventive action. This approach presumes that levels of risk and protective factors are relatively stable characteristics of communities

such that assessments of the levels of risk and protection in one age cohort can be used to guide selection of prevention programs that may be delivered to subsequent cohorts. However, little is known about how risk and protective factors operate at levels other than the individual level. The present study used data from anonymous surveys of 6th, 8th and 10th grade students in 41 communities across 7 states, conducted in 2000 and 2002, that included measures of risk and protective factors and use of alcohol, tobacco, and marijuana. Multi-level analyses examined variation in drug use, risk, and protection at the school and community levels, and relationships between drug use and risk and protective factors both within and between grade cohorts at the community level. Findings indicated that risk and protective factors measured in 2000 predicted drug use two years later among students both within and between grade cohorts. Implications for community prevention planning will be discussed.

[208]

#### **Lower Limits of Level II Sample Size in an Examination of Reform Implementation**

N. ALLEN<sup>1</sup>, A. LEHRNER<sup>1</sup>, E. MATTISON<sup>1</sup>

<sup>1</sup>*University of Illinois at Urbana-Champaign, Champaign, Illinois*

Multilevel modeling provides a powerful tool for examining relationships between setting- and individual-level factors. In community-based research we are often presented with fewer settings than would be ideal for exploring such relationships in a multilevel framework. This reality presents dilemmas about how to appropriately conceptualize and analyze nested data. The current study examines the implementation of reform within a health care system as part of a coordinated community response to domestic violence. Ideally, health care settings provide a venue for reaching and supporting women with abusive partners. Yet, efforts to increase providers' routine screening for domestic violence prove to be difficult. The current study surveyed 209 providers in 12 health care settings to examine individual- and organizational-level factors related to the implementation of screening practices. The proposed presentation will a) explore multiple approaches to analyzing these data (HLM, GLM and standard regression), b) highlight the strengths and weaknesses associated with each, and c) address assessing power in multilevel modeling. Findings suggest that both individual- and setting-level factors are important. The implications of these findings for systems change in the community response to domestic violence and multilevel modeling with a smaller set of "nests" will be discussed.

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#### **Several Analyses, What's the Right One?**

S. MEYER-CHILENSKI<sup>1</sup>, M. FEINBERG<sup>2</sup>, M. GREENBERG<sup>1</sup>

<sup>1</sup>*Pennsylvania State University, State College, Pennsylvania*; <sup>2</sup>*Pennsylvania State University, University Park, Pennsylvania*

Multi-level Modeling corrects for error structure violations that are common in community research. Where this strategy is frequently useful, it may not always be the most appropriate. It is important for the level of analyses to "fit" the specific research question. This poster examines the question of the "fit" between the level of analyses and the research question through analyses predicting community readiness in a large community-university partnership, PROSPER (PROmoting School-community-university Partnerships to Enhance Resilience). PROSPER supports the development of representative community prevention teams that interface with universities in order to think strategically about the needs of their community's youth and families. Interviews were conducted with 183 prevention team members in 28 communities. Predictors of readiness were examined in five ways: 1) individual-level data in OLS regression, 2) an OLS model at the level of the community, 3) a MLM with individual-level predictors only, 4) a MLM with community-level predictors only, and 5) individual-level and community demographics in a MLM. Preliminary results demonstrate that perceptions of school functioning and collaboration involvement are the most consistent predictors of community readiness, and that the most appropriate analysis for the research question may be the OLS model at the level of the community.

[210]

#### **Multi-level Modeling with Longitudinal Data and Multiple Informants**

S. MCMAHON<sup>1</sup>, C. SHEU<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

This study examines aggressive beliefs and behaviors, as well as prosocial behaviors, across a two-year period, using multiple reporters, including self-report, peer-report, and teacher-report. Two hundred sixty urban African American youth from three schools participated in four assessments to examine the various factors that contribute to aggression and prosocial behavior across time. A random-effects regression modeling approach, using the SAS PROC MIXED program, was conducted to examine individual-level (gender, violence prevention knowledge, empathy, impulsivity, self-efficacy), school-level (school, sense of school membership), and community-level (exposure to violence) factors in relation to the development of aggressive and prosocial behaviors. A series of models were compared using the Schwarz Bayesian Information Criterion (BIC) statistic. In general, results suggest that higher levels of exposure to violence, impulsivity, and beliefs supporting aggression were associated with more aggression, while more empathy and self-efficacy were associated with less aggression. More knowledge related to violence prevention skills and more empathy was associated with more prosocial behaviors, and school was an important predictor of teacher-reported aggressive and prosocial behaviors. Different analytic approaches to working with data from multiple reporters, reporter differences, and implications for prevention will be discussed.

[211]

## **Measuring Climate: Individual and Group Level Perceptions of Setting**

D. LIVERT<sup>1</sup>

<sup>1</sup>*Pennsylvania State University, Fogelsville, Pennsylvania*

The family of statistical techniques known as multilevel modeling (MLM) provides exciting new ways to simultaneously examine the interaction between micro-, meso-, and macro-levels of analysis (Bronfenbrenner, 1977). For example, individual perceptions of social climates can be analyzed at different levels and the relationships between social climate properties and individual level outcomes examined. MLM can be used to simultaneously estimate individual and higher level variation in social climates; interclass correlations can be then calculated and used to evaluate the distinctiveness of particular settings. These issues will be discussed using three studies: 1) the relationship between perceptions of neighborhood problems and urban residents' feelings of community efficacy and position on community issues, 2) the influence of group cohesion, conflict, and competition on chef students' feelings of discrimination and general well being, 3) the relationship between work unit and host country culture and employees' organizational identity and happiness in a multinational organization. Two questions will be addressed: 1) to what extent can one identify distinctive social climates within each organization, 2) what are the relationships between individual and aggregate social climate perceptions and outcomes such as sense of community, cohesion, organizational identification, and well being?

**Friday, June 10**

**10:30-11:45**

**Room 211 Union**

[212]

## **The Spirit of Community Psychology: Lessons from Spirituality**

M. NJOKU<sup>1</sup>, L. JASON<sup>1</sup>, C. COLE<sup>2</sup>, L. JORDAN<sup>3</sup>, T. MILLER<sup>4</sup>, J. NEWBROUGH<sup>5</sup>, P. DOKECKI<sup>5</sup>, R. OGORMAN<sup>6</sup>, R. FAYTER<sup>7</sup>, M. PONCE-RODAS<sup>8</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*; <sup>2</sup>*Metropolitan State University, St. Paul, Minnesota*; <sup>3</sup>*University of Maryland Baltimore County, Baltimore, Maryland*; <sup>4</sup>*AMYS Teen Parent Service Network, Hazel Crest, Illinois*; <sup>5</sup>*Vanderbilt University, Nashville, Tennessee*; <sup>6</sup>*Loyola University of Chicago, Chicago, Illinois*; <sup>7</sup>*Wilfrid Laurier University, Waterloo, Ontario*; <sup>8</sup>*University of Illinois at Chicago, Chicago, Illinois*

The field of community psychology has at times used concepts from religion and spirituality to better understand what occurs in communities and to serve those living in communities. The use of these concepts is attributed to a growing awareness that spirituality and religion contribute significantly to the wellbeing of individuals. Given this, it might be useful to examine the roles of spirituality and religion in physical and psychological wellbeing of individuals in communities. Such an exploration has the potential for expanding knowledge and collaboration that may contribute to enhancing the wellbeing of communities. In addition, sharing knowledge across disciplines might bolster multi-disciplinary approaches to social issues. Better understanding and collaboration might be helpful when working with minority groups who are more inclined to using religiosity and spirituality as a way of coping with life stressors and events. Similarities in spirituality and community psychology will be examined and the following themes will be discussed: wellness, prevention and competence building; social change and sense of community; spirituality of a developing community; methods of community-based research. Panel members will present the themes, and the audience members will have the option of going to a small group of their choice. Panelist/s would lead a small group discussion with members of the audience on the themes mentioned above. During the last 25 minutes, the proceedings from the small groups would be presented to the larger group. This would be followed by questions and discussions. Mary Gloria Njoku is responsible for the program. She has had the opportunity to bridge the fields of community psychology through her unique position as a nun, community leader and graduate psychology student, and through her research on religion and health outcomes. Theresa Miller, Melissa Ponce-Rodas and Christine Cole will discuss wellness, prevention and competence building. Theresa will use examples from her recent research that explored a community intervention based on "testifying", an African American church ritual. Melissa will draw from her research with Latino population focusing on how church involvement and social support from church members can affect student's educational outcomes. Christine will discuss her study on how African Americans use religion and spirituality to cope with stress. Drawing from her evaluation study of a faith-based substance abuse treatment program and research on the role of spirituality in AA, Lisa Jordan-Green will discuss social change and sense of community. J. R. Newbrough, Paul R. Dokecki and Robert O'Gorman will discuss the spirituality of a developing community based on work they have done in collaboration with an Irish missionary priest, Fr. Trout who is working in South African communities on the problem of AIDS. Leonard Jason and Rachel Adrienne Fayter will discuss methods of community-based research. Leonard will explain how to use a wisdom scale to assess the spirituality and wisdom of individuals in community-based research while Rachel will discuss the ecological and empowerment approach using her qualitative study of the benefits and impacts of spirituality and faith communities for people living in urban poverty.

**Friday, June 10**

**10:30-11:45**

**Room 138 Henry**

[217]

## **Faith-based Universities and Community Psychology: Research & Action Reflecting Institutional Missions**

J. FERRARI<sup>1</sup>, G. HARPER<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

Many community psychologists conduct their research and action work from within educational institu-

tions, some of which are faith-based Universities. This symposium will demonstrate how many of these faith-based institutions have been actively engaged in social justice and community development work for many years, and have University mission statements that reflect principles of Community Psychology—service to marginalized populations, empowerment, respect for diversity, and supportive contexts. Presenters will explore ways in which community psychologists working within faith-based Universities both in the U.S. and Japan interface with their institutions' missions and values, and how this impacts their community research, action, and training.

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**Community and Prevention Research in Faith-Based Universities in Japan**

T. SASAO<sup>1</sup>

<sup>1</sup>*International Christian University, Tokyo,*

Many Japanese institutions of higher education train as many mid-level mental health professionals as possible and prepare them to work in school settings where crime perpetrators are found. Attracting students to the clinical training programs has become almost an obsession with many Japanese universities including those founded on some religious faith. Nonetheless, the effectiveness of such training programs has not gone unchallenged in the past few years. Institutions of faith-based higher education in Japan, regardless of their missions, tend to be driven by or overridden by the administrative concerns for economic survival. The purpose of this presentation is threefold: (a) to provide a general overview of faith-based institutions in Japanese higher education, (b) to discuss how faith-based principles and missions are reflective of a university's curricular and faculty support in implementing community-based research at a unique Christian-based liberal arts university in Tokyo (International Christian University), and (c) to discuss the implications of the results of a recent faculty survey at the same institution, focusing on the correlates of faculty members' well-being and satisfaction as related to school missions. Suggestions for promoting community-based research at faith-based institutions while recognizing some cultural and institutional challenges are offered.

[214]

**Research at Jesuit Institutions: A Service of Faith and Promotion of Justice**

A. SHARMA<sup>1</sup>, D. VAN ZYTVELD<sup>1</sup>, P. NYDEN<sup>1</sup>

<sup>1</sup>*Loyola University of Chicago, Chicago, Illinois*

Jesuit Catholic Universities operate on a profound mission – “a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith.” Service to others promotes social justice that ensures “freedom of inquiry, the pursuit of truth and care for others.” An example of how a faith-based university like Loyola University/Chicago puts these values into practice is through the Center for Urban Research and Learning (CURL), a non-traditional research unit promoting equality and improving people's lives in communities throughout Chicago. CURL conducts collaborative research and education efforts in areas such as affordable housing, domestic violence in immigrant communities, and the impact welfare reform. CURL uses many of the standards well-known to community psychology such as collaboration, community involvement, and institutional change. CURL staff and students strive for equal partnerships based on mutual respect for the contributions and knowledge base of each partner. Community and university researchers determine jointly the formulation of research and policy issues, development of methodologies, analysis of information, and the reporting of findings. By following 'community research' standards, community needs are addressed, academic experience is enriched, and the Jesuit mission of service and social justice are actualized.

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**Jesuit Mission and Community Psychology: Talkin' the Talk and Walkin' the Walk**

J. PRIMAVERA<sup>1</sup>

<sup>1</sup>*Fairfield University, Fairfield, Connecticut*

The mission statements of Jesuit universities have much in common with the ideals of community psychology – a world view that encourages participation in the larger community that combines service and academics, a commitment to social justice, and a respect for human diversity. Indeed, we seem to talk the same talk. But do we walk the same walk? That is, when it comes to important decisions of the academy, especially those related to questions of tenure and promotion, are the diverse forms of community scholarship (i.e., action as well as research) held in the same esteem as the more traditional forms of scholarship? The question of whether or not the faith-based academy practices what it preaches and truly accepts the fact that “action” in the community is more than a simple act of service and that high quality research can and does take place beyond the campus perimeter. Ways to increase the academy's understanding of community research and action will be discussed.

[216]

**Urban, Catholic, and Vincentian: A Mission Predating the Swampscott Conference**

G. HARPER<sup>1</sup>, J. FERRARI<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

Before the French Revolution, St. Vincent dePaul worked with the marginalized groups living in the urban areas around Paris and in the French countryside. St. Vincent was a community organizer who worked with political leaders and wealthy aristocrats to facilitate their appreciation of the social needs of the poor and to

create structures that enabled them to become activists engaged in service. By modern terms, St. Vincent was an effective community psychologist and social change agent. The congregation of religious who follow the principles of St. Vincent dePaul (Vincentians) applied those ideals to the education of immigrant and ethnic minority first generation citizens of Chicago by creating DePaul University in 1898. In this presentation, we will note the guiding principles of St Vincent dePaul as reflected by the “urban, Catholic, and Vincentian” mission of DePaul University and demonstrate the ways in which these principles impact the community psychology research and action work of the faculty and students, as well as the training of students. Ironically, these benchmark characteristics of the university predate the vision of the Swampscott conference of the 1960s. We present how the institutional mission of DePaul University remarkably matches cornerstone founding principles of community psychology, and how the program’s institutional home has helped to enhance our community research, action, and training.

**Friday, June 10                      10:30-11:45                      Room 217 Union**

**[218]**

**Engaging Key Stakeholders to Ensure Collaboration Success**

S. PORTWOOD<sup>1</sup>, L. SCHWAB<sup>1</sup>, S. MARTIN<sup>2</sup>, J. HEANY<sup>3</sup>

<sup>1</sup>University of Missouri-Kansas City, Kansas City, Missouri; <sup>2</sup>KC Metro Child Traumatic Stress Program, Kansas City, Missouri;

<sup>3</sup>University of Missouri-Kansas City, Lansing, Michigan

Discussants: B. FRIEDMANN, *KC Metro Child Traumatic Stress Program*

Using the Kansas City Metropolitan Child Traumatic Stress Program and the National Child Traumatic Stress Network as context, this symposium will address two essential questions regarding collaboration: (1) What does it take to get a collaborative effort off the ground? (2) What does it take to sustain collaboration? Launched in January, 2003, KC Metro is a collaborative network of more than 100 diverse community agencies. Presenters will introduce and apply a multi-level framework for examining factors that contribute to collaboration success to three key groups of stakeholders - parents, police, and the media. The presentation will conclude with a discussion.

**[219]**

**Setting the Stage: Individual, Organization, & Community Level Success Factors**

S. PORTWOOD<sup>1</sup>

<sup>1</sup>University of Missouri-Kansas City, Kansas City, Missouri

There has been relatively little empirical study of collaboration outcomes, as well as the more universal factors that may contribute to success across collaborative efforts. The majority of the research that does exist has focused on organizational or community factors. This presentation will examine data collected from individuals involved with the KC Metro Child Traumatic Stress Program’s more than 100 agency partners. In contrast with much of the existing research, this study was designed to investigate not only organizational factors related to KC Metro (e.g., articulation of objectives, communication, structure) and broader community factors (e.g., collaboration experience, funding), but also characteristics of participating agencies, as reflected in the Collaboration Readiness Scale. The Collaboration Readiness Scale was designed by KC Metro to measure factors that are hypothesized to provide a strong foundation for collaboration development. Many of these factors (e.g., trust, shared values) were derived from focus groups with agency staff. The research to be presented also includes measures of individual level factors hypothesized to support collaboration, specifically, self-transcendence (e.g., non-religious spirituality, connectivity to others and the world), as measured by the Temperament and Character Inventory. The relationship between these individual-, organization-, and community-level factors and program success will be explored.

**[220]**

**Parents as True Partners in Collaboration**

S. LISA<sup>1</sup>

<sup>1</sup>University of Missouri-Kansas City, Kansas City, Missouri

Parents and families are vital assets to community collaboration; yet, most collaborative efforts do not include “parents as partners.” Involving parents as leaders in collaboration may help in building a climate of trust and value to the community. What is more, parents who feel valued are more likely to make deeper commitments to the collaborative effort and to involve other parents. In Kansas City, HOMEFRONT, a network of 44 agency partners, strives to create a community where all parents and adults are actively and effectively engaged in the lives of their children and youth. As part of these efforts, HOMEFRONT has developed a measure of parent support and engagement that has been pilot tested in four of its member agencies. The KC Metro Child Traumatic Stress program has analyzed these data and is now working with HOMEFRONT to expand this research in order to continue to explore the potential of the Parent Engagement Measure to serve as a tool for increasing parent involvement in collaborative efforts. This presentation will include an examination of the pilot data, the Parent Engagement Measure, and suggestions for future directions in research and programming to involve parents.

**[221]**

**Media: An Essential but often Overlooked Partner in Collaboration**

S. MARTIN<sup>1</sup>

<sup>1</sup>*KC Metro Child Traumatic Stress Program, Kansas City, Missouri*

Community collaboration is not complete without a media strategy. However, a successful strategy is not necessarily one that includes media simply for purposes of publicizing the initiative. Instead, a successful collaborative strategy is one that also encompasses media as partners. During this portion of the workshop, we will share our experiences through the KC Metro Child Traumatic Stress Program and present successful strategies for engaging the media in ways that are valuable to them. We will discuss how to position a program as a primary resource for the media. We will also discuss how to develop a media toolkit – such as a comprehensive Media Resource Guide - and show example products. We will explore the role of the collaborative partners with the media. In addition, we will share the lessons that we learned from the media on how to make and to keep contact; how to maintain beneficial media relationships; a sample of the resources available from various media sources; and, the “do’s and don’ts” from the media perspective.

[222]

### **Working With Police To Understand and To Improve Practice**

J. HEANY<sup>1</sup>

<sup>1</sup>*University of Missouri-Kansas City, Lansing, Michigan*

This presentation will describe a research project which developed from a collaborative effort between the special victims unit of an urban police department and a University-organized community collaborative. Collaboration with law enforcement poses special opportunities and challenges. While law enforcement agencies play a substantial role in the life of a community, their practices can have a detrimental effect on individual and community wellbeing. This presentation will describe the dynamics of working with law enforcement, the concerns that brought them to the collaborative, and the initial results of the partnership. As a member of the collaborative, the police department allowed a member of the University research team to observe the unit’s detectives. In addition, the police department participated in developing a program of research designed to answer questions of importance to both the police department and the collaborative. Through participant observation and focus groups, the research team developed a better understanding of domestic violence police work from the perspective of police officers. In addition, the research team identified strategies for improving domestic violence police practice, which balance the needs of the community, survivors and their children, and the police department. Data from focus groups will be presented and their implications discussed.

**Friday, June 10**

**10:30-11:45**

**Room 215 Union**

[223]

### **A Review of Positive Youth Development Programs**

R. WEISSBERG<sup>1</sup>

<sup>1</sup>*University of Illinois at Chicago, Chicago, Illinois*

This symposium presents the results of a meta-analysis of over 600 outcome studies of positive youth development programs. Several central questions are addressed. What is the best way to conceptualize and categorize current interventions? What outcomes have been obtained and which endure over time? What participant or program features are associated with stronger effects? Finally, how can current findings be disseminated most effectively to different stakeholders to have the strongest impact on future research, policy and practice. This symposium contains successive presentations devoted to the conceptualization and mechanics of the review, the major outcomes obtained, and dissemination issues.

[224]

### **What Is Positive Youth Development?**

M. PACHAN<sup>1</sup>, K. KAWASHIMA<sup>1</sup>, E. PREHEIM DUPRE<sup>1</sup>, J. DURLAK<sup>2</sup>

<sup>1</sup>*Loyola University of Chicago, Chicago, Illinois*; <sup>2</sup>*Loyola University, Chicago, Illinois*

This presentation describes our conceptualization of positive youth development (PYD) in an attempt to integrate the diverse outcome literatures that have appeared on this topic (e.g., Catalano et al. 2002; National Research Council, 2003; Roth and Brooks-Gunn, 2003). Several different models and terms have been proposed for existing programs that can confuse rather than clarify crucial aspects of PYD. We offer our definition of PYD and categorize different efforts to provide a common language and coherent perspective that encompasses different approaches. We also describe our systematic search for published and unpublished studies based on the definition of PYD, and aspects of our coding system that were used to capture the variety of programs, populations, and measures included in the outcome literature.

[225]

### **The Results of Positive Youth Development Interventions**

K. KAWASHIMA<sup>1</sup>, M. PACHAN<sup>1</sup>, E. PREHEIM DUPRE<sup>1</sup>, J. DURLAK<sup>2</sup>, R. WEISSBERG<sup>3</sup>

<sup>1</sup>*Loyola University of Chicago, Chicago, Illinois*; <sup>2</sup>*Loyola University, Chicago, Illinois*; <sup>3</sup>*University of Illinois at Chicago, Chicago, Illinois*

This presentation summarizes the main outcomes from the meta-analysis. Our analytic procedures are explained, and findings at both post and follow-up are presented in several different ways to afford the audience an understanding of how programs have been evaluated, and how successful interventions have been in promoting developmental competencies and preventing later problems. In general, PYD has produced

significant positive effects in several outcome domains and many of the effects appear to endure over time. PYD does seem effective in both increasing adaptive skills and lessening the likelihood of later problems. Examples are offered of both exemplary programs as well as approaches that appear least successful. Critical gaps in the research literature are also discussed.

[226]

**Effective Dissemination of Research Findings.**

M. UTNE O'BRIEN<sup>1</sup>, R. WEISSBERG<sup>1</sup>

<sup>1</sup>*University of Illinois at Chicago, Chicago, Illinois*

A central and unique aspect of the current meta-analysis was that it was funded with the ultimate aim of effectively disseminating its key findings to different stakeholders in order to influence future research, practice, and policy. Because the meta-analysis will produce crucial up-to-date information very much worth sharing with different audiences, the dissemination phase of the project is as important as its initial research review and analyses. In this presentation, we present details on a 4-stage logic model of dissemination that links the findings from the meta-analysis to our planned dissemination efforts that will have the ultimate goal of influencing how future programs are supported, and applied in different communities. For example, how do we share the study results in ways that do justice to the complexity and richness of the findings without being too complicated for different audiences? What information would be most helpful to different groups? How do we craft effective messages for those with different needs? Finally, what tensions might exist as the research team moves from its objective, scientific analysis and interpretation to one of advocacy and social change?

**Friday, June 10**

**10:30-11:45**

**Room 124 Burrill**

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**Digital Video Dissemination: Building Awareness of Consumer/Survivor Initiatives**

G. NELSON<sup>1</sup>, L. BROWN<sup>2</sup>

<sup>1</sup>*Wilfrid Laurier University, Waterloo, Ontario;* <sup>2</sup>*Self-Help Network at Wichita State University, Wichita, Kansas*

During this innovative session, two 20-25 minute videos on Consumer-Survivor Initiatives (CSIs) from Ontario and Kansas will be shown. Discussion will focus both on consumer-survivor initiatives and on creating videos for use as a dissemination device. The use of video to communicate information about community initiatives has become an increasingly affordable mechanism for dissemination. The use of digital video cameras, computer editing systems, and DVD burners makes production of a high quality video much more plausible for community interventions with limited budgets. While a good finished product requires a great deal of time and creativity, the technical aspects of video production have become much easier to learn and execute. The first video will be of the Consumer/Survivor Initiatives (CSIs) in Ontario, Canada. Since 1991, a network of CSIs and a provincial support organization (the Ontario Peer Development Initiative) have been funded by the Ontario Ministry of Health and Long-Term Care. There are now roughly 60 CSIs across the province with a total budget of approximately 5 million Canadian dollars. This 20-minute video provides information on the historical context from which the CSIs developed, relates the original vision for the CSIs, describes their current activities and focus, includes findings from a longitudinal study of 4 CSIs and notes action and future directions stemming from the study. The second video focuses on a single consumer/survivor operated mutual support organization in Kansas. The video tells the story of several members lives, both inside and outside of the organization. These stories familiarize the viewer with the everyday struggles of someone with a mental illness and the progress each individual has made towards recovery. Connecting these individual stories is the shared experience of participating in the CSI. Because of this connection, viewers gain an understanding of the dynamics of CSI operation and how participation in the organization facilitates the recovery of each member.

**Friday, June 10**

**10:30-11:45**

**Room 245 Altgeld**

[229]

**Creating System Change in a Changing Environment**

J. EMSHOFF<sup>1</sup>, E. VALENTINE<sup>2</sup>

<sup>1</sup>*Georgia State University, Atlanta, Georgia;* <sup>2</sup>*Georgia State University, Avondale Estates, Georgia*

Discussants: G. KUPERMINC, *Georgia State University*

Presenters will discuss various ways in which they have promoted systems change, including obstacles that were overcome working with agencies in South Carolina, Los Angeles, Rhode Island and Georgia. Discussion will include how community-focused change was achieved in spite of severe budget restrictions, ambiguous public mental health mandates, significant political change, and working as an "outsider." Themes include federal-state relations, stakeholder involvement and other program and policy impacts and their relation to community psychology. The symposium will provide participants with interesting and practical advice on how to manage change in a changing environment.

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**Using Evaluation Research to Promote Data-Driven State Policy Development**

J. TEBES<sup>1</sup>, C. CONNELL<sup>1</sup>, S. BOWLER<sup>2</sup>, L. SAUNDERS<sup>3</sup>, T. BRABHAM<sup>1</sup>, D. COSTELLO<sup>1</sup>, D. FULARA<sup>1</sup>, M. GENOVESE<sup>4</sup>, K. KATZ<sup>1</sup>, S. SOUCIE<sup>4</sup>, J. KAUFMAN<sup>1</sup>

<sup>1</sup>Yale University, New Haven, Connecticut; <sup>2</sup>Rhode Island Department of Children, Youth, & Families, Providence, Rhode Island;

<sup>3</sup>Rhode Island Department of Children, Youth, & Families, Providence, Rhode Island; <sup>4</sup>The Consultation Center, New Haven, Connecticut

This presentation will describe the history, activities, and impact of the Rhode Island Data Analytic Center, a collaborative endeavor of the Rhode Island Department of Children, Youth, and Families and The Consultation Center of the Yale University School of Medicine. Formally established four years ago, the Data Analytic Center is part of a 12-year state-university partnership in which evaluation research has been used to inform data-driven decision making and state policy. Examples of various research and evaluation activities carried out through the Center and their impact on state child welfare, juvenile corrections, and behavioral health services will be provided. Also discussed will be the Center's more recent impact on promoting a prevention and resilience framework to address child and family risk factors. The presentation will describe how the Center was created, its past and continued sources of funding, its program and policy impacts, its influence on organizational change within a state department, and its conceptual links to community psychology and community science.

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### **When Research Points to a Need for Change**

J. EMSHOFF<sup>1</sup>, E. VALENTINE<sup>2</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia; <sup>2</sup>Georgia State University, Avondale Estates, Georgia

The Gambling Project at Georgia State University has been working with the Georgia Department of Human Resources since 1999 to produce a series of research projects. These include a state prevalence survey of pathological gamblers, a literature review of pathological gambling treatment, a survey of practitioners in the field of pathological gambling, a survey of Gambler's Anonymous chapters, and a survey of resources available in other states for the prevention and treatment of pathological gambling. The research has demonstrated a significant gap between the prevention and treatment services available in the state of Georgia and the services needed to help those affected by pathological gambling. These efforts have so far led to additional training for practitioners in the state, a public awareness campaign and efforts to reallocate funding, with mixed results. In addition, the need for these services has become apparent at a time of political upheaval in the state of Georgia, which has posed significant challenges for systems change. The speakers will discuss their efforts to date to attempt to introduce change in the midst of a rapidly changing political environment.

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### **Processes of System Change Through Program Evaluation**

M. SCHLEHOFER<sup>1</sup>

<sup>1</sup>Claremont Graduate University, Claremont, California

Working as an outside evaluator at a state agency poses multiple challenges. For program evaluators interested in creating system change, these challenges are exemplified. Not only must the outside evaluator communicate with an array of stakeholders with distinct needs, goals, and initiatives; the evaluation must also be done accurately, efficiently, thoroughly, and to the satisfaction of the state agency. This presentation discusses how outside program evaluators can create changes in the way their evaluations are structured, conducted, and disseminated in an environment with multiple stakeholders. Drawing on the presenter's own work with the Women, Infants, and Children Teen Education Program, an educational program for adolescent mothers in the greater Los Angeles area, the presentation focuses on three main ways evaluators can create system change in state agencies. First, the ways in which outside program evaluators can impact the evaluation plan—even those that are not substantially funded—is discussed. Second, methods by which outside program evaluators can impact the program they are evaluating via influencing stakeholders are presented. Finally, the presentation will close with a discussion of the dissemination process, and how program evaluators can negotiate with stakeholders over the dissemination of findings, including those that look less than favorable.

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### **Initiating "Transformation" of a State Children's Mental Health Care**

A. ANDREWS<sup>1</sup>

<sup>1</sup>University of South Carolina, Columbia, South Carolina

In 2004 the South Carolina Department of Mental Health decided to "transform" its child, adolescent and families program. A pair of university-based community psychologists (one is presenting this paper) were retained to facilitate the development of strategic and business plans to guide and support initiative. The agency stipulated that the plans should promote evidence-based practice, be consistent with the President's New Freedom Commission Mental Health Plan, and provide a foundation for interagency planning, though it would be an internal single agency plan. The interagency plan would be developed through a subsequent legislative initiative. This state initiative, launched at a time of severe budget cuts, included participation by families of consumers, community mental health center providers, and providers of specialty and hospital services. The ideology of community-based systems of care, the reality of managed behavioral health care finance, and ambiguous public mental health mandates converged in this process. The presenter will discuss lessons learned in this consultative process, including themes related to federal-state relations, how state agencies and their local counterparts are managing severe budget restrictions, public-private collaboration, and family/consumer participation.

**[233]****Federal Policy Making: The Role of Community Psychologists**J. HUNTER-WILLIAMS<sup>1</sup>, J. MILES<sup>2</sup>, M. REED<sup>3</sup>, C. BLITZ<sup>4</sup><sup>1</sup>*U.S. House of Representatives, Washington, District of Columbia*; <sup>2</sup>*United States Senate, Washington, District of Columbia*; <sup>3</sup>*National Institutes of Health -- Office of the Director, Bethesda, Maryland*; <sup>4</sup>*National Community Anti-Drug Coalition Institute, Alexandria, Virginia*

Swampscott participants advocated expanding psychology's expertise beyond issues of mental health into the domain of social change (Anderson et al., 1966). This symposium examines the ways in which community psychologists can exercise social action at the federal policy level. Guided by ecological models, our training as community psychologists prepares us to conceptualize and formulate public policies at multiple levels of analysis. The presentations will discuss the opportunities for influencing federal policy through congressional, executive, and advocacy avenues – three of the central ways to national change. Participants also will offer suggestions for how the discipline of community psychology can promote involvement. Extended time for discussion and audience participation is planned.

**[234]****The Role of Community Psychologists in the Congressional Branch**J. HUNTER-WILLIAMS<sup>1</sup>, J. MILES<sup>2</sup><sup>1</sup>*U.S. House of Representatives, Washington, District of Columbia*; <sup>2</sup>*United States Senate, Washington, District of Columbia*

Psychology informs and is affected by public policy decisions (Lorion, Iscoe, DeLeon, & VandenBos, 1996). The primary decision-making body for federal public policy is the United States Congress. Yet few community psychologists are trained in ways to most effectively influence Congressional decisions. Participation as federal agency staff on congressional committees and in personal offices are two such paths. As committee staff, community psychologists can play a vital role in analyzing existing research and developing legislation. As personal staff, community psychologists can help direct attention to and shape understanding of social problems. Both positions also afford the opportunity of exercising oversight of executive agencies. Panelists will give examples from their experiences of how community psychologists operate in these arenas. However, only a small percentage of community psychologists will likely choose to affect congressional policy from within. The vast majority are poised to facilitate change as constituents or specialists with expertise in psychological issues. Panelists will discuss some of the most effective ways that community psychologists can influence national policy from their current positions. Examples will be given using current issues under consideration during the 109th Congress to demonstrate these various approaches.

**[235]****The Role of Community Psychologists in the Executive Branch**M. REED<sup>1</sup><sup>1</sup>*National Institutes of Health -- Office of the Director, Bethesda, Maryland*

The executive branch translates general policy into specific regulations, offering social scientists a variety of opportunities to advise the policy making process differently than in the policy-creation phase. This presentation will use the Office of Behavioral and Social Sciences (OBSSR) of the National Institutes of Health (NIH) as an example of how community psychologists can facilitate change at the national level. The panelist will emphasize the specific role that community psychologists can play as federal agency staff and extramural researchers. As OBSSR staff, community psychologists can promote the inclusion of behavioral and social health factors in health research via activities such as developing trans-NIH research initiatives; sponsoring seminars, symposia, workshops, and conferences at the NIH and at national and international scientific meetings; and functioning as spokespersons. As extramural researchers, community psychologists can conduct research in response to grant and contract mechanisms and participate in peer review groups. Prior to the formation of OBSSR in 1995, the NIH emphasized biomedical research, largely excluding behavioral and contextual issues pertaining to health. Today the NIH acknowledges that if it is to continue to be a leader in health research, multidisciplinary approaches are vital. Community psychologists have unique training that can help direct health research within the executive branch using an ecological framework.

**[236]****The Role of Community Psychologists in Advocacy Organizations**C. BLITZ<sup>1</sup><sup>1</sup>*National Coalition Institute, Community Anti-Drug Coalitions, Alexandria, Virginia*

CADCA (Community Anti-Drug Coalitions of America) is the national membership organization that represents coalitions working to make America's communities safe, healthy, and drug-free. In late September 2002, CADCA was awarded \$2 million from the Drug Free Communities Support Act to establish and administer the National Community Anti-Drug Coalition Institute. The Institute serves as both a vehicle for coalition-specific substance abuse prevention policy development and a center for coalition training, technical assistance, evaluation, research and capacity building. This presentation will use CADCA's National Coalition Institute as an example of how community psychologists in an advocacy organization can affect public policy at federal level. In particular, the panelist will focus on how community psychologists, as organization staff, can weave community psychology principles of social justice, participatory action research and evaluation, prevention, and cultural competence into curricula, evaluation activities, research, and federal program administration. Given the

community-based nature of coalitions and their focus on community/system change, the presentation will discuss the unique opportunity the Institute has for inviting leading community psychologists who conduct research related to comprehensive community initiatives to help inform the Institute's work with, and for, coalitions.

**Friday, June 10                      10:30-11:45                      Room 209 Union**

[237]

**Creating the Future of Community Psychology: A Visioning Process Part I**

T. WOLFF<sup>1</sup>, S. CHENG<sup>2</sup>, S. SCHWER CANNING<sup>3</sup>, K. HAZEL<sup>4</sup>

<sup>1</sup>University of Massachusetts Medical School, Amherst, Massachusetts; <sup>2</sup>City University of Hong Kong, Hong Kong, China; <sup>3</sup>Wheaton College, Wheaton, Illinois; <sup>4</sup>Metropolitan State University, Minneapolis, Minnesota

We can dream of a better world and we can make it happen. The future of community psychology is ours to create. The workshop will begin the process that can reshape the field. This will be a large group experiential process in which people in small groups will create visions of the future for Community Psychology, and then share them with the whole group. The whole group will then make sense of what emerges and prioritize the key points of the visions. Newsprints with summaries will be posted in a prominent conference place so that all conference participants can prioritize ideas or add new ones.

**Friday, June 10                      10:30-11:45                      Room 113 Davenport**

[238]

**Rethinking Community Psychology in Urban Schools**

E. CAPPELLA<sup>1</sup>, R. WEINSTEIN<sup>2</sup>, S. MADISON-BOYD<sup>3</sup>, M. ATKINS<sup>1</sup>, M. HERNANDEZ-DIMMLER<sup>2</sup>, M. STRAMBLER<sup>2</sup>, S. FRAZIER<sup>1</sup>, E. ASCHER<sup>2</sup>, S. BAE<sup>2</sup>, N. SAMI<sup>2</sup>

<sup>1</sup>University of Illinois at Chicago, Chicago, Illinois; <sup>2</sup>University of California, Berkeley, Berkeley, California; <sup>3</sup>Center for Urban School Improvement, Chicago, Illinois

There is an urgent need to rethink the way in which community psychology operates in low-income urban schools. Urban public schools often do not have the resources to sustain psychosocial interventions, particularly ones that do not directly impact on learning; isolated prevention programs also may not adequately address the needs of all students or the goals of the schools. We describe intervention research with urban, low-income schools that responds to school goals and student/family needs with sustainable, integrated, and supportive activities. These projects have the potential to alter our relationships with urban schools to better promote school and student functioning.

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**A Focus on Learning: Restructuring Mental Health Services in Chicago Schools**

E. CAPPELLA<sup>1</sup>, M. ATKINS<sup>1</sup>, S. FRAZIER<sup>1</sup>

<sup>1</sup>University of Illinois at Chicago, Chicago, Illinois

With limited funding to meet the multiple needs of families living in high-risk communities, many urban schools seek supplemental programming to prevent or treat problems. Yet effective services that are both sustainable and integrated within schools are rare. A new model is needed in which indigenous resources within schools are supported toward a focus on children's *learning* as a way to promote positive overall functioning in schools. We will present the core components of ongoing intervention research in the Chicago Public Schools. Our model focuses everyone involved in the children's schooling on the same goal of academic and behavioral functioning rather than on separate and isolated goals. Indigenous resources such as peer-identified teacher leaders, parent advocates, and community mental health providers work as a team to influence the key areas of teacher practices and parent involvement in promoting student learning. Teachers and parents are encouraged to adapt particular evidence-based practices to impact on student learning and behavior. By studying a new model of children's mental health services for urban schools that responds to recent policy mandates for least restrictive services and greater coordination of services, this project has the potential to impact student functioning, urban school environments, and public policy.

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**Talent Development in Partnership: Collaborating with a Low-Performing School**

R. WEINSTEIN<sup>1</sup>, M. HERNANDEZ-DIMMLER<sup>1</sup>, M. STRAMBLER<sup>1</sup>, E. ASCHER<sup>1</sup>, S. BAE<sup>1</sup>, N. SAMI<sup>1</sup>

<sup>1</sup>University of California, Berkeley, Berkeley, California

Despite the vision of Sarason (1971), our field consistently works *in* schools rather than *with* schools. We favor program development over staff/school development in meeting the needs of diverse children. Fifty years after Brown v. Board of Education, schools are more racially segregated and economically unequal than before – in part, because our achievement culture continues to select the already talented rather than develop the talent of all. Nowhere is this persisting gap in opportunity and outcome -- in achievement, disciplinary infractions, health, and mental health -- more visible than in poor urban schools. We describe the opportunities and challenges of ecologically-driven intervention research in one elementary school. This school has 95% of its population in poverty and faces closure under No Child Left Behind. Responding to school needs, our research-

based efforts focus on building: (a) an infra-structure for weekly teacher collaboration and staff development; (b) a leadership team that integrates classroom and special resources for children; (c) a parent outreach and development program; and, (d) a student newspaper to enable deeper student engagement at the level of state writing standards. This model interweaves university research and training needs with school goals in a joint mission to reach higher for all children.

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**Increasing Our Relevance to Urban Schools: Rethinking the Prevention Paradigm**

S. MADISON-BOYD<sup>1</sup>

<sup>1</sup>*University of Chicago, Chicago, Illinois*

Despite numerous reforms, urban schools continue to struggle to meet national standards for achievement. In this era of high-stakes testing, community psychologists are asked, “How is your work relevant?” This presentation discusses how the prevention paradigm that guides many school-based efforts contributes to our lack of relevance to school change. The presenter has conducted intervention research for many years, most recently helping schools create systems to address student needs that impact academic progress. In the course of this work, she has come to question the rationale that preventive interventions will help urban youth “beat the odds” that they will develop individual, interpersonal, and social problems. These efforts have translated into costly “programs” and “services” that are hard to replicate and may not be related to academic goals and outcomes. Furthermore, they place the locus of the problem and of change on students (and families) to the neglect of changing the contexts within which they learn. In order for our work to be relevant, we must change its very nature, such that it is co-created with school professionals, connected to academic goals, located in classrooms. Ultimately, we must change *instructional* practices. Re-thinking our work in this way has implications for research, training, and practice.

**Friday, June 10 12:00-1:00**

**Lunch Time**

**Illini Union Rm C**

**Committee/Interest Group Meetings – 12:15**

**Mentoring Meetings – 12:15**

**Friday, June 10 1:15-2:15**

*Friday, June 10*

*1:15-2:15*

*Room 215 Union*

[242]

**Delineating a More Progressive and Strengths-Based Urban Psychology**

B. OLSON<sup>1</sup>, D. COOPER<sup>2</sup>, J. BRACISZEWSKI<sup>3</sup>, J. LIVINGSTON<sup>4</sup>, L. DARLACH<sup>1</sup>, K. MATON<sup>5</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*; <sup>2</sup>*University of Illinois at Chicago, Chicago, Illinois*; <sup>3</sup>*Wayne State University, Detroit, Michigan*; <sup>4</sup>*Michigan State University, East Lansing, Michigan*; <sup>5</sup>*University of Maryland Baltimore County, Baltimore, Maryland*

Overview

The context of the urban environment provides a landscape distinct from other geographic settings, yet there also exists a tremendous diversity within and across cities that impacts individuals and communities in heterogeneous ways. Urban settings encourage the most extreme forms of contrast between tranquility and overload, poverty and affluence, oppression and empowerment, community and isolation, apathy and action. While homelessness, substance abuse, HIV and other social problems are not unique to urban areas, they manifest themselves in distinct ways within the city through multiple levels from city politics to the influences of space and place. Even such abstract factors as a sense of time and interpersonal bonds take unusual forms in urban environments. The notion of a more established urban psychology has received much discussion, including attention from an APA task force. The growth of such a field can take many directions, but urban psychology may benefit from strength-based and interdisciplinary approaches inspired by community psychology. This roundtable will involve a collaborative discussion about the ways in which an urban psychology is a distinct discipline, similar and dissimilar from a rural psychology, and how this emerging field can provide a therapeutic force for the world's cities.

*Friday, June 10*

*1:15-2:15*

*Room 210 Union*

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**70:40 The William T. Grant Foundation & Community Psychology**

V. TSENG<sup>1</sup>, E. SEIDMAN<sup>1</sup>

<sup>1</sup>*William T. Grant Foundation, New York, New York*

Overview

Seventy years after the inception of the William T. Grant Foundation and forty years after that of Community

Psychology, the two have converged in their interests in improving social contexts. This roundtable has two goals: 1) to discuss historical similarities and differences in the interests of the Foundation and Community Psychology and 2) to discuss contemporary priority areas of the Foundation. The session will be moderated by Ed Seidman and Vivian Tseng, both community psychologists and program staff. For discussion purposes, they will present a historical retrospective, comparing three parallel timelines of the Foundation, Community Psychology, and broader historical events. At times, community psychology preceded the Foundation in its interests in particular topics (e.g., community psychologists' research on paraprofessionals working with youths preceded the Foundation's contemporary support of mentoring studies). At other times, the Foundation's work preceded that of Community Psychology: 30 years before the Swampscott Conference, William T. Grant established the Foundation with foci on prevention and promotion. Certain differences have been constant over time: the Foundation focuses on youths while community psychology encompasses the life span. The session will conclude with discussion of opportunities for Foundation support of various proposals given our current foci.

**Friday, June 10**

**1:15-2:15**

**Room 209 Union**

**[244]**

**Creating the Future of Community Psychology: A Visioning Process Part I**

G. MEISSEN<sup>1</sup>, S. WITUK<sup>2</sup>, C. CALVERT<sup>2</sup>

<sup>1</sup>*Society of Community Research & Action, Wichita, Kansas*; <sup>2</sup>*Wichita State University, Wichita, Kansas*

See previous description of visioning process part I.

**Friday, June 10**

**1:15-2:15**

**Room 138 Henry**

**[245]**

**Integrating Social Policy in Psychology Education**

J. WOOLARD<sup>1</sup>, S. COOK<sup>2</sup>, P. BRITNER<sup>3</sup>, L. ALPERT<sup>3</sup>, S. HARVELL<sup>1</sup>

<sup>1</sup>*Georgetown University, Washington, District of Columbia*; <sup>2</sup>*Georgia State University, Atlanta, Georgia*; <sup>3</sup>*University of Connecticut, Storrs, Connecticut*

Since its inception, community psychology has encouraged interdisciplinary approaches to research and practice. One area that has shown particular promise is social policy. Community psychologists have recognized the policy arena as one that provides an opportunity for translating research into action and have begun to integrate policy goals and values with psychology education. This symposium will explore methods of incorporating policy in education at the undergraduate and graduate levels. Four presentations will be given that discuss strategies for integrating policy with both undergraduate and graduate policy courses, the use of a variety of active pedagogical tools in teaching education policy and an interdisciplinary psychology and public policy graduate program.

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**Integrating Public Policy in the Community Psychology Classroom**

J. WOOLARD<sup>1</sup>

<sup>1</sup>*Georgetown University, Washington, District of Columbia*

Law and public policy are promising avenues for using science to pursue community psychology's goals of social action and social change. The broader population of psychologists may disagree, however, about the nature and extent of involvement in the policy arena. Undergraduate and graduate students of community psychology can and should be introduced to these opportunities and controversies in the classroom to explore several issues, including the nature of social action and social change, the ethical dilemmas facing scientists working in practice and policy contexts, and the meaning of community psychology's mission and goals. In this presentation we discuss ways in which public policy issues can be integrated into the classroom. We use an introductory-level course in community psychology to illustrate several assignments and teaching strategies that encourage students to consider the bidirectional relationship between science and policy at multiple points, from research design to dissemination. We also use a graduate class in Human Development in Context to explore how community psychology concepts and public policy issues can contribute to learning about an ecological approach to human development.

Symposium attendees will be encouraged to discuss their own experiences and opportunities for bringing policy issues to the classroom setting.

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**Teaching About Community Psychology And Public Policy**

S. COOK<sup>1</sup>

<sup>1</sup>*Georgia State University, Atlanta, Georgia*

The inclusion of content on public policy in undergraduate and graduate psychology courses enhances curricula by showing students how psychologists can use their expertise to inform public policy. This presentation has two goals. At the undergraduate level, it will describe ways in which a community psychology perspective with an emphasis on psychology's role in public policy can be integrated into a broad array of

undergraduate courses. At the graduate level, it will describe the development and outcomes of a graduate course on psychology and public policy. This specific course blends topics as diverse as ways in which science may be most useful to shape policy questions, how diverse methodologies are necessary to answer those questions, methods and issues of dissemination, political intervention in science, advocacy skills, and understanding the culture of the federal policy making environment. Ideas for non-traditional assignments that allow students to gain appreciation of the policy making process, from inception to implementation will be shared, as well as those that promote students' abilities to communicate with the media, and policy makers at state and local levels.

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**Writing Policy Briefs: A Pedagogical Approach to Teaching College Students**

P. BRITNER<sup>1</sup>, L. ALPERT<sup>1</sup>

<sup>1</sup>*University of Connecticut, Storrs, Connecticut*

Several recurrent themes appear in the discussion of essential components of policy courses. Many authors agree that the goals of such courses should include an increase in students' critical thinking skills, full engagement of students in the course content, and an increase in students' knowledge of course material, as well as an acknowledgement of the contextual nature of public policy. A successful policy course prepares its students to be educated and active consumers of public policy information. Furthermore, students should emerge from such a course better able to participate in the policymaking process. The course we will describe attempts to be both "topical" and "process-oriented" in order to stimulate students' policy interests. We make an argument for the importance of policy education for students as a way of promoting critical thinking and engagement in science translation or advocacy. Several relevant active pedagogical approaches to teaching about policy are reviewed. We then describe the objectives and assignments from a class on Child Welfare, Law, and Social Policy, including written policy briefs and subsequent oral presentations. Student feedback is presented from eight classes with undergraduates and graduate students over a five-year period. We end with some conclusions about the approach.

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**An Interdisciplinary Joint-Degree Program in Psychology and Public Policy**

S. HARVELL<sup>1</sup>

<sup>1</sup>*Georgetown University, Washington, District of Columbia*

The public policy arena is one that provides many opportunities for translating research into action, a main goal of community psychologists. Though a good deal of attention has been paid to incorporating policy studies into education, few programs at the graduate level explicitly aim to integrate these two fields. This presentation will discuss one ground-breaking program that attempts to do just that. In conjunction with the Georgetown Public Policy Institute, the faculty of the psychology department at Georgetown University created an interdisciplinary joint-degree program in psychology and public policy that opened its doors in the fall of 2003. The program aims to educate and prepare student to apply scientific knowledge to real world policy issues as academicians, policy analysts and/or research analysts. Participating students build a strong foundation in the theory and empirical work of psychological science while also receiving instruction in the policy process and policy analysis skills as well as being exposed to additional perspectives outside of psychology such as economics and political science. We will discuss both the rewards and the challenges that faculty and students face in trying to bridge these two disciplines.

**Friday, June 10**

**1:15-2:15**

**Room 245 Altgeld**

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**Education for Service: Community Service Training for Undergraduate, Masters, and Doctoral Students**

C. AHRENS<sup>1</sup>

<sup>1</sup>*California State University, Long Beach, Long Beach, California*

Educating students for community service was one of the key areas of concern at the Swampscott conference. Built on the notion of "participant-conceptualizers", students were expected to be deeply involved in the community while effectively developing and utilizing theory. This basic model remains with us today. In this symposium, the structure and philosophy of programs aimed at training students for community engagement will be discussed. Specifically, speakers will describe three different training programs: one for undergraduates, one for masters-level students, and one for doctoral-level students. Key challenges faced when integrating theory and practice in all three settings will be discussed.

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**Training Undergraduates for Community Service**

C. AHRENS<sup>1</sup>

<sup>1</sup>*California State University, Long Beach, Long Beach, California*

Throughout the nation, there has been an increasing emphasis on providing service opportunities for undergraduates. But, all too often, undergraduates conceptualize community involvement as "volunteer work" that looks good on one's resume. The current talk will discuss efforts to redefine the meaning of undergraduate community service that have been occurring at a public university in a major metropolitan area. Specifically, this talk will describe a collaboration between the University's Community Service Learning Center and the Housing

Authority. Opportunities for community involvement that have been opened up by this collaboration will be discussed. Challenges faced in developing community service learning classes that incorporate community involvement into existing curriculum will be described. This talk will also discuss challenges faced in implementing an undergraduate Internship class. Traditionally, internships have been reserved for graduate students. As a result, careful attention must be paid to identifying opportunities that are appropriate for the student and agency. Successes and failures of these efforts will be discussed. Finally, strategies used in both classes to increase students' feelings of empowerment, commitment to social justice, and continued community involvement will be discussed. Whether such strategies help move students' beyond their initial utilitarian conceptualizations of community service will be discussed.

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**Master's Degree Level Training in Community Psychology**

S. WASCO<sup>1</sup>, A. MULVEY<sup>1</sup>, K. DINH<sup>1</sup>, M. BOND<sup>1</sup>

<sup>1</sup>*University of Massachusetts Lowell, Lowell, Massachusetts*

We will share our experiences providing MA-level community psychology training in a working-class urban setting. Our graduate program emerged in response to psychology students' and alums' requests for additional training to enhance their work in local community settings. Though our program has always attracted many women, and today's training is still structured to accommodate students with full-time jobs (e.g., most classes meet once per week in the evening), our students have diversified in other ways over the years. We will describe how we incorporate community involvement throughout many courses in our current curriculum, as well as in a two-semester practicum. We will describe some challenges we face, such as our students' option to complete either a master's thesis or a master's project, which tends to encourage a false dichotomy between research and community work. Also, our program's commitment to remaining grounded in the local community challenges us to infuse diversity issues throughout our curriculum. As new generations of immigrants contribute to the economic, social and cultural development of our local community, we must promote the cultural competence needed to collaborate with these diverse populations. Many of the specific challenges we raise have implications for master's level community psychology training more generally.

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**A Model for Getting Graduate Students into the Community From Day One**

C. SULLIVAN<sup>1</sup>

<sup>1</sup>*Michigan State University, East Lansing, Michigan*

Involving graduate students in community service and change has been an ideal within Community Psychology since the Swampscott Conference. This presentation involves discussing one model for helping graduate students begin immersing themselves in the community from the moment they enter the graduate program. In this model, first year students are mandated to take a year-long course that involves intensive community engagement. The primary purpose of the course that will be described is to provide a supervised environment through which students become familiar with the local community(ies) in which they will be conducting their research. Students are expected to spend at least 4 hours per week in the community, familiarizing themselves with those affected by and those working to solve a specific social problem. Class time is spent discussing various issues designed to complement the community experience. Topics include: choosing a social problem of interest, determining who in the community is affected by this problem and who is working to solve this problem, deciding who to talk with and work with, assessing the social and political contexts of settings, gaining entry into settings, forming and maintaining respectful and productive relationships, and attending to ethical issues. Challenges and successes of the course will be discussed.

*Friday, June 10*

*1:15-2:15*

*Room 113 Davenport*

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**School Change and Participatory Action Research: Challenges and Encouragement**

R. LANGHOUT<sup>1</sup>

<sup>1</sup>*Wesleyan University, Middletown, Connecticut*

Discussants: M. LYKES, *Boston College*

This symposium builds on the foundations of Swampscott by working collaboratively with a low-income school serving racially diverse students to define and assess a problem, and create an intervention for change. The first paper, "Facilitating School Change by Assessing School Context", provides a theoretical orientation for creating school change and empirically assesses the overall problem. The second paper, "A Recess Evaluation With the Players", gives a focused assessment of recess and includes the perspective of students. The final paper, "PAR and Sustainable Change: A Recess Intervention Study", describes the feedback process to the school community and the agreed upon intervention.

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**Facilitating School Change by Assessing School Context**

R. LANGHOUT<sup>1</sup>

<sup>1</sup>*Wesleyan University, Middletown, Connecticut*

Research that is focused on school change is abundant, but studies showing sustainable school change are

more difficult to come by (Kozol, 1991; Ouellett, 1996; Rappaport, Moore, & Hunt, 2003). Change processes that do not begin with questions about the goals of schooling fail because they ignore the underlying assumptions of the system and therefore cannot promote cultural change (Sarason, 1995). The current research aims to assess school context -- or the school's ecology, milieu, social systems, and cultural practices -- as a first step in assessing underlying assumptions and eventually engaging cultural change. A survey study was conducted with parents, children, and school staff at a K-5 elementary school. Results indicate that parents perceived students were not treated as individuals and the emphasis was on control rather than on academic engagement. With respect to students, girls reported a school-wide custodial ideology (i.e., more emphasis was placed on discipline and control than on academic achievement). When comparing non-classroom staff to classroom teachers, non-classroom staff indicated there was an overemphasis on rules. This paper will discuss these results, stakeholder responses, and if this context assessment has facilitated discussions about underlying school assumptions.

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**A Recess Evaluation With the Players**

J. REN<sup>1</sup>

<sup>1</sup>*Wesleyan University, Middletown, Connecticut*

There are numerous studies of students' behavior during recess, and studies of the social dynamics of playground space (Thorne 1993, Sutton-Smith 1997). In these studies, recess is considered a school space where students have more freedoms to make independent decisions. Even though recess is ostensibly the student's time, the literature on recess and the playground rarely reflect the students' voices. This is a playground study that defends recess as a time and space that belongs primarily to the students; their inclusion in this evaluation is a notable difference from other studies. At an elementary school where the principal wanted an intervention to facilitate pro-social behavior at recess, an evaluation was made including staff and students' opinions. The goal was to invest them in making changes in areas they felt it was needed. After conducting structured observations and focus groups with students and recess aids, a report was presented to the administration and teachers. This paper seeks to show how the process of being inclusive during the evaluation process was not only valuable for determining what the intervention should be, but also necessary in order to determine the best methods for how it should be done.

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**PAR and Sustainable Change: A Recess Intervention Study**

D. DWORSKI-RIGGS<sup>1</sup>

<sup>1</sup>*Wesleyan University, Middletown, Connecticut*

In order to create sustainable change in a school setting, researchers must envision their role as aiding the community in changing itself rather than implementing change from above. In this study researchers built relationships with the school community, initiated involvement by all levels of the community, and used students as resources for change. By taking this approach researchers capitalized on community knowledge of the setting and created a sense of ownership over the potential change. This paper documents meeting with parents, students, and teachers to gain their input on the results of the previous paper and determine the next steps. The paper highlights how the culture of the school (e.g., efficiency, authority) made it difficult to create a venue by which all community members could take part in designing and implementing intervention programs. Nevertheless, a peer mediation program and a recess leadership group were put into operation. These programs teach children problem solving skills, create leadership opportunities, and respond to the requests made by the children. The purpose of these interventions is to empower the students to create their vision of a positive recess environment. Thus, this study shows how PAR is a challenging yet necessary framework for sustainable change.

**Friday, June 10**

**1:15-2:15**

**Room 124 Burrill**

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**How to Teach Educational Media and Social History to Black Middle School Girls**

W. PATTERSON<sup>1</sup>, K. KRANICH<sup>1</sup>

<sup>1</sup>*University of Illinois at Urbana-Champaign, Urbana, Illinois*

History In 2002-2003, as part of the commemorative celebration of Brown vs. Board of Education, the University of Illinois at Urbana-Champaign, established a one-time, competitive grant competition to support research or projects that would reflect or demonstrate the significance of the Brown decision on education and society in general. WILL, the broadcasting service of the University of Illinois at Urbana-Champaign and Innovative Ed Consulting, Inc., a youth serving research and educational development firm, partnered to teach Black teen girls at Franklin Middle School the significance of the Brown decision on a local level. Now in its second year, the Brown Project has become a component of a much larger initiative called the Youth Media Workshop (YMW). The Youth Media Workshop is a collaborative between WILL and Innovative Ed Consulting Inc.. The focus of the workshop is to establish partnerships with youth serving organizations and professionals interested in creating and helping youth create more responsible forms of media to enrich and strengthen their learning experiences. Purpose This workshop has three purposes, 1) to demonstrate how various forms of media can be used to teach black middle school girls social history, particularly, civil rights history, 2) demonstrate how to train youth with tangible skills that work in concert to boost their self esteem and confidence, and 3)

engage teachers in a discussion on how to utilize multi media as a pedagogy to educate struggling or disengaged learners. Participants of the workshop will learn the step-by-step process that WILL and Innovative Ed used to instigate academic and social responsibility amongst a peer group. The various components include identifying and selecting a student group, identifying a research topic, establishing data collection methods, forming interview questions, learning computer hardware and software, setting up interviews, capturing and analyzing data, and ultimately synthesizing the entire experience into a radio playable documentary.

**Friday, June 10**

**1:15-2:15**

**Room G46 FLB**

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**“Invisible Institution” to “Vehicle of Social Change”: African American Churches**

N. COPELAND LINDER<sup>1</sup>

<sup>1</sup>*University of Michigan, Ann Arbor, Michigan*

Pargament and Maton (2000) assert that community psychology needs to investigate the importance of religion in American life plus needs to apply an ecological framework to understand the complexity of religion. As the most recognized, trusted, and stable social institution in African American communities, the African American church has been a significant contributor in the development of community resources. Historically, the church has been involved in social change efforts to ameliorate the structural conditions experienced by African Americans. The symposium will discuss the different ways African American faith communities are prepared to undertake the challenges of today and tomorrow.

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**Historical Significance of African American Faith: From Enslavement to Freedom**

L. ADKINS<sup>1</sup>

<sup>1</sup>*University of North Texas, Denton, Texas*

The first panel presentation will focus on the contributions of the African American church highlighting three periods: enslavement, segregation and post Civil Rights. Historians credit Albert Raboteau for chronicling the functions of slave religion in the ante-bellum South. This “invisible institution,” i.e., slave religion, operated in both clandestine and public demonstrations. In freedom, African Americans replaced their “invisible institution,” exercising their new visibility as citizens with the construction of both churches and schools. Moreover, freedom also came with the failures of the Freedman’s Bureau and the terrorism of extralegal operatives such as the KKK, resulting in an increased reliance on African American religious faith. Killing Jim Crow, however, brought the African American church from the shadows of their traditional, survival tactics of self-help and mutual aid to the center of U.S. civil society. Specifically, Civil Rights activists from African American churches offered consistent, charismatic leadership. Equally important, the African American church provided an institutional apparatus for organizing boycotts, deputizing voter registrants, and moralizing the battle against racialized injustice. Therefore, the legacies of African American religious faith, especially the role of the church in dismantling Southern segregation, can be claimed as the genesis of human, educational and political resource in African American communities.

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**African American Faith Communities: A Racial Socialization Agent**

P. MARTIN<sup>1</sup>

<sup>1</sup>*North Carolina State University, Raleigh, North Carolina*

Very little research has been done to investigate the role of the church as a racial socialization agent and even less is known about how the church may affect a parent’s racial socialization practices. The second panel will explore parental racial ideology as a mediator between theological orientation of churches and parental racial socialization practices. A total of 211 African American parent/primary caregivers were recruited from eighteen churches. The requirements to participate in the study were: 1) must identify with being African American; 2) must be an attendee of the church, and 3) must have an adolescent between the ages of 12-19. Several path models were examined to assess the relationships. The findings indicated that the theological orientation of churches have a direct effect on parental racial socialization practices. Parents’ endorsement of racial ideology attitudes partially mediated the relationship between theological orientation and racial socialization practices. These results suggest that racial identity as a mediator has implications for understanding behavior. Finally, these results corroborate previous research that the church is an important socializing agent in the African American community (Franklin & Franklin, 1985; Lincoln & Mamiya, 1990; Paris, 1985).

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**African American Faith Communities and Parents: Socializing Our Future**

S. BUTLER<sup>1</sup>

<sup>1</sup>*Wayne State University, Detroit, Michigan*

Everyday adolescents immerse themselves in social contexts which overtly and covertly convey messages of who they are. Both the African American church and African American parents play an important role in helping to buffer African American adolescents from discrimination and racism. One of the goals of the church and parents is to socialize adolescents to function successfully in American society (June, 1991; Lincoln & Mamiya, 1990). The third panel presentation seeks to answer several questions concerning how churches

influence racial socialization of parents and how their socialization practices, in turn, impact their adolescents' racial identity attitudes. Several hierarchical regressions were examined to assess the relationships. The results suggest adolescents' perceptions of their church and their perceptions of their parents' racial socialization practices are significantly related to their racial/ethnic identity attitudes. More specifically, adolescents who perceived their church as instilling values such as African presence in the Bible and addressing social issues prevalent in the African American community were more likely to endorse African American racial identity attitudes. In addition, adolescents who perceived their parents as imparting messages such as to stand up for your rights and to have racial pride were positively related to adolescent racial identity attitudes.

**Friday, June 10**

**1:15-2:15**

**Room 314B Union**

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**Preventing Violence Across Contexts and The Life Span**

M. FUENTES<sup>1</sup>

<sup>1</sup>Montclair State University, Montclair, New Jersey

Discussants: M. ZIMMERMAN, *University of Michigan*

While it is difficult to put a price tag on the cost of violence, it is estimated that three percent of US medical spending each year is due to interpersonal violence. Approximately 44 million is spent a year to treat domestic violence and the expense of treatment programs for child abuse and neglect is estimated at \$500 million annually (Commission for the Prevention of Youth Violence, 2000). Essentially, the cost of managing violence is exorbitant, clearly making the need for violent prevention programs critical. This symposium will examine violence prevention initiatives that occur across various contexts and the life span.

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**Evaluating Violence Prevention: The ACT Against Violence Training Program**

M. FUENTES<sup>1</sup>, J. SILVA<sup>2</sup>

<sup>1</sup>Montclair State University, Montclair, New Jersey; <sup>2</sup>American Psychological Association, Washington, District of Columbia

Guided by decades of involvement in behavioral research addressing aggression, violence, and prevention, the Public Interest Directorate of the American Psychological Association launched the ACT -- Adults and Children Together -- Against Violence Program in 2000. The ACT Program is a national anti-violence initiative developed in collaboration with the National Association for the Education of Young Children focusing on early prevention. The program's goals are (1) make early violence prevention part of the community's efforts to prevent violence and (2) educate adults to protect children from violence. The program is designed to disseminate findings about child development, development of aggression, violence prevention, media impact on children, violence against children, and skills on prevention. An evaluation study funded by CDC was recently conducted to determine whether the program was being successfully implemented and to examine positive factors and barriers for implementation. This presentation will present the factors that are involved in disseminating ACT, outcomes achieved to date, and recommendations for continued program development. The study demonstrated that ACT is a successful way to disseminate early violence prevention knowledge and skills to adults.

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**Preventing Violence in Children**

J. DURLAK<sup>1</sup>, R. WEISSBERG<sup>2</sup>, K. KAWASHIMA<sup>1</sup>, E. PREHEIM DUPRE<sup>1</sup>, M. PACHAN<sup>1</sup>

<sup>1</sup>Loyola University of Chicago, Chicago, Illinois; <sup>2</sup>University of Illinois at Chicago, Chicago, Illinois

Too many of our young people are either the victims or perpetrators of violence; 17% of youth admit to carrying a weapon; 33% have been in at least one physical fight in the past year, and 4% have sustained injuries requiring medical attention from these fights; 5% have missed some school because of safety concerns (Grunbaum et al. 2004). Is it possible to prevent violence in children? Although narrative reviews of violence prevention programs have cautiously concluded that such interventions can be effective, questions remain regarding the magnitude of program impact, duration of effect, and program features that are associated with better results (Clayton, Ballif-Spanvill & Hunsaker, 2001; Kellerman, Fuqua-Whitley, Rivara & Mercy, 1998; Wilson-Brewer, 1995). In this presentation we summarize findings from a meta-analysis of nearly 100 published and unpublished outcome studies that have collected data on violent behaviors. One notable finding is that whereas some violence prevention programs have not assessed violence as one of their outcomes, some interventions with other aims have been successful in reducing the future occurrence of violence.

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**Prevention Programs Aimed at Dating Violence: Dissension or Consensus**

F. LAVOIE<sup>1</sup>, M. GAGNÉ<sup>2</sup>

<sup>1</sup>Université Laval, Québec, ; <sup>2</sup>Laval University, Cité universitaire, Québec

Many players are fuelling the debate on dating-violence prevention programs. Dissension seems to be increasing in society and even between proponents of prevention. Recently, some school authorities decided to withdraw dating violence programs in favor of offering programs aimed at developing general social skills. Another growing tendency is to offer dating violence programs targeting preteens, which is laudable in its own right, but might lead to neglect of the teenage group. Increasingly, points of contention involve the content of

such programs, in particular the emphasis on violence inflicted on girls, or expressing one's sexuality without emotional involvement. On the basis of a program developed and evaluated by our team, we intend to report on points of view and the disquiet expressed by a number of stakeholders. Our program targets 16- and 17-year-olds because this age provides the last opportunity for straightforward contact before they leave high school. This analysis should interest all those called upon to participate in the development and/or recommendation of similar programs in their milieu.

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**Workplace Interventions to Prevent Domestic Violence**

E. MANKOWSKI<sup>1</sup>

<sup>1</sup>*Portland State University, Portland, Oregon*

Domestic violence (DV) often spills over into the workplace, affecting productivity, absenteeism, safety and well being of all employees (Fitzgerald, Dienemann, & Cadorette, 1998; Riger, Ahrens, & Blickenstaff, 2000). The workplace may be the one location where the abusive partner knows he can find his estranged partner after she has left the relationship. To develop effective prevention strategies, information is needed on batterer behavior, including tactics, motives, and deterrents. Prevention strategies that target perpetrators have both ethical and practical advantages. Preliminary data from part of a community-wide, multi-level intervention study of DV prevention in the workplace will be presented that focuses on the strategies used by European American and Latino male batterers to interfere with women's health and employment. Narratives from focus groups with batterers and batterer intervention program facilitators will be presented. The focus groups address abusive tactics used by batterers in the workplace and ways in which employers and domestic violence intervention programs respond to these behaviors. Findings will be analyzed in terms of their implications for developing DV intervention programs in workplace organizations and for how European American and Latino communities define, interpret and respond to DV differently.

**Friday, June 10**

**1:15-2:15**

**Room 211 Union**

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**Organizations and Community Psychology I**

N. BOYD<sup>1</sup>

<sup>1</sup>*Pennsylvania State University, Middletown, Pennsylvania*

One of the calls of the Swampscott meeting was to expand the boundary of community psychology to include diverse perspectives from other disciplines. This symposium reflects that mission by continuing the important dialogue between the fields of organization studies and community psychology. This symposium is the first in a series of three sessions that explores how theory, methods, and practice can be improved when scholars bridge the gap between related fields.

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**Appreciative Inquiry as a Mode of Action Research in Community Psychology**

N. BOYD<sup>1</sup>, D. BRIGHT<sup>2</sup>

<sup>1</sup>*Pennsylvania State University, Middletown, Pennsylvania*; <sup>2</sup>*Case Western Reserve University, Richmond Heights, Ohio*

Interdisciplinary connections to community psychology continue to be important to the field. One connection that has been explored, although still in its infancy, is the connection to concepts, models, and theories in the field of management and organization studies. The present work focuses on the exciting method of "appreciative inquiry" which holds promise for a new way of creating community change. Having roots in the field of organization development, appreciative inquiry as a mode of action research is premised on the idea that change agents should help clients engage in a coevolutionary search for the best in people, their organizations, and the relevant world around them. In its broadest focus, it involves systematic discovery of what gives "life" to a living system when it is most alive, most effective, and most constructively capable in economic, ecological, and human terms (Cooperrider and Whitney, 2002). Instead of focusing on "presenting problems" that breed negation, criticism, and spiraling diagnosis, appreciative inquiry allows change agents and organization members to discover, dream, and design. We will demonstrate how appreciative inquiry can be utilized as a powerful method of creating community, organizational, and individual levels of change.

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**Organizational Case Study of Dynamics of Race And Gender**

M. BOND<sup>1</sup>

<sup>1</sup>*University of Massachusetts Lowell, Lowell, Massachusetts*

Over the last decade, there has been considerable attention paid to addressing diversity in the workplace reflecting a wide range of approaches. The proposed presentation will describe a long-term organizational case study that has drawn upon a variety of disciplinary resources including community, organizational, multicultural, and feminist perspectives. The presentation will be based upon an 8-year collaboration with a New England manufacturing firm. Until relatively recently, the plant had an almost entirely Caucasian male work force. The company's commitment to increase the actual diversity of employees as well as to support full acceptance of this diversity, led them to make a serious commitment to a change process. The work has been multi-leveled and reflects a social ecological paradigm for thinking about diversity and organizational change. Thus the work has

considered the interrelationships among personal identity, team dynamics, organizational values, and community/family context outside the organization. The process of the case study has built upon the notion that sustained, participative approaches are essential for systems change. The presentation will briefly summarize the stages of this collaboration, and then will discuss the integration of various theoretical approaches that helped to inform the work.

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### **Understanding Changes in Organizations: A System Dynamics Perspective**

D. LOUNSBURY<sup>1</sup>, R. LEVINE<sup>2</sup>

<sup>1</sup>Memorial Sloan-Kettering Cancer Center, New York, New York; <sup>2</sup>Michigan State University, East Lansing, Michigan

System dynamics first was developed in the late fifties at Massachusetts Institute of Technology by Jay Forrester (1961). He was an electrical engineer by training who saw the general application of feedback mechanisms and cybernetics to a variety of problems in the social sciences (Forrester, 1971). His applications were parallel to what was being done at the time by mathematical and computer simulation ecologists, who were mapping out delicate interdependencies in the biological world. The earliest system dynamics modeling was applied to operational business problems, like inventory control. Over the field's 40 year history, understanding organizational change processes has become a major focus among system dynamacists. We will present system dynamics as a community-friendly, participatory research method for organizational theory-building. In particular, we will describe van den Belt's (2004) use of 'mediated modeling' for consensus building. Levin and Roberts' (1976) model of the Dynamics of Human Service Delivery, which describes a basic theory of organizational behavior and dynamic social practice, will be presented. In addition, SD models developed by the authors will be referenced to explain organizational problems, such as burnout, turnover, limited resources, discrimination, and poor teamwork.

## **Friday, June 10 1:15-3:15**

*Friday, June 10*

*1:15-3:15*

*Room 217 Union*

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### **Developing a Global Action Agenda for Community Psychology**

B. BERKOWITZ<sup>1</sup>, S. DEGIRMENCIOLU<sup>2</sup>, S. FAWCETT<sup>3</sup>, A. FISHER<sup>4</sup>, K. MILLER<sup>5</sup>, B. ORTIZ-TORRES<sup>6</sup>, T. SASAO<sup>7</sup>

<sup>1</sup>University of Massachusetts Lowell, Arlington, Massachusetts; <sup>2</sup>Bilgi University, Istanbul, ; <sup>3</sup>University of Kansas, Lawrence, Kansas; <sup>4</sup>Victoria University, Melbourne City, Victoria; <sup>5</sup>San Francisco State University, San Francisco, California; <sup>6</sup>University of Puerto Rico, San Juan, Puerto Rico; <sup>7</sup>International Christian University, Tokyo,

Community Psychology is progressively becoming more of an international field. This is surely a positive development, given our increasingly global and interconnected world. So the time should now be right to develop and advance a global action agenda for community psychology as a professional discipline. To do so is the primary purpose of this conference proposal, one that also links closely with the global conference theme. Specifically, we propose an Innovative Session, "Developing a Global Action Agenda for Community Psychology," with three basic parts: (1) Framing the Issues; (2) Shaping the Agenda; and (3) Putting the Agenda into Practice. Part One will feature opening remarks by community psychologists representing several different countries who are acknowledged leaders in international work. Their brief comments will focus on identifying key issues in developing a global agenda (with special emphasis on preventing violence and war), on highlighting specific content recommendations, on stating challenges to implementation, and on suggesting how those challenges could best be overcome. Part Two will concentrate on soliciting and recording audience comments on global agenda content. This open discussion will be closely moderated to ensure that we stay on topic and that everyone present can contribute. Part Three will summarize the key collective points made and identify best processes for putting our draft agenda into practice. Making that translation – that is, generating concrete and substantive actions following the Biennial – is the key innovative aspect of this session. To maximize such actions, we plan to:

Publicize this session and solicit pre-conference input via the SCRA list-serv  
Provide conference attendees with pre-solicited summaries of recent best research and action practices in international work  
Record dialogue highlights within the session  
Synthesize input received above into a written draft action agenda statement  
Distribute the statement to session attendees  
Publicize the statement on the list-serv and in *The Community Psychologist* for further input  
Revise the statement based on input received  
Based on that revision, work with the SCRA's International and Executive Committees to develop an implementation plan  
Design a follow-up session at the upcoming First International Conference on Community Psychology in 2006.

To achieve these goals, we are requesting a two-hour session. In doing so, we are fully aware of conference time constraints, yet also mindful of the time needed for discussion of issues, integration of multiple community psychology perspectives, and planning future action steps. If necessary, however, we can and will conduct the session within a 75-minute block, and make necessary adjustments. As community psychologists, we cannot transform the world alone. But we have the skills and commitment to create and implement small-scale, replicable, and sustainable actions in communities worldwide. And, with thoughtful planning, we can leverage our abilities to shape local models and local policies that could have global impact. We see this Innovative Session as one measurable and sustainable step toward advancing this essential agenda on the world stage.

## **Friday, June 10 2:30-4:00**

*Friday, June 10*

*2:30-4:00*

*Room 210 Union*

**[273]**

### **Public Policy 101: Intervening and Testifying in Legislative Settings**

C. CORBETT<sup>1</sup>

<sup>1</sup>*Independent Researcher, Albany, New York*

Many SCRA Presidents, at least back to Bond, have often identified public policy as an SCRA priority in their President's Columns. Recently, Howe (2004) described the importance of social policy to SCRA and challenged the membership to become more involved to influence social policy (p. 27). In his article, he describes an insider and an outsider strategy, noting a blend of these strategies occurs when an individual lobbies congress (p. 27). The purpose of this workshop is to detail such a blended strategy--an action oriented approach of "direct engagement" in legislative settings-- that is, where the community psychologist implements an action intervention and directly engages the legislative process by reaching out to legislators and participating in the legislative hearing process. While Howe refers to influencing congress, the focus of this workshop is to enable community psychologists to intervene in their own communities, at their individual state levels, by intervening with their own state legislatures. This will be accomplished by identifying a five-step process and describing an illustrative case where the presenter submitted testimony as a disability advocate, testifying on New York State's non-compliance with the Americans With Disabilities Act (ADA) and U.S Supreme Court's Olmstead decision. This testimony was presented before the New York State Legislature's Assembly Task Force on People With Disabilities (Corbett, 2001a). The workshop details a strategy of "direct engagement" whereby participants will be guided on how to: engage the public, organize under-represented groups and engage legislators in the political process at the state level. It will enable participants to intervene in the public policy "arena", as advocated by Starnes (2004) and also to advance beyond collaboration, as described by Trickett & Ryerson Espino (2004), moving beyond preserving existing power relations-- to altering them, through the effective exercise of power in public-legislative settings. The workshop will also describe how to gain access to appropriate legislators, as well as guide participants in the preparation of written pre-filed testimony, and testifying in the legislative hearing process. The workshop also identifies various public policy roles for community psychologists (Corbett, 2001b), and innovative projects that could be incorporated into community psychology training, as alternatives to traditional dissertation research, furthering the vision of Price & Cherniss (1977, p. 225).

## **Friday, June 10 2:30-3:45**

*Friday, June 10*

*2:30-3:45*

*Room 124 Burrill*

**[299]**

### **Preventing School Violence - Contextual Effects**

J. EMSHOFF<sup>1</sup>

<sup>1</sup>*Georgia State University, Atlanta, Georgia*

Discussants: C. BLAKELY, *Texas A&M University*

Public concern regarding school violence has led to discussion of the causes of school violence and strategies for its prevention. The dominant analysis has been at the individual level, with some additional concern given to peer and family influences. Prevention strategies have largely been intrusive and punishment-oriented. Less attention has been given to broader environmental influences on behavior or on the ways in which the environment can influence prevention strategies. This symposium will present a series of studies on the role of environmental and contextual influences on school violence and its prevention.

**[300]**

### **Contextual Effects in Violence Prevention: Conceptualization and Review**

E. OZER<sup>1</sup>

<sup>1</sup>*University of California, Berkeley, Berkeley, California*

Under what conditions are school-based violence prevention programs more effective? How do the classroom, school, and community contexts in which violence prevention programs are implemented influence effectiveness? The answers to these questions have major implications for theories of violence prevention and strategies for diffusion of effective programs. This presentation will present the results of a review of the published literature on school-based violence prevention programs aimed at identifying the influence of contextual factors in program effectiveness. A conceptual model that organizes how contextual factors may influence the process and outcomes of school-based violence prevention programs will also be discussed. Out of 61 published papers describing 37 different programs, 16 papers reported data on contextual effects or provided extensive discussion of possible contextual effects on the intervention. The small number of studies precludes definitive conclusions, but suggests a) some evidence for contextual effects on program outcomes, and b)

interdependence of context and implementation factors in influencing outcomes. Methodological challenges in the assessment of interventions in context will be discussed, along with suggestions for future research.

[302]

**Parents' Perceptions of Causes and Solutions for School Violence**

M. BLISS<sup>1</sup>, J. EMSHOFF<sup>2</sup>, S. COOK<sup>2</sup>

<sup>1</sup>Emory University, Atlanta, Georgia; <sup>2</sup>Georgia State University, Atlanta, Georgia

In the late 1990s, the nation was riveted by tragic school shootings in communities across the nation. In their wake, school boards nation-wide adopted violence prevention plans and programs, hired school safety officers, and installed metal detectors. This study investigates perceptions of causes and solutions of school violence in a sample of 202 Metropolitan Atlanta parents. Proposed causes and solutions include parent-, school-, community-, media-, and student-based interventions. We also asked parents how they altered their own parenting behavior. Results indicated that parents exhibited strong support for almost all proposed causes and solutions, including measures that are often considered invasive and that are not supported by existing literature as being effective interventions. Consistent with their belief that parenting can prevent school violence, many parents indicated that they altered their own behaviors after their shootings. We discuss specific findings within the context of policy change, as parents directly and indirectly affect public policy in communities and on school boards, as well as national legislature. Public concern forms part of the environmental context that influences practice, programs, and policy with respect to school violence and prevention.

[303]

**School Climate & Drug Use: Mediating Effects of Violence Victimization**

A. PETERSON<sup>1</sup>, J. HUGHEY<sup>2</sup>, R. REID<sup>3</sup>, P. GARICA REID<sup>4</sup>

<sup>1</sup>University of Iowa, Iowa City, Iowa; <sup>2</sup>University of Missouri-Kansas City, Kansas City, Missouri; <sup>3</sup>Montclair State University, Montclair, New Jersey; <sup>4</sup>Montclair State University, Upper Montclair, New Jersey

School-related exposure to violence is a common occurrence for children and adolescents growing up in many U.S. urban areas. This study addressed this concern by testing the mediating effects of violence victimization in the relationships between school climate and adolescent drug use. The hypothesized path model was found to fit data from a probability sample of urban high school students (N=586) participating in an evaluation of a violence prevention program funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). Findings indicated that both the lack of enforcement of school rules and the presence of unsafe places in and around the school influenced adolescent drug use directly and indirectly through their effects on violence victimization. We recommend that schools develop the capacity to ensure that substance abuse and violence prevention programs are chosen on the basis of research-based evidence, integrated into the school environment and instructional program, and evaluated for their efficacy in reducing violence related behaviors among their students.

**Friday, June 10**

**2:30-3:45**

**Room 211 Union**

[274]

**Organization Studies & Community Psychology II**

N. BOYD<sup>1</sup>

<sup>1</sup>Pennsylvania State University, Middletown, Pennsylvania

A central call of the Swampscott meeting was to increase interdisciplinary connections. One important connection is between the fields of organization studies and community psychology. The intersection of these fields is important for a number of reasons including theory, method, and practice development. The presentations in this symposium will continue to rekindle the dialogue of the juncture between these fields.

[275]

**Community Organizational Learning: Case Studies of Decision-Making**

C. HANLAN<sup>1</sup>, K. BESS<sup>1</sup>, D. COOPER<sup>1</sup>, D. JONES<sup>1</sup>, S. EVANS<sup>1</sup>, D. PERKINS<sup>1</sup>, P. SPEER<sup>1</sup>, I. PRILLELTENSKY<sup>1</sup>

<sup>1</sup>Vanderbilt University, Nashville, Tennessee

We present several case studies, based on content analysis of qualitative interviews and observations, of community organizational structures and processes for learning and decision-making at multiple levels. This study is part of an ongoing program of action-research whose purpose is to help human service and other nonprofit and voluntary organizations move from a paradigm of first-order (or incremental) amelioration to second-order (transformative) change at the individual, organizational, and community levels. Based on preliminary analyses, we hypothesize that organizations that empower staff and volunteers through opportunities for learning and participation in decision-making at the individual and work group levels are better able to succeed in terms organizational-level learning and transformation. Community-level change is often a stated mission, but rarely operationalized in terms of specific goals, strategies, or learning opportunities and decisions. Learning that can lead to second-order change at each level must help participants engage in critical analysis of (a) the organization's demonstrated goals and values, (b) the power relationships implicit in decision-making at each level, (c) the interdependent role of participant stakeholders and organizations as part of a complex, community-wide (or larger) system, and (d) how to work toward transformative change of all the above.

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## **Understanding and Addressing Organizational Oppression**

D. GRIFFITH<sup>1</sup>, E. ENG<sup>2</sup>, V. JEFFRIES<sup>3</sup>

<sup>1</sup>University of Michigan, Ann Arbor, Michigan; <sup>2</sup>University of North Carolina at Chapel Hill, Chapel Hill, North Carolina; <sup>3</sup>Chatham County Public Health Department, Pittsboro, North Carolina

Racial oppression is part of the foundation of U.S. society and institutions, yet few studies in community psychology or organizational studies have examined the impact of racism on organizations. This paper proposes a conceptual framework of how racial oppression functions within organizations, and describes an intervention designed to address organizational oppression. The organizational oppression framework is based on findings from a study of how racism was manifested at the individual, intraorganizational, and extraorganizational levels of a county public health department. Racism adversely impacted the quality of services, organizational climate, and staff job satisfaction and morale. The Dismantling Racism intervention designed to address organizational oppression builds on community organizing principles and is designed to develop a universal language and a common analysis for understanding racism, and the ways in which racism manifests within an organization and a community. The intervention approach includes creating a structure that organizes, facilitates, and promotes institutional change. The findings highlight the importance of understanding how organizations are impacted by external forces, and even within the bounds of professional ethics, can negatively impact clients, communities, and their own staff members, and the importance of using a systems approach to intervening at multiple levels.

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## **Empirical Evidence of Institutional Isomorphism**

S. TOWNSEND<sup>1</sup>

<sup>1</sup>University of Illinois at Chicago, Chicago, Illinois

Researchers have observed that organizations providing similar services tend to demonstrate diverse practices in their initial stages, but that homogeneity across programs sets in as they become established (DiMaggio & Powell, 1991). Consistent and widespread use of effective practices may be beneficial. However, organizations may adopt practices that are common and provide legitimacy, but do not necessarily improve performance (DiMaggio & Powell, 1991). For community psychologists, understanding the factors that lead to homogeneity in community-based organizations can help in developing interventions that may be more effective than existing practices. This presentation will provide a brief overview of DiMaggio and Powell's (1991) theory of institutional isomorphism that explains how various factors constrain practices in a field. Additionally, selected findings from a study of community-based rape prevention programs will be presented to illustrate how pressures put on organizations by other entities on which they depend, and specifically by funders, can lead to homogeneity of practice. These findings represent a modification of DiMaggio and Powell's theory insofar as they reveal both direct and mediated effects of funding requirements. Implications for community psychology and organizational theory will be discussed.

**Friday, June 10**

**2:30-3:45**

**Room 113 Davenport**

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## **Community Psychology Without Borders: Language Issues in Community Research**

S. TORRES-HARDING<sup>1</sup>, M. NJOKU<sup>1</sup>, L. JASON<sup>1</sup>, J. GOODKIND<sup>2</sup>, J. YUNYI REN<sup>3</sup>, K. MILLER<sup>4</sup>, C. LARDON<sup>5</sup>, J. ALVAREZ<sup>1</sup>

<sup>1</sup>DePaul University, Chicago, Illinois; <sup>2</sup>University of New Mexico, Albuquerque, New Mexico; <sup>3</sup>Wesleyan University, Middletown, Connecticut; <sup>4</sup>San Francisco State University, San Francisco, California; <sup>5</sup>University of Alaska Fairbanks, Fairbanks, Alaska

The rise of the internet, increased international travel, immigration of non-English speaking communities into the United States, and a renewed interest in indigenous populations have provided community psychologists with opportunities to conduct research and interventions across different linguistic and cultural groups. However, traditional methods of cross-linguistic research, such as simply translating instruments that were developed on an American English-speaking population, may not be suitable or valid in these new study populations. This session focuses on challenges of working with non-English-speaking and bilingual indigenous groups and of crossing from one language to another. Appropriate translation and equivalence of study instruments and materials and culturally valid implementation of research and interventions will be discussed. Panel members will describe issues and challenges that they have faced in their own work with various linguistic and cultural groups. This session will be structured in a novel way to maximize participation and exchange of ideas among panel members and the audience. First, each panel members will begin by providing a short introduction and describing a challenge that they have faced. Next, the panel would split into two groups, and the panel members would sit among the audience. Each of the groups will focus on a different topic: one will discuss Language and Cultural Meaning, and the other will discuss Language and Identity. Within these topic areas, the audience and panel members would have opportunities to ask questions and discuss their ideas. During the final 15 minutes, the two groups would reconvene into the larger group. A panel member from each group would then summarize what was discussed, and the audience would have an opportunity to add comments and ask questions. The panel members will each make a unique contribution to this presentation. Susan Torres-Harding will discuss challenges of working with a Spanish-speaking Latinos within the context of a community-based epidemiological study. Mary Gloria Njoku will discuss translation and cultural meaning issues in a Nigerian community-based study. Leonard Jason will discuss linguistic aspects of working with disability communities. Jessica Goodkind will discuss the impact that understanding a language has on understanding

culture, and will discuss conducting qualitative interviews, using examples from refugee women populations. Julie Yunyi Ren will discuss the unique roles of language with immigrant youth in Germany, including the impact of language on social integration and cultural isolation, and how code-switching is used to define cultural identities. Ken Miller will discuss the importance of ensuring that the right constructs are measured in translated materials, defining culturally grounded measures, and identifying culturally specific indicators of distress and well-being, using examples from his work in Afghanistan. Cecile Lardon will discuss the importance of assessing what specific concepts mean within a particular culture and how this impacts measure use and development, using examples from her work with Yup'ik villages in western Alaska. Josefina Alvarez will address entrance into linguistically different communities, and linguistic equivalence and valid data collection procedures, and will discuss working with the deaf community.

**Friday, June 10**

**2:30-3:45**

**Room 245 Altgeld**

**[279]**

**Youth Aging Out of Foster Care and Community Psychology**

M. HABER<sup>1</sup>, P. TORO<sup>1</sup>

<sup>1</sup>Wayne State University, Detroit, Michigan

Every year approximately 20,000 children “age out” of the nation’s foster care system. Attempts to address the resource-driven problems of this population would clearly benefit from the involvement of community psychologists. Our symposium will provide a forum to explore avenues for collaboration. First, we review previous accomplishments by professionals associated with other disciplines, primarily social work. Panelists from the social work field will then present findings from a groundbreaking study and describe a nationally recognized independent living program. The ensuing discussion will focus on ways for community psychologists to participate in efforts to assist youth aging out of foster care.

**[280]**

**Youth Aging Out of Foster Care: Historical and Current Perspectives**

M. HABER<sup>1</sup>, P. TORO<sup>1</sup>, P. FOWLER<sup>1</sup>

<sup>1</sup>Wayne State University, Detroit, Michigan

Over the last twenty years, problems of former foster youth in adjusting to the demands of independent living have been increasingly recognized by service providers, policy-makers, and researchers. Important strides have been made in understanding the problems of former foster youth, and many services to assist former foster youth and youth aging out of foster care have been established. Nonetheless, progress in understanding and serving these youth continues to be limited in important ways. Some noted research limitations have included use of small and/or unrepresentative samples and use of retrospective rather than prospective, quasi-experimental, and/or experimental designs. Service limitations have included a reliance on traditional, medical-model strategies that focus on deficits and neglect opportunities for stakeholder and community participation. Based on our review of existing literature as well as consultation with key informants, our presentation examines these limitations and identifies possible directions for future development, including possible avenues for collaboration between community psychologists and other professionals. Finally, we will describe our own recent efforts in the field, including our statewide needs assessment of a representative sample of former foster youth who have recently aged out of care, from which we will share preliminary data.

**[281]**

**Former Foster Youth as Young Adults: Implications for Community Services.**

M. COURTNEY<sup>1</sup>

<sup>1</sup>University of Chicago, Chicago, Illinois

This presentation will describe selected findings from the Midwest Evaluation of the Adult Functioning of Former Foster Youth (Midwest Study). The Midwest Study examines the transition to adulthood of foster youth in Illinois, Iowa and Wisconsin. It is the largest prospective study of this population conducted to date. The study calls for the youth to be interviewed at ages 17-18, 19-20, and 21-22. A total of 732 youth were interviewed at ages 17-18 while they were still in out-of-home care, and 82% of these were interviewed at the first follow-up at ages 19-20. Findings from the first wave of interviews show that the youth faced significant challenges to making a successful transition to adulthood including educational deficits, limited employment experience, mental health problems, and involvement with the juvenile justice system. At the same time, many of the youth had strong connections to family, high educational aspirations, and were generally optimistic about the future. This presentation will focus on outcomes assessed during the second wave of interviews, with the 19-20 year-old sample. Outcomes of interest include educational attainment, employment, health, mental health, criminal behavior and justice system involvement, attachment to adults and peers, and social support.

**[282]**

**Housing Options for Youth Aging Out of Foster Care**

M. KRONER<sup>1</sup>

<sup>1</sup>Lighthouse Youth Services, Cincinnati, Ohio

This presentation will describe a comprehensive self-sufficiency preparation program for foster youth, ages 16-18, who cannot return to their families of origin. Lighthouse Youth Services (LYS) in Cincinnati began

providing apartment-based independent living programming for foster youth in 1981 and currently has over 60 youth living in their own apartments scattered throughout Hamilton County, Ohio. The agency has incorporated a number of characteristics recognized as best practices in the independent living field. These include use of a housing continuum including individual and supervised apartments, shared homes, host, and boarding homes in order to provide flexible and tailored options for youth in transition. Through this approach, youth are exposed to the challenges of independent living in a graduated manner while they continue to receive supportive services. LYS also provides a flexible continuum of care that allows for frequent contact between youth and staff, including both professional staff and peer mentors. Many system characteristics of our program such as community-based provision of service and emphasis on placement in least-restrictive settings have traditionally been valued by community psychology. Our experience in putting these values into action may therefore be instructive for community psychologists. Possibilities for cross-disciplinary collaboration will be suggested.

**Friday, June 10**

**2:30-3:45**

**Room 138 Henry**

**[283]**

**Racial Identity and Racial Discrimination: Links and Implications for African American Adolescents**

R. SELLERS<sup>1</sup>

<sup>1</sup>*University of Michigan, Ann Arbor, Michigan*

Discussants: S. HARRELL, *Pepperdine University*

The impact of racial discrimination on problem behaviors and the well-being of African American adolescents is well known. However, this impact is not absolute and does depend on factors such as racial identity and socialization, phenomena that are not as well known and urgently need further exploration. The present symposium explores the moderating roles of racial identity on problem behaviors and well-being, racial socialization and parental school experience on academic behaviors and attitudes, and religion experience on self-esteem. In addition, the use of latent class analysis to classify patterns of racial identity will also be presented as a method to explore the moderating effect of racial identity.

**[284]**

**Racial Identity and Racial Discrimination Among African American Adolescents**

H. NGUYEN<sup>1</sup>, K. FORD<sup>2</sup>

<sup>1</sup>*Michigan State University, East Lansing, Michigan*; <sup>2</sup>*University of Michigan, Ann Arbor, Michigan*

Many studies have shown that certain dimensions of racial identity can buffer the adverse effects of racial discrimination on psychological well-being. However, it has been recognized that attitudes and behaviors are more likely to be influenced by the combinations of these components, or patterns of racial identity, rather than the individual components by themselves. To date there have been little research that examined how patterns of racial identity protect individuals from the adverse effects of racial discrimination. This study examined whether various patterns of racial identity buffered the influence of racial discrimination on psychological well-being among African American adolescents. Latent class analysis was used to classify two patterns of racial identity on three dimensions: centrality, private regard, and public regard. After controlling for demographic variables, patterns of racial identity indicated significant buffering effects on racial discrimination.

**[285]**

**Racial Discrimination Experiences and Academic Achievement Outcomes**

E. NEBLETT<sup>1</sup>, C. PHILIP<sup>1</sup>, C. COGBURN<sup>1</sup>

<sup>1</sup>*University of Michigan, Ann Arbor, Michigan*

The present study examined the relationships among racial discrimination, parent race socialization messages, and academic outcomes. Three hundred and twenty-eight middle and high school students who self-identified as African American, completed a measure of racial discrimination experiences, a race socialization measure, and a measure of various academic outcomes. Adolescents' racial discrimination experiences were associated with a decrease in academic curiosity. Adolescents who reported receiving more self-development messages were more likely to experience positive academic outcomes (academic curiosity, persistence and higher grades). Additionally, negative messages and racial pride messages negatively predicted academic curiosity, persistence and self-reported GPA. Racial pride and self-development messages attenuated the link between frequency of discrimination experiences and self-reported GPA. The implications of these findings are discussed in terms of motivation and other key developmental factors that may influence academic achievement outcomes in African American adolescents.

**[286]**

**Racial Discrimination and Problem Behaviors**

R. WHITE<sup>1</sup>

<sup>1</sup>*University of Michigan, Ann Arbor, Michigan*

Previous studies indicate that a large percentage of African Americans have encountered racial discrimination in their lifetime (Landrine & Klonoff, 1996; Sellers & Shelton, 2003). Research studies report a relationship between discrimination and adverse mental health outcomes (Krieger & Sidney; 1996; Landrine et al. 1996). While these findings are fundamental in a discussion of racial discrimination, additional relationships must be explored. The association between discrimination and adolescent problem behaviors has been largely

overlooked. The present study assessed the relationship between discrimination experiences and various forms of problem behavior in Black adolescents. It was hypothesized that increased exposure to discrimination would be associated with delinquent and school related problem behaviors, and substance use. The present study also sought to explore the moderating effects of racial identity in this relationship. Three-hundred and fourteen Black adolescents were assessed using secondary survey data. The Multidimensional Inventory of Black Identity was used in addition to measures detailing experiences with discrimination, delinquency, and substance use. Preliminary results indicate that discrimination experiences are associated with participation in problem behaviors.

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**The Impact of Discrimination and School Experiences on Caregiver School Trust**

C. SMALLS<sup>1</sup>

<sup>1</sup>*University of Michigan, Ann Arbor, Michigan*

The academic involvement of African-American parents has become of increasing importance given the national ethnic disparities in academic performance. Caregiver previous discrimination experiences and parent's previous school experiences have received less attention as factors that influence their general level of trust of predominately White schools. Previous discrimination and school experiences are also expected to influence caregiver racial trust of their child's school. Previous experiences are conceptualized as (1) past school success, and (2) past experiences with racial discrimination. The present study investigates whether parent's previous school experiences and current academic involvement are related to child academic attitudes and behaviors. Also of interest was whether child gender and child delinquency behaviors are related to caregiver school trust. Two-hundred and fifty parent-child dyads were used to assess the study questions. Higher levels of racial discrimination were expected to predict lower levels of school trust. Preliminary analyses reveal that caregiver discrimination and past school experiences are directly related to the school trust outcomes. On a broader level, the results of the present study may shed light on the caregiver experiences that are most related to school trust for African-American caregivers.

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**Religion as Moderator between Racial Discrimination and Self-Esteem**

P. MARTIN<sup>1</sup>

<sup>1</sup>*North Carolina State University, Raleigh, North Carolina*

To date, little research has investigated how religion may potentially buffer the relationship between racial discrimination and self-esteem among adolescents. Fisher, Wallace, and Fenton (2000) reported that lower self-esteem is related to peer and educational discrimination among an ethnic minority adolescent sample. Wong, Eccles, and Sameroff (2003) found that African American adolescents' experiences of discrimination in the domains of peer networks as well as schools may potentially lead to deleterious outcomes such as lessen academic motivation and increased problem behaviors. In another study, racial identity was a protective factor between racial discrimination and psychological functioning among African American adolescents. (Sellers, Copeland-Linder, Martin & Lewis, under review). Although this research investigating African American adolescents' experiences with discrimination provides invaluable information on this area of inquiry, the current study will present the results on different aspects of religion as a potential moderator between racial discrimination and self-esteem among African American adolescents. The participants were 212 African American adolescents recruited from twenty-five predominantly African American churches. Ninety percent of the adolescents reported being an official member of a church. Several hierarchical regressions will assess the relationships in this study.

**Friday, June 10**

**2:30-3:45**

**Room 314B Union**

[289]

**Frame work for Effective Prevention in Communities: Overview of the Presentatino**

A. WANDERSMAN<sup>1</sup>, J. DUFFY<sup>1</sup>

<sup>1</sup>*University of South Carolina, Columbia, South Carolina*

Discussants: J. EMSHOFF, *Georgia State University*

This symposium will present a framework developed for a project undertaken by the Centers for Disease Control and Prevention's Division of Violence Prevention (CDC, DVP) to promote effective prevention of youth violence and child maltreatment in communities. The first presentation will describe the origins of the project within CDC and its significance. The next presentations will describe the research to practice models and community centered models used to inform the development of the framework. The next presentation will describe the framework itself, and a final presentation will illustrate the practical application of the framework using a real world example.

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**Background of the Framework**

J. SAUL<sup>1</sup>, R. DUNVILLE<sup>1</sup>

<sup>1</sup>*Centers for Disease Control and Prevention (CDC), Atlanta, Georgia*

A major emphasis of the public health approach to prevention is the widespread adoption (i.e., dissemina-

tion/implementation) of evidence-based prevention strategies. The concept of widespread adoption assumes that science and theory have something of value to offer and that this information should be disseminated to individuals and organizations with capacity to implement prevention programs. The purpose of this presentation is to describe a project undertaken by the Centers for Disease Control and Prevention's Division of Violence Prevention (CDC, DVP). The goal of the project is to improve the dissemination and implementation of effective prevention in the areas of youth violence and child maltreatment. Individuals from within and outside of CDC with expertise in a variety of areas including capacity building, training and technical assistance, dissemination/implementation research, youth violence, and child maltreatment have been engaged in this process. At the end of this project, DVP will have a framework for effective prevention that better integrates research and practice as well as action plans for new dissemination/implementation activities and research which will be carried out through existing and new projects. In addition to describing the project, implications for future funding on dissemination/implementation research will be discussed.

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### **Research to Practice Models**

P. FLASPOHLER<sup>1</sup>

<sup>1</sup>*Miami University, Oxford, Ohio*

Models of dissemination and technology transfer are valuable because they provide a theoretical construct common to other sciences, facilitate interdisciplinary communication and collaboration, and increase the credibility and relevance of research within and outside a particular discipline (Chatterjee & Ireys, 1981). Most models of technology transfer and dissemination (e.g., source-based, user-based, demand-based, and knowledge transfer models) are research to practice models in that they trace the movement of innovation from development of scientific knowledge (research) to the application of knowledge in practice. The purpose of this presentation is to synthesize information across research to practice models in order to highlight strategies for promoting effective dissemination and to identify potential areas for dissemination research. Strategies and research areas for systems involved in prevention research (e.g., universities, non-profit groups, and government agencies) include synthesis and translation of research, training and technical assistance, and capacity building. The applicability of research to practice models will be discussed within the context of programs, processes, and principles. Promising and empirically supported practices as well as opportunities for research will be presented.

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### **Community Centered Models**

J. DUFFY<sup>1</sup>

<sup>1</sup>*University of South Carolina, Columbia, South Carolina*

Community-centered models are models that begin with communities and address the complex needs of communities and produce effective interventions (Wandersman, 2003). Such models provide one foundation of the framework presented in this symposium. This presentation will discuss two main elements we have examined in attempting to better understand the community prevention system (or the communities, community-based organizations, schools, health care providers, mental health systems, and public health systems that put prevention into practice) in keeping with community centered models. The first element is the infrastructure of the community prevention system, conceptualizations of capacity at the community, organizational, and individual levels will be presented, relevant research findings will be highlighted, and areas where further research is needed will be identified. The second element is the process by which people and organizations within the community prevention system put prevention into practice (referred to in the framework as the cultivation of innovation). Current understanding of this process will be described, and implications of the process for the dissemination of best practice programs, processes, and principles will be discussed.

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### **A Framework and Focus**

A. WANDERSMAN<sup>1</sup>

<sup>1</sup>*University of South Carolina, Columbia, South Carolina*

There are three major groups involved in implementing effective prevention in communities: 1) The community (this includes schools, neighborhoods, practitioners, and prevention recipients), 2) researchers and evaluators, and 3) funders. Each group plays a vital role in effective prevention. A framework needs to address how each of these operates, and must take into account their prototypical roles. However, a major gap exists between science and practice (e.g., Green, 2001; Wandersman, 2003). This indicates that the prototypical models of research to practice have had large limitations, and our framework should bridge the gap between research and practice as well as offer additional ideas on how to have more effective prevention. The overall framework outlines a comprehensive framework that includes basic research, health systems research, dissemination research, community systems research, evaluation and outcomes. We draw heavily on research to practice models and community-centered models. In this project, the major aim of the bridging framework is to lead to the identification of high priority areas for CDC to develop research and practice action plans that will promote more effective dissemination and implementation of promising practices in the prevention of child maltreatment and youth violence.

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### **Applying the Framework to Real-World Situations**

L. STILLMAN<sup>1</sup>

<sup>1</sup>*University of South Carolina, Columbia, South Carolina*

In order to illustrate the practical application of the framework, a real-world example of the dissemination of programs and principles in the fields of Child Maltreatment and Youth Violence will be presented. The presentation will describe how the elements of the framework are operationalized in an applied setting. The examples will provide the audience with a grounded conceptualization of how the framework fits in the real-world. In addition, applying the framework to actual situations will highlight areas in which the fields of Youth Violence and Child Maltreatment need more investigation or resources. Potential situations to be discussed include the application of the framework to the dissemination and implementation of a school-based bullying prevention program as well as a program that attempts to strengthen the infrastructure of several national child abuse prevention organizations. The development and presentation of the examples will help to develop suggestions for how the Centers for Disease Control can strengthen dissemination activities in the areas of Child Maltreatment and Youth Violence Prevention.

**Friday, June 10**

**2:30-3:45**

**Room G46 FLB**

**[295]**

**Preaching Outside the Choir: : Discussing politics and ethnic identity with an unreceptive audience**

L. DARLACH<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

The first step towards overcoming oppression is becoming critically conscious of one's reality. This is one of the core tenets of popular education (Freire, 1970) and community psychology. In youth, this takes the form of active discussions regarding heritage (i.e. African-American, Latino, White) and current social conditions (i.e. privilege, poverty, job market, war). What happens when this first step is rejected however? What happens when African-American youth deny Afrocentric values or when wealthy suburban youth deny any privilege? Three presenters will discuss the process--successful and unsuccessful--of engaging youth in becoming critically aware of current community problems. Results from qualitative evaluations of various samples, including Latino, White, African-American and Mexican youth in Michoacán, will be discussed.

**[296]**

**Who Did You Vote For? Costs and Benefits of Discussing Politics With Students**

L. DARLACH<sup>1</sup>, J. SANDLER<sup>2</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*; <sup>2</sup>*University of Wisconsin-Madison, Madison, Wisconsin*

Service-learning has risen as a viable method to link the university with the community and increase civic participation, but does it work, how, and for whom? This presentation will examine results from a qualitative study of Intercambio, a service-learning class where university students learning Spanish are paired with recent Latino immigrants learning English. During the 9-month class, students discuss difficult social issues ranging from the local to the global levels, including neighborhood violence, labor conditions in the U.S. and abroad, the invasion of Iraq, and presidential elections. Over time, some students become highly critical of the forces oppressing them and become active in resolving injustices faced. For example, upon class completion, one student began teaching literacy in her community, another volunteered at a worker's rights organization, and several students helped insure turnout during the election. On the other hand, many students ridiculed the discussions (i.e. rolling their eyes or giggling) and did the minimum to engage their partners in the language exchange. The presentation aims at providing a stage model of students' development of critical consciousness as a result of the class (or not). I will try to answer why and how uninterested students can be effectively engaged using my fieldnotes (9 months) and interviews of participants themselves (n = 18).

**[297]**

**Humble Relationships: Examining Community-University Partnerships**

J. SANDLER<sup>1</sup>, L. DARLACH<sup>2</sup>

<sup>1</sup>*University of Wisconsin-Madison, Madison, Wisconsin*; <sup>2</sup>*DePaul University, Chicago, Illinois*

Since the 1970s, community-based research and action in Latin America has been heavily influenced by the theoretical framework and programmatic focus of popular education, a model of social change whereby oppressed people develop critical consciousness of the specific dynamics of oppression that affect their daily lives and act to transform this oppression (Núñez 1998, Galván 2000, Kane 2001). This paper is based on qualitative research with one such program in Michoacán, Mexico. Operating in over a dozen communities throughout the state on problems such as illiteracy, domestic violence, environmental destruction and lack of basic community services, the fundamental mission of this program is to develop community educator-organizers. Most organizers are economically poor women with little education able to effectively empower and organize local, marginalized community members. University students are active in most of these community projects through various service-learning experiences organized by the program's founder and director. This paper explores the relationship between university students and the local community educator-organizers. The program's conscious, systematic, and often difficult process of reversing the traditional power dynamic of expert-led intervention opens up remarkable space for (1) the growth of strong and effective community leadership and (2) the development of humble, socially and critically conscious college students.

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**Let Me Tell You Who I Am: African American Girls Identity Development**

G. MANCE<sup>1</sup>, L. DARLACH<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

Fostering a sense of empowerment is one of the most essential components in developing a strong identity among adolescents of color (Hegar, 1989). For children of color, identification with one's group and culture helps facilitate healthy behaviors. Culture provides a basic template for guiding humans around work as they assess common concerns of identity and gender (Watts & Jagers, 1997). Exploring empowerment within an African-centered framework with African-American youth may be particularly useful, given the multiple ways in which they are marginalized within society and within their families. One way that the African American community has begun to address the oppression of youth of color is through the use of culturally-specific interventions that restore traditional African values. But what happens if the youth reject African values or heritage? This research is based on qualitative research that examined an African-centered summer camp for African American adolescent girls that addressed issues of ethnic and gender identity using African-centered values. The camp was designed to increase cultural knowledge, promote cultural values, transition into womanhood, and empowerment for adolescent girls of African descent.

*Friday, June 10*

*2:30-3:45*

*Room 142 Psych*

[304]

**Self-Help Groups: New Questions New Understanding**

K. HUMPHREYS<sup>1</sup>

<sup>1</sup>*Veterans Affairs Stanford University, Palo Alto, California*

Discussants: E. STEWART, *University of Georgia*

This forward-looking symposia grapples with how self-help groups are influenced by new media, subcultures and countries. A UK-based team presents a study of the expanding world of on-line self-help groups followed by a team from three countries discussing the issues around multi-national self-help group research. Third, a successful use of mass media to increase participation by English and Spanish-speaking people of color will be presented. How the "lessons learned" from self-help contribute to other community organizations will conclude the session. The bright future of self-help is highlighted through cutting-edge questions raised by this "natural resource" in our communities.

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**Lessons Learned from Self-Help Groups**

G. MEISSEN<sup>1</sup>, S. WITUK<sup>1</sup>, S. EALEY<sup>1</sup>

<sup>1</sup>*Self-Help Network: Center for Community Support and Research, Wichita, Kansas*

Many researchers and health care professionals marvel at the growth and sustainability of self-help groups. Self-help groups often suffer from a misconception that they are a no-cost "therapy group" which highlight differences and weaknesses. An asset orientation instead focuses on the uniqueness and strengths such as the importance of shared leadership and their horizontal structure which emphasizes experiential knowledge as a primary source of information and status. The lessons learned from 20 years of day to day interactions with self-help groups and the insights from an ongoing research program with self-help groups from a university-based statewide self-help group clearinghouse will focus on issues of organizational structure, group functioning and sustainability. The importance of relationships with an appreciation of the different kinds of experiences contributing to a leveling of power and a sharing of responsibility and leadership will be highlighted. As self-help groups continue to thrive these lessons learned can greatly contribute to coalitions, neighborhood-based organizations, and community-based non-profits.

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**Online Mutual Support for College Students**

E. FREEMAN<sup>1</sup>, C. BARKER<sup>1</sup>, N. PISTRANG<sup>1</sup>

<sup>1</sup>*University College London, London, England*

This study investigated the outcome and process of an online mutual support group for college students experiencing a range of common psychological difficulties. Participants were randomized to one of two experimental conditions, Support Group or Information Only. All had access to a website offering information pages on common student problems. Those in the Support Group condition were additionally able to access an online mutual support group, run on peer support principles with professional monitoring but no professional intervention. Measures of psychological problems, life satisfaction, and sense of community were administered when the student joined the project, and again at the end of the academic year. No differences in outcome were found between the Support Group and Information Only conditions, possibly because there was only a ten-week interval between pretest and posttest. Postings in the group showed high levels of self-disclosure and of emotional and informational support. Their main content categories were study difficulties, interpersonal problems, and depression; this pattern was echoed by the most frequently accessed information pages, which were on procrastination, work block, and depression. The paper will address general issues in designing and researching online support groups for this population.

[307]

**Expanding Self-Help Group Participation in Culturally Diverse Urban Areas**

K. HUMPHREYS<sup>1</sup>, S. MARCUS<sup>1</sup>, E. STEWART<sup>2</sup>, E. OLIVA<sup>1</sup>

<sup>1</sup>*Veterans Affairs Stanford University Medical Centers, Palo Alto, California;* <sup>2</sup>*University of Georgia, Athens, Georgia*

Research attests to the benefits of self-help groups for chronic health problems. Expansion of participation may enable a broader portion to experience these benefits. The Media and Education for Self-Help (MESH) Project was an effort to increase participation among middle- and lower income people in two California areas with minority-majority populations. A diverse coalition of self-help group leaders designed English and Spanish-language radio public service announcements and posters in Oakland and Los Angeles. The outcome measures were self-help group-related telephone enquiries and the number of individuals attending self-help groups at agencies hosting many groups. Data were also gathered in a non-intervention control urban area. Los Angeles experienced an overall increase in calls whereas calls were constant in the control urban area. An initial sharp increase in self-help group related calls was not sustained in Oakland, however. Spanish-language calls about self-help groups increased 821% in Los Angeles and 149% in Oakland from the preceding six months to the first six months of the MESH Project. The number of visits to self-help groups was significantly higher in intervention months than in the same calendar months of the preceding year, particularly in Oakland where the increase exceeded 300 visits to self-help groups per month. These intriguing findings are discussed in terms of their health policy and program evaluation implications.

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**Participatory Action Research with Self-Help Groups in the US and Japan**

T. BORKMAN<sup>1</sup>, T. OKA<sup>1</sup>

<sup>1</sup>*George Mason University, Fairfax, Virginia*

Participatory action research (PAR) is a particularly well suited methodology for studying self-help groups since its premises fit so well with their egalitarianism and anti-elitism. PAR also appears to be suitable and flexible for culturally diverse situations since it actively includes the people being studied as part of the research process. In discussing our experiences using PAR in a cross-national study of England and US (Borkman) and a long-term study of parent groups in Japan (Oka) we were surprised to find that the issues and dilemmas faced by the researcher were significantly different, if not almost polar opposites in the US and Japan. For example, in the US researchers need to be careful not to overwhelm the self-helpers by their authority. In contrast, in Japan the researcher may be at risk of being overwhelmed by the need to conform to the expectations of the group. Other issues challenging the researcher are discussed. The historical and societal attitudes and practices toward social science research that help explain these cultural differences are elaborated. How the researcher can minimize the dilemmas or their consequences are considered.

**Friday, June 10**

**2:30-3:45**

**Room 209 Union**

[309]

**Tales of Three Community Doctoral Programs**

C. KEYS<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

How have doctoral training programs in community developed over time? Since the founding of major training programs for the field in the 1960s and 1970s, many doctoral programs have been created and have grown, declined and/or sustained themselves. The literature of doctoral training in community psychology is sparse and that of the development of doctoral training over time, even more so. The purpose of this symposium is to address this gap. Program leaders from three high quality doctoral programs consider the issues of start-up, growth and maturation in their doctoral training programs including critical incidents, facilitating factors and important challenges. They reflect on the context of program development, including the relations between the program and its host psychology department, college and university and the program and the field of community psychology. These narratives of program histories will provide an important perspective concerning the progress we have made and the opportunities and dilemmas that lie ahead. If these histories are any guide, then one emerging truth is, to paraphrase Whitehead, "Good programs don't keep, something must be done about them". We will encourage discussion about future steps needed to enhance doctoral training programs in community psychology.

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**Developing Community and Mission At Depaul**

S. MCMAHON<sup>1</sup>, L. JASON<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

DePaul University launched the doctoral program in clinical psychology and hired a clinical community psychologist in 1967 as chair of our department. In the 1970s, we obtained APA accreditation and established a Community Mental Health Center, providing key training opportunities for students. The 1980s constituted a growth stage that included: splitting the program into clinical-child and clinical-community, diversifying the faculty and graduate student body and co-hosting the first Chicago Conference on Community Research. The maturation of our program in the 1990s saw our community faculty grow from 3 tenure-track faculty in the 1980s to 11 at the present time. In the late 1990s, we initiated a free-standing community Ph.D. program with

interdisciplinary courses and faculty. Ecological factors have both facilitated and hindered the development of our programs. For example, action research, a focus on underserved populations, and community psychology values fit well with the Catholic Vincentian mission of the University. In contrast, the emphasis of our university on undergraduate education and the lack of other doctoral programs have resulted in difficulties with graduate student funding. We will share a variety of strategies that we have used to address challenges and promote positive development of our programs.

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**Graduate and Postdoctoral Training in Prevention and Community Psychology at ASU**

I. SANDLER<sup>1</sup>

<sup>1</sup>Arizona State University, Tempe, Arizona

For 20 years graduate and post-doctoral training in prevention research and community psychology has been offered at Arizona State University through the Prevention Research Center, the doctoral program in Clinical Psychology, and more recently the doctoral program in Family and Human Development. This training has emphasized strong linkages between generative research on person-environment processes that influence human well-being and the design and evaluation of interventions that promote healthy development and prevent disorder. Illustratively, students study children's exposure to adversities such as divorce, bereavement, poverty, and acculturative stress with an emphasis on learning about resilience resources. Students participate in creating programs to promote resilience to risk via programs for children of divorce, bereaved children and poor Mexican-American children in transition to high school. Students also participate in all aspects of randomized experimental trials of these programs including, recruiting participants, administering the intervention, monitoring quality and fidelity of implementation and evaluation of the program effects. Critical aspects of student training also include training in advanced research methodology, practicum in program development, coursework in prevention science and community psychology and a weekly seminar involving student, faculty and guest speaker presentations.

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**From Prodigal to Exemplar: Ecological/Community Psychology at Michigan State**

W. DAVIDSON<sup>1</sup>

<sup>1</sup>Michigan State University, East Lansing, Michigan

Bill Fairweather founded The Ecological/Community Psychology Program at Michigan State University in 1970 as an interdisciplinary program based in experimental psychology. The early years were characterized by a sense of mission, a "siege mentality" and a student-driven curriculum. We operated with .75 FTE tenured faculty until 1975. We were a tolerated innovation at best and often chastised for "not really being Psychology". The program was successful in attracting highly qualified, motivated students and external funding. By the mid-1980's, we had four FTE tenure-track faculty. In the late 1980's, the founder retired, another faculty member resigned, and the program chair was on sabbatical. A long-range planning group in the Department attempted to discontinue the Ecological/Community Program. Only through intense political activity and faculty threats to move elsewhere did the program survive. Today we have seven tenure-track faculty, plus many adjuncts. We have graduated over 100 Ph.D.'s; many obtained impressive positions. We are accepted as one of six psychology graduate programs. We are considered campus leaders in community research, collaboration, and engagement. Being part of a Land Grant University with its outreach mission has facilitated our development and survival.

**Friday, June 10**

**2:30-3:45**

**Room 215 Union**

[313]

**Locating Difficult-To-Locate Communities**

S. OKAZAKI<sup>1</sup>, E. DAVID<sup>1</sup>, M. LEE<sup>1</sup>, E. CLAUSELL<sup>2</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois; <sup>2</sup>University of Illinois, Champaign, Illinois

Overview

How does one locate a community whose membership is not bound by geography or institutions? Previous efforts to locate minority communities have incorporated methods such as scanning ethnic-specific surnames in phone directories and seeking out leaders of organizations based on their presumed characteristics. The challenges of conducting community-based research are compounded, however, in non-metropolitan areas where the population base is small, geographically scattered, linguistically isolated, and not organized through formal or informal institutions. One problem researchers face in locating minority communities is the relative invisibility of these groups, as well as their non-traditional means of remaining connected to their community's relevant issues. In this roundtable, we present examples of different approaches to locating and entering minority communities: (1) immigrant Korean American families in Chicagoland, (2) the online community of Filipino Americans, (3) Asian American student leaders from a Midwestern university, and (4) the decentralized lesbian, gay, bisexual, and transgender community of central Illinois. The commonalities among the efforts to engage with these communities are that the researcher needs to be embedded in the setting with participants, develop long-lasting relationships, represent a fair amount of credibility, and demonstrate cultural knowledge (e.g. language, ethnic traditions, experience of marginalization) and sensitivity.

**Friday, June 10**

**4:00-5:00**

**Illini Union A,B,C**

## **Plenary Session**

### **Keynote Speaker: Dr. Stanley Sue**

Ethnicity, Culture, and Mental Health: The Confluence of Science and Politics

Despite the U.S. Surgeon General's recommendations concerning the importance cultural competency in treatment, challenges have been made to necessity of cultural competency. According to the challenges, cultural competency lacks research support and is primarily a matter of political correctness. The state of culture competency research is examined. It is argued that cultural competency (1) is necessary and (2) has been hindered by current practices in psychological science and by the politics of race.

*Friday, June 10     5:00-6:00     Illini Union Ballroom*

## **Julian Rappaport Retirement Event**

## Saturday, June 11 7-8:15am

**BREAKFAST TIME**                      **Illini Union Room C**

**Committee/Interest Group Meetings – 7:15**

**Past Presidents' Meeting – 7:20**

## Saturday, June 11            8:30-9:30

*Saturday, June 11            8:30-9:30                      Illini Union A,B,C*

### **Plenary Session**

#### **Keynote Speaker: Dr. M. Brinton Lykes**

Narratives and Representations of Survival: The Politics and Praxis of Action Research and Liberatory Community Psychology in a *post-9/11* world

Drawing on more than 20 years of field experience in participatory education and research with local communities in Guatemala, South Africa, N. Ireland, and Boston, MA/USA, M. Brinton Lykes will explore how individual and community narratives and creative representations of survival generate and obscure possibilities for social change and transformation in the midst of ongoing conflict and war, structural poverty, and racial and gender oppression. She will describe a feminist-infused participatory action research process wherein co-participants' "speaking in a third voice" (through photography, dramatizations, truth commissions, etc.) contest power inequalities and national policy and practice. Critical analysis of some of these efforts to generate liberatory research praxis suggest that United Statesians working in these cross-cultural, transnational contexts all too frequently uncritically recapitulate principles of liberal democracy rather than perform integrative and alternative ways of being and doing that incorporate both the cultural, racial, and gendered diversities of the majority world and a critique of dominant systems of oppression and exclusion. The possibilities - and limitations - of being/doing feminist-infused community-based action education and research that is transformational are explored.

## Saturday, June 11            9:45-11:00

*Saturday, June 11            9:45-11                      Room 209 Union*

[314]

#### **Transforming Human Service Organizations for Community Change**

K. BESS<sup>1</sup>, I. PRILLELETSKY<sup>1</sup>, S. EVANS<sup>1</sup>, C. HANLIN<sup>1</sup>, D. PERKINS<sup>1</sup>, P. CONWAY<sup>2</sup>, D. MCCOWN<sup>2</sup>

<sup>1</sup>Vanderbilt University, Nashville, Tennessee; <sup>2</sup>Peabody College of Vanderbilt University, Nashville, Tennessee

This innovative session will engage audience members in a discussion about the role of human service organizations as mediators of community change and transformation and how community psychologists can be partners for such change. The basis for this discussion will be case studies from an ongoing action-research project with four community-based human service organizations that in partnership with the United Way are working to transform the way they practice in community. The session will begin with a brief overview of our action-research framework and a model for shifting paradigms in human services. The new paradigm is aimed to move services and the helping professions from an ameliorative stance to a transformative one that incorporates not only personal well-being, but also relational and collective wellness and justice. The model focuses on promoting strengths-based approaches, primary prevention, empowerment, and changing community/organizational conditions (SPEC) both internally in the organization as well as externally in the community. The model also emphasizes an ecological approach in which change must be understood and promoted at the individual, team, and organizational levels. Each of the organizations involved in the project has committed to (1) a process of evaluation and reflection in which current organizational practices, programs, and strategies are

assessed in terms of the SPEC model, (2) the development of a plan that will align current and future practices, programs, and strategies with the SPEC model, and (3) taking actions that will promote the SPEC model both internally and externally. We will use a poster format to present how these commitments have played out in each of the four case studies. Participants will have the opportunity to view the posters and engage in informal conversation. Each poster will (1) provide a narrative of the organizational and community context, (2) describe the how the process has unfolded noting the structures and processes that have emerged, (3) present summaries of both qualitative and quantitative research data in relation to organizational practices, and (4) outline the major lessons learned to date. After participants have had an opportunity to view the posters we will have a guided discussion in which participants will be invited to explore the theoretical and practical implications of this effort. Specifically, we hope to engage participants in a dialogue around (1) how this approach, which focuses on community organizations as mediators of change, could inform models of community psychology practice, (2) the potential challenges to community practitioners and researchers in adopting this approach, (3) the potential limitations of this approach in effecting change, and (4) how this approach favorably or unfavorably compares to other models of community change (e.g., community organizing).

**Saturday, June 11**                      **9:45-11**                      **Room 210 Union**

**[315]**

**An Exploration of the Influence of Feminism on Women in Community Psychology**

M. DELLO STRITTO<sup>1</sup>

<sup>1</sup>*Ball State University, Muncie, Indiana*

Discussants: C. AYALA-ALCANTAR, *California State University, Northridge*, B. GUZMAN, *C.H.O.I.C.E.S.*

Overview

This roundtable discussion will explore the influence of feminism, feminist theory and research methodology on the work of women in community psychology. The impetus for this roundtable emerged from a study conducted by SCRA's women's committee, which found that 61% of respondents considered themselves feminist scholars with some women indicating they are feminists in theory and/or practice, but not by label. Still other women identified more with a nationalist perspective, indicating that they primarily identified with a specific ethnic or cultural group rather than identifying as a feminist. Overall, the study suggested that many women have given considerable thought to feminism and the complexities involved in identifying or not identifying themselves as feminist scholars. In addition, only a few women identified with familiar categories of feminism (i.e. liberal, radical), with a few women rejecting the "label" of feminism, and a few others who were uncomfortable identifying with a "type" of feminism. Given these findings, this roundtable discussion will provide an opportunity to expand on this discussion. In particular, the roundtable will focus on the process of and problems with identifying as a feminist scholar, and the influence of feminism in research, practice, and teaching, in community psychology.

**Saturday, June 11**                      **9:45-11**                      **Room 403 Union**

**[316]**

**Aligning Community Science and School Based Mental Health: Policy to Practice**

P. FLASPOHLER<sup>1</sup>, C. PATERNITE<sup>1</sup>, D. ANDERSON-BUTCHER<sup>2</sup>, N. DUVALL<sup>3</sup>

<sup>1</sup>*Miami University, Oxford, Ohio*; <sup>2</sup>*Ohio State University, Columbus, Ohio*; <sup>3</sup>*Children's Resource Center, Bowling Green, Ohio*

Discussants: A. WANDERSMAN, *University of South Carolina*

Successful expanded school-based mental health programs, and effective academic, social, and emotional learning of children, in particular, hinge on the effectiveness of collaboration between mental health professionals and educators, and their respective systems; as well as on meaningful across-systems partnership with families and communities. Beyond program coordination, the mental health and education systems should strive for integration—with mental health staff and educators working together, identifying shared values, shared goals, and shared commitment to evidence-based strategies. This symposium will focus on critical research-to-practice service delivery, training, and policy issues related to the expansion of school-based mental health services and school improvement efforts in the state of Ohio. Through description of Ohio's Shared Agenda, the Ohio Mental Health Network for School Success, local University-Community partnerships, and the Ohio Comprehensive Community Model for School Improvement, the steps to support change will be discussed from public policy to local action. Research findings from these projects will be discussed emphasizing alignment between expanded school mental health (Weist, Paternite & Adelsheim, in preparation) and community science models (Wandersman, 2003).

**[317]**

**Strengthening Policy: Development and Implementation of Ohio's Shared Agenda**

C. PATERNITE<sup>1</sup>, P. FLASPOHLER<sup>1</sup>

<sup>1</sup>*Miami University, Oxford, Ohio*

The New Freedom Commission on Mental Health highlighted unmet needs and barriers to mental health care, including fragmentation and gaps in care for children and lack of a national priority for mental health and suicide prevention. The commission's goals and recommendations for a transformed system all support the need for school-based intervention and engagement with youth for mental health care. Ohio has been recognized

nationally as a leader in building and expanding collaboration across education, mental health and family serving organizations in developing a shared agenda for children's mental health and school success. The policymaking leadership of education, mental health and family serving organizations engaged with state and local partners to generate a commitment to support successful academic achievement for all children and youth. This presentation will focus on critical steps taken to promote collaborative development and implementation of Ohio's Shared Agenda.

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**Building A Bridge Between Policy And Practice: Disseminating Effective Practices**

N. DUVAL<sup>1</sup>, P. FLASPOHLER<sup>2</sup>

<sup>1</sup>Children's Resource Center, Bowling Green, Ohio; <sup>2</sup>Miami University, Oxford, Ohio

The Ohio Mental Health Network for School Success (OMHNSS) is a burgeoning community of practice (Wenger, McDermott & Snyder, 2002) focused on development and expansion of effective school-based mental health programs and services. Jointly funded by the Ohio Departments of Mental Health (ODMH) and Education (ODE), OMHNSS consists of action networks spearheaded by affiliate organizations in six regions of Ohio. With emphasis on locally determined needs, resources, and capacities in communities and their schools, OMHNSS takes action to promote assurance that every child in Ohio will have the opportunity and support needed to be successful in school. Actions taken by the network include assessing mental health needs in schools; providing training and technical assistance to support the expansion of school-based mental health services; brokering and leveraging external sources of financial support; and assisting in the promotion of university-community partnerships to promote health and wellness in schools. This presentation will focus on the development of OMHNSS and regional action networks, challenges to the implementation of the network, successes, and lessons learned.

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**Prevention Support through University-Community Partnerships**

M. MARAS<sup>1</sup>, C. REIGER<sup>1</sup>, R. ROKUSEK<sup>1</sup>, K. CONAWAY<sup>1</sup>, J. MOSHER<sup>1</sup>, M. MCLAUGHLIN<sup>1</sup>, A. LEDGERWOOD<sup>1</sup>

<sup>1</sup>Miami University, Oxford, Ohio

The Center for School Based Mental Health Programs provides training and technical assistance for school-based mental health services through University-Community partnerships. Graduate students provide services and assist with the development and evaluation of programs. The Center has developed a strong partnership with local school districts through the placement of mental health interns in schools. Interns provide direct services for students and families, including screening and assessment, individual and group therapy for students, and family therapy. Moreover, graduate students are involved in transforming mental health services in schools to include primary prevention and mental health promotion. Activities include evaluation of alternative education programs, evaluation of head start classrooms, implementation of youth violence prevention programs, and implementation of a parent, youth, and family skill-building program. In this presentation, students will describe the student perspective as a traditional clinical program evolves toward a more comprehensive model of prevention and health promotion. This model provides students with important training experiences that are vital to future success in the changing field of clinical psychology. Furthermore, this model benefits communities by offering services and programs for all students, with more intensive services available to a smaller population of students with greater needs.

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**Pre- and In-Service Training to Promote Interdisciplinary Collaboration In SBMH**

C. PATERNITE<sup>1</sup>, J. AXELROD<sup>2</sup>, R. BURKE<sup>3</sup>

<sup>1</sup>Miami University, Oxford, Ohio; <sup>2</sup>University of Illinois at Chicago, Chicago, Illinois; <sup>3</sup>Ball State University, Muncie, Indiana

To promote more effective collaboration and systems integration, it is incumbent upon mental health professionals and educators to view each other as valued colleagues and partners. It also is critical that all child-serving professionals jointly partner with families in addressing mental health barriers to learning and in promoting the social, emotional, behavioral, and academic learning of children. Pre-service preparation programs in teacher education, in educational administration/leadership, and in a variety of mental health professions are ideal settings to: 1) influence development of attitudes and practices, among future mental health professionals, teachers, school administrators, and family advocates that promote a commitment to across-systems integration, collaboration, and evidence-based practice; and 2) promote development of young leaders who will influence policy and practices in the mental health and education fields, not only in their pre-service institutions but also in their professional positions as their careers unfold. The proposed presentation will focus on work underway nationally through the Mental Health—Education Integration Consortium and in Ohio through the Ohio Mental Health Network for School Success to facilitate mental health—education systems integration through activities of university-based and community-connected pre-service leadership cadres.

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**Putting It All Together: Ohio Collaborative Model for School Improvement**

D. ANDERSON-BUTCHER<sup>1</sup>, P. FLASPOHLER<sup>2</sup>, A. LEDGERWOOD<sup>2</sup>

<sup>1</sup>Ohio State University, Columbus, Ohio; <sup>2</sup>Miami University, Oxford, Ohio

The Ohio Community Collaboration Model for School Improvement (OCCSIM) is an expanded school improvement model that builds from traditional school reform strategies by addressing the various non-academic barriers to learning that students bring with them to school. The model emphasizes school-family-

community partnerships in support of academic achievement, healthy development, and overall success of schools. Five program and service strategies are stressed, including research-supported strategies related to academic learning, youth development, parent/family engagement, health and social services, and community partnerships. Needs and resource assessments and evaluation are central and support overall continuous improvement planning in schools and in communities. In the end, the OCCMSI builds upon these components, strategically aiming toward ensuring all children in Ohio succeed in school and are prepared for successful transitions to adulthood. Currently ODE is piloting the OCCSIM in select schools and districts across Ohio. In this presentation, we will overview the major components of the OCCSSIM and discuss key barriers, lessons learned, and success stories emerging from the pilot implementation process. We also will discuss policy implications such as Ohio's new and related school climate guidelines, the Governor's focus on child well-being, the restructuring learning time project, and connections with Ohio-based county-wide planning strategies.

**Saturday, June 11**

**9:45-11**

**Room 404 Union**

**[322]**

**Social and Sexual Contexts of HIV Risk among Ethnic MSM**

P. WILSON<sup>1</sup>

<sup>1</sup>*Yale University, New Haven, Connecticut*

Discussants: G. HARPER, *DePaul University*

Ethnic minority men who have sex with men (MSM) have high rates of HIV infection relative to other populations. However, individual-level models used to explain HIV risk may not be applicable to the experiences of MSM who are ethnic minorities. This symposium will present findings from innovative studies examining features of the social and sexual contexts of African-American, Asian, and Latino MSM, and elucidate some of the factors associated with HIV risk among these men. The overall findings will fill gaps in current research and inform future interventions aimed at reducing HIV risk among ethnic minority MSM.

**[323]**

**HIV Risks in Sexual Networks of Young Black MSM**

J. PETERSON<sup>1</sup>

<sup>1</sup>*Georgia State University, Atlanta, Georgia*

The impact of the HIV epidemic on Black men who have sex with men (MSM) has not been explained by rates of unprotected sexual behavior. The effect of HIV sexual risk behavior on HIV infection also may be complicated by the influence of sexual networks on HIV. If HIV is not randomly distributed across social and sexual networks, then the prevalence of infection within networks may contribute as much, if not more, to the risk for HIV infection as individual risk behavior. Hence, the current study examined association between sexual identity, condom norms and unprotected sexual intercourse within sexual networks of Black men who have sex with men (MSM) in a metropolitan city in the Southeastern United States. We used a chain-link design to recruit 158 young African American men: 95 initial participants, 56 contacts of participants (alters), and 7 contacts of alters. Results revealed that men in the high-risk group, compared with those in the no-risk group, reported significantly lower expectations concerning condom use in their sexual network. Partners in dyads perceived high expectations that they use condoms but low expectations that members of their network use condoms. Implications are discussed for sexual risk studies among Black MSM.

**[324]**

**Group Devaluation, Depression, and HIV Risk Among Asian Gay Men**

D. CHAE<sup>1</sup>, H. YOSHIKAWA<sup>2</sup>

<sup>1</sup>*Harvard University, Boston, Massachusetts*; <sup>2</sup>*New York University, New York, New York*

This study examines the association between perceptions of prejudice against one's group and health outcomes among Asian and Pacific Islander (A&PI) gay men (N = 192). Social Identity Theory posits that membership in a group that is perceived to be devalued by others is associated with worse mental health and maladaptive behavioral responses. However, models of ethnic identity suggest higher perceptions of group devaluation may predict positive health outcomes if they are the result non-Assimilationist racial ideologies. Results provided evidence for both Social Identity Theory and ethnic identity models. Perceptions of group devaluation was positively associated with depressive mood, and not moderated by any racial identity variables. Among participants who reported being most attracted to non-White men and those with more positive personal evaluations of the Asian gay community, greater perceptions of prejudice against gay Asians were associated with lower risk of unprotected anal intercourse. Results suggest potential protective effects of perceptions of prejudice against one's group when Asian gay men have high levels of Asian and gay identity and prefer partners who are not White. These findings highlight the need to take into account the role of ethnic identity in the relationship between perceptions of prejudice and health.

**[325]**

**The Contexts of HIV Risk Among Methamphetamine-Using Latino MSM**

P. WILSON<sup>1</sup>, R. DIAZ<sup>2</sup>

<sup>1</sup>*Yale University, New Haven, Connecticut*; <sup>2</sup>*Cesar E. Chavez Institute, San Francisco, California*

Use of drugs like methamphetamine during sex has been suggested to be related to sexual risk-taking among Latino men who have sex with men (LMSM), who are disproportionately affected by HIV/AIDS in the U.S.

The current study aimed to describe how methamphetamine use and other contextual factors, all examined at the episode level of analysis, predict unprotected and protected anal intercourse (UAI and PAI) among LMSM. The study used conditional logistic regressions to analyze data on last UAI and PAI among 125 LMSM. The study also explored qualitative data from a different sample of 40 methamphetamine-using LMSM. Findings revealed that a variety of contextual factors were linked to UAI. Notably, drug use by a sex partner, a lack of discussions about condom use with sex partners, and heightened levels of attraction were associated with UAI. Methamphetamine use occurring with other contextual factors was also linked to episodes of UAI. Certain sexual contexts in which Latino MSM use methamphetamine may be tied to cognitive distancing, in which LMSM experience a "time out" from rules normally used to guide sexual behavior. The findings have several implications for research and intervention, which will be presented.

**Saturday, June 11**                      **9:45-11**                      **Room 211 Union**

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**Community and Ethnic Minority Psychology: Lines of Convergence**

J. RAMÍREZ GARCÍA<sup>1</sup>, M. ABER<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois

Overview

Examining the relationship between the subdisciplines in psychology was identified as one of the major areas of concern for psychologists in the Swampscott Conference when Community Psychology was being forged. The focus of this roundtable discussion will be to examine the relationship between two sister subdisciplines in psychology: Community and Ethnic Minority Psychology. Although these two sister disciplines share some common ideological roots as well as battle fronts, each would benefit by more close collaboration between the two—this is the long term aim of the roundtable discussion. Based on their observations in their research and applied work, discussion facilitators will briefly present: (a) themes of convergence, and (b) lines of departure between the subdisciplines. Second, a panel of senior figures in these subdisciplines will be asked to share their views on both themes of convergence and lines of departure. Audience participation will be vital to the ongoing conversation and its outcome. Finally, specific set of themes of convergence, expected knowledge gains by increased communication between the subdisciplines, and a plan of action to increase lines of communication will be developed.

**Saturday, June 11**                      **9:45-11**                      **Room 314B Union**

[327]

**A Roundtable Discussion among Practitioners about Career Options for Students**

S. AHMED<sup>1</sup>, J. BERRYHILL<sup>2</sup>, R. BUCHANAN<sup>3</sup>, P. TORO<sup>1</sup>, V. TSENG<sup>4</sup>, T. WOLFF<sup>5</sup>

<sup>1</sup>Wayne State University, Detroit, Michigan; <sup>2</sup>University of North Carolina at Asheville, Asheville, North Carolina; <sup>3</sup>Westat, Rockville, Maryland; <sup>4</sup>William T. Grant Foundation, New York, New York; <sup>5</sup>Tom Wolff and Associates, Amherst, Massachusetts

Overview

In the exploration of the "practical roots" of community psychology, it is particularly useful to examine the ways in which current practitioners are able to earn a living while enacting the fundamental values and priorities of the field. Just as for those who are now working under the shingle of "community psychologist," it is important for community psychologists-in-training to have a sense of the breadth and depth of professional niches available to those dedicating their lives to the application of the field's core tenets. The proposed roundtable discussion will bring together five well-known community practitioners around topics of work experience, values in application, career opportunities, and recommendations for up and coming professionals. Each participant brings a unique perspective to the table: Joseph C. Berryhill will discuss post-doctoral work and his time at a private liberal arts institution; Rebecca Buchanan is currently directing a SAMHSA funded prevention project at the DC firm Westat; Paul Toro will discuss his experiences infusing traditional academic work with community work; Vivian Tseng will discuss her experiences as a postdoctoral fellow at the W.T. Grant Foundation and the challenges of academia and the workplace for persons of color; Tom Wolff is a long-time private consultant for coalition building and community development across North America. Graduate student Sawssan R. Ahmed will facilitate.

**Saturday, June 11**                      **9:45-11**                      **Room 406 Union**

[328]

**Community Capacity Building**

R. PEARSON<sup>1</sup>, G. MEISSEN<sup>2</sup>, S. WITUK<sup>2</sup>, D. CHAVIS<sup>3</sup>, L. GUTIERREZ<sup>4</sup>, K. DENYER<sup>4</sup>, M. CREEKMORE<sup>4</sup>, C. BLITZ<sup>5</sup>, E. YANG<sup>6</sup>

<sup>1</sup>Self-Help Network, Wichita, Kansas; <sup>2</sup>Wichita State University, Wichita, Kansas; <sup>3</sup>Association for the Study and Development of Community, Gaithersburg, Maryland; <sup>4</sup>University of Michigan, Ann Arbor, Michigan; <sup>5</sup>National Coalition Institute, Community Anti-Drug Coalitions, Alexandria, Virginia; <sup>6</sup>CADCA, Alexandria, Virginia

Discussants: J. EMSHOFF, Georgia State University

Organizations working in intermediary roles provide assistance to communities in various ways. Many provide capacity building assistance to community collaborations, coalitions, and grassroots and non-profit organizations, including assistance with strategic planning, board and leadership development, outcome

evaluation, and collaborative teamwork. Numerous techniques used to provide capacity building assistance are largely based on values and concepts from community psychology. At the same time, providing technical assistance to such groups is a challenge, and community psychologists are faced with a variety of difficulties in such situations. This symposium will explore community psychologists who are in "action" providing such assistance in their communities.

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**The Vision Driven Strategic Change Model**

R. PEARSON<sup>1</sup>, G. MEISSEN<sup>2</sup>, K. BOMHOFF<sup>2</sup>, S. WITUK<sup>2</sup>

<sup>1</sup>Self-Help Network, Wichita, Kansas; <sup>2</sup>Wichita State University, Wichita, Kansas

Researchers systematically examine the ways individuals interact with other individuals, social groups, clubs, churches, schools, families, neighborhoods, and the larger culture and environment. It is an applied discipline where researchers examine various social issues including community development. One model for providing community development is the vision-driven strategic change model. Vision-driven strategic change is a non-linear process, a tool that helps organizations explore change, such as implementing new collaboration practices, in an effective and sustainable way. Vision-driven strategic change includes learning from the past, imagining the future, setting goals, identifying challenges, planning first steps, checking on progress, and celebrating and course correcting. This symposium will describe this model of strategic change and how it relates to the values of community psychology. We will review several examples where this process has been utilized, including (1) the development of a county-wide association involving over 100 local nonprofits, (2) a developmental disability organization serving over 15 counties, and (3) a rural health network of hospitals. In addition, several practical tools will be shared, including facilitation techniques to help groups review their shared history, develop a shared vision, and create strategies to achieve their goals.

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**Building Community Readiness and Capacity: Research and Practice**

D. CHAVIS<sup>1</sup>

<sup>1</sup>Association for the Study and Development of Community, Gaithersburg, Maryland

This presentation will begin with findings of a national inventory of intermediary organizations that focused on social and economic community development. Representatives of 122 intermediary organizations completed an inventory on their origin, structure, services, "capacity building" capacity, resources, and challenges. Community activism was the most frequent origin. Because of an economic focus, businesses (64%) and financial institution (61%) representatives were the most common leaders followed by community leaders (50%). Three quarters of the intermediaries focused on community organization and served community-based organizations. Technical assistance, training, organizational development, and research and evaluation were the most commonly reported services provided. The inventory also collected information on how intermediaries built their capacity through their own internal research and staff development. Other findings will be presented. The presentation will end with a description of the current work of an intermediary in Battle Creek, Michigan that fosters community organization, economic development and educational achievement in low-income neighborhoods and citywide. How it builds readiness and capacity will be presented.

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**Training and Technical Assistance through CADCA's National Coalition Institute**

C. BLITZ<sup>1</sup>, E. YANG<sup>2</sup>

<sup>1</sup>National Coalition Institute, Community Anti-Drug Coalitions, Alexandria, Virginia; <sup>2</sup>CADCA, Alexandria, Virginia

While a few federally-funded research studies (Community Youth Development Study; Diffusion of Innovations Study; PROSPER) and for-profit programs (e.g., CTC) provide coalitions with intensive training and technical assistance, they are costly. Primarily, community coalitions have had to rely on presentations, workshops, or websites to augment or individualize their coalition training. Evidence from focus groups with coalitions suggests that coalitions need ongoing technical assistance and support over a formative period to accomplish tasks related to coalition building and maintenance (Butterfoss, Webster, Morrow & Rosenthal, 1998; Community Systems Group, Inc., 2004). This presentation will focus on the National Coalition Academy (NCA), a national training initiative created by CADCA's National Coalition Institute and partners -- the National Guard, KU Work Group on Health Promotion and Community Development and Community Systems Group, Inc. -- to systematically and cost-effectively address the technical assistance and training needs of anti-drug coalitions. The NCA curriculum is based on a thorough review of currently available training, research on how best to improve organizational practice and individual skills, and a comprehensive market study of coalition needs. The NCA curriculum and delivery system will be discussed, as well as the unique role CADCA and the National Coalition Institute to advance coalitions and their needs.

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**Building Capacity in Community Based Organizations through Partnerships**

L. GUTIERREZ<sup>1</sup>, K. DENYER<sup>2</sup>, M. CREEKMORE<sup>2</sup>

<sup>1</sup>Detroit Initiative, Ann Arbor, Arizona; <sup>2</sup>University of Michigan, Ann Arbor, Michigan

Community based human service organizations located in urban areas face considerable challenges. While demands for programs have grown over the past twenty years, financial support has diminished. In addition, organizations are often required to provide more detailed and sophisticated information for program planning and evaluation. Partnerships between community based organizations and community psychologists can help to

build the capacity of organizations to meet these challenges. This presentation will focus on the work of the Detroit Initiative, a partnership between faculty and students at the University of Michigan and community based organizations in Detroit. This partnership, which was founded in 1995, works to address community needs and interests through consultative and collaborative practice. Community capacity building projects focused on activities such as needs and asset assessments, strategic planning, program development, coalition building, and program evaluation involve teams of psychology students, staff, and faculty with community, residents and organizational staff. These projects require both structures and supports for the work as well as attention to relationship building between all partners. This presentation will focus on the work of this partnership and lessons learned over the past ten years.

**Saturday, June 11**      **9:45-11**      **Room 407 Union**

**[333]**

**Psychological, Cultural, and Organizational Factors in Social Activism**

R. WATTS<sup>1</sup>, O. GUESSOUS<sup>1</sup>

<sup>1</sup>*Georgia State University, Atlanta, Georgia*

In this symposium four presenters offer a multileveled view of social activism ranging from formative experiences in cultural socialization to organizational capacity building and the creation of settings at the institutional level. In between there is a consideration of social identity and its relationship to sociopolitical development among young adults training to be community organizers. The third presenter explores how a sense of agency and social analysis contributes to an activist orientation in university students—a group known for its activism. A discussion will follow.

**[334]**

**Social Identity, Opportunity Structures & the Development of Organizers of Color**

O. GUESSOUS<sup>1</sup>

<sup>1</sup>*Georgia State University, Atlanta, Georgia*

This study concerns the sociopolitical development (SPD) of community and labor organizers of color. Participants (n=300) were drawn from an independent institution that has been training organizers of color for over 20 years. The sample was evenly divided between individuals of Black, Latino/a, and Asian descent. The data—open ended application responses—were collected over 18 years. This qualitative study drew on both inductive (grounded theory) and deductive approaches, and applied content analysis methodology. The purpose of this study was to inductively reveal important areas of SPD based on the organizers' development, and to identify life experiences (domains) that influenced their growth. Three SPD themes emerged: (1) social analysis, (2) commitment, and (3) empowerment. In other words, an organizer is someone who has a multidimensional insight into social injustice, is committed to taking action, and genuinely believes that s/he can individually and collectively make a difference. This presentation will focus on the contributions of two experiential domains to participants' SPD: (a) ethnoracial identity-related experiences (injustice, identification, and internalized racism); and (b) prior sociopolitical involvement with various types of organizations (social justice, service, community development) and activities (organizing, service, popular education).

**[335]**

**From Awareness to Action: Exploring Contributors to an Activist Orientation**

S. THORN<sup>1</sup>

<sup>1</sup>*Georgia State University, Atlanta, Georgia*

A just and compassionate democracy can not thrive without active citizen involvement. Since the 60's, activism by young adults has been limited. Recently, it has been on the rise again, yet there is sparse evidence to explain why these fluctuations occur. The study I conducted in 2004 explores what might motivate a young adult "couch potato" activist to develop a true "activist orientation." For the purposes of this study, an activist orientation is defined as an "individual's developed, relatively stable, yet changeable orientation to engage in various collective, social-political, problem-solving behaviors spanning a range from low-risk, passive, and institutionalized acts to high-risk, active and unconventional behaviors." (Corning & Myers, 2002). Results suggest that individuals who both think about systemic change, and believe they have the knowledge to create that change, are more likely to develop an activist orientation.

**[336]**

**Adolescent Cultural and Racial Orientation: Relationship to Political Identity**

O. CARTMAN<sup>1</sup>

<sup>1</sup>*Georgia State University, Atlanta, Georgia*

This study investigates racial and cultural attitudes in over a hundred African American adolescents living in a large metropolis in Southeastern United States. The participants' responses to several measures of identity, socialization, and worldview were examined to determine if two distinct dimensions could be identified—both a racial orientation and a cultural orientation—and how the two are related to sociopolitical development. racial orientation is based on political phenomena and the relative position of Blacks compared to other races in the U.S. Cultural orientation is based primarily on African-centered values and principles. I will explore the influence of racial and cultural orientation on political attitudes and the differential associations with a variety of indicators of positive youth development such as intellectual interests and academic functioning. Implica-

tions for engaging young African Americans in community involvement and the implications for community organizing will be discussed.

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**Georgia Avenue Coming Together: Case Study on an Alternative Economic Setting**

M. ARMSTRONG<sup>1</sup>

<sup>1</sup>*Georgia State University, Atlanta, Georgia*

If we are to enact social change, we must balance research with action. In this spirit I will describe a local community economic development corporation, Georgia Avenue Coming Together (GACT), with an emphasis on practice. GACT is a non-profit organization that is dedicated to developing cooperatively owned businesses for the Summerhill neighborhood of Atlanta to provide living wage jobs, historic preservation of the neighborhood, and a nurtured sense of community between the low income families that have lived in the community for decades and the newer affluent families resulting from gentrification. This creation of new settings, such as the cooperative restaurant that recently opened, provides an opportunity to appreciate the practical challenges of fostering empowerment and pursuing social and economic justice. Members of GACT, who are predominantly lower income families, are committed to community activism and collectively believe that they continue to make a difference in the socio-economic life of their neighborhood with the hope of eventually impacting larger ecological systems. Actions and practical strategies utilized by GACT to promote empowerment and social justice will be presented. Brief vignettes will also be offered that illustrate GACT's community organizing strategies and its efforts to foster citizen participation.

*Saturday, June 11*

*9:45-11*

*Room 215 Union*

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**The Schooling Experiences of Youth of Color**

B. SANCHEZ<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

This symposium will present various perspectives and approaches to understanding the experiences of African American and Latino adolescents in high school. The first presentation will examine what "doing school" and "becoming somebody" means for Latina adolescent immigrants. The second presentation is on the combined influence of race, gender, and school discrimination on African American students' academic development. The third presentation is about a qualitative study that examines the factors that affect Latino adolescents' pathways from high school. Finally, the last presentation will focus on a mentoring intervention that promotes urban African American and Latino students' academic persistence.

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**Listening to Latina Newcomers in Transition to the U.S. and High School**

S. RYERSON ESPINO<sup>1</sup>

<sup>1</sup>*University of Illinois at Chicago, Chicago, Illinois*

Although research has been devoted to minority and mixed generation immigrant experiences in school, most employ static notions of acculturation and cultural incongruities to explain the behavior/performance of students. Largely absent from the literature are descriptive accounts of how cultural facts, such as notions of success or competence and "doing school" are constructed and negotiated and how they constrain or expand the possibilities of school success. This presentation will discuss how cultural and ecological theories and oral life history methodology can help fill this gap in the literature. I will describe a study of an exploration with first generation Latina adolescent newcomers about their perspectives of life and schooling during a critical life transition, their immigration and the transition into a U.S. urban high school. This study explores the resources they bring with them to the U.S., their perceptions of the contexts and presses of their new school, and the ways in which they attempt to negotiate their new circumstances and futures. Through this exploration, the youth and I will arrive at interpretations of what "doing school" and "becoming somebody" means for them as Latina adolescent newcomers. This study involves an examination of the meanings we construct and negotiate about gender, race, ethnicity, and newcomer status.

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**African American Adolescents' Gendered School Experiences**

T. CHAVOUS<sup>1</sup>, D. RIVAS<sup>1</sup>

<sup>1</sup>*University of Michigan, Ann Arbor, Michigan*

Researchers increasingly have incorporated factors related to ethnicity/culture such as racial identity into models explaining achievement among ethnic minority youth. However, despite a persistent achievement gap between African American boys and girls, little of this research has focused on the ways that race and gender may interact to influence youth academic development. Furthermore, there is a dearth of research examining school-level experiences related to race and their impact on youth outcomes. In this study, we examined interrelationships among racial identity, school discrimination perceptions, and academic engagement outcomes for 430 African American boys and girls with data from grades 9-11 using ANCOVA, regression modeling, and person-oriented methods. We found a negative relationship with school discrimination for all academic outcomes. Furthermore, interactions among gender, racial identity, and discrimination were observed, with boys highest in racial centrality most at risk for negative outcomes when experiencing high racial discrimination at school.

Findings were linked to differences in boys' and girls' constructions of the meaning of their racial identity, as well as gender differences in school experiences in classroom and peer setting. We discuss the need to consider the interaction of individual level and contextual level factors in better understanding minority youth academic development.

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#### **Latino Adolescents' Pathways From High School**

B. SANCHEZ<sup>1</sup>, P. ESPARZA<sup>1</sup>, Y. COLON<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

Little is known about the factors that influence Latino adolescents' plans after high school and about the transition itself. It is important to examine the transition among Latinos to gain a better understanding of what they are experiencing after high school, as this transition is an important developmental milestone towards adulthood. Arnett (2000) has coined this developmental period as emerging adulthood, in which young people are no longer adolescents but have not attained full adult status. In recent decades, young people have postponed marriage and parenthood in order to explore various life directions. However, this developmental period has not been examined among low-income, urban, Latino adolescents. Thirty-three Latino adolescents were interviewed in depth about their perceptions of their high school experiences and their adjustment during the transition. Twenty of the participants were attending college while 13 were working or doing neither. Guidelines provided by Miles and Huberman (1994) are being used to analyze the interview data. The two groups will be compared on their high school experiences, including the social support received, school- and work-based experiences, and familial obligations, that influenced their pathway from high school. Implications and future directions regarding Latino youth and their transition will be discussed.

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#### **Promoting Academic Persistence and College Attendance among Students of Color**

M. FUENTES<sup>1</sup>, J. GASKINS<sup>1</sup>, A. MONTEVERDE<sup>2</sup>

<sup>1</sup>*Montclair State University, Montclair, New Jersey*; <sup>2</sup>*Montclair State University, Paterson, New Jersey*

African-American and Latino students comprise twenty-eight percent of the United States high school population, and by the year 2030, they are expected to make up at least thirty-seven percent of the school population. However, despite these increasing figures, a considerable number of them are enrolled below grade level and their combined dropout rate is 34 percent (National Center for Education Statistics, 2004). Moreover, research indicates that these students are at risk for academic failure, truancy and substance use (Keating, Tomishima, Foster & Alessandri, 2002). However, research indicates that mentoring improves academic performance and promotes persistence and college attendance (Tierney, Grossman, & Resch, 1995). The authors' university, in collaboration with a small, urban high school coordinated a mentoring conference for minority students. Forty students participated in a mentoring conference. Evaluation results indicated that the conference increased their interest in attending college and provided greater knowledge regarding the college application process. Moreover, the students reported acquiring new knowledge and skills they plan to use in their future academic studies. These promising results suggest that university-based mentoring can be beneficial to student's academic performance and increase a student's likelihood to pursue a college degree.

**Saturday, June 11**

**9:45-11**

**Room 217 Union**

[343]

#### **The Sustainability of Community-based Initiatives**

G. NELSON<sup>1</sup>

<sup>1</sup>*Wilfrid Laurier University, Waterloo, Ontario*

The purpose of this symposium is to share research on the sustainability of community-based initiatives. Sustainability refers not just to the continuation of community initiatives, but also to the maintenance of the defining qualities of initiatives. Two presentations examine sustainability issues among a cross-section of different community coalitions. The first examines how different characteristics of projects undertaken by community coalitions, including project importance, scope (short/long-term), consistency with mission, and community-wide support, were related to the projected longevity or sustainability of each coalition. The second used concept mapping to examine the factors that three groups of actors (researchers, managers, and practitioners) from different coalitions perceived to be important for the sustainability of their initiatives. The two remaining presentations used qualitative research to focus in-depth on sustainability issues among community coalitions participating in a community-driven, prevention research demonstration project in eight communities. One of these presentations examines the extent to which the prevention program model changed in the sites after the demonstration sites, while the other focuses on the degree to which resident participation, a defining characteristic of this initiative, was sustained after the demonstration project. Together the four presentations shed light on some of the important issues in the sustainability of community-based initiatives.

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#### **Sustaining Resident Participation in a Community-Based Prevention Program**

M. PANCER<sup>1</sup>, G. NELSON<sup>1</sup>

<sup>1</sup>*Wilfrid Laurier University, Waterloo, Ontario*

Better Beginnings, Better Futures is a community-based multi-site project designed to (a) prevent serious

social, emotional, behavioural, physical, and cognitive problems in young children; (b) promote the development of children in all these areas; and (c) enhance the community environments in which children are raised. A key feature distinguishing Better Beginnings from other prevention projects was its emphasis on community members' involvement in every aspect of program development, implementation, and operation. After an initial "research demonstration" phase, during which resident participation was closely monitored, all eight Better Beginnings sites became permanent programs in the community, receiving annualized funding. The key question to be addressed in this presentation is: "to what extent were the Better Beginnings communities able to sustain their high levels of resident involvement as they moved from demonstration projects funded for a limited term to permanent programs in their communities". Group and individual interviews conducted at each of the eight sites indicated that three of the sites were able to maintain high levels of resident involvement, while five showed marked declines in resident involvement. The factors that differentiated those communities which were able to maintain substantial and meaningful resident participation from those which were not will be discussed.

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**What Happens to Prevention Program Models After the Demonstration Phase?**

J. BERNIER<sup>1</sup>, G. NELSON<sup>1</sup>, M. PANCER<sup>1</sup>

<sup>1</sup>*Wilfrid Laurier University, Waterloo, Ontario*

Better Beginnings, Better Futures is a community-based multi-site project designed to (a) prevent serious social, emotional, behavioural, physical, and cognitive problems in young children; (b) to promote the development of children in all these areas; and (c) to enhance the community environments in which children are raised. Each Better Beginnings' site was to have high quality, multi-year, comprehensive prevention programs that focused on the children, their families, and the community. After an initial "research-demonstration" phase, during which the programs were closely monitored by government and documented through research, all eight Better Beginnings sites became permanent programs in the community, receiving annualized funding. In this research we examined whether or not the program models changed after the demonstration period and what impact the short-term findings had on the program models in each site. Group and individual interviews conducted at each of the eight sites indicated that while the program models underwent some revisions, the core program components remained intact. Moreover, some sites used the short-term findings to change the program model, while others did not. We discuss factors related to changes in the program model and the need for ongoing consultation and support regarding programming.

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**Examining the Projects Chosen by Community Coalitions: Links to Sustainability?**

L. BRUNSON<sup>1</sup>

<sup>1</sup>*Universite du Quebec a Montreal, Montreal, Quebec*

Previous authors have suggested (Alinsky, 1972; Weick, 1984) that the sustainability of community coalitions may be affected by the activities and projects that coalitions select to work on. The present study adapted Little's (1983) personal projects methodology to assess the characteristics of coalitions' projects and their relations to perceived project success and coalition sustainability. The research team analysed three years' worth of action plans from ten local coalitions and abstracted ten coalition projects from each set of action plans. One coalition staff member from each initiative rated their coalitions' projects along a variety of dimensions, including importance of the project, consistency with the coalition's mission, community support, project scope (short/long-term), clarity of planning, and project success. At the coalition level, participants rated their coalition on a variety of dimensions of coalition functioning and sustainability, including how involved coalition members were and how likely they thought it would be that the coalition would still be in existence in 1, 3, 5 and 10 years. Ratings were analyzed at the project level.

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**Different Perceptions of the Sustainability of Community-based Initiatives**

M. DESROCHERS<sup>1</sup>

<sup>1</sup>*University du Quebec a Montreal, Montreal, Quebec*

The present study identifies factors perceived to be important for the sustainability of community-based initiatives according to three groups of actors: researchers, managers and practitioners. Concept mapping was used as one of the main research procedures (Trochim, 1989). Each participant group brainstormed statements that described the factors they saw as important for sustainability; each participant then sorted these statements into piles of conceptually-related statements and rated each statement for its importance. Multidimensional scaling was used to aggregate participants' sorts into a cluster map that represented the data for each group. Thus, three preliminary maps (one for each group) were produced. Each group of participants discussed and developed a label for each of the clusters in their map. The final maps convey the perceptions that each group holds about the topic of sustainability of community initiatives. Results are discussed in terms of possible comparisons with differences in epistemological orientations (practitioners: critical theory, managers: organizational-functionalism vision and researchers: positivist orientation). These differences can be interpreted in terms of organisational culture theories or in terms of power imbalances.

**Saturday, June 11**

**9:45-11**

**Room 405 Union**

[348]

### **Where is Culture in Community Psychology?**

D. BHAWUK<sup>1</sup>, S. MRAZEK<sup>2</sup>, C. O'DONNELL<sup>2</sup>, T. SASAO<sup>3</sup>

<sup>1</sup>University of Hawaii, Manoa, Hawaii; <sup>2</sup>University of Hawaii, Honolulu, Hawaii; <sup>3</sup>International Christian University, Tokyo.

This panel of researchers who have interest in culture and community psychology will discuss how cultural psychology is being synthesized within community psychology. They will give a historical perspective of how these two disciplines have come to merge and impact both areas of psychology. Recommendation from this symposium is likely to shape both culture and community psychology in years to come by directing the attention of researchers toward a meaningful integration of these two disciplines.

[349]

### **A Review, Synthesis and Analysis**

D. BHAWUK<sup>1</sup>, S. MRAZEK<sup>2</sup>

<sup>1</sup>University of Hawaii, Manoa, Hawaii; <sup>2</sup>University of Hawaii, Honolulu, Hawaii

Discussants: C. O'DONNELL, University of Hawaii, T. SASAO, International Christian University

We have reviewed articles related to culture that have been published in the the American Journal of Community Psychology and the Journal of Community Psychology for the last eleven years (1993-2004), and support the idea that the study of culture within the discipline has not changed dramatically. Our main findings are as follows: Overall, there are not very many culturally significant articles published annually by the American Journal of Community Psychology and the Journal of Community Psychology. Moreover, those that are published tend to interchange the notions of culture and ethnicity. While research that examines the effect of ethnicity or the differences among various ethnic groups are important and in need of further exploration, the notion that these findings relate to issues of cultural psychology and/or cultural theory may not be entirely accurate. About 60 articles including all articles that mentioned "culture" or "cultural" in their abstracts and titles were reviewed. The analysis led to the development of a typology that includes: Special populations, Community Psychology in Various Cultures, Ethnicity and Community Psychology, Interventions, and Acculturation and Community. A model article in which an intervention is constructed and implemented entirely from a unique cultural worldview is also discussed.

[350]

### **Integrating Community and Cultural Psychology in Graduate School**

C. O'DONNELL<sup>1</sup>, S. MRAZEK<sup>1</sup>

<sup>1</sup>University of Hawaii, Honolulu, Hawaii

Discussants: D. BHAWUK, University of Hawaii, T. SASAO, International Christian University

The importance of integrating community and cultural psychology is presented with a perspective on how each field compliments the other. Specifics on the integration in graduate education, including courses, methodology, practica, comprehensive examinations, research, and projects, are discussed. Graduate program examples are offered. It is concluded that the integration of community and cultural psychology in graduate education is a key step toward the systematic consideration of culture in research and community projects.

[351]

### **Culture and Community: Never the Twain Shall Meet?**

D. BHAWUK<sup>1</sup>, S. MRAZEK<sup>2</sup>

<sup>1</sup>University of Hawaii, Manoa, Hawaii; <sup>2</sup>University of Hawaii, Honolulu, Hawaii

Discussants: C. O'DONNELL, University of Hawaii, T. SASAO, International Christian University

Despite community psychology's focus on culture, diversity and contextualism since its inception at Swapscoff, our efforts in integrating cultural factors into research and practice have been less than optimal. Taking cues from Trickett's (1984) analysis of community psychology from a Kuhnian perspective, a framework is presented with an eye toward developing a culturally indigenous community psychology. Sasao & Yasuda (2004) discussed a cross-cultural model where theory, practice, and research in community psychology must be negotiated with what we call cultural amplifiers or modifiers. Further, we argue that Kuhn's analysis of the discipline's progress using the persuasion-conversion model must be expanded to include both disciplinary and cultural conversion in which community psychologists need to be able to internalize the discipline's foundational values and assumptions and to culturally convert to the cultural baggage or hideously complex cultural influences that come with the persuasion process in community psychology. Therefore, the purpose of this presentation is twofold: (a) to comment on numerous methodological and conceptual challenges pointed out in a position paper on culture and community psychology by Drs. Bhawuk and Mrazek, and (b) to discuss specific recommendations for promoting a better understanding of cultural factors in preventive interventions with children and adolescents, drawing examples from research in the U.S., Japan, and Korea.

**Saturday, June 11 11:15-12:15**

*Saturday, June 11 11:15-12:15 Room 406 Union*

[352]

### **From the Ground-Up: A Conversation on Working with Communities**

M. REYES CRUZ<sup>1</sup>, E. MATTISON<sup>2</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign-Urbana, Illinois; <sup>2</sup>University of Illinois at Urbana-Champaign, Champaign,

*Illinois*

**Overview**

The reasons and ways in which community psychologists engage with communities vary widely: from why/how we enter a particular community and identify what is to be changed (what is the problem, who says so, why), to what the efforts actually entail (what is done, how, by whom). In this roundtable, we will focus on a community practice that unfolds from the ground up, defining community concerns with those that have less power in a given context, working with them towards small tangible wins. From this framework practice is what one does in a community: how one thinks, relates, intervenes, theorizes and writes about it. This approach to community practice could be broadly described as a critical community psychology, an approach consonant with core tenets of feminist standpoint theory, value-based praxis, liberation psychology, and empowerment theory. The aim of this conversation is to talk specifically about people's experiences doing this kind of work. The facilitators will share their experiences/struggles as doctoral students of color working with communities of color advocating for educational equity. Some of the processes that we would like to talk about are: 1) entering the community, 2) identifying issues to work on with others, and 3) being useful without taking over.

**Saturday, June 11                    11:15-12:15                    Room 215 Union**

**[353]**

**Dancing with Elephants: The Joys and Challenges of Collaborations**

F. BALCAZAR<sup>1</sup>, M. CAMPBELL-PRUITT<sup>2</sup>, T. GARATE<sup>3</sup>

<sup>1</sup>University of Illinois at Chicago, Chicago, Illinois; <sup>2</sup>IL Department of Human Services, Chicago, Illinois; <sup>3</sup>Chicago Public Schools, Chicago, Illinois

**Overview**

Community psychologists often have to enter in formal and/or informal partnerships with large state or local agencies in order to implement their intervention programs. This is often a very challenging process, in which access to the right person(s) with the capacity for decision making and/or ability to commit agency resources and/or personnel to support the proposed program is not always easy. Even when the agency directors agree to support a given program, there are multiple barriers in getting agencies and direct service providers to actually collaborate and support the new program. We often find ourselves in the role of salespersons trying to convince somewhat reluctant costumers of the "magical" benefits of our products (much like the "snake oil" salesmen of times past). This Roundtable Discussion will bring together representatives from three large state agencies—the Chicago Public School District (the third largest school district in the country), the Office of Rehabilitation Services of the State of Illinois, and the University of Illinois at Chicago—to briefly discuss critical elements that have facilitated and/or hinder their collaboration to implement an innovative program designed to promote transitions to careers for youth with disabilities graduating from high school. After a brief introduction of the critical issues, we will open the forum to audience participants to engage in a discussion of the issues.

**Saturday, June 11                    11:15-12:15                    Room 217 Union**

**[354]**

**Graduate Training In Community Psychology: Are We Ready for the 21st Century?**

K. HAZEL<sup>1</sup>, T. PILACZYNSKI<sup>1</sup>

<sup>1</sup>Metropolitan State University, St. Paul, Minnesota

Discussants: C. O'DONNELL, University of Hawaii, G. MEISSEN, Wichita State University, T. SASAO, International Christian University

**Overview**

Community Psychology is 40 years old. Over that time, graduate training has moved from the early days of focus on community mental health to a more interdisciplinary focus on community research and action. Over the years, several surveys have tracked these changes. Results from the 2005 International Survey of Graduate Training in Community Research and Action, in comparison to past surveys, will be utilized to provide points of reflection and discussion. What is the current status of training around the world? What are the changes and trends? What is missing in training programs as we move into the 21st century? What are the challenges we face and how can we best meet them? Program directors, educators, and students are encouraged to attend this roundtable discussion to share their program's strengths and challenges, and to discuss future directions for graduate training in community research and action.

**Saturday, June 11                    11:15-12:15                    Room 314B Union**

**[355]**

**Developing a Network of Centers for Community Research and Action**

B. R. NEWBROUGH<sup>1</sup>, C. KEYS<sup>2</sup>, Y. SUAREZ-BALCAZAR<sup>3</sup>

<sup>1</sup>Vanderbilt University, Nashville, Tennessee; <sup>2</sup>DePaul University, Chicago, Illinois; <sup>3</sup>University of Illinois at Chicago, Chicago, Illinois

**Overview**

The Network of Centers for Community Research and Action is a new initiative sponsored under CA-RC.

This roundtable discussion will bring together researchers who belong to well established centers on community research. This roundtable discussion will be a followed up open discussion on the pre-conference activity sponsored by CA-RC. The purpose will be to build momentum created at the conference, brainstorm on next steps and action plans for the CA-RC network of community centers, and communicate with people who did not have a chance to attend the pre-conference activity. We will discuss how to become resources to one another, exchange ideas, discuss potential collaborations and common advocacy efforts that could benefit the field of community research and action. We will discuss potential benefits and strategies of organizing into an ongoing formal network. We will also discuss next steps and map an agenda for the coming years.

**Saturday, June 11 11:15-12:15 Room 403 Union**

**[356]**

**Impacting Each Other: Violence Research and the IRB**

S. COOK<sup>1</sup>, S. SMITH<sup>1</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia

Overview

The most vexing determinations that Institutional Review Boards (IRBs) face is assessing the degree of risk posed by research, and whether the potential for harm is balanced by the potential benefits for participants or the field. In general, IRBs operate with anecdotal data because systematic data on these questions rarely exists. In violence against women and trauma research, the most prevalent concern is whether participation is distressful, so distressful that participants may suffer harm and require intervention. Researchers respond to IRB's and their own concerns about this risk in various ways (e.g., providing information on local services, setting studies in psychological clinics, etc.) but no systematic data supports the degree to which these practices are needed, helpful, or even harmful. The group will think creatively and discuss the assumptions implicit in IRB requirements in violence and trauma research; share researchers' experiences of how these requirements may have influenced the direction, setting, and outcome of studies; brainstorm creative ways to conduct systematic research that could inform IRB policy; and identify strategies to enhance the experience of participating in research.

**Saturday, June 11 11:15-12:15 Room 405 Union**

**[357]**

**The Role of Sense of Community and Sense of Belonging as Protective Factors for School Success**

J. POOLEY<sup>1</sup>, L. COHEN<sup>1</sup>, L. PIKE<sup>1</sup>

<sup>1</sup>Edith Cowan University, Joondalup, Western Australia

Children spend much of their time in the school environment which impacts on their development. The literature highlights that children with a good connection to their school exhibit positive long term outcomes in these different areas. Sense of community and sense of belonging are important as protective factors in prevention of risk factors that may result in depression, suicide, offending, truancy. The concept of school as a community provides a useful context for examining the relationship between these concepts. The following papers are drawn from a longitudinal study of risk and protective factors and their relationship with SoC and SoB.

**[358]**

**An Exploration of Psychological Sense of Community in School Children**

J. POOLEY<sup>1</sup>, L. COHEN<sup>2</sup>, L. PIKE<sup>1</sup>

<sup>1</sup>Edith Cowan University, Joondalup, Western Australia; <sup>2</sup>Edith Cowan University, Perth, Western Australia

This study examined Sense of Community (SoC) in Western Australian school children, between the ages of seven and eight. The aim was to identify whether young children understand the concept of SoC, within their school environment. Semi-structured interviews was employed. Questions were generated based on the Neighbourhood Youth Inventory (NYI) and the Sense of Community Index (SCI), as a measure of children's SoC in their school environment. A thematic content analysis was performed using a question ordered matrix, to compile common themes and meanings from within the descriptive data. Results indicated children in one school did possess an understanding of SOC in their environment. The children from the second school did not reveal an understanding of SOC, rather they revealed themes relating antisocial behaviours and a sense of 'school membership' in terms of enrolment. The findings of this exploratory study suggested if SOC can be identified and nurtured in young children, it is possible the beneficial effects of SOC such as reciprocal friendships, belonging to a group, and prosocial behaviours may develop and continue throughout an individual's lifespan. The financial, social and psychological implications for various institutions such as the education and justice systems are discussed.

**[359]**

**Sex, Drugs, Rock and Roll – The Rocky Road Through High School**

J. POOLEY<sup>1</sup>, L. COHEN<sup>1</sup>, L. PIKE<sup>1</sup>

<sup>1</sup>Edith Cowan University, Joondalup, Western Australia

This study explores the role of sense of belonging as a protective factor. The outcomes of this research have

particular relevance for understanding the transition from primary to high school and for the development of interventions designed to minimize risk and promote well being within the schools and for young people in general. This research is part of a longitudinal study of risk and protective factors and their relationship with sense of belonging. Data has been collected in successive waves over a 4 year period tracking primary students through to high school. The overarching aim explores the transition-adaptation experience of students to high school; to determine the role of sense of belonging as a moderator/mediator of children's adaptation to high school; and, to examine resiliency in school settings within a transactional framework.

[360]

**The School Community: A Study of Children's Conceptualizations of their School**

J. POOLEY<sup>1</sup>, L. PIKE<sup>1</sup>, L. COHEN<sup>1</sup>

<sup>1</sup>*Edith Cowan University, Joondalup, Western Australia*

Schools are traditionally seen as responsible for educational outcomes of our children. However, schools also play an important role in the development of aspects such as self-efficacy, participation, competence, and self-determination. As schools are often run as societies rather than communities, they offer little opportunity for the attribute to develop. Forty-six children aged from 9 to 12 years were interviewed to ascertain their conceptualizations of the school community. The children define their school in terms of people, places for activities and interaction, a place for safety, cooperation, influence and functionality. The responses closely align to the adult conceptualizations of sense of community as purported by McMillan and Chavis (1986). Implications of this research suggest that children can and should have an integral role in designing curriculum and systems relevant to the school context if we are at all concerned with their psychological wellness.

[361]

**Exploring School Context for Adolescents Completing Primary Education**

L. PIKE<sup>1</sup>

<sup>1</sup>*Edith Cowan University, Joondalup, Western Australia*

This research sought to critically explore young adolescents' experiences within their school context. Fifteen year seven students were questioned on their experiences of their school context. Using a thematic analysis, a question-ordered matrix was constructed to aid the detection of themes and sub-themes from the data. Three major themes were identified as a result. These included; the people within the context, the roles the adolescents' play, and the values the school espouses. These findings suggest that there are a number of factors in addition to relational aspects within the school context that impact on young adolescents. This qualitative study offers a "counter adult-centric" (Prilleltensky, Nelson, & Peirson, 2001) view of young adolescents' experiences within their school. It also illustrates the value in transforming the school context to provide opportunities to experience influence, responsibility, self-determination, and meaningful participation within the school.

**Saturday, June 11**

**11:15-12:15**

**Room 407 Union**

[362]

**Using Network Analysis to Understand Relationships in Community Organizational Settings**

K. BESS<sup>1</sup>, P. SPEER<sup>1</sup>, D. JONES<sup>1</sup>

<sup>1</sup>*Vanderbilt University, Nashville, Tennessee*

Although the concept of social networks has been historically part of the discourse in community psychology, few researchers have taken advantage of formal social network analysis to study organizational or community level phenomena. Network analysis allows quantitative study of the patterns of relationships among actors and can provide insight into the structure, density, and strengths of such relationships. In this symposium, three ongoing projects using social network analysis will be presented. We consider several ways social network analysis can be used in community research and share our experience as to the strengths and limitations of this approach.

[363]

**Human Service Practice from an Organizational Network Perspective**

K. BESS<sup>1</sup>

<sup>1</sup>*Vanderbilt University, Nashville, Tennessee*

This presentation will explore the use of network analysis to understand community organization phenomena. Specifically, initial intra- and extra-organizational network data from an ongoing action research project with four human service organizations will be presented and explored. Each of these organizations is currently engaged in a 3-year project focused on transforming how human service organizations approach their work in the community. The goal of the project is to create a new organizational paradigm in which organizations move beyond service delivery begin to build new organizational and community practices that emphasize primary prevention, changing community conditions, strength-based approaches and empowerment. In this project, network analysis is being used to study how both the internal and external organizational networks change over time. Specifically, we are interested in (1) how individual or "ego" networks related to organizational practice change over time, 2) how intra-organizational networks related to internal collaboration among members change over time in terms of structure, density, and strengths of ties, and 3) how external organizational networks change in terms of the nature and function of collaborations.

[364]

**Congregations Collaborating for Change**

D. JONES<sup>1</sup>

<sup>1</sup>*Vanderbilt University, Nashville, Tennessee*

This study examines the extent to which congregations collaborate with one another in pursuit of shared goals of community change and corrective social justice. Drawing on survey data obtained from key leaders, usually ministers, within congregations in a mid-size southern city, we utilize network analysis to examine the relationship among congregations across a wide variety of contemporary issues, including [economic and social concerns]. Congregations included in this analysis are affiliated with a national faith based community organizing network whose local organization, Community Faith Network, by its own definition works on behalf of community interests via a network of citizen power in the city. Previous research documents Community Faith Network's capacity to achieve successful outcomes, producing change on specifically selected target issues. (Perkins, Bess, Cooper, Jones, Armstead & Speer, under review). However, no research has been conducted to investigate collaboration among the network's member organizations across a broader array of issues, regardless of outcome. This lapse in both the congregational studies literature and the congregation based community organizing literature is the primary emphasis of this paper. The application of network analysis is additionally unique.

[365]

**Internal Networks in Change Organizations**

P. SPEER<sup>1</sup>

<sup>1</sup>*Vanderbilt University, Nashville, Tennessee*

This presentation will look at how network data is gathered and analyzed in a congregation-based community organization study. The practicality of data collection and the feedback of data in an action research effort will be described. Use of network analysis will be presented in the context of the overall organizing efforts and network data will be linked to attribute data to look for patterns and relationships between network measures (centrality, density, etc.) and traditional community psychology constructs (empowerment, participation, etc.). By the way, COS is the worst system on the planet.

**Saturday, June 11**

**11:15-12:15**

**Room 211 Union**

[366]

**Community Psychology in Rural Areas: Reaching Out, Exploring New Approaches**

C. LARDON<sup>1</sup>

<sup>1</sup>*University of Alaska Fairbanks, Fairbanks, Alaska*

Most of the literature in community psychology focuses on urban issues and communities. Even our visual images tend to depict urban neighborhoods where people live on streets with apartment buildings or small houses close together. While all of this is important work, it neglects communities in more remote regions, where the next neighbor might live a mile away and human services are difficult to access. This symposium highlights projects in rural communities focusing on issues of health, education, housing, disability and community development. Each presentation will discuss the unique opportunities and challenges that distinguish projects in rural areas from projects in urban areas.

[367]

**Health Research in Rural Alaska: Making Science Useful To Communities**

C. LARDON<sup>1</sup>, C. WOLSKO<sup>1</sup>

<sup>1</sup>*University of Alaska Fairbanks, Fairbanks, Alaska*

Life for Alaskan Yup'ik people has changed drastically over the past 100 years. Although technology has made some things easier, the ongoing loss of language, culture, and life continues to impact the communities of the Yukon-Kuskokwim Delta. This presentation will highlight one aspect of a 5-year study of obesity, diabetes, and heart disease conducted by the Center for Alaska Native Health Research (CANHR) at the University of Alaska Fairbanks. The overall goals of CANHR are to increase the research capacities of the University of Alaska and local communities to address current Alaska Native Health disparities. The focus for this presentation is the process by which health research can be made useful to participating communities. We will point to issues of culture in defining and measuring commonly used health constructs, such as wellness, stress, and mastery. Our research has produced a culturally based instrument of wellness, but our data also point to significant methodological and conceptual problems of using established psychological measures in culturally distinct settings. We will also discuss ways of using research data as a catalyst for community based health promotion and will present the process and some results from such a health promotion project in one Yup'ik village.

[368]

**Promoting Youth Social Responsibility through Immersion in Rural Low-Income Life**

A. ANDREWS<sup>1</sup>

<sup>1</sup>*University of South Carolina, Columbia, South Carolina*

What happens when suburban youth (ages 14 to 18) spend a week doing low-income housing rehabilitation in places too remote for cell phone service, where sewage gets processed through septic systems or outhouses and garbage gets burned in the back yard? This faith-based project builds bridges across cultural gaps that

divide young and old, affluent and poor, Black and White, and urban and rural populations in South Carolina. Each summer, Salkehatchie Summer Service involves over 2300 youth and 400 adults working at 230 homes for seven days through 41 camps. This study, conducted with the help of four undergraduate research assistants (all multi-year participants), involved surveys and in-depth interviews with youth, adult volunteers, families served, and supporting members of various communities where the camps occurred. The presentation reviews major outcomes, including youth awareness about forsaken communities and efficacy about how personal and collaborative action can address challenges of low-income rural families, and presents key factors in the way the camps occur, including emphasis on self-discovery and youth leadership. The author discusses the significance of promoting adult and youth social responsibility with regard to the decline of southern rural America.

[369]

**Expanding Higher Education Opportunities in Rural Hawaii Communities**

C. RAMOS<sup>1</sup>

<sup>1</sup>*University of Hawaii at Hilo, Paauilo, Hawaii*

The demise of sugar production in the 1990's significantly transformed the economic landscape and lifestyle for residents of rural communities in North Hawaii. As the economic base of the North Hawaii region shifted from agriculture to tourism and health care, so too did the employment opportunities and education needs of the area. In an effort to overcome institutional barriers and increase higher education opportunities in North Hawaii, a university-community partnership was established to develop the North Hawaii Education and Research Center. This presentation will address critical steps in the Center development process including: 1) establishing and maintaining a university-community partnership; 2) assessing past and current higher education initiatives in the community; 3) identifying the range of educational needs and target groups in the community; 4) considering factors that impact course enrollment; and 5) securing funding and institutional support for the project. The presentation will highlight the successes, failures, and lessons learned in expanding higher education opportunities in rural communities.

[370]

**Disability in Rural Communities: Applied Research Approaches**

T. SEEKINS<sup>1</sup>

<sup>1</sup>*University of Montana, Missoula, Montana*

Disability is a natural part of life. As many as 12 million people with disability live in rural America, with 6 million of those having a significant disability. These individuals face a variety of challenges to participating in community life. This presentation will outline the wide range of impairments leading to disability and the role of the environment in disability. It will also describe applied research strategies, based on participatory action research, being used to address issues of rural employment and economic development, rural health and disability, and rural community development and independent living.

**Saturday, June 11**

**11:15-12:15**

**Room 209 Union**

[371]

**Creating the Future of Community Psychology Part II: From Visioning to Action**

T. WOLFF<sup>1</sup>, M. BOND<sup>2</sup>, K. JESCHKE<sup>3</sup>, D. VOSSEBRECHER<sup>3</sup>, O. GUESSOUS<sup>4</sup>

<sup>1</sup>*University of Massachusetts Medical School, Amherst, Massachusetts;* <sup>2</sup>*University of Massachusetts Lowell, Lowell, Massachusetts;*

<sup>3</sup>*Free University of Berlin, Berlin, ;* <sup>4</sup>*Georgia State University, Atlanta, Georgia*

We are not obligated to complete the work, but neither are we free to abandon it. We will summarize the findings of the first Visioning workshop. Then we will scan the top 5 priorities, confirm their appropriateness and designate individual tables to focus on each. We will also create tables on: 1) How to get more ongoing input into this process from those who are not here? 2) How to turn these visions and ideas into a document and process that actually guides the field at least for the next many years? The workshop will address issues such as: building support from SCRA, from International groups, moving to written documents, issues of adoption and diffusion, etc. The overriding theme will be - what does it take to move the field of Community Psychology into a new and vibrant future? Each working group will produce a one page newsprint to be posted in public space with: new directions, controversies to be addressed, first steps to be taken, names of the follow-up team and convenor. This group will produce a brief written document summary of the issues, and a change agenda.

**Saturday, June 11**

**11:15-12:15**

**Room 404 Union**

[372]

**DePaul University CMHC: Utilizing Community Tools in Clinical Work and Training**

R. RENFRO<sup>1</sup>, T. GILL<sup>1</sup>, C. PINES<sup>1</sup>, T. DAVIS<sup>1</sup>, S. BEHLING<sup>1</sup>, L. GASKILL<sup>1</sup>, S. SWEET<sup>1</sup>, K. CAROTHERS<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

The DePaul University Community Mental Health Center is quite a unique clinic. DePaul CMHC is a state agency funded by the Illinois Department of Human Services embedded in the infrastructure of DePaul University. For decades now doctoral students in the child-clinical and community-clinical program have a unique experience in that their early clinical training is at an agency that offers a full range of innovative mental health services for children, adolescents, and families, primarily focusing on an inner city urban population.

Though a traditional outpatient clinic in many ways we have utilized many of the principles and tools of community psychology to create innovative programs and training models. This symposium will present these various models and focusing on how they incorporate community tools and theories in its clinical work with a large underserved inner city population and in its clinical training of doctoral students.

[373]

**Urban Systems of Care**

T. DAVIS<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

USC is a family-oriented program funded in 1998 by the Illinois Department of Human Services to provide outreach, linkage, and referral for children, adolescents and their primary caregivers living in the Cabrini-Green and Lathrop Homes communities. USC staff function out of two satellite offices that are accessible to residents of these two CHA communities. The primary focus of USC is advocacy, case management, intensive outreach and community collaboration. The USC program embraces community psychology ideals and provides an effective model for servicing low-income youth and their families. One of the ways USC promotes community psychology ideals is hiring and training existing leaders within the CHA communities as paraprofessional staff. The outreach workers / parent advocates live in CHA and have a high school or equivalent education. Their personal knowledge and expertise regarding the communities and their residents increase the effectiveness of our advocacy and case management work via improved rapport. Outreach workers are able to quickly identify youth and their families in need, rapidly recognize and clear stumbling blocks that hinder families from accessing services on their own, and hold fellow residents accountable for following through on case management recommendations vital to the health of the youth and their families.

[374]

**The Crossroads Program**

L. GASKILL<sup>1</sup>, S. SWEET<sup>1</sup>, K. CAROTHERS<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

DePaul University Community Mental Health Center has recently created a juvenile delinquency prevention program, the Crossroads Program, aimed at the identification, assessment, and primary intervention of youth at medium to high-risk for involvement with the legal system. Participants are ethnic minority youth who are from a low SES background ages 10 to 17. Guardians are asked to participate as well. Participants are assessed for risk and protective factors in multiple domains including: legal history, family, school, community and peers, substance abuse, mental health, social and cognitive skills, etc. These domains are predictive of future delinquent behaviors. Intervention will consist of separate skills-training groups, one for children/adolescents and one for their guardians, combined with extensive case management. Though this curriculum was developed on an ethnically-diverse population, modifications have been made to increase cultural relevance to this marginalized, inner-city population. With exposure to alternative skills and opportunities to enhance their lives, participants will be better-equipped to avoid delinquency, to engage in prosocial behavior, and to function more effectively as a family. Research goals are to assess program effectiveness and appropriateness at preventing juvenile delinquency in a unique population.

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**The Bridges Program**

R. RENFRO<sup>1</sup>, S. BEHLING<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

The DePaul CMHC's Bridges Program's mission is to intervene and provide services for youth and families who are involved in the juvenile justice system, using a multi-systemic community model of intervention. Our goal is to prevent future delinquent behaviors and to increase community and family support for the optimal functioning of our youth. The primary targets of the Bridges Program are youth who have become involved with the Juvenile Justice System. Bridges participants should be: between the ages of 10 to 17, and have court involvement and an assigned probation officer, or have a high number of station adjustments. Emphasis is placed on providing services in collaboration with all known sources of support and external controls with whom the individual is involved. This includes the Family, Juvenile Court, Probation Officer, Police Department, School, etc. This presentation will discuss both how our model has worked in serving are target population and how this program has helped trained clinical students who have an interest in working with youth who are involved in the juvenile justice system and those youth's families.

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**Professionals, Paraprofessionals, & Graduate Students: Training & Collaboration**

T. GILL<sup>1</sup>, C. PINES<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

At the DePaul University CMHC we engage in innovative practice methods based on integrative ecological models of clinical/community intervention. We value and practice collaboration, empowerment, advocacy, and building long-term relationships. We believe in actively exploring how people are the same and different across culture, race, gender, SES, sexual orientation, religion, physical attributes, and other types of diversity (which is also reflected in our staff). In response to the changes in community mental health, we train child and family clinicians in a blend of traditional and non-traditional methods which include prevention, outreach, home/school/and community-based services and case management as well as research –informed, empirically-based

clinical practices. We seek to continually evolve our training methods in order to promote professional development across our mix of staff (differences in education, orientation, clinical experience, community experience, age, time in our agency, role and power in our agency) and to meet multiple training goals. We will discuss some of our training ideas, methods, instruments, challenges and successes.

**Saturday, June 11                    11:15-12:15                    Room 210 Union**

**[377]**

**Community Psychology in Interdisciplinary Academic Settings**

E. OZER<sup>1</sup>, M. ZIMMERMAN<sup>2</sup>

<sup>1</sup>University of California, Berkeley, Berkeley, California; <sup>2</sup>University of Michigan, Ann Arbor, Michigan

Overview

This roundtable discussion will focus on the roles for community psychologists working in interdisciplinary academic/research settings (e.g. Public Health, Education, Medicine Social Welfare, Public Policy, Nursing, etc.). The discussion will be facilitated by two community psychologists who are on the faculty in Schools of Public Health, one a junior faculty member (Emily Ozer from UC-Berkeley) the other a senior faculty member (Marc Zimmerman from Univ. of Michigan). The discussion will explore the following questions/issues:

- What are opportunities and challenges experienced by community psychologists working in interdisciplinary academic/research settings? (including consideration of how research universities might differ from other academic/research settings with respect to challenges and opportunities).
- How has membership in an interdisciplinary setting strengthened and/or strained our work as community psychologists?
- What strategies have we used to negotiate these settings while continuing to conduct work consistent with community psychology principles?
- How could SCRA help promote the mentorship of students or junior investigators interested in pursuing roles in interdisciplinary academic/research settings?

**Saturday, June 11                    11:15-12:15                    Room 138 Henry**

**[378]**

**Levels of Analysis: Constraints of a Community Psychology Classic**

J. HESS<sup>1</sup>, A. GALVES<sup>2</sup>, R. LEVIN<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois; <sup>2</sup>Private Practice, Las Cruces, New Mexico

Discussants: C. DIENER, University of Illinois at Urbana-Champaign

Like other social scientists, community psychologists are increasingly attuned to the complexity of understanding human experience. One popular way of framing this complexity is to parse experience into distinct "levels of analysis"--individual, microsystem, macrosystem, etc. Similar levels exist in clinical psychology—psychological, cognitive and biological levels, for example. Unfortunately, given the popularity of this language, there has been little examination of constraints in practice when the world becomes "leveled." This symposium reviews problematic implications of a leveled language of analysis in both clinical and community psychology and considers a viable alternative for analyzing human complexity.

**[379]**

**The Challenge of Understanding Complex Phenomena**

A. GALVES<sup>1</sup>

<sup>1</sup>Private Practice, Las Cruces, New Mexico

One of the problems with any attempt to analyze complex phenomena is the distorting effect of the analytical process. In the process of reducing, categorizing, separating and conceptualizing, we run the risk of misrepresenting the phenomena we are studying. This is certainly the case in the recent split between neuroscience and psychology. Neuroscientists attempt to explain human behavior in terms of the dynamics of molecules under various conditions in the central nervous system. Psychologists are studying behavior, emotions, thoughts, perceptions and intentions. Both disciplines make assumptions about which of the phenomena are primary. These assumptions are based to some extent on scientific evidence; but even more on differing world views, ethical evaluations and conceptions of the human organism and the context in which it operates. In fact there is substantial evidence both that psychological variables are primary and that physiological variables are primary. These variables are so inextricably and complexly intertwined that we don't, at this time, have the technological tools to determine the causal relationships between them. What are some approaches that may help us meet this need to accurately analyze complex psychological phenomena without distorting them?

**[380]**

**"Going Beyond Individuals": Is This Possible?**

J. HESS

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois

"A fundamental characteristic of community psychology is going beyond individuals to focus on context." This has become a cliché distinction of community psychology--appearing in textbooks, articles and professional jargon as a way to distinguish the field. Although this language reflects an important attempt to contextualize human experience, the notion of 'going beyond individuals' seems to not map onto actual experience in practice.

Namely, it would be difficult to find a community psychologist who doesn't think about individuals, talk with individuals and act with other individuals—even on interventions purportedly aimed at the system. Given this, a notion of 'going beyond individuals' would seem to deform or confuse the actual nature of community practice. This presentation will identify concrete problems in community practice following from the presumed individual-context divide. A hermeneutic portrayal will then be proposed as an alternative not requiring that individuals and context to be separable or in opposition to each other. In this way, the impulse towards context is satisfied without encouraging the minimization of individuals within our analytic frames of inquiry.

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**The Intricacies of Narratives: Contributions from Neuropsychology**

R. LEVIN<sup>1</sup>

<sup>1</sup>*University of Illinois at Urbana-Champaign, Champaign, Illinois*

This paper provides a neuropsychological perspective regarding the brain processes that contribute to the capacity to construct and tell narratives. Through narrative creation, individuals develop, modify and eliminate selves during the life span. The construction and presentation of selves is constantly changing and it is influenced by the interpretation of past events in light of present events. Many factors are involved in narrative construction including cultural influences, developmental experiences and neuropsychological functions. These processes continuously interact and contribute to narrative creation. Just as unique cultural and developmental experiences influence narrative construction, individual differences in neuropsychological functioning also mediate how individuals encode, update, recall, and learn how to tell narratives. In addition, various neuropsychological processes such as executive functioning, memory, and language abilities contribute to the dynamic process of constructing narratives. Narrative is proposed as a concept that spans "biological" and "psychological" levels, as well as the larger "individual" and "contextual" levels of analysis. Implications of this alternative portrayal for practice are briefly reviewed.

**Saturday, June 11 12:30 – 2:00**

**Lunch Time**

**Illini Union C**

**Committee/Interest Group Meetings – 12:45**

**Mentoring Meetings – 12:45**

**Saturday, June 11 2:00-3:15**

*Saturday, June 11*

*2:00-3:15*

*Room 211 Union*

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**Establishing Partnerships between Self-Help Clearinghouses and Researchers**

S. MONDAY-DORSEY<sup>1</sup>, E. MADARA<sup>2</sup>, D. ISEBERG<sup>3</sup>, R. HOLLMAN<sup>4</sup>, C. HOWLETT<sup>5</sup>

<sup>1</sup>*Self-Help Clearinghouse, Champaign, Illinois*; <sup>2</sup>*American Self-Help Group Clearinghouse, Cedar Knolls, New Jersey*; <sup>3</sup>*Illinois Self-Help Coalition, Chicago, Illinois*; <sup>4</sup>*SHARE!, Los Angeles, California*; <sup>5</sup>*Friends are Good Medicine, Modesto, California*

Overview

Identification of ways in which self-help mutual aid clearinghouses have helped to facilitate community research, research needs of clearinghouses and assessment of potential research projects including possibilities and challenges of working within the self-help community. Discussion of methods and tools for best collaboration and the value of applied research to both self-help groups and self-help group clearinghouse operations. A sample of some of the research questions to explore from the perspective of self-help clearinghouses include motivational factors of group founders to starting a group, retrospective study of development and growth of different types of groups, behavioral changes in group facilitators after attending clearinghouse trainings, cost savings in mental health as a result of participation in support groups, comparison of outcomes in time-limited groups vs. ongoing groups and factors determining successful referral from a clearinghouse. Researchers attending the session will also be invited to share their proposals and receive feedback on possible approaches to working with self-help groups and clearinghouses.

*Saturday, June 11*

*2:00-3:15*

*Room 215 Union*

[383]

**Changes among Host Individuals and Communities in their Adaptation to Immigrants**

K. DINH<sup>1</sup>, M. BOND<sup>1</sup>, M. ROOSA<sup>2</sup>, D. BIRMAN<sup>3</sup>, J. LAWRENCE<sup>1</sup>, T. WEINSTEIN<sup>1</sup>, G. MARUYAMA<sup>4</sup>

<sup>1</sup>*University of Massachusetts Lowell, Lowell, Massachusetts*; <sup>2</sup>*Arizona State University, Tempe, Arizona*; <sup>3</sup>*University of Illinois at Chicago, Chicago, Illinois*; <sup>4</sup>*University of Minnesota, Minneapolis, Minnesota*

Overview

We have witnessed a dramatic change in the ethnic diversity of the United States since the historic meeting in Swampscott, and this transformation will continue for the next 40 years and beyond. Since Swampscott, millions of immigrants, especially those from Latin America, Asia, Eastern Europe, and Africa, have joined the American landscape. The significant increase in these non-Western European immigrants has ignited considerable interest in their acculturation experiences. While the sole focus on the acculturation experiences of immigrants is timely and much needed, we must also begin to examine the acculturation experiences of host individuals and communities, because acculturation is a mutual change process between the host and immigrant cultures. Although, it is apparent that immigrant individuals/communities are changed in various ways as a result of contact with the U.S. culture, individuals/communities from the host culture also have been changed as a result of their contact with immigrants. Yet, we have only examined the acculturation experiences of the former and not the latter. The main purpose of this program proposal is to bring attention to a neglected, but important, area of acculturation research and to facilitate discussion on this topic, including community psychology approaches to examining "the other side of acculturation".

**Saturday, June 11**

**2:00-3:15**

**Room 217 Union**

**[384]**

**Community Practice: Definition, Skills and Settings**

D. JULIAN<sup>1</sup>, M. HERNÁNDEZ<sup>2</sup>, S. HODGES<sup>2</sup>

<sup>1</sup>Ohio State University, Columbus, Ohio; <sup>2</sup>University of South Florida, Tampa, Florida

Overview

This roundtable will consist of three brief presentations of approximately ten minutes duration. Each presentation will focus on aspects of community practice as experienced by the presenters. The presenters have participated in a variety of applied projects in numerous settings across the United States. Mario Hernandez's presentation will focus on the use of the logic model as a tool for facilitating action at the local level. Sharon Hodges will present a brief overview of several projects designed to develop "systems of care" for children with severe emotional disturbance and their families and Dave Julian will describe a comprehensive youth development project in Ohio called "Partnerships for Success." Following these presentations, presenters will facilitate discussion among participants to address three primary questions: 1) What must a definition of community practice include?; 2) What primary skills are necessary to engage in community practice?; and 3) What settings (organizations) are most likely to employ community practitioners? If attendance permits each presenter will facilitate a small group discussion focused on one of the questions posed above. After approximately 30 minutes of discussion, groups will report to the larger body.

**Saturday, June 11**

**2:00-3:15**

**Room 209 Union**

**[385]**

**Continuing the Dialogue on Organization Studies and Community Psychology**

N. BOYD<sup>1</sup>, M. BOND<sup>2</sup>, D. LOUNSBURY<sup>3</sup>, C. LARDON<sup>4</sup>, M. SHINN<sup>5</sup>, S. EVANS<sup>6</sup>, D. PERKINS<sup>6</sup>, K. BESS<sup>6</sup>, M. SANCHEZ-CESAREO<sup>7</sup>, D. BHAWUK<sup>8</sup>, C. KEYS<sup>7</sup>

<sup>1</sup>Pennsylvania State University, Middletown, Pennsylvania; <sup>2</sup>University of Massachusetts Lowell, Lowell, Massachusetts; <sup>3</sup>Memorial Sloan-Kettering Cancer Center, New York, New York; <sup>4</sup>University of Alaska Fairbanks, Fairbanks, Alaska; <sup>5</sup>New York University, New York, New York; <sup>6</sup>Vanderbilt University, Nashville, Tennessee; <sup>7</sup>DePaul University, Chicago, Illinois; <sup>8</sup>University of Hawaii, Manoa, Hawaii

Overview

One of the calls of the Swampscott meeting was to increase interdisciplinary collaboration. In keeping with this vision, this roundtable was organized for the purpose of continuing the dialogue on the intersection between organization studies and community psychology. In 2002, Boyd and Angelique attempted to rekindle the discourse of the connections between these fields as a follow-up to the work of Keys and Frank (1987). Their combined work (and the work of others) showed that the fields of organization studies and community psychology have much to offer each other in the form of theory, method, and practice. The roundtable discussion will feature several authors, scholars, and practitioners who share an interest in this important topic. The session is intended to be an open forum where ideas will be shared in the hope of furthering the research, writing, and practice agenda of this area.

**Saturday, June 11**

**2:00-3:15**

**Room 138 Henry**

**[386]**

**Living Praxis: Personal Struggles in Value-Explicit Community Psychology**

M. REYES CRUZ<sup>1</sup>, I. PRILLELTENSKY<sup>2</sup>, S. EVANS<sup>2</sup>, E. OZER<sup>3</sup>, J. HESS<sup>4</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign-Urbana, Illinois; <sup>2</sup>Vanderbilt University, Nashville, Tennessee; <sup>3</sup>University of California, Berkeley, Berkeley, California; <sup>4</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois

Many community psychologists share a commitment to promoting values that enhance individual, collective and interpersonal well being through research and social action. Some understand this work as praxis, a way of engaging ourselves in the social world integrating theory and practice in the service of practical-moral action. In this symposium, we will reflect on our personal struggles in praxis. Negotiating unequal power,

collaborative relations, social activism, and the consequences of being explicit about our values are among the challenges that we face. Rather than offering solutions, our aim is to raise questions grounded on our lived experiences.

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**Living in the Borderline: Praxis as Personal Engagement at a Critical Distance**

M. REYES CRUZ<sup>1</sup>

<sup>1</sup>*University of Illinois at Urbana-Champaign, Champaign-Urbana, Illinois*

It should be of no surprise that engaging in value-explicit praxis is a difficult endeavor and a balancing act of sorts. Acting on our values can lead us to struggle with important contradictions. For instance, equally valuing social justice and diversity of perspectives can be paralyzing when one is trying to facilitate collaboration between stakeholders with unequal social power. In my work with Mexican undocumented immigrants advocating for educational equity I struggle living in the borderlines between personal engagement as a collaborator, facilitator, interventionist and friend, and maintaining the necessary distance to engage in a dialogical critical analysis of the process and myself in it. In this presentation I will share reflections on my personal process towards a praxis guided by the values of interdependency, social justice, self-determination and democratic participation. By praxis I mean a way of being in the world as an ethical member of society, seeking knowledge and understanding through personal engagement and vulnerability vis-à-vis that which one seeks to understand (Schwandt, 2001). From this perspective praxis is an endeavor that goes beyond the integration of theory and practice, placing at the center of our work matters of practical-moral judgment.

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**Value Based Praxis: From Philosophical Considerations to Actual Dilemmas**

I. PRILLELTENSKY<sup>1</sup>

<sup>1</sup>*Vanderbilt University, Nashville, Tennessee*

Value-based praxis is a form of thinking, research, and action, predicated on a series of principles and criteria designed to promote personal, relational, and collective well-being. To guard against indefensible principles, the values we select to pursue the good society should meet certain criteria: 1. Values should guide the processes and mechanisms that lead towards an ideal scenario. 2. Values should avoid dogmatism and relativism. 3. Values should be complementary and not contradictory. 4. Values should promote personal, relational, and collective wellness at the same time. Once values are chosen on the basis of these standards, we need to put them into action, following, again, a set of criteria. Action must strive to reach equilibrium among competing orientations. I espouse balance in four domains: 1. Balance between philosophical and grounded input. 2. Balance between understanding and action. 3. Balance between processes and outcomes. 4. Balance among differing and unequal voices. The presentation will illustrate the dilemmas associated with advancing a value-based approach in a project designed to transform the dominant paradigm in health, human, and community services. Along with six community agencies, we are promoting a new paradigm characterized by strengths, primary prevention, empowerment, and change in community conditions.

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**Youth-Led Research: Balancing Youth “Ownership” with Educational Objectives**

E. OZER<sup>1</sup>, A. KASHNER<sup>2</sup>, R. OSBORN<sup>2</sup>

<sup>1</sup>*University of California, Berkeley, Berkeley, California*; <sup>2</sup>*co-researcher, Berkeley, California*

This presentation will describe issues arising in a consultation between an academic researcher and a teacher leading a participatory research project in a local high school. Project activities include the students' identification of key health and social issues affecting their school, and the development of surveys to gather data regarding these topics. The academic researcher supports the teacher in her implementation of the research class, and provides workshops to the class on different research skills. Negotiating decision-making power is fundamental to any collaborative research project and is explicit in participatory research. This issue is particularly complex for school-based research projects: School staff have grading and disciplinary power over student researchers, and staff are accountable for ensuring that students learn the educational objectives established for a research class. A key question in translating theory into practice is determining how adult guidance and power is to be used to support student research. Drawing on relevant literature and examples from this project, this presentation will consider challenges inherent in student participatory research projects and strategies for balancing the need for “scaffolding” (i.e., adjustment of adult guidance to promote student learning) and student ownership of their research.

[390]

**Values-based Praxis in Social Interventions**

S. EVANS<sup>1</sup>

<sup>1</sup>*Vanderbilt University, Nashville, Tennessee*

This presentation will highlight the difficulties of getting to social action in value-based praxis when working with diverse stakeholders. How do we talk about value-based praxis not only in our own work (action), but also in the collaborative action we engage in with diverse community organizations? How do we share and make explicit value-based praxis? If one of our goals as agents of change is to translate values and community input into action, what role do we play and what strategies do we use to help drive “person is political” values into transformative action? When abstract values and beliefs are concretized into specific actions that are ultimately political, hesitation enters, walls go up, and organizations resist action for fear of alienating funders,

board members, and the larger community. What results is a retreat to safer, ameliorative strategies. I will take a stance on "value-based praxis" that goes beyond what we value and how we work in communities to talk about what we do with communities as agents of change. I will discuss how my values ("principles that guide action") as a community action researcher may get interpreted as a political agenda when it comes to helping move a group to from shared values and beliefs to action and explore remedies.

[391]

**C-U Family Week as a Structure for Dialogue and Collaboration**

J. HESS<sup>1</sup>

<sup>1</sup>*University of Illinois at Urbana-Champaign, Champaign, Illinois*

Champaign-Urbana Family Week is an annual, weeklong series of events in local commemoration of National Family Week—an event proclaimed by U.S. residents for the last 25 years. Local activities have included a volunteer opportunities, a Family History Research Night, a “Parent Night Out,” and the highlight of the week: a “Family Night In” where all area families were invited to stay home and spend a whole evening together (see [www.cufamilyweek.org](http://www.cufamilyweek.org)). CU-Family Week has been developed with the input of stakeholders across the community. From the beginning, a key aspiration has been to craft the week so persons with distinct perspectives on family could come together in dialogue and collaboration. Towards this end, it seemed clear initially that a truly ‘community wide’ event could favor neither a traditional definition of family, nor a liberal one. Yet how realistic and how valuable would a neutral and nonpartisan event be? This has been a primary research question throughout the project. Since dialogue was the aim, the criteria for success has likewise been to what degree these ideals of ‘genuine dialogue’ have translated into on-the-ground experience. An evaluation of this issue will be illustrated with narrative vignettes from the week’s development.

**Saturday, June 11**

**2:00-3:15**

**Room 404 Union**

[392]

**Southern Hemisphere Community Psychology: Reflections and Directions**

B. BISHOP<sup>1</sup>

<sup>1</sup>*Curtin University of Technology, Perth, Western Australia*

Overview

In some ways community psychology is inherently an expression of North American culture. It has been incorporated into other cultures where it has taken on specific local characteristics. For example, in Venezuela, community social psychology has emerged, influenced by Latin American scholars and activists, with a strong pragmatic praxis focus. In South Africa, the re-emergence of community psychology has been influenced by the fall of apartheid and the need for considerable social change. In Australia, community psychology has developed with emphases on natural resource management, community mental health, and cultural issues. The local influences have changed the foci of community psychology. Rather than being simply regional variations, the responses to the local contexts can be used to identify the similarities and differences between North American community psychology and that from other regions. This process should help the maintenance of a critically reflective discipline. Developing strategies to identify and reflect on differences and similarities will be the theme of this round-table. How these deliberations can be used to inform the wider debate about the nature and progress of community psychology in global context, rather than being seen as exotic examples of US hegemony, will be discussed.

**Saturday, June 11**

**2:00-3:15**

**Room 407 Union**

[393]

**Reconstructing Disability, Disease And Dying**

R. PRATT<sup>1</sup>, D. FRYER<sup>2</sup>, P. DUCKETT<sup>3</sup>

<sup>1</sup>*University of Edinburgh, Edinburgh, ;* <sup>2</sup>*University of Stirling, Stirling, ;* <sup>3</sup>*Manchester Metropolitan University, Manchester,*

Disability, disease and dying are experiences common to all communities; however incidence and experience is often specific to social inequalities. The impact of inequality on health provides an area of challenge for community psychology as it continues to develop concerns beyond mental health. Biomedical research has traditionally dominated the understanding of disability, disease and dying. Social models may overcome some limitations of biomedical approaches, but critical reflection on this approach is also necessary. In this symposium the presenters will reflect on how community psychology can be used to offer critical perspectives and reconstruct how disability, disease and dying are understood.

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**Placing the End of Life Into Context**

R. PRATT<sup>1</sup>

<sup>1</sup>*University of Edinburgh, Edinburgh,*

Community psychology has contributed to the mental health field by placing individual distress into a social context, highlighting societal causes and potential areas of intervention. Community psychology equally has much to offer the area of physical health and one example of this is the experience of dying. Psychology has attempted to understand the experience of facing the end of life, but much of this relates to individual

experiences, with less focus on the community or social context within which this happens. This presentation will use the example of advanced heart failure to show how community psychology can extend the understanding of physical health by placing it in a social context. By considering end of life issues in a wider context the most extreme consequences of socially structured and perpetuated inequalities are highlighted. When individual experience is focused on alone, the ways in which poverty, class and marginalisation influence when and how people may die can be overlooked. This offers an important challenge to community psychology to address the issues of social justice relating to facing the end of life.

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**Community Psychology and Physical Health**

D. FRYER<sup>1</sup>

<sup>1</sup>*University of Stirling, Stirling,*

Whilst a contested approach, community psychology is widely accepted as having something important to say about mental health, I argue that community psychology also has important things to say about physical health and, in particular, about reconciling the apparent contradiction that when one compares groups of people within societies, the richest tend to be the healthiest but when one compares societies, the richest do not tend to be the healthiest. The impact of socio-structural factors on individual health is central but relative inequality at the societal level cannot simply impact materially on the person because materially more deprived people living in less relative poverty are healthier than less deprived people living in greater relative deprivation. The impact of hierarchical inequality is simultaneously subjective and socio-structural. A key task for community psychology is to understand the psycho-social processes through which inequality at the societal level increases risk of illness and premature death, whilst resisting pressure to intervene at the psychological level and working with others to bring about socio-economic change to 'delay' the social hierarchy.

[396]

**Repositioning Impairment as a Social Issue**

P. DUCKETT<sup>1</sup>

<sup>1</sup>*Manchester Metropolitan University, Manchester,*

Impairment is often conceptualized as an organic, biological phenomenon best understood within the terms of reference of the medical model and requiring medical intervention. Within disability studies, the social model has been successful at challenging the hegemony of the medical model in relation to disability issues through showing how people with impairments are disabled by social institutions and social arrangements. The social model has thus offered a theoretical framework for community psychologists to challenge oppressive social practices towards disabled people. However, through the social model's concerted efforts to reclaim disability as a social issue it has been at risk of simultaneously allowing the medical model's hegemony over the concept of impairment to remain intact. In this paper we will explore theoretical and conceptual spaces that community psychology can use to reposition impairment as a social issue. Through engaging with a public health model that has been central to much community psychological work we will map out how community psychology can contribute to disability studies by showing how impairment is rarely anything other than a manifest expression of injustices caused by our social, economic and political arrangements. Indeed, few impairments nowadays have an organic or genetic etiology, they have mostly been "manufactured" by social, economic and political systems through caustic effects of poverty and social inequality.

**Saturday, June 11**

**2:00-3:15**

**Room 314B Union**

[397]

**Values and Ideology in the Community Psychology Classroom**

K. MILLER<sup>1</sup>

<sup>1</sup>*San Francisco State University, San Francisco, California*

This symposium examines the role of values and ideology in the Community Psychology classroom. The presenters will examine the challenging question of how one can constructively integrate one's own sociopolitical values into the teaching of community psychology in ways that generate discussion and critical thought without silencing dissenting views. The benefits and potential hazards of teaching the class in an explicitly value-driven way are considered, drawing on the presenters' diverse set of experiences. Community psychology has historically been explicit about its values and priorities as a discipline. The participants in this symposium share a commitment to making their values known in the classroom, yet are sensitive to the complexities this entails. The challenge in taking an explicitly values-driven approach to the field, and in making one's values clear to students, lies in the potential to silence the very diversity of perspectives that is supposedly valued by the field. Instructors are in a powerful position vis a vis students, which gives their voice significant influence. How can we remain true to our values and those which have historically defined the field, while ensuring that the diverse views of students can be comfortably shared, especially when they conflict instructors' own views or the values of the field? The presentations will be relatively brief in order to allow room for dialogue and discussion.

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**The Role of Faith-related Values in the Community Psychology Classroom**

S. CANNING<sup>1</sup>

<sup>1</sup>*Wheaton College, Wheaton, Illinois*

Teaching community psychology within a faith-based institution of higher learning creates unique opportunities and challenges. Pargament and Maton (2000) have made the convincing argument that “the processes of learning about, learning from, and working with religious systems are not only legitimate, but essential tasks.” (p. 515). Their claim is no less valid when applied to educational contexts with explicit faith identities. Still, what occurs when the ideologies of community psychology and particular faith systems interact in the classroom? How do the models and methods of community psychology play to an audience of students in a faith-based graduate program? The presenter will examine ways that the intersection of ideologies both enriches and complicates the task of creating a vibrant community psychology classroom. “Cultural tools” (anti-structuralism and radical free will individualism, for example) identified by Emerson & Smith (2001) will provide a framework for understanding some of the challenges the presenter has experienced over ten years of teaching community psychology to clinical students in a faith-based doctoral program. Despite these challenges, the presenter will also observe that faith-related values and perspectives have most powerfully moved students and the clinical program itself to increasingly embrace community psychology models and methods.

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#### **Whose Knowledge? Whose Values? Teaching Psychology from a Critical Perspective**

D. DARLASTON-JONES<sup>1</sup>

<sup>1</sup>*Edith Cowan University, Joondalup, Western Australia*

Since its inception, psychology has been dominated by the almost unquestioning adherence to the logical-positivist paradigm and its training programmes have been housed within the scientist-practitioner framework. By adopting this position, science is able to distance itself from the reality of many of the individuals (subjects) and issues it seeks to objectify. In contrast, this presentation argues for the adoption of a critical pedagogical approach to teaching psychology, where the values and ideology of educators and students take centre stage. Students are thus encouraged to examine their position, and the role of psychology, in terms of the impact of power, oppression, and isolation on marginalised groups; including the students themselves. This presentation discusses the ethical dilemmas surrounding my decision to teach a traditional undergraduate programme from a critical community psychology perspective and it provides an arena in which to debate the issue that in not presenting an alternative to the mainstream/traditional psych perspective I am contributing to the marginalisation of different perspectives and denying students' choice.

[400]

#### **Encouraging Diverse Perspectives in the Community Psychology Classroom**

K. HAZEL<sup>1</sup>

<sup>1</sup>*Metropolitan State University, St. Paul, Minnesota*

What do you do when your student says: “I’m a Republican, is there a place for me in Community Psychology?” Or, what do you do, when on the first day of class, you engage the students in a values clarification exercise as a way of introducing the values of community psychology (such as social justice and diversity) and after class you get messages from students saying they are dropping out because the class is too liberal? These are just some of the dilemmas we may face as the political and social climate in the United States continues on a path toward religious and “moral” conservatism. What can the community psychologist do to help students be open to hearing about more progressive ideas, while still maintaining the academic criteria of open debate and balanced discussion? How do we not turn off our more conservative students? Stories from the trenches will be offered in the hopes of an enlightened discussion of strategies and solutions to follow.

[401]

#### **Empowering Students and Engaging Conservatives: Dilemmas in the Classroom**

J. BERRYHILL<sup>1</sup>

<sup>1</sup>*University of North Carolina at Asheville, Asheville, North Carolina*

As a community psychologist teaching at a public liberal arts university, I have run into several struggles with values in the classroom. Two value-related dilemmas will be the focus of this presentation. One challenge is that I would like to teach the course in a manner consistent with Community Psychology's ideals. Thus I have taught the course with a format intended to empower students, with lectures and tests replaced by student presentations, group discussions and small group meetings as the primary means for students to learn. Some students were quite enthusiastic; however, the ratings of this course were below my personal average and that of the average course at my university. Another challenge has been the inclusion of students with politically conservative ideologies. On the one hand, Community Psychology strives to embrace diversity; on the other, many of its values seem to have a better fit with politically liberal stances, and many of its writings lament or disparage the rise of conservatism. As a liberal, I have struggled with how to run a course that remains true to my own values and those of my field and yet engages students of all ideological persuasions.

[402]

#### **Creating an Inclusive Classroom: Values-based Teaching in Community Psychology**

K. MILLER<sup>1</sup>

<sup>1</sup>*San Francisco State University, San Francisco, California*

This presentation examines the complexity of promoting diversity within the community psychology classroom. Encouraging a diversity of perspectives within the classroom is consistent with the emphasis on diversity within the field, and greatly enriches the learning experiences of students and faculty. However, the generally liberal or progressive set of values on which the field is based may conflict with the values of some

students, and can function to stifle the sharing of conflicting views or alienate students whose values differ from those of the field. This is a particular risk when the instructor teaches in an explicitly value-based way, by sharing his or her views on the issues being discussed and by selecting particular readings and other course materials. The presenter will share his approach to creating a genuinely inclusive classroom that welcomes all perspectives, and that encourages critical thinking rather than adherence to a particular political viewpoint. He will also share the challenges he has encountered in this process, and the dilemmas that have arisen along the way.

**Saturday, June 11**

**2:00-3:15**

**Room 405 Union**

**[403]**

**The Role of Social Support in Women's Lives**

J. TROTTER<sup>1</sup>, A. REID<sup>1</sup>, C. BAKER<sup>2</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois; <sup>2</sup>Centers for Disease Control and Prevention (CDC), Atlanta, Georgia

Social support is of critical importance in the lives of women (Surrey, 1983). The proposed symposium will address the complexity of this construct in women's lives, particularly for survivors of intimate partner violence and low-income African American women. Social support, as a meta-concept (Barrera, 2000), includes both formal and informal networks, as well as a variety of support types (e.g., belongingness, emotional support, tangible aid) and means to assess it (e.g., types of interactions, satisfaction with quantity and quality). Our symposium speaks to this complexity by examining the salience and effect of social support in women's lives.

**[404]**

**Intimate Partner Violence Survivors' Experiences with Informal Support Networks**

J. TROTTER<sup>1</sup>, N. ALLEN<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois

Women experiencing intimate partner violence (IPV) often turn to family and friends first, seeking support and assistance to deal with the violence (Bowker, 1984). These individuals have the power to shape to a great extent how women think about the abuse they have suffered. However, research suggests that survivors of IPV may not experience wholly positive reactions from family and friends in response to the abuse (e.g., Goodkind et al., 2003). Instead, these interactions may be characterized by both positive and negative exchanges. Currently, we know very little about women's subjective experiences with those who provide support to them and the form that these interactions take. What characterizes survivors' positive and negative interactions? How do positive and negative interactions coexist in conflicted relationships? Utilizing a semi-structured interview, 48 female survivors of IPV reported on how family and friends have been helpful and unhelpful in dealing with the abuse. Content analysis was employed to capture emerging themes in the data. Findings suggest that survivors experience a range of positive, negative, and mixed interactions with family and friends. Implications of this research point to the importance of utilizing qualitative methods to capture the complexity of women's experiences, as they describe them.

**[405]**

**African American Single Mothers' Social Support in Public Housing**

A. REID<sup>1</sup>, N. ALLEN<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois

Research and anecdote suggest that social support is central to the resilience of African Americans (Ennis et al., 2000). The benefits of supportive networks are particularly helpful for single African American mothers with little income (Taylor & Roberts, 1995). Although social support has been examined in African American communities for several decades, studies have largely focused on support provided by family to the neglect of support provided by non-kin friends and neighbors. Similarly, most research on this topic draws samples from large metropolitan cities. These studies tend to associate the restriction of neighbor relations with better outcomes for families (Jarrett, 1997). Little is known about the nature and function of social support in smaller U.S. towns and cities where neighbor restriction may not be as adaptive or feasible. This presentation will discuss a qualitative study of social support networks among African American single mothers residing in a public housing community in a small Midwestern city. Mothers' reflections on their community context and the impact of relations with friends, neighbors, and family will be discussed. The study seeks to expand the research literature on African American social support networks, low-income community relations, and non-metropolitan African American communities.

**[406]**

**Intimate Partner Violence & Housing Problems: Effects of Formal System Response**

C. BAKER<sup>1</sup>

<sup>1</sup>Centers for Disease Control and Prevention (CDC), Atlanta, Georgia

Women who experience intimate partner violence (IPV) often seek help from formal systems to stop the violence or separate from their partners. However, the response from formal systems has not always been helpful; women report being revictimized by system personnel. This presentation will describe women's perceptions of how formal systems responded to them when they sought help. Further, the effect of formal system response will be examined in the context of whether women experienced housing problems (e.g., being 30 days or more late in

paying rent) or homelessness after separating from their abusive partners. Specifically, 110 women were interviewed about their experiences with law enforcement, civil courts, the solicitor's office, the welfare system, and shelters for abused women. Women were asked whether these systems were helpful, respectful, and whether system staff gave them the opportunity to voice their wishes. Predictors of more housing problems included fewer formal systems contacted and a negative response from the welfare system. Women's odds of reporting homelessness were reduced by 30% if there was a positive response by police officers. Findings suggest the importance of ensuring that formal systems respond positively to survivors of IPV to reduce their risk for housing problems and homelessness.

## **Saturday, June 11 2:00-4:00**

*Saturday, June 11 2:00-4:00 Room 245 Altgeld*

[407]

### **Engaging Youth in Organizational Research and Improvement**

S. ZELDIN<sup>1</sup>, L. CAMINO<sup>1</sup>, R. SHERMAN<sup>2</sup>

<sup>1</sup>University of Wisconsin-Madison, Madison, Wisconsin; <sup>2</sup>Surdna Foundation, New York, New York

This workshop is routed in two assertions by Swampscott attendees: (1) the role of researcher is essential to community psychologists, and there are diverse ways to fulfill that role, and (2) the promotion of effective citizenry arises when scholars and practitioners integrate research and service. To those assertions, we add a third: that youth should be engaged as contributing members to our profession, and that youth can be especially effective in bridging assessment and action. This idea is explicit in the United Nations Convention on the Rights of the Child, is central to theories of positive youth development, and is the focus of two upcoming journal special issues. Pressing questions include: Why should organizations adopt principles and goals of youth engagement? How do interested stakeholders take these ideas and translate them into practical action? This workshop addresses the above questions. Participants will gain an awareness of the issues from the perspectives of philanthropy, research, and community practice. Second, participants will gain enhanced skills by using a new resource guide: Youth and Adult Leaders for Program Excellence (YALPE): A Practical Guide for Assessment and Action Planning. YALPE is specifically designed to help researchers and practitioners strengthen youth engagement and community building within the organizations and coalitions in which they work. The underlying premise of YALPE is that adult staff, volunteers, and youth – the key stakeholders – should be directly involved in the processes of community assessment and in setting the directions for improvement and change. Toward that end, YALPE guides stakeholders through five phases of assessment and action: (1) Preparation, (2) Collecting and compiling data, (3) Analyzing and understanding the data, (4) Sharing results with the group, and (5) Action planning. The resource guide includes detailed instruction for each phase, along with case examples from ten organizations with whom we developed YALPE. The actual workshop will be 1.75 hours, leaving 15 additional minutes for informal participant networking. I. A program officer will lead a discussion on why youth engagement is a high priority for many private foundations, from community building and effective citizenry perspectives (20 minutes). II. A professor will highlight the research base on youth engagement and “best practices.” Published papers will be distributed to participants (10 minutes). III. A community evaluator will discuss the purposes of YALPE, with a focus on how the resource was designed to promote community building and remain true to the research base. Lessons from 2.5 years of field-testing YALPE will be identified. (10 minutes) IV. Dissemination and discussion of key YALPE materials. These materials detail the processes of organizational assessment, data collection and analysis, interpretation, and program planning. (15 minutes) V. Participants will use selected YALPE instruments to assess a program or initiative with whom they are collaborating. In small groups, participants will then discuss the assessment findings and consider ways that this process could be integrated into their own community work. (35 minutes) VI. Participants will share their observations, insights, and potential applications with the full group (10 minutes)

## **Saturday, June 11 2:00-4:30**

*Saturday, June 11 2:00-4:30 Room 210 Union*

[408]

### **Conducting Multi-method, Multidisciplinary Research in the Community**

J. CAREY<sup>1</sup>, R. JENKINS<sup>1</sup>

<sup>1</sup>Centers for Disease Control and Prevention (CDC), Atlanta, Georgia

Community psychologists increasingly work in multi-disciplinary settings and make use of mixed method designs which often include qualitative or epidemiological methods. This workshop will review, step-by-step, considerations for conducting these kinds of investigations for both descriptive and evaluative research. Emphasis will be placed on integrating psychological, anthropological, and epidemiological perspectives into the conduct of community research. The topics will include: choosing methods and designs; instrument development (qualitative and quantitative); hiring, training, and coordinating multi-disciplinary teams; sampling (with particular attention to hard-to-reach populations and “hidden communities”); data collection and monitoring; and data analysis. The analysis section will focus primarily on qualitative methods (software

selection, codebook development, establishing inter-rater agreement, coding vs. case study analysis) and the integration of qualitative and quantitative methods (relative strengths and weaknesses of each, as well as areas of synergy). The workshop will draw from a variety of studies conducted in areas related to HIV prevention that also include topics such as mental health, substance use, sexual health, gender issues, and sexual orientation. The public health orientation of this work provides a basis for considering similar approaches in other areas of community-based, prevention research. The material will draw from a variety of US and overseas projects. We will use this background to help illustrate how methods and different disciplinary perspectives can be fitted to particular research questions, populations, and settings. The orientation of this workshop will be pragmatic and eclectic, rather than emphasizing a particular theoretical or disciplinary orientation. Time will be provided for question and answer and discussion of participants' current and planned projects. This will allow us to address topics such as different research designs and settings, and considerations such as staff development. Participants will be provided with copies of presentation materials and bibliographic resources which highlight relevant publications. The bibliographic materials will cover topics such as sampling methods (e.g., venue-day-time sampling, respondent driven sampling, capture-recapture methods), qualitative codebook development, achievement of reliability for qualitative coding, and comparative research on qualitative and quantitative methods. The emphasis will be on the presentation and discussion of practical tools for conducting multi-method, multidisciplinary research and is meant to serve to provide a basis for helping other investigators conduct this kind of research in diverse settings with varied research questions. The workshop will presume basic training in social research methods and some experience in conducting descriptive or longitudinal research in the community. Experience with mixed method research models and/or multidisciplinary teams will be desirable, but not necessary. Handouts will be provided by the facilitators. No materials will be needed by participants.

## **Saturday, June 11 3:30-4:45**

*Saturday, June 11*

*3:30-4:45*

*Room 138 Henry*

**[409]**

### **Community Psychology and the Rape Crisis Movement**

C. AHRENS<sup>1</sup>

<sup>1</sup>*California State University, Long Beach, Long Beach, California*

Forty years ago, the field of Community Psychology emerged from discussions among psychologists dissatisfied with prevailing paradigms. Around the same time, discussions among women led to the development of the anti-rape movement. The current symposium will reflect back on the evolution of this movement. Speakers will discuss ways in which community psychology principles such as prevention, Ryan's concept of blaming the victim, and Sarason's concept of creating alternative settings have influenced the anti-rape movement. They will also describe how they have used Bronfenbrenner's ecological theory and Seidman's concept of social regularities to guide their work.

**[410]**

### **Applying an Ecological Framework to the Study of Sexual Revictimization**

S. WASCO<sup>1</sup>

<sup>1</sup>*University of Massachusetts Lowell, Lowell, Massachusetts*

Humanitarian work with rape survivors exemplifies Ryan's (1971) classic description of how to blame the victim. A vast body of work has documented rape as a social problem, zeroed in on those affected by the problem – rape victims – to identify how they are different in order to design programs aimed at changing them. In fact, today's rape crisis centers devote a substantial portion of their limited resources to intervention with individual victims. However, many of today's researchers and practitioners do also consider complex relationships between women, sexual violence, and interactions with their communities. This presentation describes an ecological approach to the study of sexual revictimization. The revictimization phenomenon, by which one instance of sexual assault statistically predicts another, is one of the most robust findings in the study of violence. Research focusing predominantly on individual-level deficits such as unresolved trauma or sexual activity has had little success explaining the relationship between one rape and another. Programs designed to help rape survivors prevent subsequent sexual assault have enjoyed even less success. The current work assessed social settings such as neighborhood, family, workplaces, and social networks to discover significant associations between a woman's social environment and her experiences of sexual violence.

**[411]**

### **Sexual Assault Nurse Examiner Programs as Alternative Settings**

R. CAMPBELL<sup>1</sup>, D. PATTERSON<sup>1</sup>, L. LICHTY<sup>2</sup>, M. STURZA<sup>1</sup>

<sup>1</sup>*Michigan State University, East Lansing, Michigan;* <sup>2</sup>*Michigan State University, East Lansing, Arizona*

Rape survivors encounter numerous difficulties seeking help post-assault. Most victims do not receive needed emergency medical care and most reported assaults are not prosecuted by the criminal justice system. In addition, rape survivors report feeling distressed and blamed as a result of their contact with medical and legal system personnel. To address these problems, local communities throughout the United States have been developing innovative interventions to address these issues. Led by the nursing profession and in collaboration with local rape crisis centers, many cities have created Sexual Assault Nurse Examiner (SANE) Programs.

Consistent with Sarason's (1974) notion of creating alternative settings, these new service programs were designed to circumvent many of the problems of traditional hospital care by having specially trained nurses, rather than doctors, provide comprehensive first-response care to sexual assault victims. SANE programs represent a new model of care that emphasizes psychological intervention as much as medical care and legal intervention. In this presentation, a collaborative research project will be presented that uses Bronfenbrenner's ecological theory to evaluate the effectiveness of a nationally-recognized model SANE program. The research team and SANE program staff co-created comprehensive logic models that articulate how SANE programs create both individual-level and community-level change.

[412]

**Rape Prevention Through Community Development: Creating Alternative Practices**

S. TOWNSEND<sup>1</sup>

<sup>1</sup>*University of Illinois at Chicago, Chicago, Illinois*

In response to high rates of sexual violence, community-based rape crisis centers devote considerable resources to developing and implementing rape prevention programs. In this presentation two aspects of rape prevention will be explored. First, program strategies will be described. Findings from a study of community-based programs will be presented that indicate a high degree of homogeneity among interventions and a common emphasis on increasing knowledge and changing attitudes about sexual violence. Regrettably, research has shown that these types of programs fail to promote sustained behavioral changes related to a reduction in the incidence of sexual violence. Therefore, a second issue will be raised: how can the field develop interventions that have greater impact on violence-related behaviors? In answer to this question, community psychology can contribute to innovation in the field by suggesting ways to shift from individual-level interventions to an ecological approach that targets the social and cultural causes of sexual violence. Specifically, Seidman's (1988, 1990) construct of social regularities will be used to frame alternative practices that can address multilevel causes of sexual violence by redefining social roles and restructuring relationships. Such a shift requires that prevention programs focus more on community development rather than curriculum development.

**Saturday, June 11**

**3:30-4:45**

**Room 404 Union**

[413]

**Deconstructing Labels: Implications for Community Psychologists**

K. KHAMARKO<sup>1</sup>, O. JAMIL<sup>2</sup>, S. YOUNGE<sup>1</sup>

<sup>1</sup>*Michigan State University, East Lansing, Michigan;* <sup>2</sup>*DePaul University, Chicago, Illinois*

Overview

One of the major tenets of Community Psychology is the focus on the person-environment interaction, with the goal of understanding people within their social contexts to improve people's well-being. From its inception, community psychologists have addressed some of the most pressing social issues by creating new paradigms of thinking. However, recent issues facing lesbian, gay, bisexual, and transgender (LGBT) individuals require that community psychologists resist the traditional positivist tendency to label and oversimplify complex constructs. The recently coined "DL" phenomena, which refers to African-American men who have sex with men while remaining in relationships with women, is an example of how researchers have failed to address the complex intersections that exist between race and sexual identity. Community psychologists must be aware of the dangers of placing others in categories and understand that labeling can be another form of oppression. The purpose of this presentation is to engender discourse on the role of individuals and institutions as active creators and definers of society's conceptualization of what it means to be a sexual minority. Additionally, the presentation will address how these constructions, often created by dominant groups, can help to maintain the status quo and continued oppression of marginalized individuals.

**Saturday, June 11**

**3:30-4:45**

**Room 211 Union**

[414]

**Balancing Acts in Collaborative Work with Police and Corrections**

K. HELLENGA<sup>1</sup>, N. LIM<sup>2</sup>

<sup>1</sup>*Champaign Police Department, Champaign, Illinois;* <sup>2</sup>*University of Illinois at Urbana-Champaign, Champaign, Illinois*

Overview

This roundtable discussion will explore the challenges of bringing community psychology into applied work with law enforcement and justice agencies (e.g., juvenile diversion, jail/detention). The cultures and practices of these settings may appear quite distant from academic, social justice or empowerment agendas. This increases the complexity of the collaborative process and the fragility of any resulting programs and relationships. The presenter/facilitators will discuss examples from their work in and for a city police department's juvenile diversion program. In developing a mentoring program for youth referred by the diversion program, we attempted to balance the requirements of a university service-learning course, the demands of a police department diversion and monitoring program, and the limited budgets of both institutions, all within the framework of a social justice agenda. Our goal is for participants to share experiences and strategies for developing meaningful, lasting and effective collaborations with the capacity to bring social justice into law and justice settings.

*Saturday, June 11*

*3:30-4:45*

*Room 215 Union*

[415]

**Cultural Diversity and Human Services: Community and Service Agency Challenges**

J. RAMÍREZ GARCÍA<sup>1</sup>, P. TRACY<sup>2</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois; <sup>2</sup>Champaign County Mental Health Board, Urbana, Illinois

Overview

BACKGROUND: Provision of culturally sensitive human services preoccupies many communities across the world. For example, the Champaign County Mental Health Board and several human service agencies in Champaign County have recently engaged in a series of activities toward this goal. Given that much of the literature on this topic addresses the therapist – patient dyad level at the exclusion of community and service agency levels, this critical area of community action is in dire need of dialogue between community psychologists, community leaders, and service agencies. A dialogue that challenges community psychology to develop meaningful research agendas will also facilitate the development of effective methods of disseminating research to people on the ground. GOALS: The goal of this discussion will be to: (a) initiate a substantive dialogue about bringing community psychology research into the field in ways that are meaningful to people in the community, and (b) provide feedback to the service agencies and the Mental Health Board on their efforts to provide culturally sensitive services. These goals will be engaged by a discussion panel representing: (a) local community leaders, (b) the mental health board, (c) service agencies, (d) experts in culturally sensitive services, and (e) community psychologists who work with community mental health service systems and agencies.

*Saturday, June 11*

*3:30-4:45*

*Room 407 Union*

[416]

**Violence in an African American Community**

N. KASLOW<sup>1</sup>, O. GUESSOUS<sup>2</sup>

<sup>1</sup>Emory University, Atlanta, Georgia; <sup>2</sup>Georgia State University, Atlanta, Georgia

This symposium focuses on violence in the African American community from a culturally competent and developmentally informed perspective. There is burgeoning evidence that although intimate partner violence and child maltreatment affect people of all races and social class groups, low income African Americans have particularly high rates of family violence, as well as community violence. To date, little research has examined intimate partner violence in this community or the effects of intimate partner violence on low income, African American children. Thus, this symposium is designed to examine: (1) the role of social support as a mediator in the link between witnessing family violence and child adjustment, (2) the additive impact of exposure to violence (intimate partner violence, child maltreatment, and neighborhood violence) on children's adjustment, and (3) the stages of change that abused women transverse as they participate in an intervention program. All of the research projects to be discussed focus on a sample of inner city, low income African American women and their 8-12 year old children.

[417]

**African American Children's Exposure to Violence: An Additive Model**

O. GUESSOUS<sup>1</sup>, S. KIM<sup>1</sup>, G. HAYES<sup>2</sup>, G. HARGROVE<sup>2</sup>, N. KASLOW<sup>2</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia; <sup>2</sup>Emory University, Atlanta, Georgia

Children of color who grow up in families that face the adversities of urban poverty, institutionalized racism, and disenfranchisement are often exposed to multiple forms and levels of violence—through witnessing and victimization. This study examines the multi-dimensional impact of violence exposure (community violence, family violence, and child maltreatment) on children's psychosocial development. The sample (N = 150 dyads) consists of 8-12 year-old African American children and their mothers. These largely poor families were recruited at the primary public hospital of a large, Southeastern city. Participants took part in comprehensive, structured quantitative interviews, and data from both informants are used. According to preliminary hierarchical linear regressions, each form of violence uniquely contributes to predicting child well-being and together predicted at least 25% of variance (Total R<sup>2</sup>adj > .25). The strongest effects were found for child maltreatment, followed by community and family violence. In order to test an additive model of violence exposure, logistic regression analyses will also be conducted to compare children who experienced no violence to those who experienced one, two, or three forms. This study's findings are discussed from developmental and systems (family and ecological) perspectives. Implications for prevention and promotion efforts center on the importance of creating settings that prepare these "at-risk" children's for adolescence.

[418]

**Childhood Witnessing of Intimate Partner Violence: The Role of Social Support**

A. OWEN<sup>1</sup>, M. THOMPSON<sup>2</sup>, M. MITCHELL<sup>1</sup>, S. KENNEBREW<sup>1</sup>, A. PARANJIPE<sup>1</sup>, T. REDDICK<sup>3</sup>, G. HARGROVE<sup>1</sup>, N. KASLOW<sup>1</sup>

<sup>1</sup>Emory University, Atlanta, Georgia; <sup>2</sup>Clemson University, Clemson, South Carolina; <sup>3</sup>Georgia State University, Atlanta, Georgia

This study examined whether or not mother or child's social support decreased the emotional and behavioral consequences of witnessing intimate partner violence (IPV) for African American children between the ages of 8 and 12. Results revealed that children's social support played a mediating role in the relation between children's internalizing problems with IPV resolution ( $z(98) = 1.99, p < .05, [\beta] = .26$ ), triangulation ( $z(99) =$

1.72,  $p < .10$ , [beta] = .34), and intensity ( $z(97) = 1.91$ ,  $p < .10$ , [beta] = .20). Children's social support also mediated the link between IPV intensity and externalizing symptoms ( $z(97) = 1.96$ ,  $p < .05$ , beta = .21). Mothers' social support partially mediated the relation between IPV physical and internalizing problems in their children as well ( $z(102) = 1.89$ ,  $p < .10$ , [beta] = .03), but did not serve a mediating role with regards to children's externalizing behavioral problems ( $z(104) = 1.49$ ,  $p > .05$ , [beta] = .03). Findings suggest that interventions to address adjustment problems for child witnesses of IPV should focus on bolstering the social support of both children and their mothers.

[419]

#### **Stages of Change After Intervention for Abused, Suicidal Black Women**

M. BLISS<sup>1</sup>, E. JACKSON<sup>2</sup>, N. KASLOW<sup>3</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia; <sup>2</sup>University of Georgia, Atlanta, Georgia; <sup>3</sup>Emory University, Atlanta, Georgia

This presentation will focus on abused, suicidal African American women's stages of change regarding intimate partner violence (IPV) and suicidal behavior using Prochaska and DiClemente's transtheoretical stages of change model. The sample consists of 182 low income women recruited from waiting rooms in a public inner city hospital who reported IPV and a suicide attempt within the past year. Preliminary results revealed that social support ( $r = .17^*$ ), religious coping ( $r = .27^*$ ), and depression ( $r = .27^*$ ) were correlated with women's action/maintenance stages of change with regards to their views about suicidal behavior; and social support ( $r = -.19^*$ ), religious coping ( $r = .31^*$ ), depression ( $r = .25^*$ ), and homelessness ( $r = .17^*$ ) were associated with women's action/maintenance stages of change with regards to their views about IPV. Following an empowerment intervention, women were more likely to be in the action stage with regard to addressing their suicidality. No changes were noted in their progression along the stages of change continuum with regards to IPV. Culturally informed community based programming designed to reduce IPV and suicidal behavior should enhance protective factors that increase the likelihood that women progress along the stages of change process, empowering women to take action to have more violence free lives without IPV or suicidal behavior. \* $p < .05$

*Saturday, June 11*

*3:30-4:45*

*Room 314B Union*

[420]

#### **Evaluating Community-based Mental Health (and Related) Services and Systems**

C. CONNELL<sup>1</sup>

<sup>1</sup>Yale University, New Haven, Connecticut

This symposium examines challenges in evaluating community-based services targeting mental health and related needs of those impacted by serious emotional disorder or psychiatric disability. The overall focus of the panel will be on methodological challenges inherent in service system evaluation and the ways in which results are used to guide development of more effective programs targeting service population needs. Opening remarks will orient participants to this area of service system evaluation. Presentations will address the unique methods and applications of their work, representing a range of service populations and levels of analysis. Brief discussion and facilitation of audience remarks and questions will follow.

[421]

#### **Evaluating a Statewide Program for Children with Serious Emotional Disorders**

C. CONNELL<sup>1</sup>, H. HEINZE<sup>1</sup>, K. KATZ<sup>1</sup>, M. GENOVESE<sup>2</sup>, E. ROSS<sup>1</sup>, J. KAUFMAN<sup>1</sup>

<sup>1</sup>Yale University, New Haven, Connecticut; <sup>2</sup>The Consultation Center, New Haven, Connecticut

This presentation describes the results of an ongoing evaluation of a statewide, community-based outpatient treatment program for children with Serious Emotional Disorders (SED). Children's Intensive Services (CIS) is administered through nine community mental health centers and intended to provide intensive outpatient treatment for children at significant risk for placement in a psychiatric or residential facility as a result of SED. Two phases of the evaluation will be presented to provide insight into the methodological challenges associated with evaluation of a service system and demonstrate the role of evaluation in improving services for high-risk populations. The first phase of the evaluation examined service delivery and service utilization patterns over a two-year period in which CIS providers served over 2000 children. These results were critical to the development of a new set of implementation standards and aided in the establishment of 'levels of care' within the program. The second phase of this evaluation, which is ongoing, continues to examine service utilization patterns while monitoring performance against the new standards. In addition, the current phase of the evaluation places greater emphasis on clinical and behavioral outcomes for children being served.

[422]

#### **Evaluation of a System of Care Pilot Project**

J. COOK<sup>1</sup>, R. KILMER<sup>1</sup>

<sup>1</sup>University of North Carolina at Charlotte, Charlotte, North Carolina

Systems of Care (SOCs) are intended to address the needs of children with severe emotional disturbances and their families. SOC are characterized as collaborations among families and multiple agencies in which families are full partners in the development of plans of care. These plans are to focus on child and family strengths and engage agencies and informal supports (e.g., neighbors, clergy, friends) to help meet the family's needs. Although some evidence suggests that the approach can impact children positively, questions remain regarding the degree to which system practices faithfully reflect core SOC principles and the role of different SOC

components in effecting change. This presentation details multiple methods used to assess process (i.e., system implementation, model fidelity) and child and family outcomes (including relationship(s) between system elements and child and family change). The strategies employed are designed to address gaps identified in the literature describing evaluations of the efficacy of the SOC philosophy and approach. Early results will be presented with a discussion of issues involved in conducting evaluative research that (1) informs and guides system change by providing specific, "actionable" feedback; and (2) is being used to support application for federal funds for service provision.

[423]

**Evaluation of Supported Employment Services for Adults with Disabilities**

D. PERKINS<sup>1</sup>, S. GALKA<sup>1</sup>, J. RAINES<sup>1</sup>, C. HART-KATUIN<sup>2</sup>, D. BORN<sup>2</sup>

<sup>1</sup>Ball State University, Muncie, Indiana; <sup>2</sup>Center for Mental Health, Anderson, Indiana

Results of large-scale program evaluations supplement other kinds of evidence regarding interventions for psychiatric disabilities. This paper describes an ongoing 12-year effort to evaluate supported employment services provided to adults with serious psychiatric disabilities by community mental health centers in one Midwestern state. Using an ecological perspective, the evaluation emphasizes multiple kinds of products and the careful development and maintenance of stakeholder relationships. Data from over 4,600 individuals in supported employment programs demonstrate that services are effective and efficient, and that these employees and employers are satisfied. Results also indicate that stable employment may sharply reduce the overall costs of mental health care. Of special interest is the community reintegration, via competitive employment, of persons in recovery with multiple risks; specifically those with past arrests or prison terms. Results indicate that persons in this selected group do find competitive, integrated work, but are more likely to accrue higher supported employment service costs and be employed in a limited number of employment domains.

[424]

**Is Collaboration With State Mental Health Authorities Sleeping With The Enemy?**

M. BLANK<sup>1</sup>

<sup>1</sup>University of Pennsylvania, Philadelphia, Pennsylvania

The public mental health, mental retardation, and substance abuse services are faced with the responsibility of containing cost, improving quality, and providing greater accountability. In response to these concerns, attention to the development of appropriate mechanisms for the assessment of consumer outcomes and provider performance has increased. One such mechanism is exemplified by the Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services (DMHMRSAS) Performance and Outcome Measurement System (POMS). The Virginia POMS was implemented on a pilot basis in eight sites across the Commonwealth and was designed to serve two major purposes: (1) to function as a tool for the continuous quality improvement of services for persons with mental disabilities and substance abuse problems, and (2) to improve accountability for taxpayer dollars. The evaluation of the POMS pilot project involved both qualitative and quantitative methods, including focus group methodology, evaluation of standardized instruments, and the analysis of time and cost associated with the POMS pilot project. The Virginia POMS pilot project proved to be costly, time consuming and burdensome for the majority of participants at all levels, including direct service staff, administrative staff, and support staff. There was significant dissatisfaction with the use of standardized instruments from methodological, operational and administration standpoints.

[425]

**Discussant Remarks**

J. TEBES<sup>1</sup>

<sup>1</sup>Yale University, New Haven, Connecticut

Brief remarks and facilitation of audience questions and comments will be provided by a senior community psychologist with experience in the evaluation of service systems and in evaluation research methodology.

**Saturday, June 11**

**3:30-4:45**

**Room 403 Union**

[426]

**Business Meeting: The "Community Practitioner"**

D. JULIAN<sup>1</sup>, W. BERKOWITZ<sup>2</sup>, M. ELIAS<sup>3</sup>, D. FISHMAN<sup>3</sup>, P. TORO<sup>4</sup>, T. WOLFF<sup>5</sup>

<sup>1</sup>Ohio State University, Columbus, Ohio; <sup>2</sup>University of Massachusetts Lowell, Arlington, Massachusetts; <sup>3</sup>Rutgers, The State University of New Jersey, New Brunswick, New Jersey; <sup>4</sup>Wayne State University, Detroit, Michigan; <sup>5</sup>AHEC Partners, Amherst, Massachusetts

Participants in this session will explore future directions for the "Community Practitioner" ("CP"). The "CP" is a peer reviewed section of *The Community Psychologist* that evolved out of discussions at the Biennial Conference in New Haven. The mission of the "CP" is to publish short articles featuring descriptions of applied work consistent with the goals of the Society for Community Research and Action (SCRA). One or more members of the Editorial Board will facilitate discussion during the business meeting. Discussion will focus on three major topics: 1) current status of the "CP" and historical development; 2) review of and recommended changes to editorial policies; and 3) recruitment of new Board members and special issue editors.

**Saturday, June 11**

**3:30-4:45**

**Room G46 FLB**

[427]

**Research and Action with Mental Health Consumer Run Organizations (CROs)**

T. BORKMAN<sup>1</sup>

<sup>1</sup>*George Mason University, Kensington, Maryland*

Discussants: V. COLLINS, *Wichita State University*

This symposium presents findings from four research projects with Consumer Run Organizations (CRO) run by and for persons with a mental illness. These organizations are based on the traditions of self-help and mutual support. Research presentations explore factors that affect the adoption of the self-help approach, impact on members, and success of the organizations. A consumer / survivor and CRO leader will be a discussant to help interpret these findings from a consumers perspective.

[428]

**Selected Organizational Aspects of Mental Health CROs in US, UK, and Sweden**

T. BORKMAN<sup>1</sup>, M. KARLSSON<sup>2</sup>

<sup>1</sup>*George Mason University, Kensington, Maryland;* <sup>2</sup>*Chalmers University of Technology,*

I present selected findings from a cross-national study of mental health CROs in US, UK, and Sweden. Our research question was: When CROs receive government funds, under what conditions does self-help/mutual aid flourish or wither? Studies of other grassroots human services have found that government agendas often prevail. With European colleagues I studied CROs using similar methodologies, especially a common interview guide to query Board members, Directors, and staff. This paper reports on five cases: two US CROs -- a service center for the homeless mentally ill and a CRO that behaves like a self-help group. The two well established CROs in England began as a mutual help group and as an advocacy group. Sweden had only a professionally-run organization with extensive consumer control that made a striking contrast to the CROs. Findings include the following factors: the origin of the CRO as a self-help group or not; the funder's understanding of mutual help; the role of sympathetic professionals; and the various kinds of informal mutual help activities that surfaced. Findings are not representative, but they provide hypotheses for future research.

[429]

**A Longitudinal Study of Mental Health Consumer/Survivor Initiatives**

G. NELSON<sup>1</sup>

<sup>1</sup>*Wilfrid Laurier University, Waterloo, Ontario*

This participatory action research study examined the individual-level and system-level activities and impacts of four Consumer/Survivor Initiatives (CSIs) in Ontario. Active participants in CSIs (n=61) were compared with non-active participants (n=57) at baseline, 9, and 18 months was used to determine individual-level activities and impacts. At 18 months, active participants showed significantly more improvement than the comparison group in social support, quality of life (daily activities), days of psychiatric hospitalization, and employment/education. Qualitative data gathered on a sub-sample of active CSI participants in CSIs (n=15) and non-active participants (n=12) revealed more stable mental health, sustained social support, and enhanced work, income, and education for CSI members over time. With regard to system-level activities, the CSIs engaged in community planning, public education, advocacy, and action research. Qualitative data revealed two main types of outcomes: (a) changes in perceptions of the public and mental health professionals regarding mental illness, the lived experience of consumer/survivors, the legitimacy of their opinions, and the perceived value of CSIs, and (b) concrete changes (tangible changes in service delivery practice, service planning, public policy or funding allocations). Findings are discussed in the context of previous work on CSIs and the changing nature of community mental health since the days of the Swampscott conference.

[430]

**Development of Mutual-Help Groups in Prison and Forensic Settings**

D. SALEM<sup>1</sup>

<sup>1</sup>*Michigan State University, East Lansing, Michigan*

The prevalence of mental illness among those incarcerated in our country has been well documented. Mental health services for in these settings are often limited and provide consumers with little or no choice. This presentation will describe an effort by Schizophrenics Anonymous to develop self-help groups for persons experiencing a schizophrenia related illness in a state prison system. The development of mutual-help groups presents a unique challenge in prison settings where security concerns can impede many of the primary elements of mutual-help (e.g., consumer control, voluntary participation, confidentiality). Evaluation of this effort will involve qualitative interviews with staff supporters of these groups, group observation, and member interviews. Results will address factors that facilitate and impede the adoption of different elements of a consumer-run, self-help model in these settings.

[431]

**Organizational Health of Consumer-Run Organizations**

M. SHEPHERD<sup>1</sup>, L. BROWN<sup>1</sup>, G. MEISSEN<sup>1</sup>

<sup>1</sup>*Wichita State University, Wichita, Kansas*

In 2002 the Self-Help Network: Center for Community Support and Research at Wichita State University undertook a formative and participatory evaluation system focused on the organizational functioning of 20 consumer-run organizations (CROs). Results suggest that CROs play a major role in improving the social networks of participants and their ability to cope with daily problems. Organizational characteristics that appear

to best facilitate the recovery of members include (1) an environment that promotes learning, striving and growth (i.e. an encouraging and supportive atmosphere); (2) an environment that has creative and interesting things happening (i.e. a dynamic array of organizational activities), (3) a place that helps people feel positively connected (i.e. a sense of community and mutual support), and (4) a place that provides opportunities for leadership (i.e. a participatory, empowering setting). Furthermore, an examination revealed that there were two independent and distinct factors related to organizational health. The first relates to the social milieu found within the CRO that has benefits for its members (Member Impact). The second is a indication of how well functioning the CRO is as an organization, their ability to keep the doors open, run the organization and bring in new members (Organizational Efficiency).

**Saturday, June 11**                      **3:30-4:45**                      **Room 209 Union**

[432]

**Creating the Future of Community Psychology Part II: From Visioning to Action**

J. EMSHOFF<sup>1</sup>, L. VALENTINE<sup>1</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia

See previous description of visioning part II.

**Saturday, June 11**                      **3:30-4:45**                      **Room 217 Union**

[433]

**Why Community Psychology Should Be More Politically Progressive and Transparent**

M. RIEMER<sup>1</sup>, D. VOSSEBRECHER<sup>2</sup>, K. JESCHKE<sup>2</sup>

<sup>1</sup>Vanderbilt University, Nashville, Tennessee; <sup>2</sup>Free University of Berlin, Berlin,

Discussants: D. FRYER, University of Stirling, H. ANGELIQUE, Pennsylvania State University, P. DUCKETT, Manchester

Metropolitan University, T. SLOAN, Lewis & Clark College

Overview

The foundation of Community Psychology (CP) in the USA and elsewhere was based on the idea that the sources of human problems go beyond the individual level. Consequently, solutions for dealing with problems could not be limited to the individual. This belief constitutes the roots of CP as a critical approach promoting substantial social change. In this town meeting the question will be discussed whether CP might not have gone far enough by focusing mainly on community. Often, the experience in working with communities teaches us that community life is strongly influenced by politics, developments and structures in the larger society. The question is whether CP currently has a theoretical and methodological framework to address these issues appropriately? How could we further develop and interrelate theory, research and action in coherence with a political approach to CP? In what way could concepts of CP such as empowerment and sense of community be politicized and sharpened towards a reflection of power relations? How political can CP as psychological discipline be without leaving the territory of psychology? Invited experts will inform and stimulate the discussion by relating these questions to the four societal topics labour market, gender inequality, capitalistic interests, and war.

**Saturday, June 11**                      **3:30-4:45**                      **Room 405 Union**

[434]

**What Community Psychologists Should Know about Biological Psychiatry**

J. LACASSE<sup>1</sup>

<sup>1</sup>Florida State University, Tallahassee, Florida

Discussants: W. HELLER, University of Illinois at Urbana-Champaign

(Full title: What Community Psychologists Should Know about Biological Psychiatry: The Case of Clinical Depression) The diagnosis of clinical depression is increasingly promoted as being caused by faulty neurobiology and therefore importantly treated through the use of antidepressant medication. While typically assumed a phenomenon outside of the domain of community psychology, this symposium argues for its relevance to the field. In particular, there are deep scientific problems with the hypotheses generally accepted by biological psychiatrists and general psychology. While it is clear that many individuals do suffer from emotional distress, there is little data to support the idea that the biological approach has led to any significant prevention or amelioration of depression. Given these extant scientific problems, it is suggested that there is an opportunity for the field of community psychology to take an important role in offering an alternative perspective on this persisting issue in society.

[435]

**Introduction: The Case for Individual-Level Attention in Community Psychology**

J. HESS<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois

Community psychologists have historically operated under the assumption that ideal practice in the field should aim to "go beyond individuals" in order to focus energy in engaging the settings and larger context

around those individuals. Increasingly, however, this "individual- context" dichotomy is being challenged as an inaccurate portrayal of human experience—one that defies the natural holism existing between persons and their settings. Problematic consequences of this dichotomy for practice are being explored and alternatives are being proposed and considered. Alternative portrayals typically assert the fundamental importance of both individuals and context as inseparable aspects of a whole unit--i.e. individuals-in- context. From this stance, neither context nor individuals can be adequately studied in isolation from each other. One implication of this alternative is to call on community psychologists to seriously attend to issues in clinical psychology and psychiatry. Consequently, this symposium addresses a critical topic in psychology today—the dominant "biomedical model" and its treatment of choice, psychiatric drugs. While these issues have clear relevance for the well-being of communities, community psychologists may also be surprised to find they have important things to add to this increasingly important societal conversation.

[436]

#### **The Promotion of Chemical Imbalance Theory**

J. LACASSE<sup>1</sup>

<sup>1</sup>*Florida State University, Tallahassee, Florida*

Background: In 2000 only, pharmaceutical companies spent at least \$200 million on direct-to-consumer advertising of psychiatric medications. Such advertising campaigns shape the public's impression of both the etiology and nature of what is labeled "clinical depression". Anecdotally, it appears that non-medical helping professionals are increasingly endorsing the bioreductionistic model congruent with such advertising. Purpose: To document and assess the bioreductionistic claims disseminated to both laypersons (drug advertisements) and aspiring helping professionals (textbooks and educational materials) as regards clinical depression. Method: Data is reported from two separate studies. In one, direct-to-consumer advertisements (including television and print ads, content from drug manufacturers' websites, videotapes and brochures) promoting antidepressants were systematically collected and analyzed. In the other, a content analysis of information on depression was performed on both syllabi and textbooks used to educate future mental health professionals. Results: Direct-to-consumer advertising of antidepressant medications relies heavily on direct claims of a known pathophysiology of clinical depression, paired with claims of a known correction of this condition through the intake of serotonin reuptake inhibitors. The Food and Drug Administration permits such advertising. Educational materials were mixed, but many did not acknowledge the problematic nature of such claims.

[437]

#### **Clinical Depression and the Myth of Chemical Imbalance**

T. WATSON<sup>1</sup>

<sup>1</sup>*International Center for the Study of Psychiatry and Psychology, Ingleside, Illinois*

Despite the promulgation of the serotonin hypothesis of clinical depression and connected claims of efficacy of serotonin reuptake inhibiting medications, major depressive disorder outcomes studies have continually shown that positive outcome rates are no greater today than they were prior to the huge insurgence of these medications. In fact, according to the Surgeon General's Office, the American Psychiatric Association, the National Institute on Health on Consensus Conference and many of the world's leading researchers and psychiatry/psychopharmacology textbooks, the biological basis of mental disorders and suffering (e.g. illnesses) has yet to be found. Nevertheless, antidepressant medications are often the first line of treatment for mental suffering and their usage has skyrocketed in the past decade. A re-assessment of what is actually known (rather than propagandized) regarding clinical depression is in order. This presentation will analyze the date regarding the Chemical Imbalance Theory of Clinical Depression, utilizing peer-reviewed data from the fields of neuroscience, experimental psychiatry, and psychology. The accuracy of the highly promoted serotonin hypothesis becomes questionable when subjected to rigorous scrutiny, such as close examination of physiological and pharmacological studies, drug efficacy studies, comparisons of drug and therapy interventions, and the results of purely psychosocial treatment.

[438]

#### **Psychology, Biology, and Causality: The Case of Clinical Depression**

A. GALVES<sup>1</sup>

<sup>1</sup>*International Center for the Study of Psychiatry and Psychology, Las Cruces, New Mexico*

Two of the problems with the scientific foundation of mainstream psychiatry (biopsychiatry) are: 1) It assumes that the biological variables (gene expression and biochemical dynamics) associated with mental and emotional phenomena are primary and causal, and 2) It assumes that the mental and emotional phenomena associated with diagnosable "mental disorders" are dysfunctional and pathological and worthy of being masked, altered and extinguished by psychotropic drugs and electroshock treatment. This presentation makes the case and presents evidence for the opposite assumptions: 1) That mental and emotional phenomena are primary and causal and the biological variables are mediating variables, and; 2) That the mental and emotional phenomena associated with diagnosable "mental disorders" are essential to the healthy functioning of the human organism and, thus, the effort to mask, alter and extinguish them is harmful to human beings. In the case of clinical depression, biological psychiatry attributes the disorder to chemical imbalances in the brain. Psychology, on the other hand, may attribute the disorders to emotions and thoughts associated with certain life events and situations. Implications of this shift for psychological intervention will be discussed.

## **Poster Session II**

**[439] Cluster E****Principles of Family Support Services of Medical Self-Help Groups**T. OKA<sup>1</sup><sup>1</sup>*George Mason University, Fairfax, Virginia*

In Japan, medical self-help groups are now receiving greater acknowledgement, and their telephone numbers are more widely distributed as social resources. Nevertheless because many small self-help groups have no offices or paid staff, their volunteers must receive telephone calls at home, which imposes a heavy burden on those in charge. My question was: How do self-help group leaders deal with callers seeking advice and support? Do they follow common principles regarding these calls? If so, what are they? My research involved six focus groups of self-help group leaders who were in charge of support services. These included 24 leaders from 17 groups for parents of ill children. The identified principles for providing support services on the phone included: 1) Self-determination of callers — encouraging callers to decide for themselves by suggesting some options; 2) Networking — connecting callers to members who are in the same situations; 3) Non-professionalism — emphasizing the fact that the volunteers are non-professionals; 4) Careful optimism — accentuating the positive side of the callers' situations. In many cases, the groups' leaders taking the "rescue calls" in their own homes had limited resources. I therefore discuss how their principles work as "fail-safe devices".

**[440] Cluster A****Structural Arrangements and Resources Shaping Women's Activist Strategies**K. KINNISON<sup>1</sup><sup>1</sup>*University of Illinois at Chicago, Chicago, Illinois*

Community psychology is often seen as a progressive force within the discipline of psychology and, like some social movements, has historical roots in the social turbulence and idealism of the 1960s. One legacy of these roots is a worldview that encourages the thoughtful examination of power relations in social settings and structural arrangements. The praxis of community psychology has highlighted the role of power and empowerment in the arena of social action. This paper uses an ecological understanding of the cycling of resources to highlight the structural arrangements that shape women's activism. I use the method of qualitative metasynthesis to accomplish this task. Qualitative metasynthesis is an evolving method for transforming the results of qualitative studies into an analysis that provides a new interpretation of the data. The bibliographic sample for this study includes thirteen qualitative studies of gender-based activism in the United States, Canada, Ireland, and the West Bank. My analysis of these studies uncovers the structural arrangements that shaped women's activism. To further explore these systems, I focus on resources as a mechanism for identifying some ways structural arrangements shape movement organizations' strategies. Finally, I discuss the contribution of an ecological perspective to the study of women's activism.

**[441] Cluster B****Qualitative Metasynthesis: A Method for Community Psychology**K. KINNISON<sup>1</sup><sup>1</sup>*University of Illinois at Chicago, Chicago, Illinois*

Metasynthesis is an evolving method for combining results of qualitative research studies into an analysis that yields a new interpretation of the data. This technique has been used in the nursing field, where much qualitative research exists and researchers have been working toward a way to expand the usefulness of individual studies. While somewhat analogous to the meta-analysis of quantitative data, the aim of this technique is not data reduction. In essence, the method of metasynthesis allows for a new rendering of existing qualitative studies while maintaining the integrity of the studies' original interpretations. This may be a useful tool for community psychologists as an increasing number of researchers use qualitative methods in their work. This poster discusses some of the paradoxes inherent in qualitative metasynthesis, including the practicality of combining studies from research paradigms that emphasize the importance of depth over breadth. Similarly, the definition and assessment of validity in the context of this method are discussed. This presentation includes an example of a metasynthesis conducted by the presenter, which used existing qualitative research on women's activism to explore the usefulness of an ecological perspective for understanding the role of resources and social structures in social movement organizations' strategies.

**[442] Cluster D****The Role of Familism and Parents in the Academic Outcomes of Latino Adolescents**P. ESPARZA<sup>1</sup>, B. SANCHEZ<sup>1</sup><sup>1</sup>*DePaul University, Chicago, Illinois*

Children and adolescents, who either immigrated to the U.S. or whose parents made this journey, often internalize a sense of responsibility towards the family. Attitudinal familism, often deemed as a cultural value among Latinos, is a set of beliefs that prioritize the welfare of the family over the individual's needs. The current study uses a new comprehensive measure of attitudinal familism to capture youth's sense of familism and assess its influence on their academic adjustment (i.e., motivation, academic effort and GPA). To date, few studies have attempted to decipher how family-based cultural values unfold in Latino youth's academic development. Coleman's (1988) theory of social capital guides the present study in examining the role of attitudinal familism and parents' support and educational attainment in the academic adjustment of 143 urban, Latino high school

seniors. Further, demographic factors, such as gender and generational status, are also explored in relation to attitudinal familism and the respective academic outcomes. Previously collected data will be analyzed to assess these relationships. Lastly, given the notable academic underperformance and high school dropout rate among Latino students (27%) as compared to other racial/ethnic groups, understanding their educational experiences is paramount at this time.

#### **[443] Cluster D**

##### **The Importance of Cultural Tailoring: Evidence from Asian American Populations**

K. KAWASHIMA<sup>1</sup>, J. DURLAK<sup>1</sup>

<sup>1</sup>Loyola University of Chicago, Chicago, Illinois

Although it is believed that interventions should be tailored in order to suit participant characteristics in community-based practice, there is no systematic review indicating that cultural tailoring improves outcomes. To examine this question empirically, theoretical notions of cultural tailoring for Asian-American, Pacific Island populations (AAPI) were synthesized from a number of sources (e.g., Serafica, 1999; Sue, Fujino, Takeuchi & Zane, 1991) into five components; 1) cultural synchrony (the extent to which participants' cultures are incorporated into intervention components); 2) ethnicity/setting match (the extent to which the intervention setting is comfortable/familiar to participants); 3) linguistic considerations (participants' native language used in various aspects of program); 4) family collaboration (the extent to which participants' families are involved); and 5) community collaboration (the extent to which participants' community stakeholders and/or community organizations are involved). The model was converted into a scoring system that rated each intervention on the degree and quality of cultural tailoring. Multiple regression analyses conducted in a meta-analytic review of 38 studies indicated, first, that interventions were effective for AAPI groups, and furthermore, that the degree of cultural tailoring was positively associated with improved outcomes after controlling for method variables.

#### **[444] Cluster E**

##### **Evaluating a CBO: Is Parents Anonymous® Serving Parents At-risk?**

A. WOLF<sup>1</sup>, K. KNIGHT<sup>1</sup>

<sup>1</sup>National Council on Crime and Delinquency, Oakland, California

Child abuse is a well-known risk factor for juvenile delinquency. As such, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) allocates approximately three million dollars of funding annually to Parents Anonymous® National – based on the premise that their community-based programs help prevent child abuse. Parents Anonymous® facilitates self-help and mutual-help services to parents across the country. The National Council on Crime and Delinquency is conducting an innovative evaluation of these programs. Nation-wide, 235 parents new to the Parents Anonymous® participated in three hour-long telephone interviews over six months. One goal of the evaluation is to determine if this network of community-based organizations is serving their target population – individuals at risk for abusing their children. Or, are they simply serving low-risk parents seeking community support and advice? Methodology and descriptive findings from the first interviews will be presented to determine who in the community Parents Anonymous® is actually serving, and if these community programs are an appropriate child abuse and juvenile delinquency prevention strategy (and basis for OJJDP funding).

#### **[445] Cluster C**

##### **Parents of Academically Gifted Children: Support Needs**

B. IRVING<sup>1</sup>, A. FISHER<sup>1</sup>, M. ROMANA<sup>1</sup>, A. KAPSALAKIS<sup>1</sup>

<sup>1</sup>Victoria University, Melbourne, Victoria

The main aim of this research was to explore the experiences, concerns, and social and emotional needs of parents with gifted children. A qualitative methodology utilizing open-ended interviews, was adopted. Participants were recruited from primary (elementary) schools which offer extension programs for exceptional children, in the Western metropolitan region of Melbourne. Twenty parents participated in the current study. Data reduction by thematic analysis produced 4 major topic areas: Supports, Difficulties, Fears and Identification, which were further categorized into finer, more specific sub-categories. The overall findings indicated that parents of children with high intellectual potential, experience difficulties such as isolation, confusion and fear when it comes to raising a gifted child. A large proportion of the issues and challenges related to having a gifted child are also associated with the lack of adequate and appropriate support that caters for the needs of parents with exceptional children. Almost all participants expressed the desire for a support network to be established – especially the younger parents in more socially isolated areas.

#### **[446] Cluster E**

##### **An Online Community of Parents of Children with Autism: A Turkish Case**

K. ALAT<sup>1</sup>

<sup>1</sup>Indiana University Bloomington, Bloomington, Indiana

This study examined the use of an online parent support group (PSG) by the parents of children with autism in Turkey. It has been noted that the use of emotional and social support network provides a coping resources for these parents. E-mail messages posted to an online PSG by 114 members over a four-year period were collected and examined. Qualitative and quantitative analyses were employed to answer the following questions. (1) What are the characteristics of the members of the online PSGs? (2) How are the experiences of parents in regard to their children's education? (3) How are the parents of children with autism using online PSG as a way of coping, and what type of support are they using? The findings revealed that parents of children with autism use online PSG as

a way of getting informational and emotional support, connecting to each other and creating a network of parents with similar concerns, and advocating for their rights. It has been found that, over the course of PSG, group members extended their interaction beyond the virtual email support group and created a network where they can meet face-to-face, call each other on the phone, and advocate for their rights.

**[447] Cluster E**

**Importing British "Health Visiting": Identifying and Treating Women At-Risk**

L. SEGRE<sup>1</sup>

<sup>1</sup>University of Iowa, Iowa City, Iowa

Introduction Postpartum depression negatively affects 500,000 American families annually and is often untreated either because depression is not identified or women are unwilling to seek professional help. Health visiting is an empirically-supported early identification and treatment model in the U.K. where community-based nurses (health visitors) visit every new mother. Depression screening and counseling is implemented by many health visitors. Importing this intervention will depend on its acceptability to American nurses and women.

Methods: The acceptability of this intervention was examined in three studies: nurse focus groups, a statewide survey of nurses, and a survey of new mothers. Results Nurse focus group participants had favorable views: 81% currently informally screen for depression, 87% would use a formal screening tool, 93% thought nurse counseling is a good idea, and 75% would counsel mildly depressed women. Preliminary analyses of the nurse survey (N=519) indicate this larger nurse sample has similarly favorable views of screening and counseling. Preliminary analyses of the first 140 (expected N > 300) surveys from recent mothers indicate that 66% would see a nurse counselor. Discussion Nurse screening and counseling, an acceptable idea, may enhance early identification and treatment of maternal depression thereby preventing the significant negative effects on children.

**[448] Cluster E**

**Recruitment for a Family Skills Training Within Multiple Communities**

T. ENGELS<sup>1</sup>, P. LAMBRECHT<sup>2</sup>, C. ANDRIES<sup>2</sup>

<sup>1</sup>Vrije Universiteit Brussel, Brussels, ; <sup>2</sup>Vrije Universiteit Brussel, Brussel,

Recruitment for parenting and family prevention programs is known to be a major obstacle in their implementation in local communities. Community-based studies, however, are an important step towards establishing the effectiveness of interventions. This poster discusses recruitment strategies used in a community-based implementation of the Families in Transition program. The program is a ten session family skills training aimed at the prevention of emotional and behavioral problems in early adolescents and the improvement of positive family communication and relationships. We intended to implement the program in seven Belgian communities, i.e. two ethnic minority inner-city communities, two suburban communities and three rural communities. In each community a geographically central workshop site was selected. Local services and community representatives were involved in passive and active recruitment ranging from media announcements to home visits. It appears that the four communities that adopted an active person-to-person recruitment strategy could start the program. A total of 28 parents and 32 adolescents enrolled. Conversely, the two communities that preferred passive strategies could not start. One community postponed the start of the program. Although person-to-person strategies seem most effective, other non-personal strategies are necessary to announce and introduce a prevention program in a community.

**[449] Cluster D**

**Understanding the Strengths of Indigenous Communities**

H. SCHMIDT<sup>1</sup>

<sup>1</sup>York University, Toronto, Ontario

'Understanding the Strengths of Indigenous Communities' (USIC) is a collaborative research project involving 6 diverse (yet all relatively successful) First Nations communities from across Canada. As part of the project's mandate, local community members are trained in various research methods, which they then use to survey their band members about areas of community success and what is working well in their respective First Nations. They work collaboratively with academics to complete focus groups, surveys, and case studies in their communities. I have been involved with this project for the past 5 years and have worked for the past 2 years as the statistics analyst for the USIC survey. The survey is an in-depth, comprehensive quantitative measure of holistic community well-being. Also, I am interviewing the community researchers about their experiences of working within the USIC project. My poster will share some of the lessons that we have learned about conducting research in Aboriginal communities, as well as statistical research findings about the development of community-sustainability, resiliency, and capacity-building. It will address ways in which First Nations economic development interacts with social capital, governance, culture, health and the environment as a system over time. The results will be presented using graphs, visuals and text that the community researchers and I have collaboratively agreed upon.

**[450] Cluster D**

**Nuances of Ethnic Identity Among Latino Adolescents**

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<sup>1</sup>Georgia State University, Atlanta, Georgia

This poster will explore the ethnic group identity formation of Latino adolescents in a metropolitan area of Georgia. Group identity is salient for minority groups, particularly those from collectivist cultures (Phinney,

2000). A positive ethnic identity has been associated with increased self-esteem and psychological well-being (Phinney, 2001). Data will be coded from responses to open-ended questions about Latino and American identity (N = 196, grades 7-8, 56% female, 80% immigrants). Participants' ethnic self-identification fell into three groups: Latino/a, Latino/a American (Latino/a first), or Latino/a American (blend of both). Participants were also asked to describe things that make them similar to and different from Latinos/as and Americans. Ethnic identity was assessed using three empirically derived dimensions: locating self within the group (i.e. referring to Americans as "they" versus "we"), valence (i.e. positive versus negative portrayals), and frame of reference (focus on within versus between group differences, e.g. comparing self to other Mexicans versus all Latinos). Group differences will be tested to determine whether participants' immigration generation is associated with their ethnic self-identification, which will in turn be analyzed to determine its association with locating self within the group, valence, and frame of reference.

**[451] Cluster E**

**Community-Based Learning: A Window into Lusophone Immigrant Communities**

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<sup>1</sup>Harvard University, Cambridge, Massachusetts

This paper focuses on a pioneer service-learning course in the field of Portuguese language pedagogy in the US. "Portuguese and the Community" is an advanced language and culture course that seeks to promote community engagement as a vehicle for greater linguistic fluency and cultural understanding. As a course requirement, students were placed with Boston-area community organizations and agencies to complete four hours per week of services pertaining to the Portuguese-speaking (lusophone) communities. The paper examines how students perceive the three major lusophone communities living in New England: Brazilian, Cape Verdean, and Portuguese. All three major lusophone communities living in the US claim some level of invisibility in the eyes of the broader American society and other minority groups. The paper investigates if students' practical experiences, perceptions, and reflections corroborate, challenge or add new layers of complexity to the invisibility thesis, an ongoing theoretical debate in the field of immigration studies.

**[452] Cluster A**

**Useful Caregiving Characteristics and Interpersonal Cognitive Complexity**

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<sup>1</sup>Wichita State University, Wichita, Kansas

Forty first-year college nursing students participated in a two part study assessing relationships among participant Interpersonal Cognitive Complexity (ICC) and three characteristics of value in caregiving. ICC is a way conceptualizing the number of internal constructs available to process information within an interpersonal domain, and is here operationalized as score on the Role Category Questionnaire (RCQ; Burleson and Caplan, 1998; Crockett, 1965). Three characteristics important in caregiving were: more extensive person perception, less polarized social judgments, and more balanced descriptions of others. We hypothesized a relationship between ICC and each of the three characteristics. Statistically significant support emerged for two of the three proposed associations. A significant positive correlation was found between participants' RCQ scores and their scores on a person-perception-task ( $r = .56, p < .01$ ), and also between RCQ and a ratio of characteristics participants listed for, self-selected, "liked" and "disliked" peers ( $r = .32, p < .05$ ). These results lend support to a growing body of literature suggesting that caregivers with more complex social schemata are likely to also display characteristics which are more desirable for caregivers. This suggests that the RCQ has utility both as a screening tool, and as an outcome measure for nursing homes undergoing the current "culture change".

**[453] Cluster A**

**Healthy & Safer Cities: a Collaborative Alliance Approach.**

T. FRICHITTHAVONG<sup>1</sup>, C. SONN<sup>1</sup>

<sup>1</sup>Victoria University of Technology, Melbourne, Victoria

Alliances function as mechanisms for change in social and community development. Although emphasis has been given to outcomes, not much has been written about processes within alliances that foster change. Using a case study methodology, this research explores how an alliance of cross sectoral organisations, professionals and individuals work toward the facilitation of health and safety of a local community in a local government area of the City of Port Phillip of Victoria in Australia. In this presentation, I report on interview and observational data collected over the first 2 years of the project. That data shows that a key outcome of the alliance processes relate to the identification, negotiation, reframing, and development of shared understandings about and actions on social and community issues. The cross-sectoral or interdisciplinary nature of the alliance supports the development of mechanisms and contexts for negotiating coordinated change initiatives, which are based on shared values, trust, relationships and reciprocity. Importantly, the change that the alliance achieves is often unacknowledged and tacit because it lies beyond the planned and immediate objective outcomes. The implications of alliances as change mechanisms will be explored in terms of its process and function in the development of cross-sectoral collaboration and learning, community capacity, and social capital.

**[454] Cluster A**

**Needs Assessment With a Diverse Sample of Muslim Refugee Women**

Z. DEACON<sup>1</sup>, C. SULLIVAN<sup>1</sup>, D. BYBEE<sup>1</sup>

<sup>1</sup>Michigan State University, East Lansing, Michigan

Despite the fact that the vast majority of refugees worldwide are women and children, most research

conducted with this population focuses primarily upon the needs and experiences of men (Callamard, 1999). In addition, little formal work has been done concerning the particular experiences and needs of Muslim refugee women resettled in the United States. An improved understanding of these women's needs would lead to enhanced and more cost-efficient service provision to this population, thus facilitating their resettlement. The goal of this investigation was to undertake a systematic needs assessment surveying 31 Muslim refugee women resettled from multiple nations in order to understand their needs and the degree to which the community can best respond to these needs. Participants' overarching needs related to their access to resources and obstacles that constrained this access. Their needs were strongly related to their demographic characteristics, particularly their marital status in resettlement. Women who were single in resettlement had significantly different experiences and needs than married women. Other significant differences in participants' needs based upon their demographic characteristics also emerged. Results highlighted the importance of taking into consideration the diversity of Muslim refugee women's backgrounds and characteristics when service provision to this population is considered.

#### [455] Cluster E

##### **Promoting Changes of Disciplinary Practices in a Juvenile Detention Facility**

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<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois; <sup>2</sup>University of Illinois at Urbana-Champaign, Urbana, Illinois;

<sup>3</sup>Champaign County Juvenile Detention Center, Urbana, Illinois

Innovation and change in human service institutions is widely recognized as one of the most important goals of community psychology. However, research suggests that few institutional change efforts are met with success. This study focuses on one juvenile detention center that attempt to implement a comprehensive program of services designed to encourage rehabilitation and to reduce the focus on control or punishment. In particular, a case study approach was used to evaluate changes in the use of disciplinary practices. A combination of semi-structured interviews with detention staff, observations of daily practices, and document review of institutional files were used to explore three tensions in the use of disciplinary practices: 1) whether disciplinary practices were used to increase safety or maintain control, 2) whether disciplinary practices were used as a means of punishment or a form of rehabilitation, and 3) if disciplinary practices were used with consistency or discretion. The implications of these findings with respect to the institutional change efforts in juvenile detention facilities will be discussed.

#### [456] Cluster A

##### **Exemplars of Community Development Praxis for Power and Health**

J. HUGHEY<sup>1</sup>

<sup>1</sup>University of Missouri-Kansas City, Kansas City, Missouri

Following on work in power (Prilleltensky, in press; 2004, Speer & Hughey, 1995) and organizational empowerment (Peterson & Zimmerman, 2004), this poster will describe the processes and outcomes of two community organizations that achieved the social power to produce tangible community change and individual transformation. We will describe exemplars of a community development praxis and action research consistent with community psychology's emergence since "Swampscott". Community action agendas were forged by a diverse group of grassroots participants as they followed an explicit process of organization building. They were guided by principles rooted in Lewinian action research and recently manifested in collective social action community organizing and community based participatory research for health promotion. Exemplars described will be 1) the Livable Neighborhoods Campaign (a five year effort that successfully moved on eight community issues e.g., removal of dangerous buildings, rodent control, violence, street lighting, and safe and usable playgrounds). 2) ½ a Dose (Sparked by widespread stories of disadvantaged persons with chronic diseases having to take only half doses of medications because they could not afford the prescribed dosage – emerging outcomes include legislation, policy change, and health education resources. Organization development processes and outcomes of each effort will be described.

#### [457] Cluster A

##### **Neighborhood Physical Conditions and Perceptions of Social Conditions**

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<sup>1</sup>University of Michigan, Ann Arbor, Michigan; <sup>2</sup>University of Michigan-Flint, Flint, Michigan; <sup>3</sup>Genesee County Health Department, Flint, Michigan; <sup>4</sup>Genesee County Action Resource Department, Flint, Michigan

We used Geographical Information Systems (GIS) to examine the spatial relationships between neighborhood conditions such as: the physical condition of housing stock, the physical condition of commercial facilities, the locations of liquor outlets and beer/wine outlets; and neighborhood residents' perceptions of neighborhood social conditions, and reports of individual physical and mental health. Our collaboratively developed community survey asked respondents about their physical and mental health, as well as the social conditions in their neighborhoods. We also obtained data from an Environmental Block Assessment, which provided objective measurement of the physical conditions of neighborhood structures. We found that participants' satisfaction with their neighborhoods' quality of life, the degree of neighborhood social contact, levels of neighborhood social capital, and relative fear of crime and perceptions of neighborhood safety were related to the proximity of liquor and beer/wine outlets and to the physical condition of both commercial and residential structures to their residence. These neighborhood characteristics were also related to reports of physical health status and mental health concerns. Implications for needs assessments and interventions will be discussed.

**[458] Cluster F**

**Personal Loss and Mental Illness: Can Social Networks Help Families Cope?**

R. AGUIRRE<sup>1</sup>

<sup>1</sup>*Bowling Green State University, Bowling Green, Ohio*

The importance of social relationships in the lives of adults coping with serious mental illness and their families has been well documented. Social network characteristics have been related to fewer hospitalizations, reduced symptom severity and improved quality of life for individuals with serious mental illness. Research has described the types of personal losses that result from mental illness such as the loss of valued social roles and daily routine, loss of one's former self, loss of relationships, and a sense of loss of the future. Studies also suggest that parents experience a variety of losses as a result of coping with their son's or daughter's illness. The present study investigates the role of social network ties in describing the experience of personal loss due to mental illness for young adults and their parents. Using a multiple perspectives design, the research examines relationships between the structure of social networks and reports of four types of personal loss in a sample of young adults diagnosed with schizophrenia or bi-polar disorder and their parents from a total of 30 families. The level of similarity between adults' and parents' network ties and perceptions of personal loss is also examined. Implications of findings for community research and action are discussed. Key words: serious mental illness, social networks, personal loss

**[459] Cluster E**

**Personalizing Caregiving Via Videotaped Biographies in Long-Term Care Facilities**

K. GROSCH<sup>1</sup>, L. MEDVENE<sup>2</sup>

<sup>1</sup>*Wichita State University, Hesston, Kansas;* <sup>2</sup>*Wichita State University, Wichita, Kansas*

There is currently a movement to promote "culture change" in long-term facilities for the elderly (Pioneer Network). One movement goal is to make resident care more person-centered rather than institution-centered. Of interest in this research was an exploration of conditions under which a videotaped biography of a resident could be used to create more personalized relationships between nurse aides and residents. Partnering with a local technical college which trains Certified Nurse Aides (CNAs), who provide 80% of resident care, 42 students viewed a videotape of a resident -- Carl -- under one of two conditions: anticipating a conversation with Carl after watching the video, or not. As hypothesized, students who viewed the videotape and anticipated having a conversation with Carl perceived him more complexly than the controls:  $M = 14.6$  constructs for describing Carl versus  $M = 11.8$ ;  $F(1, 41) = 4.03$ ,  $p < .05$ . Crockett's Role Category Questionnaire (RCQ) was used to measure interpersonal cognitive complexity. The RCQ is of interest because interpersonal cognitive complexity is strongly correlated with person-centered communication skills (Burlinson, 1998). Person-centeredness is associated with skills at comforting and persuading others. These findings have implications for creating materials to train CNAs to develop personalized caregiving relationships.

**[460] Cluster A**

**A Network Approach to Disaster Planning in a University Community**

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<sup>1</sup>*Bowling Green State University, Bowling Green, Ohio*

The events of September 11, 2001 brought the need for community disaster planning to the national foreground. Communities large and small scrambled to develop plans to protect citizens in case of terrorist attack. However, the shortcomings of some disaster planning efforts have become increasingly obvious and include planning documents that lack specificity, difficulty with resource mobilization, and inadequate dissemination of disaster plans. Community psychologists can aid in developing relevant and thoughtful emergency disaster plans that recognize existing networks and capitalize on community strengths. This poster highlights the critical stages in the decision making processes of a disaster planning group for a mid-western university. We describe our motivation, methods, and results of a network approach to community resource assessment. We identified organizations and academic units across the university capable of providing mental health services in times of disaster. Individual interviews were conducted with multiple people from these organizations/units to assess each unit's previous disaster response experience, their formal and informal contacts within the university community, and their perceived capacity for response to potential future disasters of varying severity. Lessons learned from the experiences of the disaster planning group and applications of the organizational network assessment to community action and research are discussed.

**[461] Cluster E**

**State Funded Services for the Prevention and Treatment of Pathological Gambling**

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<sup>1</sup>*Georgia State University, Avondale Estates, Georgia;* <sup>2</sup>*Georgia State University, Atlanta, Georgia*

The Gambling Project at Georgia State University conducted a national survey of state-funded public awareness, prevention, and treatment services for pathological gambling. This poster will present the results of that survey with an overview of the services available in each state. The poster will include an examination of the correlates of state-funded lotteries with other forms of gambling as well as funding for public awareness, prevention, and treatment services. As part of the survey state employees and other providers were asked to make suggestions as to how best to implement new prevention, treatment and public awareness programs. Implications for funding and implementation of prevention, treatment and public awareness campaigns will be explored.

**[462] Cluster B**

### **Designing an Evaluation of Children's Advocacy Centers**

C. TUSHER<sup>1</sup>, S. CAMPBELL<sup>2</sup>, A. ECONOMOPOULOS<sup>3</sup>, M. BUCHHOLZ<sup>4</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia; <sup>2</sup>Private Practice, Newnan, Georgia; <sup>3</sup>Anna Crawford Children's Center, Woodstock, Georgia; <sup>4</sup>Children's Advocacy Centers of Georgia, Decatur, Georgia

Children's Advocacy Centers (CAC) in Georgia work to prevent revictimization of sexually abused children and to improve the investigative process and outcomes of cases involving child sexual abuse. Pilot data of 158 cases of sexually abused children from one center showed longer sentences for perpetrators in cases in which the victim had been interviewed by a CAC interviewer than for perpetrators in cases in which the victim had been interviewed by a law enforcement (LE) professional. The two groups did not differ significantly on child characteristics (gender, age, ethnicity, type of abuse) or the victim's relationship to the perpetrator. Retaining a focus on legal outcomes, CAC professionals and university researchers began to develop an evaluation to examine factors that affect these outcomes on a larger sample of centers. The development of this evaluation requires consideration of CACs intersections with law enforcement, social services, and the judicial system. This poster explores factors important to consider when deciding sample, design, and measurement issues for a large organization interacting with multiple systems and highlights beneficial collaboration necessary for this project.

### **[463] Cluster A**

#### **Child Care as A Source of Community Action**

S. CURENTON<sup>1</sup>

<sup>1</sup>Florida State University, Tallahassee, Florida

#### **Overview**

There are various issues families grapple with when selecting child care. These issues span the spectrum of accessibility child care services to measurement of the skills children acquire via experiencing high quality care. These issues have implications not only for children's outcomes related to school success but also to low-income parents ability to work. It is important for community psychologist to be aware of these issues and to consider them in their research and community advocacy. Hence, this round table discussion had three purposes. First, the discussion will begin by providing a brief history of America's response to the need for child care. Second, we will provide the participants with information about the country's largest child care funding stream, the Child Care and Development Block grant administered by the Child Care Bureau. Third, we will provide you a discussion of what the most recent research says regarding child care. Finally, we will talk about the ways that researchers and academics can become active in their academic and local communities in order to improve the quality of child care for our nation's children.

### **[464] Cluster D**

#### **Measuring Latina Mental Health**

K. ABINA-SOTOMAYOR<sup>1</sup>, M. SHINN<sup>1</sup>, C. RINCON<sup>1</sup>, M. ALEXANDER<sup>2</sup>, F. LIPTON<sup>3</sup>

<sup>1</sup>New York University, New York, New York; <sup>2</sup>Nathan Kline Institute, New York, New York; <sup>3</sup>Human Resources Administration, City of New York, New York, New York

Mental health providers in the U.S. must offer culturally appropriate services for Latinos, including appropriate forms of assessment. The Center for Epidemiological Studies Depression Scale (CES-D) is widely used in psychological research, making it necessary to understand its cross-cultural equivalence when used to screen and sort different populations into mental health services. In a sample of low-income women, I will determine whether the four-factor structure of the CES-D is replicated among Latinas (n=332) and Black women (n=231), and among Latinas who answered the CES-D in English (n=144) versus Spanish (n=188). The original four-factor structure of the CES-D is inconsistently replicated among Latinos, especially when taking into account language of interview. Among Latinos, the dimensions of negative affect and somatic complaints usually combine into one factor, so that somatic complaints may be a form of expressing negative affect rather than representing another dimension of distress. Preliminary confirmatory factory analyses show that the original four-factor structure of the CES-D provides an adequate fit for both Black women (RMSEA=.058) and Latinas (RMSEA=.07) in this sample. Since language of interview may influence the factor structure of the CES-D among Latinas, multigroup comparisons between Latinas who did interview in English versus Spanish will be presented.

### **[465] Cluster A**

#### **Understanding Citizen Participation: The Role of Neighborhood Norms**

S. PIERCE<sup>1</sup>, P. FOSTER-FISHMAN<sup>1</sup>, L. VAN EGEREN<sup>1</sup>

<sup>1</sup>Michigan State University, East Lansing, Michigan

Community-building initiatives (CBI) often emphasize that engaging local residents in the design and implementation of the initiative is critical for success. This emphasis on resident-driven social change naturally leads to an interest in citizen participation. While prior research has demonstrated that collective efficacy (a measure of community readiness) and sense of community (a measure of community capacity) are positively related to citizen participation, the processes by which these constructs are linked is not well understood. Arising within the context of evaluating a CBI called Yes we can! focused on increasing economic self-sufficiency and educational achievement among a small group of neighborhoods in Battle Creek, Michigan, the present study used path analysis techniques to test a model where neighborhood norms for resident activism mediate the relationships between collective efficacy and sense of community as predictors and citizen participation as an outcome. Results are discussed in terms of the theoretical frameworks of community readiness, community capacity, and social-cognitive theory. The findings have implications for applying the

knowledge generated from the model in community settings to develop new programming for the Yes we can! initiative, and for other CBIs, that may increase levels of citizen participation.

**[466] Cluster E**

**An Exploration of How Heterosexual Haitian Men Decoded HIV Preventive Messages**

M. OSUNA<sup>1</sup>

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Background: AIDS has been responsible for over 300,000 deaths in Haiti; heterosexual sex is the most frequent mode of transmission. We developed preventive messages promoting transformation of normative beliefs, social norms, and gender roles. The principal aim of this qualitative research was to investigate how a sample of heterosexual Haitian men interpreted HIV preventive messages presented in three video clips and to examine the congruence between their interpretation and the messages the videos intended to convey. Methods: Video clips were developed in Haiti. Stories showed normative beliefs and safe sex behaviors that had been identified in our previous research. Three discussion groups were conducted, participants talked about normative beliefs, social norms, and sexual behaviors shown in the video. We made categories for codifications and conducted a semiotic analysis of the texts gathered from the discussion groups and we comparison between the coding of the HIV prevention messages video clips with decoding obtained of the discussion group. Results: Analysis demonstrated, most of participants made a preferred and/or negotiated reading of the messages in video clips, which is preferable for the preventive message effectiveness. Readings favor the message, which aid the change of behavior and help to transform the normative beliefs, social norms and behaviors. Results support importance of participants decode and understanding HIV preventive messages.

**[467] Cluster E**

**Use of Live Theater in Combating Stigma of People with Serious Mental Illness**

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<sup>1</sup>*Bowling Green State University, Bowling Green, Ohio*

Social stigma has a devastating effect on the lives of people coping with serious mental illness. Stigma can impact feelings of self-worth, and play a major role in limiting individuals' access to community resources such as housing, education, and employment. For the past 40 years, community psychologists have been committed to reducing stigma and giving voice to people coping with serious mental illness. The present study compares the effectiveness of live theater and video in reducing stigmatization of people living with serious mental illness. The Fisher Players are a theater troupe from Detroit who live with serious mental illness, and develop plays that depict their experiences. To better understand how empowered groups can reduce stigma, we study the effect of Fisher Players' performances on attitudes about mental illness in a sample of 240 undergraduates. Attitudes about tolerance and future contact with people with mental illness are assessed before, immediately following, and one month after exposure to either 1) live theater 2) video or 3) no presentation about mental illness in the context of a college course. Study results can help community psychologists to develop innovative interventions to both empower people living with mental illness and inform communities about the strengths and abilities of this population. Keywords: stigma, serious mental illness, attitude change

**[468] Cluster E**

**Interplay of State and Federal Public Policy: Opportunities for Interventionists**

C. CORBETT<sup>1</sup>

<sup>1</sup>*Albany, New York*

Many SCRA Presidents have identified social policy as an SCRA priority. Recently, Howe (2004), advocating for greater SCRA involvement, described how when people are infected with the policy bug, it changes self-view, the products they create and how they define problems (p. 26). This poster will infect more SCRA members with the policy bug by describing a case study of the Blue Cross Blue Shield conversion underway in N.Y. (Corbett, 2003, 2002, 2001). Briefly, its Legislature adopted new state policy establishing a very different way of expending nonprofit assets when converting to the for profit form. The national model, policy in many states, typically devotes the assets to a foundation. Federal law requires 5% minimum annual payout, administered by a board. With negligible payout, foundations often exist in perpetuity-- most assets unavailable for critical health purposes. N.Y.'s legislation circumvents Federal policy-- requiring payout of 30% annually, for 3 years, by government appointees. Original asset estimates approximated \$ 1 billion; recent estimates exceed \$ 3 billion! N.Y.'s approach is controversial. Consumers Union initiated legal action, the assets frozen pending legal resolution. This case study illustrates implications and opportunities that arise from new state policies, particularly if structured to leverage Federal policies, and their interplay with the public interest.

**[469] Cluster E**

**Identifying Communication Skills of Outstanding Geriatric Nurse Aides**

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<sup>1</sup>*Wichita State University, Wichita, Kansas*

Recent research in long-term care facilities for the elderly suggests that nurse aides use of interpersonal skills is important in caring for the elderly and in improving relationships between the elderly and nurse aides. (Caris-Verhallen, 1999; McGilton, 2003) This relationship provides an important source of job satisfaction for nurse aides as well as overall satisfaction for residents (Bowers, 2003; Levinson, 1993; McGilton, 2004). This present study is concerned with identifying the kinds of communication skills nurse aides use in working with residents. Methods Sixteen "outstanding" geriatric nurse aides were identified

and recruited from 10 nursing homes and assisted living facilities. Ninety-minute personal audio-taped interviews focused on information concerning nurse aides' use of verbal and non-verbal communication skills – both well-established, and novel ones. Also of interest was whether nurse aides had “personal relationships” with residents. **Results and Conclusions** This study is currently under way and we are coding transcriptions of audio-taped interviews to assess the extent to which communication behaviors match familiar ones – e.g. self-disclosure, or maintain eye contact – as well as novel ones. Results will identify useful communication behaviors which are teachable to nurse aide students for caregiving and relationship building.

#### [470] Cluster C

##### **The Effects of Parental Goals on Children's Academic Expectations**

M. RAMOS<sup>1</sup>, H. YOSHIKAWA<sup>1</sup>

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The present research aims to study the relationship between anti-poverty policy, parents' own educational goals, and children's educational expectations. The following questions will be examined: do parents' achievements of their own educational goals affect children's academic expectations? And, is this association mediated by parents' educational expectations and aspirations for their children? Also, does an anti-poverty program that increased employment and income affect parental goal achievement? Finally, does the relationship between an anti-poverty program, parental goal achievement, and children's academic aspirations and expectations vary by different subgroups such as race/ethnicity and baseline levels of education? The sample is a subset of low-income families (N=561) from the New Hope Project, an experimental anti-poverty demonstration conducted in Milwaukee, WI. Measures come from a baseline interview and a five-year follow-up. Preliminary results indicate that parent's educational goal achievement is associated with higher child academic expectations, and that parents' expectations were associated with child expectations. However, the hypothesized mediation effect was not found. Further analyses will explore differences in hypothesized associations between subgroups defined by ethnicity and baseline levels of education.

#### [471] Cluster A

##### **Activist Mothering: The Building of Americans in an Uncertain World**

Y. HARLAP<sup>1</sup>, L. GUTIERREZ<sup>1</sup>

<sup>1</sup>University of Michigan, Ann Arbor, Michigan

Since September 11th, 2001, American families have been raising children in a context of continuous faraway war and potential future terrorism in the local community. How do peace activist women negotiate child-rearing in an uncertain world? How do they engage in building American citizens—a difficult project replete with competing societal discourses about what makes good Americans and what makes good mothers? Five peace activist women were interviewed about how they make sense of the war in Iraq and mothering in context of wartime. A discourse analysis demonstrates that mothers find explanations for their children's behavior and strategies to meet their children's needs in the language of developmental psychology. They construct a mother identity that sits at the nexus between their children and the social world, and they struggle with contradictions between a) wanting to protect their children and wanting to foster awareness in them; b) wanting their children to understand that there are many ways of thinking about the world and wanting their children to adopt their beliefs; and c) wanting to influence their children and wanting their children to become independent thinkers. This research helps us understand how mothers foster civic engagement and participation in community life.

#### [472] Cluster E

##### **Essential Elements of Post-Booking Diversion Programs: Implications for Practice**

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The incidence of mental illness among non-violent offenders in our nation's jails is alarming. Post-booking jail diversion programs continue to be promoted to address this issue, yet little research has been conducted to examine the components of, and the context under which these programs effectively operate. The intent of this study was to identify and examine key factors that promote successful operation of post-booking jail diversion programs. Data were collected through staff interviews from 32 program sites, located in 24 states. Results support the incorporation of previously endorsed key elements including regular stakeholder meetings, collaboration, boundary spanners, strong leadership, integrated services, early case identification, and case management. Additional key elements emerged: (1) Standards of Operation, (2) Reliable Community-Based Resources, (3) Sustainable Funding, (4) Stakeholder Cross Training, and (5) Program Evaluation.

#### [473] Cluster A

##### **Formal Social Participation, Lifestyle, and Health: Two Independent Studies**

T. VON LEMBERG<sup>1</sup>, A. RUETTEN<sup>2</sup>, J. VINCK<sup>3</sup>, G. LUESCHEN<sup>4</sup>, A. MIELCK<sup>1</sup>, M. ELLER<sup>1</sup>, J. JOHN<sup>1</sup>

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**Background.** Formal social participation has been argued to promote individual health, albeit with varied empirical underpinnings. Some research has e.g. found enhanced levels of stress in people reporting political participation. Studies of how lifestyle parameters such as health behaviors and social-cognitive factors may affect the participation/health-association are rare. **Aim.** To test for associations of political and other formal participation with self-rated health under different lifestyle conditions. **Methods.** Study 1: EU-BIOMED2-project MAREPS; six European countries; N=3343; age: >17. Study 2: GSF-KORA-project KORA-Survey 2000;

Augsburg region, Germany; N=947; age: 25-74. In both: random sampling, telephone interviews. *Results.* Study 1: The largest positive differential in self-rated health between people reporting vs. disclaiming political participation was found among those both being physically active and holding a strong control belief regarding community decisions that affect their health. Study 2: Analogous results emerged using more general measures of participation (being involved in at least one formal group) and control beliefs (internal health locus of control). *Conclusions.* Participation in political as well as other formal activities seems to be associated with health as a parameter of an active, self-controlled lifestyle. This points to the added value of combining behavioral and empowerment strategies in health promotion.

#### [474] Cluster C

##### **Beyond the Yellow Pages: Mapping Social Capital Resources**

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Social capital consists of informal and formal networks that incorporate resources, norms, and trust of social networks (Putnam, 1995). Neighborhood studies show the affects of social capital on community risks; communities with high levels of social capital have lower levels of community risks (i.e., crime). Researchers theorize that institutional resources such as schools, recreation centers, and neighborhood organizations increase accessibility of stimulating environments to residents which, in turn, increases social capital. The present study is an attempt to look at both social disorganization and institutional resource theories of neighborhood effects on child development using Geographic Information Systems (GIS). Using archival data (i.e., Census, city planning, and police data) mapped to 250 students in a larger project which examines the multidimensional pathways to academic success in urban environments, the present study explores similarities and differences in neighborhood resources and structural characteristics to determine how they impact academic and social development of adolescents in multiple neighborhoods. Additionally, this study investigates how these students' parents' perceptions of the availability of resources overlap with the actual presence of these resources. This pictorial presentation will contribute to an understanding of individual and neighborhood resources as potential buffers of the effects of structural disadvantage on adolescents.

#### [475] Cluster A

##### **Sustainability & Social Justice Outcomes for Communities**

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It is a well-established fact that rural regional Australians have borne the brunt of social and economic adversities that accompany globalization. In response governments have embraced the notions of 'sustainability' for promoting local community responsibility for social, economic and environmental issues. This research identified the processes underlying political coalitions in both Aboriginal and non-Aboriginal communities for promoting social change. Community narratives captured government and local community responsibility as they engage the forces of neo-liberal policies. Identified by Newbrough (1992, 1995) as the Third Force Position, the ideals of political community are visibly expressed as they confront issues of power and equity for its diverse members in the community. Addressing issues of equality and social justice a critical perspective is taken of community participation as a strategy for social change. Applying a multi-disciplinary theoretical framework, qualitative methodology facilitated the emergence of dominant and marginalised discourses. While community coalitions are a powerful force for promoting balance between the civil society sectors for higher profile issues, marginalised groups and lower profile issues continued to remain at the periphery, as less powerful groups have less access to vital resources.

#### [476] Cluster C

##### **Predictors of School Satisfaction among Japanese and U.S. youth**

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Students' general satisfaction with school has been noted as a key factor related to problem behavior and attitudes (e.g., Baker, 1999). The purpose of this research was to examine differences in students' school satisfaction in Japan and the United States, with an eye toward gaining knowledge on how to build a positive school ecology with a higher sense of community. A survey battery was administered to both Japanese and U.S. youth, which included the Multidimensional Students' Life Satisfaction Scale (MSLSS; Huebner 1994) and How I Feel About School Scale (HIFASS; Smith 2002). The participants were 382 American youth (223 elementary, 111 middle, 48 high school students) and 615 Japanese youth (191 elementary, 203 middle, 221 high school students). Results indicated distinctive cultural differences in the factors predictive of school satisfaction including: (a) grade, satisfaction with the self and life environment predicted school satisfaction in U.S. schools and (b) satisfaction with peers and perceived autonomy in schools mainly predicted school satisfaction among Japanese youth. These findings might be related to the fact that the US school community is designed to emphasize individual achievement and accomplishment, whereas the Japanese school focuses more on good interpersonal relations and group autonomy in the classroom.

#### [477] Cluster A

##### **Collaborative Evaluation for European Partnerships. A Framework and an Exemplar**

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<sup>1</sup>Universidad de Sevilla, Seville, ; <sup>2</sup>University of Illinois at Chicago, Evanston, Illinois

To build collaborative capacity among community coalitions which work with immigrants in European countries, the European Social Fund (ESF) is promoting transnational university-community partnerships (TUCP). Given the diversity of settings and procedures in them, collaborative evaluation strategies have been increased. However, its planning is complex because it requires the participation of all stakeholders to respond to the ESF criteria and to adjust to the standards of effectiveness and quality. In this poster, we describe a framework to evaluate the throughputs, outputs, and outcomes of Alameda, TUCP organized for Spaniard, Belgian and Italian coalitions, composed of academic and community partners implementing programs in their own countries. This framework was developed following the empowerment evaluation principles by Fetterman (2002) and building collaborative capacity agenda by Foster-Fishman et al. (2001). The goal of Alameda was to increase capacity for collaboration and evaluation among coalition members. Our framework included the following steps: promote a cooperative stakeholder team, provide levels of decision-making, assess the collaborative capacity among its members, guarantee the consistency of the decisions among sponsor and partnerships, and allow for the adjustment evaluation goals. An attempt was made to increase the capacity of stakeholders to conduct their own evaluations. This poster describes the program, the framework and the Alameda outcomes.

#### **[478] Cluster A**

##### **Relationship of neighborhood diversity to social and racial trust**

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This study examines the relationship among neighborhood diversity, racial trust, trust of neighbors and generalized social trust using data from the Social Capital Benchmark Survey (SCBS). Some (Zajonc, 1968) have suggested that the opportunity to interact with diverse others may contribute to more positive attitudes towards others, while others (Blalock, 1967) report such interactions can increase negative feelings. Using 2000 Block Group Census data for each survey respondent from Boston, MA (N=553), we computed a neighborhood diversity index (Maley, 2000) which compares the racial distribution of the Block Group to the racial composition of the city as a whole. Lower index scores reflect areas with more heterogeneous racial distributions, while higher scores reflect more racially homogeneous neighborhoods. This index was then regressed, along with income and educational level measures, on measures of: (a) racial trust (trust of others from different ethnic groups than the respondent), (b) trust of neighbors, and (c) generalized social trust taken from the SCBS. Higher levels of neighborhood diversity were related to higher levels of generalized trust ( $p < .02$ ), but not to greater racial trust or trust of neighbors. A discussion of these findings and their theoretical implications will be included.

#### **[479] Cluster E**

##### **Public Policy and Psychologists in Puerto Rico: Who Participates And Why**

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<sup>1</sup>University of Puerto Rico, San Juan, Puerto Rico

Public policy is an arena in which psychologists have recently begun to participate. Many psychologist consider it to be beyond their professional expertise or boundaries. A study was carried out to compare the characteristics of psychologists that participate and that do not participate in public policy in Puerto Rico. We also wanted to know what motivated those that did and what phases of the policy process they engaged in. Questionnaires were sent to 516 psychologists members of the Puerto Rico Psychological Association (PRPA) with a response rate of 16%. Most respondents in both samples were clinicians with a PHD/PsyD. Overall, psychologists that participated in public policy were older than 30 years, single, worked in private practice, but if in government held administrative positions and considered religion and politics to be very important in their lives. Participants engaged more in problem identification and policy evaluation phases, particularly if they had a PhD versus an MA degree. Participants with a PsyD were more involved in policy implementation. Those that participate in public policy usually began because they were invited to do so by a friend. Recommendations regarding ways to increase participation of psychologists in public policy considering these characteristics will be discussed.

#### **[480] Cluster C**

##### **Implementing/Sustaining Social-Emotional Learning & Prevention in Urban Schools**

M. ELIAS<sup>1</sup>, D. SCHOENHOLZ<sup>1</sup>, S. PARKER<sup>1</sup>, K. BRYAN<sup>1</sup>

<sup>1</sup>Rutgers, The State University of New Jersey, Piscataway, New Jersey

Building on prior work and adding to our longitudinal data base, we seek to raise the issue of how school districts address the dual challenges of meeting mandates to improve standardized test scores and also address the social-emotional competence and character development of youth. Now, in most schools, prevention and related efforts are seen as distractions from the academic mission. This is in part because school-based programs have failed to establish their value because they are typically implemented weakly and lack coordination. This is a particular problem in urban districts, where student disaffection and disruptive behavior play a significant role in limiting student academic achievement. To address these issues, we draw upon our work over the past seven years in the Plainfield (NJ) public schools, an urban district designated as high risk/high need by the state of NJ. The poster will illustrate challenges and solutions involved in coordinating programs in schools to allow continuity, synergy, and sustainability. A particular focus will be the difficulties of incorporating systematic evaluation in program design. The poster format will allow attendees to raise questions and suggest solutions based on their own work in schools.

**[481] Cluster A**

**Power and Public Participation in a Toxics Dispute: A Community Case Study**

M. CULLEY<sup>1</sup>

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Key findings from dissertation research are presented. I examined whether the participatory processes initiated through vehicles for public participation related to a local hazardous waste investigation manifested in a way consistent with social power (Gaventa, 1980; Lukes, 1974; Parenti, 1978). A qualitative case study design was utilized to explore the phenomena of interest: 1) the nature of the participatory processes implemented in the setting, as mandated by federal and state policy; and 2) participants' experiences of these processes. To explore whether these processes and participants' experiences of them reflected social power, interview data and key documents related to participation were analyzed for content. Findings revealed that participatory processes manifested in ways consistent with multi-dimensional theories of social power, and participants' experiences reflected this. Results also indicated that "official" participatory processes limited the extent to which the public could actively participate and how citizen influence or "consensus" could be manipulated via control of resources, barriers to participation, agenda setting, and control of conceptions about what participation was possible. This study also demonstrated the compatibility between theories of social power and ecological principles. Implications for research, practice, and policy related to public participation at hazardous waste sites are discussed.

**[482] Cluster A**

**The Chicago Food System Collaborative: An Interdisciplinary Partnership**

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<sup>1</sup>University of Illinois at Chicago, Chicago, Illinois; <sup>2</sup>Institute for Community Resource Development, Chicago, Illinois; <sup>3</sup>Loyola University Chicago - PRAG, Chicago, Illinois; <sup>4</sup>Loyola University of Chicago, Chicago, Illinois; <sup>5</sup>Chicago State University, Chicago, Illinois; <sup>6</sup>Westside Health Authority, Chicago, Illinois

Interdisciplinary partnerships provide unique opportunities that foster innovation to address pressing social problems. This poster describes the different interdisciplinary contributions to addressing the issue of lack of healthy products in a Chicago working class community. The Chicago Foods Systems Collaborative (CFSC) is composed of a team of partners from four academic institutions and three community-based organizations representing a total of seven disciplines. These disciplines included community development and community organizing, community psychology, geography, nutrition, public health, sociology, and urban planning that came together to address the issue of access to healthy foods and nutrition in an African American neighborhood. We describe the process of the partnership, the knowledge and data contributions from the different fields and present an action generating system utilized by the CFSC.

**[483] Cluster A**

**Feeling Strongly About an Issue: The Role of Attachment**

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Before being willing to invest time and resources in social action, a person will first appraise how strongly he or she feels about a given issue. Attachment theory suggests that a secure attachment allows college students to explore and commit to socially relevant beliefs. This study surveyed 84 college students (63% female; 84% Caucasian, 6% African-American, 5% Latino, 5% Other) during their Freshman and Senior years. Students completed measures of attachment to each parent, and indicated the degree to which they believed that 22 different social behaviors were acceptable or unacceptable. At the freshman year, a regression equation predicting the extremity of student beliefs from attachment to each parent and gender was significant ( $R^2=.18$ ,  $p<.001$ ) with attachment to father as the only significant individual predictor ( $\beta=.36$ ,  $p<.001$ ). A similar regression equation using senior year variables was also significant ( $R^2=.14$ ,  $p=.05$ ), but included no significant individual predictors. No significant interactions with gender were found in either of these regression analyses. While extremity of student beliefs at freshman year predicted extremity of beliefs at senior year ( $r=.64$ ,  $p<.001$ ), students beliefs became somewhat less extreme over time ( $t=2.0$ ,  $p=.05$ ). These findings suggest the importance of parent-child relationships in the formation of strong social beliefs in early adulthood, and consequently, in the willingness of college students to engage in social action.

**[484] Cluster E**

**Using Action Research to Understand Mentoring Relationships**

M. TANYU<sup>1</sup>

<sup>1</sup>University of Illinois at Chicago, Chicago, Illinois

Collaborative action research is a pillar of Community Psychology. Action research aims to contribute to the practical concerns of organizations as well as to the goals of social science. This poster will address the process and issues of collaborative research as they pertain to a study about the development of mentoring relationships within a mentoring program. 12 mentor-mentee pairs were interviewed to understand the development of effective mentoring relationships and the needs of these relationships. Case records were used for further information. Findings indicated that (a) program services and case manager support influenced relationship development, (b) benefits for the mentor-mentee pair were mutual, and stronger with more disadvantaged youth and in closer relationships, (c) effective relationships were characterized by the quality of the relationship more so than the length of the relationship, (d) parents indirectly influenced the development of mentoring relationships. The poster presents collaboration with stakeholders at each phase of the research to increase the utility of the study and generation of action steps to improve program services for mentor-mentee

matches and their families.

**[485] Cluster F**

**Social Networks and Mental Illness: Network Stability and Well-Being Correlates**

E. VASCONCELLES<sup>1</sup>

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In the last two decades, there is increasing recognition of the importance of social networks in the lives of individuals coping with serious mental illness. However, much of the research in the area has focused on the relationship between social support and the onset or relapse of psychiatric symptoms or hospital recidivism. There is limited understanding of the stability of adults' social networks over time and the relationship of perceived social networks to various aspects of individual well-being. The present longitudinal study takes an in-depth look at the personal networks described by a sample of 48 young adults coping with serious mental illness. The research investigated participants' own reports of their social network composition and perceived social support to better understand the stability of perceived networks over a one year time period. The research also examined associations between network characteristics and adults' reports of interpersonal loneliness, alcohol use, personal loss, and personal growth due to mental illness. The relative contribution of network characteristics in predicting variation in self-reports of various aspects of individual well-being over a one year period was also examined. The implications of findings for researchers and practitioners working with adults coping with psychiatric disability are discussed.

**[486] Cluster E**

**Public Attitudes toward Homelessness and Public Policy Issues in Japan**

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Homelessness in Japan has gained much recent attention as the number of homeless individuals has increased dramatically in the past few years mainly due to the economic recession especially. To the extent that public attitudes and beliefs are likely to influence public responses to policy initiatives (cf. Shinn, 1992), it is important to examine the relationships among community residents' attitudes toward issues toward the homeless as well as community characteristics in order to develop effective public policies, thereby community-based interventions. Few studies exist, however, on the direct assessment of residents' public attitudes about homelessness in Japan and even other countries. The purpose of this study was to investigate those factors that influence the public's attitudes and beliefs toward homelessness, including demographic and personal characteristics of community residents. Household telephone interviewing, using a modified Waksberg random-digit dialing covering the entire telephone exchanges in Japan, yielded 155 completed interviews. Results indicated that strong positive public attitudes were related to higher psychological sense of community and urban-rural differences. These findings were compared to those found in a series of similar surveys in the United States, Germany, Poland, and France. Implications for designing and implementing community-level preventive interventions for the homeless were discussed.

**[487] Cluster B**

**Working with a Community Agency on a Study of Recruitment into Commercial Sex**

N. CRESPO<sup>1</sup>

<sup>1</sup>*University of Hawaii, Honolulu, Hawaii*

I worked closely with a local community agency in conducting a mixed-method study on the recruitment of adolescent females into commercial sex. The study involved surveys of youth throughout Honolulu and interviews with several expert community members, including staff at this agency. Though the subject is largely unstudied in academia, the problem of teenage prostitution in Honolulu is extensively addressed by a private prevention and intervention organization. Through volunteering with them for several months, I found a need for further knowledge about how youth are recruited into commercial sex. I used my relationship with the agency staff to provide information towards the direction and content of the study. The data will contribute to their youth prevention programs and to the multidisciplinary literature on the issue of commercial sex. In this poster, I will summarize the study, report preliminary results, and describe the important benefits gained from working with a community agency.

**[488] Cluster E**

**Organizational Justice and Workers' Mental Health**

Y. HAYASHI<sup>1</sup>, N. WATANABE<sup>1</sup>

<sup>1</sup>*Keio University, Yokohama, Kanagawa*

A lot of evidence have been accumulated that work organizations as a community produce various kinds of stressors, which often lead quite a few employees to be psychologically unhealthy conditions. Although it is assumed that various variables may affect the employees' psychological distress, we focus on the organizational justice; namely, we hypothesize that individual's justice perceptions in the workplace would be related to their psychological well-being. Recent meta-analytic study reveals the robust relationship between organizational justice and important consequences such as employee behavior and attitudes; including job satisfaction, organizational commitment, and employees' performance, and so forth. The objectives of this paper are; (1) To show empirical evidence that individual justice perception could be regarded as one of the crucial variables of determining the degree of individual psychological distress in workplace, (2) To scrutinize the associations

between dimensions of justice (procedural, distributive, informational and interpersonal), and organizational context from which justice perceptions emerges (i.e., HRM policy, boss's leadership style), (3) To propose a concrete intervention method for accomplishing organizational justice and employees' well-being in work settings.

**[489] Cluster E**

**Homelessness and Public Opinion: A Comparison Across Four Nations**

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<sup>1</sup>University of Opole, Opole, ; <sup>2</sup>Wayne State University, Detroit, Michigan

Cross-cultural research on homelessness is largely lacking. Poland is of particular interest with regard to homelessness because the phenomenon is so new in this nation that over the past 20 years has seen dramatic changes in its social, economic, and political system. Despite these changes and clear growth in the problem of homelessness, there is little systematic research available on homelessness in Poland. Random samples of adults were interviewed by telephone in Germany (N=263), Italy (N=278), the US (N=463), and, most recently, Poland (preliminary N=212; final sample, available before June 2005, will be over 300). The interview in each nation included questions on respondent attitudes, knowledge, and opinions regarding homelessness; respondents' own personal experiences with homelessness and homeless people; and demographic characteristics of the respondents. The highest rate of total lifetime homelessness was found in the US (12.8%), with somewhat lower rates in Italy (11.0%) and Poland (9.4%), and the lowest rate in Germany (5.4%). Less compassionate attitudes towards the homeless were found on many dimensions in both the US and Poland, as compared to Italy and Germany. Additional analyses to be presented will include respondent characteristics associated with various attitudinal dimensions. Possible explanations of the findings will be provided.

**[490] Cluster E**

**Theoretical Justification and Practice of Mentoring Program in Japan**

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Through a tremendous amount of research and practices, mentoring program is recognized as one of the most promising means for solving the educational and social problems, which modernized countries are encountering. Various types of mentoring programs have rapidly prevailed particularly in Western countries. In Japan, however, only a small number of programs have been operated so far. It is supposed that such an immature status on mentoring program in Japan might be derived from the lack of theoretical discussion about its significance as well as the extremely less of the practice. In this presentation, we try to provide theoretical justification about mentoring program, not only comparing Western educational thought with the Japanese one, but also exploring the universal justification of mentoring in our society. We also present an example of mentoring program implemented in Japan, which relates established female adults (mentor) to female college students (protégé) who are searching for their role models. Through this case study, we will articulate the significance and universality of developmental relationship between adults and young people that mentoring programs are providing.

**[491] Cluster E**

**Systems' Obstacles and Opportunities in an Intervention for Incarcerated Women**

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As women transition from correctional institutions to their lives outside of prison, they must negotiate a complicated relationship with the criminal justice system. This system that they depend on for safety also has the power to curtail their liberty. For example, when women are released from a correctional setting, they must return to their communities of origin where they risk reengagement in previously coercive and abusive relationships with former intimates or family members. A call to police during or after an abusive incident may be fraught with consequences, such as dual arrest, loss of housing, or arrest on a new charge, which may lead to parole revocation or probation violation and additional incarceration time. This poster charts the preliminary development of an intervention to increase community systems' awareness of this conundrum, while at the same time enhancing women's ecological competence to navigate community systems. The ultimate goal of the intervention is to increase women's safety and reduce their likelihood of re-incarceration.

**[492] Cluster C**

**Measuring Professional Development in Schools**

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Educational research over the last 30 years has focused on teachers to improve student learning (Wenglin-sky, 2000). The current study reflects a value on the potency of educators to influence student success, but shifts the focus to school structures. While researchers have made this shift in theory and practice (Garet et al., 2001), reliable and valid tools for the evaluation of these efforts are lacking. The measurability of nine domains of staff development identified by Loucks-Horsley et al. (1997) and Sparks and Hirsch (2000) are explored in this study. While efforts to identify subscales within the latent construct were not supported, the total set of items were shown to create a unidimensional scale of professional development for schools. Survey items were assessed with the Monotone Homogeneity Model under an Item Response Theory Framework. Empirical evidence supporting the reliability of the scale is discussed from the perspective of generalizability theory. The resulting g coefficient of .71 suggests that the generated scores are dependable accounting for variations in several of the

teacher attributes set as facets. Finally, data from an exemplar is presented to demonstrate how the scale can be used to identify school-level professional development norms in relationship to best practices in the field, to track changes in policy and teacher perceptions, and to broker better working relationships between teachers and administrators.

**[493] Cluster A**

**Crime and Community: Collective Efficacy in Chicago Neighborhoods**

V. SINHA<sup>1</sup>

<sup>1</sup>*Northwestern University, Evanston, Illinois*

There is growing interest in “neighborhood collective efficacy,” a measure of residents’ willingness and ability to intervene in local events in order to promote the common good. Existing research suggests that collective efficacy may be a key factor distinguishing neighborhoods with low crime rates from high crime areas with similar structural characteristics. But, it provides little systematic evidence about programs or policies which may foster neighborhood collective efficacy. My multi-method study examines social and political factors which contribute to high collective efficacy levels in low-income, urban, African American neighborhoods. The poster will present results of ethnographic research in four neighborhoods with similar structural characteristics: two “exemplar” neighborhoods, which had higher collective efficacy levels than predicted by structural variables in 1995 and 2002, and two comparison neighborhoods, which had lower than predicted collective efficacy levels at both time points. Initial research suggests that the geospatial patterns and grassroots organizing efforts in high collective efficacy neighborhoods may better facilitate the development of overlapping spheres of personal efficacy than those in low collective efficacy neighborhoods. This contributes to creation of a continuous social space in which at least one community member feels responsible for monitoring and regulating activity at any given location.

**[494] Cluster E**

**Increasing Latino Parent Involvement Through Nutrition and Gardening Program**

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<sup>1</sup>*University of California, Berkeley, Berkeley, California;* <sup>2</sup>*San Bernardino County, San Bernardino, California*

Research suggests that parent involvement helps improve students’ learning. The San Bernardino County Department of Public Health Nutrition Program and community partners developed, implemented and evaluated a train-the-trainer gardening and nutrition curriculum targeting Spanish-speaking Latino mothers of students attending Monterey Elementary School in east San Bernardino. The goal of the intervention was to increase meaningful opportunities for parent participation while increasing vegetable consumption among participants and their peers. The training consisted of a series of nutrition education classes and five sessions on the basics of container vegetable gardens. Parents were involved in developing and evaluating curriculum content. Results included: 11 of the 14 participants sharing their gardening skills with a total of 74 of their peers, a space allocated on school campus for parents to garden, adoption of a parent-driven Healthy Food Option Policy on school campus, an increase in container gardening at home by parent participants, and an increase in self-reported vegetable consumption. Lessons learned from the intervention included: 1) consulting with parents when deciding on educational topic and activities, 2) involving parents in curriculum development and evaluation; 3) conducting group debriefing sessions to identify and address parent concerns.

**[495] Cluster D**

**The Acculturation of Mexican Americans in the Rural Midwest**

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According to the 2000 Census (U.S. Census Bureau, 2001), Hispanics have become the largest minority group in the United States. From 1995 to 2000, the Midwest alone gained 56,000 Hispanics through migration and over 300,000 from abroad, while sustaining a net domestic migration loss of non-Hispanics (U.S. Census Bureau, 2003). This change in demographics presents challenges to both the Hispanics and the communities into which they are settling. The primary purpose of the study was to gauge the acculturation, the process of integrating one’s native culture with that of the dominant culture (Berry, 1980), of Mexican Americans in the rural Midwest. The geographic location of the study and the population being non-migrant workers makes the study a relatively unique addition to the current literature. The study determined the acculturation of 62 Mexican Americans (27 females and 35 males) in the rural Midwest utilizing the Acculturation Rating Scale for Mexican Americans-II (Cuéllar, Harris, & Jasso, 1980). As expected, the level of Anglo acculturation was found to increase as the generation became farther removed from the first generation immigrant. The poster will describe the findings of this study and present recommendations that could facilitate the acculturation process for Mexican Americans, as well as facilitate cultural accommodation within the community in general.

**[496] Cluster C**

**Latino Education: Acculturation, economic value of education and gender**

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The purpose of this study was to examine the role of acculturation, economic value of education, and gender in the academic achievement of Latino youth. Economic value of education is defined as individuals’ perceptions that through schooling they will achieve economic mobility. Participants were 143 12th graders at a Chicago public school. Analyses revealed that higher levels of economic value of education were related to

higher academic achievement, as measured by grade point average (GPA) and absenteeism rates. In addition, males and females differed on their academic achievement and economic value of education with females reporting higher levels of economic value of education and higher GPAs. Contrary to what was expected, males and females did not differ in their acculturation status, and acculturation did not play a role in academic achievement. However, Pearson correlational analyses showed significant associations between aspects of acculturation and academic achievement. For example, the more familiar students were with their Latin American culture, the higher their GPAs. This study's findings shed light upon factors that contribute to Latinos' educational performance. Given community psychologists' interests in disenfranchised groups, this study has important implications for prevention programs targeting the education of Latino adolescents.

#### [497] Cluster B

##### **Sampling Issues in Large-Scale, Community-Based Prevention Trials with Families**

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To guide community-based prevention efforts, researchers conducting preventive intervention trials endeavor to produce results representative of their target population. Probability sampling techniques help achieve a representative sample, but do not ensure that obtained samples remain random when loss occurs due to refusals or inability to contact targeted participants. Moving beyond a descriptive treatment of response rates and sampling methods, this study provides methods for estimating and correcting for non-response bias in a preventive intervention trial conducted with middle-school students/families in 28 communities in two states. A random sub-sample of families, the focus of this study, was targeted for intensive assessment, becoming 'respondents' or 'non-respondents.' Preliminary results from binary logistic regression models indicate that families are more likely to be respondents if they reside in communities that are more rural, with lower levels of family poverty, and with community norms of substance use being less acceptable for teens. Families appear more likely to be respondents if their adolescents attend schools with greater parent involvement efforts, have more positive expectations about substance use, and report lower affective quality of the parent-child relationship. Statistical compensation techniques are presented that can be used to correct for bias and allow future findings to be generalized.

#### [498] Cluster B

##### **Minimizing Attrition in Longitudinal Research on Transient Youth**

J. FORNEY<sup>1</sup>, K. HOBDEN<sup>1</sup>, P. TORO<sup>1</sup>

<sup>1</sup>Wayne State University, Detroit, Michigan

High rates of attrition can limit the generalizability of findings in longitudinal research. Attrition can be particularly problematic when attempting to follow transient populations over long periods of time. Identifying successful tracking methodologies could be useful in reducing attrition in longitudinal research. This study assessed the effectiveness of tracking procedures used to retain a sample of homeless and housed adolescents (N=401) over a period of 4.5 years. The methods of tracking included: Internet database searches, contacts with family and friends, driver's records, home visits, and sending letters to previous addresses. Each method was coded independently as important or not important in locating participants. Eighty-four percent of the overall sample was located for a 4.5-year follow-up interview. Preliminary analyses indicated homeless respondents were less likely to be found than housed respondents, 82% versus 90%, respectively,  $\chi^2(1,401)=3.68, p<.05$ . Multiple tracking methods were necessary for minimizing attrition. Nevertheless, collateral contact information was most frequently rated as important in tracking respondents, with 56% of lost participants located through contact with friends and family. Internet database searches were important in locating 26% of respondents, followed by home visits (13%), driver's records (10%), and sending letters (7%). Implications for future research will be discussed.

#### [499] Cluster D

##### **Creating Culturally Appropriate Interventions for Communities of Color**

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##### **Overview**

Culturally appropriate interventions are those designed specifically for a target population (Alcalay, Alvarado, Balcazar, Newman, & Huerta, 1999; DeLamater, Wagstaff, & Havens, 2000; Robinson, Uhl, Miner, & Bockting, 2002; Young, Gittelsohn, Charleston, Felix-Aaron, & Appel, 2001). Researchers have identified culturally appropriate interventions as important, particularly because mainstream interventions have often failed to reach or be relevant to certain racial/ethnic populations for various reasons, including language barriers and isolation of these populations from mainstream American society due to cultural differences, prejudice, and racism. Furthermore, many mainstream interventions fail to diverge from standard models of operation and dissemination, which often are not effective in reaching these populations (Alcalay et al., 1999; Peterson & Maain, 1988). During this roundtable discussion facilitators will begin by defining culturally appropriate interventions and citing examples of three such interventions with which they have been involved, targeting African Americans, Hmong refugees, and Native American youth. Facilitators will also define culturally competent interventions, discuss how they are both different from and similar to culturally appropriate interventions and discuss the utility of both types of interventions. Participants will then have the opportunity to discuss the importance of such interventions and share strategies for creating them.

#### [500] Cluster A

### **Resource and Educational Needs of a Guatemalan Community Aid Organization**

M. STEENWYK<sup>1</sup>, A. BAREFOOT<sup>2</sup>, P. GABLE<sup>1</sup>, J. LANTZ<sup>3</sup>, A. LINSKOTT<sup>1</sup>, C. REEDER<sup>1</sup>, R. ROBERTS<sup>1</sup>, C. ERIKSSON<sup>2</sup>, D. FOY<sup>4</sup>, K. MEESE<sup>2</sup>

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**Abstract:** Upon invitation from a community aid organization that serves the 10,500 people who live on or around the garbage dump in Guatemala City, Guatemala, a group of researchers from Fuller Seminary conducted three focus groups. The focus group questions were designed to assess organizational and staff needs, particularly regarding working with victims of Child Sexual abuse, which was identified by the organization as prevalent in the dump community. The first focus group consisted of community outreach employees, the second of administrators, and the third of primary school teachers from an after-school tutoring program. All of the focus groups were conducted in Spanish by trained Guatemalan moderators. This particular study looked at the expressed lack of resources and educational needs for staff and the community at the dump. Coded focus group data suggested several key themes, including feelings of helplessness, the normalization of abuse in the dump, material resource needs in the organization, staff training needs, and lack of education and awareness of child abuse within the dump community. This poster presentation further explores these themes and suggests recommendations to the organization as to how to support staff.

### **[501] Cluster B**

#### **Support For Prevention Programs Through University-Community Partnerships**

R. ROKUSEK<sup>1</sup>, J. MOSHER<sup>1</sup>, A. LEDGERWOOD<sup>1</sup>, P. FLASPOHLER<sup>1</sup>, K. CONAWAY<sup>1</sup>

<sup>1</sup>Miami University, Oxford, Ohio

The value of university-community partnerships in building capacity and empowering communities to implement effective programs has been identified (Spoth et al., 2004; Suarez-Balcazar et al., 2004). The purpose of this poster is to describe results of research on supplemental technical assistance provided through a university-community collaboration in support of effective practice in prevention. The need for technical assistance to support effective implementation has been identified (Butterfoss, 2004; Chinman et al., In press). Little research has investigated technical assistance processes, quality, and links between technical assistance and outcomes. The poster presents results from a pilot project conducted to capture the quality and effectiveness of technical assistance provided to support the implementation of the Olweus Bullying Prevention Program and presents mechanisms to be used for future research in prevention support. The Olweus Bullying Prevention Program is recognized as a best practice in youth violence prevention (Olweus Bullying Prevention Program, 2003). Four elementary schools in rural Ohio received training and program-specific technical assistance from Olweus trainers as well as university-based supplemental technical assistance to promote successful adoption, implementation, evaluation, and sustainability. Implications for future university-community partnerships in adopting, implementing, and evaluating effective practices will be addressed.

### **[502] Cluster A**

#### **Strengthening Neighborhood Life in the Suburbs**

B. BERKOWITZ<sup>1</sup>

<sup>1</sup>University of Massachusetts Lowell, Arlington, Massachusetts

Over half the American population lives in the suburbs. Yet suburban communities, and suburban neighborhoods in particular, have rarely been studied by community psychologists. Suburban life is often seen as sterile, distant, and boring; but that stereotype may not always be true. This poster reports on an in-depth study of a statistically typical metropolitan suburban neighborhood. Findings here counter stereotype and may have implications for neighborhood development elsewhere. Those findings are based upon over 100 one-hour face-to-face interviews with a random neighborhood sample, combined with extensive field observation and personal neighborhood participation over 20 years. Dominant interview responses indicate moderate to high engagement, high friendliness, and high to extraordinarily high neighborhood satisfaction. Some neighborhood activities – illustrated with photographs – seem distinctive, among them a Neighborhood Newsletter; a web site; summer Shakespeare performances; a Halloween Spooky Walk; neighborhood-wide games and contests; and outdoor street dances. Factors accounting for these findings may include proximity, walkability, homogeneity, stability, and social norms. Since strong and cohesive neighborhood life has been linked to improved health and well-being, lower crime, and better outcomes for children, exploration of how those benefits might be conferred in other neighborhood settings seems highly justified and is undertaken here.

### **[503] Cluster A**

#### **Reported Community Strengths and Needs at a Guatemalan Aid Organization**

J. LANTZ<sup>1</sup>, E. CREE<sup>2</sup>, A. KLACSMANN<sup>2</sup>, B. MINER<sup>2</sup>, M. STEENWYK<sup>2</sup>, C. ERIKSSON<sup>2</sup>, D. FOY<sup>3</sup>, K. MEESE<sup>2</sup>

<sup>1</sup>Fuller Theological Seminary, Graduate School of Psychology, Pasadena, California; <sup>2</sup>Fuller Theological Seminary, Pasadena, California; <sup>3</sup>Graduate School of Education & Psych., Thousand Oaks, California

This study reports research gathered from focus groups at a community aid organization that serves the 10,500 people who live on the garbage dump in Guatemala City. The focus group questions were designed to assess staff perceptions of strengths and needs in their organization and the dump community. The first focus group consisted of community outreach employees, the second of administrators, and the third of after-school tutors. All of the focus groups were conducted in Spanish by trained Guatemalan moderators. Using grounded theory, transcripts were coded for frequency of themes. Preliminary findings suggest the most frequently coded child and family needs were related to the impact of “normalized” intergenerational abuse. Community needs

were identified as effects of marginalization by society and lack of vision for a life outside the dump. Frequently coded child and family strengths appeared around their ability to engage in positive relationships with staff, change views in response to education, and become empowered to change their situations. Strengths in the dump community frequently mentioned by staff were the emergence of positive community leaders in response to organizational programs. Additionally, workers perceptions of which child, family and community needs their organization meets most effectively will be presented.

#### **[504] Cluster A**

##### **Similarities Between Black Women's Community Work and Community Psychology**

A. EDWARDS<sup>1</sup>

<sup>1</sup>*Emory University, Atlanta, Georgia*

Black women participated in the civil rights movement by 'mothering' their communities (James, 1993; Edwards, 1997) as culture carriers (Reagon, 1987; Omolade, 1994) and creators of positive racial identities (Gilkes, 1985; 1986; Greene, 1989). They were trailblazers, (Payne, 1989), discovering new in the psychosocial and sociopolitical spaces in society, and providing knowledge for pedagogical infusion in academia. Ella Baker's work, for example, provides a framework for engaging communities in research and action, and reflects the ideological paradigm of community psychology. These commonalities may form theoretical lenses to analyze and interpret themes in Black women's community work, and to support practical applications of the principles of community psychology. This result is possible as Baker's principles are derived from a theoretical perspective lived and rooted within the Black community. A tripartite perspective is provided in this paper juxtaposing: the Baker principles, themes in Black women's community work and the principles of the field of community psychology as a means of (a) indicating the usefulness of these principles and themes as an innovative contribution to 'methodology, theory and practice' in the field of community psychology and (b) suggesting how these findings may coalesce to inform the training of community psychologists in community settings.

#### **[505] Cluster B**

##### **Becoming a Member of the Community**

C. REIGER<sup>1</sup>, M. MARAS<sup>1</sup>

<sup>1</sup>*Miami University, Oxford, Ohio*

The Center for School-Based Mental Health Programs (CSBMHP) at Miami University is assisting the Butler County (OH) Educational Service Center and the Butler County Head Start Program in efforts to promote effective practices in Head Start classrooms. During the 2003-2004 school year clinical psychology doctoral student consultants, working under clinical supervision, observed 59 Head Start classes twice in Butler County, Ohio. Following each observation, consultations took place. The team of consultants worked to transform the previous biannual evaluations from a traditional behavioral health framework that focused heavily on identifying ineffective teaching/behavior management strategies to a systems-oriented framework that concentrated on the promotion of prosocial and proactive teacher-child interactions. The obstacles and opportunities that arose during the restructuring of the observation/consultation goals and procedures are discussed and the strategies that were utilized by the consultants in order to integrate themselves into the teaching community are identified.

#### **[506] Cluster F**

##### **Effects of Social Support on Recovery for People with SMI**

R. SMOLOWITZ<sup>1</sup>, A. WRIGHT<sup>1</sup>, B. KLOOS<sup>1</sup>

<sup>1</sup>*University of South Carolina, Columbia, South Carolina*

This research aims to understand the connection between the perceived social support by people with serious mental illness and their experience with recovery. It is hypothesized that stronger perceived social support will contribute toward better recovery outcomes. Participants (n = 500+) are residents in supported housing who receive services from the South Carolina Department of Mental Health. Aspects of social support related to housing environments are measured, including neighborhood social climate, perceived isolation, and relationships with people relating to housing and services, such as neighbors, roommates, landlords, and case managers. Recovery is defined as the personal experience of learning to live a fulfilling life with mental illness. This is examined using a scale developed by mental health consumers and research staff of the South Carolina Department of Mental Health. A factor analysis of responses to the recovery scale examines the components of recovery within this sample. These factors will be compared to the components of social support. A more complete understanding of how social support functions will help to inform intervention and treatment, particularly in efforts that target recovery as an outcome.

#### **[507] Cluster A**

##### **International Application: Community Psychology in African Women's Work**

A. EDWARDS<sup>1</sup>, D. FORTE<sup>2</sup>

<sup>1</sup>*Georgia State University, Washington, District of Columbia*; <sup>2</sup>*American Friends Service Committee, Philadelphia, Pennsylvania*

Women leaders from 12 African countries discussed their perspectives of the theme "Challenging the Custodians of Power and Culture." The session was organized by the American Friends Service Committee (AFSC), Women for Change (WFC) - Zambia and Safer Africa (South Africa) in Lusaka, Zambia. Participants discussed the combined effects of power, culture and gender, identified pressing needs, and planned initial steps to address resultant limitations at all policy levels. Concept mapping (Trochim, 1989a; 1989b) was used as a planning tool, allowing for nonhierarchical input from participants and a seamless integration of community

psychology's principles of practice within the planning process. Participants generated statements in a variety of formats, which were rated, sorted and analyzed to produce a pictorial map of the concepts related to the overall theme. Working groups were created based on the mapping concepts, and plans developed to collaborate on key issues. Participants were also introduced to evaluation concepts, to use to document their actions and subsequent results. A follow up session reviewed the result of planned actions. This presentation will include a discussion of the process, the map and results of the planned actions.

**[508] Cluster F**

**The Importance of Social Support for Perceptions of Recovery**

J. MCDANIEL<sup>1</sup>, L. STILLMAN<sup>1</sup>, B. KLOOS<sup>1</sup>

<sup>1</sup>University of South Carolina, Columbia, South Carolina

This presentation examines the relationship between different types of support and the perceptions of recovery reported by seriously mentally ill adults. Research participants (n = 500+) currently receive services and housing from the South Carolina Department of Mental Health. Support as a variable is measured at two tiers: social and professional. Social support includes interactions with neighbors, friends, coworkers, roommates, and congregation members. Professional support includes interactions with landlord/property managers, case managers, and professional health care providers. The level of support for each tier is evaluated by frequency of contact, importance of relationship, and satisfaction with relationship. As defined, recovery includes perceptions of recovery and also the frequency and severity of symptoms reported. This study tests the hypothesis that reports of social support will be a stronger predictor for recovery and symptoms than would professional support.

**[509] Cluster E**

**Critical Consciousness, Coping, and Health Behaviors in College Women**

Z. HARRELL<sup>1</sup>

<sup>1</sup>Michigan State University, East Lansing, Michigan

The development of a gender-specific model of health behaviors involves examining how structural factors related to gender-socialization and oppression has an impact on health outcomes. Marketing images by alcohol and tobacco advertisers often appeal to sexist cultural values that objectify women. There is evidence that critical consciousness may be protective against health-compromising behaviors in women. The current study is an examination of the relationship between critical consciousnesses, emotion focused coping, and health behaviors (eating behaviors, alcohol, tobacco, and other drug use). Participants were 120 women at small liberal arts college randomly assigned to a survey-only or image-critique condition. Those participants in the image critique position completed a survey of health behaviors and were asked to rate the appeal images of women from popular magazines. The participants in the image critique condition reported strong themes of critical consciousness related to images of women. Overall the sample had a low internalization of sexist cultural values regarding appearance. The use of emotional social support and was negatively related to alcohol and drug use. Low critical consciousness was related to disordered eating. The implications for raising critical consciousness in college populations will be discussed.

**[510] Cluster F**

**Longitudinal models of social support among homeless adults**

C. TOMPSETT<sup>1</sup>, P. TORO<sup>1</sup>, H. JANISSE<sup>1</sup>

<sup>1</sup>Wayne State University, Detroit, Michigan

The effects of perceived social support and enacted social support on mental and physical health were contrasted over time, in a sample of homeless adults. 221 participants completed all examined measures at baseline and 12 months follow-up. Four longitudinal models were examined using structural equation modeling. A latent variable for perceived social support was created using the Interpersonal Support Evaluation List, and two different manifest variables of enacted support were created using the family and friend indices of the Social Network Interview. A Physical Health Symptoms Checklist was used to create a manifest variable of physical symptoms, and the SCL-90-R was used to create a latent variable for mental health. All structural models included baseline and follow-up values for all variables, and all had satisfactory fit, demonstrating appropriate choice of variables. Both perceived and enacted social support was negatively correlated with psychological symptoms at the cross-sectional level. Enacted social support did not predict psychological symptoms longitudinally and perceived social support was significantly positively correlated with psychological symptoms at follow-up. Similar findings were obtained for models examining physical health. The contrast between cross-sectional and longitudinal findings, as well as implications of these findings for longitudinal study of social support will be presented.

**[511] Cluster A**

**The Components of Critical Awareness for Members of Privileged Groups**

A. DARNELL<sup>1</sup>, R. WATTS<sup>2</sup>

<sup>1</sup>Department of Psychology, Georgia State University, Atlanta, Georgia; <sup>2</sup>Georgia State University, Atlanta, Georgia

This poster will examine the components of critical awareness for privileged persons, defined as white males of mid- to high SES. A theoretical review of dominant cultural ideology in the US (i.e., individualism, self-reliance, allocations based on merit) will precede an empirical examination of three constructs – communal orientation, structural attribution style, and egalitarian values – as predictors of several different forms of social justice behavior. Participants were selected on the basis of social justice behaviors, and pencil-and-paper

measures of the three constructs were used to differentiate between privileged persons who engage in social justice behavior and those who do not. Results of data analyses will be presented and implications for educational interventions will be discussed.

**[512] Cluster B**  
**External/Embedded Program Evaluation**

N. TORRES-BURGOS<sup>1</sup>

<sup>1</sup>*University of Puerto Rico, San Juan, Puerto Rico*

Practitioners in the field of Community Psychology continue testing the possibilities and boundaries of program evaluation. This presentation describes an evaluation model conceptualized by the author as external/embedded evaluation. The conceptualization was developed from a three-year consultation experience as an "external" evaluator for the Program to Prevent Violence Against Women, at the University of Puerto Rico in Humacao. The author assumed different degrees of participation (external /embedded) to obtain relevant data according to the objectives of the evaluation. The model included qualitative and quantitative modalities such as surveys, in depth interviews, focus groups, and evaluation workshops. The student surveys, conducted in 2001 (N=619) and 2002 (N=345), yielded pertinent information for program implementation. For example, the surveys revealed that female students felt less safe at the university campus and reported more gender specific incidents than those reported by male students. A focus group conducted with University Security Officials discovered the potential of this group as an important ally for the program. The evaluation process was informed through a variety of inquiry methods and levels of participation of the program evaluator, discuss in this presentation.

**[513] Cluster E**  
**Affect of YDP participation on the Future Orientation of African-American girls.**

K. BROOMFIELD<sup>1</sup>

<sup>1</sup>*Georgia State University, Atlanta, Georgia*

Youth development programs (YDP's) have been widely researched and associated with such positive outcomes as increases in academic achievement. However, little is known about processes through which these positive outcomes are achieved. One possible means is improvement of youth's future orientation, or their expectations and ability to think and plan for future life events. This poster examines the potential mediating or moderating effects of increases in future orientation as a mechanism through which youth development program participation affects academic achievement. The role of a mentoring relationship in supporting this process is also considered. Data for the analyses were drawn from the quasi-experimental evaluation of a youth development program that identifies the promotion of future orientation as one of its goals. For this analysis data were aggregated over 3 school years (1999-2002). The sample includes 146 program participants and 53 demographically matched comparison group students. Analyses revealed that program participation was related to increases in academic performance, but the association was not mediated by increases in future orientation. Increases in future orientation were, however, positively related to school grades. Finally, being involved in a mentoring relationship buffers the negative affects of low levels future orientation on reported school grades.

**[514] Cluster E**

**The Influence of a Group Mentoring Program on Adolescents' Relationships**

D. HOUSE<sup>1</sup>

<sup>1</sup>*Georgia State University, Atlanta, Georgia*

This poster will present findings from a longitudinal evaluation of a school-based group mentoring intervention. Group mentoring has received much less empirical attention than one-on-one mentoring and it is not clear whether group programs can be expected to yield similar outcomes or whether the mechanisms of change are similar compared to one-on-one mentoring programs. In addition to the instrumental and emotional support derived through a relationship with an adult mentor, group members might also derive emotional support from group mates. This study examined the effects of a group mentoring intervention on quality of relationships with parents and peers for 71 program participants relative to a comparison group of 31 students. Further, analyses were performed among program participants only to determine effects of sense of belonging with mentor and mentoring group on changes in quality of relationships with parents and peers. Findings revealed no program effects, yet among program participants, findings revealed that sense of belonging with mentor and group are important in predicting changes in quality of relationship with fathers and peers. There were some indications that effects were more robust for participants in a full-year version than a 1-semester version.

**[515] Cluster B**  
**Obtaining and Using Survey Data from Parents**

J. SNELL-JOHNS<sup>1</sup>

<sup>1</sup>*Austin Child Guidance Center, Austin, Texas*

South Carolina mandates that its schools survey parents in order to assess parent satisfaction and determine whether state and local efforts are effective at increasing parent involvement. This study examined factors influencing parent response rates and explored schools' decision making and use of data from the parent survey. Statewide data was analyzed to examine the relationship between parent response rates and student grade level, school size, school performance, and school poverty levels. Telephone interviews were conducted with survey

coordinators to identify effective methods for obtaining completed parent surveys. Additional interviews were conducted with people working at the local, district, and state levels. These interviews were part of a case-study approach designed to explore the phenomenon of surveying parents as part of a state-mandated process to provide schools with information they can use to increase parent involvement. The results suggest that the effectiveness of various survey administration procedures is context related and revealed that while several districts and schools had discovered ways to integrate the parent survey data into existing school improvement plans and district practices, many schools were not aware of the type of survey data available. Findings from this study have implications for conducting research with parents, as well as for state-level policies related to parent involvement.

#### **[516] Cluster D**

##### **Evidence-Based Culturally Appropriate Services for Minorities**

Y. SUAREZ-BALCAZAR<sup>1</sup>, A. SHARMA<sup>2</sup>, M. GARCIA RAMIREZ<sup>3</sup>

<sup>1</sup>University of Illinois at Chicago, Chicago, Illinois; <sup>2</sup>Loyola University, Chicago, Illinois; <sup>3</sup>University of Sevilla, Seville, Andalusia

Overview  
There is growing recognition from the federal government of the need to manage diversity and address inequalities in research knowledge and services to minorities. Currently, in our society, most community services tend to be unicultural despite the fact that society is becoming increasingly multicultural. Unfortunately, research with minority populations is typically not integrated into mainstream policy, service provision or practices. This roundtable will focus on the discussion of evidence-based frameworks for conceptualizing critical elements of the process of cultural competent community services. Specifically, facilitators will draw from two examples: culturally competent services for minorities with disabilities and culturally competent services for immigrant Asian women. The immigrant experience is one of the least understood experiences, especially within the context of social service provision. Often, traditional models of service provision have marginalized minorities by focusing on only single issues such as just looking at gender or problem of interest and not at the multicultural experience of groups. Beyond the need to document best practices employed in direct services we will discuss issues that point to the importance of utilizing a service model that understands the acculturation processes, employs community-based strategies, and identifies cultural values and worldviews of minority populations.

#### **[517] Cluster A**

##### **Neighborhood-Based Intermediary Organizations: A Community Systems Perspective**

S. BERKOWITZ<sup>1</sup>

<sup>1</sup>Michigan State University, Lansing, Michigan

This poster presents results of research on the Neighborhood Network Center model in Lansing, Michigan. NNCs represent a comprehensive, neighborhood-based approach to strengthening neighborhoods, empowering neighborhood decision-making and planning of programs and services, and providing neighborhood-based programming and service delivery. In this study, social network analysis techniques were applied towards understanding the larger impacts of these intermediaries on the collaborative dynamics of the community system. This poster presents findings on how neighborhood network centers can serve as a “structural intervention” in the community system, promoting community development and improving system effectiveness by bridging between otherwise disconnected elements at both neighborhood and citywide levels. In addition, findings suggest the differences in how bridging roles unfold given both the capacity of intermediary organizations and the neighborhoods they serve. Implications for both research and implementation of neighborhood-based intermediaries are discussed.

#### **[518] Cluster A**

##### **Exploring the Connection Between Intentional Communities and Sustainability**

M. MERRICK<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Urbana, Illinois

Community-based interventions can be a critical key for the promotion of pro-environmental behavior. However, very little research examines how living in an intentional community, such as a cohousing community or an ecovillage, can influence environmental behavior. An intentional community is usually resident planned and managed with some balance between private and community ownership of land, housing, and shared space. This research proposes the idea that intentional communities have the unique ability to create a living surrounding that encourages, nurtures, and transforms the environmental activity of the residents. Individuals that reside within such exceptionally supportive and networked communities may exhibit integrated and advanced patterns of environmental behavior. This exploratory study examines one US Midwestern intentional community and its struggle for ecological, social, and spiritual sustainability. Community residents completed comprehensive written surveys containing quality of life, environmental behavior, and community activity items. Additionally, interviews with several residents unveiled trends regarding resident beliefs, values, and worldviews. Emerging attitudes, values, and behavior are investigated and the link between intentional communities and improved environmental and sustainable lifestyles is explored. Results can guide the integration of various community-based environmental efforts in the context of more conventional American communities.

#### **[519] Cluster C**

##### **Financial Aid and Preparation as Predictors of Graduating College GPA**

S. FRENCH<sup>1</sup>, R. HOWELL<sup>2</sup>

<sup>1</sup>University of Illinois at Chicago, Chicago, Illinois; <sup>2</sup>University of California, Riverside, Riverside, California

The goal of this project was to determine if ethnic difference in college GPA can be eliminated by controlling for pre-college preparation and college financial aid. We examined the pre-college academic records, college transcripts, and financial aid reports of 6,700 students from an ethnically diverse public university on the west coast. Students entered the university as freshman and graduated. Ethnic differences existed in college GPA and college preparation, as well financial need and aid. These variables were correlated with freshman year GPA, with higher preparation and lower financial need related to higher college GPA. Controlling for freshman year GPA eliminated between 60-70% of the graduation GPA ethnic differences. Regression analyses demonstrated that the detrimental effect of low socio-economic status was greatest for Latinos, and the beneficial effect of financial aid was lowest for African Americans. Simply meeting financial need was not sufficient to counteract the negative effect of low SES for the minority students as it was for European Americans. Thus, most of the GPA gap at graduation can be eliminated by pre-college and freshman year academic preparation. Also, exceeding financial need for specific minority groups must be considered if different ethnicities are to be equally effected by financial aid.

#### [520] Cluster E

##### **The Many Faces of Leadership**

J. BEESON<sup>1</sup>, S. WITUK<sup>1</sup>, M. SHEPHERD<sup>1</sup>, L. BROWN<sup>1</sup>, R. PEARSON<sup>2</sup>, S. EALEY<sup>1</sup>, C. REINHART<sup>1</sup>

<sup>1</sup>Wichita State University, Wichita, Kansas; <sup>2</sup>Self-Help Network, Wichita, Kansas

Sarason (2004) noted the importance of leadership for community action and development. Yet, little is known about specific methods to promote community leadership. The Self-Help Network (SHN): Center for Community Support and Research provides three examples of community leadership initiatives. Findings and insights from each will be shared. The Kansas Community Leadership Initiative (KCLI) The KCLI involved 43 community leadership programs in rural and urban communities, providing 21st century leadership tools and skills to participants. Community leadership programs utilized the tools and skills to make their communities better places to live in a variety of ways. The "One Kansas" Initiative Involving over 150 staff of state agencies, One Kansas was designed to provide a variety of leadership and community building skills at six locations across Kansas. SHN staff facilitated One Kansas meetings, using adult-learning techniques so that state agency staff would be in a position to use in a variety of situations. Leadership Empowerment Advocacy Program (LEAP) The LEAP course is designed to provide educational opportunities for persons with psychiatric disabilities to develop leadership and advocacy skills, and develop a personal mission. Students are taught innovative leadership principles and practices. Sarason, S. (2004). What we need to know about intervention and interventionists. *American Journal of Community Psychology*, 33, 275-277.

#### [521] Cluster C

##### **School-Based Group Mentoring: An Ecological Analysis**

D. HOUSE<sup>1</sup>, G. KUPERMINE<sup>1</sup>, R. LAPIDUS<sup>1</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia

Designing mentoring interventions for cultural minority youth is hampered by limited availability of culturally sensitive resources and difficulties recruiting mentors who share similar backgrounds with the youth. Group mentoring builds on collective experiences of supervisors, mentors, and youth to develop culturally relevant activities (Herrera et al., 2002). The Youth Development Program (YDP) is a partnership between researchers in an ethnically diverse urban university and a high school serving a large proportion of cultural minority and immigrant youth. Through service-learning, undergraduates gain hands on experience linked to formal study of youth development. Using an 'educational pyramid' model (Seidman & Rappaport, 1974), 7-8 undergraduate mentors working with 40-50 youth are supervised by a small number of graduate students and faculty. Within-group (microsystem) strategies employ group members as mutual resources for peer support. At the mesosystem level, mentors serve as a bridge to teachers and parents by checking on group members progress in school. At the exo/macrosystem levels, program administration requires attending to changing policies that can change the perception of the program from one of being helpful to one of competing with 'academic' time. Findings of a quasi-experimental evaluation of the program will be used to illustrate these processes.

#### [522] Cluster C

##### **Goal Attainment Scaling: Assessing outcomes in mentoring relationships**

F. BALCAZAR<sup>1</sup>, C. KEYS<sup>2</sup>, K. MCDONALD<sup>1</sup>

<sup>1</sup>University of Illinois at Chicago, Chicago, Illinois; <sup>2</sup>DePaul University, Chicago, Illinois

This presentation will summarize the findings from 4 mentoring programs conducted in Birmingham, England, that participated in a pilot demonstration of the efficacy of the Goal Attainment Scale method (GAS) to assess outcomes of the mentoring relationships. This method has been adapted by the authors to assess outcomes from specific goals using an 8-item rating scale. Since goals differ significantly from one another and from person to person, the GAS score is then modified using a formula that considers the degree of importance of each goal to the individual, the degree of difficulty of the goal when compared with other goals, and the level of functioning of the individual. Measuring the outcomes of mentoring relationships has been one of the main challenges of this area of research, which has traditionally relied heavily on anecdotal descriptions and testimonials. The participating sites conducted multiple qualitative interviews with mentors and mentees to find out from their perspective, their opinions about the benefits of the GAS process and its limitations. We will summarize those findings, along with the summary of the GAS scores obtained 3 and 6 months after goal setting.

Overall, the results are very promising.

**[523] Cluster C**

**Investigation of the natural mentoring relationships of Latino adolescents**

B. SANCHEZ<sup>1</sup>, P. ESPARZA<sup>1</sup>, Y. COLÓN<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

The current study takes a novel and comprehensive approach to exploring the role of natural mentoring relationships in the academic adjustment of 143 urban, Latino high school students. Whereas most of the mentoring research examines whether the presence of mentors in youth's lives makes a difference in their behavior, the present study goes a step further by investigating how the characteristics of mentors and mentoring relationships influence adolescents in a variety of academic outcomes (e.g., GPA, aspirations, sense of school belonging). Moreover, this study is innovative in that youth identified up to three mentors in their lives in order to take a social network approach to mentoring. Analyses revealed that participants with mentors had better academic outcomes than youth without mentors. The number of mentors was also significantly related to youth's academic adjustment. Specifically, significant differences in academic outcomes were found between youth with at least two mentors and youth with no mentors, but there were no differences between youth with one mentor and youth without mentors. Finally, mentor role type and relationship duration were significantly related to youth's academic adjustment. Implications for examining mentoring characteristics in future research and for developing mentoring programs will be discussed. Implications of findings for intervention will be discussed.

**[524] Cluster B**

**Qualitative Methods in Community Research: Unanswered Questions**

M. ENGSTROM<sup>1</sup>, K. MCDONALD<sup>1</sup>, E. HAYES<sup>1</sup>, V. BANYARD<sup>2</sup>, A. BRODSKY<sup>3</sup>

<sup>1</sup>*University of Illinois at Chicago, Chicago, Illinois;* <sup>2</sup>*University of New Hampshire, Durham, New Hampshire;* <sup>3</sup>*University of Maryland Baltimore County, Baltimore, Maryland*

Increasingly, qualitative methods are viewed as critical to understanding people in context. Although the popularity of using qualitative approaches in community research is growing, caveats regarding their use remain insufficiently explicated. Questions persist, involving such issues as epistemological standpoint, values, and interrater reliability. We welcome your participation in a presentation of different perspectives on the state of qualitative research in community psychology, and a discussion of questions that arise in the application of qualitative methods. We hope our conversation will contribute to a better understanding of the benefits and challenges of using qualitative methods within community psychology. Audience participation is enthusiastically encouraged.

**[525] Cluster E**

**Understanding diabetes risk and enhancing community intervention efforts**

D. KRUGER<sup>1</sup>, J. BRADY<sup>2</sup>, L. SHIREY<sup>3</sup>

<sup>1</sup>*University of Michigan, Ann Arbor, Michigan;* <sup>2</sup>*University of Michigan-Flint, Flint, Michigan;* <sup>3</sup>*Genesee County Health Department, Flint, Michigan*

We analyzed data from the Speak to your Health! Community Survey to investigate the factors related to having a high risk of diabetes. Multiple levels of influence will be discussed, such as: weight status and individual diet and exercise behavior, access to and satisfaction with health care, and neighborhood social and structural conditions. Additionally, we developed diabetes risk scores with criteria from The Department of Health and Human Services (DHHS) and used Geographical Information Systems (GIS) to identify areas where diabetes risk was high. Diabetes risk is significantly more pronounced in certain geographical areas. We also produced maps of diabetes screening rates. Several areas where respondents had relatively high diabetes risk had relatively low diabetes screening rates.

**[526] Cluster E**

**Spiritual Engagement and Health: Learning from a Community Survey**

T. REISCHL<sup>1</sup>, Y. LEWIS<sup>2</sup>

<sup>1</sup>*University of Michigan, Ann Arbor, Michigan;* <sup>2</sup>*Faith Access to Community Economic Development, Flint, Michigan*

The results of a community wide survey (N=1,851) in Flint/Genesee County (Michigan) suggest that levels of spiritual engagement are correlated with health status and health behaviors. For instance, the frequency of attendance at religious services was significantly associated with fewer bad mental health days, less anxiety, and less sadness. However, the number of poor physical and mental health days was significantly greater for those individuals who indicated they pray when they need help (spiritual coping). The survey also noted that individuals who more spiritually engaged (attend services, receive support from their faith-based organization, pray when they need help) ate more fruits and vegetables and were less likely to use tobacco and alcohol. There were no significant associations between spiritual engagement indicators and overweight/obesity status, diabetes screenings, or physical activity. The presentation will focus on the survey results and their implications for promoting health promotion programs in faith-based organizations in Flint/Genesee County. The presentation will describe the intervention efforts by a faith-based community organization called Faith Access to Community Economic Development (FACED) to support health teams and other health interventions in faith-based organizations.

**[527] Cluster E**

**Building collaboration among after-school programs in southwest Detroit.**

L. GUTIERREZ<sup>1</sup>, K. DENYER<sup>1</sup>, A. CAMACHO<sup>1</sup>

<sup>1</sup>University of Michigan, Ann Arbor, Michigan

Southwest Detroit, Michigan, a multiethnic community comprised of Latino, African-American, and White residents is home to many schools and community based organizations that organize after-school programs. These programs often offer similar services to youth and their families, and compete for a limited pool of funding. The University of Michigan Detroit Initiative program is working with five after-school programs in southwest Detroit in order to determine if and how they might collaborate in order to more effectively serve youth and families and generate additional funding. This research involved undergraduate students to conduct community based research activities such as a comprehensive neighborhood and agency/program assessment, a review of relevant literature and best-practices in after-school programming. These assessments will help to determine areas that programs have in common, areas in which the programs differ, and best-practices that may be adopted by programs to better serve youth. The UM undergraduate students will create a report for the after-school programs, including recommendations for collaboration and shared resources - as well as facilitate a planning meeting for the after-school programs. Finally, the undergraduate researchers will examine social policies that impact after-school programs and determine ways in which to impact these policies in partnership with community organizations.

**[528] Cluster E**

**Negotiated Meaning: Collaboration to Study Offender Reentry in Southwest Detroit**

M. CREEKMORE<sup>1</sup>

<sup>1</sup>University of Michigan, Ann Arbor, Michigan

Bawden and his associates have implemented agricultural development projects in traditional cultures, and developed an epistemology that posits two concurrent learning systems that create meaning in social settings: experiential learning cycles and inspirational learning cycles. In a University psychology class (studying Participatory Action Research) we negotiated with a community agency (Detroit Hispanic Development Corporation) to study their program to help returning prison inmates to reenter the SW Detroit Community. These negotiations resulted in two separate types of research with DHDC: 1. to identify unmet needs of inmates in order to pursue new funding sources and 2. to document the operations of the existing program. These two research approaches emerged from the frustrations of the agency with the limits of existing funders. Our understanding of inspirational and experiential learning cycles (from Bawden's model) allowed us to recognize their frustrations and to develop a better collaboration involving two separate research projects.

**[529] Cluster E**

**Girl POWER!: An Innovative Mentoring Program for Ethnic Minority Girls**

D. DUBOIS<sup>1</sup>, N. SILVERTHORN<sup>1</sup>, J. PRYCE<sup>1</sup>, E. REEVES<sup>1</sup>, L. FROEHLER<sup>1</sup>, N. GRAVES<sup>2</sup>

<sup>1</sup>University of Illinois at Chicago, Chicago, Illinois; <sup>2</sup>Big Brothers Big Sisters of Metropolitan Chicago, Chicago, Illinois

This presentation will provide an overview of an NIMH-funded effort in progress, in collaboration with Big Brothers Big Sisters of Metropolitan Chicago, to use a systemic, empirically-driven approach to develop an innovative mentoring program for ethnic minority girls. Several interrelated strategies are being used to guide program development: 1) systematic review of theoretical and empirical literatures (completed); 2) in-depth, key informant interviews with representatives of multiple stakeholder groups (completed), supplemented by an ongoing Advisory Council; 3) piloting and process evaluation of proposed intervention components (commencing in January 2005); and 4) a randomized controlled evaluation trial. Innovative features of the program include: 1) joint participation of mentor-youth pairs in an extended series of group-based, psycho-educational workshops (n = 12); 2) between-session activities for mentors and youth that are keyed to workshop content; 3) systematic inclusion of parents and other persons from the social networks of both youth and mentors; and 4) systematic facilitation of goal-setting and goal-attainment for both individual youth and relationships. The ways in which the planned program builds upon and may enhance the effectiveness of previous programs that have been primarily unstructured and focused only on the mentor-youth dyad will be discussed.

**[530] Cluster E**

**The Adolescent Stress Index: Combining Major Life Events and Daily Hassles**

S. CHENG<sup>1</sup>

<sup>1</sup>City University of Hong Kong, HONG KONG

Proposed a new approach to measure stress—combining major life events and recurrent hassles in one scale. Recurrent hassles are minor, daily events that have repeated over time. The Adolescent Stress Index (ASI) consists of 42 yes-no items, roughly one-third of which are major life events and two-thirds recurrent hassles. 372 adolescents aged 12-18 completed established measures of life events, hassles, physical symptoms and depression, as well as the ASI, twice six months apart. Data were analyzed using structural equation modeling aimed at examining (a) the cross-sectional relationships between stress and health at Time 1, and (b) the extent to which changes (Time 2 scores residualized on Time 1 scores) in the stress measures predicted changes in health over time. Results showed that at Time 1, the ASI contributed significantly and strongly toward explaining symptoms and depression, after controlling for “pure” measures of major life events and hassles. Furthermore, changes in the ASI were strongly predictive of changes in symptoms and depression over time, after controlling for changes in pure measures of life events and hassles. Thus, the ASI provides a convenient way to summarize the impact of both major life events and hassles, and have psychometric properties over and above these measures in isolation.

**Saturday, June 11 7-10:00**

**CONFERENCE BANQUET Illini Union Rms A,B,C**

**Sunday, June 12 7:45-8:45**

**BREAKFAST TIME Illini Union C**

**Sunday, June 12 9:00-10:00**

*Sunday, June 12 9-10 Room 210 Union*

[531]

**Narratives of Community Action**

B. OLSON<sup>1</sup>, W. BERKOWITZ<sup>2</sup>, G. LEVIN<sup>3</sup>

<sup>1</sup>DePaul University, Chicago, Illinois; <sup>2</sup>University of Massachusetts Lowell, Arlington, Massachusetts; <sup>3</sup>AMIGOS DE BOLIVIA Y PERU, Glen Echo, Maryland

Community action is a central value for community psychologists, yet much remains to be understood about the personal and historical sources of this value and the underlying psychological factors that help facilitate its occurrence. One starting point for a fuller understanding of community action is to gather narratives of those who centrally value this action approach and who involve themselves directly in working with communities around the world. While the collection of such stories has grown recently, an even greater collection and dissemination of narratives is needed, particularly with respect to factors that make community psychology unique as a field. Stories can help us stimulate community action. Such personal narratives can perhaps be most useful by revealing more encompassing community narratives. Many of these stories can be collected prior to the Biennial by having a call for narratives through the listserv and by soliciting volunteers through a list of conference registrants before the event. However, the primary plan is to interview community psychologists, other applied practitioners, students, and consumer advocates at the Biennial. At the conference, we would like to have a flyer in the registration packet and have space for a "recording booth," placed in a central location, where attendees could record their stories. Stories will be stimulated through several approaches such as asking about community action as a formative experience, involvement with and causes for valuing community action, examples of successful community actions and why they worked, and participants' wishes for the future of community psychology in general. In addition, we would like to hear about participants' vision for the shape of community psychology in 2045, 40 more years after Swampscott. By the final day of the conference, we will have organized a variety of exemplar stories to present at a 60 minute roundtable. During this session, collaborative discussion will occur regarding commonalities across stories, thoughts on community action and psychology, the value of narratives, and its different forms and shapes, as we generally engage in the sharing of more community action stories with those present. The ultimate goal will be to record and eventually publish this data to be useful for those in the future who value community action. These stories, when collected, published, and disseminated, can be used as a primary teaching tool, not only at the Biennial, but also for future generations of students and practitioners.

*Sunday, June 12 9:00-10:00 Room 211 Union*

[532]

**Resituating Advocacy: Understanding Poor Latina Mothers' Educational Beliefs**

T. DURAND<sup>1</sup>

<sup>1</sup>Boston College, Chestnut Hill, Massachusetts

Overview

This discussion focuses on education and advocacy as it is conceptualized among poor Latina women with children. In 2000, 44% of ethnic minority public school students were Latinos, representing 17% of the total school enrollment (NCES, 2003). This suggests that Latino families should be major stakeholders in educational discussion, debate, and policy decisions. However, as a group, Latinos are often marginalized across ethnic, class and gendered lines, precluding their legitimate involvement in such issues. Federal educational policies such as the No Child Left Behind Act of 2001 are illustrative of those that purport to serve all youth, especially those from poor, ethnic minority families, but make no attempt to understand either how such families conceptualize education, nor how such conceptions are mediated by life circumstances. This session intends to facilitate discussion regarding the myriad of issues involved when white, United Statesian psychologists attempt to confront these issues by engaging in dialogue with poor Latina mothers. How might we hear about the

educational beliefs and experiences of Latina mothers? How do we reconcile issues of our own power and positionality? Discussion will focus on the processes we must engage in if we seek to know with marginalized women, rather than about them.

**Sunday, June 12                      9:00-10:00                      Room 314B Union**

**[533]**

**The Impact of Performance Measurement on Domestic Violence Agencies**

S. KRISHNAN<sup>1</sup>, G. MASON<sup>1</sup>, K. GRIFFITHS<sup>2</sup>, A. KASTURIRANGAN<sup>1</sup>, S. LONG<sup>1</sup>, S. STAGGS<sup>1</sup>

<sup>1</sup>University of Illinois at Chicago, Chicago, Illinois; <sup>2</sup>Illinois Criminal Justice Information Authority, Chicago, Illinois

Overview

Domestic violence agencies emerged from grass roots movements of the 1960s and 1970s. Many shelters were collectives, relying largely on funds from person directly involved in the movement and supportive citizens and community organizations. Increased demand for services has contributed to growing dependence on government agencies and private funders for financial support. Domestic violence agencies must compete with other agencies and social issues for funding. Not surprisingly, funders want their support to have maximum effect on domestic violence; performance measurement systems are one way for funders to assess this impact. Currently, at least 80% of state agencies who provide funding to domestic violence agencies require that they complete some type of performance measure. In a few cases this information is tied to funding. For a movement that started with a grass-roots and feminist approach, this new approach may affect agencies' organizational structure and overall climate. This has implications for both survivors and the people working in agencies. This roundtable discussion explores potential changes and what they could mean for the movements' future. How does performance measurement affect service provision, and how do we create a balance between accountability to funders and survivors?

**Sunday, June 12                      9:00-10:00                      Room 217 Union**

**[534]**

**Ecological and Cultural Approaches in Parenting Research in Diverse Environments**

N. ENCHAUTEGUI-DE-JESUS<sup>1</sup>, I. KIM<sup>2</sup>, J. RODRIGUEZ<sup>3</sup>, M. PRIDE SCHOLARS NETWORK<sup>4</sup>

<sup>1</sup>Syracuse University, Syracuse, New York; <sup>2</sup>University of Notre Dame, Notre Dame, Indiana; <sup>3</sup>Columbia University, New York, New York; <sup>4</sup>Multiple Universities, Notre Dame, Indiana

Overview

Members of the Parenting Research in Diverse Environments (PRIDE) Scholars Network propose to facilitate a roundtable discussion with audience members on the challenges and promise of embracing an ecological approach to the study of parenting behaviors that promote the well being of ethnic minority children and youth. The facilitators seek active engagement with the audience to explore this issue and foster the exchange of ideas that address deep-rooted values in community psychology. The goal of the PRIDE Scholars Network in their work and in this discussion is to understand parenting processes in culturally and socio-economically diverse contexts through collaborative research using an ecological perspective and multidisciplinary approach. Ultimately, the research that emerges from this framework is geared towards informing intervention efforts and policy. Reflecting on Swampscott and the conference theme, facilitators will describe their own experiences with multidisciplinary, multi-method research. Through this conversation, the audience will be able to consider the ways in which collaboration between disciplines and the use of multiple methods are critical and need further attention in training of scholars in community psychology and other fields.

**Sunday, June 12                      9:00-10:00                      Room 404 Union**

**[535]**

**Shifting Sands: Alternative Approaches to Evaluating Evolving Community-Based Programs**

G. KUPERMINE<sup>1</sup>, K. BROOMFIELD<sup>1</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia

Discussants: S. ERICKSON, *EMSTAR Research*

Even with careful planning and attention to evaluation design, sampling, etc., evaluators of complex community-based programs often must contend with unexpected changes in the program that affect implementation of the evaluation or are asked to answer emerging questions the evaluation was not designed to address. In this session, we use data from the quasi-experimental evaluation of Cool Girls, Inc. to illustrate alternative methods that seek to identify credible bases for comparison to reduce threats to validity. Dual goals of each paper are to present substantive findings while illustrating a strategy useful in assessing the significance of evaluation results.

**[536]**

**Using Program Dosage Groups as an Alternative to a Basic Comparison Group Design**

P. HOLDITCH-NIOLON<sup>1</sup>, T. DICKENS<sup>1</sup>, K. BROOMFIELD<sup>1</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia

The realities of evaluating community-based programs can challenge the integrity of standard research designs because of difficulties identifying an adequate comparison group, selective attrition, and variable rates of program participation. One approach to addressing these problems is to shift from examining program effectiveness to a focus on how much exposure to the program is necessary to produce favorable outcomes (Vandell & Reisner, 2004). This design allows the variance in program attendance to enhance rather than hinder comparisons, compensates for low numbers of comparison vs. program participants, and accounts for unexpected changes, such as comparison group members joining the program after the pretest. A limitation, however, is that selection factors, such as age, engagement in other programs, previous program participation, etc. pose serious threats to internal validity. Incorporating statistical controls of such factors can reduce but not eliminate these threats. In the Cool girls evaluation, the low attender/comparison group declined from pre- to post-test in knowledge of effects of alcohol, tobacco, and other drugs. In contrast, moderate attenders (attended 7-19 sessions/year) and high attenders (attended 20+ sessions) both increased in drug knowledge, even accounting for significant age effects. Further analyses will be presented to illustrate strengths and limitations of this approach.

[537]

#### **Using Focus Groups in Evaluation: Constructing qualitative comparisons**

J. ZORLAND<sup>1</sup>, M. OBASAJU<sup>1</sup>, E. OGLEY-OLIVER<sup>1</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia

Mentoring has gained popularity as an intervention strategy, but questions arise about the mechanisms by which mentoring might contribute to youth development outcomes when offered in combination with other program components (Kuperminc et al., in press). To move beyond questions of whether mentoring has an effect toward information concerning how mentoring might interact with other program components, a series of focus groups were conducted. Participants included a subset of the quantitative sample, representing four groups: middle school girls with and without mentors, and elementary girls with and without mentors. One discussion theme focused on goal-setting included the following questions: 1) What would keep you from your goals? 2) If you needed more information about how to reach your goals, where would you look? The qualitative data obtained revealed that participants with mentors appeared to be internalizing a sense of responsibility for setting and achieving their own goals, and expressed an increased awareness of social and environmental effects on goal attainment when compared to those without mentors. Additionally, participants with mentors expressed more knowledge about seeking out varied resources to obtain additional information about their goals. Whether girls were matched with a mentor appeared a more salient factor than age.

[538]

#### **Evaluating Subgroups Using an Age Related Constructed Comparison Group**

M. MUALUKO<sup>1</sup>, P. HOLDITCH NIOLON<sup>1</sup>, T. DICKENS<sup>1</sup>, G. KUPERMINC<sup>1</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia

This paper illustrates a method to apply experimental logic to non-experimental data. Such an approach is needed for analysis of subgroups within complex programs. In Cool Girls, participants are eligible to be matched with a mentor after one year. The comparison group recruited for the larger evaluation is inappropriate for analyzing mentoring effects because comparison students are ineligible for a mentor. We generate expected post-test scores for key outcomes based on regressing pretest scores of those outcomes on age (McCall, 1999). This makes it possible to evaluate change observed within unique subgroups (e.g., girls with mentors) relative to the amount of change expected if no treatment had been offered. With regard to school grades, this analysis revealed that participants who were ineligible for a mentor because they were in their 1st year experienced increases in grades over what was expected ( $p < .01$ ) as did Cool Girls who had been matched with a mentor ( $p < .05$ ). However, mentor-eligible Cool Girls who were not matched with a mentor did not experience increases over expectations. Further analysis to be presented in the final paper will examine subgroup specific predictors of change in grades and other academic outcomes.

[539]

#### **Overview of Cool Girls, Inc. and the Evaluation Design**

K. BROOMFIELD<sup>1</sup>, M. OBASAJU<sup>1</sup>

<sup>1</sup>Georgia State University, Atlanta, Georgia

This paper provides an overview of Cool Girls, Inc. and the evaluation design. Cool Girls Inc. is a comprehensive after-school youth development program for girls in elementary and middle schools living in low-income neighborhoods. The program is designed to help these girls develop positive life trajectories while providing a safe, supportive atmosphere. Cool Girls four major program goals include 1) improving decision-making skills, 2) developing an awareness of future life opportunities, 3) enhancing academic achievement, and 4) promoting wellness and physical activity. These goals are achieved through health and life skills education, field trips, mentoring, and tutoring. An annual evaluation centered on Cool Girls after-school programs was initiated in 1999 and implements a quasi-experimental, non-equivalent comparison group design that in 2003-04 included 115 participants and a demographically matched comparison sample of  $n = 27$ . Participants complete pre- and post-test questionnaires in early fall and late spring of each academic year. Additionally, qualitative methods have been used to amplify the voice of program participants and to address questions not easily assessed via questionnaires. Departures from the planned quasi-experimental design have become necessary due to variation in program exposure among participants, variation in length of participation, and other factors.

Sunday, June 12

9:00-10:00

Room 405 Union

[540]

**Multi-disciplinary Misfits: Co-participants & Collaborators of Change Narratives**

B. BISHOP<sup>1</sup>, A. BROWNE<sup>1</sup>, D. COSTELLO<sup>2</sup>, D. STEIN<sup>3</sup>, P. DZIDIC<sup>3</sup>

<sup>1</sup>Curtin University of Technology, Perth, Western Australia; <sup>2</sup>University of Notre Dame Australia, Fremantle, Western Australia;

<sup>3</sup>Curtin University, Perth, Western Australia

This symposium will provide a dialogue of the different perspectives and experiences of the presenters and their contact with community psychology within Western Australia. Through relation of these diverse experiences we will explore how, as community psychologists, in many settings we have been successful with communities, governments and industry now spouting community psychology principles of participation, empowerment, collaboration and triple bottom lines of sustainability. However, this influence may be at a superficial level as they are yet to adopt these perspectives in a way that contributes to the dynamic process of second order change.

[541]

**Multidisciplinary Misfits: Facilitators of Change in Natural Resource Management**

A. BROWNE<sup>1</sup>

<sup>1</sup>Curtin University of Technology, Perth, Western Australia

This paper will explore experiences of two large-scale research projects regarding Natural Resource Management (NRM) in Australia. These projects integrate and link Research and Development (R&D) organisations, federal/state/local governments, non-government organisations, and local, regional and interest group communities in the research for the management of natural resources within the regions. The discussion of these projects will show how use of 'participation', 'collaboration', and 'integration' in policy and research within a number of different states in Australia currently reflects a first order, phenotypic change in the use of these concepts. One way the paper will explore the superficial nature of this change is by presenting an oral folk tale of the Ord Bonaparte Program (OBP). The OBP was a large-scale, multi-disciplinary research model in the East Kimberley region of Western Australia with a strategic focus on regional sustainable resource use and development. This narrative focuses on the inclusion and exclusion of both Indigenous and non-Indigenous Australian community stories and understandings in NRM projects. There is a need to create strategies to achieve second order change within NRM R&D and policy particularly in regards to the use of research approaches which involve communities. The role of multidisciplinary misfits - community psychologists - in this process of change will be explored.

[542]

**Sustainability & Grass Roots Action—Has Social Justice Prevailed?**

D. COSTELLO<sup>1</sup>, B. BISHOP<sup>2</sup>

<sup>1</sup>University of Notre Dame Australia, Fremantle, Western Australia; <sup>2</sup>Curtin University of Technology, Bentley, Western Australia

Reflecting on developments of community psychology within Western Australia. This paper explores the application of the principles of participation, empowerment, collaboration and triple bottom lines of accountability in local communities. While governments locally and nationally have promoted the 'sustainability' agenda which encourage grass-roots action and responsibility for social, economic and environmental issues. There are a variety of local governance relations being practiced between government institutions and community groups in Aboriginal and non-Aboriginal communities. While some community coalitions have been powerful forces for social change, it is vital to critique the processes of social change in terms of equity and social justice outcomes. This paper explores the successes and impediments for promoting second order change as a catalyst for successful community interventions.

[543]

**Conceptual Misfits: Environmental Sustainability and Contextualism**

B. BISHOP<sup>1</sup>, P. DZIDIC<sup>2</sup>

<sup>1</sup>Curtin University of Technology, Perth, Western Australia; <sup>2</sup>Curtin University, Perth, Western Australia

Stephan Pepper created an epistemological typology applicable to psychology. He argued that there were four models of scientific endeavour, mechanism (positivism), formism (individual differences), organicism (systems approaches) and contextualism. It will be argued that contextualism is an appropriate approach for community psychology, but its conceptual complexity has meant that it has been operationalised in research as organicism. Bishop, Sonn, Drew and Contos (2002) argued for a model of research that is contextualist. This model will be discussed in terms of an environmental research project. In this study, the worldviews of three key sectors in natural resource management (farmers, scientist and miners) were examined. It was found that the variability across the groups was greater than within the groups and that the variability required an appraisal of the context to be understandable.

[544]

**Client-Centred Co-Constructions in Counselling: Second Order Change**

D. STEIN<sup>1</sup>, D. COSTELLO<sup>2</sup>

<sup>1</sup>Curtin University, Bentley, Western Australia; <sup>2</sup>University of Notre Dame Australia, Fremantle, Western Australia

Meta-analytic studies in counselling habitually reiterate that four common factors facilitate therapeutic outcome. Clients, the therapeutic relationship, placebo effects and specific theoretical approaches are identified

as sources of change. It is generally agreed that clients are the most prominent determinant. This finding is not new. First postulated in the 1930's, all therapies are repeatedly found to be equally effective. Dubbed the 'dodo bird verdict' of Alice in Wonderland this approach declares "everyone has won so all must have prizes". Nevertheless counsellor training and discourse in Western Australia is preoccupied with the competitive rivalry of 'which therapeutic brand is best'. Close investigation discloses these approaches are instruments for the rhetoric of first order change. This paper suggests that to attain lasting change, second order mechanisms must be embraced by the local counselling community. The roots of these structures are embedded in the social ecology of clients and their capacity for self-healing. The role of counsellors is to bring awareness to these naturally arising phenomena by providing support systems that empower individuals to transform their lives. Collaboration, co-construction and co-participation between clients and counsellors are potent facilitators of second order change.

**Sunday, June 12                      9:00-10:00                      Room 407 Union**

**[545]**

**Contemporary debates: Globalization, Social Change, and Empowerment**

B. ORTIZ-TORRES<sup>1</sup>

<sup>1</sup>University of Puerto Rico, San Juan, Puerto Rico

Given that the only permanent notion in Community Psychology is that of change, we believe it is necessary, almost thirty years after the initiation of Community Psychology in Puerto Rico, to reflect on the discipline's theoretical assumptions, values, and goals. Thirty or forty years ago we thought that "an ecological perspective" guaranteed the inclusion of contextual factors in the analysis of social phenomena. Today, faced with globalization, we are forced to re-think those models, as it is possible that notions and explanations such as "community", "alternative settings," and "social change" may have changed in ways that may not respond to an emerging paradigm of Community Psychology. We also acknowledge some disenchantment with the possibilities of promoting social change, especially when efforts to develop structural research and intervention methods have not been particularly successful. During this symposium, a group of Community Psychology graduate students will discuss the state of the discipline as it faces such issues as globalization, the disenchantment with social change, and the possible obsolescence of one of its primary models.

**[546]**

**Approximations to Globalization and its Implications for Community Psychology**

R. RIVERA-ORTIZ<sup>1</sup>, D. FONSECA-LAGO<sup>1</sup>

<sup>1</sup>University of Puerto Rico, San Juan, Puerto Rico

Globalization has been referred to as the suppression of barriers to free trade and a greater integration of national economies; it also has important political, technological, cultural, and ecological implications that should be incorporated into social science analyses. Given that community psychology has an ethical and legal responsibility to examine and understand social phenomena and relationships, it should contribute to the analysis of the phenomena produced by globalization. Groups that favor and promote globalization advocate for the economical development of poor countries and the exchange of knowledge developed and produced in diverse cultures. Several negative aspects have been attributed to globalization: the failure to honor promises of financial benefits to developing countries, the increase in poverty, the almost absolute decisional power of a few international organizations, the exacerbation of the HIV/AIDS epidemic, and the destruction of the environment. We will consider how community psychology should examine and work with the social consequences of globalization. Promotion of structural change should have as a goal the reduction of differences provoked by global economy. We will explore new approaches to the concept of "community" and will work to expand the analysis of cultural studies, the need to strengthen civil society and its political participation, and of the potential use of technology to facilitate access to resources in an egalitarian way.

**[547]**

**The Daily Dilemma in Community Psychologists' Work: Prevention or Empowerment?**

S. MALAVÉ<sup>1</sup>, K. WALTERS<sup>2</sup>, L. FANTAUZZI<sup>3</sup>

<sup>1</sup>University of Puerto Rico, San Juan, Puerto Rico; <sup>2</sup>University of Puerto Rico, Naguabo, Puerto Rico; <sup>3</sup>University of Puerto Rico, Levittown, Puerto Rico

Prevention has traditionally been considered to be a goal of Community Psychology. The notion of empowerment is crucial for the discipline, since it provides an organizing framework within which to strive for another central goal: the promotion of social change. Levine and Perkins define prevention as an action taken in the present to limit or avoid an undesirable consequence or situation in the future. Ortiz-Torres defines empowerment as the process by which individuals, groups, organizations, and communities develop a sense of control over their lives, which allows them to behave efficiently in the public domain, have access to resources, and promote changes in their common contexts. We will reflect on the particularities of each model and the strengths and limitations of prevention and empowerment, acknowledging that both may promote change and transformation. We will offer some examples of research and intervention in Puerto Rico that illustrate both empowerment and prevention outcomes. We believe it is crucial to consider both alternatives in order to facilitate the comprehension of our phenomena of interest and the promotion of social change according to our values and goals.

[548]

**The Discrete Disenchantment with Social Change**

E. ACOSTA<sup>1</sup>, A. VILLA<sup>2</sup>

<sup>1</sup>University of Puerto Rico, San Juan, Puerto Rico; <sup>2</sup>University of Puerto Rico, Bayamón, Puerto Rico

In an effort to re-explore the foundations and the present development of community psychology, we reflect on our endeavors as community psychologists. We ask ourselves: how do we define social change in today's world? Is it truly possible to promote social change? If it is not possible to promote social change, are we in a perennial and discrete disenchantment with our primary goal? Moreover, we could ask ourselves, is social change desirable? For whom? Are we prepared for and desiring of social change? Also, we question whether we are directing our efforts to those levels of intervention which are consistent with our discipline and how much of what has been promised in this area has been accomplished. An example is the frustrating level of structural intervention. We hope to listen to old and new voices within the discipline that would awaken new perspectives and find new answers to these questions. We propose a dialogue about new research/action proposals and experiences that would be more attuned to the goals and values of our discipline.

**Sunday, June 12**

**9:00-10:00**

**Room 215 Union**

[549]

**The Will to Meaning: Perspectives From Marginalized Groups**

B. HIDALGO<sup>1</sup>, J. MORSILLO<sup>2</sup>, S. HELM<sup>3</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois; <sup>2</sup>Victoria University of Technology, Melbourne, Victoria;

<sup>3</sup>University of Hawaii, West Hartford, Connecticut

Meaning making is the process by which we construct an understanding of ourselves in relation to the world (Frankl, 1959; Bruner, 1990). It is through this process that, among other things, we establish identity, relate to others, understand life circumstances, derive our motivations, develop decision rules for action, distill our value system, cope with negative life events, and locate the resources with which we may grow and thrive. In recent years, community psychology has increasingly focused attention on the process of meaning making, especially as it occurs through the interaction of personal life stories and community narratives. Indeed, research that privileges the participant's process of meaning making is an integral component of empowerment oriented community action. The practice of listening and responding to the experience of life as it is understood by the population of interest is an indispensable step in the development of a competent community action agenda. To this end, the present symposium will explore some of the processes by which marginalized people construct meaning in their lives. By what mechanisms do non-mainstream people orient themselves in the world in order to make sense of their life experiences? In what ways can an understanding of these mechanisms inform more effective community action with these populations? In addressing these two questions, we hope to contribute to the discourse concerning work with disenfranchised groups.

[550]

**Attending to the Voice of the Homeless: Conceptualizing Effective Social Action**

B. HIDALGO<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois

In the social sciences, homelessness has traditionally been conceptualized in terms of individual deficiencies or larger structural problems within society (Hooper, 1999). To date, the research that has informed community intervention with this population has been largely informed by these two perspectives. Among other potential limitations, both of these approaches exclude, or otherwise restrict, the voice of the people who are homeless from the development of models for community action. An empowerment perspective on addressing problems related to homelessness follows the assumption that privileging the voice of the people whom the researcher is attempting to serve is an indispensable step in establishing a competent strategy for working in that community. With the intention of developing responsive and effective community action, this paper will explore the process of meaning making among a group of men who live in or access a local transitional living center. By identifying some potential patterns in personal narratives and understanding how some of these men make sense out of their life experience, we can begin to re-orient our conceptualizations of homelessness as a problem in such a way that speaks to the reality of the people who are most affected by it.

[551]

**Dramatic Social Action With Same-Sex Attracted Youth**

J. MORSILLO<sup>1</sup>

<sup>1</sup>Victoria University of Technology, Melbourne, Victoria

Generation Q is a social group of same-sex attracted youth (SSAY) who have visions of a world without homophobia, free of rejection, trauma and alienation. They live in the marginalised north-western suburbs of Melbourne, and meet weekly for mutual support. I was invited to work with them and their youth worker through our community partnership with Good Shepherd Youth and Family Service. Taking a participatory action research approach I invited the members to become co-researchers as we explored their identity issues and community concerns. A passion game revealed their common interest in drama. Group discussions revealed a strong mutual concern for homophobic issues. For a teachers' forum (*A Class Act*) on same-sex attracted friendly environments in schools, the participants developed and workshopped dramatic vignettes which affirmed their identity and raised community concerns. At the forum, they performed their Hot Seat Dilemmas. The participants

reported an affirmed sense of community as they shared narratives on challenging homophobia attitudes whilst contributing to a social action project in their local community. This emergent sense of community connectedness was further demonstrated when they went on to plan and implement their own forum on same-sex issues in the local community.

[552]

**Learning from the Margins: Ecology of High School Failure**

S. HELM<sup>1</sup>

<sup>1</sup>*University of Hawaii, West Hartford, Connecticut*

Meaning making is an important tool for community psychologists, particularly when working with marginalized groups. This paper highlights the problem of high school failure by making meaning with people directly affected by the problem: students & their families, and school personnel. High school failure is a serious problem that marginalizes students, family members, and staff, and adversely impacts the schools, communities, and society. Defining "school failure" narrowly has compounded the problem: an individualized deficiency that occurs at school, i.e. poor grades or low test scores. Part of the solution involves constructing a more comprehensive definition, based on the ecology of high school as experienced by the people directly involved. The Ecology of High School Failure Study (Helm, 2002) explored stakeholder perceptions of the problem by using a theoretical framework familiar to community psychologists. Narratives were collected from 38 people affiliated with a single urban high school, and their narratives formed the basis for understanding the complex, dynamic, and interactional nature of HSF as it occurs within and across a student-centered ecology. Learning from the margins is essential for promoting diversity and social justice in a global society, and can become a normalized practice in community research and action.

**Sunday, June 12                      9:00-11:00                      Room 209 Union**

[553]

**Developing a Community Initiative to Reduce Domestic Violence**

R. HORWITZ<sup>1</sup>, S. HORWITZ<sup>2</sup>

<sup>1</sup>*University of South Carolina, Columbia, South Carolina;* <sup>2</sup>*University of Rochester, Rochester, New York*

This workshop will engage participants by inviting them to simulate small groups of community leaders (assigned roles) whose task is to initiate a process that will lead to a coordinated community response for domestic violence. The presenters have developed a set of activities that assist participants in (1) defining the benefits/goals of creating such a response, (2) identifying the barriers to linking systems, and (3) delineating the gaps that must be closed in order to effect a positive outcome. Hypothetical "next steps" will conclude the exercise. Following the simulation, participants will explore current theories and identify active ingredients leading to the success of community initiatives. Finally, applying the theory to practice, the presenters will describe a "real life" coordinated community response developed in Rochester, NY that seeks to reduce domestic violence in that community.

**Sunday, June 12 10:15-11:30**

**Sunday, June 12                      10:15-11:30                      Room 210 Union**

[554]

**Inviting Community Psychologists to the Table: Prevention of Maternal Depression**

L. SEGRE<sup>1</sup>

<sup>1</sup>*University of Iowa, Iowa City, Iowa*

Overview

The detrimental impact of postpartum depression on the emotional health of approximately 500,000 families each year underscores the importance of developing effective prevention programs. The "innovation" of current maternal depression prevention efforts is limited to treating at-risk women by, for example, giving at-risk women psychotropic medication. The intervention component of most prevention programs, however, relies solely on the use of old tools (psychosocial or pharmacological therapy). Community psychologists, who have yet to venture into this research area, have the expertise to provide new/broader conceptualizations and tools in the development of maternal depression prevention programs. The purpose of this round-table discussion is to inform community psychologists about the current state of maternal depression prevention interventions, critically evaluate current efforts, and to brainstorm directions for future prevention programs. The goal is to capitalize on the expertise of not only those with an interest in depression, but also those whose primary foci are prevention, empowerment/competence enhancement, social support, mutual-help, system level intervention development, and ecological approaches to conceptualizing disorders/interventions.

**Sunday, June 12                      10:15-11:30                      Room 211 Union**

[555]

**Research From Within: Studying Issues in Your Own Community.**

M. HIDALGO<sup>1</sup>, B. WILSON<sup>2</sup>, M. IRACHETA<sup>1</sup>, O. JAMIL<sup>1</sup>, A. RODRIGUEZ<sup>1</sup>, R. TORRES<sup>1</sup>  
<sup>1</sup>DePaul University, Chicago, Illinois; <sup>2</sup>University of Illinois at Chicago, Chicago, Illinois

Overview

The concept of the participant-conceptualizer has traditionally been thought about in terms of researchers working within “other” communities. This presentation will focus on a distinctly different way of operating as a participant-conceptualizer, one in which the researcher is part of the community prior to becoming a professional researcher. A myriad of dilemmas arise for “in-group” researchers as they balance their obligations to the empirical discourse and their personal interests as community members. Ethically, in-group researchers must manage the multiple roles they have in their communities and how that may impact participant confidentiality and freedom from coercion (real or perceived). Methodologically, community researchers must address the needs to present their research accurately, contend with pressures to appear objective within the scientific community, and consider the role of their personal experiences in informing their conceptualization and interpretation of the phenomenon under study. This roundtable will provide examples and possible solutions to these dilemmas in the context of an HIV prevention research project, the MOSAIC Study, focused on gay, bisexual, and questioning youth and led by an all gay-identified ethnic minority staff. We will use the MOSAIC Study experiences as catalysts for a discussion with other community researchers from varying backgrounds who conduct research within their communities.

**Sunday, June 12                      10:15-11:30                      Room 314B Union**

[556]

**Finding And Landing a Community Oriented Predoctoral Clinical Internship**

S. AHMED<sup>1</sup>, N. ISRAEL<sup>2</sup>, R. WEINBERG<sup>2</sup>, C. CONNELL<sup>3</sup>, M. ATKINS<sup>4</sup>

<sup>1</sup>Wayne State University, Detroit, Michigan; <sup>2</sup>Louis de la Parte Florida Mental Health Institute, Tampa, Florida; <sup>3</sup>Yale University, New Haven, Connecticut; <sup>4</sup>Institute for Juvenile Research, Chicago, Illinois

Overview

This roundtable will address opportunities to continue community focused work while on a predoctoral clinical psychology internship. Training directors, as well as past, current and future interns will present strategies for finding and successfully obtaining an internship that fulfills the requirements of a clinical training program while incorporating the principles of community psychology. Individuals involved in training interns from three prominent community oriented programs will be brought together to discuss their internship programs. Valuable and practical advice for future interns interested in being true to their community psychology roots during the clinical internship year will be offered. Sawssan R. Ahmed will facilitate and discuss how to navigate the internship application process. Nathaniel Israel will present his quest to find a community oriented clinical internship and his experience as an intern at the Louis de la Parte Florida Mental Health Institute. Richard B. Weinberg, the Director of Training at the Louis de la Parte Florida Mental Health Institute and Mark S. Atkins the Director of Training at the University of Illinois at Chicago Institute for Juvenile Research will provide information on their public policy and clinical/community science focused internship programs. Christian M. Connell, Ph.D will discuss his experiences as a former intern and the current coordinator of predoctoral training at Yale University's The Consultation Center.

**Sunday, June 12                      10:15-11:30                      Room 404 Union**

[557]

**Ten-year National Research-Practice Collaborative**

J. GALANO<sup>1</sup>, K. HARDING<sup>2</sup>, C. SCHELLENBACH<sup>3</sup>

<sup>1</sup>College of William and Mary, Williamsburg, Virginia; <sup>2</sup>Prevent Child Abuse America, Wauwatosa, Wisconsin; <sup>3</sup>Oakland University, Rochester, Michigan

The Healthy Families America Research Network represents a unique partnership of researchers and practitioners supported by Prevent Child Abuse America. The Network facilitates communication between academic researchers and community-based evaluators of home visitation programs and researcher/evaluators and practitioners. Described as a unique experiment, the Network represented a completely field-driven research collaborative, with goals to 1) improve HFA evaluated programs, 2) create a common outcomes database, 3) encourage secondary analyses, and 4) address critical research questions. This session will describe network composition, history, and accomplishments. Conceptual frameworks concerning research to practice collaboratives will be used to frame discussion and recommendations.

[558]

**The Prevention Science/Researcher Perspective**

J. GALANO<sup>1</sup>

<sup>1</sup>College of William and Mary, Williamsburg, Virginia

The goal is to examine the ten-year history of the RPN from the perspective of academic researchers. In 1994, 50 academic researchers from 25 states representing state agencies, universities, evaluation fields spanning fields from child maltreatment to early childhood development to public health came together. The Network was called an experiment in how to build a knowledge base (Kahn, 1993). Common challenges identified by the Network will be described and methods taken nationally to improve the quantity and quality of rigorous HFA evaluations will be described. In an attempt to improve evaluation quality, linkages were created between the

Network and a group of nationally recognized experts. Problems such as identifying and engaging at-risk families, identifying efficient methods for measuring participant change, and encouraging comparability across sites were tackled. The second phase of RPN began in 1995, initiated by including 15 practitioners from across the country to work with 25 researchers, will be discussed. Challenges with reconciling the goals of researchers/practitioners/policy makers will be discussed. A case study illustrating the groups' work on a national study of implementation will be used. The session will conclude with lessons learned about the challenges and benefits of integrating researchers and practitioners.

[559]

**Creating Successful Community Researcher Partnerships**

C. SCHELLENBACH<sup>1</sup>

<sup>1</sup>*Oakland University, Rochester, Michigan*

Very little systematic research has occurred between researchers conducting randomized, controlled studies and practitioners in the field (Daro, 1999). Thus, gaps in researcher-practitioner communication often inhibit progress in the use of state-of-the art models of prevention and intervention. For example, DARE programs have been adopted in 80% of elementary schools in the United States, but systematic reviews have shown limited effectiveness of this program (GAO, 2003). In contrast, interventions with stronger evidence of success may be used less frequently (Botvin et al., 1995). Moreover, there are gaps in the knowledge base regarding the most effective processes to promote the transfer of science into practice settings. The Healthy Families America Research Practitioner Network was a unique national network designed to foster partnerships between researchers and practitioners in home visitation programs. This presentation will focus on the factors that facilitated the development of a national study on outcomes of field-based home-based visitation, emphasize "best practice" as a process rather than a package, and ways that the RPA enhanced the rigor of local evaluation models across the country. Findings will be integrated within the research on creating successful community-researcher infrastructures (Wandersman, 2003).

[560]

**Synthesizing Research on HFA Effectiveness**

K. HARDING<sup>1</sup>

<sup>1</sup>*Prevent Child Abuse America, Wauwatosa, Wisconsin*

In only a decade, the Healthy Families America Research Network has produced over 30 evaluations. Using research for program improvement is critical for HFA. The challenge is making sense of mixed results. Two important factors to consider in synthesizing HFA research are variation in program implementation and evaluation methodologies. A recent study of program implementation differences (Harding, et al., 2004) found substantial variation across HFA sites in family risk levels as well as ability to retain families and provide the expected number of home visits. Such differences should be considered in comparing outcomes across programs, yet are frequently overlooked. Nearly half of the studies to be reviewed in this presentation used random assignment or another strategy to form a comparison group of families not enrolled in HFA. The remaining studies examine changes in participants over time, or compare program outcomes to established performance benchmarks. Studies vary in scope from a single neighborhood to more than 50 sites statewide. Over 250 program sites are represented in the evaluations reviewed. This presentation will review study results, considering implementation differences when possible, and synthesize outcomes in several domains relevant to HFA's goals: promoting positive parenting, enhancing child development, and preventing child abuse and neglect.

[561]

**Discussant**

A. WANDERSMAN<sup>1</sup>

<sup>1</sup>*University of South Carolina, Columbia, South Carolina*

The papers and findings will be discussed and integrated within the research literature on creating successful community-researcher infrastructures.

**Sunday, June 12**

**10:15-11:30**

**Room 217 Union**

[562]

**Conducting Effective, Ethical, Community Psychology Research Internationally**

N. KARIM<sup>1</sup>, Z. DEACON<sup>1</sup>

<sup>1</sup>*Michigan State University, East Lansing, Michigan*

Overview

As researchers concerned with affecting social change, we are increasingly called upon to broaden our research horizons and to apply our values of social justice and action to work with various populations in the international arena. However, such work is not without ethical and logistical considerations. These include the reality of living and working in environments where we are outsiders in multiple ways and the ethical considerations inherent in identifying research questions of relevance to targeted communities. Frank discussions regarding these challenges and considerations will allow us to approach internationally based research in a more culturally competent and well-informed manner while allowing us to examine the applicability of theories of community psychology, with their emphasis on diversity and ecological principles, to internation-

al settings. Conducting internationally based research and intervention work also allows us to push existing debates in the field of community psychology regarding insider-outsider research to another level. The goal of proposed roundtable discussion is thus to bring together researchers who are interested in furthering our understanding of issues relevant to pursuing research opportunities across international boundaries. The discussion will focus on the various barriers, ethical considerations, and advantages associated with conducting community action research in international contexts.

**Sunday, June 12                      10:15-11:30                      Room 405 Union**

**[563]**

**Adolescent Substance Use: Context, Attitudes, Psychosocial Factors, and Their Implications**

A. PARNES<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

Understanding substance use and initiation among adolescents is critical in planning effective prevention and intervention strategies. Presenters will discuss contextual, psychosocial and attitudinal factors that represent both risk and protective factors for adolescent substance use and initiation. First, associations between early initiation and contextual factors will be discussed. Next, we will explore psychosocial correlates of early initiation. Third, we will discuss psychosocial and contextual influences on substance abuse and dependence. Finally, we will present the relationship between attitudes and use. Implications for prevention at the community, school and policy levels will be discussed.

**[564]**

**Early Substance Use Initiation, Exposure to Violence, and School Belonging**

A. PARNES<sup>1</sup>, S. MCMAHON<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

Understanding the pathway to early onset substance use can help prevent future negative outcomes for youth because early use is positively associated with a number of risk behaviors throughout adolescence. Although early use is associated with a number of risks, very little research has examined the pathway towards early onset substance use. The majority of the small body of existing research has examined white samples, which have slightly higher rates of early onset than African American samples. This presentation is part of a broader evaluation study of a violence prevention curriculum that was used among low income, urban African American middle school students. This presentation will examine contextual factors that influence early initiation of substance use among these youth. Specifically, the presentation will examine relationships between exposure to community violence and early substance use. It will also look at relationships between early substance use and school belonging, which can be defined by a sense of acceptance, inclusion, and respect from teachers and peers and encouragement for participation. Findings indicate that higher levels of exposure to violence predict earlier onset of substance use. Also, higher sense of school belonging predicts later initiation of use. Implications for prevention will be discussed.

**[565]**

**Psychosocial Correlates of Early Substance Use in Bicoastal Urban Communities**

T. SIM<sup>1</sup>, L. JORDAN-GREEN<sup>1</sup>, D. WATSON<sup>2</sup>

<sup>1</sup>*University of Maryland Baltimore County, Baltimore, Maryland;* <sup>2</sup>*Friends Research Institute and UCLA Integrated Substance Abuse Programs, Los Angeles, California*

There is a paucity of research that addresses whether early substance use patterns and psychosocial risk correlates differ across bicoastal communities of similar socioeconomic status. The present study provides a “snapshot” of early substance use patterns across coastal regions and addresses the salience of psychosocial correlates of early use, such as risk perception of substance use, delinquency, deviant peer affiliation, affiliation with substance-using peers, and depression. Using a sample of middle school adolescents from Compton, California (n=226) and Baltimore, Maryland (n=177), the results indicate that there were significant regional differences in the endorsement of alcohol and cigarette use and risk correlates, such as risk perception of substance use, deviant peer affiliation, and depression. Across sites, females were also more likely than males to have used or experimented with “gateway” substances such as cigarettes or smokeless tobacco, alcohol, and marijuana. Moreover, when examining substance use by ethnicity, Caucasians were more likely than other ethnic groups to have used or experimented with alcohol, cigarettes, and inhalants. Taken together, the findings provide evidence for the effects of community factors on early substance use, even when taking into account demographic variables and risk correlates associated with early use.

**[566]**

**Better Understanding Youth Attitudes towards Tobacco Control Laws**

T. WILLIAMS<sup>1</sup>, S. POKORNY<sup>1</sup>, L. JASON<sup>1</sup>

<sup>1</sup>*DePaul University, Chicago, Illinois*

With 2,000 youth becoming regular smokers everyday, curtailing underage smoking is a major public policy issue for both researchers and public policy officials. Since school-based prevention programs and school policies have had limited or at best modest effects on reducing the rate at which adolescents begin to smoke some efforts have turned to reducing youth access to tobacco products. The present study is part of data from a larger project, the Youth Tobacco Access Project. The current analysis explores the relationships between the

contextual variables of school type and smoking status with youth attitudes towards tobacco control laws. Over 9,000 middle and high school students from northern and central Illinois completed the Youth Tobacco Survey during the spring of 2000 in order to assess their attitudes and behaviors towards tobacco control laws. Results suggest youth non-smokers and ex-smokers are more likely to support tobacco control laws than youth who currently smoke. Results also show that middle school students' attitudes towards tobacco control laws differ significantly from those of high school students. Implications for possible strategies in reducing tobacco use among adolescents and interventions are discussed.

[567]

**Adolescent Substance Abuse: Family, Peers, and Exposure to Community Violence**

P. FOWLER<sup>1</sup>, P. TORO<sup>1</sup>

<sup>1</sup>Wayne State University, Detroit, Michigan

The effects of family functioning, deviant peer association, and exposure to community violence on adolescent substance abuse and dependence will be discussed. Findings will be presented from a longitudinal study of homeless and housed adolescents. Participants were 200 homeless adolescents recruited through a probability sampling of a large, Midwestern metropolitan area. 200 housed youth were matched on age, gender, ethnicity, and neighborhood income. Results suggested that family conflict predicted substance abuse/dependence symptomology at baseline and at 6 months. However, this relationship existed only through family conflict's impact on deviant peer association. Specifically, family conflict predicted increased association with deviant peers, which related to increased substance use. Furthermore, exposure to community violence predicted elevated substance abuse/dependence symptomology at baseline, as well as 5 years later. Parental monitoring was found to partially mediate this relationship. That is, exposure to community violence predicted decreased parental monitoring, which in turn predicted increased substance use. Taken together, these findings elucidate the mechanisms through which contextual factors impact substance use among adolescents. Implications for interventions and public policy will be discussed.

**Sunday, June 12**

**10:15-11:30**

**Room 215 Union**

[571]

**Power in Research and Practice: Examples from an emerging international research network**

A. FISHER<sup>1</sup>

<sup>1</sup>Victoria University, Melbourne, Victoria

Discussants: T. SLOAN, *Lewis & Clark College*

The work of Community Psychology so often revolves around attempts at understanding and ameliorating the psychological and social effects of significant power differentials. However, the actual study of power and its dynamics in psychology is relegated to the background. This symposium is designed to present a series of papers in which the authors have re-evaluated and re-interpreted their research from a position in which power is the key element. To provide a degree of consistency, the multi-level power and outcomes framework presented in the international collaboration proposal by Prilleltensky, Perkins and Fisher is used (<http://powercommunity.blogspot.com>). This framework facilitates the study of situations and phenomena to examine the processes of power and change at multiple levels. The Presenters in this symposium are members of a proposed international collaboration under the CA-RC project.

[568]

**The Exercise of Power in Community**

P. SPEER<sup>1</sup>, D. PERKINS<sup>1</sup>, I. PRILLELTENSKY<sup>1</sup>

<sup>1</sup>Vanderbilt University, Nashville, Tennessee

This presentation explores how organizations are working to develop power and exercise it in community settings. The presentation will draw on data from several ongoing studies. First, data from over 200 non-profit organizations within Nashville, TN will describe the ecology of organizations within one community and how this community's organizations view power and change at the community level of analysis. A second set of data will demonstrate how individual organizations are working towards organizational transformation – moving from a service orientation toward a change orientation. A third project working with local communities in Ecuador will describe perspectives on power and change in an International setting. Finally, data from two community organizations will describe both the exercise of power (one at the regional-level addressing urban sprawl policies, and one at the state-level addressing predatory lending policies). Both case studies will be linked to the methods each organization used to exercise power and the outcomes to individual participants.

[569]

**Power in Sense of Community**

A. FISHER<sup>1</sup>, C. SONN<sup>1</sup>

<sup>1</sup>Victoria University of Technology, Melbourne, Victoria

Sense of community is usually associated with a variety of positive outcomes -- health, social, mental health, and community. However, inherent in community membership is the need to exclude others in order to define who the community is -- the not like us people. Such a process can maximise power differentials, and have negative impacts on those who may be excluded. In this paper we re-analyse data on immigrant and receiving communities and the ways in which the power is used and abused. Negative impacts are seen in health and

internalisation of negative self-identities. However, the protective factors for the receiving communities are also canvassed. Ways in which power differentials may be overcome are discussed in order to consider interventions at the level of government policies, supportive ethno-specific groups, activities, alliances, and education to provide reconceptualisation of community membership and the redistribution of power.

[570]

**Responses to Oppression and Powerlessness in Marginalized Minority Communities**

Y. SUAREZ-BALCAZAR<sup>1</sup>, F. BALCAZAR<sup>1</sup>, M. GARCIA-RAMIREZ<sup>2</sup>

<sup>1</sup>University of Illinois at Chicago, Chicago, Illinois; <sup>2</sup>University of Seville (Spain), Sevilla,

Low-income African American communities have long experience marginalization from the mainstream society and little opportunities to become active members of their communities. In particular, low income individuals in urban areas are more likely to experience difficulties in obtaining jobs, securing housing, and taking an active role in their communities. This presentation will explore the responses to oppression and powerlessness situations in African Americans in an urban environment. Two case studies will be used to illustrate responses to powerless and oppression. The first case study will illustrate the development of African American community leaders as it relates to the use of technology as a tool to obtain information and resources and develop a network in order to engage in community organizing activities. These efforts were designed to address safety concerns, crime, and community development in their neighborhood. The second case study, will describe the participation of individuals with violence-acquired spinal cord injuries (VASCI) in peer mentoring programs. This effort attempted to promote self-help, independence and community re-integration among new patients with VASCI. Differences and similarities will be drawn from both case studies in addition to implications for designing and implementing empowerment and advocacy strategies with these populations as a response to oppression.

*Sunday, June 12*

*10:15-11:30*

*Room 407 Union*

[572]

**Youth Development in Community-Based Programs**

N. PEARCE<sup>1</sup>, N. WATKINS<sup>1</sup>, K. WALKER<sup>2</sup>, R. LARSON<sup>2</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois; <sup>2</sup>University of Illinois at Urbana-Champaign, Urbana, Illinois

Community-based youth programs are recognized as learning contexts that promote positive youth development (Eccles & Gootman, 2002). This symposium brings together four intensive cases studies of urban youth programs that examine these positive developmental processes. They describe how youth: (1) gained increased command of 'real-world' challenges working in professional arts settings, (2) learned to work collaboratively in a media arts program, (3) "bridged differences" with youth from diverse backgrounds, and (4) became psychologically engaged in community change in a youth activism program. A discussion following the papers will explore implications for youth and community development.

[573]

**Examining the Engagement Process in a Youth Activist Program**

N. PEARCE<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois

In order to reap the benefits organized youth programs can offer adolescents must not only join but they must also become engaged in the programs. This research examined the process whereby youth become psychologically engaged in a youth activist program and the role of the program leader in facilitating this process. Sixty-two qualitative interviews were conducted with 10 youth over a 4-month cycle of program activity. Ten interviews were conducted with the leader. Interviews were transcribed and then analyzed according to grounded theory guidelines (Glaser & Strauss, 1967). Results indicate that the process of engagement involved three stages. First, the youth joined the program because they were interested in fulfilling a mandatory service requirement for school. Next, this extrinsic interest was transformed when they made a personal connection to the social change mission of program. This connection served as a catalyst for intense involvement in program activities. The program leader played a valuable role in supporting this process of becoming engaged by challenging the youth and providing instrumental support. These findings show that youth do not need to enter programs already intrinsically engaged; motivation can be fostered. This study highlights the importance of structuring opportunities to facilitate the discovery of personal connections.

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**Developing Intercultural Competencies in a Youth Activist Program**

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Today's world increasingly brings youth from diverse groups into contact. It is important that youth develop the competencies to interact across human differences. Evidence of increases in adolescent hate crimes and racial intolerance suggest that youth are not developing the intercultural competencies to bridge human differences (Levin & McDevitt, 1995). This study examines the process of "bridging difference" in Youth Action, an urban community-based activist program. Over a four-month period, 72 interviews were conducted with ten youth and their adult organizer. Interview data were analyzed using grounded theory methods. The data suggest that the process of bridging difference occurred in three stages. Youth interacted with people of different ethnic

groups and sexual orientations (stage I). These interactions led to greater understandings of diverse individuals and an awareness of social oppression (stage II). The most important finding was stage III in which youth became active in deconstructing prejudice and stereotypes resulting in new ways of thinking and behavior. Programmatic features that facilitated these transformations included a culture of openness, opportunities for youth to learn about others, and activities that challenged youth to critically think. Overall, results suggest that community youth programs may be unique contexts for developing intercultural competencies.

[575]

#### **Developing Collaborations in a Media Arts Program**

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Youth programs often bring youth together with peers in a structured environment to work toward shared instrumental goals (Heath, 1999; Larson, 2000). This study shows how these conditions facilitate development of abilities for working collaboratively with others. We examined this process of change in a media arts program, where youth were learning computer software and making videos that expressed their life experiences. Data came from 12 participant observations, 35 youth interviews, and 10 leader interviews spread over the 10 week program. Analyses revealed a process in which youth developed three types of reciprocities as they worked together: 1) helping and being helped, 2) getting and giving feedback, and 3) leading and being led. This process involved developing trust through social exchanges and developing ability to take the perspective of peers. Youth formulated concepts of mutuality, and they entered into social contracts that allowed these concepts to become shared social norms. The structured environment and adult support of the program provided conditions of predictability, trust, and shared goals that facilitated mutual understanding and exchange. Several youth reported transfer of the underlying concepts to other domains, such as schoolwork and family chores.

[576]

#### **Learning about the “Real World” in an Urban Youth Arts Program**

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Youth live in a protected, artificial world apart from the one they will live in as adults: a world that is broader, more complex, and can be more rough-and-tumble. National panels have expressed concerns that schools are not providing youth with experiences that prepare them for real-life work settings (Coleman et al., 1974; SCANS, 1991). We present an intensive case study of an urban arts program that sought to provide youth with experience that prepared them for the world of adult arts careers. We conducted 75 interviews with 12 youth and their adult leader over a four-month period. The program provided youth with direct exposure to the hard knocks of the real world through internships in professional arts settings and the creation of public murals. The findings show that youth experienced a cycle of development that included feelings of dissonance and disenchantment, followed by a process of adaptation whereby the challenges faced became manageable. Through preparation, management and responsiveness, the adult leader played a critical role in helping to maintain a channel of engagement that allowed youth to experience this process of adaptation and learn about the unpredictability and complexity of the real world.

*Sunday, June 12*

*11:45-1:00*

*Illini Union A,B,C*

## **Closing Plenary Session**

### **Report on Visioning Process**

The Beauty of Our Dreams: The Vision We Have Created and What We Will Do With It  
Tom Wolff, Wolfgang Stark, Jessica Snell-Johns, & John Peterson

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