

Division 27 of the American Psychology Association

Society for Community Research and Action

Presents

11th Biennial Conference



Conference Program



UNIVERSITY OF LA VERNE

Doctoral, Masters, & Undergraduate Degrees in

- Clinical-Community Psychology
(APA accredited PsyD program)
- Marriage & Family Therapy (MS)
- College Counseling & Student Services (MS)
- Psychology (BA)



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The University of La Verne, located in La Verne CA and founded in 1981, is accredited by the Western Association of Schools and Colleges. Graduates meet the educational requirements for Psychology and MFT licensure in California.



Knowledge • Service • Vision



Welcome to the 11th Biennial SCRA Conference Hosted by the University of La Verne

Welcome to Pasadena and to the 11th Biennial Conference of the Society for Community Research and Action (SCRA), hosted by the University of La Verne! The theme of the 11th Biennial is *Community and Culture: Implications for Policy, Social Justice, and Practice*. A wide range of presentations this weekend will address the implications of Community and Culture. Culture, often thought of in terms of race and ethnicity, is more broadly defined to encompass other shared meanings, for example, in linguistic, gender, generation, sexual orientation, socioeconomic, organizational, geographical, and activity groups. Sessions throughout the meeting will consider these issues and foster constructive discussion, interaction, creativity, and the exchange of ideas involving community research and action in a variety of cultural contexts.

We invite you to join us for our opening reception Thursday evening, following our presidential address by Carolyn Swift and the Sounds of Silence Plenary Session. We are also excited to invite you to the keynote address and keynote panel, each addressing our conference theme on Friday. Our discussion will continue on Saturday with two visioning panels. At these gatherings, several of our field's leaders will discuss their ideas for our future. In addition to our invited speakers, over the course of the biennial you will have the option of participating in over 160 poster presentations, 64 symposia, 49 roundtable discussion, 5 workshops, 7 innovative sessions, and 7 town hall meetings.

If all of this is not enough, we'd also like to point out that a number of co-curricular opportunities are available both prior to, during, and after our Pasadena meeting. The meeting is held in the heart of the Paseo District of Pasadena and is easy walking distance from Old Towne Pasadena. Each of these areas is rich with a diverse selection of dining opportunities, arts, and cultural opportunities. Many of Southern California's other fine attractions are an easy trip away as well. We hope you will take the opportunity to meet and collaborate with your peers, and to build new working partnerships, during your stay.

As is evident from this description, our meeting will provide many exciting opportunities. We would like to thank everyone who submitted her or his work for presentation at the conference. It is because of the many excellent contributions that we received that we have such an outstanding selection of presentations to offer. We would also like to take this opportunity to acknowledge the tremendous contributions of a number of additional individuals who have made this conference possible and have insured its quality; without your contributions to this organization, this meeting would not be possible. Finally, we would like to thank the members of the program and executive committees.

We hope that everyone will find something of interest in our meeting and welcome each of you to Pasadena!



Trish Long, Ph.D., Program Chair



Raymond Scott, Ph.D., Conference Co-Chair



OFFICE OF THE PRESIDENT
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La Verne, California 91750
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Knowledge • Service • Vision

May 15, 2007

Dear Conference Participants:

On behalf of the University of La Verne, it is my pleasure to welcome you to Southern California and to the 11th Biennial Conference of the Society for Community Research and Action.

SCRA is to be commended for its work as an international organization devoted to advancing theory, research, and social justice. Your commitment to promoting health and empowerment and to preventing problems in communities, groups, and individuals is praiseworthy. The University of La Verne, like SCRA, is committed to fostering attention to and respect for diversity among peoples and settings, collaboration among researchers, practitioners, and community members, and identification of strategies that promote competence and well-being among all members of our communities. I am pleased to lend my support to your vitally important work and hope that you will have a chance to visit our campus, if not this weekend, at some point in the future.

As President of the University of La Verne, I commend you for your activities and thank you for the passion you bring to this cause. Best wishes for a productive conference and continued success in all of your endeavors.

Sincerely,

A handwritten signature in cursive script that reads "Stephen Morgan".

Stephen Morgan
President

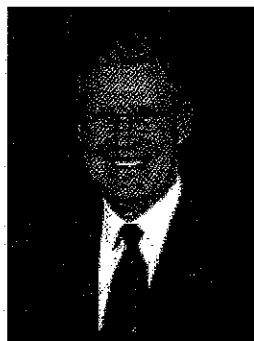


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Contributing Institutions

University of La Verne
Department of Psychology

University of California at Los Angeles
UCLA Center for Community Health

Conference Co-Sponsors

Society for Community Research and Action (SCRA)

International Association for Cross-Cultural Psychology (IACCP)

SCRA Planning Committees

Conference Co-Chairs:

Raymond L. Scott, Ph.D.
Norweeta G. Milburn, Ph.D.

Program Chair:

Patricia Long, Ph.D.

Consultants:

Dorie Richards, M.S.
Glenn Gamst, Ph.D.
Ngoc Bui, Ph.D.
Leticia Arellano-Morales, Ph.D.
Clifford O'Donnell, Ph.D.
Arthur Gonchar, Ph.D.
Jerry Kernes, Ph.D.
Sharon Davis, Ph.D.
Issam Ghazzawi, Ph.D.
Barry Perlmutter, Ph.D.
Christopher Liang, Ph.D.
Kimberly Martin, Ph.D.

Evaluation Chair:

Aghop Der-Karabetian, Ph.D.

Program Co-Coordinators:

Annie Shui
Kelly Abbott
Joe Puentes
Mercedes Hernandez

Program Scheduling:

Valerie Jordan, Ph.D.
Linda Adams, Psy.D.
Patricia Long, Ph.D.

National Planning Committee

Raymond Scott, Clifford O'Donnell,
Hiro Yoshikawa, Dina Birman,
Jean Hill, Mark Aber, Cheryl Ramos,
Cecile Lardon, Regina Langhout,
Emilie Phillips, Norweeta Milburn,
Mel Wilson, Natalie Crespo,
Eric Mankowshi, Meg Davis,
Jessica Snell-Johns

Volunteer Co-Coordinators:

Richard Rogers, Ph.D.
Paula Verdugo, M.S.

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Raymond Scott, Ph.D.
Lisa Rodriguez, Ph.D.
Bryan Best

Biennial 2007 Reviewers

Alan Tomkins	Joseph Hughey
Arlene Andrews	Judah Viola
Brad Olson	Katherine McDonald
Breet Kloos	Keisha Paxton
Carlton Parks	Maggie Syme
Caryn Rodgers	Marguerita Lightfoot
Catherine Lesesne	Matthew Lee
Catherine Stein	Maurice Elias
Cecile Lardon	Michele Schlehofer
Charlene Baker	Nghi Thai
Cheryl Holm-Hansen	Nkechinyelum Chioneso
Clifford O'Donnell	Norweeta Milburn
Darcy Freedman	Pamela Martin
Erin Kelly	Rae Jean Proescholdbell
Gabriel Kuperminc	Raymond Scott
Geneva Reynaga-Abiko	Richard Jenkins
Gina Hijjawi	Ryan Kilmer
Gina Langhout	Sawssan Ahmed
GiShawn Mance	Serdar Degirmencioglu
Glen Gamst	Stephen Brand
Greg Meissen	Susan Wolfe
Jeff Lawley	Toshi Sasao
Josefina Alvarez	Patricia Long

SCRA Mission, SCRA Principles, SCRA Goals

SCRA Mission

The Society for Community Research and Action (SCRA) 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 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 researchers, 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.

SCRA 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 peoples and respecting all cultures;
- To promote the development of careers in community research and action in both academic and applied settings.

SCRA Committees

SCRA Executive Committee

2006-2007

President

Carolyn F. Swift, Retired
Lawrence, KS

Past President

Ana Mari Cauce,
University of Washington

President Elect

G. Anne Bogat
Michigan State University

Secretary

Sarah L. Cook
Georgia State University

Treasurer

Fabricio Balcazar
University of Illinois, Chicago

Representative to Council

Brian Wilcox
University of Nebraska, Lincoln

Members at Large

Anita Davis
Rhodes College
Bianca Guzman
CHOICES, La Puente, CA
Susan Torres-Harding,
Roosevelt University, Chicago

National Student Representative

Marco Hidalgo
DePaul University
Michael Armstrong
Georgia State University

**Council of Program Directors in Community Research
and Action**

Greg Meissen
Wichita State University

Regional Network Coordinator

Gary Harper, DePaul University, Chicago

SCRA Committee Chairs

August 2006-August 2007

APA 2007 Program

Anita Davis
Rhodes College

Dissertation Awards

Adam Long
Gordian Health Solutions, Franklin, TN

Fellows

Ana Mari Cauce
University of Washington, Seattle
David Fryer
University of Sterling, Scotland

Interdisciplinary Linkages

Eric Mankowski
Portland State University

Membership (Co-chairs)

Brad Olson
Northwestern University
Bianca Guzman
CHOICES, La Puente, CA
Susan Torres Harding
Roosevelt University, Chicago

Nominations (Co-chairs)

Vivian Tseng
William T. Grant Foundation, New York
Gerald Mohatt,
University of Alaska

Publications

Ana Mari Cauce
University of Washington

Social Policy

Joe Ferrari, DePaul University
(Steve Pokorny is Chair Elect)

Website

Scot Evans
Wilfrid Laurier University
Waterloo, Ontario, Canada

SCRA Committees & Interest Groups

Aging

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

Margaret M. Hastings, Chair

Children & Youth

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

Community Action

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

Brad Olson, Chair

Community Health

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

David Lounsbury & Shannon Gwin Mitchell
Co-Chairs

Disabilities

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

Fabricio Balcazar, Chair

Lesbian, Gay, Bisexual, and Transgender (LGBT)

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/service/policy related to LGBT people and communities, and/or who identify as LGBT.

Peter Ji & Cathy Chovan, Co-Chairs

Prevention & Promotion

The Prevention and Promotion interest group seeks to enhance the 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.

Richard Wolitski, Chair

Rural

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

School Interventions

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

Susana Helm & Jane K. Shepard, Co-Chairs

Self-help/Mutual Support

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

Bret Kloos, Chair

Committee on Cultural and Racial Affairs

The mission of the Committee on Cultural and Racial Affairs is to represent issues of cultural diversity and promote the concerns of people of color as a focus of community research and intervention and to promote training and development of people of color interested in community psychology.

Pam Martin, Chair

Committee of Women

The mission of the Committee of Women 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, and to identify and encourage feminist perspectives and methods within community psychology.

Elaine Shpungin & Carrie Hanling, Co-Chairs

International Committee

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

David Fryer, Chair

Social Policy Committee

To encourage two-way communication between community psychologists and policy makers; to encourage collaborative relations with other groups to work on policy activities; and 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

Joe Ferrari, Chair

Conference Theme

Conference Theme: *Community and Culture: Implications for Policy, Social Justice, and Practice*

Policy: To a degree unimaginable earlier, those in community research and action today lobby the government, testify in court, develop demonstration programs, and talk to the media about a wide range of issues. Professionals in community research and action serve to advocate, educate, and act to change current public policy structures toward becoming more emancipatory in nature.

Social Justice: Social justice provides the foundation for a healthy community. It grows out of our sense that each person — each created being — has value. Only as we recognize the value and dignity of each person can we build a healthy community.

Practice: The purpose of the practice of community research and action is to strengthen the capacity of communities to meet the needs of constituents and help them to realize their dreams in order to promote well-being, social justice, economic equity and self determination through systems, organizational and individual change.

Conference Highlights: The SCRA 2007 conference will be the meeting ground for the brightest minds and the broadest thinkers to discuss, debate, and set future directions for the discipline of community psychology. Our key note speaker and keynote and visioning panelists will explore the conference themes and their implications for Policy, Social Justice, and Practice in the 21st century. In addition, the conference program will feature presentations on technical innovations in the use of GPS technology; feminisms, multicultural competencies, education, intimate partner violence; grassroots and institutional collaborations to promote social justice; the roles of spirituality in promoting community and individual well-being; community participation and resource management to create sustainable environments; reforming the juvenile justice system, establishing best practices, and much more.

General Conference Information

Conference Information and Registration

The conference information and registration tables are located just outside the entrance to the International Ballroom. You may purchase conference t-shirts here as well. Message tables are located just inside the California Ballroom. 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.

Presidential and Keynote Addresses, Keynote and Visioning Panels, and Plenary Sessions

Each of these events will be held in the International Ballroom as indicated in the program.

Meals and Banquet

All meals will be served in the International Ballroom. There will be a buffet style breakfast on Friday, Saturday, and Sunday morning. Box lunches will be served on Friday and Saturday and the banquet will be held Friday as indicated in the program. Color-coded tickets are included in your conference materials and are required for entry into each of the meals described above.

Reception and Mixer

Our kick-off reception will be held in the International Ballroom following the President's address and the opening plenary session. A Mixer will be held on Saturday night for those who wish to network, dance, and unwind. Hors d'oeuvres will be served at both events and a cash bar will be present as well.

Concurrent Sessions

All concurrent sessions will be held in meeting rooms on the first floor of the Hilton hotel. A map of the first floor is located on the back cover of the program.

Poster Sessions

The Thursday, Friday, and Saturday evening poster sessions will be held in the California Ballroom as indicated in the program.

Transportation / Parking

The Hilton rate for self parking is \$14.00 per night (\$8 with validation) and the rate for valet parking is \$19.00 per night (\$10 with validation). Validation can be obtained at the information desk with proof of conference registration.

Pasadena Arts Bus

The Pasadena ARTS Bus shuttles visitors between the popular shopping/entertainment districts of Old Pasadena, South Lake Avenue Paseo Colorado and the Pasadena Playhouse District. The ARTS Buses are easily recognizable by their "colorful" depictions. Stops, which are designated by a pink triangle marked "ARTS," are found throughout the city. **Cost:** \$.50 one-way fare, \$.25 for seniors, disabled & youth (ID required) <http://www.cityofpasadena.net/trans/transit/default.asp>

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.

Conference Evaluation

Conference evaluation forms are included with your registration packet. Please complete and return the evaluations to designated boxes located at the registration and information tables just outside the entrance to the International Ballroom.

Keynote Speakers

The 11th Biennial Conference of the Society for Community Research and Action provides a forum for presentations of exciting new work from professionals and community members. Speakers include:

Keynote Address:

Edison Trickett

Keynote Panel:

Mary Jane Rotheram-Borus (Social Justice)

David Chavis (*Practice*)

Gerald Mohatt (*Discussant*)

Visioning Panel 1:

Tom Wolff (*Overview of Visioning/Policy for the 21st Century*)

Susan Mandel (*Practice for the 21st Century*)

Dina Birman (*Social Justice for the 21st Century*)

Richard Roberts (*Discussant*)

Visioning Panel 2:

Roderick Watts (*Social Justice for the 21st Century*)

Donata Francescato (*Practice for the 21st Century*)

Dharm Bhawuk (*Discussant*)

Conference Schedule

11th Biennial Conference of the Society for Community Research and Action Community and Culture: Implications for Policy, Social Justice, and Practice Pasadena, CA; June 7-10, 2007

Thursday, June 7

1-7:30pm **Exhibitors Open and Posters Displayed** **California Ballroom**

1-2:15pm **Concurrent Sessions**

Place	ID	Format	Title	Chair
Pasadena I	1-5	Symposium	Multi-method and innovative approaches to studying school contexts	Marieka Shotland
San Marino	6	Roundtable	Reflecting on the role of advocacy in community psychology	Jason Forney
Pacific A	7	Roundtable	Using online tools to build capacity for community health development	Stephen Fawcett
Pacific B	8-11	Symposium	Intimate partner violence and housing instability: An examination of policies and programs to address the intersection of two social problems	Charlene Baker
San Diego	12-15	Symposium	University-community partnership: Global networking platform for social action research.	Marek Wosinski
Santa Clara	16-20	Symposium	Qualitative research in community psychology: Common dilemmas in establishing credibility	Susan Ryerson Espino
Santa Barbara	21	Roundtable	Teaching undergraduate community psychology: Tips and tools	Kelly Hazel
Santa Rosa	22	Roundtable	Social justice, community psychology, and the 21st century: Research and activism	Nicole Porter
Pasadena II	23	Roundtable	Enhancing graduate experiences of students of color: Theory to action	Andrea Flynn
Del Mar	24	Roundtable	How service-learning can serve social justice	Colleen Loomis
San Jose	25-30	Symposium	Social action: Explorations and explanations from social and community psychology	Allen Omoto

2:30-3:45pm **Concurrent Sessions**

Place	ID	Format	Title	Chair
Monterey	31	Town Meeting	Community psychology and global climate change: Time to act	Manuel Riemer
San Marino	32	Roundtable	Forming and maintaining effective student-initiated CBO-university partnerships	Michele Schlehofer
Pacific A	33-37	Symposium	Fidelity of implementation and adaptation of prevention programs – measurement and practice issues	James Emshoff
Pacific B	38	Roundtable	Thinking small: Creating settings for people with psychiatric disabilities that matter	Catherine Stein
Pacific C	39-42	Symposium	Culture, context, & wellbeing: Exploring the issues through qualitative methods	Richard Renfro
San Diego	43-47	Symposium	Violence and poverty: Testing theoretical models for African American youth	Susan McMahon
Santa Clara	48-52	Symposium	Examining the ecologies of recovery	Bret Kloos
Santa Barbara	53	Symposium	Gender, culture, & tradition: A six-tier model for social change	Esther Nzewi
Santa Rosa	54	Town Meeting	Community psychology practice on the rise!	Kelly Hazel
Pasadena II	55	Roundtable	Prioritizing social justice and community healing through transdisciplinary counselor preparation	Nola Butler-Byrd

San Jose	56-60	Symposium	University-government-business partnerships for social change	Katherine McDonald
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4-6pm	Presidential Address & Plenary Symposium	International Ballroom
Carolyn F. Swift, Presidential Address Introduction by Tom Wolff Sounds of Silence, Plenary Symposium: C. Loomis, M. E. Dello Stritto, E. Shpungin, N. Allen, & C. Swift (ID 61)		
7-8pm	Remembering George Albee: Informal reminiscing and sharing of stories. Tom Wolff & Fabricio Balcazar, Co-Conveners	Hilton Patio
6:15-7:30pm	Poster Session #1 (IDs 62-115)	California Ballroom
7:30-10:30pm	Opening Reception	International Ballroom
7:30-10:30pm	Executive Committee Meeting	Santa Monica

Friday, June 8

7-8:15am	Breakfast	International Ballroom
7:15am-7pm	Exhibitors Open and Posters Displayed	California Ballroom
7:15-8:15am	Committee and Special Interest Group Meetings*	

Place	Title	Chair
Monterey	International Committee	Serdar Degirmencioglu
San Marino	School Interventions	Susana Helm & Jane Shepard
Pacific A	Self-Help/Mutual Support	Bret Kloos
Pacific B	Prevention & Promotion	Richard Wolitski
Pacific C	Community Health	David Lounsbury & Shannon Gwin Mitchell

7:15-8:15am	Mentoring Program Overview*	San Diego
8:15-10:15am	Keynote Address & Distinguished Contribution Award Address	International Ballroom
Edison Trickett, Keynote Address, <i>From "Water boiling in a Peruvian town" to "Letting them die": Culture, community psychology, and the metabolic balance of patience and zeal.</i> (ID 116) Introduction by Raymond Scott		
Kenneth I. Maton, 2006 Award for Distinguished Contributions to Theory and Research in Community Psychology Address, <i>Empowering community settings as agents of individual development, community betterment and positive social change: Theory, research and action</i> (ID 117) Introduction by Julian Rappaport		

10:30-11:45am **Concurrent Sessions**

Place	ID	Format	Title	Chair
Pasadena I	118	Symposium	Commemorating Rhona Weinstein's retirement: Students' reflections on 34 years of research and teaching	Sita Patel
Monterey	119-122	Symposium	Multiple perspectives of social support and organizational practices for at-risk youth;	Luciano Berardi
San Marino	123-126	Symposium	Life contexts and change among homeless children and adolescents	Amanda Thompkins
Pacific A		Roundtable	AJCP Conversation Hour w/ William Davidson	

Pacific B	127-132	Symposium	Illuminating the framework: Strengthening dissemination and implementation through application of the Interactive Systems Framework for Dissemination and Implementation	Paul Flaspohler
Pacific C	133-136	Symposium	Examining domestic violence among international and minority populations	Brian Yankouski
San Diego	137-141	Symposium	Teenage parents and education: From research to practice	Erin Hayes Kelly
Santa Clara	142-145	Symposium	Model programs and national trends in correctional mental health care	Barry Perlmutter
Santa Barbara	146	Symposium	Relationship between values and culture: A comparison of central Asian and Turkish university students	Ozlem Gumus
Santa Rosa	147-150	Symposium	Parent-child relationships in Latino immigrant families: Theory, research, and intervention	Noe Chavez
Pasadena II	151-154	Symposium	Forward we march: Organization studies & community psychology	Neil Boyd
Del Mar	155-159	Symposium	Community-based promotion of competence and health: The Multicultural Assessment Intervention Process Model	Glenn Gamst
San Jose	160	Roundtable	Self-help and the professionalization of services: Implications for the future	Crystal Reinhart

noon-1:15pm

Lunch

International Ballroom

12:15-2:15pm

Nominations Committee Meeting*

Pasadena I

12:15-1:15pm

Committee & Special Interest Group Meetings*

Place	Title	Chair
Monterey	Committee on Women	Elaine Shpungin & Carrie Hanlin
San Marino	Disabilities	Fabricio Balcazar
Pacific A	Rural	TBA

12:15-1:15pm

Mentoring Meetings*

Place	Title	Chair
Pacific B	Mentoring Session 1	
Pacific C	Mentoring Session 2	
San Diego	Mentoring Session 3	
Santa Clara	Mentoring Session 4	
Santa Barbara	Mentoring Session 5	
Santa Rosa	Mentoring Session 6	
Pasadena II	Mentoring Session 7	
Del Mar	Mentoring Session 8	
San Jose	Mentoring Session 9	

1:15-2:30pm

Keynote Panel 1

International Ballroom

Mary Jane Rotheram-Borus, Social Justice
 David Chavis, Practice
 Gerald Mohatt, Discussant
 Moderator: Cliff O'Donnell

2:45-4pm

Concurrent Sessions

Place	ID	Format	Title	Chair
San Gabriel	161	Workshop	Public policy 101: Intervening and testifying in legislative settings	Christopher Corbett

Monterey	162	Roundtable	Public policy- How/why should SCRA members be more active?	Jonathan Miles
San Marino	163-166	Symposium	Are domestic violence coordinating councils effective vehicles for change? A multi-method, multi-site study of their potential	Shabnam Javdani
Pacific A	167	Roundtable	SCRA and the community student: Student perspectives on membership and participation in Division 27	Michael Armstrong
Pacific B	168	Roundtable	How does cultural competence impact community research?	Fabricio Balcazar
Pacific C	169-172	Symposium	Promoting mental health in African American adolescents and young adults	Caryn Rodgers
San Diego	173-178	Symposium	Cultural community psychology: Perspectives and examples	Clifford O'Donnell
Santa Clara	179	Symposium	Evaluation of a youth skill building program at three southern California middle schools using focus groups for the development of a program evaluation questionnaire	Kristen Masters
Santa Barbara	180-184	Symposium	Building prevention capacity using Getting to Outcomes: Successes and challenges	Catherine Lesesne
Santa Rosa	185-188	Symposium	Wide-spread implementation of effective practice - challenges to practice and research	James Emshoff
Del Mar	194	Roundtable	The promise of empowerment in school settings: Lessons from the field;	Melissa Maras
San Jose	195	Roundtable	Being the only one: Community psychologists working in non-community psychology settings	Susan Torres-Harding

4:15-5:30pm

Concurrent Sessions

Place	ID	Format	Title	Chair
Pasadena I	196	Roundtable	Best practices for identifying/obtaining a clinical-community psychology internship	Rick Weinberg
Monterey	197-200	Symposium	Who's for youth-based programs? Navigating and establishing relationships for adolescent health promotion in three contexts	Eric Stewart
San Marino	201-204	Symposium	Understanding educational contexts and social justice: Race, ethnicity, and disability	Michele Morgan
Pacific A	205	Town Meeting	SCRA Task Force on Disaster, community readiness, and recovery	Fran Norris
Pacific B	206-211	Symposium	Cultural considerations in gender-based violence	Courtney Ahrens
Pacific C	212-215	Symposium	Youth organizing for social change: Theory, research, and practice	Seema Shah
San Diego	216-219	Symposium	Latino youth development across contexts: Data-driven approaches for impacting policy	Cidhinnia Torres Campos
Santa Clara	220-223	Symposium	Construction of social identities in everyday contexts	Dawn Witherspoon
Santa Barbara	224	Roundtable	Integrating the community into community service learning program evaluations	Elizabeth Meier
Santa Rosa	225	Roundtable	The invisible African American father: How to reclaim respect	Lionel Mandy
Pasadena II	226	Roundtable	Working with indigenous peoples of the Circumpolar North: How can community psychology contribute?	Marie-Claude Larrivée
Del Mar	227	Roundtable	Synergic power as a multi-level construct: Measurement and practice implications	Theresa Armstead
San Jose	228	Roundtable	Reflective practice in collaborative community projects	Benjamin Hidalgo

5:45-7pm

Poster Session #2 (IDs 229-284)

California Ballroom

6:30-7:30pm **Remembering John Glidewell: Informal reminiscing and sharing of stories.** **Hilton Patio**
Leonard Jason & Susan Torres-Hardingt, Co-Conveners

7:15-10pm **Banquet** **International Ballroom**

Saturday, June 9

7-8:15am **Breakfast** **International Ballroom**

7:15am-7:45pm **Exhibitors Open and Posters Displayed** **California Ballroom**

7:15-8:15am **Committee & Special Interest Group Meetings***

Place	Title	Chair
Pasadena I & II	SCRA Past Presidents & Current Executive Committee Member Breakfast	Carolyn Swift
Monterey	Children & Youth	TBA
San Marino	Community Action	Brad Olson
Pacific A	LGBT	Peter Ji & Cathy Chovan

8:15-9:30am **Visioning Panel 1** **International Ballroom**

Tom Wolff, Overview of Visioning/Policy for the 21st Century
 Susan Mandel, Practice for the 21st Century
 Dina Birman, Social Justice for the 21st Century
 Richard Roberts (Discussant)
 Moderator: Norweeta Milburn

9:45-11am **Concurrent Sessions**

Place	ID	Format	Title	Chair
San Gabriel	285	Workshop	Exploring our values through storytelling	Niki Harre
Pasadena I & II	286	Innov Session	The interACT Sexual Assault Prevention Program: Empowering individuals to create social change	Courtney Ahrens
Monterey	287	Roundtable	Developing diversity principles for community research and action	Shelly Harrell
San Marino	288	Roundtable	Making the HUD Point-in-Time homeless count meaningful to communities	Lindsey Stillman
Pacific A	289-292	Symposium	Culture, context, and development: HIV prevention for gay/bisexual/questioning youth	Omar Jamil
Pacific B	293	Roundtable	Preparing children and adolescents of color for contact with police	David Rollock
Pacific C	294-297	Symposium	Changing after-school settings	Edward Seidman
San Diego	298-301	Symposium	Utilizing the qualitative paradigm to address issues of social justice in the justice system	Mark Coe
Santa Clara	302	Roundtable	Caring about race: Black families' perspectives on racial socialization	Keisha Bentley
Santa Barbara	303-306	Symposium	Diverse neighborhoods, diverse families: Exploring how families participate in and are affected by their neighborhoods	Liesette Brunson
Santa Rosa	307-310	Symposium	Academic-community partnerships: A well-spring for training and social change	Christopher Liang
Del Mar	311	Roundtable	Building and assessing capacity for community change	Yolanda Suarez
San Jose	312	Town Meeting	Fostering hardiness within suicidal adolescents and across their ecological settings	Noelle Wilson

11:15am-12:30pm

Concurrent Sessions

Place	ID	Format	Title	Chair
San Gabriel	313	Innov Session	Giving voice to all: Combating silencing	Mary Ellen Dello Stritto
Pasadena I & II	314	Innov Session	Applications of geographic information systems to community psychology research & practice	Sarah Chilenski
Monterey	315	Town Meeting	Infusing youth voice into organizational, school and community governance	Julie Petrokubi
San Marino	316	Roundtable	Undergraduate and graduate education in community psychology: Future directions	Susan McMahon
Pacific A	317-320	Symposium	Institutional legal responses to sexual violence against women & children	Rebecca Campbell
Pacific C	321	Roundtable	From ivory to inclusive: Transforming the tower through effective mentorship	Pamela Martin
San Diego	322-325	Symposium	Academic attainment among Latino youth: A social justice issue	Natalie Wilkins
Santa Clara	326	Roundtable	Community psychology and politically-charged environmental disputes: Challenges and visions	Marci R. Culley
Santa Barbara	327-334	Symposium	Social justice: Can we engage in second order change?	Leonard Jason
Santa Rosa	335	Roundtable	Collaborating for what and for whom?: Cross-cultural and international issues	Toshiaki Sasao
Del Mar	336	Roundtable	Mental health needs within prison walls	Barry Perlmutter

12:45-2pm

Lunch

International Ballroom

1-2pm

Committee & Special Interest Group Meetings*

Place	Title	Chair
Monterey	Committee on Cultural & Racial Affairs	Pam Martin
San Marino	Aging	Margaret Hastings

1-2pm

Mentoring Meetings*

Place	Title	Chair
Pacific A	Mentoring Session 10	
Pacific B	Mentoring Session 11	
Pacific C	Mentoring Session 12	
San Diego	Mentoring Session 13	
Santa Clara	Mentoring Session 14	
Santa Barbara	Mentoring Session 15	
Santa Rosa	Mentoring Session 16	
Del Mar	Mentoring Session 17	
San Jose	Mentoring Session 18	

2-3:15pm

Visioning Panel 2

International Ballroom

Roderick Watts, Social Justice for the 21st Century
 Donata Francescato, Practice for the 21st Century
 Dharm Bhawuk (Discussant)
 Moderator: Raymond Scott

3:30-4:45pm

Concurrent Sessions

Place	ID	Format	Title	Chair
Monterey	338-342	Symposium	Contexts of at-risk behaviors: A qualitative approach	Keiko B. Shimazu

San Marino	343-346	Symposium	Strengthening "best practices" implementation in community-based youth violence prevention programs	Linda Wagener
Pacific A	347-350	Symposium	Risks, antecedents, and prevention of gang membership	Jason Dickinson
Pacific B	351	Roundtable	Activating the classroom: Social justice, social action, community practice and research	Susan Torres-Harding
San Diego	352	Roundtable	Special education: Policy and practice implications for immigrant and minority children	Traci Weinstein
Santa Clara	353	Roundtable	Challenges of conducting cross-cultural research with mutual help groups	Tomofumi Oka
Santa Barbara	354	Roundtable	Research with heterosexual Black men: A strengths-based focus	Keisha Paxton
Santa Rosa	355-358	Symposium	Targeting social settings to advance prevention and developmental science	Joshua Brown
Del Mar	359	Roundtable	Community psychology in Europe: Main trends, practice and research	Jose Ornelas
San Jose	360	Roundtable	Cultural-community psychology: Directions for theory, method, and action	Michael Kral

5-6:15pm

Concurrent Sessions

Place	ID	Format	Title	Chair
San Gabriel	361	Innov Session	Food security, justice, and community research and action: Making the connections	Darcy Freedman
Pasadena I & II	362	Workshop	Intercultural dialogue for peace-building and harmony in the community	Durgadas Mukhopadhyay
Monterey	363-367	Symposium	Transforming settings: Toward positive youth development	Beth Shinn
San Marino	368-371	Symposium	Issues of prevention in a gentrifying urban environment	Sara Malinowski
Pacific A	372-375	Symposium	Contextual alchemy? Toward systematic integration of mixed methods in community-based research	Bret Kloos
Pacific B	376-380	Symposium	Feminisms, social change, and violence against women: Is there still a need for politics?	Amy Lehrner
Pacific C	381-384	Symposium	Social justice and mental health	Catherine Ward
San Diego	385	Roundtable	Is ecological research ecological? Is research validity valid?	Meg Bond
Santa Clara	386	Town Meeting	First year practicum in community psychology: Graduate student perspectives	Heather Sprague
Santa Barbara	387	Roundtable	Promoting cultural competence and evidence-based practices in community mental health	Arthur Whaley
Santa Rosa	388	Roundtable	Toward a cross-cultural understanding of women's issues	Malgorzata Szarzynska
Del Mar	389	Roundtable	Coming home: Lessons learned in developing the Building Bridges prisoner reentry initiative	Derrick Gordon
San Jose	390	Roundtable	Becoming a community psychologist: Transition from graduate school to professional	Lindsey Stillman

6:30-7:45pm

Poster Session #3 (IDs 391-442)

California Ballroom

7:30-8:30pm

Robert Reiff: Informal reminiscing and sharing of stories.
Donald Klein & Carolyn Swift, Co-Conveners

Hilton Patio

9-11pm

SCRA Mixer

International Ballroom

Sunday, June 10

7-8:15am **Breakfast** **International Ballroom**

7:15am-12:30pm **Exhibitors Open** **California Ballroom**

8:30-10:30am **Distinguished Contribution & Sarason Awards Speakers** **International Ballroom**

Abraham Wandersman, 2005 Award for Distinguished Contributions to Theory and Research in Community Psychology
Address, *Optimism about participation: High hopes and challenges in neighborhood organizations, community coalitions, and empowerment evaluation systems.* (ID 443)

Introduction by Jean Ann Linney

Raymond P. Lorion, 2006 Sarason Award Address, *Community science, practice and partnerships: Answering Sarason's "And what do we mean by learning?"* (ID 444)

Introduction by Leonard A. Jason

10:45am-noon **Concurrent Sessions**

Place	ID	Format	Title	Chair
San Gabriel	445	Workshop	Multifamily group therapy for families of gays and lesbians	Karen Cohen
Pasadena I & II	446	Innov Session	Oral sex, anal sex: What does your teen consider sex?	Sara Moore
San Marino	447	Roundtable	School intervention interest group roundtable: Participatory/action research promotes culture-based school interventions	Susana Helm
Pacific A	448-451	Symposium	A comprehensive evaluation of the implementation and cost-effectiveness of a community-based treatment for homeless, mentally ill	Angela Mooss
Pacific B	452-456	Symposium	Research design choices in community research: Cultural and logistical lessons	Rae Jean Proescholdbell
Pacific C	457	Roundtable	Incorporating and illuminating personal values in community psychology training	Rick Weinberg
Santa Clara	458-461	Symposium	Theory in practice: Implications for problem definition and working with adolescent girls	Shabnam Javdani
Santa Barbara	462-465	Symposium	Internet use and HIV risk among ethnic minority MSM	Patrick Wilson
Del Mar	466	Roundtable	Dream a little dream: Changing social regularities around economic injustice	Kelly Kinnison
San Jose	467	Roundtable	Increasing our relevance: Community -based educational psychology	Robert Klassen

12:15-1:30pm **Concurrent Sessions**

Place	ID	Format	Title	Chair
San Gabriel	468	Innov Session	Program design, documentation, and dissemination for diversity: A toolkit demonstration	Rebecca Buchanan
Pasadena I & II	469	Innov Session	Questions and answers: Community practitioners share lives and careers	Carolyn Swift
Monterey	470	Town Meeting	The Interdisciplinary Linkages Committee town hall meeting: Processing our steps toward broader and more concerted collaborations	Brad Olson
San Marino	471-474	Symposium	Immigrant and refugee students in U.S. schools	Dina Birman
Pacific A	475-479	Symposium	Praise and protest: The legacies of social justice in Black churches	Pamela Martin
Pacific B	480-484	Symposium	Translating readiness and capacity into best practice school-wide prevention programs	Dawna-Cricket-Martita Meehan
Pacific C	485-488	Symposium	Impact of war and community violence on caregivers in Central America;	Katharine Meese Putman

San Diego	489-492	Symposium	Understanding the predictors, correlates, and outcomes of adolescent substance use: Quantitative methods for ecological analysis	Christian Connell
Santa Clara	493	Symposium	Application of psychological paradox theory to sustainability	Brian Bishop
Santa Barbara	494-497	Symposium	Collecting and making use of multiple perspectives in developing and implementing interventions	Michelle Cruz-Santiago
Santa Rosa	498-501	Symposium	Knitting the network: The usefulness of social network analysis for strengthening community collaborations promoting health and social change	Kimberly Bess
Del Mar	502	Roundtable	Community values and social change: What to do when worlds collide?	Amy Lehrner
San Jose	503	Roundtable	Considering the implications of socio-culturally determined definitions of well-being	Zermarie Deacon

***For those groups meeting during the breakfast and dinner hour, if committee or group members bring food into meeting rooms (other than the international ballroom), please clean up after yourselves. Hotel staff will not be clearing any rooms other than the international ballroom and sessions will be held in every room each time slot. Please be respectful of your colleague and leave the rooms as you found them. Thanks!**

Thank you for joining us for the 11th Biennial Conference of the Society for Community Research and Action, hosted by the University of La Verne and cosponsored by the International Association for Cross-Cultural Psychology (IACCP)!

All abstract information was taken directly from the Conference Review System and then formatted to match that of the Conference Program. We apologize for any errors or oversights in the production of this document. Questions? Please contact Conference Co-Chairs at: scra_host@ulv.edu or scra_contact@ulv.edu

Conference Abstracts

Thursday, June 7, 2007

Concurrent Sessions 1-2:15pm

[1]

Multi-Method and Innovative Approaches to Studying School Contexts

Emily Ozer, Regina Day Langhout, Myra Margolin, & Marieka Schotland

New York University, University of California at Berkeley, University of California at Santa Cruz

School settings are complex, fluid environments that demand multi-method and flexible approaches to assessment. These papers provide examples of a range of methods for assessing key dimensions of school settings. These include the application of innovative statistical approaches (e.g. cluster analysis to generate profiles of school climate perceptions); new technologies (e.g. GIS mapping) for assessing school safety; and the use of mixed methods for the further development of measures assessing student autonomy and empowerment in secondary school settings. Challenges and next steps in the assessment of school contexts will be discussed.

Discussant: Marc Zimmerman, University of Michigan

[2]

Engaging Children in Defining Safe Spaces in Schools and Neighborhoods

Regina Day Langhout, Lori Annear, Andrea Gentile, Mary London & Sajjadur Rahman

There is a burgeoning literature on school safety and school-based violence prevention. In much of this literature, researchers determine the problem and then decide on an intervention. The problem is often described as violent children who engage in learned violent behavior. The solutions, therefore, are usually designed to change individual behavior. The issue of the physical characteristics of place is rarely broached. Additionally, although interventions are often directed at students, few published articles engage students in determining the problem definition or the solution. This study moves away from conventional ways of determining the problem. Elementary school students have participated in formation of the problem definition by determining safe and unsafe places in and around their school. This assessment was the first step in a collaborative process of various stakeholders (i.e., elementary school students, parents, school staff, school based health center staff, and university researchers) working together to determine: a) if school safety was a problem in their school and if so, b) what places were safe and unsafe, and c) why. Results indicate that children's responses vary by gender, grade, and do not simply map onto public (as unsafe) and private (as safe) spaces.

[3]

Defining Safety: Elementary School Children's Conceptions of Safe and Unsafe

Myra Margolin & Ann Perzan

It has been argued that a contributing factor to school violence is the lack of a clear, universally understood definition of violence amongst students and educators (Remboldt, 1994). Differing definitions of violence and safety can impact the school climate by creating conflicting understandings about which behaviors are "unsafe" and reducing the impact of interventions that only reflect the views of one stakeholder. The starting point of this

collaborative research was to determine the situations and locations within an elementary school and its surrounding neighborhood in which the students felt unsafe. A series of exploratory focus groups with children from each grade (K-5) suggested that the children's conceptualizations of safety diverged from those of the adults at the school. This study, therefore, takes this divergence as its starting point and explores the areas of overlap and departure in definitions of safety by administrators, teachers, and students. This analysis is applied to a close reading of the current school-wide safety curriculum. Although differing definitions of safety are only one element contributing to overall school climate, this research can aid in the clarification and redefinition of "unsafe" behaviors and the implementation of interventions that validate all of the stakeholders' conceptions of safety.

[4]

Student Autonomy and Control Within Urban Secondary Schools: Methodological Development

Emily J. Ozer

Schools are critical contexts for youth development (e.g. Masten, 1998). Support for efficacy and "mattering" has been identified as a key feature of settings that promotes positive youth development (Eccles & Gootman, 2002). This dimension refers to setting characteristics that facilitate youth being able to "make a difference" and participate meaningfully in decisions and policies that affect them. There has been little attention to the assessment and promotion of students' meaningful participation and autonomy in secondary school settings, despite the recognition of the developmental "mismatch" between adolescents' growing need for autonomy and the scant opportunities for autonomy in typical secondary schools (Eccles et al. 1993). This study reports on research to further develop the assessment of students' participation in and perceived control over policies and decisions made in their school settings. Observations and interviews of students in 4 urban high schools were used to generate survey items to supplement existing adult measures of empowerment-related dimensions of perceived sociopolitical control and leadership (Zimmerman & Zahniser, 1991). Data from 125 teens – primarily Latino and Asian American -- using this new measure are reported. The association between empowerment-related dimensions and other perceptions of the school climate and setting will be examined.

[5]

The Whole Picture: Using Cluster Analysis to Understand School Climate

Marieka Schotland

Research examining school climate has primarily assessed it with a uni-dimensional construct (i.e., summary score of multiple dimensions), or with each dimension of school climate predicting outcomes (i.e., perceptions of autonomy and achievement). These approaches fail to adequately represent the comprehensive and holistic nature of students' perceptions of the multi-dimensional aspects of school climate. Thus, we have little understanding of how multiple aspects of school climate may comprehensively influence adolescent outcomes. This study seeks to explore perceptions of school climate for a sample of middle school youth using the person centered idiographic method of cluster analysis. This method allows for a descriptive understanding of how groups of students perceive the holistic school climate, accounting for the interrelatedness of

various dimensions (i.e., autonomy, teacher support, safety, etc). Additionally, cluster analysis allows for the differential relations that students have with the dimensions to be played out, whether positively, negatively or not at all. Profiles of perceived school climate will be presented and then examined for their relation to academic and psychosocial outcomes, both cross-sectionally and longitudinally. By examining key dimensions holistically, a more complete picture of how youth perceive their school context will emerge. Linking these profiles to key outcomes will further elucidate the important role school climate takes in adolescent development.

[6]

Reflecting on the Role of Advocacy in Community Psychology

*Jason Forney, Tiffeny Jimenez, & Adrienne Adams
Michigan State University*

Is advocacy an ethical imperative for community psychologists? Is advocacy not inherent in the values of community psychology? Is it not our responsibility to advocate on behalf of the individuals and communities which are the focus of our research? These are questions that we as advocates and community psychologists in training grapple with as we seek to find our place in the field. Specifically, we have come to question how it is possible in our role as community psychologist to be both advocates and social scientists. As an up and coming generation of community psychologists who value advocacy as a central component of our work, we believe it is important to engage our colleagues in a discussion of the current thinking and future direction of the field around this topic. Drawing on our work in the areas of disabilities, HIV/AIDS, and violence against women, the facilitators will lead a discussion guided by questions such as: what is advocacy and how do current community psychologists either identify, or not, with this description, how might identifying with advocacy better sustain the movement of community psychology, and how can we better nurture the development of community psychologists with diverse sets of values, interests, and motivations for seeking social change.

[7]

Using Online Tools to Build Capacity for Community Health Development

*Stephen Fawcett, Bill Berkowitz, & Vincent Francisco
University of Kansas, University of Massachusetts at Lowell,
University of North Carolina at Greensboro*

People come together throughout the world to create better conditions for health and development in their communities. New communications technologies, such as the Internet, hold promise for facilitating capacity development and collaborative research among geographically-dispersed partners. Using the case example of the evolving uses of the Community Tool Box (<http://ctb.ku.edu>), this roundtable discussion will feature brief presentations and whole group dialogue about several challenges and opportunities of using online tools. Themes to be addressed include: a) Building capacity for this work (e.g., using online toolkits and problem solving guides), b) Promoting interaction among those doing and supporting the work (e.g., online ask an advisor feature), c) Extending the evidence base for how communities create conditions that promote health and development (e.g., online documentation and support system), and d) International partnerships (e.g., between the World Health Organization Collaborating Center at the University of Kansas and an emerging center at the American University of Beirut). Brief presentations by members of the CTB team, an over 10-year collaboration, will be followed by group dialogue on challenges and opportunities of using online tools to build

capacity for this work.

[8]

Intimate Partner Violence and Housing Instability: An Examination of Policies and Programs to Address the Intersection of Two Social Problems

*Charlene Baker, Phyllis Holditch Niolon, Hilary Oliphant,
Chiquita Rollins, Nancy Glass, & Kris Billhardt*

*University of Hawaii, Centers for Disease Control and
Prevention Division of Violence Prevention, Multnomah County
Domestic Violence Coordinators Office, Johns Hopkins
University, Volunteers of America Home Free Program*

The relationship between intimate partner violence and homelessness has been documented in the literature. Battered women's shelters offer a temporary place to stay; however, many women are unable to secure permanent housing afterward and may return to their abusers or become homeless. The Violence Against Women Act (2005) includes funding to increase women's access to long-term transitional and permanent housing. Preliminary findings from one evaluation of a permanent housing model on battered women's outcomes will be presented. In addition, data from a national sample of 236 transitional housing programs will be presented. Implications for policy and practice will be discussed.

[9]

A Descriptive Analysis of Transitional Housing Programs for Survivors of Intimate Partner Violence in the U.S.

The Violence Against Women Act (VAWA) of 2005 includes new provisions that enhance intimate partner violence (IPV) victims' ability to procure and maintain safe and independent housing away from their abusers. The focus on housing in the latest version of VAWA indicates recognition by Congress that removing barriers and increasing access to safe housing is critical to our nation's response to domestic violence, and that this type of systems-level response is necessary to reduce the link between intimate partner violence (IPV) and subsequent homelessness. Among its many provisions, VAWA 2005 authorizes a substantial increase in the amount of funding to be focused on transitional housing for battered women and their children. With increased funds being allocated to transitional housing programs (THPs), it is useful to examine THPs as they currently exist in this country. The current study describes N = 236 THPs from 11 states and the District of Columbia, including general characteristics (length of existence, capacity, type of community served, maximum length of stay); eligibility requirements; funding sources; and services offered and whether they were mandatory for women. Future considerations for programmatic and policy changes as well as evaluation research are discussed.

[10]

Community-Academic Collaboration to Evaluate an Innovative Permanent Housing Model for Battered Women and their Children

Trends in housing policies, availability of affordable housing, perpetrator abusive behaviors and stigma associated with being a victim of intimate partner violence (IPV) create significant barriers for battered women to locate and maintain safe, permanent housing for themselves and their children. To begin to address these barriers, a community-based domestic violence program developed and implemented an innovative model to provide financial assistance for independent permanent housing. The model includes rent assistance for up to two years to survivors of IPV with additional support and resource provided by skilled domestic violence and social service advocates. The presentation will describe the partnership between county

government, community-based domestic violence programs, a housing program, Center for Disease Control and Prevention (CDC) and academic institutions to evaluate the effectiveness, including cost effectiveness, of this permanent housing model to reduce IPV victimization and improve the safety, health and quality of life for survivors and their children.

[11]

Effects of Housing Instability on Battered Women's IPV Victimization

Advocates, policy makers, and women themselves frequently cite intimate partner violence (IPV) as an immediate cause of or precursor to housing instability. There is overwhelming evidence that many survivors, especially those who are poor, need safe permanent housing solutions to escape further IPV victimization. The overall purpose of the four-year CDC-funded study is to evaluate the effectiveness of an existing permanent housing program provided by Volunteers of America Oregon Home Free Program on preventing IPV victimization and reducing negative health outcomes for survivors and their children. The presentation will present preliminary findings from baseline interviews with 150 survivors on the relationship between housing instability and IPV victimization. Further, we will discuss the implications of findings on housing and domestic violence policy, advocacy and research.

[12]

University –Community Partnership: Global Networking Platform for Social Action Research

Marek Wosinski, Joanna Ochocka, & Christopher Zambakari
Arizona State University, Warsaw School of Social Psychology

The purpose of our symposium is to invite participation in the Global Networking Platform for Social Action Research (UCP-SARNET), created in collaboration between Arizona State University, Centre for Research and Education in Human Services (Kitchener, Canada), and colleagues from England, Italy and Poland. Symposium objectives include sharing information about the Global Networking Platform for Social Action Research (UCP-SARNET) initiative, exploring the reasons why Participatory Action Research approach is particularly important when developing complex initiative and mobilizing diverse communities, sharing strategies and mechanisms to plan and structure collaborative initiative involving students, faculty members and community organizations (globally and locally), and discussing strategies of sharing knowledge and mobilizing various audiences for future change.

[13]

Marek Wosinski
Arizona State University

The goal of this part of the symposium is to present the mission, content and organization of UCP-SARNET web application. I will introduce our partners, namely Centre for Research and Education in Human Services (Kitchener, Canada), Research Institute of Health and Social Change at Manchester Metropolitan University (England), Community University Partnership Program University of Brighton (England), Institute of Psychology University of Opole (Poland), Institute of Social Psychology of University of Naples (Italy) and Warsaw School of Social Psychology (Poland) and their role in the project. Using some examples of programs posted on the platform we will explain the role platform plays in developing international network of faculty, students and community organizations. We will explain the use of technological tools that facilitate collaboration within our network (blog, wiki) and describe how new materials for the platform can be submitted. The use of the

platform as a resource for instructors teaching on community related issues will be discussed, as well as various options of integrating students' individual program of studies with the mission of this program. Finally, we will share our plans of using the platform as a tool for promoting social action research.

[14]

Joanna Ochocka

Centre for Research and Education in Human Services (CREHS), Canada

CREHS took a lead role in the evaluation of this complex initiative, using multiple evaluation methodologies and guided by principles of participatory action research (PAR). PAR can be understood in three different ways in this project. PAR processes has been guiding the overall conceptual and practical development of the initiative. PAR theory and methodology has been a central pedagogical component of UCP-SARNET initiative and it became key learning objective for the online community. Finally, the evaluation will focus, in part, on the changes in the capacity of organizations to engage in PAR locally, as consequence of participation in the online community. Knowledge sharing, knowledge mobilization and community mobilizations through PAR and through internet cannot be discussed without active engagement and participation of the audience. We will start with a short presentation and then ask some provocative questions related to the following areas: 1) What does it mean to use PAR through internet? 2) What does it mean to share knowledge and mobilize knowledge? 3) Why is there a need for knowledge sharing and knowledge mobilization? 4) Why is there a need for engaging various stakeholders in research? How do you do it? 5) How to engage global and local communities in research on sensitive topics?

[15]

Christopher Zambakari

Arizona State University

In this part of the symposium we will present the strategy used UCP-SARNET to invite student participation in the project. In the recruiting phase we targeted universities that had an established type of partnerships with a community. We requested that they join our platform and become an integral part by posting their involvements as examples of successful partnership between universities and communities. These partnerships came with a wealth of students who were involved in research or direct involvements in the community. We contacted those students inspiring their involvement in discussion of other programs and encouraging sharing of their experiences. Students were also offered an opportunity to participate in the development of the platform in form of conducting small research projects incorporated both into their program of studies, as well as in our program of participatory research. We attempted to organize international networking among students who had been already involved in variety of community programs, and students from universities that do not have in place such programs. The purpose was to evoke interest of both students and instructors teaching community related courses in creating university-community partnership. We will share with audience the results of those attempts and facilitate discussion on other options of involving students in social action research.

[16]

Qualitative Research in Community Psychology: Common Dilemmas in Establishing Credibility

Tina Taylor-Ritzler, Susan Ryerson Espino, Katherine McDonald, Erin Hayes Kelly, Michelle Bloodworth, Gary Harper, Brigida Hernandez, Jessica Veloff, Oscar Donoso, &

Elizabeth Horin

*University of Illinois at Chicago, Portland State University,
DePaul University*

Community psychologists often face dilemmas in conducting qualitative research related to establishing the credibility of their processes and findings. We will present four common dilemmas, related theoretical considerations, and case examples that highlight ways the presenters have dealt with these dilemmas in different research projects. The dilemmas are: how researchers' relationships with participants affect the veracity and completeness of the data obtained; how to code the data; how to elicit participants' feedback and incorporate it in the research process; and how to conduct qualitative research when resources are limited.

Discussant: Gary Harper

[17]

**Researcher Relationships with Research Participants:
Possible Effects on Credibility**

*Susan Ryerson Espino, Erin Hayes Kelly, & Michelle
Bloodworth*

While qualitative researchers often espouse the importance of research relationships, details relating to the contours of relationships are often hard to find in the published literature. During this presentation, we will highlight relationship building rationales, activities, and dilemmas from multiple research projects. We believe that relationship building influences participants' perception of the credibility of the researcher(s) and research processes, project dynamics and interactions, and the quality of data shared and reported. We demonstrate how relationship building is ongoing and can involve multiple phases of the research project including entrée, recruitment, consenting, interviews, feedback, and closure activities. Further, we discuss challenges to relationship building, including its unpredictable, time intensive and even "risky" nature. We argue that, despite challenges—including those imposed by/perceived within disciplinary conventions—relationship building has strong pragmatic, ideological, and epistemological support within community psychology and merits thoughtful public reflection and writing.

[18]

**Is That a Finding? Approaches to Coding to Bolster
Credibility**

*Katherine McDonald, Tina Taylor-Ritzler, Erin Hayes Kelly,
Brigida Hernandez, Jessica Veloff, Oscar Donoso, Elizabeth
Horin, Marielle Divilbiss, & Anna Kushnir*

Two challenges to qualitative researchers include identifying when there is sufficient evidence to claim that a finding is present and discerning where a single data element fits best in a coding scheme. In fact, individual researchers are frequently questioned in scientific outlets on these very issues. There are several ways qualitative researchers can strengthen their ability to identify findings, including by using a second independent coder and/or engaging a team of researchers in coding the data collectively. Further, qualitative researchers can assess the credibility of their codes by engaging in line-by-line coding and calculating inter-rater reliability coefficients and/or by using consensus methods. These varied processes can increase the credibility of qualitative analysis by establishing clearer standards for coding arrived at through iterative, multi-researcher endeavors. However, arriving at a final coding scheme and/or consensus is not always straightforward. In this presentation, we will describe various approaches to coding in qualitative inquiry to bolster the credibility of findings and the strengths and weaknesses associated with each.

[19]

**Member Checking: But What if They Don't Agree with Us?
Erin Hayes Kelly, Susan Ryerson Espino, & Tina Taylor-
Ritzler**

The values of qualitative research dictate that meaning is constructed by researcher and participant together. This is demonstrated clearly through member checking, an accepted credibility check for qualitative research. Through member checks, data are shared with participants in order to "check" researcher interpretations; this provides a way for researchers to ask participants "Did I get it?" There are multiple ways to conduct member checks, ranging from asking participants to edit their individual interview transcripts, to presenting results to a group of participants after preliminary analyses have been conducted. These checks can (and theoretically should) be done at multiple points in the research. This presentation will discuss a variety of ways to conduct member checks, and talk about the benefits and challenges associated with each. We will also discuss how to prioritize member checks in a resource-pressured research context, where time and money is limited for both researcher and participant. Finally, we will discuss ways to incorporate participant feedback, particularly feedback that does not match researcher's initial interpretations. We intend this presentation as an interactive discussion of these issues so critical to conducting credible qualitative research, and look forward to sharing our experiences as well as soliciting audience input.

[20]

**Conducting Qualitative Research With Limited Resources
Michelle R. Bloodworth, Susan Ryerson Espino, & Tina
Taylor-Ritzler**

Those conducting research in applied and under-resourced settings often face the challenge of trying to use qualitative approaches, but with limited resources, including time and staff. While qualitative approaches and their emphases on understanding complex, interrelated and/or changing phenomena are particularly relevant to community research, pressures related to a lack of resources must be managed. During this presentation, we will discuss solutions we have identified or developed to produce high quality qualitative research within the constraints of research and evaluation projects that are limited in terms of time and other resources. Some of the issues to be presented include ways to maintain the transparency of the research process, research questions and sampling strategy, as well as methods for collecting and coding qualitative data.

[21]

**Teaching Undergraduate Community Psychology: Tips and
Tools**

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The SCRA Council of Education Programs is sponsoring a roundtable discussion on the teaching of community psychology, prevention and/or community research and action at the undergraduate level. Besides a lively discussion of undergraduate education in community research and action, including a report from two Universities regarding the development of an undergraduate major in community psychology, this roundtable is organized to encourage participants' sharing of syllabi, assignments, innovative pedagogical tools and teaching tips. Each presenter has specific

experiences, tools or tips that they will share. We will also invite the winner of the first SCRA Award for Outstanding Educator to participate and share their knowledge with attendees. The award is given by the council to a SCRA member who has made exemplary and innovative contributions to the education of students about community psychology and community research and action.

[22]

Social Justice, Community Psychology, and the 21st Century: Research and Activism

Nicole Porter, Nancy Bothne, Steven Howe, Leonard Jason, Chris Keys, Brad Olsen, & Julia Perilla

DePaul University, Amnesty International, University of Cincinnati, Northwestern University, Georgia State University
Community psychology may rely on exact scientific methodologies at the cost of engaging in the critical consciousness necessary for social interventions. This panel will respond to this challenging analysis, and offer suggestions of how community psychologists can engage turning research into practice of social justice activism. Panelists will discuss what it would require for community psychologists to become activists for second-order change, and whether the academy will move to make those changes.

[23]

Enhancing Graduate Experiences of Students of Color: Theory to Action

Andrea Flynn, Harriette E. Wimms, Marco A. Hidalgo, Kenneth I. Maton, & Bernadette Sanchez

DePaul University; University of Maryland

Despite widespread endorsement of the benefits of diversity in graduate programs, students of color remain underrepresented, particularly at the doctoral level. However, little is known about the origins of these disparities or the experiences of students of color. The goals of the proposed roundtable are to acquaint audience members with a synthesis of previous studies, share findings from a new study, and stimulate innovative approaches to both research and programmatic policies surrounding students of color. Using an ecological framework, previous empirical literature will be reviewed in terms of methodologies and findings. Then, findings from a recently conducted national study examining doctoral student experiences and perceptions of psychology training among African-American, Latina/o, Asian-American and European-American students will be presented. Key findings will be discussed with regard to positive experiences, challenges, future aspirations, the role of ethnicity in students' educational contexts, and students' recommendations for improvements to psychology departments and the field at large. Lastly, the presenters and audience will engage in small group discussions about 1) Student and faculty experiences, and 2) Future steps for research, intervention, and action. The larger group will reconvene to share new approaches and plan next steps, including sharing findings with program directors and SCRA graduate students and faculty.

[24]

How Service-Learning Can Serve Social Justice

Colleen Loomis, Adam Davidson-Harden, & John A. Patterson

Wilfrid Laurier University, Liverpool Hope University

Service-learning research and practices need to be expanded to focus on how it can contribute to bringing about a more just world. Focusing service-learning on social justice is important because service-learning provides an opportunity for instructors to facilitate students' reflections to help them understand connections between local social justice issues and global ones.

The purpose of this roundtable discussion is to share examples and ask questions about how service-learning can serve social justice. The session will be conducted with the organizers being participant-facilitators, paying careful attention to hearing roundtable attendees' voices, during all rounds of question and discussion. First, we will begin by establishing some shared meanings of "service-learning" and "social justice". Next, we will focus on concrete examples that roundtable participants use to illustrate service-learning with social justice initiatives. Finally, as a group, we will reflect on strategies and key characteristics of service-learning (e.g., types of placement sites, instructional exercises) that connect the learning experience to social justice.

[25]

Social Action: Explorations And Explanations From Social and Community Psychology

Allen Omoto, Elena Marta, Anna Malsch, Debra Mashek, & Mark Snyder

Claremont Graduate University, Università Cattolica del Sacro Cuore, Portland State University, Harvey Mudd College, University of Minnesota at Twin Cities

This symposium bridges theoretical and methodological approaches from social, community, and personality psychology and focuses on diverse forms of social action. Together, the presentations consider individual-level (e.g., volunteerism, caregiving) and community-level actions (e.g., activism, civic participation). Several cultural contexts and communities are also considered, with data drawn from incarcerated individuals, older adults living in retirement communities, clients and volunteers from AIDS service organizations, community residents and volunteers from the U.S. and Italy, and students. The presentations describe research conducted using multiple methods, including surveys and experiments (conducted in the laboratory and field), and theoretical and policy implications will be discussed.

[26]

Psychological Sense of Community: Conceptual Dimensions and (Causal) Connections to Social Action

This presentation reviews a program of research on volunteerism, as well as a conceptual model of psychological sense of community (PSOC) and PSOC's role in volunteerism and other types of social action. Illustrative findings from multi-site, longitudinal field studies that indicate how connecting to communities benefits volunteers and clients of AIDS service organizations will be presented. In addition, a recent longitudinal field-based experimental study conducted in two different urban areas that attempted to enhance PSOC among approximately 630 participants (i.e., volunteers, clients, and staff of AIDS service organizations) through a facilitated workshop intervention will be presented. The results of this study provide evidence for the reliability and validity of a multi-dimensional measure of PSOC based on the conceptual model. In addition, the group-based intervention was successful in increasing PSOC, and to the extent that PSOC increased, participants had more positive feelings and also greater involvement in diverse forms of helping and social action. Combined, the results of this program of descriptive and experimental research conducted in naturalistic settings speak to the potentially powerful effects of PSOC. The implications of the findings for theory and practice on volunteerism and broad forms of social action will be discussed.

[27]

Italian Young Adults' Voluntary Action and Psychological Sense of Community: Exploring the Connections

What happens when a young adult decides to spend his/her time working on behalf of others by joining a volunteer association? What processes and mechanisms are activated, and especially, what is the nature of the interaction between the young volunteer's motivations and the socio-cultural orientation of the association? Prior research has demonstrated that volunteerism contributes to the psychosocial well-being of the community. In fact, it triggers a number of processes of participative democracy. Moreover, solidarity with the community is enhanced. In short, volunteerism permits transformative experiences at many levels, including for individuals, organizations, and their territorial contexts. Drawing from the Volunteer Process Model (Omoto & Snyder, 1995), this research aims to better understand the connection between volunteer antecedents and experiences of volunteerism and their psychological sense of community. This presentation will highlight findings from a longitudinal research project in which volunteers filled out a self-report questionnaire composed of scales about motivations, role identity, satisfaction with the organization, religiosity, meaning of life, values, political opinion, self-esteem and psychological sense of community. Preliminary results highlight how psychological sense of community is correlated with all the cited variables. Additional implications will be discussed.

[28]

Prosocial Behavior Beyond Borders: Understanding a Psychological Sense of Global Community

Concern about change in community is a prevalent theme in discussions of contemporary American society. Evidence suggests that as people disconnect from one another, community engagement, volunteerism, and other prosocial behavior declines. Traditionally, community has been conceptualized as a specific geographical location involving interpersonal relationships. In this research, a new conceptualization of Psychological Sense of Global Community (PSGC) was explored. A conceptual model was tested in which three personality characteristics were hypothesized to relate to PSGC. In turn, PSGC was predicted to relate to prosocial behavior. Questionnaire data collected from two distinct samples (older and younger adults) offered support for all the relationships in the model. The personality characteristics each positively related to PSGC, as well as to prosocial behavior. The relationships between personality and behavior, however, were fully mediated by PSGC. This topic is timely in light of current world events, suggesting that communities, countries, and cultures are not isolated from one another. Evidence that individuals with PSGC are more likely to act prosocially can contribute to the understanding and improving of negative social conditions and inform interventions geared toward heightening citizen engagement and global cooperation.

[29]

Community Connectedness as the Inclusion of Community in Self

This talk applies theory from the domain of intimate relationships to the domain of community relationships. Originally developed to help explain why individuals enter into and maintain close relationships, the self-expansion model (Aron & Aron, 1986) argues that attributes of intimate others become a part of the self. Building on the theoretical and methodological traditions of the self-expansion model (Aron & Aron, 1986), we suggest that community connectedness can be appropriately conceptualized as the inclusion of community in

self. Two independent studies support the efficacy of the single-item pictorial Inclusion of Community in Self (ICS) Scale as a measure that captures the essence of community connectedness. The ICS evidenced favorable psychometric properties in both a college student sample and a sample of incarcerated offenders. In addition to moderate test-retest stability, the scale converged with measures of key facets of psychological sense of community and with self-reports of community helping and hurting. Moreover, the scale's lack of correspondence with indicators of socio-emotional functioning provides evidence of its discriminant validity. In conclusion, the usefulness of the self-expansion model and accompanying measurement tools in a longitudinal study of community connectedness among college students will be considered.

[30]

When and Why Do People Help Their Communities? The Effects of Residential Stability on Pro-Community Action

When and why do people engage in actions that are beneficial to their communities? Guided by a socio-ecological model of the interplay of individual-level and community-level factors in generating pro-community action, we conducted a series of studies, using diverse methodologies in diverse settings, of the effects of residential stability on pro-community behaviors. In one study, we showed that residents of stable communities in the Minneapolis/St Paul metropolitan area purchased "critical habitat" license plates to support preservation of the environment in their state of Minnesota more often than did residents of mobile communities. In a second study, we demonstrated that home game baseball attendance was less dependent on the team's record in stable cities than in mobile cities (indicating unconditional support for their community in the former and conditional community support in the latter). In a third study, we brought residential stability into the laboratory and found that individuals in experimentally created stable communities helped other members more often than did those in unstable communities; moreover, the effect of stability was mediated by identification with the community. Taken together, these studies suggest that residential stability can lead to a stronger identification with one's community, which in turn leads to pro-community behaviors.

2:30-3:45pm Concurrent Sessions

[31]

Community Psychology and Global Climate Change: Time to Act

Manuel Riemer & Stephanie Reich
Vanderbilt University

Recent scientific reports make it unmistakably clear what has already been known for several decades: The human population of the planet earth is moving towards the destruction of our natural environment. The consequences of global climate change and related environmental destructions are dire and intensify many of the issues we, as community psychologists, are concerned about. Issues of inequality, poverty, resource insecurity, and lack of community are intensified. While many people are aware of these problems, too little is done to change our destructive behaviors and work towards conservation. It is time that we, as a field, use our theories of and tools for change to mobilize ourselves and our fellow humans in preventing this global crisis. With this town meeting, we hope to bring together people who share our sense of urgency. We will discuss possible applications for CP to this movement and exchange ideas as well as knowledge about and experience with ongoing projects. The

goal is also to discuss possible contributions to a special issue that is planned for AJCP. The two facilitators will introduce the topic, pose some questions for discussion, and discuss the plan for the special issue.

[32]

Forming and Maintaining Effective Student-Initiated CBO-University Partnerships

Michele Schlehofer, Darcy Freedman, Benjamin Graham, & Benjamin Hidalgo

Claremont Graduate University, Vanderbilt University, DePaul University, University of Illinois at Urbana-Champaign
Many community psychologists rely heavily on CBO-University partnerships to conduct their work. Graduate students therefore greatly benefit from strong skills in forming and maintaining effective CBO-University research collaborations. However, the structure of many training programs does not always give students significant first-hand experience in forming and maintaining their own collaborative efforts. This roundtable will facilitate discussion about CBO-University partnerships that are student-initiated. Four presenters who have formed collaborations as students will facilitate discussion on the process of student-initiated CBO-University partnerships. Emphasis will be placed on providing participants with tips, tactics, and "lessons-learned."

[33]

Fidelity of Implementation and Adaptation of Prevention Programs – Measurement and Practice Issues

James Emshoff, Dean Fixsen, Rochelle Rokusek, Paul Flaspohler, Emily Ozer, Marieka Schotland, Angela Mooss, Joanna Weinberg, Brian Flay, Michael Beets, Nickie Basel, Maggie Gaddis, Doyanne Darnell, Brandeis Green, John Barile, Jane Le, Eric Brown, Michael Armstrong, Rita Noonan, Barri Rosenbluth, Barbara Ball, Patricia Kerig, Alan Acock, Sam Vuchinich, & Carol Allred
Georgia State University, Metro Atlanta Council, US Department of Health and Human Services: Center for Substance Abuse, United Way of Metro Atlanta, University of Florida, Miami University, University of California at Berkeley, New York University, Oregon State University, Center for Disease Control, Safeplace, Positive Action Inc.

As policy-makers and consumers increase their call for accountability in the delivery of social services, there has been a substantial growth in the reliance on evidence-based programs. However, we know little about the transfer of evidence-based programs from their developmental research sites to widespread practice. There remains uncertainty in at least areas of concern. What is the ideal degree of fidelity to the original model as these programs are disseminated? How do we measure fidelity of implementation? What factors are associated with fidelity of implementation? These four presentations will explore these issues with respect to four specific prevention programs.

[34]

Expanding Our Understanding of Fidelity: The Development of and Implementation Fidelity Measure for and Evidence-Based Prevention Program

Rochelle Rokusek & Paul Flaspohler
Miami University

Implementation research is a growing area in the field of psychology. As the demand for the use of evidence-based programs increases, the need for research in the area of implementation of these evidence-based programs also increases. Evidence-based program researchers, developers, and implementers are interested in the fidelity of implementation when these programs are disseminated widely. It is often argued

that when evidence-based programs are implemented with fidelity, they produce better outcomes. Measuring fidelity of implementation is important for both research and practical reasons, such as identifying critical components of programs, ensuring model adherence for program evaluations and linking program components to outcomes. This paper outlines a method of developing an implementation fidelity measure for the Olweus Bullying Prevention Program (OBPP), an identified evidence-based violence prevention program. The measure developed in this study incorporates not only program specific but also general principles of effective intervention. Research in implementation fidelity, characteristics of effective interventions and prevention programs, and the principles of empowerment evaluation guide the development of this measure. Results of this measure development study and future research directions will be discussed.

[35]

Contextual Fit and the Diffusion of School-based Prevention Programs in Urban Settings:

A Qualitative Study

Emily J. Ozer, Marieka Schotland Nickie Bazell, & Maggie Gaddis

University of California at Berkeley, New York University

There is disagreement in the school-based prevention field regarding the issue of local adaptation in the diffusion process. Some argue that cultural fit in prevention programs is more of an adult political concern than it is a substantive need for the youth (Elliott & Mihalic, 2004). Others emphasize that programs must be culturally and developmentally appropriate to specific settings and populations in order to be effective (Castro, Barrera, & Martinez, 2004). There has been little systematic research seeking to understand the real-world diffusion of empirically-supported prevention programs in schools, and how programs developed elsewhere "fit" local settings. This paper provides initial findings from a qualitative study that assesses the fit of research-based violence and substance abuse prevention curricula being implemented in two urban school districts that serve a high proportion of low-income, ethnic minority youth primarily from Latino, Asian American, and African American backgrounds. Qualitative data will be presented from classroom observations of the implementation, interviews with students, and interviews with teachers that provide stakeholders' perspectives on: a) the extent to which the prevention programs address the factors and conditions that contribute to violence and substance abuse; and b) adaptations that could potentially strengthen program effectiveness in the setting.

[36]

Dissemination, Adoption and Fidelity of Sexual Assault Prevention Programs

Angela D. Mooss, Joanna Weinberg, & Doyanne Darnell
Georgia State University

Sexual assault prevention suffers from a gap between the knowledge base generated through scientific research and common programs and processes used by practitioners. A second gap occurs in the knowledge base on how to close this gap. Little research has been done on the organizational and contextual dynamics that affect organizational decisions to adopt evidence-based programs as well as the relative value of fidelity of implementation compared to adaptation to local conditions. There are many factors that may influence the motivation and capacity of organizations to implement these programs with fidelity to the original model. This paper will present the results of an ongoing evaluation of adoption, dissemination, implementation, and fidelity of the Expect Respect program across three cities. Interviews were conducted with key

stakeholders related to adoption and implementation at each site. Fidelity instruments were developed that assessed a variety of dimensions (e.g., recruitment and training, curricula, group process). Preliminary qualitative analyses revealed salient themes related to program adoption, implementation, and training on the program model. These themes along with quantitative data collected on implementation and fidelity can be used to provide direction to program adopters about how fidelity to the original program model can produce optimal student outcomes.

[37]

A Diffusion of Innovations Model of Positive Action

Brian Flay, Micheal Beats, Alan Acock, Sam Vuchinich, & Carol Allred

Oregon State University, Positive Action

Characteristics specific to implementers (i.e., teachers) and those related to the setting (i.e., school) influence the degree to which an innovation (i.e., school-based prevention program) is implemented with fidelity. The influence administrators and co-workers have on a teacher's attitudes and beliefs acts through a social process, whereby teachers evaluate a program, through the subjective perceptions of the social system in which they are incorporated, in this case the school. This, in turn, is likely to alter teacher attitudes and beliefs about a given program, potentially leading to greater levels of implementation. Teachers from 10 elementary schools in the Hawai'i school district completed year-end process evaluations as part of a multiyear effectiveness trial of Positive Action (PA). Implementation was defined as the amount of program-specific materials teachers used in two contexts – classroom and school-wide activities. The survey assessed school climate: administrative support, school connectedness; and teacher-related characteristics: beliefs regarding social and character development, attitudes towards PA, and reinforcement of PA concepts. These were modeled in two cross-sectional mediation structural equation models.

[38]

Thinking Small: Creating Settings for People with Psychiatric Disabilities That Matter

Catherine H. Stein, Kristen M. Abraham, David A. Faigin, Christine E. McAuliffe, Wendy R. Fogo, & Hisham Abu Raiya
Bowling Green State University

The concept of "small wins" was introduced to community psychology over two decades ago as a way to redefine large-scale social problems. A small wins philosophy focuses on creating controllable opportunities that produce concrete and visible results to motivate social change. In the proposed roundtable, we discuss the role of small wins in creating new opportunities for people with psychiatric disabilities in the community. Three community action projects are briefly presented that promote valued social roles for adults coping with serious mental illness and their families. The Center Stage Players is a theatre troupe consisting of people with psychiatric disabilities that promotes community awareness and education about the experience of mental illness. The Men's Empowerment Initiative is a collaborative project between a local psychosocial rehabilitation clubhouse and a high school designed to support the talents of men in industrial arts. Speaking from Experience is a community group comprised of adults coping with psychiatric disabilities and their supporters who give educational presentations to university and community audiences. Each of the projects demonstrates the personal expertise and experience of these adults and their ability to meaningfully contribute to their community. Our goal for the roundtable is to create a place for lively discussion about issues

of collaboration, sustainability, and ownership in community action.

[39]

Culture, Context, & Well-being: Exploring the Issues Through Qualitative Methods

Richard Renfro, Bernadette Sanchez, Jocelyn Ortiz, Susan L. Ryerson Espino, Nausheen Masood, Nicole Allen, & Jennifer Alvidrez

DePaul University, University of Illinois at Chicago, University of Illinois at Urbana-Champaign, San Francisco General Hospital, University of California at San Francisco

Snowden (2005) asked community psychologists to conduct social- and community-level analyses to examine and solve the racial/ethnic disparities in mental health by understanding how larger meta-level systems interact with mental health concerns among underserved communities. This symposium focuses on various sociocultural factors that play a role in the well-being of people of color. The presentations will elucidate how culture and context come together and can impact well-being, service utilization, and service providers understanding of cultural competence all through qualitative methods.

[40]

Family Separations and Reunifications: Narratives From Puerto Rican and Dominican Youth.

Susan L. Ryerson Espino

University of Illinois at Chicago

During life and schooling oral history interviews with 15 Puerto Rican and Dominican Latina adolescent newcomers to the US mainland, participants shared a wealth of experiential data on ecological factors impacting their island and US mainland well-being. One such influence involved family separations and reunifications, which all participants experienced. Although previous clinical research highlights an array of challenges involved with family separations and reunifications (e.g., Forman, 1933; Partida, 1996; Seiarra, 1999) and recent research highlights the prevalence of family separations (e.g., Suárez-Orozco, Todorova, & Louie, 2005), nuanced accounts from the perspectives of youth are infrequent. Girls reported a diversity of family separations, including those from mothers, fathers, both parents, surrogate parents, and siblings. I will present the narratives belonging to several participants to highlight the diversity of experiences including dilemmas, resources, and impacts. Their stories speak to sociocultural influences on (im)migrant youth well-being and resiliency and encourage reflection about family, school, and community resources.

[41]

Latinas Accessing Mental Health Services: Immigration Issues Exacerbating the Problem

Richard Renfro, Bernadette Sanchez, & Jocelyn Ortiz

DePaul University

The Surgeon General's 2001 report entitled, "Mental Health: Culture, Race, and Ethnicity," revealed that ethnic minorities have less access to mental health services than do Whites (2001). Latina women are one group who are experiencing this disparity. However, Latinas in the U.S. are not a homogenous group and their access to services is complicated by their documentation status. The aim of this presentation is to demonstrate how immigration status is an important component in understanding barriers to services. Data from a larger mixed-methods investigation on the mental health of Latina women in Metropolitan Chicago will be presented. Participants were service providers from hospitals, community-based organizations, and mental health agencies. Qualitative data analyses reveal multiple factors that influence Latina women's

access to services. Other related issues to immigration status are language, support, and stigma, which serve as greater barriers to accessing mental health services among immigrant Latinas than for non-immigrant Latinas. We will also discuss how qualitative methodology helps elucidate these complex issues.

[42]

Exploring Culture: Work Narratives of Women Serving Domestic Violence Survivors

Nausheen Masood, & Nicole Allen

University of Illinois at Urbana-Champaign

Likely due to its putative role in addressing ethnic-racial disparities, cultural competence training is being emphasized in mental health and social service settings. However, far from being a specific task to perform, cultural competence is as complex as the nature of culture and staff-client interactions; its perception also varies as a function of worker role (Nybell & Gray, 2004). For the average service provider, how does the rhetoric of cultural competence translate into daily tangibles? This presentation explores the work experiences of staff providing direct services at a domestic violence agency. Prior engagement with agency staff and shelter residents as well as observational data suggested that culture played a marginal role in staff perceptions of staff-client interactions despite substantial client diversity. A series of semi-structured interviews were conducted with staff in various roles to examine their service philosophies, their conceptualization of domestic violence, and cultural competence. Findings suggest differences based on worker roles and years of experience, and create a nuanced picture of attempts to reconcile theory and ideals with daily practice that can inform research on cultural competence and provide direction for improved service delivery.

[43]

Violence and Poverty: Testing Theoretical Models for African American Youth

Susan McMahon, Erika Felix, Anna Parnes, Michele Morgan, David Henry, & Michael Schoeny

DePaul University, University of California at Santa Barbara, University of Illinois at Chicago

Community violence and poverty can be viewed as common elements of disenfranchised communities. Violence and poverty have numerous negative effects on urban youth, but the processes are not well understood, and this presents a barrier for creating more effective interventions with at-risk youth. These presentations will examine how these systems-level influences lead to individual outcomes of aggression, anxiety, and depression. Community, school, and individual-level processes will be examined as mediators and moderators. Theoretical models are proposed and tested in order to examine direct, indirect, and protective influences, as well as norms and setting-level effects. Implications for policy and intervention will be discussed.

[44]

Violence Exposure and Aggression: Social Cognitive Mediators for Urban Youth

Past research has shown that exposure to violence leads to aggressive behavior, but few studies have examined theoretical models illustrating these processes with youth exposed to high rates of violence. This study examines the environmental impact of community violence on behavior through cognitive mediators: normative beliefs about aggression and self-efficacy to control aggression. We integrate community psychology principles with social cognitive theory to develop and test a model. Self-report surveys were completed at school by two samples of urban African American youth, in 5th - 8th grade,

living in public housing developments. Results, using structural equation modeling, demonstrated support for the proposed model with both the cross-sectional and longitudinal samples. First, more exposure to violence was associated with more retaliatory beliefs supporting aggression, which led to less self-efficacy to control aggression, which led to more aggressive behavior. In addition, exposure to violence also led directly to aggressive behavior. These findings are examined in the context of community factors, and implications for prevention and intervention are discussed.

[45]

Exposure to Violence: Coping's Influence on Psychological and Behavioral Outcomes

Understanding risk and resiliency among youth exposed to violence has implications for policy and practice. Exposure to violence has been associated with higher levels of negative psychological and behavioral outcomes; however, less research has examined the influence of coping on outcomes among youth exposed to violence. This presentation will examine coping strategies, including active, distraction, support-seeking, and avoidant coping, as moderators of the relation between exposure to violence and internalizing symptoms and externalizing behaviors. Participants include 319 low-income, African American early adolescents. Results indicate violence exposure is associated with greater anxiety/depression and aggression and less frequent prosocial behavior. Active coping moderated the relation between violence exposure and peer-reported aggression such that greater active coping was associated with less aggression among youth exposed to higher levels of violence but made little difference at lower levels of violence exposure. Youth exposed to more violence may encounter more potentially aggressive interactions, and the ability to use direct problem solving skills may help them navigate peer interactions more effectively than those with less active coping skills. Coping skills may make less difference for youth exposed to less violence, due to less aggression overall and fewer potentially aggressive interactions. Implications for prevention/intervention will be discussed.

[46]

Poverty and Depression in Urban Youth: Testing a Theoretical Model

We use an ecological framework to understand multiple factors that are salient to impoverished communities. All too often, the impact of poverty is overlooked, or it is examined as a control variable. Further, the mechanisms that underlie the impact of poverty on adolescent depression are not well understood. Influences at the community, school, and family levels need to be considered to obtain a comprehensive picture of these processes. Using structural equation modeling, we consider the role of social processes associated with poverty such as exposure to violence, parental support, and school belonging in predicting youth outcomes. Self-report data was collected from 200 early adolescent students from two elementary schools in an urban, low-income housing development community. We hypothesize that in the context of poverty, social processes act as mediators in relation to youth outcomes. For example, the role of exposure to violence, a factor unique to urban impoverished communities, and parental support may account for a significant percentage of the variance in the relation between poverty and depression. Implications for policy and practice will be discussed.

[47]

Can Assessment of Setting-Level Norms Enhance Universal Interventions?

It is possible to assess several characteristics of norms at the setting level of analysis, including consistency, acceptability of the target behavior, enforcement through approval or disapproval, and the intensity of feeling about a norm. These characteristics may assist in diagnosing the readiness of a setting for universal preventive interventions, and may provide the basis for normative feedback that can enhance the effects of such interventions. This paper reviews a strategy for measuring setting-level normative feedback and present evidence from the CDC Multisite Violence Prevention Project. Data from that study addressed the possible relations between setting-level norms and prevention. Findings of moderated outcome analyses were that a universal social-cognitive intervention for aggression had stronger effects in schools where there were less crystallized norms. Combined with evidence on inaccurate perceptions of norms, these findings suggest two directions for future research and intervention development. First, assessment of setting-level norms may be useful as a tool for planning interventions in specific settings. Second, assessment of setting-level norms can provide the basis for normative feedback that can enhance universal interventions. Such interventions have been shown to have effects beyond social skills training in preventing alcohol abuse and with other target behaviors.

[48]

Examining the Ecologies of Recovery

Bret Kloos, Rachel Smolowitz, Jacquelyn McDaniel, Marisa Beeble, Deborah A. Salem, Brian S. McGregor, & Matthew Chinman

University of South Carolina, Michigan State University, Rand Corporation, West Los Angeles Veterans Administration Healthcare Center

The concept of recovery from mental illness has gained tremendous attention as consumers, advocates, and mental health systems search for alternatives to medical models. Four presentations critically examine how recovery can be understood in the contexts of a self-help group for persons with schizophrenia, mental health systems, supported housing, and participation in community life. The presentations critique how recovery has been used, expand upon its formulations at an individual level of analysis, and examine what recovery may look like in different contexts and in different phases. The discussion considers how community psychology can contribute to the promotion of recovery.

[49]

Recovery From Serious Mental Illness: A Critical Examination of the Construct and Its Measurement

Since its inception with the consumer movement, the construct of recovery has taken on many different meanings. Though several researchers have studied it over the years, there continues to be a lack of a consensus for a conceptual definition that is useful for personal growth, advocacy, mental health-focused organizations, and research. We critically review how recovery has been studied and propose different ways of understanding this construct based upon the contexts where it is used. To facilitate this discussion, we use data from two waves of a large study of people with SMI who live in supported housing using two different recovery scales. One primary emphasis of the discussion is the effects of different levels of analysis on the conceptualization of recovery. Implications for further study of this topic and their potential effects in the lives of consumers will be addressed as well.

[50]

The Role of Social Support in Promoting Recovery

In outcome research, individual level factors related to recovery tend to be emphasized. For example, perceived social support predicts many outcomes for adults with serious mental illness (SMI), including recovery. Levels of perceived support have been found to be negatively related to the experience of stress and physical health problems, as well as levels of psychological distress. Alternatively, perceived support is positively related to outcomes such as sense of belongingness and empowerment. While it is clear that social support has positive influences, broader contextual factors that may influence the development of social support and their relationship to recovery for this population are not yet well understood. This research examined factors that predicted perceived support among individuals with SMI across various housing environments, and investigated the relationship between these variables and recovery. The contextual factors considered were aspects of housing environments, interpersonal relationships, staff practices, and housing program models. By examining factors that fostered perceived feelings of social support and recovery in these settings, we hope to advance understanding of how the contexts of an individual's housing environment may impact social interactions and their experiences of recovery.

[51]

Recovery From Serious Mental Illness: Predictors of Different Phases of Recovery in a Mutual-Help Setting

The process of recovery from serious mental illness is conceptualized in a number of ways and depends on the context within which recovery is studied, the guiding philosophy of that context, and how the members of the setting under study view this process. Previous research with members and leaders of Schizophrenics Anonymous (SA), a mutual-help group for persons experiencing schizophrenia-related illnesses, revealed that participants experience four phases of recovery, including: 1) Mourning and Grief, 2) Awareness and Recognition, 3) Redefinition and Transformation, and 4) Enhanced Well-Being and Quality of Life. In the current study, we explored whether different aspects of the recovery process were facilitated by different mechanisms within this mutual-help setting. We explored the differential roles of referent power and expert power in the recovery process, as well as the differential roles of leaders and fellow members. We found the processes of referent and expert power to be differentially related to the phases of recovery for members and leaders. This study lends insight into the factors that are related to the process of recovery in a mutual-help setting, and how contextually-based processes may differ by participants' experiences and roles in those settings.

[52]

Supportive Functions in Housing and Their Impact on Psychological Well-Being & Recovery

This study compares the types and strength of support available in different supportive housing models: congregate, clustered, and scattered sites, and to investigate how these supportive contexts may impact psychological outcomes, including recovery. Congregate sites are characterized as independent apartments where all the tenants are mental health consumers. Clustered sites are apartments where a small group of consumers live within a larger complex. In scattered sites, consumers live in market housing (e.g., apartments, houses, or trailers) where they are not identified as consumers and whose neighbors are not identified as consumers. The homogeneity of environment theory suggests that similarity to those in one's context is supportive. In interviews with 476 persons with SMI living in their own apartments, this research tested whether characteristics

related to the homogeneity in congregate sites (e.g., similarity of consumer experiences) provided greater perceived social support and impacted outcomes such as recovery and psychological distress. Results indicated that site level predictors had some influence on mental health consumers' experience of neighborhood support and recovery status. Considerations of ecologies of support suggest the importance of understanding how extra-individual models of support interact with extra-individual factors to influence recovery processes.

[53]

Gender, Culture & Tradition: A Six-Tier Model for Social Change

Esther Nzewi

California Institute of Integral Studies

The death of a spouse is a significant life-stressor and the adverse physiological and psychological effects of bereavement have been documented. Nigerian Igbo cultures have rituals and widowhood practices designed to deal with grief and the transitional changes in status, role, power and privilege. In traditional settings, these rituals and practices serve valuable functions. However, in contemporary Nigerian society, components of the practices had become oppressive particularly to educated and professional women. This paper presents the process of change in widowhood practices in Nigeria through the application of the following six-tier model for cultural change: identification of targeted changes; partnership with widows and documentation of widows' experiences; dissemination of information and mass mobilization of public support for change in widowhood practices; participation by traditional rulers, elders and leaders; intervention and implementation of changes by traditional rulers; and enforcement and institution of sanctions for non-compliance with changes.

[54]

Community Psychology Practice on the Rise!

Tom Wolff, Greg Meissen, Kelly Hazel, David Julian, Raymond Scott, David Chavis, Bill Berkowitz, Vincent Francisco, Carolyn Swift, & Patricia Garza

Metropolitan State University, Tom Wolff Inc., Wichita State University, Ohio State University, University of La Verne, Association for the Study and Development of Community, University of Massachusetts at Lowell, University of North Carolina at Greensboro; University of Illinois at Chicago

There are numerous community psychologists working throughout the world making their communities better places to live and work. Most often, their job description does not read "Community Psychologist" and they do not necessarily self-identify as community psychologists. This is a problem for our profession. Community psychology will not survive if it is only visible in and by the academy. We need to raise the legitimacy, importance and visibility of our practice. This session proposes to continue a process begun with the '05 Biennial's visioning sessions, involved several sessions at the '06 International Conference, and includes a five hour pre-conference Summit prior to the '07 Biennial. Our goal for the Town Hall is to convene as many SCRA members together to jointly plan action steps that will help us own and champion our practice. A brief overview of the process and its results to date, including the outcome of a recent survey (300+ responses) and the Summit will be presented. An open forum will focus on a proclamation calling for changes and an investment of multiple energies and resources for the establishment of a community-based profession, with all that it entails in regard to training, support, and visibility.

[55]

Prioritizing Social Justice and Community Healing through Transdisciplinary Counselor Preparation

Nola Butler-Byrd & Larry Emerson

San Diego State University, Tsédaak'aan, Diné Nation in New Mexico

U.S. American psychology, as a system, does not prioritize community or social healing, culture, politics, history, decolonization, and the types of transformations these engender. By omitting these factors, psychology, is in serious denial. Americans facilitate this denial by allowing imperialist and colonialist psychology to prevail. This keeps psychology privileged, "in power" and "in wealth". It allows psychology professionals to "rule" atop domains of psychological expertise and creates capitalist enterprises to sell that expertise. Thus, American psychology, as a whole, knowingly permits and engenders perpetration, making American social policy a reflection of this denial and perpetration. On the other hand, the Community-Based Block Program (CBB) at San Diego State University engages social and community psychology and social justice by critically engaging students of diverse and multicultural backgrounds in types of relationships that directly confront denials that result from unjust, unequal, and asymmetrical social relations and power imbalances. Together students must confront, deconstruct, and heal their inner world in order to become better counselor/change agents and citizens in the outer social world. The goals of this roundtable are to expand understanding and knowledge about how to work effectively with diverse first generation M.A.-level counseling students, faculty, and communities by providing an overview of the 33-year-old Community-Based Block Program (CBB) at San Diego State University (SDSU), which has prepared over 800 students using a non-traditional approach and discuss results from four mixed-methods studies on the program's matriculating students, alumni and employers; and to explore approaches to expanding the work of this and other programs to a transdisciplinary, international level.

[56]

University-Government-Business Partnerships for Social Change

Katherine McDonald, Katherine McDonald, Alan Tomkins, Brigida Hernandez, Scott Wituk, Christy Calvert, Sarah Ealey, Marci Culley, Terrie Sterling, & Jennifer Zorland

Portland State University, University of Nebraska Public Policy Center, DePaul University, Wichita State University, Georgia State University, Agency for Toxic Substances and Disease Registry

University-based community psychologists often collaborate with government and business sector representatives to effect social change. While the positive outcomes of these collaborations are often discussed, it is somewhat rare that attention is accorded to understanding the nature of the collaboration. For example, what factors and strategies promote effective university-government-business partnerships? What challenges are faced in these collaborations and what factors and strategies help constructively address these challenges? What factors and strategies create conditions for unsuccessful partnerships? In this symposium, we will identify and illustrate lessons learned from our collaborative efforts.

[57]

University-Government-Business Partnerships: A Center's Example

Alan Tomkins

Despite a long-standing interest in "giving away psychology" to the public, there are not many examples of on-going

relationships between university psychologists and government or business other than those established by clinical or organizational psychologists. Community psychologists working in public policy provide rich exemplars of how other psychologists can create and sustain effective university-government-business partnerships aimed at furthering the goals of establishing equitable public policy. In this presentation, the author will provide several case examples of on-going partnerships between a university-based public policy center directed and supported by many psychologists and government sectors (as well as, to a lesser extent, business sectors). This portion of the presentation will focus on the nature of these partnerships informed by experiences working with the justice system to address equity for racial and ethnic minorities in the justice system and behavioral health system to foster the involvement of consumers and their families in the system's structure and delivery. The author will also draw from these case examples to illustrate successes and failures of university-government-business partnerships.

[58]

University-Government-Business Partnerships for Addressing Unemployment Among Individuals With Disabilities

Katherine McDonald, Brigida Hernandez, Elizabeth Horin, Jessica Velcoff, Oscar Donosco, Marielle Divilbiss, & Anna Kushnir

Currently, 70% of people with disabilities are not working. Since 2003, our university research team has worked with two Mayoral commissioners, the local chamber of commerce, and leaders from well-established companies to address the employment crisis experienced by individuals with disabilities. During the course of our project, there have been numerous lessons learned related to building and maintaining successful partnerships. For example, we have seen firsthand how encouraging opportunities for partners to influence the research design and implementation have strengthened our project and fueled our collaborative relationships. In this presentation, we will identify the benefits and challenges experienced over the course of this collaboration, and illuminate strategies to constructively address challenges that we believe have helped sustain these partnerships.

[59]

Visioneering: A Business-University-Government Partnership to Strengthen a Community

Scott Wituk, Christy Calvert, Sarah Ealey, & Greg Meissen

As a Center for Community Support and Research, the Self-Help Network (SHN) at Wichita State University provides capacity building assistance to self-help support groups, nonprofits, faith-based organizations, community coalitions, governmental entities, and community-based initiatives. Over the past three years, the SHN has been involved in a region-wide collaboration called Visioneering, Wichita. This collaboration includes working closely with the Wichita Area Chamber of Commerce and other business and government groups to improve South Central Kansas through a number of alliances (coalitions) to address issues such as improving health and wellness, mentoring children, encouraging small business development, and supporting legislative issues critical to South Central Kansas. The authors will provide a detailed description of this collaboration, including the specific work of the SHN, successes and challenges, and strategies used to help sustain the effort.

[60]

University-Government Agency Partnerships and Environmental Disputes

Marci R. Culley, Terrie D. Sterling, Jennifer Zorland, & Janet Heitgerd

Attempts by federal environmental and public health agencies to actively engage the public in decision-making and positively impact public health in communities located near environmental hazards are best characterized as a series of successes and failures. While progress has been made to conceptually integrate behavioral and social science with environmental health science, there have been limited examples of application. What is needed is a systematic investigation into those behavioral and social factors that are key contributors to successful community interactions. Our research team represents a partnership between Georgia State University and the Agency for Toxic Substances and Disease Registry that was designed to examine the environmental and public health actions taken to ameliorate the effects of naturally occurring asbestos (NOA). We will discuss how results from this study might be used to provide guidance for other agencies and communities who must intervene to protect the public from NOA and other environmental hazards, lessons learned from the process, and strategies to facilitate future partnerships between community psychologists and environmental and public health agencies.

4-6pm Plenary Symposium

[61]

Sounds of Silence

C. Loomis, M.E. Dello Stritto, E. Shprungin, N. Allen, & C. Swift

Dramatic play based on actual experiences of SCRA members being silenced at Biennial conferences. The play is in the style of the *Vagina Monologues* with individuals performing a monologue that in some way relates to silencing of a less powerful group by a more powerful one (e.g., women by men, international members by U.S. members, persons of color by Whites, students by professionals). The purpose of this opening plenary session is to raise awareness and to provide clear examples that empower our society members to stop the silencing. The play is written and directed by the Women's sub-Committee on Silencing, and performed by volunteer SCRA members.

6:15-7:30pm Poster Sessions #1

[62]

A Qualitative Evaluation of Hatha Yoga as a Therapeutic Intervention for Female Low-Income Survivors of Domestic Violence

C. Aisha Dixon-Peters & Jerry L. Kernes
University of La Verne

The present study investigated the impact of hatha yoga on the lives of low-income women who are survivors of domestic violence. Specifically, this study sought to understand the ways in which hatha yoga might assist these women in decreasing symptoms of depression and posttraumatic stress disorder and on increasing their empowerment. A sample of 14 women, ranging from 26 to 51 years of age served as participants. Participants were volunteers from domestic violence treatment programs in Southern California. A total of 11 women completed the 6-week Hatha yoga intervention. Participants completed a packet including the following: 1) Demographic

Information sheet, 2) Beck Depression Inventory (BDI-II), 3) PTSD Scale for Battered Women, and 4) Empowerment Scale. Qualitative data was collected at post intervention by administering a qualitative feedback form. In addition, a focus group was conducted after all participants completed the yogic intervention. Further, qualitative results indicated that all participants found the yoga intervention at least "somewhat" useful and "somewhat" enjoyable. In addition, content analysis of the data from the qualitative feedback form yielded five themes surrounding participants' experiences with the yoga intervention: coping; life changes; improvements in psychological, emotional, and physical well-being; general appreciation, satisfaction, and optimism about efficacy of yoga; body awareness and improvement. The results of this study demonstrated that the participants found yoga useful, enjoyable, and noted changes within themselves and their relationships because of the yoga intervention. The results also indicate that yoga might be efficacious in the treatment of depressive symptoms and for enhancing well-being, improving coping skills, and enhancing parenting relationships for women who are survivors of domestic violence.

[63]

Rural Community IPV: Prosecution Rates and Police Allegation Numbers

Amie Koehn & Chan Hellman

Applied Research Center, University of Oklahoma

This study examines the prosecution rates of domestic violence in a rural Northeastern Oklahoma county. Police reports regarding domestic violence interventions were collected over three years and tracked from Creek County law enforcement agencies through the court system. Chi Square analysis was used to determine the distribution characteristics associated with the decision to prosecute. Prosecution decisions were compared to incidents in which domestic violence was the only complaint versus multiple complaints in addition to domestic violence complaints. The results of the chi-square suggest that plaintiffs who have only the complaint of domestic violence are prosecuted at a rate below those who face complaints beyond domestic violence. Indeed, 83.6% of domestic violence only complaints were declined or not filed by the prosecutor. Comparatively, 41.9% of those with multiple complaints beyond domestic violence were prosecuted. According to the CDC (2006), domestic violence causes physical injury, psychological trauma, and sometimes death. Further, the economic costs of domestic violence exceed \$8.3 billion (CDC, 2006). Prosecution of domestic violence cases plays a pivotal role in defining social norms, a key area identified by the CDC in the prevention of such cases (CDC, 2003).

[64]

Revictimization: Advancing Theory and Method

Chantal Poister Tusher & Sarah L. Cook

Georgia State University

Revictimization, defined as victimization occurring at different points in time, has been found repeatedly in college, community, and clinical samples. Attempts to understand this relation have been theoretically and methodologically limited. Theoretically, most studies have considered only individual level characteristics such as personality traits, and methodologically, previous studies have used varying definitions and measures of child abuse. This study investigated the effect of homelessness, an exosystem factor, as a moderator of the revictimization relation in a sample of 394 underserved women (197 in prison and 197 seeking healthcare at an urban, public hospital). A series of logistic regressions were conducted to predict adult physical and adult sexual victimization using four different

definitions of child sexual abuse and one definition of child physical abuse. Main effects for child abuse, incarceration status, and homelessness were consistently found; however, homelessness did not moderate the revictimization relation. Implications for policy are discussed.

[65]

Analyzing the Effectiveness of Domestic Violence Shelter Programs

Christina Bruno

Pomona College

Research has consistently shown that domestic violence shelter programs lead to a number of valuable outcomes for survivors such as fewer occurrences of violence in future relationships, higher social support, improved affect, and increased ability to effectively obtain resources (Sullivan, 1991; Sullivan & Bybee, 1999). While some studies suggest that it is the increased safety and social support obtained through shelter residence, which lead to such positive outcomes (Campbell et al., 1995), thorough evaluations are generally lacking. More specifically, very few studies address needs and goals as defined by survivors. As a result, it remains unclear if shelters are aiding women in the ways that they desire or if they are equally effective for all survivors. The current study aims to examine how advocacy services and programs aid women's lives through semi-structured interviews with current and past residents of a domestic violence shelter in southern California. The focus will be on women's individual experiences and the personal meanings they attach to those experiences. It is hoped that this study will add to current theories surrounding domestic violence advocacy by providing information to organizations regarding ways of improving their services with a focus on women's personal needs and paths to resilience.

[66]

Building Capacity through Technical Assistance: Results of a National TA Program for Sexual Violence Prevention Professionals

Dana Keener

University of South Carolina

Building capacity among practitioners is an important mechanism in closing the gap between science and practice. This study examines the effectiveness of a capacity building project—which offered technical assistance (TA) by teleconference following a full-day training session—towards increasing the application of new knowledge and skills. This poster will present the results of an evaluation study that examines the cost-effectiveness of two different amounts of technical assistance designed to promote effective training practices among sexual violence prevention professionals. Findings will address factors that influenced the extent to which participants engaged in the TA process including barriers and facilitators to participation in TA; the extent to which training versus TA resulted in improved motivation, knowledge, and application of effective training practices among participants; barriers and facilitators to application of learning among participants; the relationship between the amount of TA provided and received and the application of learning among participants; and the cost-effectiveness of TA. Implications and recommendations for future research will also be discussed.

[67]

Assessing the Nature and Scope of Street Harassment on an Urban Campus

Doyanne Darnell, Elizabeth Anthony & Sarah Cook

Georgia State University

Street harassment, the sexual harassment by strangers in public

places, is a common experience shared by many women and has been linked with other forms of sexual victimization. Qualitative and quantitative research suggests that many women experience fear and anger as a consequence of street harassment, and often engage in behaviors to avoid further occurrences of street harassment. Research also suggests that women's experiences of and reactions to street harassment vary depending on contextual and individual characteristics, which points to the need for a research tool to assess the nature and scope of street harassment within a given context that can be used to examine the impact of street harassment on women's lives. This study will present pilot data for a questionnaire assessing the nature and scope of street harassment with a diverse sample of undergraduate women attending college on an urban campus. Specifically, the questionnaire assesses prevalence and frequency, contextual variables such as gender of initiator, and perceptions and affective reactions to several different street harassment behaviors.

[68]
Understanding the Experience of Sexual Harassment in the Elementary School Context

Kristen Law

Michigan State University

Peer victimization in American schools is not a new problem. Sexual harassment (SH) among older adolescents and college students has been an issue of concern and examination since the mid-1970's (Roscoe, Strouse, & Goodwin, 1994); with prevalence being as great as eight out of ten students surveyed reporting experiencing some form of SH during their school lives (AAUW, 2001). Research results document several debilitating consequences associated with SH impacting different domains of students' lives (i.e., educational, emotional, and behavioral). In response to the lack of research examining this problem in younger populations, the purpose of the current study is to (1) identify and examine the nature of peer sexual harassment experienced by elementary school students and (2) to learn first hand how elementary school students perceive and recognize sexual harassment at their school. Data were collected through interviews with 22 fourth and fifth grade students. Results indicate that students this young experience a variety of behaviors associated with sexual harassment at their school (e.g., physical and verbal threats) and that targets of this behavior are characterized as being socially peripheral and non-conforming to gender and appearance expectations. Additional key elements that emerge pertain to gender differences and similarities and distrust in the school system.

[69]
The Culture of Violence against Women on Campus

Lynette Jacobs-Priebe

Vanderbilt University

The culture of violence against women on campus is informed by individual attitudes of sexism, types of prevention efforts sponsored by campus groups, public reports of incidents of violence against women, and student and faculty responses to prevention activities and incidents. Survey, interview and archival data were integrated to assess the culture of violence against women on five university campuses in the southeast. A random sample of undergraduate students from each campus completed the Ambivalent Sexism Inventory (Glick & Fiske, 1996). Three key informants—one student, one faculty member and one administrator—from each campus were interviewed. A systematic search of archived student newspapers was conducted. Proportions of four types of sexism (Non-sexist, Hostile sexist, Benevolent sexist and Ambivalent sexist) differed by campus and gender. These differences seem to be associated

with degree of formal and informal support for prevention efforts and degree of feminist dialogue in student newspapers about related issues. Analysis and synthesis of results is ongoing. Taken together, the quantitative and qualitative findings indicate that prevention approaches to the problem of violence against women may need to be tailored to meet the needs of specific campus cultures.

[70]
Batterers' Acceptance of Responsibility for Past Abuse and Behavior Change

Margaret Braun & Eric Mankowski

Portland State University

Although it has not been empirically examined, psychologists theorize the factors related to abusive men's behavior change in batterer intervention programs. Henning, Jones, and Holdford (2005) claim that accepting responsibility for past violence is imperative for batterers attempting to change their behavior. They observe that batterers who enter intervention and do not acknowledge their abusive behavior may not believe that it is their responsibility to change their behavior. Similarly, Jory and Anderson (2001) argue that batterers must be compelled to feel what they term the "anguish of accountability;" or the discomfort felt upon the realization that their behavior is harmful. Jory and Anderson (2001) claim that batterers will accept responsibility for and work toward change only upon this realization. The current study examines the construct of acceptance of responsibility in batterers attending intervention programs. Specifically, we examined the relationship between participants' scores on a measure of acceptance of responsibility (Mankowski, Silvergleid, Patrick, Wilson, 2006) and current and future abusive behavior (i.e., recidivism). Analyses examine the relationship between acceptance of responsibility, frequency of abuse, and recidivism. Results will be analyzed in the future and will help to improve the curricula and effectiveness of batterer intervention programs.

[71]
A Cultural Analysis of Domestic Violence Intervention Services in Japan

Mika Maruyama & Eric Mankowski

Portland State University

Despite the prevalence of domestic violence (DV) in Japan, only a handful of batterer intervention programs (BIPs) exist to prevent further abuse. Japanese traditional cultural norms and values, which have been strongly influenced by Confucianism, may conflict with several key features of BIPs. For example, Confucianism encourages individuals to withstand pain without complaining and keep silent when experiencing hardship. Such norms may discourage the development of BIPs. This research was designed to identify existing BIPs in Japan and to describe their characteristics and practices. Using the Internet and snowball sampling techniques we found ten BIPs but also an additional 19 telephone hotline services for abusive men. In contrast to the U.S. system of DV intervention that relies on the criminal justice system to mandate attendance in BIPs, the system in Japan relies on voluntary attendance and provides services for abusive men to seek help privately. These programs are analyzed in their historical and cultural context, and the advantages and risks of the different DV intervention systems are discussed. By considering how belief and value systems are accommodated and assimilated by culturally diverse individuals and groups, DV interventions likely will be more effective.

[72]

Evaluating Empowerment Practice in a Domestic Violence Shelter: Survivor and Staff Perspectives*Natasha Watkins, Nausheen Masood & Nicole Allen
University of Illinois at Urbana-Champaign*

Empowerment has long been recognized as a key guiding principle in work with survivors of domestic violence. Its emphasis on survivors as active participants in their own care and self-determination is crucial for shelters committed to feminist-based approaches to helping women lead violence-free lives (Rodriguez, 1988). Research suggests inconsistencies between how empowerment is viewed as a principle and how it is engaged in practice at domestic violence shelters (Vaughn & Stamp, 2003). Although shelters may endorse an empowerment philosophy, the organizational structure and culture of shelters often undermine empowerment practice. Given the importance of shelter care for survivors of domestic violence, it is important to understand both resident and staff perspectives on empowerment practice. In collaboration with a domestic violence shelter in a mid-size Midwestern city, this qualitative study evaluates resident and staff perceptions of empowerment practice in the shelter. Interview tools were informed by observations and interactions with shelter residents and staff. Sixteen residents and six staff members were interviewed over a five month period. Data were analyzed for latent themes using grounded theory methods comparing empowerment narratives between shelter residents and staff. Implications of findings are discussed in light of how to improve delivery of shelter services.

[73]

Pathways Linking African American Adolescents' Experiences with Violence and Aggression*Nicole L. Cammack, Teresa T. Hsu, Sharon F. Lambert & Nicholas S. Ialongo*

The George Washington University, Johns Hopkins University
Due to the overrepresentation of African Americans in low income and violent neighborhoods, African American youth are likely to witness and be victims of community violence exposure (CVE), increasing their risk for aggressive behaviors and possible re-exposure to violence. Thus, understanding how youth in dangerous neighborhoods experience violence has important implications for preventive interventions targeting urban adolescent youth. This study examines pathways linking community violence exposure and perceptions of neighborhood violence with aggressive behavior as an initial step in the development of contextually-relevant interventions for urban African American adolescents in dangerous settings. Participants included a community epidemiologically-defined sample of 585 African American adolescents (53.2% male) assessed annually during adolescence. Results of longitudinal analyses revealed that aggression was both a predictor and consequence of CVE for males and females. Additionally, male adolescents' perceptions of neighborhood violence predicted increased aggression regardless of whether or not they had been exposed to violence. Results confirm the salience of the neighborhood context in predicting youth aggression and highlight the importance of assessing youth perceptions of neighborhood violence in addition to actual exposure to violence to understand aggressive behavior. Implications for interventions with urban African American youth will be discussed.

[74]

Tools for Engaging Communities in Intimate Partner Violence Prevention*Raven Cuellar, Angela Ledgerwood, Jennifer Elfstrom, Gillian Finocan & Paul Flaspohler**Miami University*

This poster will introduce a community practice tool designed to assist a community coalition with enhancing their needs and resource assessment. In order to ensure future funding this coalition needed to increase diverse perspectives, include gender-based programs and strategies in intimate partner violence (IPV) prevention, and address perceived barriers to implementing gender-based IPV prevention. To address these needs, a detailed guidebook was created to assist the coalition with identifying and recruiting adult and youth members of the community to engage in time-limited study groups. These groups conduct environmental scans of their community to increase understanding of the local needs and resources regarding IPV, assess the reality of perceived barriers to implementing gender-based efforts, and identify potential strategies to expand prevention activities in this community. The process culminates with a set of general recommendations regarding strategies that incorporate gender-based violence prevention efforts in ways that would be most accepted in their community. For each of these steps, the guidebook offers helpful tools, resources and suggestions. The poster will present the roadmap for this process, highlight key components and resources contained within the guidebook, and describe lessons learned from carrying out the guidebook process.

[75]

Parental Perceptions of Child Abuse and Well-Being in Guatemala*Rebecca Roberts, Amy Potts, Jeanette Lantz, Autumn Gallegos, Emily Chen, David W. Foy & Katharine Meese Putman**Fuller Theological Seminary Graduate School of Psychology, Pepperdine University*

Ten thousand people live and work at the Guatemala City Dump (GCD) 6,400 of which are children. These families make a daily living by scavenging through garbage and are marginalized by society. Little research has been conducted in stigmatized communities such as this one, and these families are in need of culturally appropriate child abuse prevention and interventions to support positive parenting. Culture-specific understandings of child well-being (CWB), child abuse (CA), and child sexual abuse (CSA) were explored through a qualitative study. Two focus groups of 43 parents who participate in programs at an NGO in the GCD were conducted, and Grounded Theory was used to analyze the transcripts. For CWB, the most frequently discussed themes were positive emotional involvement and spiritual and religious influence. For CA, the two most frequently discussed themes were physical abuse and child labor. For CSA, rape and exposure to sexual activity comprised 31% of the comments. Implications for culturally appropriate child abuse prevention programs as well as support and empowerment for positive parenting within this challenging environment will be discussed.

[76]

Coping with Rape: How Knowing the Rapist Affects Coping Strategies Used by Rape Survivors.*Sarah Hamilton, Taylor Draper & Courtney Ahrens
California State University at Long Beach*

Past studies have revealed that rape survivors use different coping strategies based on their assault characteristics. Based on 103 interviews of rape survivors the present study used content analysis to identify eight coping strategies: 1) Religion (e.g. praying, religious studies); 2) Creative (Journaling, involvement in the arts); 3) Thinking (keeping an open mind); 4) Healthy Behaviors (exercising, meditation); 5) Distractions (Internet, reading); 6) Enhancement (education, self-improvement); 7)

Social support (family and friends, counseling); and 8) Destructive (alcohol, drugs, eating). For each category, we then examined if assault characteristics could predict the kind of coping strategies that victims used. Results indicated that Non-stranger rape victims were more likely to use distraction as a coping strategy than stranger rape victims. People assaulted more than once by the same perpetrator used more enhancement coping than those assaulted once. Victims who did not experience past violence from the same perpetrator were more likely to use destructive coping strategies than those who did. Finally, people who did not experience past violence from same perpetrator were more likely to use avoidance coping strategies. The implications of these results will be discussed.

[77]

Facilitators' Perspectives on Self Help Groups for Abusive Men

Stephanie Morgan & Eric Mankowski

Portland State University, Volunteers of America

Batterer intervention programs (BIPs) are one component of the coordinated community response to domestic violence. However, these programs work mainly to change individuals and do not address the social ecology in which abusive behavior is developed. After completing programs, men return to the same environments that supported their abusive behavior, with little or no continuing support to remain non-abusive. Self help groups are one form of support for persons with related problems in living, such as substance abuse (e.g., Alcoholics Anonymous) and child abuse (e.g., Parents Anonymous), yet self help groups have not been successfully developed among batterers. This paper analyzes the reasons why self help groups have not been successful or supported by those working in the coordinated community response to domestic violence by presenting findings from a survey of BIP group facilitators. Facilitators hold somewhat negative attitudes and beliefs about such groups. However, facilitators also reported a number of possible benefits of self help groups for abusive men and identified systems-level barriers to their development.

[78]

Relating Neighborhood, Family and Peer Contexts in Understanding Pathways to Aggression.

Teresa T. Hsu, Nicole L. Cammack, Sharon F. Lambert & Nicholas S. Ialongo

George Washington University, Johns Hopkins University

Family, peer, and neighborhood contexts each are recognized as influential in predicting aggression; however, specific pathways linking these contexts to aggression have been examined in few studies. Patterson et al.'s (1989) developmental model on antisocial behavior integrates the family and peer contexts, and posits that low parental monitoring is antecedent to deviant peer affiliation in the pathway to aggression; however, the neighborhood context is neglected. The present study extended Patterson's model by examining the role of the neighborhood context in two models. First, perceived neighborhood safety was examined parallel to parental monitoring in Patterson's model; in the second model, perceived neighborhood was examined as a moderator, testing whether Patterson's model applies only in certain neighborhoods. Data were drawn from a community epidemiologically defined sample of urban, predominantly African-American adolescents followed longitudinally. Results support Patterson's model; specifically, parental monitoring had an indirect effect on aggression, operating through deviant peers, in neighborhoods perceived as safe and unsafe. Interestingly, beneficial effects of parental monitoring on aggression were only observed in neighborhoods perceived as safe, suggesting that interventions focusing only at the parent level may be

insufficient in some settings. Results highlight the necessity of integrating the neighborhood context into aggression interventions.

[79]

Homosexual Perceptions of Gender in Reporting Same-Sex Domestic Violence

Toyin Adekoje, Reginald Maclang, Amanda Bordfeld, Brian Yankouski, & Jennifer Gaskins

Montclair State University, Ramapo College

Domestic violence (DV) is a social problem that occurs at alarming proportions, affecting more than 1 million people in the U.S. annually and occurring in both heterosexual and same-sex relationships (Rennison & Welchans, 2000). Although the prevalence of DV among same-sex couples has been more difficult to assess, experts estimate rates comparable to those of heterosexual couples (Seelau & Seelau, 2005). In spite of these findings, minimal research has been done using DV in same-sex relationships as a primary focus. Furthermore, most research conducted on the perceptions of homosexuals towards same-sex domestic violence (SSDV) has neglected to examine their views on the role that gender plays in the reporting process. In the present study, 34 homosexual students participated in an on-line survey that assessed their perceptions of SSDV. Quantitative analyses revealed that the gender of the victim was a significant factor in predicting how DV was perceived in same-sex relationships. In addition, participants perceived that female victims of SSDV are taken more seriously than male victims when reporting abuse to law enforcement. These findings suggest that gender may play an important role in how victims of SSDV feel they will be perceived and treated throughout the reporting process.

[80]

Community Contributions to a Successful Transition for Adolescent Female Offenders.

Tara Grover, Jessica Owen, Preeti Chauhan, Emily Marston & N. Dickon Reppucci

University of Virginia

The period immediately following release from correctional centers has been identified as highly critical in preventing recidivism, and the provision of continued treatment for mental health problems and links to community supports have been identified as important protective factors for youth leaving detention (Urban Institute, 2004; CJJC, 2002). The present study examined the relationship between the provision of community-level supports and several aspects of functioning following the transition from incarceration to home. Participants were 93 female adolescent offenders who were interviewed six months following their release from juvenile correctional centers in the state of Virginia. Results indicate that there are significant gaps in the provision of mental health and social services during the period immediately following release, and many girls are not regularly attending school or employed. Additionally, the prevalence of mental health disorders remains high, and mental health symptoms predicted self-reported offending and lack of engagement in work or school. Results suggest that community support may have a unique impact on recidivism, and potential mediating factors will be examined. These findings will be discussed as they relate to informing strategies for the design and implementation of future re-entry planning practices.

[81]

Post-Traumatic Stress in Children of Divorce: A Community Perspective

Kristine Kelly, Katerina Koscova, Brandy Mowen & Reginald Robinson

Western Illinois University

Over one million children endure the stress of their parents' divorce each year (Ahrons, 1994). Children's adjustment to the divorce is negatively impacted by the level of parental conflict (Emery, 1992; Grych & Fincham, 1990). Because many parents are unable to maintain a low-conflict relationship after divorce, it is not surprising that parental divorce is assumed to be one of the most traumatic events in a child's life. However, little research has investigated the extent to which this assumption is true. In the present study, 66 students (35 from intact families, 31 from divorced families) recalled the most stressful event in their life and then completed trauma symptom and coping questionnaires. Within children of divorce, 45% listed their parents' divorce as their most stressful event. Results indicated that compared to children from intact families, children from divorced families reported more post-traumatic stress symptoms and sexual concerns. They were also more likely to cope with stress by keeping to themselves. Our results suggest that trauma-focused programs may be appropriate to ameliorate the negative outcomes for these children. Community-based interventions will be discussed.

[82]

Through the Technical Difficulties: Challenge and Resilience Among Hurricane Katrina Survivors

Kip Thompson, Bret Kloos, Ben Hankin & Kate Flory
University of South Carolina

It has been well documented that the survivors of Hurricane Katrina have endured an incredible amount of trauma. However, the resilient outcomes and the communities such individuals created through shared experience have garnered less attention. The present study sought to answer two questions related to this gap in recent literature: 1) have Hurricane Katrina survivors developed a sense of resilience as a result of their traumatic experiences?, and 2) what role, if any, does neighborhood social climate play in developing this resilience? Furthermore, it was hypothesized that perceptions of positive neighborhood social climate and hope were related to decreased levels of psychiatric distress. Participants completed a semi-structured qualitative interview and questionnaires measuring stressors, hope, neighborhood social climate, and psychiatric distress. Using a mixed-method design, the researchers used the quantitative data will elucidate relationships between stress and hope, a major component of resilience. The qualitative analyses examined how the HK survivors' experiences, resources, and challenges facilitated resilience as reported by the survivors. Results indicated high levels of hope and positive neighborhood social climate were related to decreased levels of life stress and psychiatric distress. In addition, themes emerged from the qualitative data that are related to resilience, including the personal mandate to survive, the ability to find opportunity in situations, self-reliance, and hope. The researchers concluded that promotion of positive neighborhood social climates and facilitation of hopefulness may be promising ways to lessen the impact of stressors and personal experiences of disasters such as Hurricane Katrina.

[83]

Disaster Preparedness in the Campus Community: A Network Assessment Approach

Wendy Fogo, Christine McAuliffe & Catherine Stein
Bowling Green State University

Hurricane Katrina demonstrated the serious limitations of government agencies to respond to natural disasters and has placed disaster preparedness in the forefront of public consciousness in the United States. However, efforts to strengthen local community crisis management systems often

fail to consider university communities in disaster planning. The poster presents a network approach to disaster planning for university communities. Results of a study of disaster response capacity at a university in the Midwest are presented to illustrate the application of network techniques. The study consisted of a network assessment of three sectors of the university vital to disaster response: law enforcement, communication, and public health. Key informants representing organizations within each of these sectors provided background information, responses to past campus disasters, and anticipated response to two disaster vignettes designed to reflect small and large scale disasters. The structure of the campus network and connections between law enforcement, communication and public health units on campus and in the local community are described. Lessons learned from the study and recommendations to other universities about strengthening disaster preparedness are discussed.

[84]

Children's Impact on Longitudinal Recovery Outcomes for Men and Women

Emily Ortiz, Josefina Alvarez, Leonard A. Jason, Margaret I. Davis & Joseph R. Ferrari
DePaul University, Davis-Dickinson College

While more research is needed in order to understand the impact that children have on substance abuse recovery, studies have shown that mothers whose children live with them in recovery have better outcomes and retention (Stevens & Patton, 1998; Szuster et. al., 1996). There is almost no research on men and children in recovery (McMahon & Rounsaville, 2002). Research also indicates that children have a positive effect on residents in recovery settings who are not parents (D'Arlach et al., 2006; Stevens & Arbieter, 1995). This poster will present data collected for a national study of Oxford House, a network of self-help communal recovery homes. The sample consists of 897 men and women living in houses with and without children. Analysis will be conducted in order to examine differences in education, income, and drug and alcohol sobriety at baseline and three follow-up measurements over the course of one year. Previous analyses indicate that men living with children reported more years of education, higher income, and longer drug and alcohol sobriety than men not living with children and women living with and without children at the baseline of the study (Ortiz, Alvarez, Jason, & Ferrari, 2006). The goal of this poster proposal is to examine the recovery outcomes for men and women with and without children in self-help recovery settings.

[85]

Analysis of Narratives of GLBT Students: Implications for Improving Campus Climate

Anita Davis, Melanie Matthews, Grayson Smith & Carla Shirley
Rhodes College

The purpose of this study was two-fold. One goal of the project was to increase our understanding of the experiences of students who identify as gay, lesbian, bisexual, and transgendered (GLBT) on small liberal arts campuses given that little research has been conducted with GLBT students in these smaller college settings. A second important goal was to use this information to identify concrete ways of fostering a more conducive environment for GLBT students. To accomplish these goals, researchers used three sets of data that were collected via online surveys from students about their positive and negative experiences on the campus. The number of narratives received totaled approximately 500 with 10% of those being submitted by GLBT students. Using Strauss and Corbin's (1998) grounded theory approach, researchers identified 12 concepts that were reliably coded with a kappa coefficient of .60 or above. The

poster will include definitions and examples of all coded concepts and their frequency of occurrence as well as implications for improving the campus climate for GLBT students.

[86]

Understanding Informal Supports for Queer Youth

Krystal L. Kellington & Colleen Loomis

Wilfrid Laurier University

The characteristics of informal supports for queer youth were explored, along with the role these social supports play in youth's well-being and coping. The study was a three-group, two-test design. Social support was explored among the following three groups: (1) youth meeting informally at a high school, (2) youth attending a psycho-educational group run by a local counseling agency, and (3) youth living in child welfare residential care. Data were collected first via focus groups and then again using individual interviews. Findings highlight various sources of support (e.g., friends, family, gay-straight alliance programs) and the way these supports work both independently and as an informal network that helps youth who identify as a sexual minority to cope better with coming out in heterocentric settings and to have an increased sense of well-being. In a few cases, these informal systems were complemented by formal helping systems (e.g., counseling). These findings have implications for understanding the important role of creating settings (e.g., "safe spaces") that provide opportunities for queer youth to develop informal systems of social support.

[87]

Working on LGBT issues: Experiences of Gay-Straight Alliance Advisors

Maria Valenti

Michigan State University

This phenomenological, qualitative study explored the motivation and decision making processes of Gay-Straight Alliance club advisors regarding their choices to become involved with these organizations. This study also examined the various roles that a GSA advisor can play for these clubs in a public school system. Fourteen advisors from one Midwestern state were randomly recruited for participation. Inductive and deductive qualitative analyses elucidated themes and sub-themes surrounding the two areas of inquiry: motivation for becoming advisor and advisor roles. For motivation, the themes that emerged were a protective attitude toward LGBT youth, a personal connection with sexual minority people/issues, homophobic incident reaction, past social justice work, and a dedication to fairness. Becoming a GSA advisor was not necessarily an easy decision to make, therefore the decision making process was analyzed, which elucidated themes surrounding their worries (time commitment involved, their possible lack of credibility, their fear about possibly losing their job, their fear about being accused of recruitment to the 'gay lifestyle' and fear of a general negative community response) and their sense of security (having tenure or other protections against being fired, and being married). Limitations and implications for future research and practice are discussed.

[88]

Applying the Rasch Model to Measure LGBT Ally Identity Development

Peter Ji

University of Illinois at Chicago

LGBT allies are members of the dominant heterosexual group who support, and advocate for, the oppressed LGBT population. Extant literature reports that heterosexuals do follow a

developmental path to becoming LGBT allies. Heterosexuals gain knowledge of LGBT topics and increase their interactions with LGBT persons. As they clarify their beliefs about the LGBT community, they act on these values, eventually becoming self-confident identifying as a LGBT ally. Thus, measuring a person's confidence in his or her LGBT-relevant knowledge, attitude, skill, and interpersonal domains can determine how likely that person will identify as an LGBT ally. The study's aim was to use the Rasch Model to measure participants' ability to identify as LGBT allies. A Rasch scale analysis indicated that as heterosexuals progressed through higher stages of ally identity, they were likely to state that identifying as an LGBT ally had high importance, their peers recognized them as LGBT allies, and they benefited professionally as LGBT allies. The scale's construct validity was supported by its significant correlations with established measures of heterosexual knowledge and attitudes of the LGBT community. The scale will be used in future studies to determine the effectiveness of programs to develop heterosexuals into LGBT allies.

[89]

Teaching Students to be LGBT Allies - A Qualitative Analysis

Peter Ji

University of Illinois at Chicago

LGBT allies are members of the dominant heterosexual group who support, and advocate for, the oppressed LGBT population. Three theories - multicultural theory (MCT), self-concept formation (SCF), and identity theory (IT) - were used to design a course to train students to be LGBT allies. IT states that a person will behave as an LGBT ally if that identity is meaningful to that person. MCT states that attitudes, knowledge, and skills are components that build a person's multi-cultural competency. SCF states that a person's behavior will be the lead determinant of his or her self-concept as an LGBT ally. Students enrolled in the 16-week course attended LGBT-sponsored events, interviewed LGBT persons, presented a seminar on an LGBT topic of their choice, and wrote reaction papers. A qualitative analysis of the students' reports show that their confidence in advocating for and supporting the LGBT community increased. Students cited that acquiring LGBT relevant knowledge, gaining a heterogeneous perspective of the LGBT community, and having role models to discuss their concerns about being allies helped them articulate their proactive LGBT beliefs, feel comfortable interacting with LGBT persons, and feel that as allies, they play a unique role in advocating for LGBT equal rights.

[90]

Positive and Negative Aspects of Virtual and Physical Settings for LGBT-Q Youth

Stephen Petersen, Colleen Loomis & Tyler Walkland

Wilfrid Laurier University

Disclosing one's sexual orientation to the outside world can be an emotionally stressful task. Such stress can be caused by a variety of factors, including the lack of acceptance of parents, friends, and other relatives, and homonegative attitudes of teachers, counselors, and other school staff toward queer youth. This study examined positive and negative characteristics of physical and virtual spaces that impact youth in the "coming out" process. Qualitative data were gathered from 30 members of an online community designed for lesbian, gay, bisexual, transgendered and questioning (LGBT-Q) youth, as well as straight allies. Content analysis produced findings about which school setting characteristics that impact how LGBT-Q youth feel about their sexuality and about how these factors relate to

disclosing their sexuality to others. Youth also identified setting characteristics of the online community that impact these feelings and events. A key finding from this study includes setting characteristics (virtual and physical) that nurture LGBT-Q youth. These findings have implications for informing gay-straight alliance programming in schools and in virtual spaces.

[91]

Approaches to Incorporating Gender and Sexuality in Sexual and Reproductive Health Programming

Anita Mathew

CARE, Georgia State University

CARE is a humanitarian organization fighting global poverty through community-based efforts to improve basic education, health, and economic opportunity. CARE, in collaboration with the Ford Foundation and the International Center for Research on Women (ICRW), addressed gender and sexuality as factors in the implementation of its sexual and reproductive health programs through The Inner Spaces Outer Faces Initiative (ISOFI). ISOFI was developed in reaction to the needs of CARE staff who felt hindered in their work due to their own personal discomfort with the issues of sexuality and gender. This initiative aims, through the use of participatory learning tools, to identify, explore, and challenge the social constructions of gender and sexuality among project staff, project beneficiaries, program interventions, and CARE as an institution. This presentation will describe the process of adapting this toolkit, as it was implemented in India and Vietnam, into a field-friendly compendium of participatory activities for use by CARE staff worldwide. Curriculum components will also be described.

[92]

Impact of Cultural Constructions of Gender on Punishment of Children in Vietnam

Dulamdary Enkhtor

Georgia State University

This poster draws on the 2005 study on punishment of children in Vietnam involving 500 children and 300 adults including ethnic minority and street children. It was sponsored by Save the Children, UNICEF and Plan. The poster addresses how culturally-determined gender construction and power imbalances in Vietnamese society influence who is punished, how and by whom. Study was based on children's rights and sought to empower child participants and involve them in all stages of the research through training and participatory methods. Findings: mothers were the primary 'punishers' of children, particularly girls. Boys were punished physically more than girls, whereas girls faced more verbal abuse. The findings are discussed in context of anthropological research on gender and violence in Vietnamese society. The women in Vietnamese society have a subordinate role, and girls face more stringent standards of behavior, whereas boys have greater freedom to explore the limits (Rydstrom, 2004, et al). Concerns of child maltreatment should be addressed in the context of gender and age power imbalances in the culture. Community interventions need to actively solicit involvement of children. The approaches against child maltreatment should be tailored to specific subgroups in each population.

[93]

Predictors of Perceived Racism among Asian Americans

Jae Hyun (Julia) Lee

Georgia State University

This study will examine the predictor variables of perceived racism among Asian Americans. Perceptions of racism among Asian Americans tend to vary. Given the same incident, some

people perceive it as racism while others do not. This study is designed to understand why some Asian Americans fail to perceive racial bias while others do. There are several promising candidates for predicting perceptions of racism among Asian Americans. Based on theory and the literature, social context, acculturative strategies, racial identity, and sociopolitical awareness were selected as predictor variables for this study. This will be a survey study of college students. This study has been approved as a thesis project. There are no findings as of yet, however, the data will be collected in the next few months and analyzed in time for the conference. There is no existing study that connects these variables together. Thus, the findings will contribute to theory development. In addition, it is suggested that individuals may be better prepared to deal with negative effects of racism when they perceive it as such when it occurs. Therefore, if the suggested variables predict perceived racism, it will help to prepare Asian Americans against racism.

[94]

Acculturative Experiences of White College Students in their Adaptation to Asian Americans

Khanh Dinh, Melissa Nemon, Traci Weinstein & Sara Rondeau

University of Massachusetts Lowell, Southern New Hampshire University, University of Illinois at Chicago

It is projected that by 2020 the Asian American population will increase to 20 million people. Immigration is the most significant force behind the current growth. While the recent focus on the acculturative experiences of Asian Americans is timely and much needed, we must also begin to examine the acculturative experiences of host individuals, especially those of White Americans, as acculturation is a mutual change process between the host/dominant culture and immigrant/minority culture. This in-progress study is designed to investigate the acculturative experiences of 300 White college students, specifically the extent of their intercultural contacts with and attitudes towards Asian Americans and the relationships of these experiences to general racial attitudes/prejudice and psychosocial well-being. This study is in the data collection phase, to be completed by mid-December, 2006, followed by data analysis and write-up. It is expected that the extent of intercultural contacts with and positive attitudes towards Asian Americans among White college students will be negatively associated with their racial/prejudicial attitudes and positively associated with their psychosocial well-being. Findings from this research would contribute to an initial understanding of the acculturative experiences of White Americans in their adaptation to Asian Americans, as well as provide implications for cultivating better cross-cultural relationships and communities.

[95]

Acculturation and Feelings of Prejudice among South Asian Students

Namrata Mahajan

Claremont Graduate University

South Asians (individuals from India, Pakistan, Sri Lanka, Nepal, or Bangladesh) are one of the fastest growing communities in the United States, and are the most educated among all major ethnic groups. Unlike other minorities, they face positive stereotypes about their academic abilities. It would seem intuitive that they should therefore report fewer feelings of prejudice in educational contexts. The current study explored the relationship between acculturation and feelings of prejudice in an educational setting. College students were categorized into four acculturation categories using Berry's (1986) model of acculturation. As expected, integrated participants felt less

prejudice from others than marginalized participants. Although assimilated participants saw themselves as more "American" than "South Asian," they reported greater feelings of prejudice from others than separated participants. The data suggest that the relationship between acculturation and feelings of prejudice may be cyclical: people who feel more prejudice become assimilated as a method of escaping it, and those that become assimilated interact more with people who are prejudiced. The results have important implications for research in intergroup relations, suggesting that acculturation may be an important factor in how people feel in different contexts.

[96]

Overlapping Oppressions? Sexism, Racism, Homophobia, Ageism, Classism, and Religious Intolerance

Patricia Long, Allison Aosved & Emily Voller

University of La Verne, Department of Veteran Affairs, Pacific Islands Health Care System, National Center for PTSD, Oklahoma State University

Oppressive attitudes (sexism, racism, homophobia, ageism, classism, and religious intolerance) can be conceptualized as interrelated based on theories of prejudice (Allport, 1954) and social dominance (Sidanius et al., 2004). Studies find that these beliefs are related (Aosved & Long, in press). Are there identifiable groups of individuals who report similar patterns of oppressive beliefs, however? Identifying such groups was the purpose of this project. Participants, 998 college students, completed the Attitudes Toward Women Scale, Neosexism Scale, Modern Homophobia Scale, Modern and Old Fashioned Racism Scale, Fraboni Scale of Ageism, a modified version of the Economic Beliefs Scale, and the Religious Intolerance Scale. Four clusters identified included individuals with slightly lower than average levels of homophobia, racism, sexism, religious intolerance, ageism, and classism; individuals with slightly elevated levels of homophobia, racism, sexism, religious intolerance, ageism, and classism; individuals with elevated levels of homophobia, racism, sexism, religious intolerance, ageism, and classism; and individuals with low levels of homophobia, racism, sexism, religious intolerance, ageism, and classism. Results of validation analyses showed meaningful differences across clusters related to gender, sexual orientation, and hostility. Implications for prevention and social justice work will be discussed.

[97]

Racial Socialization and Ethnic Identity: A Tale of Three Ethnicities

Sabine French & Melissa DiLorenzo

University of Illinois at Chicago, University of California at Riverside

Racial socialization is a critical part of parental socialization in ethnic minority families. Most studies have examined racial socialization in African Americans (AA), but few have examined this process in Latino Americans (LA) or Asian Americans (ASA). Additionally, few studies have examined the link between racial socialization and ethnic identity development. In the current study, we examined the relation of parental messages of racial socialization (Hughes & Chen, 1997) and ethnic identity (MIBI: Sellers, 1998; MEIM: Phinney, 1992) in 503 college students across ethnicity. Across all three groups: cultural socialization was positively related to centrality and private regard; preparation for racial bias was positively related to centrality; and promotion of racial mistrust was negatively related to private regard. Preparation for racial bias was not related to public regard or ethnic behaviors for AA, but there was a negative relation for LA and ASA. For ethnic identity achievement, egalitarian messages were positively related for

LA & ASA, but negatively related for AA. The findings are discussed in terms of the differential impact of racial socialization on the development of ethnic identity for different groups.

[98]

Race, Relocation, and Resource Utilization among Urban Ministry Workers

Hana Shin, Hanna Lee, Sherry Walling, Jean Min, Sean Love, Lee Perry & Cynthia Eriksson

Fuller Theological Seminary Graduate School of Psychology

Research among inner-city civil and social service professionals has overlooked the population of urban ministry workers, staff from faith-based organizations who work as advocates and leaders of inner-city programs, often residing in the communities in which they serve. Because urban ministry workers either relocated specifically for the work or grew up in the neighborhood, racial diversity and resources for their psychological, physical, and spiritual well-being vary widely. The current study surveyed urban ministry workers in five U.S. metropolitan cities, analyzing the effect of race and relocation on resource utilization. Binomial logistic regression analysis found that race significantly predicted utilization of medical services. Black participants were 28.5% more likely than Latino/a participants to utilize medical services. White participants were 24.5% more likely than Latino/a participants to utilize medical services. Neither race nor relocation significantly predicted differences in likelihood of psychological or spiritual service utilization. Well-being of staff directly impacts quality of services provided to inner-city communities. Implications of the effects of race on resource utilization and associated barriers are discussed as they affect policies and practices of urban ministry organizations.

[99]

Understanding Racial Differences in Parent Discipline Style

Jamilia Sly, James Snyder & Rhonda Lewis Moss

Wichita State University, Sedgwick County Health Department

The disciplinary practices of African American and European American parents have interested researchers for many years. African American parents have been known to use physical punishment (such as spanking) to discipline their children. On the other hand, European American parents have been praised for using other non physical forms of discipline. The purpose of this study was to examine the racial differences in parenting styles. Parents were interviewed about their discipline techniques and observed by independent coders during a play-time situation with their children. Parenting style was conceptualized into two distinct constructs: effective and ineffective discipline. Few differences were revealed between African American and European American parents. Results showed that European American parents had statistically significant higher scores on the following factors: teaching skill, effective discipline, and positive interaction. However, there were no racial differences found within the ineffective discipline construct. The results of this study have implications in a number of areas within community psychology including the development of culturally sensitive and culturally appropriate parenting interventions as well as a re-examination and acknowledgement of cultural bias on the part of researchers, social workers, policy makers and other service providers that work in racially and culturally diverse settings.

[100]

Social Identity and Integration in the Community in Minority/Majority Groups

Luca Scacchi, Maria Grazia Monaci & Rosanna Trentin

*University of Valle d'Aosta, University of Valle d'Aosta Italy,
University of Padova at Italy*

The present study examines whether belonging either to a majority or minority group affects the relation between identity, integration and prejudice. The main hypothesis is that when social identity is tied to a strong sense of belonging to the community, it can act as a factor preventing rather than increasing intergroup biases. Social Identity Theory maintains that a strong social identity increases intergroup biases, whereas other studies have found that in multiethnic societies undergoing changes social identity acts as a factor that prevents prejudice, as it is indeed weakness/confusion of one's own social identity that encourages conflictual intergroup relations. Moreover, few are the research studies that have focused on the social identity of immigrant minority groups. The present correlational study was carried out via a questionnaire handed out to three different groups: autochthonous, or majority, group; Italian immigrants; Non-EU immigrants. The main variables are the Collective self-esteem scale, sense of community, social support, self-esteem, psychological well-being, intergroup prejudice.

Main results show that a strong ethnic identity is significantly associated to higher psychological well-being and greater self-esteem, stronger integration in the territory, and greater perceived social support both in the majority and minority group. However, if a strong social identity is linked to a more positive attitude towards the immigrant outgroup, for the majority group the reverse is true. In conclusion, high collective self-esteem does increase immigrants' integration and well-being, but at the same time also increases the autochthonous population's prejudice towards them.

[101]

Exploring the Role of Culture and Race in African American Adolescents

*Obari Cartman, Roderick Watts & Michael Armstrong
Georgia State University*

The purpose of this study is to determine whether cultural and racial attitudes held by African American adolescents represent two distinct dimensions: a racial orientation and a cultural orientation. Further the study proposes that even when the contribution of race is accounted for, a cultural orientation will significantly add to the prediction of positive outcomes for African American adolescents. African American high school students were surveyed for a study investigating sociopolitical development. The instrument included several established measures of racial identity and socialization (e.g. Multidimensional Inventory of Black Identity, Scale of Racial Socialization for African American Adolescents). Results of principal components factor analysis suggested several factors that were consistent with literature regarding African-centered cultural values or more traditional racially oriented literature. Hierarchical multiple regression analyses suggest that the culturally oriented factors predicted important outcomes in addition to the contribution of racially oriented factors. Findings could have important implications for theory, measurement and interventions regarding racial and cultural development for African American adolescents.

[102]

Marriage and Public Policy: Focus Groups on the Wisconsin Marriage Amendment

*Maureen Ittig
University of Wisconsin at Madison*

In recent times, the issue of marriage for same-sex couples has swept the United States as a family policy issue. Twenty-six States explicitly define marriage as one man and one woman in their Constitutions, including Wisconsin as of November 7th,

2006. Prior to the election, as the first phase of institutional ethnography on this issue, seven focus groups were held around the State with those who supported the amendment, those who opposed it, and those who were undecided at that time. Participants were selected to represent a diverse range of family structures in the groups, which were each exclusive to those with matched voting intentions. The groups discussed personal beliefs regarding marriage, family and the role of government, as well as their perceptions of leading advocacy groups and the amendment itself. Key themes that emerged include common beliefs across groups regarding the importance of marriage as an institution, valuing the Standard North American Family model (Smith, 1987), linking marriage and procreation, the symbolic importance of policy for cultural change, and a connection between private family choices and the strength of civil society. Divergence occurred regarding beliefs about homosexuality and divorce, and historical shifts regarding marriage. Implications of the groups include insight into the tension between Companionate and Individualized Marriage (Cherlin, 2004), the approach of advocates, and the perception of family policy.

[103]

Predictors of Mothers' Socialization of their Preschoolers' Emotions

*Michelle Broth & Sherryl Goodman
Emory University*

Although the importance of mothers' socialization of emotion practices on children's emotional and social development has been well studied (Eisenberg, Cumberland, & Spinrad, 1998; Denham, 1998; Saarni, 1999), less is known about the predictors of such practices. Thus, this study tested Eisenberg and colleagues' (1998) proposal that mothers' emotional experiences influence their socialization of emotion practices. Specifically, we examined mothers' negative emotionality and stress as predictors of their expressiveness of negative emotions and their reactions to child negative emotions, as well as the role of mothers' emotional competence as a potential buffer. A community sample of 66 mothers of preschool-aged children completed self-report measures during home visits. Consistent with hypotheses, mothers' greater negative emotionality was associated with more frequent expression of negative emotions and more non-supportive reactions to children's negative emotions. Mothers' higher stress was associated with more frequent expression of negative emotions but only for mothers with lower emotional competence. These results support a model of the role of mothers' negative emotionality and stress in predicting their socialization of emotion practices and bear important implications for the potential benefit of enhancing mothers' emotional competence as a means of preventing spillover of their own negative emotions into their parenting practices.

[104]

What Does Experience Do to International Managers?

*Ming Li, Aidan Kelly & William Mobley
University College Dublin, China Europe International Business School*

International experience is often recognized as the most important predictor of intercultural competency. The most effective training often occurs in the real world by means of expatriation, international assignments or action learning with people with diverse backgrounds. In this study we examine how exactly experience affects intercultural competency of international managers. We test interaction between important measures of experience including the length of international experience, the influence of friends and partners from different cultures and intercultural competency of international managers.

We conducted survey among 49 international managers and covering 20 nationalities. The competency instrument we use is International Profiler from Worldwork Consulting. Based on T-test and correlation analysis, our major findings are (1) International managers with international experience are significantly different in inner purpose and spirit of adventure from their counterparts without international experience. Those with more than 3 years experience have significantly higher sensitivity to context and are more skilled at creating new alternatives. Length of international experience is positively correlated with openness, welcoming strangers and sensitivity to context. (2) International managers with partners from different cultures are distinct in regard to valuing differences and spirit of adventure. (3) The number of friends from different cultures is highly correlated to welcoming strangers, openness and influencing. These findings will guide selection and development of international managers.

[105]

No Family Left Behind; Universal Family Prevention and Promotion

Molly K. Pachan, Joseph Durlak, Christine I. Celio & Sasha R. Berger

Loyola University Chicago

What works in parenting and family programs? The purpose of the proposed study was to review universal family programs that have a preventive or promotive focus for families with children ages five to eighteen. Family programming included two distinct components: training in parenting skills and enhancement of the family environment. Results indicated that family programs were effective in significantly changing aspects of the family environment, parenting behaviors and attitudes, and multiple indices of child adjustment such as social skills, academics, externalizing problems, and drug use. Interventions targeting the family environment produced better results than those targeting changes in specific parenting skills. This meta-analysis is the first to document that universal family programs are successful in changing parent-, family-, and child- level outcomes. Methodological variables were examined for their impact on findings, with no significant results. Program content was examined as a moderator of effect size, it was found that family environment programs produced better results than other types. Universal family programs have the capacity to change parent and family level outcomes, and there is evidence that existing programs change several salient outcomes in youth. The implications of these results for policy and practice are discussed.

[106]

When Self-Help Isn't Enough: Challenges for Urban Communities in Nepal

Natasha Menon

Fordham University

State and market failures, rapid urbanization and decentralization have fostered the growth of self-help approaches in community development in the developing world. Arguments for self-help are based on the belief that once communities are given tools, they will be able to realize goals of community development. Using survey data of 104 neighborhoods in Kathmandu, Nepal, and structural equation modeling, this study investigates these assertions. Integrating three theoretical frameworks (social capital, sense of community, and collective action), I identify four antecedent factors of neighborhood collective action, namely neighboring behavior, reputation, participation in community activities, and interpersonal trust. Additionally, I consider the effect of neighborhood level collective action on the neighborhood

infrastructure and environment. Findings show that interpersonal trust mediates the relationship between the antecedent factors and neighborhood collaboration. Contrary to theoretical assertions, there are non-significant effects of neighborhood collaboration on the quality of neighborhood infrastructure and neighborhood environment. These findings imply that effects of neighborhood collaboration are not always guaranteed.

[107]

Needs Assessment of Young Parents in a Montreal Disadvantaged Neighborhood

Nibisha Stoui

University of Quebec at Montreal

In order to set up the Support Program to Young Parents (SPYP) in a Montreal disadvantaged neighborhood, the goal of this qualitative study is to explore and describe the needs of the young parents of this area as well as the services offered to them by community and public organizations. Also, its purpose is to collect their suggestions pertaining to services and activities to favor in this neighborhood. Individual and group interviews with 12 young mothers (17-21), were carried out. In addition, a questionnaire was designed and sent to 20 community and public organizations offering services to families of this neighborhood. The priority needs identified by young mothers are to access more activities for the whole family and custodial services, to be physically and mentally healthy and to access safe low-cost housing. Although the majority of the mothers are not aware of the resources, housing, custodial services and back to school services should be prioritized in the neighborhood. Finally, the second part of this study confirms the presence of a variety of resources offered to families. The majority of the resources are within reach of young mothers, but it is more difficult to contact and involve young fathers.

[108]

Evaluation of Cross-cultural Medical Perspectives on Meditation and Chronic Fatigue

Nicole Porter, Nancy Bothne, Blair Coleman, Tony Lu & Leonard Jason

Center for Community Research, Amnesty International, DePaul University, Loyola Medical Center

Research on meditation and Qigong have indicated efficacy in altering immune cell production, the neuroendocrine system, relaxation and stress levels, which are all systems implicated in the expression of chronic fatigue syndrome (CFS). In China, there is an infrastructure of qigong practitioners, hospitals and researchers who are exploring the efficacy of these interventions. There is also more limited research being conducted in the United States. This poster compares the manner in which meditation and qigong are practiced in both countries. It also examines the impact of historical and cultural acceptance, as well as current stigmatization on the effectiveness of mediation and qigong as a treatment option in CFS.

[109]

Immigrated Women and Acculturation Strategies

Patrizia Meringolo & Cristina Stefanile

University of Florence

In Italy immigration is a rather recent phenomenon, because for a longtime this country has been a starting-point towards North Europe and America for many people. The aim of this study is to explore strategies for social integration (Bourhis, Moise, Perreault, Senécal, 1997) for immigrated women in our country. The study included seventy-seven women, varying in age, status and national origin living in Tuscany. The method was semi-structured interviews in order to collect information about migration, work satisfaction, relationship with Italian people and

with migrant people both coming from the same country and from other countries, acculturation strategies. Data analysis was based on qualitative methodology. Results have highlighted participants' attitudes and emotions in social relationships. Most of participants stated to have relations with immigrant community which are their reference group. Some participants showed difficulty in integration, while their children seemed to present less difficulty in integration, because of relationship with Italian peers. We concluded that immigrated women seem to prefer "individualism" as acculturation strategy, although we can see anticipating experiences of integration. There are various aspects of Italian culture they appreciate, especially the aspects that are similar to their heritage culture or the aspects related to women's rights such as opportunity of studying or working.

[110]
Promoting Young People Commitment in Planning Entertainment Events

Patrizia Meringolo, Saulo Sirigatti, Stefano Bertoletti, Moira Chiodini & Eleonora Moscardi
University of Florence, NOVA NGO Florence

This research is related to a wider program promoted by European Union, Toscana Region, No Profit Enterprises and Faculty of Psychology of University of Florence, aimed to study innovative policies and community based programs to develop social enterprise in managing young people leisure events and to improve experiences in health promotion. Theoretical approaches come from studies about risky behavior, legal and illegal substances use, harm reduction, outreach work to promote healthy behaviors, experiences in peer education. The aim of the research is to obtain qualitative data about young people lifestyle and about impact of entertainment events on local communities. Particular attention is paid to explore experiences in prevention of risky behaviors. Young people attending entertainment events, and, as key witnesses, social workers, outreach workers, disco managers, ambulance volunteers, dealers, policemen, town councilors. Semi-structured interviews and focus groups were conducted. Computer assisted qualitative analysis by means of software Atlas.ti. Results highlighted topics such as leisure and lifestyle, risky behaviors and events safety, the relationship with the local community, new experiences in entertainment events management, and the promotion of young peoples' commitment in leisure organization. Findings will help us to implement safe practices in planning youth leisure in community settings.

[111]
Rurality Bites; Psychological Issues Facing Rural Australia
Peta Dzidic & Brian Bishop
Curtin University, CSIRO

Rural sustainability has traditionally been defined in terms of technological biophysical solutions. Increasingly there has been recognition of the importance of involving the communities in decisions about the future of their agricultural practices and their regions. Landholders are becoming increasingly conflicted between personal viability and town sustainability, which produces psychological paradoxes and 'stuckness' or inability to address and solve issues. Community psychological principles of empowerment and participation provide some avenues for addressing these issues, but the psychological and social complexity of modern agri-business leads to the need for interventions from external community psychologists. We examine these issues in the light of two case studies.

[112]
Evaluating Attitudes and Behaviors toward the Use of Empowerment Evaluation Principles
Rebecca Horwitz, Abraham Wandersman & Suzanne Swan
University of South Carolina

Empowerment evaluation suggests that Community, Evaluator, and Funder stakeholders should each operate using ten identified empowerment evaluation principles: Improvement, Community Ownership, Inclusion, Democratic Participation, Social Justice, Community Knowledge, Evidence-based Strategies, Capacity Building, Organizational Learning, and Accountability (Wandersman, et al., 2005). This project consists of the development of three versions of a tool that respectively assessed Community Leaders, Empowerment Evaluators, and Funder attitudes and behaviors toward the ten empowerment evaluation principles. This is the first tool that assesses individuals' attitudes and current practices/behaviors regarding empowerment evaluation principles. This poster session includes four sections. The first section describes the development of the three versions of the tool. Second, results from the first administration of the tools are presented, which found attitudes toward empowerment evaluation principles more highly endorsed than behaviors reflecting empowerment evaluation principles. Third, the process to improve the three versions is explained. Plans for future directions are discussed in the final segment.

[113]
Exploring Sojourner Experience of Japanese Youths in the United States
Satomi Igarashi, Mitsuru Hisata
Sophia University at Tokyo

The Japanese term Kaigai-Shijyo refers to the youths living abroad such as international students and the movers to foreign countries due to parents' relocations. The number of Kaigai-Shijyo in North America, indeed, has now been reported to 20,218, showing the largest figure in the world. Acculturation processes of sojourners could be quite complicated (e.g., Birman, 1994). They first go through the separation from schools and communities followed by the adaptations to different cultural settings. Even though they gradually acquire skills to live in the new culture, they are eventually expected to move back to their native country where they undergo re-adaptations. In the past, studies were conducted to understand those youths. However, they usually deal with the re-adaptation processes of the youngsters who first went abroad. This poster reports the results of interviews conducted with 10 Japanese students who moved to the United States in their adolescence due to their parents' relocations for business purposes. We investigated their experiences starting right after they moved to the United States, so that implications can be drawn regarding before and during the acculturation processes. We also present detailed life histories in order to identify meaningful supports for them.

[114]
Applying the Rasch Model to Measure LGBT Ally Identity Development
Peter Ji
University of Illinois at Chicago

LGBT allies are members of the dominant heterosexual group who support, and advocate for, the oppressed LGBT population. Extant literature reports that heterosexuals do follow a developmental path to becoming LGBT allies. Heterosexuals gain knowledge of LGBT topics and increase their interactions with LGBT persons. As they clarify their beliefs about the LGBT community, they act on these values, eventually

becoming self-confident identifying as a LGBT ally. Thus, measuring a person's confidence in his or her LGBT-relevant knowledge, attitude, skill, and interpersonal domains can determine how likely that person will identify as an LGBT ally. The study's aim was to use the Rasch Model to measure participants' ability to identify as LGBT allies. A Rasch scale analysis indicated that as heterosexuals progressed through higher stages of ally identity, they were likely to state that identifying as an LGBT ally had high importance, their peers recognized them as LGBT allies, and they benefited professionally as LGBT allies. The scale's construct validity was supported by its significant correlations with established measures of heterosexual knowledge and attitudes of the LGBT community. The scale will be used in future studies to determine the effectiveness of programs to develop heterosexuals into LGBT allies.

[115]

Exploring Synergic Power and Network-Based Leadership for Collective Action.

Theresa Armstead

University of Iowa at Vanderbilt University

Synergic power reflects an understanding of social power in which power is relational, shared, and generative. While there have been a few researchers who recognize synergy as an important element of community collaborations no community psychologist has studied synergy or synergic power. Due to a desire to develop a phenomenological understanding of synergic power, both synergic power and network-based leadership are explored in an organization in Northern Colorado that uses community organizing to develop leaders and exercise power for social change. Nine semi-structured interviews, observational data, organizational documents, and census data were collected and analyzed to address five research questions including whether people in organizations use synergic power and if they are aware of it. The data were analyzed in NVIVO 2.0 using naturalistic inquiry. Overall the findings provide support for the presence and use of synergic power and network-based leadership in the organization. The data also shows that organizational members understood power and leadership to be relational phenomena. The results of this study have implications for leadership, practice, social action, and social change.

Friday, June 8th, 2007

8:15-10:15am

[116]

From "Water Boiling in a Peruvian Town" to "Letting Them Die": Culture, Community Psychology, and the Metabolic Balance of Patience and Zeal.

Edison Trickett

University of Illinois at Chicago

This address focuses on the importance of maintaining a dialectic between patience and zeal in the conduct of community research and intervention if we are to appreciate the deep and complex role of culture in community psychology. Two narrative accounts of failed community interventions are used to highlight the inevitable and deep role of culture and local context in the conduct of community work and the importance of addressing the culture of researchers as well as communities. Thoughts about the current culture of community research and researchers are followed by potential ways of maintaining the dialectic between patience and zeal in community work. The recurrent tension between patience and zeal provides a

framework for making culture and the ecology of lives a central organizing perspective for future work in multiple cultural communities.

[117]

Empowering Community Settings as Agents of Individual Development, Community Betterment and Positive Social Change: Theory, Research and Action

Kenneth I. Maton

University of Maryland

The pathways and processes through which empowering community settings influence their members, the surrounding community and the larger society are examined. To generate the proposed pathways and processes, a broad range of studies of community settings were reviewed, in the domains of adult personal empowerment, empowerment of youth, civic empowerment and empowerment for social change. A set of common organizational characteristics and associated processes leading to member empowerment were identified, as well as three pathways through which empowering settings in each domain contribute to community betterment and positive social change. The potential of community psychology and allied disciplines to enhance the impact of extant empowering community settings, and help develop new ones, is highlighted. The presentation concludes with implications for future theory, research, and action in this critical area.

Introduction by: Julian Rappaport, University of Illinois, Urbana-Champaign

10:30-11:45 Concurrent Sessions

[118]

Commemorating Rhona Weinstein's Retirement: Students' Reflections on 34 Years of Research and Teaching

Sita Patel, Emily Ozer, Michael Strambler, Jennifer Alvidrez, Elise Capella, Richard Renfro, & Sybil Madison

University of California at Berkeley, University of Illinois at Chicago, University of California at San Francisco, DePaul University, University of Chicago

Professor Rhona Weinstein has been a researcher, advocate, teacher, and mentor for over thirty years. Her commitments to scholarly excellence and social change are evidenced in her empirical work, intervention development and evaluation, and political and community advocacy. Professor Weinstein's career epitomizes many themes within community psychology, and has influenced countless lives on professional, intellectual, and personal levels. In commemoration of Professor Weinstein's retirement, her current and former students would like to present their reflections on her influence over their work. The symposium will cover a range of topics that represent her long legacy as a research mentor.

[119]

Multiple Perspectives of Social Support and Organizational Practices for At-Risk Youth

Ronald Crouch, Luciano Berardi, Terrineka Williams, Sangeeta Parikshak, Susan McMahon, Judah Viola, & Christopher Keys

DePaul University, University of Kansas

This symposium will describe studies using qualitative and quantitative data gathered from multiple perspectives in studies that examine organizations that serve at-risk youth. The presenters will discuss the challenges and benefits of collecting and synthesizing data from multiple sources. Specifically, presenters will discuss findings from a study examining the

inclusion of students with disabilities in general education and a study examining the connections between court officials' training and understanding of legal proceedings in child maltreatment cases. Implications for research design and the role of the researcher will be discussed. Audience participation and sharing of experiences will be encouraged.

[120]

Teacher and Students Views: Assessing Academic Outcomes in Public Schools

We will present the results of an evaluation of a school district's transition of students from a school that primarily served students with disabilities to 29 regular education schools. School inclusion was examined at the organizational level through surveying and interviewing citywide teachers who worked in the receiving schools. Quantitative data were collected from teachers on the use of best practices for school inclusion, and this data was analyzed for relationships with student outcomes. Results suggest that several student psychosocial outcomes, school belonging, self-efficacy for new experiences, and school satisfaction, along with GPA, were positively related to the use of inclusion best practices in the schools. Qualitative interview data were analyzed using a grounded theory approach, and results suggest that school settings differed significantly in a variety of ways that are related to school inclusion. We will present the qualitative results along with the quantitative data to illustrate what these relationships between school inclusion and psychosocial constructs mean, and how they appear in practice in the schools. Implications for school policy and research will be discussed.

[121]

Predicting Academic Achievement Among Students With Disabilities: A Theoretical Model.

Given the complex nature of student academic performance, it is important to utilize approaches that address the effects of the environment and the individual, as well as the possible interactions between the two. Previous researchers agree that school experiences and involvement in the school environment have positive effects on student academic outcomes. In this presentation, we examined pathways between individual and contextual factors to understand academic achievement among low-income urban students with disabilities following a school closure and transition. The present study involved 115 students from 29 schools who completed the self-report measures regarding school support, school experiences, and academic self-efficacy. School records were obtained to assess academic performance prior to and following the school closure. A theoretical model is proposed and tested. Results suggest that a path model of individual experiences and characteristics are significant in predicting academic performance. More specifically, results show that the relationship between school experiences and involvement and academic performance is mediated by school support and academic self-efficacy. The model also included a direct path between previous and current academic performance. The importance of student perspectives and experiences as they relate to academic achievement, as well as the implications of the findings, will be discussed.

[122]

Integrating Multiple Perspectives in Child Maltreatment Court Cases

The objective of the current presentation is to describe the process of analyzing qualitative data gathered from multiple perspectives. The presenter will discuss the challenges and benefits of collecting and synthesizing qualitative data in the context of research on organizations providing services for at-

risk youth. In this presentation the presenter will discuss the process and results of a qualitative study of child maltreatment court cases in a large urban juvenile justice system. The study involved semi-structured interviews with a variety of stakeholders in the juvenile justice system that provided legal services for youth in child maltreatment cases. The process of synthesizing the perspectives of judges, guardian ad litem, and defense attorneys in regards to training received in preparation for handling child maltreatment cases will be discussed. Findings regarding types of trainings received and training needed for court officials to better serve victims of child abuse and neglect in communities of color will be discussed.

[123]

Life Contexts and Change Among Homeless Children and Adolescents

Sean Fischer, Amanda Thompkins, Carolyn Tompsett, Marybeth Shinn, Paul Toro, & Judith Samuels
New York University, Wayne State University, Nathan Kline Institute

Homeless adolescents are a vulnerable population that differ in many ways from their non-homeless counterparts. This symposium draws on ecological theory (e.g., Bronfenbrenner, 1977, 1986) to examine these differences by presenting three longitudinal studies focusing on the time-varying contexts of homeless families, including housing type, neighborhoods, families, and peers. The authors posit that the changing nature of these children's life contexts leads to individual-level changes in children's mental health, substance use, and academic attitudes and performance. Using multilevel modeling, the authors separate the differences associated with changing contextual factors from other factors that do not change over time.

[124]

Parenting and Neighborhood Risk Over Time: Modeling Linkages and Associations With Adolescent Mental Health

Amanda C. Thompkins, Marybeth Shinn, & Judith Samuels

Although we know that maternal distress, parenting, neighborhood risk, and adolescent mental health are related, few studies examine changes in these relationships over time. The current study analyzes data from 82 mother-adolescent pairs as they move from shelter to experimentally assigned housing. Mothers and adolescents completed reports at four time points across two years. We modeled parenting and adolescent mental health trajectories using hierarchical linear modeling. We examine the relationship between changes in neighborhood risk and changes in parenting. In a second set of analyses we examine the impact of both time-varying covariates including maternal distress and perceived neighborhood risk and time-invariant covariates including initial age, gender, and parenting on youth mental health outcomes. Parenting practices are relatively stable over time, and do not change in concert with neighborhood risk. Higher levels of risk are associated with both internalizing and externalizing symptoms. Lower levels of restrictiveness are associated with higher externalizing, and we found interactive effects of risk and restrictiveness on internalizing. We also found a three-way interaction between age, gender, and risk.

[125]

Family Integration, Parental Monitoring, and Homeless Adolescents' Academic Outcomes

Sean N. Fischer & Judith Samuels

The relationship between family integration, parental monitoring of adolescents' schoolwork, and academic outcomes among homeless families remains unclear in the literature. Using an ecological framework, this

study examines this issue by drawing on a sample of 99 adolescents (ages 11-16 at baseline) and their mothers. We interviewed participants at four time points across two years. Adolescents completed measures of parental monitoring of their schoolwork, family integration, and several subjective academic measures at each time point. Mothers reported the proportion of time they spent homeless in each time period. We also collected data from children's teachers, including teachers' relationships with mothers and objective indicators of academic performance. Using hierarchical linear modeling, we modeled trajectories of mothers and their children as their life circumstances changed. Results indicate that during observation periods where families did fewer activities together, adolescents' school effort and positive school attitudes

declined, and this relationship was mediated by a decline in mothers' monitoring of their children's schoolwork. Additional analyses test the roles of homelessness and teachers' relationships to mothers, as well as whether parental monitoring mediates the relationship between family integration and additional objective reports of academic outcomes (e.g., grades) as reported by teachers.

[126]

Modeling Predictors of Change in Substance Abuse Symptoms Among Homeless and Housed Youth
Carolyn Tompsett & Paul Toro

Predictors of trajectories of substance abuse over time are important for understanding how adult substance abuse problems form. The current study contributes to this knowledge by analyzing 6.5 years of data following at-risk adolescents from age 13-17 into adulthood (age 19-23). 252 homeless adolescents and 149 matched low-income housed youth were recruited at baseline. Measures collected at each of 7 time points included a social network interview and a substance abuse symptom interview, while demographic information was collected at baseline and parental monitoring data was collected until adulthood. Hierarchical linear modeling was used to predict trajectories of alcohol abuse symptoms and drug abuse symptoms. Time-varying (level-1) covariates included the percent of friends who abuse alcohol or drugs, and the maximum severity of family members' substance abuse symptoms. Time-invariant (level-2) predictors were initial housed/homeless status and gender, with a second round of analyses adding average parental monitoring in childhood. Alcohol and drug abuse both tended to increase over time. Friends' substance abuse was associated with both alcohol and drug abuse symptoms, while family members' substance abuse only predicted drug abuse symptoms. Homelessness predicted few outcomes and associations with covariates, while gender and parental monitoring predicted more level-1 findings. Implications for future research and interventions will be discussed.

[127]

Illuminating the Framework: Strengthening Dissemination and Implementation Through Application of the Interactive Systems Framework for Dissemination and Implementation
Paul Flaspohler, Abraham Wandersman, Janet Saul, Joseph Durlak, Shepherd Zeldin, Matthew Chinman, Irwin Sandler, & James Emshoff

Miami University, University of South Carolina, Centers for Disease Control and Prevention, Loyola University at Chicago, University of Wisconsin, Rand Corporation, Arizona State University, Georgia State University

The Interactive Systems Framework (ISF) for Building Capacity to Disseminate and Implement Innovations has been used by several investigators in different settings (e.g., state and local

government, federal agencies) and content areas (e.g., intimate partner violence, expanded school mental health). In these efforts, the ISF is adapted to fit new settings and contexts. The purpose of this symposium is to present lessons learned through the use of the ISF as well as efforts to illuminate the framework.

Discussant: James Emshoff

[128]

Bridging the Gap Between Prevention Research and Practice: The Interactive Systems Framework for Dissemination and Implementation

Abraham Wandersman, Jennifer Duffy, Paul Flaspohler, Rita Noonan, Keri Lubell, Lindsey Stillman, Morris Blachman, Richard Dunville, & Janet Saul

Although the gap between research and practice has been long recognized, there is a dearth of dissemination and implementation (D/I) research to help us understand how scientifically-based evidence is integrated into specific practice settings. The Program Implementation and Dissemination Branch of the Division of Violence Prevention of the Centers for Disease Control and Prevention (CDC) in partnership with the University of South Carolina and Miami University developed a conceptual framework to stimulate greater research and action devoted to closing this gap. The goal of this framework is to better understand how, when, by whom, and under what circumstances research/science is used throughout the agencies, organizations, and front line workers who deliver prevention services. The framework has heuristic value, intending to draw attention to gaps in dissemination processes and support with the ultimate goal of enhancing capacity to use research more effectively in practice.

[129]

Research on Implementation: Current Status & Future Directions

Joseph A. Durlak & Emily Preheim DuPre
Loyola University at Chicago

We have recently completed a research review of over 500 studies addressing the implementation of prevention and promotion programs for children and adolescents. This presentation is designed to summarize the data from this research that bears on the following questions: 1) What are the different ways that implementation has been studied? 2) What is the relationship between levels of implementation and program outcomes? 3) What factors affect the implementation process? 4) What conceptual framework effectively captures current research on implementation? 5) How does this implementation framework fit with the current CDC model related to dissemination of evidence-based programs? 6) How can the debate between the need for program fidelity and program adaptation be resolved? 7) What are future research priorities?

[130]

Integrating Youth-Adult Partnerships Into Community Governance

Shepherd Zeldin & Julie Petrokubi

This presentation examines how an innovative practice – youth-adult partnerships in decision making (Y-AP) – is disseminated through the public system of 4-H Youth Development (4-HYD) within Cooperative Extension. 4-HYD is decentralized. The County Agent is the intermediary between the state office and local communities, and provides program support to front line workers. It is difficult to disseminate new programs through public systems. Additional challenges exist when the “practice” is unfamiliar, and when it consists of principles and processes that must be adapted for implementation in a specific setting. Given this context, we ask: How do county agents use evidence

to help integrate youth into community governance? The study draws from interviews with over 20 agents engaged in disseminating Y-AP in diverse settings, case studies in three counties, and informant checks with program support staff in other public systems. Findings: Dissemination is enhanced when county agents translate scholarship on Y-AP and then use it to maintain stakeholder attention on the purpose/expected outcomes of Y-AP, illustrate how Y-AP can be practically implemented in specific settings, and build shared ownership for the idea that youth and adults can work collectively on issues of importance. Cross-cutting strategies are also revealed.

[131]

**The Getting To Outcomes Demonstration and Evaluation:
An Illustration of the Prevention Support System**

Matthew Chinman, Sarah B. Hunter, Patricia Ebener, Susan Paddock, Lindsey Stillman, Pamela Imm, & Abe Wandersman
Communities are increasingly being required by state and federal funders to achieve outcomes and be accountable, yet are often not provided the guidance or the tools needed to successfully meet this challenge. To improve the likelihood of achieving positive outcomes, the Getting To Outcomes (GTO) intervention is designed to provide the necessary guidance and tools, tailored to community needs, in order to build individual capacity and program performance. GTO is an example of an intervention within the Interactive Systems Framework (ISF), which as conceptualized by the CDC framework, plays a key role in bridging the gap between prevention science (Prevention Synthesis and Translation System) and the prevention practice (Prevention Delivery System). We evaluated GTO's impact on individual capacity and program performance using survey- and interview-based methods. We tracked GTO's implementation and gathered user feedback about its utility and acceptability. GTO's evaluation suggests that it can build capacity at the individual level and improve program performance and as such demonstrates that the ISF can successfully fulfill its intended role. Lessons learned from GTO's implementation relevant to illuminating the CDC framework will be discussed.

[132]

**Use of Quality Management Concepts and Methods to
Transition From an Efficacious Program to an Effective
Service**

Irwin Sandler, Vicki Smith-Daniels, Sharlene Wolchik, & Nancy Gonzales

This presentation will discuss an approach to translate a program from the Prevention Research System to the Prevention Delivery System of the Interactive Systems Framework of dissemination and implementation. The approach applies concepts and methods developed in management (Quality Function Deployment, QFD) to translate efficacious prevention programs into effective prevention services. Prevention programs are conceptualized as having multiple consumers (i.e., stakeholders), including the participants who receive the service, the service providers, the organizations that deliver the program, and the researchers who evaluate the programs. As an illustration of applications of QFD we discuss several steps in the translation of the New Beginnings Program to be delivered to divorcing families through the Family Courts. The New Beginnings Program has demonstrated significant long term effects to prevent a wide range of mental health and substance use problems and to promote positive academic outcomes and self-esteem for children following their parents divorce. Methods from QFD will illustrate how input from multiple stakeholders are being collected to identify aspects of the program that need to be modified in order for the program to be adopted by court systems and to be implemented with quality to

heterogeneous populations by community agencies.

[133]

**Examining Domestic Violence Among International and
Minority Populations**

Brian Yankouski, Jennifer Gaskins, Toyin Adekoje, Reginald Maclang, Jhon Velasco, Chiara Sabina, & Julia Perilla
*Montclair State University, University of New Hampshire,
Georgia State University*

Domestic violence (DV) is a social problem of staggering proportions throughout the world. Approximately \$44 million is spent yearly in the U.S. alone on services to victims (Commission for the Prevention of Youth Violence, 2000). This symposium will examine DV among international and U.S. populations, including various cultures, racial/ethnic identities, and sexual orientations. The first paper examines the relation between DV rates and economic deprivation among international populations. The second paper addresses the perceptions of heterosexual African Americans towards same-sex domestic violence. The last paper looks at contextual elements in the occurrence of domestic violence among immigrant Latinos.

Discussant: Jhon Velasco, Montclair State University

[134]

**Multilevel Effects of Economic Deprivation on Intimate
Partner Violence**

Chiara Sabina
University of New Hampshire

Intimate partner violence (IPV) has been linked with economic deprivation in the United States and in foreign countries. The current study examines the effect of economic deprivation, individual and national, on IPV. Data for this study come from the International Dating Violence Study, a cross-national survey of university students in 31 countries (n = 20490). The CTS2 was used to measure level of partner violence perpetrated. Individual economic deprivation was assessed by asking how much participants agreed with the statement "I don't have enough money to meet my daily needs." Gross domestic product per capita (GDP) was used as an index of economic status on the national level. Hierarchical linear modeling was used to simultaneously account for individual and national economic influences on IPV. Results show that both individual and national economic deprivation affects the level of partner violence. As individual economic deprivation increases, IPV increases. Nations with a higher GDP have a lower overall level of IPV. Furthermore, the effect of GDP on the slope of individual economic deprivation approached significance. Together the results show that individual and contextual economic status affect IPV, supporting the notion that economic stress increases the amount of violence perpetrated.

[135]

**Perceptions of Heterosexual African Americans on Same-
Sex Domestic Violence**

Jennifer Gaskins, Brian Yankouski, Toyin Adekoje, Reginald Maclang, & Jhon Velasco
Montclair State University

According to the American Bar Association, the prevalence of domestic violence amongst same-sex couples is approximately 25-33% occurring at the same rate as heterosexual domestic violence. Despite this similar finding, the topic of same-sex domestic violence (SSDV) is often absent from domestic violence prevention and intervention initiatives. Research on SSDV suggests that there are several myths in the predominant heterosexual society about SSDV that play a key role in contributing to this issue's invisibility. While there has been

some research done on the attitudes of heterosexuals towards SSDV, this research generally neglects to focus on ethnic-minorities, especially African Americans. This presentation will focus on heterosexual African American students ($n = 38$) who participated in an on-line survey designed to assess their perceptions of same-sex relationships and their attitudes towards the myths of SSDV. Quantitative analyses revealed that while participants generally disagreed with these myths, they significantly disagreed to a greater extent if these myths were applied to heterosexual relationships. These findings suggest that even though participants disagreed with many of the myths about SSDV, they still perceived situations of heterosexual domestic violence to be more serious than those of SSDV.

[136]

Immigrant Latinos and Domestic Violence: Results From a Preliminary Study

Julia L. Perilla

Georgia State University

Current literature suggests that domestic violence affects Latino families at approximately the same rates as other groups in the United States (Kaufman Kantor, Jasinski & Aldarondo, 1994; Kaufman Kantor, 1990; Straus & Smith, 1990). There appears to be, however, initial evidence that the antecedents, dynamics and effects of domestic violence may have universal as well as culture-specific elements (Perilla, Bakeman & Norris, 1994; Baker, Perilla, & Norris, 2001). Therefore, the context in which domestic violence occurs is essential to design and provide effective and culturally appropriate interventions and programs. This paper will present data from a preliminary study of Latino immigrant couples who were attending a culture-specific, comprehensive domestic violence intervention. The role of cultural values and expectations, immigration experience, substance abuse, and family histories will be discussed as a context from which to understand the gender differences in perceptions of relationship dynamics found in this study.

[137]

Teenage Parents and Education: From Research to Practice

Erin Hayes Kelly, Teresa Thornton, Kendon Conrad, Lois Thiessen Love, Tina Taylor-Ritzler, Patricia Ann Wright, Anita Ann Davis, & Sharon Telleen

University of Illinois at Chicago, Uhlich Children's Advantage Network, University of South Carolina, Rhodes College

This session will examine community psychology research and practice around the topic of education among a diverse group of teenage parents. Specific presentations will include: explorations of educational experiences among teenage parents who are wards of the state, and teenage mothers with disabilities; an examination of the relationships teachers build with their parenting students; and a discussion of a collaborative initiative created to facilitate the high school completion of teenage parents. We look forward to presenting these projects as a starting point for further discussion about how research and practice can come together to promote the success of marginalized groups.

[138]

Teenage Parents in State Custody: Predicting Educational Outcomes

Teen parents who themselves are wards of the state face a number of challenges to meeting their educational goals. While not much is known about the educational experiences of this group, we do know that based on their membership in two categories - teen parents and wards of the state - they are more at risk for educational failure. The current presentation has two purposes. First, in an attempt to begin building a knowledge

base related to this group, we will describe the population of teen parents who are wards in one Midwestern state. Second, we will identify the individual and contextual factors that predict their educational achievement. Specifically, we will examine case factors such as placement stability; parenting factors such as age at first birth; service factors such as amount of caseworker contact; and educational and employment factors such as schooling stability and barriers to school. Participants include 1,042 parenting or pregnant youth and young adults who are wards of the state. As part of an overall session focused on the research and practice around facilitating the educational success of teen parents, this presentation will conclude by discussing implications for research and practice, including policy and intervention.

[139]

Educational Experiences of Teenage Mothers with Learning Disabilities

This presentation adds to our symposium on the educational experiences of teenage parents by focusing on a group of youth who are often not included in research: teenage mothers with disabilities. Building on past research on the educational experiences of teenage mothers, I sought to understand the factors and related processes that led a group of teenage mothers with learning disabilities (LD) to drop out of school. I collected individual interview data from 10 teenage mothers with LD who had dropped out of school and 10 who had never dropped out. I also conducted focus groups with educational and social service professionals ($n=23$) to gather their perspectives on why teenage mothers with LD drop out of school. I used the data that I gathered to build a grounded theory of school dropout and in so doing identified conditions and contexts that led to school dropout, consequences the young mothers with LD experienced as a result of school dropout, and strategies they used to deal with the consequences they experienced. In this presentation I will present the grounded theory, the data that informed the development of this theory, and the implications for practice that arose from this work.

[140]

Adolescent Parenthood Through Educators' Eyes: Perceptions of Worries and Provision of Support

Educational attainment is one of the most important factors in an adolescent mother's life chances, yet the relationships educators themselves form with these young parents are not well understood. This portion of the symposium posits educators as important social support figures in the lives of young parents and presents educators' perspectives on the roles they play in their pregnant and parenting students' lives. This research qualitatively examines how educators in traditional ($n=16$) and alternative ($n=13$) public high school settings conceptualize the experiences of their pregnant and parenting students. Using a grounded theory approach, educators' narrative responses are analyzed in order to identify: 1) educators' perceptions of students' worries and 2) the types of support educators provide students. Further analyses examine the relationship between the types of worries educators identified and the types of support they provided students. Results suggest that educators' perceptions and supportive actions, while not systematically related to variables of race or gender, are related to the number of years of experience teaching and to differences in the school settings. This research contributes to the narrowing of the research-practice gap by articulating what it is these social support figures do in the lives of their pregnant and parenting students.

**[141]
Developing Comprehensive Practice Models for Teen
Parents**

This presentation will apply the practice of community psychology to teen parenting. Specifically, I will describe the Chicago Public Schools (CPS) Cradle to Classroom High School Initiative, which assisted pregnant or parenting students in returning to school. The goals of the program were to increase daily attendance rates, decrease high school dropout rates, increase test scores, and help young parents establish a warm and nurturing relationship with their children. For the children, the goal was to start their own schooling healthy and ready to learn by growing in a safe, secure and stimulating home environment and receiving health services from an early age. The Cradle to Classroom program partnered with three hospitals and 20 high schools to enroll new mothers in the program either during prenatal visits or prior to hospital discharge following the birth of their baby. Over the course of the program 40 high schools and 3,500 students and children participated. This presentation will highlight the collaborative nature of the partnership between the university and CPS, in that we worked together to develop the program, monitor clients, and develop a database to enable tracking of the participants through referrals for health care, home visits and child assessments.

**[142]
Model Programs and National Trends in Correctional
Mental Health Care**

*Barry Perlmutter, Kristie Scheu, Jason Davis, Noelle Wilson,
Agnesa Papazyan, & Howayda Aly*
University of La Verne

This symposium will address the history and national trends in mental health care within prisons across the United States. Presentations will focus on the origin of the problem within the deinstitutionalization movement of 40 years ago, community-based treatment failures, subsequent increases in the number and percentage of seriously mentally ill inmates, class action lawsuits seeking treatment programs behind bars, and advocacy regarding prison mental health. We will discuss how states are responding to this need in terms of court actions, legislation, administrative procedures, and allocation of resources. Approaches of various states will be highlighted, with an emphasis on model programs.

**[143]
Deinstitutionalization Practices: Transforming Mentally Ill
Patients Into Prison Inmates**

Forty years ago the United States moved to reduce the population of mental hospitals, and place long-term patients into the care of friends, relatives, and a newly envisioned community mental health system. Hospital care had become notorious for warehousing patients while providing minimal treatment, and little hope for release. Investigative reports dating to the 1940s resulted in the public perception that hospital treatment was inhumane, and patients were neglected, abused, and subjected to improper psychiatric treatment. With the advent of new anti-psychotic and mood-controlling medications during the 1960s, the perception developed that patients could be better cared for in communities, and might not require institutionalization. We opened mental hospitals' doors, and attempted to care for society's mentally ill in our homes, and with community mental health centers. The result was disastrous. Former patients were difficult to handle, and support provided through community mental health centers was inadequate. This caused a dramatic increase in mentally ill people living on the streets, or otherwise involved in fringe aspects of society. Fast forward to 2006, and 16% of inmates nationally are diagnosed as seriously mentally

ill. This presentation will discuss forces that resulted in this situation, and recent attempts to address the situation.

**[144]
States' Reactions to Lawsuits Demanding Prison Mental
Health Care**

As the number and percentage of prison inmates with serious mental illnesses have increased, inmates and their advocates have filed class action lawsuits demanding treatment for mental health concerns. As late as 10-15 years ago, most states' prisons did little more than distribute medication to psychotic and otherwise seriously mentally ill inmates. Prison was viewed as a place of confinement for those who violated society's laws, and funding psychological treatment was not seen as a priority. This began to change during the mid-1990s, as attorneys and other advocates for prisoners afflicted with mental illnesses began using federal constitutional requirements to demand mental health treatment programs behind bars. States discovered that judges were sympathetic to these pleas, thus initiating the introduction of large-scale treatment programs being mandated for our jails and prison systems. This presentation will describe how some states turned around their mental health treatment programs for prison inmates, and how these states' reactions to class action lawsuits resulted in viable treatment options that extend well beyond merely passing out mind-altering medication. It will also discuss the situation in states that continue to resist implementing mental health care programs, with implications for further adverse court action, legislation, and fiscal realities.

**[145]
Model Programs within Prisons for Treating Inmates'
Mental Health Needs**

Several states have developed programs over the past 10-15 years focused on mental health needs of current and former inmates. Programs include basic mental health services for prisoners suffering from psychotic and mood disorders, plus more innovative programs such as those preparing mentally ill inmates for release from incarceration, and for once again living among the larger society. There is substantial variation across states, with some providing services such as comprehensive substance abuse treatment and anger management, while others provide only minimum services mandated by courts resulting from class action lawsuits states have lost. This presentation will highlight some of the more aggressive and innovative programs being considered and implemented by various states. Specific states and their programs will be discussed, with a focus on best practices by mental health professionals. Programs to be discussed include mental health screening, identification of inmates with varying mental health needs, group and individual treatment, wrap around services, and follow up considerations. This presentation will also discuss systemic prison culture and the impact of mental health treatment on cultural considerations. This will be a particular focus within the context of relationships between inmates, as well as those between custody staff and mental health personnel.

**[146]
Relationship Between Values and Culture: A Comparison of
Central Asian and Turkish University Students**

Ozlem Gumus & Nebi Sumer
*Atilim University, Ankara University, Middle East Technical
University*

The objectives of the present study were to examine the relationship between culture and value concepts, and to compare Post-communist Turkic students studying in Turkish universities and Turkish university students based on their value structures,

as well as to attempt to integrate Triandis' and Schwartz's conceptualization of culture. It was found that horizontal-collectivists appeared to give priority to value of benevolence, vertical-individualists to achievement, and vertical-collectivists to power. The comparison of two samples indicated that Post communist Turkic sample reported higher levels of embeddedness and lower levels of intellectual autonomy, affective autonomy and egalitarianism than Turkish students and that the Post-communist Turkic sample reported higher levels of vertical-collectivism and lower levels of horizontal-individualism than Turkish sample supporting acclimation-compensation hypothesis. Findings will be discussed in the light of relevant literature and characteristics of the samples, recent developments in Central Asia, and acculturation issues. The study has contributed to the existing literature on the cross-cultural validation of relationship between culture and value conceptualizations using student samples from rarely examined cultures.

[147]

Parent-Child Relationships in Latino Immigrant Families: Theory, Research, and Intervention

Noe Chavez, Diana Formoso, Ane M. Martinez-Lora, & Dina Birman

University of Illinois at Chicago, University of Miami

This symposium will examine adaptation issues faced by Latino immigrant families, by using theoretical, empirical, and intervention frameworks. The first presentation will discuss a literature analysis on how acculturation affects socialization within the family. The second presentation will present data from a mixed-methods longitudinal study examining changes in parent-child relationships post-immigration. The third presentation will focus on intervention development by discussing a framework for evaluating parent-training programs used with Latino immigrants. Each presentation will address the roles of ecological context, acculturative processes, and indigenous parenting strategies in understanding the experiences and needs of Latino immigrant families in the United States.

[148]

Acculturation and Socialization in Mexican Descent Families: An Ecological Analysis

Significant psychological research has been done on acculturation experiences of immigrants. Whereas most research focuses on how acculturation affects immigrants' individual outcomes (e.g., ethnic identity, youth maladjustment, mental health), relatively less research focuses on acculturation effects on immigrant family processes and outcomes (e.g., socialization). The fact that acculturation processes occur within a particular social context (Birman, 1998) means that to better understand family processes, such as socialization practices of immigrant parents, these family processes should be analyzed by taking the ecological context into account. The proposed presentation will present findings of a literature analysis examining the relationship between acculturation and socialization within the Mexican descent family. The analysis is guided by Bronfenbrenner's (1986) ecological model and thus the discussion focuses on the interaction of social systems (e.g., school, peer network, community) and the family system, which in turn affects socialization processes. Socialization is viewed from a family systems approach (Parke & Buriel, 1998) and therefore the effects of acculturation and the ecological context on socialization practices will be discussed by addressing the interrelationship among the family subsystems (i.e., parent-child, marital, and sibling; Chun, 2006). Implications of the literature analysis for helping Mexican descent families better adapt will also be discussed.

[149]

Parent-Child Relationships in Latino Immigrant Families: Acculturation and Ecological Context

Evidence is mounting to support the notion that many Latino children fare worse the longer their family resides in the U.S. (González et al., in press). Disruptions in family relationships – specifically, increases in parent-adolescent conflict and declines in parent-adolescent support (Gonzales et al., 2006; Szapocznik & Kurtines, 1993) – are often discussed as pathways through which acculturation-child outcome links might emerge. This study utilized a longitudinal, mixed-methods approach (focus group, interview, and survey data) to examine changes in family relationships for families from Argentina, Columbia, and Cuba during their first three years in the U.S. Focus group discussions revealed that some families experienced deteriorations in family relationships, whereas others experienced considerable improvements. Growth curve models were used to identify trajectories of change in parent-child support and conflict and to identify factors associated with improvements and declines. Families reported immigration-related changes in neighborhood context, parents' job status and time pressures, and families' social networks, and parents and children viewed changes in family relationships largely as a response to these shifting ecological contexts and less as a function of acculturative processes. Results highlight the need for richer theoretical understandings of how and why family relationships change, for better or worse, in immigrant families.

[150]

Using a Framework to Evaluate Parenting Programs for Latino Immigrants

Being Latino, in particular of Mexican descent, has been associated with low use of mental health services (Vega, Kolody, Aguilar-Gaxiola, & Catalano, 1999). Ethnic-specific programs have been found to be more culturally responsive to the needs, experiences and value system of ethnic minority populations than mainstream programs and to increase use of services, have better treatment outcomes and cost utilization for some groups (Lau & Zane, 2000; Takeuchi, Sue, & Yeh, 1995). However, the trend in intervention development is not toward creating more ethnic-specific intervention programs. Rather, interventions that have been empirically validated with middle-class European Americans are frequently used to address the needs of poor, ethnic-minority populations. This presentation will focus on the use of parent training programs to respond to the needs of Latino immigrant families and how making interventions culturally sensitive or responsive is presently understood and operationalized: translation, cultural adaptations, and cultural specificity (Cheng, Gorman & Balter, 1997). Specifically, this presentation will focus on a framework to evaluate parent-training programs and determine whether such modifications are adequate to ensure cultural and contextual relevance for Latino immigrant families. The inclusion of ecological context and indigenous strategies in parenting programs will be a key component of this presentation.

[151]

Forward We March: Organization Studies & Community Psychology

Neil Boyd, Neil Boyd, Meg Bond, Isaac Prilleltensky, Scot Evans, Cecile Lardon, Derek Griffith, Kimberly Bess, Sarah Chilenski, Mark Feinberg, Mark Greenberg, & Ji-Yeon Kim
Laurier University, University of Alaska at Fairbanks, University of Michigan, Vanderbilt University, Pennsylvania State University

In recent years, the intersection of organization studies and

community psychology has emerged as an important area of study for community psychologists (Boyd & Bright, forthcoming; Boyd & Angelique, forthcoming; Boyd & Angelique, 2000). On a daily basis, community psychologists live in "organizational communities" in which they apply their trade to advance a number of causes. Much of their work involves organizational dynamics, and therefore, information from the field of organization studies can significantly impact community psychology practice. In addition, community psychology tenets like empowerment, diversity, prevention, and ecological analysis have much to offer for those who study organizational contexts. As a follow-up to the first meeting of its kind at the University of Illinois Biennial Meeting, and the forthcoming Special Issue in the *Journal of Community Psychology* on organization studies and community psychology (guest edited by Boyd), scholars who are engaged in this area will come together to present their most recent work, and continue "marching forward" with the mission of disseminating information on this important topic. Eight authors will briefly present their work to the audience, and then we will discuss future directions of this subarea of community psychology.

[152]

What Factors Predict the Sustainability of Community-Based Prevention Programs? An Empirical Investigation
Sarah Chilenski, Ji-Yeon Kim, Mark Greenberg, & Mark Feinberg

Pennsylvania State University

Previous theoretical and empirical research suggests that in order for new prevention programs to be sustained in a community, planning needs to start early, programs should be easily integrated with existing structures, the broader socioeconomic and political environment should be favorable, the organizations implementing the programs should be mature, and there should be a visible "champion" and broader community involvement (Shediac-Rizkallah & Bone, 1998). Along with these important considerations, theories from organizational psychology suggest additional factors that may influence the sustainability of community-based prevention programs such as readiness, team leadership, active member engagement, coalition structure. The current study examines predictors of sustainability-related actions for adolescent substance use prevention programs of the 14 community-based coalitions involved in the PROSPER project. Information was collected from multiple reporters and at multiple time points about the community, member, workplace, and team characteristics from before the project started through the sustainability phase of partnership functioning. Correlation-based analyses will be guided by organizational psychology and other theories. In addition to the constructs mentioned above, additional community, team, member, and organization characteristics will be included in analyses. It is expected that more positive ratings of the identified constructs will predict earlier and more comprehensive planning for sustainability.

[153]

Administrative Evil and Healthcare Disparities: Why Adherence to Professional Ethics Is Not Enough

Derek Griffith

University of Michigan

For 40 years, the U.S. has struggled to create a healthcare system that treats patients of all races and ethnicities equally. Despite reviews of hundreds of studies across diseases illustrating the breadth and depth of racial healthcare disparities, professionals have been reluctant to believe that their own behaviors, those of their peers, and the policies of their institutions may often go against their professional oaths and

principles. Administrative evil is a concept that describes how people can act in ways that are harmful to others without being aware of the negative affect they have on them. This paper applies the concept of administrative evil to racial healthcare disparities, illustrating how organizational dynamics, narrow professional specialization, magnitude of investment, and time can lead to the perpetuation of racism and racial differences in healthcare quality. Despite the best and most conscientious efforts of professionals to provide the highest quality of healthcare, administrative evil highlights how organizational culture, management philosophy, and organizational values can significantly affect the quality of healthcare patients receive, and whether or not that care is different because of racial, ethnic, or other demographic factors. Professional ethics and practice should consider the organizational and social context in which service provision occurs.

[154]

Dialogical Praxis: A Strategy for Organizational Learning and Transformation

Scot Evans

Wilfrid Laurier University

This paper utilizes a human service organization case study to elucidate dialogical praxis as a critical theory and practical strategy for organizational change towards critical practice. Dialogical praxis is the relational activity involving the cycle of dialogue, learning, action, and reflection. It is based on the philosophy that knowledge is continually created and recreated as people act and reflect on the world. The idea of dialogical praxis comes from the work of Paulo Freire (1970, 1973) and is focused on the concept of "conscientization" - the raising of consciousness through dialogue linking the personal and the political, in such a way that it opens up possibilities for action as people become more aware of the structures and the discourses that define and perpetuate oppression (Ife, 2001). Many organizational theorists have noted the importance of dialogue in organizational learning and change (Addleson, 2000; Heracleous & Barrett, 2001; Isaacs, 1993; Schein, 1993; Senge, 2000). Examples of dialogical praxis drawn from this organization's three-year change process demonstrate how human service organizations can build a shared vision, learn together, and take action in new, more transformative ways in community.

[155]

Community-Based Promotion of Competence and Health: The Multicultural Assessment Intervention Process Model
Richard Dana, Glenn Gamst, Aghop Der-Karabetian, & Rachel Guerrero

University of La Verne, Portland State University, California

Department of Mental Health

Racial and ethnic disparities in American health and healthcare are becoming increasingly apparent and are garnering a growing body of research attention. The present symposium explores a variety of key parameters associated with the Multicultural Assessment Intervention Process (MAIP) model proposed by Dana (1993, 1998, 2000), and Gamst, Rogers, Der-Karabetian, and Dana (2006). This model provides a mental health agency and its practitioners with the necessary conceptual scaffolding and theoretical clarity to address service delivery disparities by positing that mental health consumers are best served when factors such as (1) consumer-provider ethnic/racial match, (2) consumer acculturation and/or ethnic/racial identity status, and (3) provider self-perceived cultural competency are assessed and factored into the treatment process and subsequent clinical outcome. A discussion of the social-political ramifications of implementing these MAIP facets in community mental health settings will be provided.

[156]

Science and Practice With the MAIP Model

A new conceptualization for psychological practice with ethnic minority populations by the Advisory Committee, Center for Research on Latino Mental Health and Other Health Disparities (CROHMOD), Carlos Albizu University, San Juan, PR can contribute to the development of ethnic minority behavioral health research and inform national policy. CROHMOD components include multicultural research guidelines, linguistic skills/appropriateness, culturally competent assessments and culture-specific intervention representative of evidence-based practices conducted within a community aegis. These components are congruent with an existing format for behavioral health care of ethnic minority populations, the MAIP model. This model provides a potentially cost-effective means of incorporating cultural issues in all phases of public sector mental health services and service delivery. These phases include Intake, Staff Training, DSM Diagnosis, Intervention, Clinical Outcomes, and Evaluation. MAIP is employed with data base management system to capture client information on standardized forms completed by providers with system input by clerical workers using fixed format computer screens to provide an empirical basis for cultural sensitive behavioral health care. MAIP is consistent with evidence-based agency practices and can also contribute to an alleviation of continuing inequities of access to mental health services and foster the availability of culture-specific treatments for ethnic minority consumers.

[157]

A MAIP Model Methodological Overview

This symposium sketches a line-of-march that can be traversed by mental health workers and researchers who desire to systemically incorporate multicultural variables into their clinical practice at a community mental health agency. A multicultural research and practice agenda as proposed here requires careful planning, coordination, and training of staff, elicitation of feedback from consumers, and meticulous tracking of all multicultural and clinical assessments, as well as any dispositional decision made by the supervisory staff. This methodological overview will follow the basic MAIP process components: Consumer intake assessments and pretest outcome measures, consumer-provider ethnic/racial match, consumer ethnic identity/acclimation status for adult consumers (and parent/child assessments for child consumers), provider cultural competence, ethnic specific and ethnic general interventions, disposition coordination, discharge or annual review (posttest) outcome assessment, computerized tracking system, and the simultaneous assessment of MAIP model parameters.

[158]

Academia, Community and Corporate Collaboration in the Development of a Multicultural Competence Assessment Training Program: Lessons Learned

This presentation will address the lessons learned in the process of collaboration among multiple entities in the development of a multicultural competence assessment and training program. The collaborating entities were scholars and academic institutions, a local community health agency, statewide county mental health departments, the California State Department of Mental Health, a pharmaceutical company, and a publishing house. The collaborations involved a variety of elements including access to consumer files, access to care providers, public and corporate financial support, opportunities for students to learn applied research methods, involvement of consumers as experts, state level political support and policy articulation, county level willingness to pilot and provide feedback, and creation of

publication and dissemination vehicles. Lessons learned involved the importance of personal relationship-warts and all, engaging the entities systemically through its leadership and key personnel, transcending individual interests, establishing clear goals, and of course a great deal of patience.

[159]

Implementing and Important MAIP Model Facts: Cultural Competence Training of Providers - A View from the California Department of Mental Health

One important component of the MAIP model is the assessment of mental health providers' perceived cultural competence. Such an assessment enables an agency to target future staff training needs and also helps management allocate scarce multicultural human resources to meet growing mental health consumer needs. For over six years, the California Department of Mental Health has collaborated with the University of La Verne, and others, to develop a self-report cultural competence measuring instrument called the California Brief Multicultural Competence Scale (CBMCS) and a 32 hour, 4 module Multicultural Training program that "flows" from the CBMCS scale. A discussion of the historical development of this scale and training program and its subsequent current roll-out in California and future roll-out nationwide will be provided.

[160]

Self-Help and the Professionalization of Services: Implications for the Future

Crystal Reinhart, Scott Wituk, Kimberly Hymer, Kevin Bomhoff, & Greg Meissen
Wichita State University

Self-help programs provide mental health consumers with supportive environments and an atmosphere of understanding. Self-help programs have been around for years, but recently more one-on-one relationships are developing with consumers as providers. Consumer providers offer support to others such as coping skills, mutual support, and helping with housing, employment, and treatment issues. However, consumers working within the mental health system also pose problems, including role confusion, discrimination from staff, liability, and exposure to stress. Many worry the self-help, mutually supportive nature of consumer providers will be lost working within the mental health system by pressure to become professionalized, sometimes motivated by funding. This has recently become more of an issue with the certification process of peer specialists and the possibility of obtaining Medicaid reimbursement. Considering the recent debate about this issue, this roundtable will discuss: the implications Medicaid-reimbursable peer-to-peer services have for the current mental health system, how certification and payment of peer specialists might affect mutually supportive roles, and the best route to ensure that peer specialists do not lose their integrity as nonprofessional, supportive, role models for other consumers. Facilitators will present current research and service information and facilitate a discussion of the potential strengths and considerations.

2:45-4pm Concurrent Sessions

[161]

Public Policy 101: Intervening and Testifying in Legislative Settings

Christopher Corbett
Independent Researcher

This workshop expands a prior workshop presented at SCRA's

2005 conference. It responds to many past SCRA Presidents who, in their President's Columns, have repeatedly identified social policy as a high SCRA priority. The purpose of this workshop is to detail an action oriented approach of "direct engagement" in legislative settings—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. The goal is to enable community psychologists to intervene 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 before the N.Y. State Legislature's Assembly Task Force on People with Disabilities (Corbett, 2001a).

[162]
Public Policy- How/Why Should SCRA Members Be More Active?

Jonathan Miles & Alan Tomkins

Searchlight Consulting, University of Nebraska

The community psychology model of multi-level change has long suggested that SCRA members should play an active role in public policy arenas. SCRA's recent visioning process revealed that many members feel that an even greater emphasis should be placed on such activism. But what does that mean? Does it mean more vocally advocating for certain policies, collectively or individually, or just sharing knowledge more extensively with policy makers? How does someone get started in becoming more active? Short of pursuing full time work, what type of roles can or should SCRA members play in the policy world, either collectively or individually? This roundtable discussion will give attendees an opportunity to discuss what it means to be active in the policy arena and how it might further the goals of SCRA and individual members.

[163]
Are Domestic Violence Coordinating Councils Effective Vehicles for Change? A Multi-Method, Multi-Site Study of their Potential

Nicole E. Allen & Shabnam Javdani

University of Illinois at Urbana-Champaign

Communities across the US are focused on creating a coordinated community response (CCR) to intimate partner violence (IPV). While councils are primary vehicles for CCRs, there is limited empirical evidence regarding whether they facilitate desired systems change. In fact, there is only equivocal evidence regarding the extent to which similar coalition-based initiatives achieve desired outcomes (e.g., community health; Roussos and Fawcett, 2000). The current symposium presents a) current methodological and conceptual challenges in the study of council effectiveness, b) findings from a multi-method, multi-site study that aims to address such challenges and c) inherent dilemmas in the methodological approaches presented.

Discussant: Bill Berkowitz, University of Massachusetts Lowell

[164]
An Elusive Evaluand: Methodological and Conceptual Challenges in the Study of the Effectiveness of Collaborative Efforts

Nicole E. Allen, Amy Lehrner & Leigh Ann Perry

Recent critiques suggest that limited evidence for coalition effectiveness may reflect methodological (e.g., the use of tools too indiscriminate to identify change; Berkowitz, 2000) and conceptual issues (e.g., an exclusive focus on distal outcomes as the gold standard for success; Allen, Watt, & Hess, 2006) in our

approach to studying such settings. This presentation will a) provide an overview of salient issues that have emerged in the study of the council/coalition effectiveness and b) present a multi-method, multi-site study that aims to address these challenges. This presentation will provide a conceptual and methodological "road map" for approaching the study of council effectiveness.

[165]
But We Weren't There from the Beginning: Using Archives to Track Changes Over Time Related to Council Activities
Nathan R. Todd, Nicole E. Allen & Carolyn Anderson

One of the dilemmas in council research is that it often cannot employ a longitudinal design that includes "before the beginning" data that marks the systems response to particular social issues. One possible solution to this dilemma is to seek out archival data - typically gathered for other purposes - that provides a proxy for such systems markers. In the current study of the response to domestic violence, there were three existing data sources that could serve the purpose of examining the trajectory of systems change over time. Specifically, two statewide agencies systematically gathered data on domestic violence arrest rates, order of protection rates, and domestic violence shelter program utilization and referral rates. These data sources will be discussed with attention to what they reveal about change over time (or the lack thereof), how they can be linked to the formation and development of councils and the challenges inherent in using such data to draw conclusions about the utility of councils.

[166]
It's Not Just the End, But the Journey: Assessing Intermediary Processes By Which Councils Produce Change
Shabnam Javdani & Nicole E. Allen

Council effectiveness is often conceptualized at a distal level, focusing on outcomes such as behavioral change of community members. This has resulted in mixed findings regarding council effectiveness as well as a limited understanding of the mechanisms through which council influence operates (e.g., Lasker & Weiss, 2003; Roussos and Fawcett, 2000). Through more direct assessment of the intermediary processes by which councils produce change, a more complete understanding of council effectiveness can be achieved. This presentation will highlight intermediary variables that have been implicated as important to council efforts (see Allen, Watt, & Hess, 2006): the promotion of knowledge, relationships, and institutionalized change. The relationships a) among these intermediary processes (e.g. whether change in members' knowledge relates to institutionalized change) as well as b) between intermediary processes and more distal outcomes (e.g. whether change in member relationships leads to systems change) will be explored. Implications of these findings for the conceptualization and evaluation of council effectiveness will be discussed.

[167]
SCRA and the Community Student: Student Perspectives on Membership and Participation in Division 27
Michael Armstrong & Marco Hidalgo

Georgia State University, DePaul University

With the membership and participation in Division 27 by students remaining a challenge, this roundtable is intended to identify and address issues that accompany this challenge from the perspective of students. Specifically, one issue to be addressed by students is the relevance of community psychology to practice in a variety of cultural contexts. Another component will include gaining feedback and concerns from current SCRA student members about how their membership in Division 27

relates to their training as community researchers. Finally, the roundtable will provide students with an opportunity to discuss their satisfaction with SCRA-related activities within their respective regions. Previous roundtables have been very successful in providing a constructive dialogue among student community researchers of various training years and backgrounds. This roundtable will significantly impact the development of Student Representatives' specific aims to further diversify student membership and increase student activity within SCRA nationwide. This meeting will be facilitated by the two current Student Representatives of SCRA. An audience of current SCRA student members as well as those students who are interested in learning more about Division 27 is invited to participate. Please join us and share your valuable feedback!

[168]

How Does Cultural Competence Impact Community Research?

Fabricio Balcazar, Roderic Watts, Edison Trickett, Manuel Garcia Ramirez, & Shelly Harrell

University of Illinois at Chicago, Georgia State University, Universidad de Sevilla, Pepperdine University

Cultural Competence is typically defined as a set of dimensions (awareness, knowledge, and skills), involving behaviors, attitudes, and policies that enable agencies or professionals to work effectively in cross-cultural situations. Culture is often defined broadly to mean diversity so as to include racial identity, sexual orientation, gender or age differences, and so on. Community psychologists have recognized cultural competence and diversity as one of the guiding principles of the field. Panel members will briefly address the following questions, while giving ample opportunity for audience members to participate: What is distinctive about the meaning of cultural competence in community research? What are some exemplary models for achieving personal cultural competence? What are the features of a culturally competent organization? When, if ever, is it inadvisable to take a leadership role over others? If a researcher has the correct attitude/values when interacting with community members, does her/his race make any difference? What are community psychologists doing to promote cultural competence?

[169]

Promoting Mental Health in African American Adolescents and Young Adults

Darius Tandon, Caryn Rodgers, & GiShawn Mance

Johns Hopkins University

This symposium describes a CDC-funded community-based participatory research project between the Johns Hopkins Center for Adolescent Health and Historic East Baltimore Community Action Coalition Youth Opportunity program—a youth employment and training program serving adolescents and young adults 16-24 disconnected from school and the workforce. Individual presentations include: a description of the participatory process used to prioritize mental health as the focus for the partnership and intervention; findings related to the comorbidity of poor mental health and two other health issues—substance use and violence behavior; and a description detailing the development and implementation of the program.

[170]

Using Community-Based Participatory Research to Determine Mental Health Intervention Focus

Since 2001, the Johns Hopkins University Center for Adolescent Health has collaborated with the Historic East Baltimore Community Action Coalition Youth Opportunity (HEBCAC/YO) program to address the health needs of

adolescents and young adults in East Baltimore who are disconnected from school and the workforce. Adolescents and young adults disconnected from school and work face significant challenges to leading healthy and productive lifestyles. Programs working with this population typically focus on school completion, job training, and reentry from foster care or the juvenile justice system, rather than provision of health services. This presentation describes a community-based participatory research process that has culminated in the implementation of a multi-component intervention to promote positive mental health among HEBCAC/YO participants. First, we describe data collection undertaken to determine health needs of HEBCAC/YO participants, including focus groups and surveys with HEBCAC/YO participants and interviews with participants' case managers. Data will be presented, including findings from surveys conducted with 1,043 HEBCAC/YO participants between 2001-2005. Second, we describe the participatory process used to review collected data and prioritize mental health as the focal area for intervention efforts. Third, we describe the multi-component intervention being implemented to promote positive mental health among HEBCAC/YO participants.

[171]

Understanding the Comorbidities of Depression in an Urban African American Youth Population

Urban African American adolescents and young adults who are disconnected from work and school are largely ignored in the peer-reviewed literature. However, given the growing number of adolescents and young adults disconnected from school and work, attention needs to be placed on understanding this population's health and mental health concerns. Moreover, to develop effective interventions for this population there needs to be a better understanding of relationships among different health behaviors. Between 2001 and 2005, Johns Hopkins University's Center for Adolescent Health conducted a health screening with new enrollees in a youth employment and training program (HEBCAC/YO) to assess health access and status for 1,043 youth ages 14 – 24. This presentation will discuss findings from this health screen. First, we will present data on the prevalence of depression, as measured by the Children's Depression Inventory (CDI). Second, we will present data examining comorbidity of depression and substance use (measured using the CAGE Inventory to assess problem drinking and Youth Risk Behavior Survey questions to assess drug use) as well as comorbidity of depression and violence behavior (measured using Youth Risk Behavior Survey questions). We will also describe results from analyses examining whether the above relationships vary by gender and age.

[172]

Collaborating with African American Adolescents to Develop a Mental Health Education Intervention

African American youth living in urban environments are disproportionately affected by community violence and chronic levels of stress (Cooley-Quille, Boyd, Frantz, & Walsh, 2001; Attar, Guerra, & Tolan, 1994). With the increased stressors accompanied with living in such areas, African American adolescents are more vulnerable to school dropout, unemployment, and poor mental and physical health. Given such vulnerabilities, a Baltimore community agency (HEBCAC/YO) working with African American adolescents and young adults who are disconnected from school and the labor force identified mental health as a primary focus for health improvement among their participants. This presentation describes the collaboration among HEBCAC/YO agency staff, university researchers, and adolescents/young adults who are HEBCAC/YO alumni to

develop a contextually and culturally relevant mental health curriculum. Specifically, this presentation details the community-based participatory research process used to adapt an evidence-based curriculum and to develop additional curriculum sessions, with particular attention given to the process of engaging HEBACAC/YO adolescents and young adults in the adaptation process. We will also discuss the process of training the HEBACAC/YO youth to facilitate the mental health curriculum with current HEBACAC/YO members. It is hypothesized that HEBACAC/YO members will be more receptive to a mental health intervention led by appropriately-trained peers.

[173]

Cultural Community Psychology: Perspectives and Examples

Clifford O'Donnell, Roland Tharp, Dharm Bhawuk, Kathryn Anbe, Andrew Grant, & Marianna Valdez

University of Hawaii, University of California at Berkeley, University of Greenland, University of Hawai'i at Manoa

This symposium examines the role of culture in theory and community programs. Perspectives and examples are presented on the interaction of people from different cultures, the use of culture in substance abuse intervention, and cultural sense of community in academic performance. Discussion focuses on the next steps to advance cultural community psychology.

[174]

The Importance of Historical Analysis in the Study of Culturally Marginalized People: The Case of Native Hawaiians

This presentation examines the interaction between native Hawaiian people and people of other cultural groups, in Hawaii, from a historical perspective. The native Hawaiian culture originally represented the host and majority culture of the islands, over the years they became a minority cultural group, and today they stand as a marginalized cultural group, in what used to be their country. A historical analysis of the native Hawaiian culture showed that the native Hawaiian culture went through five phases of cultural erosion -- loss of population, loss of religion, loss of land, loss of language, and loss of political power. We found that the historical analysis presents a more comprehensive picture of how communities and cultures evolve through interaction with each other, and in this case we derived a richer understanding of what led the native Hawaiian population to become marginalized in less than two hundred years in contact with the Western culture. Understanding the historical roots of where various communities stand today can be helpful in creating a more culturally sensitive and comprehensive intervention programs for target communities. This article points to the importance of utilizing a historical analysis when examining culture, specifically when creating community based programs for marginalized communities and cultural groups.

[175]

Culture and Activity: A Case Study of Kahua Ola Hou, Molokai'i HI

This case study examines perceptions of Native Hawaiian youth, staff, and parents of the youth who are taking part in a three-week intensive treatment program for youth dealing with substance abuse. The treatment program, Kahua Ola Hou, is a group home located in Ho'olehua, Molokai'i, HI. Interviews with the participants (children, staff, and parents) were conducted to find out the meaning of the activity settings that were initiated, maintained, and dissolved throughout the day. The activity settings of the program were analyzed to provide a picture of the

ways in which culture was created and used to help treat the children in the program. The objective observations of the activity settings and data from the interviews were analyzed in order to show the way in which traditional Hawaiian culture was transmitted, and how a new micro culture was established during the three-week program. Implications of how Kahua Ola Hou attempted to treat substance abuse using internal and external representations of the children's natal culture and new micro culture are discussed.

[176]

Sense of Community and Academic Performance: Perspectives From a Multicultural Urban Middle School

In many of America's low-income schools, academic performance and high-stakes testing have dominated the focus in classrooms, restricting many diverse, contextualized, and less-academic educational objectives (Hurren, Rutledge, & Garvin, 2006; Lipman, 2002; Popham, 1995; 2003, 2004). One important non-academic school feature that may have been put aside in favor of testing is the sense of community felt within the school, namely the connectedness and belongingness among students and between students and their teachers. In an ongoing exploratory study, the relationship between students, sense of community and their academic achievement are examined. Teachers and students in an urban, low-income, multicultural middle school participate in qualitative interviews that tap their sense of community, connectedness, and intersubjectivity across activity settings relevant to the school. Additionally, this research explores the larger cultural patterns into which sense of community ties for the predominately Samoan, Filipino, and Micronesian student participants. It is hypothesized that (1) the greater sense of community a student feels, the higher their academic achievement and (2) the construct of sense of community is a universal pattern across the school's cultural groups, with varying manifestations and expressions of importance in the school setting.

[177]

Culture as a Pattern of Background: A Universalist Perspective

As human sciences advance, particularly with current synergies among psychology, biology, and brain sciences, the more compelling is the need to explore the possibilities of a unified theory of behavior influence and change. The most compelling threat to the possibility of a universalist theory is the pervasive power of culture. Does cultural conditionality void the possibility of significant universalist propositions? This paper attempts to situate considerations of culture in two fields of knowledge: the levels of human development from phylogenesis to microgenesis; and the philosophical/logical position of culture within intentionality. For the latter, I will draw heavily on the philosophers Searle and Wittgenstein; for the former, on expanded concepts deriving from Vygotsky. I will suggest solutions to the problems, which both allows universalist propositions and presumes the centrality of cultural phenomena. I will illustrate the ideas with cases from community psychology in Hawaii, Greenland, and Native America.

[178]

Cultural Roots of Parent Involvement Practices in Schools: Perspectives from a Samoan Community

Marianna Valdez

This presentation explores the role of culture in school-home-community relationships in an urban public middle school. As researchers and school faculty advocate for strong levels of parent involvement, it is important to understand the cultural dimensions that may facilitate or hinder parental participation in

school- and education-related activities. Underlying expectations and methods soliciting parent involvement may be rooted in cultural misperceptions. Based on Epstein's (1985) Overlapping Spheres of Influence model, this study explored the ways and extent that community members, school staff, and Samoan families interact regarding school involvement. Qualitative interviews and observations engaged parents, teachers, administrators, and community agency members and officials in participatory action research. Findings displayed a base of cultural differences regarding parent involvement: Samoan parents were expected to participate in school events and assist children with homework, yet Samoan culture has historically divided the parents' responsibilities from the teachers' responsibilities. Parents identified their responsibilities for children's spirituality and discipline and viewed academic matters as solely the responsibility of teachers. The school's new activities, parents' shifting focus, and community members' diverse needs are demonstrating a start of change. This research supports the need for school personnel to understand the cultural roots of minority families' parent involvement practices.

[179]

Evaluation of a Youth Skill Building Program at Three Southern California Middle Schools Using Focus Groups for the Development of a Program Evaluation Questionnaire
Nicholas Guzman, Cindy Tuttle Rollins, Jime Salcedo-Malo, Kristen Masters, Iris Lopez, Laura Bava, & Shanna Treworgy
University of La Verne

The present study was a collaborative effort between a community agency, a university research team and a school district for the purpose of evaluating the effectiveness of the Decision program. The Decision program is a youth skill-building program for identified "at-risk" middle school adolescents attending three different middle schools in the Southern California cities of Ontario and Montclair. Outcome data/results from focus groups conducted among participating Decision program students were used for the development of a program evaluation questionnaire intended for administration at the beginning and end of the yearlong program for evaluation purposes, and is expected to show students' improvements over time among those who participate in the program. Lessons learned from the process of developing this questionnaire in collaboration with multiple community stakeholders will be discussed.

[180]

Building Prevention Capacity Using Getting to Outcomes: Successes and Challenges

Catherine Lesesne, Kelly Lewis, Abraham Wandersman, Pam Imm, Matthew Chinman, & Duncan Meyers
Centers for Disease Control and Prevention, University of South Carolina at Lexington, Richland Alcohol and Drug Abuse Council, RAND Corporation

Prevention scientists in many fields lament that while there are effective prevention programs available, there is often limited local-level infrastructure to successfully deliver these programs in community settings. This symposium will present a model process known as Getting to Outcomes (GTO) that builds local capacity to take a science-based approach to prevention programming. Specifically, we will explore: components of GTO; how several areas of prevention work have customized GTO to build capacity in their fields; successes/challenges in the use or development of GTO; and if/how empowerment evaluation principles are supported by the application of GTO.

[181]

Promoting Science-Based Approaches to Teen Pregnancy Prevention: Getting to Outcomes

Kelly Lewis, Catherine Lesesne, Abraham Wandersman, Claire Moore, Diane Green, & Mary Schauer

In the teen pregnancy prevention field there are many efficacious programs but adoption, implementation, and evaluation of these has been limited. Consequently, CDC has funded a capacity-building program to use science-based approaches to improve adolescent reproductive health at the local level; the effort is called the "PSBA" project. PSBA recently adopted the Getting to Outcomes (GTO) framework and began customization of a new GTO for the teen pregnancy prevention field called PSBA-GTO. PSBA-GTO will serve both as a guide to state grantees providing technical assistance to local partners and as a process to build the capacity and likelihood of local partners to plan for, select, adapt (if needed), implement (including fidelity), and evaluate prevention programs. Issues encountered in the development of PSBA-GTO will be discussed: resistance to a 'new' process; mixed reaction to content by partner organizations; difficulty providing practical guidance on complex, scientific issues; and the need for ongoing learning opportunities at every stage of its development. The authors will discuss successes and challenges of using GTO in the teen pregnancy prevention field, such as: the intensity of the customization process for teen pregnancy prevention and the need for technical assistance providers for those who would use PSBA-GTO.

[182]

Getting to Outcomes with Developmental Assets: A Positive Development Perspective

Deborah Fisher, Pam Imm, Matthew Chinman, & Abraham Wandersman

In this presentation, we will discuss the recently published resource, *Getting To Outcomes with Developmental Assets: Ten Steps to Measuring Success in Youth Programs and Communities*. The book weaves together evidence-based evaluation and accountability models which include critical elements of planning, implementation and outcome measurement. Braided together with the Developmental Assets® framework, this book provides a full range of resources needed to improve the quality of community and youth development, as well as strategies to measure and report performance and outcomes. This book is based on the 10-step Getting To Outcomes (GTO) model, which uses 10 accountability questions in a comprehensive approach to results-based evaluation. Each accountability question is illustrated with examples from the Search Institute and its national Healthy Communities • Healthy Youth initiative, a network of 600 community organizations implementing youth development projects. We will describe the integration of the assets-based framework and the GTO model. This resource was developed to provide clear methods and strategies for how to plan and evaluate asset-based programs and initiatives. The conceptual framework for the asset-based model and the related evaluation strategies will be discussed during the presentation as well as the specific methods and tools for documenting results.

[183]

Getting to Outcomes for Local use for Emergency Preparedness Planning

Duncan Meyers, Melanie Livet, Karen Pendleton, & Abraham Wandersman

Concern with levels of community emergency preparedness has led to the considerable investment of resources towards the development of emergency preparedness plans. The role of

planning in emergency preparedness is critical, given that these plans guide training and exercises that promote timely and coordinated responses to natural and technological disasters. Diverse federal agencies have developed approaches for emergency preparedness which are primarily a blend of military and business planning models; yet these "top-down" approaches lack explicit inclusion of community-based principles. Because preparation for and response to emergencies is ultimately a local issue, it is important that the top-down approach be complemented with a community development approach which helps local communities prepare for such disasters. In an effort to integrate community-based principles into emergency preparedness efforts, a pilot adaptation of the model process known as Getting to Outcomes (GTO) was customized to fit the needs of local practitioners. This presentation will discuss: 1) components of the GTO process that help local practitioners plan, implement, evaluate, and sustain emergency preparedness efforts in their community; 2) the collaborative development of this customized GTO; and 3) successes and lessons learned from local practitioners' use of the customized GTO in a mass casualty planning initiative.

[184]

Prevention of Underage Drinking and iGTO (web-based application)

Pam Imm, Matthew Chinman, Abraham Wandersman, & Xiaoyan Zhang

Underage drinking is a national and international public health problem that affects communities in significant ways (e.g., injuries, deaths, illnesses). Methods are needed to help communities implement cost-effective strategies that can serve entire communities and not just targeted groups of people. These strategies, called environmental strategies or policy change, are described in the guide *Preventing Underage Drinking: Using the SAMHSA Strategic Prevention Framework and Getting To Outcomes to Achieve Results* (Imm, Chinman & Wandersman, 2006) written in collaboration with Join Together. The guide integrates the content of the environmental strategies with the 10-step accountability approach known as Getting To Outcomes (GTO). The GTO approach is cross-walked with SAMHSA's Strategic Prevention Framework (SPF) and serves as an operating system for the SPF. The authors have developed an interactive web-based application, referred to as Interactive Getting to Outcomes (iGTO) that integrates the content of the guide into a web-based platform, funded by NIAAA. The iGTO system is currently being tested in two states with numerous coalitions. The presentation will describe the content of the *Preventing Underage Drinking* guide as well as highlight the iGTO system and its use in communities.

[185]

Widespread Implementation of Effective Practice - Challenges to Practice and Research

James Emshoff, Joe Durlak, James Cook, Ryan Kilmer, Alicia DeRusso, Tanya Vishnevsky, Bob Franks, Jennifer Schroeder, Christian Connell, Cary Cherniss, Samantha Kane, & Jacob Tebes

Georgia State University, Metro Atlanta Council, US Department of Health and Human Services, United Way of Metro Atlanta, Loyola University at Chicago, University of North Carolina at Charlotte, Connecticut Center for Effective Practice, Yale University, Rutgers University

Determining that a program or practice is efficacious in a highly controlled and resourced setting is just the first step towards achieving widespread social change through the use of this program. As programs are disseminated and adopted at diverse sites, there is often substantial variation in how these programs

are implemented, with possible consequences for their effectiveness. Measuring implementation is important both for understanding program effectiveness and as a basis for feedback to program users. These papers present researchers' experiences with three different "best practices" implemented on either a statewide or national basis.

[186]

Assessing Fidelity in Systems of Care: Issues and Opportunities

James R. Cook, Ryan P. Kilmer, Alicia DeRusso, Tanya Vishnevsky, & Samantha Kane

University of North Carolina at Charlotte

"Systems of care" (SOCs) have been developed throughout the country to meet the needs of children with severe emotional disturbances (SED) and their families. These SOCs have been based on a number of guiding principles (Stroul & Friedman, 1986) and a "wraparound" practice model. However, the degree to which these SOCs actually implement these principles or practices has not been well documented, and there is little evidence that high levels of fidelity of implementation are associated with better outcomes than low levels. More specifically, little is known about which components of the SOC approach, at what levels, impact child and family outcomes. Particular challenges include agreement on (a) measurement of complex, multi-level constructs by multiple stakeholders; (b) appropriate or necessary doses for desired outcomes; and (c) potential mechanisms for using data to effect improvements in practice. Examples of these challenges are described in the context of a multi-year effort to assess fidelity to SOC practice elements, and to use this measurement to help organizations change practice. Early data on the use of ongoing measurement and feedback to agencies regarding the fidelity of their implementation, and the use and impact of the feedback, will be presented.

[187]

Evaluating the Statewide Implementation and Outcomes of Evidence-based Practice: Preliminary Results of Connecticut's MST Progress Report

Robert P. Franks, Jennifer A. Schroeder, Christian M. Connell, & Jacob K. Tebes

Connecticut Center for Effective Practice, Yale University

Despite the recognized importance of large-scale implementation of evidence-based treatments (EBTs), few studies have examined the process of implementing such models on a statewide basis, particularly in the children's mental health field. Most of the previous work in the area of "technology transfer" has studied the experience of a single agency or organization in adapting a new treatment technology and focuses on the organizational variables that facilitate or impede implementation (Schoenwald & Hoagwood, 2001; Simpson, 2002). A study is currently underway evaluating the statewide adoption of Multisystemic Therapy (MST), utilizing qualitative and quantitative methodologies to address three research questions: (1) How was MST implemented statewide? (2) What are the outcomes of MST participation for the youth and families who received these services? (3) What are the lessons learned in the dissemination of MST statewide? At the national level, Connecticut is one of the few states to adopt an EBT on a large-scale statewide basis, thus its experience can serve to inform federal policy-makers as well as other states interested in transporting such models into their systems of care for youth. Study results will be discussed within the context of recent analyses of outcomes and implementation literature.

[188]**Implementing a School-Based Social and Emotional Learning Program With Fidelity***Cary Cherniss**Rutgers University*

The MicroSociety program is an innovative, evidence-based, whole school reform model that gives kindergarten through eighth grade students the opportunity to create and run their own society during a part of each school day. When the program is implemented with fidelity, it provides many rich opportunities for students to develop the social and emotional competencies that are critical for academic learning, social adjustment, and future success in life. Over 200 schools in the U.S. have implemented the program. This presentation will be based on a study of the implementation of the MicroSociety program in 12 schools. Using a primarily qualitative, multiple case-study design, the study sought to identify the challenges that schools confronted in implementing the program and the factors that contributed to successful implementation. (Success was defined in terms of both fidelity and sustainability.) The case study schools were selected to represent the whole range of outcomes. This presentation will use data from the study to address key questions of general interest to the field: 1) How should we measure fidelity in implementation? 2) What factors contribute to high fidelity implementation? 3) What are the best ways of balancing fidelity and adaptation in the implementation of evidence-based social programs?

[189]**Withdrawn****[191]****Withdrawn****[192]****Withdrawn****[190]****Withdrawn****[193]****Withdrawn**

[194]

The Promise of Empowerment in School Settings: Lessons from the Field*Melissa Maras, Jennifer Elfstrom, Angela Ledgerwood, Paul Flaspohler, Peter Drake, Ronald Crouch, Emily Ozer, & Don Klein**Miami University, DePaul University, University of California at Berkeley, The Graduate College of Union Institute and University*

Schools are an ideal context for the development, implementation, and evaluation of a continuum of prevention and intervention programs, policies and practices. The purpose of this roundtable is to provide a structured opportunity for participants to share and explore their experiences in working with schools using an empowerment framework that both prizes schools as unique organizations and seeks to support schools' capacity to foster the wellbeing and academic success of all children. Students, faculty, and professionals from a range of backgrounds and experiences will offer provide brief overviews of their distinct perspectives on how empowerment principles should and can be applied to research and action with schools at the classroom, building, and district levels. Discussion will be driven by a number of key questions, including the following: what does "empowerment" mean in this context; what are the strengths/ challenges of using these approaches to research and action in schools; and what are the opportunities for integrating these activities into training models for graduate students in psychology and ongoing training for professionals in the field? The primary goal of this roundtable is to develop a list of tentative list of recommendations for the ongoing development and evaluation of community research and action in schools.

[195]

Being the Only One: Community Psychologists Working in Non-Community Psychology Settings*Susan Torres-Harding, Jordan Braciszewski, Mark Coe, Cécile Lardon, Keisha Carr Paxton, Julie Pellman, Richard Roberts, & Paul Toro**Roosevelt University, Wayne State University, University of South Carolina at Lancaster, University of Alaska at Fairbanks, Charles R. Drew University of Medicine and Science, Mercy College, St. Francis College, Utah State University*

Since the inception of community psychology at the Swampscott conference, much innovative and creative work has occurred in this field. Some of the principles of community psychology, such as prevention and studying traditionally understudied groups, have been gradually incorporated into psychology as a whole. Despite these advances, community psychology remains a little recognized field. Consequently, community psychologists may find themselves in the position of being the only one within academic departments or community settings that utilize a community psychology framework in their work, which contributes to significant challenges. This roundtable discussion will focus on discussing both challenges faced by 'lone' community psychologists and ways to gain support and constructively cope with these challenges. The spirit of collaboration and support will be encouraged throughout this roundtable discussion. Discussing issues, sharing experiences, and eliciting constructive feedback and ideas will foster connections and support among both the panel members and the audience members around their work.

4:15-5:30pm Concurrent Sessions

[196]

Best Practices for Identifying/Obtaining a Clinical-Community Psychology Internship*Rick Weinberg & Melissa Maras**University of South Florida, Louis de la Parte Florida Mental Health Institute, Miami University*

This will be a specialized roundtable for clinical-community students who will eventually need to find an internship to fulfill the requirements for their doctoral degree. The session will have two parts. The first half will feature an overview of the APPIC match process and suggestions for completing the APPIC Application for Psychology Internship (AAPI). Suggestions will be offered for staying loyal to one's community and systems focus while also satisfying the internship requirement, for example how to search the APPIC Directory to cull out clinical-community and systems-oriented internships from the hundreds of possibilities. The second part of the program will provide an opportunity for students to meet and ask questions of internship directors and former students who recently completed clinical-community internships. This roundtable will seek to involve internship directors and former clinical-community interns who will be attending the biennial who would agree to participate in this session. This part of the program would begin with introductions of internship representatives after which students will be invited to find representatives of programs that interest them and engage in individual discussions for the remainder of the session.

[197]

Who's for Youth-Based Programs? Navigating and Establishing Relationships for Adolescent Health Promotion in Three Contexts*Eric Stewart, Wadiya Udell, Elizabeth Thomas, & Rhona Weinstein**University of Washington at Bothell, University of California at Berkeley*

The presenters will discuss the process of creating social settings for optimizing development and promoting health (psychological, physical and social) for adolescents. The settings and projects differ in terms of their cultural and community context as well as in terms of the resources available and resources targeted for development or acquisition. All of the presenters are involved in developing settings that are by and for youth, with the goal of developing youth agency while creating contexts for the exercise and legitimization of that agency. Furthermore, the three projects that will be presented concern the problematic cultural casting of adolescents as "other," as separate and not integrated (or only provisionally integrated); therefore, a common goal, and a shared challenge, is helping to create settings that facilitate both autonomous youth authorship and non-marginalizing, empowering relationships to particular adults and institutions.

[198]

Participatory Action Research Involving Youth: The Challenge of Navigating Multiple Stakeholders

Successful adolescent prevention programs are those that address the challenges adolescents face across a variety of contexts. Designing programs addressing the varied contexts of adolescents' lives has theoretical significance, as development is influenced by the multiple contexts in which individuals live, as well as the relationship between these contexts. Acknowledging multiple contexts, also has pragmatic importance as many of the contexts or microsystems in which adolescents participate are shared with, and at least partially controlled by, adults (e.g., guardians, educators, etc.). As a result developmentally appropriate youth-based participatory action programs must not only be driven by the youth for whom they are created, but also be supported by the various adult stakeholders whom may have different priorities and goals from the youth, as well as from one another. The talk will address the challenges faced in building collaborations between youth, parents/guardians, and educational representatives (e.g., teachers, administration, counselors) when developing school-based youth participatory action programs. Discussion will focus on the process of creating meaningful programs for youth that will be effective in promoting positive youth development across multiple contexts. Overcoming challenges associated with navigating the differing, and potentially disparate, priorities of youth, parents, and educators will also be discussed.

[199]

Stakeholders in Youth-Based Programming: Contexts Created by and for Teens (and Their Families?)

Adolescent children of new immigrants navigate complex lives in and across multiple contexts, including family, school, peer, and community settings. This presentation focuses on the question of whether, and if so, how, a community-based setting that is driven by the needs and strengths of caregivers and young children who are new to the U.S. can also serve as a resource for youth. Can youth-based programming co-exist with family support programming that focuses on early learning, adult language classes, and adult social support? Can the same community center listen effectively and collaborate with adolescents as it partners with parents, teachers, and other adults? Can youth negotiate valued identities in these multi-purpose and multi-generational community contexts? This presentation will address the challenges faced by a family support center that expanded its mission to offer youth-based programming. The family center had been successful in collaborating with adult immigrants and their young children to offer relevant services and programs. It was not clear, however, how this setting would serve as a contextual resource for teens whose families are new to the region. The presentation is grounded in evidence from the presenter's long-term partnership and collaborative research at the center.

[200]

With and Without You: Participatory Research and Setting Development With Queer Youth

Queer—or GLBTQ&Q—youth in Seattle identify a broad range of needs and strengths. Among these is a need for autonomous, youth-based settings that allow for the collaborative development and exercise of community and identities and provide low risk access to resources and services, including food, housing and healthcare. Can a single setting offer collective, creative self-determination to queer adolescents while also maintaining the kinds of relationships to adults and institutions necessary to ensure access to critical resources and protections? The talk will address challenges and strategies

encountered in working with queer youth to develop such a setting and negotiating relationships with and between a complicated variety of potential stakeholders and collaborators. Of perhaps particular interest is negotiating relationships to existing GLBT organizations and the effects of generation gaps on defining terms and goals, and in relation to understandings of autonomy and community.

[201]

Understanding Educational Contexts and Social Justice: Race, Ethnicity, and Disability

Susan McMahon, Mark Aber, Nathan Todd, Urmitapa Dutta, Erika Felix, Suk-kyung You, Michael Furlong, Greg Austin, Michele Morgan, & Ben Graham

DePaul University at Chicago, University of Illinois at Urbana-Champaign, University of California at Santa Barbara, WestEd

Social justice is concerned with the fair and equitable distribution of societal resources, and constitutes a core value of community psychology. School settings often reflect social injustices, as resources are not distributed equitably across many dimensions, including race, ethnicity, class, and ability. This symposium will consider school settings and student experiences in three different school districts. Each presentation will highlight different aspects of how the composition of the school (in terms of race, ethnicity, and disability) can influence school practices and policies and ultimately affect the extent to which students have positive or negative experiences in their school systems.

[202]

A Case Study of Grass-Roots Educational Reform for Racial Equity

Volumes of research have documented how U.S. public schools have failed African American students. While graduation rates for African Americans have increased recently, the gap in educational outcomes between Blacks and Whites has grown since the early 1990's (NAEP, 1999). Nationally, Blacks are vastly under-represented in gifted and upper level courses, over-represented in special education (U.S. Department of Education, Office of Civil Rights (OCR), 1994), and more likely to be suspended and expelled (The Civil Rights Project, 2000). Grass roots reform efforts have taken place in local school districts throughout U.S. history (e.g., Cecelski, 1994). Little is written, however, about the role of community participation in contemporary efforts to address race based inequities. The proposed presentation reports on community-based efforts to leverage legal channels (OCR and the federal courts) to address race-based educational inequities in a small mid-western city, about one third of whose public school students are African American. We draw on multiple sources of data (surveys of school staff, parents and students (N=6500); interviews with community activists, and ethnographic observations) collected over the past six years to evaluate the various successes and failures of these efforts. Implications for future research and public policy will be discussed.

[203]

Peer Victimization Within the Ethnic Context of the School

Schools are a microsystem where important lessons of life occur, such as how you treat people who are different than you, which is a fundamental issue of social justice. These early experiences can impact subsequent behavior and worldviews. Unfortunately, as a microcosm of broader society, school is where significant victimization and harassment occur (Nansel et al., 2001). Recent research revealed that Native American students reported the highest levels of multiples types of

victimization, followed by African Americans. However, Asian Americans were the most likely to report being targeted because of their race (Felix et al., under review). Risk for victimization may be influenced by the ethnic context in which it occurs (e.g., Baker & Mednick, 1990; Hanish & Guerra, 2000). With a statewide sample of schools using the 2004-2005 California Healthy Kids Survey, which is a biannual, mandated survey for students in grades 7, 9, and 11, we will examine how victimization rates by ethnicity vary within the ethnic context of the schools. Hierarchical linear modeling will be used to answer if students experience greater victimization in schools where they are the minority. Findings will be discussed in terms of how schools can foster a safe environment for all students.

[204]

Inclusion and Social Justice in Schools: Teacher and Principal Perspectives

Social justice and inclusion are particularly important constructs to consider in school settings, yet research is limited on their overlap in serving youth with disabilities. Following the closure of a school that predominantly served students with disabilities, students were transitioned into 29 schools. As part of the evaluation of this school transition, 17 principals and 13 citywide teachers were interviewed to examine the school responses to the transition, inclusion, teacher training, curriculum, and school climate, as well as interactions with the central office, parents, and students. In this presentation, we will explore the extent to which these groups identify and use principles of social justice education (Carlisle et al., 2006), in serving students with disabilities. Qualitative interviews were coded and analyzed using a grounded theory approach. Thematic trends highlight variation in perspectives regarding the execution of social justice principles. Preliminary findings suggest that principals and teachers shared similar impressions about the execution of the systems-wide approach, which includes communication, resource allocation, and structural adaptations. Alternatively, their impressions differed on the inclusion and equity principles employed. These findings underscore the need to assess multiple perspectives when evaluating the efficacy of changes in educational contexts. Implications for intervention will be discussed.

[205]

SCRA Task Force on Disaster, Community Readiness, and Recovery

*Fran Norris, Brad Olson, Carolyn Swift, & William Berkowitz
Dartmouth Medical School, National Center for PTSD,
Northwestern University, Kansas University, University of
Massachusetts at Lowell*

Disasters are by definition collective events that harm and disrupt entire communities. In August 2006, the Executive Committee of SCRA chartered a new task force on disaster recovery. The task force is action-oriented and has been strategizing about how to empower communities to anticipate and respond to disasters in ways that preserve the stability of families and social networks and strengthen social supports at multiple levels. Leaders and members were selected to provide a variety of perspectives and expertise regarding disaster recovery, community organization and research, and populations of special interest, such as older adults, persons with disabilities, children, and communities of color. The purpose of the town meeting is to elicit broad participation from SCRA members in shaping the direction of the task force's work. Presenters will report on events leading up to the task force and the work that has been undertaken so far; outline key issues in disaster recovery that could benefit from a community psychology perspective; and seek participants' observations, input, and

feedback that could facilitate the ability of the task force to achieve its goals.

[206]

Cultural Considerations in Gender-Based Violence

*Courtney Ahrens, Carolina Rios-Mandel, Libier Isas, Monica Viveros, Maria Lopez, Maria Razo, Sharon Wasco, K. Aliina Crandell, Eric Mankowski, Gino Galvez, Nancy Glass, Chiquita Rollins, Maria Ruiz, Mike McGlade, Charlene Baker, Susana Helm, David Mayeda, & Artie Maharaj
California State University at Long Beach, Columbia University, University of Massachusetts at Lowell, Portland State University, University of Hawaii, University of Connecticut*

Cultural beliefs can profoundly affect how people understand and respond to gender based violence. This symposium explores cultural influences on beliefs, behaviors, and responses to gender-based violence in five cultural populations: Latino, Asian, South Asian, Pacific Islander, and African. Specific presentations explore the role of culture in beliefs and definitions of rape and domestic violence. They also explore the implications of cultural beliefs for appropriate prevention, intervention and public policy responses to gender based violence. Implications of these findings for both research and action will be discussed and audience participation will be encouraged.

[207]

Defining Rape: How Latinas' Perspectives on Gender Roles Affect Definitions of Rape

Courtney Ahrens, Carolina Rios-Mandel, Libier Isas, Monica Viveros, Maria Lopez, & Maria Razo

The current study examined cultural influences on Latinas beliefs about rape. A series of 10 focus groups were conducted with college, church, and community groups. Each focus group consisted of 6-10 participants and was conducted in Spanish. Each focus group was taped, transcribed, translated, and backtranslated, resulting in a complete English transcription that was used for analysis. Results suggested that traditional beliefs about gender roles and patriarchy affect how Latinas define rape. The belief that it is a wife's responsibility to have sex with her husband was frequently described. Participants also described cultural taboos against speaking about sex and having sex before marriage. But, the women also talked about how their own understanding of rape changed over time. Many women described how more egalitarian gender roles in the United States caused them to question male dominance and entitlement. Participating in women's groups, interacting with more acculturated friends, and learning about community services for rape victims facilitated this process. As a result of their changing awareness of rape, many of the women described warning and protecting their children from rape. This type of direct communication about rape was radically different from the absolute silence they grew up with themselves.

[208]

Uncovering Cultural Meanings of Rape and Justice Among Immigrant Women

Sharon Wasco & K. Aliina Crandell

Sexual assault can be understood to be a violation of social equity; thus, there is a basic human motive to pursue justice following such acts. For a variety of reasons, the cultural models of justice in the United States (e.g., criminal justice, retributive justice), which are based on Anglo-Saxon law and quite adversarial in nature, do not particularly aid recovery for women following sexual assault (see Koss, 2000). Rape survivors do, however, often desire a formal process for uncovering truth and

acknowledging the harm done by rape. The overall purpose of the current research project was to better understand the concept of justice – particularly alternative and victim-based notions of justice (e.g., restorative justice, communitarian justice) – from the perspective of women from varied cultural backgrounds. How do women conceptualize sexual violence? How would they propose justice be served following rape? How can community systems work to facilitate justice? Focus group were used to explore these questions with first generation immigrants from Brazil, Cambodia, and African nations (a mixed group) in Lowell, Mass. This presentation will share how culturally diverse notions of justice might aid the development of novel approaches to “serving justice” following sexual violence.

[209]

Lifetime Occurrence and Cultural Variation in Intimate Partner Violence in the Workplace

Eric S. Mankowski, Gino Galvez, Nancy Glass, Chiquita Rollins, Mike McGlade, & Maria Elena Ruiz

This research is part of a larger four-year study designed to develop a culturally appropriate intervention for the workplace response to intimate partner violence (IPV). The study targets service organizations (e.g. hotels/motels, restaurants, childcare agencies) that employ English- and Spanish-speaking low-income workers. Based on findings from a series of focus groups with diverse batterers and facilitators of batterer intervention programs (BIPs), a survey was developed to assess the types of abusive and controlling behaviors that men use to interfere with their partners' paid work, the negative effects such abuse may have on the men's workplace performance, and employers' responses to men's abusive behaviors. We also examined the relationship between these variables and Latino men's acculturation and beliefs about women's roles. The survey was administered to 100 Latinos and 50 Euro-white men from BIPs throughout Oregon. Preliminary analyses show variation among cultural groups in the occurrence of some abusive behaviors that interfere with partner's employment (e.g., stalking at job; intercept her paycheck) and in beliefs about women's roles (e.g., supportiveness of partner working outside home). Variation also exists among Latino men as a function of their acculturation. Implications of these findings for development of workplace IPV interventions are discussed.

[210]

Preventing Dating Violence Among Pacific Islander and Asian American Adolescents: Research Findings from the Asian/Pacific Islander Youth Violence Prevention Center

Charlene K. Baker, Susana Helm, & David T. Mayeda

In recent years, violence between dating partners has become a major issue of concern within the field of interpersonal violence. Unfortunately, most of the academic literature on dating violence has focused on college-aged samples, leaving adolescent practitioners with fewer resources for prevention program development. In addition, literature within the field has largely ignored perceptions and prevalences of dating violence among Pacific Islander and Asian American adolescents. This presentation will review a series of adolescent focus groups held in Hawaii, which included male and female participants of Filipino, Samoan, and Hawaiian ancestry. Some of the topics covered in the presentation will include the different ways that adolescents from these ethnic and gender groups perceive dating, the seriousness of dating violence in their communities, and how dating violence transpires among their peer groups. In addition, focus group data will outline some of suggestions youth made for prevention program development (e.g., where prevention programming should be held, who should be facilitating it, how cultural strengths may be integrated) as a way

to diminish health disparities and improve school/public policy. This presentation will close with a summary of how this research study is being utilized and conducted in partnership with community-based organizations.

[211]

South Asian Women and Abuse: Advocate Perspectives on Domestic Violence Within South Asian Communities

Artie Maharaj & Sharon M. Wasco

In this study, nine advocates from South Asian Women's Organizations (SAWOs) were interviewed regarding their perceptions about domestic violence within South Asian communities in the United States - specifically the ways culture influences the response to domestic violence within these particular communities. Qualitative analysis revealed several aspects of South Asian culture that may play a role in influencing the response the community has toward domestic violence and violence against women in general. The following themes emerged as influencing the response of domestic violence within South Asian communities: family, immigrant related issues, community related issues, patriarchy, religion and SAWOs versus mainstream organizations. The results indicated that several aspects (strong family ties, sense of community, and religious beliefs) of South Asian culture can serve as both a strength and weakness in responding to domestic violence. The recognition of this duality can help us avoid blaming specific “cultures” for domestic violence and identifying ways in which we can utilize the existing strengths within the culture in working with South Asian communities to combat domestic violence.

[212]

Youth Organizing for Social Change: Theory, Research, and Practice

Seema Shah, Sara McAlister, Kavitha Mediratta, Roderick Watts, Obari Cartman, Michael Armstrong, Marqueece Harris-Dawson, & Alberto Retana

Brown University, Georgia State University, Community Coalition for Substance Abuse Prevention and Treatment

In the past few years, the number of groups organizing high school youth has increased exponentially, yet relatively little research exists on how involvement in activism impacts the social, academic, and political development of young people (Hosang, 2003). This panel will examine youth organizing efforts through the lens of emerging theory on youth socio-political development (Watts & Guessous, 2006). Panelists will present quantitative and qualitative findings from two separate research studies, followed by an illustrative case study of a youth organizing group in Los Angeles led by a youth leader and a staff organizer representing the organization.

[213]

Support for a Theory of Sociopolitical Development

Roderick J. Watts, Obari Cartman, & Michael Armstrong

Is there a psychology of activism that explains the behavior of those who tend community gardens on up to those who foment revolution? How does it develop over time, and what can we do to give it its rightful place among scholars in the broader process of human development? This presentation begins the discussion of youth organizing with a theoretical perspective on sociopolitical development. That is, the dynamics within and outside the person that leads her or him to recognize social injustice and take action to reduce it. The theory is based on both qualitative and quantitative work over the years with established activists 35 years old and under and now with urban teenagers. The theory incorporates notions of critical consciousness and education and constructs of empowerment

(Zimmerman & Zahniser, 1991), the Just World hypotheses (Lipkus, 1991), and the "Experience of Agency" (Morgan & Streb, 2001). Results from a current study of nearly 400 teenagers in Chicago and Atlanta confirmed the mediating role of the Experience of Agency and other variables between an awareness of social injustice (low belief in a Just World) and taking action against it. Implications for youth program development will be considered briefly.

[214]

Youth Organizing and Public School Reform: Research Findings

Seema Shah, Sara McAlister, & Kavitha Mediratta

How does involvement in organizing impact young people and their communities, and how can educators and organizing groups best support young people's leadership in pressing for social change? This presentation will focus on findings from a six-year national, mixed-methods study of community organizing for public school reform, a piece of which centers on three youth organizing groups and their activism on small schools reform, college access, and school safety. Using Watts' theory of sociopolitical development as a foundation, we will discuss the extent to which youth participation in youth organizing groups influences their sense of agency, worldview and analysis, and involvement in social action. We will report on how youth organizing groups build youth leadership capacity, and explore young people's views about how they have been impacted by their involvement. We will then discuss how youth are leveraging their activism to achieve systemic policy reform and local improvements in their schools and communities. Findings are from both qualitative and quantitative data, including: 1) 50 in-depth interviews with youth, organizing staff, and educators, 2) observations of organizational activities, and 3) survey data from 124 youth collected across the three groups.

[215]

South Central Youth Empowered Through Action

Marqueece Harris-Dawson & Alberto Retana

The work of South Central Youth Empowerment Action (SCYEA), based in South Los Angeles, provides an illustrative example of how youth organizing groups operate, and how young people are impacted by their engagement in youth organizing. A youth leader and staff organizer from SCYEA will share its history, mission, and theory of change, and discuss how SCYEA works to support the social, academic, and political development of youth. Presenters will describe SCYEA's multi-media political education curriculum—which not only helps youth develop organizing skills, but also helps youth connect historical struggles to their activism on local issues. Finally, presenters will share how SCYEA's organizing efforts have led to several significant policy victories, including the recent A-G campaign. In this campaign, SCYEA members, through action research, identified the prevalence of "dead-end classes" as a barrier to college and workplace preparation, and subsequently worked to raise awareness about the issue and push for policy reform. After five years of activism, SCYEA, along with other allied organizations, won the historic passage of a school board resolution making access to college preparatory courses mandatory for all Los Angeles high school students.

[216]

Latino Youth Development Across Contexts: Data-Driven Approaches For Impacting Policy

Cidhinnia Torres Campos, Jill Denner, & Francisco Villarruel
California State University at Los Angeles, Intentional Advantage Consulting Group, ETR Associates, Michigan State University

This symposium will discuss the findings of three projects aimed at reducing the dearth of research available to inform policy focused on improving the development of Latino youth. Presenters will describe the ways in which their data driven work in three contexts, academic competencies and outcomes, involvement in information technology, and the juvenile justice system can be utilized to improve the developmental trajectories of Latino youth. The symposium will include an open discussion regarding the implications of these findings and an examination of diverse perspectives regarding policy, intervention, and continued action research aimed at improving Latino youth developmental outcomes.

[217]

Impacting Latino Youth Academic Success: A Normative Cultural-Ecological Approach

Latinos are the largest and fastest growing ethnic minority youth group in the US, but normative developmental research which can inform policy aimed at impacting their academic trajectories continues to be inadequate. This presentation will highlight results from a study using an adapted augmented version of Garcia Coll, et al.'s (1996) model of minority developmental competencies. This research focused on examining a normative cultural-ecological model in order to identify factors at the individual, family, neighborhood, and schools levels predictive of Latino academic success. Nationally representative longitudinal data from over 1,100 Latino youth across middle adolescence to young adulthood were used in structural equation modeling analyses in order to examine the effect adolescent experiences have on academic outcomes. Results revealed critical constructs including segregation, adaptive culture, school and neighborhood environments, family processes, and individual child characteristics that significantly impacted the academic development of these youth. These factors interacted and were singularly predictive of academic outcomes including grades and educational achievement. This presentation will discuss the implications of these findings for reexamining current policies aimed at improving the academic outcomes of Latino youth as well as continued research moving towards a comprehensive normative cultural-ecological model of Latino youth development.

[218]

Bridging Research and Practice to Increase Latina Girls' Involvement With Information Technology

The federal government's competitiveness initiative is designed to increase the performance of US students in science, technology, engineering, and mathematics. Computer engineers will be the fastest growing occupation from 1998-2008, despite the current shortage of workers in IT in the U.S. In 2000-2001, only 1.6% of all computer science degrees were earned by a Latina. In order to increase equity, girls must develop what the "fluency" with IT. But girls are still more likely to use computers for word processing and communication than they are for activities that require technical skills and problem solving, like programming. The research base on which to base policy decisions, particularly for underrepresented students like girls and Latinos, is lacking. In this presentation, we will describe research funded by the National Science Foundation on Club "Universo" para Amigas y por Futuros de Educación (CAFÉ Universo), an after school and summer program that builds a network of support for Latina girls to pursue non-traditional careers in IT and IT-intensive science. This presentation will describe the program development, how it was informed by research and theory, as well as preliminary data collected from the first 40 girls to participate in the program.

[219]

Addressing Latino Youth Disproportionality Within the Juvenile Justice System

The number of young Latinos in the justice system has increased significantly, which has frayed the social fabric of our community. Policies and practices that serve to disrupt the family, then, impact the long-term well-being of Latino communities, both in the present and in the future. In collaboration with the Center for Children's Law and Policy, Dr. Villarruel is engaged in projects around the country to help jurisdictions reduce disproportionate minority contacts (DMC) with the juvenile justice system. The projects involve both development and improvement of accurate data collection methods for Latino youth in the justice system and also data-driven interventions aimed at reducing DMC at critical decision points. Presenters will describe the ways in which data can be used to engage stakeholders, help communities implement change, and inform policy. The presentation will discuss activities in project sites to encourage improved cultural competence among service providers, and also involvement of schools, police, faith-based communities, service providers and court-based personnel together to move toward systems change. Participants will become aware of strategies to incorporate the experiences of youth and their families as well as service providers and juvenile justice court personnel in making decisions and fashioning interventions aimed at reducing disproportionality.

[220]

Construction of Social Identities in Everyday Contexts
*Marieka Schotland, Dawn Witherspoon, Deborah Rivas, & Caroline Hagelskamp**New York University*

Context plays an important role in shaping human behavior. Recent work expands this sphere of influence to internal processes, such as identity construction. To understand various components of identity, examination of interactions with multiple, 'everyday' contexts is required. This symposium examines the intersection between context and identity among diverse samples. These papers investigate how experiences with and messages from family, peers and school predict ethnic identity, how connections to family, school and neighborhood collectively shape academic self-concept, and how mothers negotiate their roles across work and family. By considering context in identity construction, a comprehensive picture of this interaction emerges.

Discussant: Vivan Tseng, William T Grant Foundation

[221]

Proximal Social Contexts of Ethnic Identity Among Urban Early Adolescents
Deborah Rivas

The present research investigates how early adolescents' perceived ethnicity-related experiences in proximal contexts (i.e., families, schools, peers) predict their ethnic group self-identification (Centrality), personal group affect (Private Regard) and perceptions of others' affect toward their group (Public Regard). Data for this study was drawn from the pilot sample of a multi-method longitudinal study of ethnically and socioeconomically diverse early adolescents in three mid- to high-achieving schools in a large, Northeastern city. Hierarchical Linear Models revealed classroom-level variance in ethnic centrality and public regard; no such variance was found for private regard therefore OLS regression results are reported for this outcome. After accounting for the influences of race/ethnicity, social class, gender, immigrant status, and self-esteem, parental ethnic-racial socialization predicted ethnic

centrality, private regard, and public regard. Ethnic discrimination from adults at school was related positively to centrality and negatively to public regard. Finally, peer ethnic discrimination negatively predicted youths' private and public regard. Results suggest the utility of assessing ethnic identity as a barometer of the emotional quality of adolescents' perceived social ecologies.

[222]

Beyond Books: How Cumulative Connections to Contexts Shape Academic Self-Concept*Dawn Witherspoon, Marieka Schotland, Niobe Way, & Diane Hughes*

Research suggests that feelings of connectedness across a variety of contexts are beneficial for adolescents. Connections to family and school have repeatedly been shown to have positive impacts on academic achievement and identity. More recently, neighborhood connection has been associated with academic achievement and engagement. However, few empirical studies have examined how cumulative connections to contexts may shape academic self-concepts for youth. Due to the embedded nature of youth in multiple contexts, it is necessary to examine connections to these contexts in concert. By accounting for the interdependence of these contexts, a more holistic picture of how contexts shape academic self-concept for youth will emerge. We explore the nature of 412 adolescents' cumulative connections to family, school and neighborhood contexts, and the subsequent relationship of these connections to academic self-concept. Preliminary analyses indicate five unique profiles of cumulative connections across the three contexts which are differentially associated with perceived academic competence. Analyses reveal that youth with a greater number of connections display more positive perceptions of academic competence while those with fewer connections display poorer perceptions of academic competence. Findings suggest that it is crucial to examine youth in multiple contexts even for outcomes specific to one arena.

[223]

Negotiating Motherhood and Work: A Typology of Role Identity Relationships
Carolin Hagelskamp

Women's responses to work-family challenges can be partially understood as expressions of personally meaningful and socially embedded role identities (Stryker, 1968; Thoits, 1992). Women's negotiations of and identifications with family and worker roles in everyday situations are thus likely to affect work-family decisions which in turn are consequential for family life and personal well-being. However, little research has focused on low-income and ethnic minority women's identification with and experience of mother and worker roles. Taking an Identity Theory perspective, this paper examines the personal experiences, individual expectations and social relationships that constitute motherhood and work in an ethnically diverse sample of 25 low-income mothers in New York City. The analysis is based on ethnographic data collected in 12 visits per family over 6-9 months. As a result, I propose a typology that describes degrees of functional overlap between mother and worker identities as integrated, facilitative, compensatory, compartmentalized or dissociated. Each relationship is presented as a phenomenological category capturing women's perspectives on the structural, social and psychological circumstances of their work-family life. The analysis highlights how individual differences in identity experiences represent socially embedded processes and negotiations in everyday contexts. Implications for maternal decisions regarding work and parenting are discussed.

[224]

Integrating the Community Into Community Service Learning Program Evaluations*Elizabeth Meier, Bo Rin Kim, & Lorraine Gutierrez*
University of Michigan

Most evaluations of community service learning (CSL) programs focus exclusively on student experiences and outcomes. A sizable literature exists on the effects of CSL programs on students, but for various reasons, much less is known about the effects of these students on the community organizations and clients they serve. Logistical difficulties are introduced by dispersal across field sites, the diversity of student projects within sites, and the brevity of their internships. Community partners and their clients may be difficult to access for interviews and surveys, and may not remember which interns came from which particular CSL program. Finally, few previous evaluations of this kind have been performed to serve as models. This roundtable is organized to discuss ways that these obstacles to evaluation may be overcome. The roundtable will begin with an informal discussion of the methods the facilitators have employed to incorporate the feedback of community partners and their clients as well as students in a CSL evaluation. Roundtable participants will then be invited to engage in a more general discussion of different approaches to conducting integrative evaluations of CSL programs.

[225]

The Invisible African American Father: How to Reclaim Respect*Lionel Mandy & Michael Connor**California State University at Long Beach, American**Psychological Association - Association of Black Psychologists*

Black fathers have been relegated to second-class status in the United States. Research on Black fathers has been sparse, biased, often racist, and lacking in sound research methodology. This roundtable discussion will focus on this issue, seeking reasons for the negative portrayals and solutions to problems that are identified. A comparative discussion of the perception of fathers from other racial and ethnic groups in the United States will be held to frame the discussion. The effects of the criminalization and imprisonment of Black males descent and their effects on Black children and communities will be discussed. The varying forms of Black American families will be placed in the contexts of mainstream American families and traditional continental African families for comparison with family structures from other parts of the world. Presentations will focus on research and problem identification for Black fathers as well as on alternative cultural and worldview constructs as a method for re-framing challenges faced by Black American fathers, and posing solutions to these challenges.

[226]

Working with Indigenous Peoples of the Circumpolar North: How Can Community Psychology Contribute?*Marie-Claude Larrivée, Francine Lavoie, Michael Kral, Cecile Lardon, & Roland G. Tharp**Université Laval, GRAVE-ARDEC, University of Illinois at Urbana-Champaign, University of Alaska, University of California at Berkeley, University of Greenland.*

The dreams and aspirations of the indigenous peoples of the Circumpolar North (and their consultants) are strongly influenced by their culture, their views on wellbeing, learning and caregiving, and their institutions. How can researchers and consultants be relevant while being only visitors in the communities? How can they support the development of lasting solutions? What does community psychology have to offer? The

objectives are to identify challenges and sources of support for community psychology researchers and consultants working with indigenous peoples of the Circumpolar North. The participants represent a mix of experience in issues ranging from family violence, childcare, suicide prevention, youth wellness, to expertise working with habitants of Yup'ik villages on health research and health promotion, and developing a new national educational system.

[227]

Synergic Power as a Multi-Level Construct: Measurement and Practice Implications*Theresa Armstead**University of Iowa, Vanderbilt University*

Synergic power reflects an understanding of social power in which power is relational, shared, and generative. It is defined as two or more persons using their power cooperatively to generate something greater than either entity could alone while meeting the needs of themselves and others. While there have been a few researchers who recognize synergy as an important element of community collaborations no community psychologist has studied synergy or synergic power. Synergic power will be briefly introduced by presenting results from theoretical and methodological studies of synergic power. Critical issues to be discussed are the implications of synergic power to public health actions, community-university partnerships, and other forms of participatory research and action; methodological challenges to measuring synergic power as a multi-level construct; and the implications of synergic power for the pedagogy of organizational change as it relates to organizational cultures and structures.

[228]

Reflective Practice in Collaborative Community Projects*Benjamin Hidalgo, Nancy Bothne, Leslie Collins, Patricia Conway, Regina Langhout, Melissa Ponce-Rodas, & Heather Schmidt**University of Illinois at Urbana Champaign, DePaul University**Vanderbilt University, University of California at Santa Cruz**University of Illinois at Chicago, York University*

This roundtable encourages discussion on reflective practice through an examination of the relational contexts of community action and research via four broad questions: how have these relationships helped to shape the interpretation of data and determine the structure, utility, and application of our knowledge products; by what mechanisms do we construct and negotiate meaning within these relationships; how are knowledge products shaped by our prioritization of multiple community, disciplinary, and academic accountabilities; how and when do we discuss our values with our collaborators; and, how does this process further shape the relationship? These questions will be addressed in general discussion and through reflection on specific projects. Presenters will discuss lessons learned from: the process of building community relationships around the issue of homelessness; as an advocate and researcher with torture survivors; from an ongoing engagement with five community organizations to shift fundamental health and human service paradigms, from working as a pseudo-insider; from working with stakeholders in an elementary school; and from a multi-stakeholder, interdisciplinary project with First Nations people across Canada.

5:45-7pm Poster Session #2

[229]

Culture and Activity: A Case Study of Kahua Ola Hou, Molokai'i HI*Andrew Grant**University of Hawaii at Manoa*

This case study examines perceptions of Native Hawaiian youth, staff, and parents of the youth who are taking part in a three-week intensive treatment program for youth dealing with substance abuse. The treatment program, Kahua Ola Hou, is a group home located in Ho'olehua, Molokai'i, HI. Interviews with the participants (children, staff, and parents) were conducted to find out the meaning of the activity settings that were initiated, maintained, and dissolved throughout the day. The activity settings of the program were analyzed to provide a picture of the ways in which culture was created and used to help treat the children in the program. The objective observations of the activity settings and data from the interviews were analyzed in order to show the way in which traditional Hawaiian culture was transmitted, and how a new micro culture was established during the three-week program. Implications of how Kahua Ola Hou attempted to treat substance abuse using internal and external representations of the children's natal culture and new micro culture are discussed.

[230]

Conceptualizing Neighborhoods as Phenomenological versus Census Blocks: A Comparison of Methods*Andrew Lohmann**Claremont Graduate University, California State University at Long Beach*

A new methodology for assessing neighborhood level phenomena from a phenomenological perspective is described and compared to the more traditional approach of geographically defining neighborhood space using U.S. census blocks. The Resident-defined Neighborhood Mapping methodology relies on respondent-resident reports of outlines of their neighborhoods. These neighborhoods are then analyzed using Geographic Information System software with a variable of interest, neighborhood cohesion. the auspices of a natural quasi-experimental pretest-posttest design, the impact upon the neighborhood cohesion of neighborhoods adjacent to a newly constructed freeway through a Los Angeles suburb will be assessed using multiple methods. Specifically, the mapped results of the Resident-defined Neighborhood Mapping methodology will be compared to the same neighborhood cohesion data mapped using established census block data. These data were collected through surveys distributed to randomly selected homes in 1998, four years before completion of the freeway and 2004, two years after the freeway was opened to traffic. Changes in neighborhood cohesion over the six years will be assessed using both geographic conceptualizations of neighborhood, and the differences in the results between the two methods will be examined, with emphasis on the implications for further research.

[231]

Cultural Stressors and Outcomes in Mexican American Families*Rajni Nair, Mark Roosa, Katharine Zeiders & Rebecca White*
Arizona State University

Cultural stressors (e.g. discrimination, language hassles) affect the lives of many ethnic minority families and children. Despite the large Mexican American population, most studies investigating the effects of cultural stressors on development

have focused on African Americans. The current study investigates how negative cultural experiences operate as sources of stress in Mexican American families to guide the development of interventions. We hypothesized that increasing levels of cultural stress would result in elevated levels of adolescent maladjustment, and that this relationship would be moderated by family warmth/cohesion, and neighborhood cultural cohesion. Data for this study come from an ongoing longitudinal study of 750 Mexican American families who reside in 38 distinct communities in a large southwest metropolitan area. We used multi-level modeling to account for the ways in which community (level 2) and family (level 1) variables interact with stress to influence adolescent outcomes. Preliminary results indicate good fit for the measurement model and provide support for the hypothesis that cohesion moderates the relationship between stress and adolescent outcomes. Further, community of residence accounted for approximately twenty percent of the variation in stressors experienced by adolescents. Implications for community interventions and limitations are also discussed.

[232]

Fostering the Ties that Bind: Correlates of Strong Networks in Interorganizational Alliances*Branda Nowell**North Carolina State University*

The development of interorganizational alliances (e.g., coalitions, coordinating councils) has become a prominent strategy for improving a community's response to a multitude of social issues. Research suggests that strong relationships among alliance stakeholders in terms of frequent communication, shared frameworks of understanding, and trust are important in promoting alliance effectiveness. Given this, there is need to understand what factors influence the development of positive relationships among alliance members. This poster will contribute to this area of inquiry, presenting findings from a mixed methods study utilizing key informant interviews, survey, and social network data to explore how member and group characteristics of one type of interorganizational alliance - domestic violence coordinating councils - relate to strong intra-alliance relational networks. Implications for theory and practice will be discussed.

[233]

Working with the Community: A Student's Challenges and Lessons Learned*April Evans-Cobbs**California State University at Dominguez Hills*

This work chronicles the process of designing and implementing a community-level undergraduate student research project in Los Angeles. This project addressed the elevated rates of sexually transmitted infections for Service Planning Area 6 (SPA 6), which includes South LA, Watts and Compton. A group of concerned citizens set forth to identify the causes of these high rates by working with local organizations, health agencies and community members. A variety of theories about the prevalence of these rates emerged from conducting key informant interviews. Through experience working with the community, lessons were learned about the art of balancing a variety of opinions for a common objective. The student also learned the impact of organizational alliances, the importance of relationship building, the methods of gaining entry into a community, the difficulty of maintaining commitment through the duration of the project, and how to empower the community to take ownership of the project. Although community work can be challenging for the most seasoned researcher, it carries particularly unique demands for a student. This poster will

conclude with a narrative about the student's work on community-based participatory action research.

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Developing Community through Neighborhood Revitalization: The Intersection Repair Project

*Daniel Wilson, Jan Semenza, Brian Bontempo, Tanya March, Becca Neel, Andrea Thompson, Troy Hayes & Eva Rippeteau
Portland State University, Mountain Measurement, INC.*

Many community organizations have engaged citizens in urban-renewal projects that involve neighbors in the planning and implementation of urban spaces within their neighborhood. This panel study explored whether these types of urban renewal projects succeed in promoting social interaction and social capital amongst neighbors. The City Repair Project, a grassroots citizen activist group, facilitated a series of neighborhood improvements, called Intersection Repair projects, over the last four years. Each neighborhood was encouraged to develop meaningful community places. Some features included street murals, public benches, gathering spaces, planter boxes, and community bulletin boards. Researchers surveyed individual residents within a two-block radius of the site before and after the project. Analyses found that residents who were involved in the projects reported significantly higher levels of social interaction and social capital, but measures taken before and after the project did not differ. This suggests those who participated in these projects already had more interactions amongst their neighbors and an increased sense of social capital. Findings are discussed in context of each project. Follow-up studies to determine whether these intersection revitalization projects improved these communities are discussed.

[235]

Revealing Conversations: Negotiating Power in Community-Based Multiple Stakeholder Groups

*Erin Droege, Mercedes Morales, Michael Mahaffey, Miles McNall, Zermarie Deacon & Pennie Foster-Fishman
Michigan State University*

Community-based decision making groups such as resident advisory boards, youth action committees, and community coalitions have become increasingly popular venues for promoting resident-based power and collective access to decision-making processes. Previous research has demonstrated that the extent to which these groups can address their structural inequities and competing priorities (Bond & Keys; 1993; Gruber & Trickett, 1987) determines the effectiveness and empowering qualities of the group. The purpose of this study is to advance our understanding of the dynamics embedded within community-based decision-making groups by examining more specifically the actual structure, content, and processes at work in the conversations between group participants who differ significantly in their power and access to resources. Using a case-study approach, the conversations that occurred between low-income residents and financiers in one community-based decision-making group over a three-year period were analyzed using Corbin & Strauss's approach to qualitative data. What issues are initiated by whom, how group members respond to this content, and how opportunities to seek and display decision-making influence and control evolve over time is examined. The role of power and empowerment in such multiple stakeholder decision-making groups is also explored.

[236]

Understanding the Challenges that Community Organizations Face in Reaching out to Vulnerable Families
Anik Sioui, Liesette Brunson, Nibisha Sioui & The DEC-Research-Team

University of Quebec at Montreal

A growing concern among service providers and community organizations is their difficulty in reaching out to vulnerable families living in impoverished urban neighborhoods. The staff often remarked that it appears to be the most marginalized and vulnerable families that do not use services that are put in place to serve them. This poster presents the perspectives of staff members working in local community organizations about their success in outreach to vulnerable families living in four impoverished neighborhoods in Montreal. Interviews were conducted with staff working in 50 different organizations offering services for families, including libraries, organizations offering sports and leisure programs, local health centers, and other community organizations. Participants described the types of services they offered in their organization, their efforts to facilitate the participation of vulnerable families, their perception of their success in reaching out to this population, and the constraints they felt might prevent these families from accessing their services. Participants also identified issues and challenges in providing services to this population. Results suggest outreach strategies and strategies for improving families' access to these neighborhood based resources.

[237]

Withdrawn

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Generational Differences in Predictors of Community Engagement among Asian Americans

*Cathryn Fabian, Michael Spencer, & Linda Juang
University of Michigan, San Francisco State University*

The purpose of this study was to explore differences in motivations for community involvement between first-generation immigrants and second-generation children of immigrants. The sample consisted of 168 Asian American first- and second-generation undergraduate college students who completed measures of ethnic identity, discrimination, community resource utilization, and activist behaviors. Separate analyses were conducted for each generational status group and for each of the community involvement variables. Ethnic identity and discrimination predicted ethnic community resource utilization for second-generation immigrants, but neither of these variables was a significant predictor for first-generation immigrants. The total regression model for community resource utilization accounted for 13% of the variance among first-generation immigrants, but 33% among second-generation immigrants. In contrast, ethnic identity and discrimination were positively related to activism for first-generation immigrants, but only discrimination was a predictor for second-generation immigrants. The total regression model for activism accounted for 32% of the variance among first-generation immigrants, and 17% among second-generation immigrants. Thus, the same psychological factors were related to different behavioral outcomes for each generational group. Interventions promoting community participation among immigrants should be sensitive to how ethnic identity and discrimination differentially affect psychological motivations to become engaged according to generational status.

[239]

Evaluating the Impact of Participation in Consumer-Run Organizations

*Chi Yu, Todd Shagott, Scott Wituk, Crystal Reinhart, Kimberly Hymer, Vicky Collins, & Greg Meissen
Self-Help Network, Wichita State University*

Consumer-run organizations (CROs) serve as drop-in and activity centers for adults diagnosed with mental illness. These

nonprofit organizations, which are entirely run by consumers (people diagnosed with a severe and persistent mental illness), provide social, recreational, and psychological support. This research examines these three aspects among two groups of CRO members: 1) new members (those who have been a member of a CRO for three months or less) and 2) existing members (those who have been a member of a CRO for one year or more). The study will compare the difference between self-reported measures of sense of community, recreational activity, and psychological well-being among the two groups using the Sense of Community Scale, Social Participation Scale, and the Herth Hope Index. A discussion of the possible effects that CRO exposure has on these factors will be provided. This study will examine the hypothesis that increased CRO exposure contributes to increased social interaction, recreational activity, and psychological well-being.

[240]

Community Based Planning in a Newly Gentrifying Neighborhood: A Case Study

Dan Cooper

Vanderbilt University

Gentrification is a topic with nearly unparalleled frequent debate in both community development literature and practice. At the core of such debates is often the question of "development for what, or for whom?" Development interests in the private sector, public sector, and among grass roots community based organizations are likely to differ in answering this question. Regardless of development agendas, institutional forces within each sector all claim to be representing the interests of "the community," even though community is rarely defined. Many urban communities that have suffered from years of economic disinvestment are currently witnessing new investment, development, and subsequent fears of gentrification displacement by longtime residents. There are numerous institutions in all three sectors that are involved in planning for the revitalization of neighborhoods and communities but these plans are often in opposition of each other. This poster examines neighborhood trends and community-based planning efforts in a low-income neighborhood in Chicago to further understand the complex needs of different involved institutions and neighborhood stakeholder groups. Further, it attempts to understand the degree to which these groups and institutions utilize power and discourse to work with or against each other in the struggle to answer the question, "development for what, and for whom?"

[241]

Doing Community Friendly Logic Models: Passport to the Future

Greg Meissen, Christy Calvert, Sarah Ealey, Scott Wituk & Kevin Bomhoff

Self-Help Network: Center for Community Support & Research, Wichita State University, The Self-Help Network: Center for Community Support and Research at Wichita State University worked with more than 900 Kansas organizations and communities in the last year. In our action and research roles we often find the need to develop a logic model for a multiple partner community initiative typically in response to a collaborative grant proposal. While our community partners always have passion for the issue and population they serve they do not have a similar enthusiasm for writing measurable outcomes or identifying needed inputs though they do understand the importance of a logic model. In response, the Self Help Network developed "Passport to the Future" a vision-driven participatory process that honors the passion community partners have for the issue but also generates the information

needed for a meaningful and realistic logic model that is understood and "owned" by community partners. There is flexibility built into the process that allows for customization based on the experience and make-up of group, the reasons for developing the logic model, and the nature of the activity being planned. Materials and experienced users of Passport to the Future will be available at this poster-tool session that will allow use in your communities.

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Enhanced Collaboration through Appreciative Inquiry
Greg Meissen, Kevin Bomhoff, Scott Wituk, Sarah Ealey & Christy Calvert

Self-Help Network, Wichita State University,

The Self-Help Network: Center for Community Support and Research at Wichita State University worked with more than 900 Kansas organizations and communities in the last year. In our action and research roles we often find that when community partners attempt to collaborate, they too often get distracted by the natural concern of what they may stand to lose as an organization rather than what the community may collectively gain. We have developed a process that incorporates principals of appreciative inquiry and an asset based approach to better identify the potential in collaboration for both partner organizations and the larger community by asking the right questions. Participants also learn the value of and how to fashion appreciative inquiry questions. We often incorporate the video "What Right about the World" into this flexible process that can be conducted as a stand alone but more often is incorporated it into larger community gatherings such as a community visioning summit or coalition planning retreat. This process is also helpful in getting a group unstuck by focusing on what are the possibilities of collaboration and how to take initial steps toward moving forward. Materials and experienced users will be available at this poster-tool session.

[243]

Where Does Community Psychology Go From Here? Expanding Community Cross-Nationally

Christopher Corbett

Independent Researcher

Toro's Presidential Address applies a developmental analogy, suggesting a "mid-life" crisis, challenging the field to determine where to go from here (2005, p. 9). He proposes a "big tent" approach calling for field expansion, more active roles influencing policy and collaborating with non-community psychologists globally. At SCRA's last Biennial, visioning sessions were held. Similar themes emerged, compiled in *Creating a Vision for the Future of Community Psychology* (Wolff & Snell-Johns, 2005). Four qualities identified include: global; use of multi-sectoral, interdisciplinary partnerships; influencing policies reflecting field's values, and research and action promoting social justice (p. 37). This paper provides recommendations and action steps to advance these visions and a framework for expanding the community of social problem solvers, while influencing policy consistent with social justice (Corbett, 2006). The research identifies eight strategies for creating cross-national theories and models to overcome process and technical challenges created by diverse, multi-disciplinary settings, essential to advancing the field.

[244]

Documenting a community narrative: The use of qualitative and quantitative methodology to describe and test a community's narrative

Jackie McDaniel, Greg Townley, Shaughna Bishop, & Bret Kloos

University of South Carolina

A community narrative is the story told by community members about themselves as a collective group. These narratives are central to the identity of the community; and they reflect important shared characteristics of community members, including collective ideals and attitudes that embody members' beliefs and values. Community narratives have been used for both research purposes and also for interventions and social action. By elucidating a community's narrative, researchers can ask and answer questions about a specific group of people. However, there has not been much methodological discussion as to how community narratives can be documented systematically. This presentation will focus on describing the methodology developed by this research team to document and test a community narrative of a mental health peer support group, GROW, to be used primarily for research purposes. The qualitative methodology will first be outlined in order to specifically describe the steps taken to describe this community's narrative; examples provided will include data collection, coding structures, and theme generation criteria. The team then applied quantitative principles of testing sensitivity and specificity to increase confidence in the accuracy of GROW's narrative. This approach will also be described and examples of the team's sensitivity and specificity guidelines will be shown. The description of this team's methodology aims to provide a flexible template with which others can document community narratives for both research and action purposes.

[245]

Community Based Doula Model: Empowering Communities to Build Healthy Families*Kimberley Broomfield & Rachel Abramson**Georgia State University, EMSTAR Research, Inc., Chicago Health Connection*

Studies have found that during the period of time immediately following childbirth the new mother experiences heightened sensitivity and this is a critical period in the development of a mother-infant attachment. During this time women in adverse conditions (e.g., women experiencing violence, teens in low income communities) are particularly vulnerable, but may also be open to interventions that support their new roles and competencies. Research has found that doula support during childbirth is related to fewer labor and delivery complications, fewer medical interventions, and increased well-being for both mother and babies. The Chicago Doula Project, a four-year collaborative pilot project conducted by the Chicago Health Connection and partner organizations, established the effectiveness of the Community-Based Doula model in three grassroots settings serving teen parents from low-income communities. Participants had significantly lower rates of cesarean sections, lower rates of medical intervention during labor, and dramatically increased rates of breastfeeding (Altfeld, 2003). Participants were also more likely to receive prenatal care, and younger mothers were less likely to have a rapid repeat pregnancy. This poster will present the Community Based Doula model that has been replicated through the Harris Doula Institute and presently partners with twenty-seven replication sites in eight states.

[246]

The Effect of Supportive Adult Relationships and Future Orientation on Problem Behavior in Low-Income African-American Adolescents*Kimberley Broomfield & Gabriel Kuperminc**Georgia State University, EMSTAR Research, Inc.*

Resilience literature identifies the presence of a supportive adult relationship and a positive future orientation (i.e., an optimistic

conceptualization of the future) as factors related to positive outcomes in youth exposed to conditions of risk (Becker & Luthar, 2002). Supportive relationships with adults are related to a more positive future orientation, increased educational success and decreased delinquency and substance use (Furstenburg et al., 1999; Nurmi, 1987). Similarly, future orientation is positively associated with academic achievement and negatively associated with substance use, and aggression (Wyman, Cowen, Work, & Kerley, 1993; Keough, Zimbardo, & Boyd, 1999). A survey assessing these and other risk and protective factors was administered to 120 African-American youth (10-17 years) residing in a low-income community. Preliminary analyses revealed the presence of supportive adult relationships was positively associated with future orientation and negatively associated with delinquent behavior. Future orientation was negatively associated with delinquent behavior. This poster will further explore the role of future orientation as a possible mechanism through which supportive adult relationships are related to academic and behavioral adjustment in this sample. The poster will also discuss implications for policy or practice.

[247]

The Effect of Community-Policing Activity on Fear of Crime
*Kota Tamai, Mitsuru Ikeda & Toshiaki Sasao**The Graduate School of Education International Christian University*

It is obvious that an issue related to fear of crime has become a serious problem in Japanese society (e.g., Japanese Cabinet Office, 2004). In term of reducing fear of crime, community-policing in neighborhood have gotten a lot of attention recently in Japan (e.g., Kudai & Ota, 1997; Yokoyama, 1997). The policing activity that includes neighborhood residents restores civility and partnership among local community members and police, and consequently reduces fear of crime (e.g., Cordner, 1997; Roh & Oliver, 2005). Thus, this study hypothesized that community-based crime prevention activity will promote sense of community in neighborhood and will reduce fear of crime. At the same time, higher sense of community will be negatively related to fear of crime. Data were collected from neighborhood residents in metropolitan Tokyo on 2006. The survey included the Japanese version of LaGrange et al (1992) fear of crime index, the seven items for policing activity by Kobayashi & Suzuki (1998), and the Japanese version of Perkins et al (1990) Sense of Community Index (Koyama, Ikeda & Sasao 2003). The results indicated that importance of policing activity in reducing fear of crime, as well as promoting higher sense of community, that promises the better community life.

[248]

A Web-based Monitoring Tool for Community Coalitions
*Liesette Brunson, Luc Cassivi, Ghislaine Poirier, Jacques Perrault, Pierre Prévost, & Mario Régis**University of Quebec at Montreal, Centre 1,2,3 GO!*

This poster presents a web-based tool used to document the activities and mobilization efforts of local community coalitions associated with the 1,2,3 GO! Initiative developed in Quebec. The tool was developed using Kaplan and Norton's approach to strategy maps and management dashboards and was informed by an empowerment evaluation philosophy. The objective of the monitoring system is to foster coalitions' ability to document, evaluate and learn from their experiences, as well to facilitate their ability to respond to information demands from external sources. The two primary authors met with personnel of the Centre 1,2,3 Go! resource center and local coalition coordinators to determine the principal elements for an organizational strategy map. Researchers and staff met on a regular basis over a period of 18 months to refine the map, identify strategic themes,

and develop measurement items. An additional component was developed to assist local coalitions to capture and follow their local, individualized action plans. Local coalition coordinators validated the tool at three occasions during development. We present the overall strategy map, the measurement items used to assess the important strategic elements, and the online interface used by local coordinators. We also present initial satisfaction and utilization data.

[249]

Site Level Influences on Activity Patterns among Supported Housing Tenants

Lindsey Stillman & Bret Kloos
University of South Carolina

This poster documents the influence of site level factors on activity patterns of individuals with serious mental illness living in supported housing. The study presented identifies promising points for new interventions by identifying site level factors, which can be targeted in order to increase tenant's level of activity. Five aspects of activities are measured including activities on site, activities with others, infrequent activities, activities with staff, and activities with others. These domains of activity were chosen as to measure degree of independence, isolation and community integration. The conceptual model guiding the research examines setting, program and structural aspects of site level factors and how they influence different types of activity. The influence of personal resources on activity level will also be considered. The study utilizes data from interviews with 366 individuals with serious mental illness living in supported housing across the state of South Carolina. A description of the different types of housing as well as different site level factors will be presented. The relationships between site factors, personal resources, and activity levels will be discussed and suggestions for improving supported housing environments will be proposed.

[250]

A Needs Assessment of Faith-based and Community Organizations

Sarah Ealey, Tara Gregory, Scott Wituk, Edgar Merkle & Dina Elias-Rodas

Wichita State University, Self-Help Network

Faith-based and community organizations (FBCOs) represent an important part of our nation's social service network. Over the past decade, the federal government has begun to recognize the work of FBCOs and has started a number of initiatives to specifically build the organizational capacity of small and medium FBCOs. Most recently, the White House Office of Faith-Based and Community Initiatives and Centers for Faith-Based and Community Initiatives have been established in 10 federal agencies to help strengthen and expand the organizational capacity of FBCOs. The federal government has also implemented an array of regulatory and policy reforms, legislative efforts, and public outreach to build the organizational capacity of FBCOs. The purpose of this poster is to identify and explore the organizational capacity needs and strengths of small and medium FBCOs. Previous research has highlighted the importance of a number of organizational capacities critical to the success of FBCOs and other nonprofits, including: (1) leadership, (2) management, (3) adaptability, and (4) technical capacity. At the same time, little is known about the organizational capacities of small and medium FBCOs, especially their needs and strengths in the above mentioned capacity areas, which will be examined in this poster.

[251]

Young People's Perception of Community Power and Their Territorial Social Perspectives

F. Arcidiacono, F. Procentese, & I. Di Napoli
University of Federico II Naples

Our researchers focalized for several years on youth of Naples area's experience underpinning that young people have a sense of belonging (Sarason, 1974; McMillan, Chavis, 1986) to their local community that doesn't relate either to their plans inside the community or to action in favour of it. They do not think of themselves in relation to the future of their own local context and at the same time feeling of mistrust towards their own communitarian context occur (Arcidiacono, Di Napoli 2005; Arcidiacono, 2004). A qualitative research with 600 people living in the city of Naples in neighborhoods according to their locations, downtown, first outskirts and second outskirts, and in the district of Naples in small (number of inhabitants inferior to 20000), medium (number of inhabitants between 20000 and 50000) and large municipalities (number of inhabitants higher than 50000) was conducted. The interviews to young people, analyzed by grounded theory approach (Strauss, Corbin, 1997) suggest that a core category explaining the relation between young people and the context to which they belong is the perception of the lack of opportunity, a lack of power, where power is as Prilleltensky (2006) theorises "a combination of ability and opportunity to influence a course of events." These data invite all of us to reflect on the importance of the citizen's power perception, particularly young people, in planning collective action and personal involvement.

[252]

Concurrent Validity of the Orientation Toward Social Action Scale in Relation to the Community Response Questionnaire and the Italian Sense of Community Scale

C. Arcidiacono, I. Di Napoli, & E. Zampatti
University of Federico II, Naples

The psychological sense of community (McMillan, Chavi, 1986) does not give evidence to the active involvement of people in their community. In order to understand citizen requirements to invest in their local context, on both levels of personal and collective prospect planning, a model of orientation towards community action was built and an Orientation Towards Social Action Scale was constructed. The scale consists of 37 closed-ended items concerning interviewees present (18) and future (18) actions and expectations towards the communities and its changes (1). Each answer is given by a structured self anchoring scale. For each answer individuals can express their degree of agreement in a spatial frame of 10cm. To verify the independence of the Orientation Toward Social Action Scale from the Community Response Questionnaire (Puddifoot, 1995) and the Sense of Community Scale, in its Italian version (Prezza, Costantini, Chiarolanza, Di Marco, 1999) and to explore the relationship with social self-efficacy (Caprara, Gerbino, Delle Fratte, 2001) 220 questionnaires were given to residents in Naples and in its district, individualized by a quotas sampling. The results of this research will be discussed.

[253]

Longitudinal Predictors of Depression in Homeless Young Adults

Jordan Braciszewski, Paul Toro, Debra Jozefowicz-Simbeni & Ty Partridge
Wayne State University

In addition to the myriad risks and negative outcomes associated with homelessness, depression and depressive symptoms are

among the most prevalent, but possibly preventable. Given the outcomes associated with this disorder in late adulthood, it is important to identify early onset predictors. These predictors, however, have yet to be examined in a longitudinal study of homeless young adults. Bogenschneider (1996) provides an integrative model for examining mental health difficulties, combining the strengths of a risk-focused and a protective factor approach. Using this model, risk and protective factors in the prediction of depressive symptoms in young adulthood have been examined. Using Hierarchical Linear Modeling, a longitudinal model of first-level risk and protective factors related to trajectories that alleviate or exacerbate depression outcomes in young adulthood were explored. Second-level moderators (e.g., days homeless, gender, ethnicity) of the relationship between the longitudinal predictors and depression outcomes in young adulthood were also examined. Results suggest that social support plays a substantial role in the maintenance of low depressive symptoms, while dropping out of school, family conflict, and alcohol use tends to predict higher depressive symptoms at baseline and differential trajectories of symptoms over time. Further results, policy implications, and prevention ideas are discussed.

[254]

Project STRIVE: A Short-Term Intervention for Newly Runaway/Homeless Youth

Kwame Alexander., Francisco J. Iribarren & Norweeta G. Milburn

UCLA-Semel Institute & Center for Community Health

Project STRIVE (Support to Reunite, Involve and Value Each Other) is a longitudinal study to determine the efficacy of an intervention for newly runaway/homeless adolescents and their parents/guardians to reduce family conflict. In targeting newly runaway/homeless adolescents, Project STRIVE aims to prevent chronic homelessness and reduce risk for HIV infection. The intervention is a brief five-session intervention based upon behavioral and family systems theory that includes an educational component targeting HIV risk behaviors. Data regarding the participants' demographic characteristics will be presented. Preliminary results show that adherence to and satisfaction with the intervention is high.

[255]

Patterns of Social Service Usage for an Urban Homeless Population

Mark Steenwyk & Joseph Colletti

Institute of Urban Research and Development, Fuller Theological Seminary, Office of Urban Initiatives, Fuller Graduate School of Clinical Psychology

The current study is intended to demonstrate the frequency of social service use among the homeless in a southern California city. This study is based on previous research by Toro et al. (1999), which found that 99% of the homeless surveyed had used some type of social service during the course of a year. Similar patterns for this city's homeless population would affect the way in which homelessness research is conducted. Such findings would significantly lessen the logistical burden of street based homelessness research as well as increase the scientific rigor of current research methods by creating the possibility for more robust random sampling techniques. The current study will employ a survey instrument with a random sample of homeless persons encountered on the city streets. This survey will gather data on weekly, monthly, and yearly service use patterns as well as specific information about the type of services used. Researchers expect to find a service use rate of approximately 70-80% for weekly use and as high as 99% yearly. These findings will inform the methodological direction of upcoming

research projects and future public policy changes.

[256]

The Struggle for Housing in South Tucson: Examining Shelter Injustice and the Divergence of Power, Knowledge and Access

Nicole Oretsky

New School for Social Research

This ethnographic study explains why there is persistent shelter injustice in the 1½ square mile city of South Tucson, Arizona. It is a low-income barrio with a long-standing problem of inadequate housing conditions, and a deficit of affordable housing options for their residents. The author argues that substandard housing conditions persist because of the critical divergence of power, knowledge and access from low-income residents to a local land and business owning class, government officials, and private industry. The political economic production of injustice consists of divergent activities in the housing market such as predatory lending, real estate industry bias, use of eminent domain, zoning and building code violation policy, and the unaccountability of slumlords; and in the political arena through a patronage system of government. Together these relational and enduring activities form a particular structure of injustice occurring in South Tucson, which is then connected to larger processes through the flow of capital and political alliances.

[257]

Aging Out of Foster Care: Whether and When Youth Become Homeless

Patrick Fowler & Paul Toro

Wayne State University

Annually, 19,000 adolescents "age out" of the foster care system nationally. That is, youth leave the system due to achieving the legal age of majority or some other age-related criterion. In a recent survey of 265 aging out youth from the Detroit metropolitan area, findings suggest that many youth experience a number of barriers while making the transition into independence and adulthood. Although expected to live self-sufficiently, nearly half of youth experienced precarious housing or literal homelessness in the average 3.6-year follow-up period after exit from the foster care system. Furthermore, experiencing homelessness related to emotional and behavioral problems. However, little is known regarding whether and when homelessness occurs after exit from foster care. Recent data preparation enables analyses to address these questions. Specifically, discrete-time hazard functions will be conducted to determine high and low risk times to experience homelessness after exit from the system. Analyses will also examine experiences while in foster care as predictors of homelessness. These include changes in foster care placement, type of placements in foster care (i.e., kinship care versus foster homes versus group homes), and age at entry into foster care. Such information will inform interventions aimed at adolescents in foster care.

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Costs of Aging Out: Economic Argument for Foster Care Interventions

Patrick Fowler & Paul Toro

Wayne State University

Annually, 19,000 adolescents "age out" of the foster care system nationally, of which 400 exit from the Detroit metropolitan area alone. Youth leave the system due to achieving the legal age of majority or some other age-related criterion. Findings from a recent survey of foster youth who left the system during a 3.6-year follow-up period suggest that many face numerous barriers

in their transition to independence and adulthood. For instance, 49% experience precarious housing or literal homelessness in the few years after exit from foster care. 70% of youth report average wages below the federal poverty level. Two-thirds report clinically significant emotional and/or behavioral problems. The proposed analyses attempt to quantify the costs to society of these problematic transitions. Total and individual costs will be calculated for surveyed youth and conservatively extrapolated to indicate costs for the Detroit metropolitan area. Initial estimates in the few years following exit from the system suggest that aged out youth incurred costs of over \$3 million in public assistance, \$1.5 million in prison costs, and \$11.1 million in lost wages. Findings will be used to bolster arguments for additional state and federal expenditures on intervention programs for adolescents in foster care.

[259]

Addressing Educational Inequalities: Baseline Results From Kansas Foster Care Youth

Rhonda Lewis-Moss, Chakema Carmack, Corinne Nilsen & Deltha Colvin

Wichita State University

Although 80% of foster care youth state they would like to attend college, less than 10% actually succeed. Often times they are left behind in terms of reaching their educational goals because of the need to be in a safe environment. The goal of the Kansas Kids@ GEAR UP program is to help foster care youth in the state of Kansas reach their educational goals. One of the main objectives of the program is to provide baseline data on youth in the state foster care system who enroll in the program. Kansas Kids@ GEAR UP program participants are kindergarten through high school. The program-developed evaluation asks questions about whether students know about college entrance requirements and the availability of financial aid. Data taken from a sample of 341 middle school students and 205 high school students revealed that students in the program had not talked to anyone about college entrance requirements or financial aid. Baseline results from the evaluation show that only 27% of middle school students and 41% of high school students had spoken with someone about college requirements. Only 27% of high school students had spoken to someone about financial aid. The baseline results show that the majority of Kansas Kids@ GEAR UP participants are unaware of requirements to attend college or financial aid. Thus it is important to collect baseline information in order to understand and address educational inequalities by intervening with youth to increase their knowledge about college requirements and how to access financial aid. Limitations and future research issues will be discussed.

[260]

Social Support and Instrumental Support among Foster/Adoptive Parents

Samuel Girguis, Heather Lewis Quagliana & Christy Reeder Fuller Graduate School of Psychology, Children's Hospital Los Angeles

The current study identifies elements of social support, instrumental support, and investigates the relationship among resource utilization, child distress, and burnout among foster/adoptive parents associated with a faith-based organization called Child S.H.A.R.E. (Shelter Homes: A Rescue Effort). Eighteen foster/adoptive parents participated in focus groups and were asked about their experience as foster care providers. When asked about what offers the greatest support, networking with other foster families was the most frequent, extensive, and intense theme. Other prevalent themes were Foster Care Workers, Church, and Family/Friends. Data analysis

revealed networking with other foster families provided both emotional support and information exchange, which were salient needs for both newer foster parents as well as more seasoned foster parents. A mail survey was also conducted with 72 foster/adoptive parents. Data analysis revealed that significant relationships exist among the three variables, suggesting that foster parents' levels of burnout are influenced by resource utilization and child distress.

[261]

An Ecological Framework for Promoting Systemic Peace-building in Northern Uganda

Eric Green & Bret Kloos

University of South Carolina

Twenty years of fighting between the Government of Uganda and the Lord's Resistance Army have resulted in an untold number of deaths, thousands of injuries, disfigurements, and abductions, the displacement of more than 2 million people, interrupted access to education, and damage to the social fabric of countless communities – all with an estimated economic cost of 1.7 billion USD. However, recent developments in the peace talks at Juba, Sudan suggest that Africa's longest running war may have reached a tipping point. The prospect of peace and resulting mass migration from IDP camps to former homes and farmlands will present a unique opportunity to study what will probably be a large-scale restructuring of Acholi society not seen since most of the population was displaced in the mid-1990s. This project, commencing in February 2007, will use both quantitative and qualitative methods to investigate the post-war social ecology in northern Uganda. A major goal of this study is to understand the impact of direct violence, structural violence, and post-war relocation on multiple ecological levels of this society. Because of its emphasis on structural violence and the promotion of well-being among oppressed groups, this project is framed in a critical paradigm.

[262]

Conceptualizing Peace: Are there Differences Between Laypeople and Peace Experts?

Susan Mrazek

University of Hawaii at Manoa

The concept of peace is examined in two separate groups—laypeople and peace experts. By qualitatively analyzing interviews and using a grounded theory approach, unique findings are realized. Peace has been described to exist on various levels, similar to the levels of context described in Bronfenbrenner's (1979) community psychological work. In this study, it is shown that experts and laypeople, when not questioned about a particular context, often describe peace and its attributes at separate levels. However, when a particular context is specified for the interviewee, group membership appears to be irrelevant. Furthermore, members of the expert group seemed to hold more diverse opinions and beliefs than those belonging to the layperson group, implying that their training and current work involving peace greatly shapes their ideas of the concept. Future work hopes to examine the possible impact of developmental stages on these opinions and hopefully create new ideas and stages of peacemaking and peace conceptualization.

[263]

Barriers to Behavioral Change Related to Global Warming

Christine Quimby

Penn State Harrisburg

This paper explores the problems environmentalists face when changing behaviors in the face of information about global warming. It does this through a survey designed to determine the

following: how environmental attitudes and environmental behaviors are connected, the role of empowerment in environmental behavioral change, and from a social policy perspective, what can be done to facilitate change.

[264]

Social Power and Barriers to Participation Regarding an Environmental Dispute

*Jennifer Zorland, Marci Culley & Emma Ogley-Oliver
Georgia State University*

Community members may experience multiple benefits or costs from participation in decision-making related to environmental disputes (Culley & Angelique, 2003; Wandersman & Florin, 2000). Viewed through the lens of a three-dimensional view of social power (Lukes, 1974), this poster highlights potential barriers to participation related to a dispute regarding naturally occurring asbestos (NOA) and effects on public health. We performed a content analysis of information provided to the public by local agencies. These data were compiled as part of a larger, ongoing research project. Preliminary findings suggest that control of resources, agenda setting, and shaping conceptions of "the problem" may have influenced the extent to which the public participated. The three dimensions of power can provide a heuristic for gaining insight into the actions of local agencies, and illuminate how citizen participation may be impacted (Culley, 2004; Speer & Hughey, 1995). Implications for the development of interventions related to citizen participation in environmental issues, and future research in community psychology are discussed.

[265]

Power, Environmental (In)justice and Geographical Placement of New Nuclear Facilities

*Emma Ogley-Oliver, Jennifer Zorland & Marci Culley
Georgia State University at Atlanta*

This poster examines the environmental (in)justice implications of the geographical placement of newly proposed nuclear power plants in the United States (US). It is argued that poor communities are predominantly targeted when future developments are considered. New nuclear power reactors have not been ordered in the US since the 1979 partial meltdown at Three Mile Island, yet there are plans to start construction soon. Such plants have been heavily marketed as "green" solutions to global warming. With pending new construction, we argue that it is essential for community psychologists to work with stakeholder groups to uncover issues related to the use and production of nuclear power. This poster presents census data for all newly proposed nuclear power plant sites, which are discussed in relation to the dimensions of social power Lukes (1974). Discussion will focus on the renaissance of the nuclear power industry in the US. Potential interventions for community psychologists within this arena will be discussed.

[266]

Families' Use of and Satisfaction with Urban Parks

*Mélissa Tremblay, Liesette Brunson, Patrice Pitre, Mélanie Lepage & The DEC-Research-Team
University of Quebec at Montreal*

Urban parks represent valuable green space for recreation and relaxation, particularly in impoverished neighborhoods, where fewer families may have access to private yards. This poster presents the results of a study linking families' use of local neighborhood parks to the observed characteristics of those parks. Four urban neighborhoods in Montreal served as the focus for the study. We listed all of the city parks within a 1.5 km distance of the neighborhoods in the study, and asked a sample of 200 families with at least one child between the ages

of 20 and 42 months old about their frequency of use and satisfaction with each park. Independent observations were made of each park, including characteristics such as presence and state of play equipment for different ages, upkeep, and litter. Data on park size and green space were also assessed. Analyses examined which parks were most frequently used by local families and which park characteristics seemed to be associated with more frequent use and higher satisfaction. Results suggest strategies for making urban parks more attractive to families with young children.

[267]

Attitude of Neoliterates towards Different Social Issues

*Anjali Ghosh
Indian Statistical Institute*

The literacy movement in India has sought to respond to the needs of the people at grassroots. The national Literacy mission seeks to promote literacy among non-literates, particularly among women and disadvantaged groups like scheduled caste, scheduled tribe and backward class population. The impact of total literacy campaign (TLC) can be observed from the attitude of these neo-literates towards different social issues. In this paper, we have studied the impact of TLC on subjects sampled from two districts of West Bengal, India with respect to their attitude towards health care and food habits, marriage and family welfare and education. Data were collected from two strata of people(1) where one member of the household completed TLC course and (2) where one member of the household illiterate but not attended TLC course. The findings revealed that the information imparted through TLC helped the neoliterates than the illiterates, particularly females to express more positive attitude towards health and food habits, marriage and family welfare and education. It is envisaged that this perception would help to increase awareness for health care and motivation for enrollment in schools for the coming generation.

[268]

Using evaluation for organizational learning in the nonprofit sector

*Deena Murphy-Medley
NDRI-NC, North Carolina State University*

In an era of accountability and transparency, financiers and external agencies are increasingly pressuring nonprofit organizations to evaluate the impact of their programs and services. While nonprofits are increasingly aware of the importance of conducting evaluation, they are often frustrated by their lack of capacity to effectively implement and use evaluation. As external pressures for accountability increase, nonprofits that are unable to improve their capacity to document the impact of their work are at risk of losing financial and community support. This poster proposes to utilize the data from an on-line survey to explore the interconnections between stakeholder engagement, organizational characteristics, organizational learning capacity, and supportive leadership on implementation and use of evaluation in North Carolina's nonprofit sector. 284 grantees from three diverse foundations completed this extensive survey, which utilized both closed and open-ended question formats to assess nonprofits' experiences, interests, and needs in the area of evaluation. Based on these data, this research will use path analysis to identify the factors that facilitate nonprofits using evaluation and will discuss recommendations for evaluation capacity building interventions that promote the use of evaluation as an organizational learning tool in the nonprofit sector.

[269]

Assessing the Motivations of Urban Ministry Workers: An Exploratory Study*Hanna Lee, Hana Shin, Jean Min, Sean M. Love, Bikat S. Tilahun, Phillip Gable & Cynthia B. Eriksson**Graduate School of Psychology at Fuller Theological Seminary*

Urban workers provide invaluable service amidst the reality of poverty, discrimination, and violence existing within their communities. Though working in multiple capacities, such as education, skills training, and community development, these workers often go without recognition or reward. The authors of this study sought to investigate the various motivations underlying this altruistic choice to work in urban ministry. Drawing upon previous theories of motivation and the participation of an urban ministry focus group, a measure of motivation was designed specifically for this study. Two hundred and eighty-three urban ministry workers affiliated with faith-based agencies in five different U.S. cities completed a paper survey. The exploratory factor analysis yielded a factor solution consistent with construct theorizing. Results showed the scale as composed of distinct factors, represented by experiential, spiritual, intrinsic, and value-oriented motivation. As expected, spirituality was a significant factor in this population's paradigm of motivation. Frequently endorsed items included: fulfilling God's calling, living life differently, and seeing lives transformed. Practical implications of motivation are given for future recruitment and training, and theoretical justifications are presented for continued research.

[270]

Conducting Research with First Nations Communities: Lessons from a Participatory Research Project*Heather Schmidt**York University*

'Understanding the Strengths of Indigenous Communities' (USIC) is a collaborative research project that involved 8 diverse First Nations communities from across Canada. As part of the project's participatory mandate, Aboriginal community members were trained in various research methods, which they then used to survey their fellow community members about areas of community success and what is working well in their respective First Nations. They worked collaboratively with academics to complete focus groups, surveys, and case studies in their communities. I have been involved with this project for the past 7 years working as the statistics analyst for the survey data and collaborating on case studies and focus groups wherever the researchers felt I was needed. In addition, I interviewed the various project members about their experiences within the USIC project and I analyzed my own research journals from my time spent living on-reserve in the communities. My poster will share some of the challenges that we faced, our strategies for conducting successful Aboriginal research (persevering in spite of the challenges), reflections on the role of non-Native academics in First Nations research, as well as statistical findings about community quality of life, traditional culture, and individual empowerment in the participating Aboriginal communities.

[271]

Training in Public Policy: Lugging Psychology Along*Irma Serrano-Garcia & Eduardo Lugo-Hernandez**University of Puerto Rico*

Participating in public policy (PP) is a legitimate endeavor for community psychologists. The APA has continuously tried to make it an activity in which all psychologists are engaged. Stemming from our conviction that this activism is necessary, we have been involved in research regarding participation of

psychologists in PP. Our goal is to present results from two studies related to training opportunities on PP for psychologists in Puerto Rico and discuss the actions these investigations have generated. The first study was a survey of psychology training directors (PTD) on the island and an analysis of program descriptions. Only three programs offer courses related to PP and in only one is this course required. The second study was a survey of all licensed psychologists on the island, which was answered by 174 persons. Most participants (67%) recommended that graduate programs include courses related to PP. As a sequel to these studies, various activities have been implemented: a) meeting with Alianza (a group which gathers all PTD), b) implementing a continuing education course on PP for psychologists, and c) celebrating a roundtable at the most recent local psychology convention. Barriers and facilitators to achieving change in this training environment will be discussed.

[272]

Empowering Change: Evaluating Difficulties Faced by Guatemalan Aid Workers.*Jeanette Lantz, Cynthia Townsend, Rebecca Roberts, Autumn Gallegos, Lee Perry, Julia Lea, Alexandra Linscott, Emily Chen, David Foy & Katharine Putman**Fuller Graduate School of Psychology, Pepperdine University*

Indigenous aid workers are front-line service providers in post-conflict settings; however staff members are often exposed to numerous risk factors in their work and personal experience. This study reports findings from a survey conducted with 51 indigenous Guatemalan aid workers done to facilitate an understanding of the levels of community violence exposure, traumatic loss and posttraumatic symptoms among the group. The staff was doing several types of aid work, including providing relief services for families affected by Hurricane Stan and documenting testimonies of genocide during the 36-year civil war. The survey was conducted prior to a stress management workshop at a university in Guatemala City. The aim of the study was to provide aid organizations in Guatemala with an enhanced understanding of the difficulties faced by aid workers. Analyses indicate that out of a possible 37 events, participants reported an average number of 14.3 events of community violence during their lifetimes. Additionally, 77% of staff reported experiencing traumatic loss. Among participants, 21% endorsed clinically significant symptoms of posttraumatic stress, and 17% reported levels of distress consistent with a diagnosis of PTSD. Implications for proactive steps the community organizations can take to support and empower their staff members are discussed.

[273]

Does Training Matter? A Closer Examination at How Training and Technical Assistance Influence Program Fidelity*Joanna Weinberg, Angela Mooss, Michael Armstrong, James Emshoff, Rita Noonan & Barbara Ball**Georgia State University, Centers For Disease Control and Prevention, Safeplace*

Sexual assault prevention, like many areas within social and behavioral intervention, suffers from a disconnect between knowledge generated through scientific research, and common programs and processes used by practitioners. A second disconnect exists in understanding how to close this gap. For example we know little about the organizational and contextual dynamics that affect how to implement evidence-based programs. The degree to which they adhere to the original program model may vary greatly according to multiple organizational and contextual factors. This poster will present the results of a mixed method evaluation of Expect Respect, a

sexual assault prevention program implemented in middle and high schools. Various dimensions of fidelity have been revealed that relate to such organizational and contextual factors. One organizational factor in particular, technical assistance and training) will be further examined regarding its relationship with fidelity to the original program model. A multivariate analysis of variance will be run to determine the importance of training and technical assistance in maintaining high fidelity during implementation. Dimensions of fidelity that will be examined include: staff, recruitment and referral, evaluation, school relationship, and group process. Results of this study will be used to determine how much emphasis should be placed on technical assistance and training in the relationship between program developers and implementers.

[274]

Engaging Youth in Organizational Governance: Case Studies of Youth-Adult Partnership

Julie Petrokubi & Shepherd Zeldin

University of Wisconsin-Madison

4-H Youth Development (4-HYD) is part of an international movement to expand opportunities for youth to actively shape the direction of their organizations and communities. However, little information is available on how organizations actually make this transition from adult governance to youth-adult partnership (Y-AP). This study aims to provide insight on this issue by examining how 4-HYD staff facilitated this transition to Y-AP in a variety of organizations. Over two years, 18 staff members were interviewed regarding their experiences promoting Y-AP in local communities. In order to better understand these issues in context, case studies were conducted of youth-adult partnerships in three common decision-making settings: an organizational board, community coalition and local government committee. Data collection included observation, interviews, and focus groups with diverse youth and adult stakeholders. 4-HYD staff participated in several aspects of case study design and analysis. Findings indicate that Y-AP challenges existing cultural and structural norms, resulting in a range of benefits and barriers for organizations. This poster describes effective staff strategies for promoting Y-AP, in addition to stakeholder perspectives on outcomes. Study implications are relevant for researchers, practitioners and policymakers interested in efforts to initiate and sustain new roles for young people in organizations and communities.

[275]

Activism, Psychological Connections, and the Mediating Effect of Political Conservatism

Justin Hackett & Allen Omoto

Claremont Graduate University

This study used questionnaire data using multiple-item items from older adults to examine psychological predictors of activism, including both social and political activism. Specifically, we tested the viability of a model in which political conservatism was hypothesized to mediate the effects of psychological sense of community, psychological sense of global community, and sense of global responsibility on social and political activism. The data for these analyses come from members of three retirement communities in Los Angeles County. In an initial regression analysis we obtained evidenced that the three psychological variables, when entered as a block, significantly predicted activism even after controlling for political conservatism. Next, we examined each activism measure separately, as well as political conservatism as a potential mediator of each of the individual psychological predictors. The results of these analyses indicated that psychological sense of global community and sense of global

responsibility were significant predictors, and that political conservatism only partially mediated their effects on the different measures of activism. Political conservatism did not mediate the relationship between psychological sense of community and any of the activism measures. Political conservatism may play a role in more global psychological connections.

[276]

Neighborhood-Parent Interactions and the Impact on Infant Stress

Lea Bromell

Duke University

The quality of one's neighborhood may have important implications for the physiological manifestation of stress as well as behavioral outcomes; however, the relationship between neighborhood and infant development has not been widely examined. The current study hypothesized that neighborhood quality would impact infants' physiological stress response through mothers' parenting behaviors. The sample included 179 African American and European American families with a 12-month-old infant. Measures included mother's report of neighborhood quality, observed responsive parenting of mothers, and infant cortisol regulation after a stressful situation. Preliminary findings using regression analysis demonstrated that after controlling for ethnicity, income, financial difficulties meeting basic needs, parental distress, and mother's psychopathological symptoms, neighborhood quality significantly predicted mother's responsive parenting. Similarly, responsive parenting significantly predicted infant cortisol regulation. These preliminary findings are promising and the hypothesized mediation model will be further tested. Important implications of this study include that neighborhood characteristics may have an indirect effect, through parenting, on the physiological response to stress as early as 12 months. Furthermore, these findings imply that policy must consider the impact of neighborhood quality on family functioning and infant health.

[277]

The Effects of Knowledge of Health Disparities on Patient Trust

Lisa Minich, Steven Howe & Daniel Langmeyer

University of Cincinnati, DePaul University

Trust is an important component of the patient-healthcare provider relationship. Patients who report high trust in their providers are more likely to follow recommended medical regimes, to receive appropriate preventive screenings, and to report feeling more in control of their disease. Patients who report low levels of trust are more likely to put off seeking needed medical treatment, to underuse prescribed medications, and to not follow a healthcare provider's advice. As race-based health disparities become more widely acknowledged in academic and popular sources, it is important to assess the impact this knowledge may have on patient trust in providers. Logistic regression analyses were performed to determine the strength of demographic variables, patient-provider interaction variables, and knowledge of disparities variables as predictors of patient trust. Findings suggest that thinking African Americans and whites to be equal in healthcare access opportunities and health outcomes is predictive of high trust in providers, while thinking that there are inequalities in the healthcare system was not consistently predictive of either high or low trust. These findings suggest a need to better understand how patients use their knowledge of disparities to navigate the medical system.

[278]

County Level Variations in Social Trust and Life Expectancy*Marc Goldstein, Angela Duhaime & Ponte Matthew
Central Connecticut State University*

Murray et al (2006) recently reported data on life expectancies for all counties in the United States. The discrepancies in life expectancies across counties could not be fully accounted for by differences in income, race, or access to health care. An additional explanatory variable may be variations in social capital across regions. Indeed, several studies (Subramanian, Kim & Kawachi, 2002; Wujcik, 2006) using data from the Social Capital Benchmark Survey (SCBS) (Saguaro Seminar, 2001) have reported a significant relationship between one measure of social capital, i.e., social trust--generalized trust of others--and self-reported health status. The present study compared variations in county life expectancy (LE) with county variations in social trust as measured in the SCBS which was conducted in 41 different locales (112 different counties) in the United States in 2000. After adjusting for certain demographic differences between counties, levels of social trust were then correlated with measures of county LE. Results indicated that variations in LE were positively associated with differences in social trust. Implications of these findings are discussed.

[279]

Multicultural Competency and the Child Welfare System*Mark Fondacaro, Michael Ghali & Marsha Brown
City University of New York, University of Florida*

This poster presents preliminary results from a program of research aimed at understanding and preventing racial disparities in the child protection system and the connection such decisions may have to racial disparities in the juvenile justice system. African American children are disproportionately represented among those receiving the most intrusive treatment by the child welfare system (e.g., out-of-home-placement) and the most punitive dispositional outcomes in the juvenile justice system (e.g., incarceration). This preliminary phase of the research will focus on assessing the multicultural competence of child protection workers and the relationship that such multicultural competence and incompetence may have to biased decision making in the child welfare context. The following research questions will be addressed: 1) Does the race of the child influence judgments made by child protection investigators about substantiation, level of risk, and intrusiveness of intervention? 2) Is multicultural competence of child protection investigators related to judgments about substantiation, level of risk, and intrusiveness of intervention regardless of the race of the child? 3) Is the relationship between the multicultural competence of child protection investigators and their judgments of substantiation, level of risk, and intrusiveness of intervention moderated by the race of the child (i.e., European American, African American)?

[280]

The Energy Envelope: A More Patient-Centered Approach*Mary Benton, Leonard Jason & Nicole Porter
Wichita State University, DePaul University, Center for
Community Research*

Physicians and researchers have advocated many different therapies for those suffering from chronic fatigue syndrome (CFS). The therapy that is recommended often depends on one's belief about the etiology of CFS. For example, those who believe in the psychogenic nature of the illness may be more inclined to suggest treatment such as exercise, which reinforces the idea that CFS is due to pathology within the individual, rather than having an organic cause. In addition to the

detrimental effects of such beliefs on the patient, exercise therapy often makes fatigue symptoms worse, which has angered many patient groups. We postulate that this increased fatigue is due to expending more energy than one has available. Consequently, our study attempts to examine the effects of various treatments, including exercise, from a more patient-centered model, the energy envelope. We suggest that successful therapies, regardless of type, are due to keeping CFS patients within their energy envelope. This focus eliminates the prescriptive nature of treatment and allows for treatment with an emphasis on individual patients. This study seeks to determine whether keeping within one's energy envelope results in decreased fatigue while using a perspective more concordant with the aims of community psychology.

[281]

Clothing and Sense of Belonging in Japanese Returnee Students' Readjustment*Masako Hioka & Mitsuru Hisata
Sophia University*

Sojourners and cross-cultural adaptation issues have attracted attentions from both cross-cultural and community psychology (e.g., Church, 1982). Kikoku-Shijyo, or returnee students, refers to the children of Japanese families and their reentry into Japan after living overseas. They face readjustment issues when attempting to create new friendships among their peers. Literature on returnee students describes the possible setbacks contributing to negative readjustment outcomes. However, there is little research on how returnees devise methods to fit into social circles; no research to date has explored if factors such as clothing contribute to their overall adjustment. This poster presents the results of qualitative research conducted on six female returnee students from the United States. Emphasis was particularly placed upon the possible mediational role of clothing. Research showed that there were four distinct readjustment types (i.e., natural adaptation, reaffirmation, personality readjustment, and marginalized maladjusted). In particular, those who made a conscious effort to fit in by wearing Japanese-style clothes felt greater acceptance by their peers. Analysis also showed that the choice of clothing not only strengthened their sense of belonging, but also served as a mediator of positive interpersonal relationships.

[282]

Youth Advocacy through Web-Based Co-Creation*Mason Haber, Nicole Deschenes, Bruce Neubauer & Alison Pinto**Department of Child and Family Studies, Florida Mental Health Institute, University of South Florida, Department of Government and International Affairs College of Arts and Sciences*

Although complexity science (e.g., Cramer, 1993) has previously been used to guide many policy-making applications over the past two decades, it has seldom been applied to policy-making in the area of behavioral health. The present demonstration is designed to illustrate the usefulness of complexity science ideas in advocacy efforts to improve behavioral health systems for transition-age (i.e., 16-30) youth with emotional and behavioral disturbances (EBD). The demonstration will use existing technologies to facilitate participation in co-creation of policy from key stakeholder groups, including: 1) Issue experts, 2) Administrators and program directors, and 3) EBD youth and members of their support networks. Federal-level legislation and policies related to services for EBD youth will be excerpted and annotated to be comprehensible by diverse participants. Individuals from each participant group will be able to create user accounts that will

allow them to "edit" policy and one another's edits so that collectively defined policy evolves over time. An online space for ongoing dialogue about the existing and co-created policies will also be established. The proposed presentation will describe the concept and methods used for the demonstration and present initial qualitative data from the project.

[283]

Understanding How Participation in a Consumer-Run Organization Relates to Recovery

Louis D. Brown, Matthew D. Shepherd, Edgar C. Merkle, Scott A. Wituk, & Greg Meissen

Johns Hopkins Bloomberg School of Public Health, Wichita State University

The goal of this study is to examine how different types of participation in a Consumer-Run Organization (CRO) are related to recovery. More specifically, this study uses structural equation modeling to examine the relative impact of empowering and socially supportive participation experiences on progress towards recovery among 250 CRO members from 20 CROs. An empowering participation experience refers to work involvement in leadership roles and contribution to organizational functioning. A socially supportive participation experience refers to social involvement in mutually supportive friendships with intimacy and sharing. Results indicate that both types of participation are associated with recovery, although a socially supportive participation experience maintains a stronger relationship with recovery than an empowering participation experience. This suggests that CROs can contribute to the recovery of their members the most when they maintain environments that encourage both social support and empowerment. Strategies CROs can use to promote these different environments are discussed.

[284]

Promoting and Assessing Recovery in Mutual-Help Settings: Predictors of Recovery Profiles

Deborah A. Salem & Marisa Beeble

Michigan State University

Recovery from serious mental illness is a multidimensional and iterative process which varies depending on the context in which individuals are engaging in recovery. This paper explores whether individual characteristics (e.g., demographics, history of hospitalizations) and aspects of mutual-help experience (e.g., length of membership, experience of referent power and expert power) differentiate between members with different profiles of recovery. Data was collected from a national sample of 352 participants in Schizophrenics Anonymous (SA), a mutual-help organization for people experiencing a schizophrenia related illness. A measure of recovery was developed to reflect four phases of recovery that emerged from SA members' personal stories of recovery in SA. These included, 1) Mourning and Grief, 2) Awareness and Recognition, 3) Redefinition and Transformation, and 4) Enhanced Well-Being and Quality of Life. Using cluster analysis, four distinct profiles of recovery were identified. Individual level characteristics did not differentiate between clusters. Length of involvement in SA, the extent to which members experienced feelings of expert and referent power with the group, and level of satisfaction did differ among clusters. Results will be discussed with reference to the importance of being context and process sensitive in our measurement of recovery.

Saturday, June 9th

9:45-11am

[285]

Exploring Our Values Through Storytelling

Niki Harre, Kelsey Deane, & Brad Olson

University of Auckland, Northwestern University

This workshop is an exercise in storytelling, designed to share with others the values we have about how to live a good life and the ways in which we live these. The workshop has two key aims: to generate insights that may inspire you to live more consistently with what you believe, and to give you the skills to conduct your own storytelling workshop. The process involves individuals preparing a story around the questions including: What are my values? Where have my values come from? How do I live these values? How am I supported in living these values? What stops me from doing more? What ideas do I have for how I could live my values more fully? Next, participants will tell their stories to others in a small group, listening and responding to others' stories in a structured format, and collectively generating insights based on common themes across the stories that have been shared. This workshop has been successfully run in various contexts such as teaching community psychology to undergraduates, with high school students as well as with psychologists and youth workers. It is potentially a very powerful way of creating and strengthening social networks, obtaining and sharing information about experiences, and inspiring both individual and group action. We believe workshops like this can bring about change by getting people connected and inspired to begin to take personal action and talk to others of their action. In this way, we can start to make a real difference.

[286]

The InterACT Sexual Assault Prevention Program: Empowering Individuals to Create Social Change

Courtney Ahrens, Marc Rich, Jose Rodriguez, Sarah Ahmad, Samantha Abeling, Julie Harbutte, Chamaneth Khem, & Karen Balumbu

California State University at Long Beach

The interACT Sexual Assault Prevention Program is a unique, interactive, skill-building performance designed to train participants to de-escalate violent situations and support rape survivors once an assault has occurred. This nationally-recognized program features a performance developed in collaboration with experts in sexual trauma, and is based on current research. It involves a short 10-minute scripted performance followed by several proactive scenes in which the audience members participate onstage with the actor-educators. Through active participation in the performance, audience members are induced to believe they can: 1) prevent sexual assault (preventive self-efficacy); 2) respond pro-socially to survivors (responsive self-efficacy); 3) understand the plight of survivors (perspective taking and empathy); and 4) engage in actual behavior change. During this conference session, a demonstration of the interACT performance will be provided. Results of several program evaluation efforts will then be discussed that highlight the unique impact that proactive, dialogic approaches like this one can have in stimulating social change. Consistent with Paulo Freire's problem-posing pedagogy and Augusto Boal's Theatre of the Oppressed, this performance empowers participants to take an active stance in promoting social change. Since a proactive approach like this one may be equally beneficial for a variety of other social problems, this innovative session should prove beneficial for community psychologists with a wide range of interests.

[287]

Developing Diversity Principles for Community Research and Action*Shelly Harrell, Meg Bond, Hugh Vasquez, Joseph Berryhill, Kien Lee, & Gabriella Martorell**Pepperdine University, University of Massachusetts at Lowell, San Francisco Education Fund, University of North Carolina at Asheville, University of Illinois at Chicago*

Community research and action often involves managing diversity-related challenges. Attempts to bridge differences in our research and interventions can present numerous dilemmas that ultimately impact the credibility and effectiveness of our work. The primary objective of this proposed roundtable is to provide an opportunity to discuss, critique, and reflect upon the recently published Diversity Principles for Community Research and Action (AJCP, June 2006). This special AJCP issue contained 22 detailed narratives of dilemmas related to multiple dimensions of diversity including race, ethnicity, gender, class, sexual orientation, disability, and religion. We will first provide an overview of the three broad Diversity Principles for Community Research and Action emerged from our analysis of the stories. Each of the three diversity principles (Community Culture, Community Context, and Self-in-Community) is associated with a process emphasis (descriptive, analytic, and reflective), a fundamental assumption, a core question to engage, an orienting stance (informed compassion, contextualized understanding, and empowered humility), as well as three specific focus areas. Several of the authors will also participate in the roundtable and provide brief highlights of their stories and connections to the Diversity Principles. The discussion will focus on reactions to the principles as they might apply to participants' own work in diverse settings.

[288]

Making the HUD Point-in-Time Homeless Count Meaningful to Communities*Lindsey Stillman, Beth Shinn, & Paul Toro**University of South Carolina, New York University, Wayne State University*

Every two years, the U.S. Department of Housing and Urban Development requires communities to conduct a point-in-time count of people who are homeless. These counts require an extreme amount of resources and expertise in order to be done well and reveal very little about the problem of homelessness. We will discuss the challenges involved in conducting a point-in-time count and the limitations in using point-in-time counts to understand the problem of homelessness. Discussants will share ways in which communities have been creative and resourceful in designing more accurate counts and will exchange unique ways in which point-in-time counts have been combined with other approaches to improve community planning around the issue of homelessness.

[289]

Culture, Context, and Development: HIV Prevention for Gay/Bisexual/Questioning Youth*Omar Jamil, Jacob Warren, Marco Hidalgo, Gary Harper, & Isa Fernandez**DePaul University, Nova Southeastern University*

Gay/Bisexual/Questioning (GBQ) male youth, especially young men of color, are becoming infected with HIV at increasingly high rates. Thus, culturally and developmentally appropriate prevention interventions are urgently needed. This symposium will feature qualitative and quantitative investigations of cultural, contextual, and developmental factors that impact the sexual risk/protective behaviors of GBQ male youth from three

ethnic groups. Presentations will explore the critical roles of ethnicity/culture and gay identity in the sexual lives of GBQ young men; and examine, from a contextual perspective, the influence sexual partners on risk/protective behaviors. Presenters will discuss implications for the development of comprehensive HIV prevention interventions.

[290]

Using Community-Based Participatory Research to Determine Mental Health Intervention Focus

Since 2001, the Johns Hopkins University Center for Adolescent Health has collaborated with the Historic East Baltimore Community Action Coalition Youth Opportunity (HEBCAC/YO) program to address the health needs of adolescents and young adults in East Baltimore who are disconnected from school and the workforce. Adolescents and young adults disconnected from school and work face significant challenges to leading healthy and productive lifestyles. Programs working with this population typically focus on school completion, job training, and reentry from foster care or the juvenile justice system, rather than provision of health services. This presentation describes a community-based participatory research process that has culminated in the implementation of a multi-component intervention to promote positive mental health among HEBCAC/YO participants. First, we describe data collection undertaken to determine health needs of HEBCAC/YO participants, including focus groups and surveys with HEBCAC/YO participants and interviews with participants' case managers. Data will be presented, including findings from surveys conducted with 1,043 HEBCAC/YO participants between 2001-2005. Second, we describe the participatory process used to review collected data and prioritize mental health as the focal area for intervention efforts. Third, we describe the multi-component intervention being implemented to promote positive mental health among HEBCAC/YO participants.

[291]

Understanding the Comorbidities of Depression in an Urban African American Youth Population

Urban African American adolescents and young adults who are disconnected from work and school are largely ignored in the peer-reviewed literature. However, given the growing number of adolescents and young adults disconnected from school and work, attention needs to be placed on understanding this population's health and mental health concerns. Moreover, to develop effective interventions for this population there needs to be a better understanding of relationships among different health behaviors. Between 2001 and 2005, Johns Hopkins University's Center for Adolescent Health conducted a health screening with new enrollees in a youth employment and training program (HEBCAC/YO) to assess health access and status for 1,043 youth ages 14 - 24. This presentation will discuss findings from this health screen. First, we will present data on the prevalence of depression, as measured by the Children's Depression Inventory (CDI). Second, we will present data examining comorbidity of depression and substance use (measured using the CAGE Inventory to assess problem drinking and Youth Risk Behavior Survey questions to assess drug use) as well as comorbidity of depression and violence behavior (measured using Youth Risk Behavior Survey questions). We will also describe results from analyses examining whether the above relationships vary by gender and age.

[292]

Collaborating with African American Adolescents to Develop a Mental Health Education Intervention

African American youth living in urban environments are disproportionately affected by community violence and chronic levels of stress (Cooley-Quille, Boyd, Frantz, & Walsh, 2001; Attar, Guerra, & Tolan, 1994). With the increased stressors accompanied with living in such areas, African American adolescents are more vulnerable to school dropout, unemployment, and poor mental and physical health. Given such vulnerabilities, a Baltimore community agency (HEBCAC/YO) working with African American adolescents and young adults who are disconnected from school and the labor force identified mental health as a primary focus for health improvement among their participants. This presentation describes the collaboration among HEBCAC/YO agency staff, university researchers, and adolescents/young adults who are HEBCAC/YO alumni to develop a contextually and culturally relevant mental health curriculum. Specifically, this presentation details the community-based participatory research process used to adapt an evidence-based curriculum and to develop additional curriculum sessions, with particular attention given to the process of engaging HEBCAC/YO adolescents and young adults in the adaptation process. We will also discuss the process of training the HEBCAC/YO youth to facilitate the mental health curriculum with current HEBCAC/YO members. It is hypothesized that HEBCAC/YO members will be more receptive to a mental health intervention led by appropriately trained peers.

[293]

Preparing Children and Adolescents of Color for Contact with Police

David Rollock, Demetrice L. Moore, & Amber J. Landers
Purdue University

Given the small but growing empirical literature base showing clear linkages between exposure to racism and the mental health of people of color, incidents of police violence involving citizens of color present several important concerns for communities of color, community researchers, and mental health professionals. First, how does broad media coverage surrounding such incidents (e.g. Rodney King in 1991, Abner Louima in 1997, Sean Bell in November 2006) affect the sense of threat or well-being of late adolescents/young adults who are exposed to it? Second, how do these exposures relate to views of law enforcement personnel, and what personal characteristics or attributional patterns may be associated with these views? Finally, how do communities of color prepare their children and adolescents for contact with police, especially in communities that might require higher levels of public safety services? The proposed roundtable will (1) set the context for discussion by outlining results from recent studies bearing on these questions with African American and Latino adolescents/young adults, and samples of African American parents; (2) encourage discussion of how views of police are transmitted in communities of color, and what kinds of messages may optimize safety, human rights, and individual sense of efficacy; and, (3) facilitate dialogue on methods for studying these processes and putting relevant findings at the disposal of parents and other socializing agents

[294]

Changing After-School Settings

Edward Seidman

William T. Grant Foundation

The creation of high quality after school settings has become a topic of great contemporary importance. While we have

considerable knowledge regarding what a high quality setting looks like, we have precious little theory, know-how, or research on how to create such a setting. This symposium showcases three large-scale experiments aimed at changing after school settings of youth, per se. Each presentation will focus on setting-level theory, intervention theory and practices ranging from scripted and curricular to process-oriented interventions, measurement of setting-level social processes, and the unique research design considerations when settings are the unit of assignment and analysis.

[295]

The High/Scope Youth Program Quality Intervention: Testing an Alternative to High-Stakes Accountability Policies

The Youth Program Quality Intervention (YPQI) is a three-year intervention designed to bring about lasting positive change in the consistency of quality of youth programs, particularly at the point of service—the place where adults, youth, and resources come together. The intervention involves 100 out-of-school time settings (using a multi-site cluster-randomized design) and includes three core elements: (1) a research validated quality assessment system designed to drive reflective practice and continuous improvement; (2) a best practice approach to youth work and learning; and (3) a set of organizational policies that help supervisors bring youth and staff into decision-making processes related to the quality of programming. The intervention integrates system-level needs for quality accountability and opportunities for staff to be intentional about quality improvement. This presentation will involve a description of the High/Scope Youth Program Quality Assessment, a presentation of a model depicting our theory of change, and a discussion of the implications of the model for leadership staff, front-line staff, and youth. We will also discuss challenges related to creating sustainable quality-related setting features across relatively isolated program offerings with high staff turnover.

[296]

Piloting a School-Based Intervention in After-School Settings: A Case Study in Science Migration

After-school programs are becoming salient parts of school and community efforts to reduce delinquency and enhance children's academic and social well-being. A critical first step in high quality programming is creating a behavioral environment that is stable, predictable, and warm. Yet few empirically validated program improvement strategies exist in the after-school field. This study relies on pilot implementation data from a small group of after-school programs and qualitative data from approximately 10 program staff, directors, and research consultants to identify the challenges and promising practices involved in the migration of a school-based intervention to the after-school setting. During the 2006 – 2007 school year, staff received training and on-going consultation on the implementation of the Good Behavior Game (GBG; Barrish, Saunders & Wolf, 1969). GBG is a simple behavior management curriculum that has been shown to have long-term effects on anger, aggression, substance abuse and school failure when implemented in schools (Kellam & Anthony, 1998; Kellam et al 1994a; Kellam et al 1994b). This paper, based on our lessons from this pilot project, provides insight into the types of changes that researchers need to make to program implementation and evaluation as they implement an intervention designed for educational settings in after-school programs.

[297]

The Kansas After-School Leadership Development Initiative: An Examination of a Capacity-Building Intervention

Over the past decade, after-school programs have received increasing amounts of attention. While an expanding body of literature has shown positive individual outcomes for after-school programs, others have called into question their impact. Due to these mixed results, growing budget constraints, and a recognized need for after-school programs, greater attention is being given to building the capacity of after-school programs. The Self-Help Network Center for Community Support and Research at Wichita State University has examined changes in after-school settings resulting from capacity building assistance directed at modifying organizational settings. More specifically, based on the theoretical foundations of behavior and activity setting theories, the current research project examined the effects of a capacity-building intervention on 16 randomly assigned after-school program sites. The presentation will describe the elements of the intervention, including strengths and challenges and its impact on the setting level features. Implications for implementation of capacity-building interventions with after-school programs will also be discussed.

[298]

Utilizing the Qualitative Paradigm to Address Issues of Social Justice in the Justice System

Mark Coe, Brad Olson, Jordan Braciszewski, & Jaime Wernsman

University of South Carolina at Lancaster, Northwestern University, Wayne State University, DePaul University

To ensure that communities are healthy and vibrant, our systems of justice must serve all members fairly. Unfortunately, there are times when our systems of justice do not accomplish this goal. When this occurs marginalized groups are disproportionately affected, public trust in government systems is eroded, and all community members are negatively impacted. Community psychology has an important role to play in supporting communities in preventing these outcomes. Qualitative methodologies are an important tool community psychology utilizes to meet this end. This symposium will examine how qualitative methods are used to promote the fair and equitable treatment of community members, particularly those from marginalized groups, in the justice system.

[299]

Identity, Oppression, and Involvement in Drug Trafficking Among African American Male Youth

Mark Coe

There has been an increasing number of African American male youth involved in the justice system through involvement in drug trafficking. African American male youth arrested and detained for trafficking often face very harsh sanctions, are often viewed in a very pejorative manner by others, and treated disparagingly in the many systems they are involved in. In spite of the myriad of issues they face, relatively little research has been conducted exploring factors that impact their involvement in drug trafficking and the justice system. Interviews conducted with the staff of the department of juvenile justice in a southern state were examined to explore these issues. This presentation will particularly focus on themes related to how this group of young men view the multiple identities they possess (i.e. race, class, gender, age), how the systems in which they are involved view them because of the identities they possess, and finally how these identities may place them in many marginalized groups and subject them to multiple forms of oppression. The impact of this oppression and methods to address this oppression

will also be examined.

[300]

Narratives and the Community Psychology of Expungment

Brad Olson & Jordan Braciszewski

Life story and narrative approaches are particularly fitting community psychology and participatory action approaches to understanding the criminal justice system for ethical and pragmatic reasons. From issues related to diversion, to better drug treatment opportunities, to clearing records through expungment, there are many benefits to understanding individuals and communities through narratives. Criminal records alone can prevent future employment. Expungement summits are often held in the city of Chicago to help individuals learn how to clear their records and increase their likelihood of employment. However, little is known about the psychology of expungment and living life with permanent criminal records. We collected narrative responses at an expungment summit from over 200 participants, ranging from 15 to 81 years old. We will discuss issues related to age, employment and housing. In addition, we will describe narratives of participants' attitudes toward the system, feelings of forgiveness, coping, attributional blame, preventive measures before prison, mutual help, and civic participation.

[301]

The Facility-to-Community Transition Experiences of African-American Male Youth

Jaime Wernsman

The high recidivism rates evidenced by youth who transition into the community after a period of confinement indicates that there is much to be learned about how best to increase the likelihood that the transition is successful. Policymakers, researchers, and practitioners have recognized the importance of addressing the facility-to-community transition and have proposed that race/ethnic considerations must be addressed in order to understand youths' transition experiences. Conflict theory and the neocolonial model provide conceptualizations concerning the unique status that African Americans have in U.S. society and how that status may influence African Americans' involvement in the criminal and juvenile justice systems. These theories identify racial/ethnic minority status as potentially shaping needs unique to African American youth who are experiencing the facility-to-community transition. Through analysis of interviews with twenty African American male youth, the current study will provide themes relating to the manner in which race/ethnicity shape young offenders' needs as they return to the community after a period of incarceration. Public policy and social justice implications will be discussed.

[302]

Caring About Race: Black Families' Perspectives on Racial Socialization

Howard Stevenson, Jr. & Keisha Bentley

University of Pennsylvania

The field of racial socialization (RS) is a growing and promising area for explaining the processes that Black youth develop in interpreting racial identity, socio-cultural relations, and emotional well-being. RS represents a set of communications, interactions, and behaviors between Black youth and the important people in their lives regarding racial identity, cultural pride, sociocultural interactions, and provides coping strategies for racism experiences or ambivalence. This presentation will describe the revision and development of previous measures of RS by Stevenson (1994, 2002) to include conceptual advances in the field and to account for multiple processes that represent the breadth and dimensionality of RS. Some new content

components include racial socialization in areas of internalized racism, classism, gendered RS, multiculturalism, and religious coping. The CARES measure includes statements that expose the reactive nature of racial tensions in America. Measurement is not a benign venture, and could affect responses and post-survey perspectives. Immediately following the completion of the measure, a sub-sample of subjects were gathered for focus groups to discuss their post-survey views and experiences of socialization. The authors will describe the factor analytic structure and subscales of the CARES measure, provide analysis of the emotional experiences of the research participants, and facilitate a conversation on the implications for RS assessments.

[303]

Diverse Neighborhoods, Diverse Families: Exploring How Families Participate In and Are Affected By Their Neighborhoods

Liesette Brunson, Véronique Castonguay, Dawn Paula Witherspoon, Bill Berkowitz, & Maury Nation

University of Quebec at Montreal, New York University, University of Massachusetts at Lowell, Vanderbilt University

This symposium examines how neighborhoods may be places where families thrive or where they struggle. Research on neighborhood effects has shown that neighborhoods can affect residents' health, development, and well-being. Relatively little research has directly examined the mediating processes that may explain these effects. This symposium expands on previous work by examining possible mediating processes across diverse types of families and neighborhoods. Three empirical papers present different perspectives on how families participate in and are affected by neighborhood life. The discussant provides a macro perspective on how neighborhood context itself is influenced by larger social, cultural and historical factors.

[304]

Neighborhood Resources and the Daily Routines of Families with Young Children

This paper uses the construct of families' daily routines to examine how families participate in and are affected by their neighborhoods. Previous authors have proposed that a fundamental task of healthy family functioning is to construct a sustainable daily routine that meets family needs. While not previously applied to understanding neighborhood effects, the construct of daily routines may capture an important mediating process by which neighborhoods affects families and children. Families use a number of local resources, from food stores to playgrounds to daycare to specialized services, as they enact their daily routines. The harder it is to access desired resources, the more likely it is that parents will have difficulty meeting their family's needs. Thus, neighborhood resource availability may affect family well-being through its effects on families' daily routines and family stress. This paper presents results from a series of focus groups on daily routines of parents with young children. We recruited parents of young children from diverse neighborhood contexts to participate in focus group discussion about their daily routines and their perceptions of their neighborhoods. Results identify what neighborhood-based resources these parents feel are important for creating sustainable daily routines for themselves and their families.

[305]

It Takes a Village's Resources: Neighborhoods and Adolescent Well-being

Researchers studying neighborhood effects have largely focused on impoverished neighborhoods, examining structural data from the U.S. Census, in relationship to youth outcomes (primarily crime/delinquency and academic achievement) relying on deficit

models instead of incorporating strengths-based models, which seek to identify strengths within the neighborhood that protect youth despite sub-optimal circumstances. Although neighborhoods characterized by high poverty, residential instability, and ethnic heterogeneity are thought to have difficulty in establishing and maintaining the social organization necessary for adults to exert social control over youth, it is imperative to identify and investigate how positive neighborhood processes within the community might attenuate the effects of structural disadvantage. The present study uses social disorganization, collective socialization, and resource theories to examine the relationship between adolescent well-being and positive and negative neighborhood characteristics by utilizing a sample of ethnically diverse mother-adolescent dyads from New York City neighborhoods to explore how perceptions of neighborhood connection, collective efficacy, and resources might buffer the effects of neighborhood structural disadvantage on adolescent well-being. This study will contribute to the understanding of individual and neighborhood resources as potential buffers of the effects of structural disadvantage on adolescents and provide implications for community-based adolescent intervention programs.

[306]

Exploring the Dynamics of Suburban Neighborhoods

Neighborhood life remains undervalued and underutilized in North American society, even though strong and cohesive neighborhoods can promote physical and psychological well-being, increase feelings of security, yield better outcomes for children, and provide support against various forms of adversity. And neighborhood life remains largely unexplored in the professional literature, especially so in suburban neighborhoods, where about half our population lives. This presentation offers empirical data on neighborhood life in one suburban neighborhood, based on over 100 detailed random-sample interviews, over 200 random-sample questionnaires, and extensive long-term participant observation. Neighborhood involvement, satisfaction, and perceived neighborhood importance vary according to demographic classification, with families (especially parents of younger children) appearing to rank higher on all of these dimensions. Shared interests and needs, as well as greater opportunities for social contact, may account for these findings. Based on these data, suggestions are offered for how neighborhood participation, satisfaction, and overall neighborhood quality of life might be strengthened for neighborhood residents in general and for families in particular.

[307]

Academic-Community Partnerships: A Well-Spring for Training and Social Change

Christopher Liang, Amanda Rivera, Audrey Johnson, Nicole Paglione, Sarah Foroosh, Julia Turetskaya, Jessica Cendejas, & Francis R. Davis

University of La Verne

Academic and community partnerships are beneficial for training programs interested in developing social justice oriented psychologists and for local communities who desire but lack the necessary skills to assess the needs of those who are underserved. In this symposium, three teams of doctoral students will present what they learned about community research and action and share their findings from a community service learning project involving immigrant parents, at-risk youth, and city health and human services staff. Each group also will discuss how their project led to the creation of community-based interventions in the city.

**[308]
Eliminating Barriers to Mental Health Services for Latina Mothers**

The Latino/a population represents the largest and fastest growing racial minority group in the United States (Greico & Cassidy, 2001). Previous research has classified Latino/as as an underserved population, due to the limited services and the lack of access to the available services (Smith-Adcock, Daniels, Lee, Villalba, Indelicato, 2006). A needs assessment was conducted by three doctoral-level psychology students to better understand the needs and assets of Latina immigrant mothers. Focus groups were utilized to gather information from 17 Latina mothers. Findings of these focus groups indicated that immigrant mothers felt that they needed additional support and skills-based parenting groups to better meet their children's needs. However, the lack of available resources in their primary language of Spanish, limited transportation, and lack of daycare, served as important obstacles to improving their parenting. In response to the report generated from this project the city supported the development of parenting skills and support-oriented groups. Using a strength-based approach it is hoped that the parents who have participated in the parenting skills and support groups will gain the skills and knowledge to facilitate future parenting groups. Further, community-based and school-based counseling services for individuals and families were developed.

**[309]
Providing Evidence to Support Change: A Study of At-Risk Youth**

Adolescents completing their education in continuation or alternative education public high schools are at a high risk for a wide range of adjustment problems (Sussman, Dent, Stacy, & Craig, 1998). In order to assess the needs of local students identified as "at-risk," four doctoral-level psychology students conducted a series of focus groups and interviews to explore the lives of the students at a local alternative school. The purpose of this presentation is to discuss the process, findings, and tangible outcomes of this project. Students, nine faculty members, four parents, and administrators, were interviewed in their respective groups (oriented around roles) to gain a holistic perspective of the needs, assets, and interests of youth in this community. Findings of these interviews revealed that students and faculty alike felt isolated and frustrated at the current system and the lack of resources. Specifically, engagement in risky behaviors seemed to stem from a lack of perceived support from teachers and administration, a deficient social support system, lack of organized after school activities, and a need for available mental health practitioners on campus. As a result of this project, free counseling services were organized by the city to foster positive mental health in students.

**[310]
Limiting Bias and Enhancing Multicultural Competence Among Youth-Oriented Recreation Staff**

Research has demonstrated the importance of providing multicultural competent services to clients (Johannes & Erwin, 2004). However, many individuals do not seek professional help for their concerns. Instead, informal helpers, such as hairdressers and bartenders are often used by people to discuss day-to-day stresses (Rudkin, 2003). For youth, informal helpers typically are situated in recreation centers. It stands to reason that these helpers and the students with whom they serve could benefit from multicultural training. The purpose of this presentation is to discuss the outcomes of a community-based partnership to provide diversity training to personnel within the health and human services department of a local city. The needs and competencies of recreation center staff in a

diverse community were assessed through interviews conducted by graduate students. Upon completion of data analysis, recommendations for diversity training will be developed and a curriculum aimed at fostering multicultural competence among city employees will be delivered. The presentation will address the themes found from the interviews as well as the process of engaging in social change through diversity training of recreation staff. Students will also share their experiences of participating in a project aimed at promoting social justice and community involvement.

**[311]
Building and Assessing Capacity for Community Change
Yolanda Suarez, Stephen Fawcett, Abe Wandersman, David Chavis, Tina Taylor-Ritzler, & Fabricio Balcazar
University of Illinois at Chicago, University of Kansas,
University of South Carolina**

Collaborations with community organizations, coalitions and grassroots groups aim at addressing significant social problems experienced by local communities by building the capacity of such groups to address their concerns. Collaborative efforts involve the building of capacity at the organizational or community level. Participants in this roundtable discussion will examine models of capacity building efforts with community health and community development initiatives targeted to low-income residents, people with disabilities and communities of color. This session will feature different approaches to developing competencies for this work and for examining the effects of initiatives to create community change and improvement including skills training, technical assistance, Internet-based systems of support, and advocacy efforts. Specifically, we will discuss how to create a learning community at the organizational level and will share examples to illustrate the process, strategies and outcomes of building capacity. Panelists will also discuss challenges in building capacity such as assessing and sustaining capacity at the organizational and community level.

**[312]
Fostering Hardiness Within Suicidal Adolescents and Across Their Ecological Settings**

*Noelle Wilson
University of La Verne*

Suzanne Kobasa considered the importance of personality in combating the illness-provoking effects of stress. Kobasa developed the construct of "hardiness" to illustrate why highly stressed individuals remain healthy while other, less stressed individuals fall ill. Hardy personalities are considered to possess the following characteristics: 1) The belief that they can control the events of their experience; 2) an ability to feel deeply involved in the activities of their everyday lives and; 3) the view of possible change as an exciting challenge to further personal development. In a town meeting, a facilitator will address the hypothesis that hardiness is more than simply a personality trait, but an ideal that can be fostered within diverse groups of people, particularly suicidal adolescents. Using Urie Bronfenbrenner's ecological model, participants will be encouraged to explore and discuss ways in which hardy personalities can be cultivated within these adolescents and their microsystems, mesosystems, exosystems, and macrosystems. Participants will share thoughts and ideas to aid the promotion of illness-combating personality traits within their practices with at-risk teenagers. The facilitator will address the importance of social justice in building a foundation that fosters healthy, diverse communities by developing and enhancing hardy characteristics within the adolescent population.

11:15 am-12:30 pm Concurrent Sessions

[313]

Giving Voice to All: Combating Silencing

Mary Ellen Dello Stritto, Colleen Loomis, Nicole Allen, Carolyn Swift, & Elaine Shpungin

Western Oregon University, Wilfrid Laurier University, University of Illinois at Urbana-Champaign

This Innovative Session is being proposed as a complement to a plenary session that will address the importance of assuring that a diversity of voices are heard during the SCRA Biennial conferences. The basis of this session is that silencing is often experienced by individuals based on their gender, ethnicity, nationality, age, sexual orientation, or ability in a variety of settings. This innovative session will attempt to raise awareness of silencing and to provide participants with the tools to combat silencing. To achieve this, participants will be given the opportunity to experience silencing through a group exercise, and to explore their individual experiences. Most importantly, the session will provide the opportunity to discuss and explore strategies to be more inclusive and to prevent silencing from occurring in the future. Participants will be given the opportunity to collaborate and share ideas about ways to ensure that all voices are heard in academic and non-academic interactions. This is an important session because it directly addresses diversity and the discriminatory experiences of our members. Further, this innovative session directly contributes to the following broad principles of SCRA: "Community research and action requires explicit attention to and respect for diversity among peoples and settings." Finally, this session contributes to the following goal of SCRA: "To engage in action, research, and practice committed to liberating oppressed peoples and respecting all cultures."

[314]

Applications of Geographic Information Systems to Community Psychology Research & Practice

Sarah Chilenski, Mark Greenberg, He Len Chung, Edward Mulvey, Bridget Freisthler, Andrew Lohmann, Kelly Kinnison, Sharon Lambert, & Michael Mason

Pennsylvania State University, Western Psychiatric Institute and Clinic, University of Pittsburgh, University of California at Los Angeles, Claremont Graduate University, University of Illinois at Chicago, George Washington University, Villanova University

In recent years, advances in technology have enabled the development of advanced visual procedures such as Geographic Information Systems (GIS) and related statistical procedures useful for examining community risks and resources and their public health impact. The potential of GIS to be used by community psychologists is immense. In addition to helping visualize community needs and resources in physical space, GIS can (a) give community psychologists new tools to examine an increased array of community characteristics that are likely to have important relationships with citizens' quality of life and outcomes; (b) provide researchers and community members with a useful communication tool; and (c) assist with identifying and visualizing multiple levels at which change efforts need to be focused. Taken together, GIS technologies can help community researchers, community members, community leaders, and decision-makers to better understand different community settings and enable them to take action to improve those settings. Nine different researchers from seven universities are coming together to make this session happen and this session will provide attendees with innovative and cutting edge

procedures that can be used to inform community-based intervention efforts. This session will be organized in three parts. The first section will be 30-minute "study showcase" period during which attendees can browse the poster presentations, and meet and talk with presenters directly. Poster presentations include: a display of work that has mapped the occurrence of alcohol and tobacco outlets as well as crime rates to test their associations with adolescent problem behaviors and to assist communities with intervention planning; a display of work that tested the associations between community socioeconomic status and perceived legitimate opportunities with the future perspective of serious adolescent offenders; a description of the utility and meaningfulness of using different measures of neighborhood; a presentation of work examining the proximity and type of queer neighborhood institutions and their association with lesbians' use of alcohol; and a display of work with communities to define and identify neighborhood assets in the pursuit of planning school-based prevention services. The second section of the session will consist of a brief commentary from two discussants focused on the theoretical perspective and the methodological/technical perspective. Both discussants will frame their comments within the context of the needs and concerns of community psychologists.

[315]

Infusing Youth Voice into Organizational, School and Community Governance

Shepherd Zeldin, Jill Denner, Julie Petrokubi, & Jane Powers
University of Wisconsin-Madison, ETR Associates, ACT Center for Excellence, Cornell University

There are strong empirical and theoretical justifications for engaging youth as partners in collective decision making and action. But in spite of the persuasive rationale for youth participation, and the clear connection with core principles of community psychology such as inclusion and justice, youth are continually left out of the equation. This Town Hall will be an interactive session exploring how our field may positively address the cultural and structural barriers to widespread infusion of youth partners in community research and governance. Our aims are to: 1) share research-based models and field-based strategies for effective youth participation, and 2) foster connections and dialogue among individuals who are working on related issues. Facilitator 1 will provide an overview of youth participation research and promising models of practice. Facilitator 2 will share her own experience as a community psychologist trying to integrate youth as partners in field demonstration projects. Facilitator 3 will describe recent research on successful practitioner strategies for infusing youth into local decision-making structures. Facilitator 4 will lead an open session where participants will work in small groups to discuss how community psychology may address the challenges to youth participation that exist within youth, adult and institutional culture.

[316]

Undergraduate and Graduate Education in Community Psychology: Future Directions

Susan McMahon, Mark Aber, Kelly Hazel, Eric Mankowski, Greg Meissen, & Catherine Stein

DePaul University, University of Illinois at Urbana, Metropolitan State University, Portland State University, Wichita State University, Bowling Green State University

This SCRA Council of Education Programs-sponsored roundtable will begin with a discussion regarding how we as a field can continue to improve and promote education in community research and action. Panelists will present some key ideas to consider for future development of outstanding

programs and community psychology education. Audience participation will also guide the discussion, which may include topics such as interdisciplinary approaches to training, enhancing undergraduate programs, increasing the practice focus in graduate programs, distance learning, funding, implications from the recent graduate survey and education summit, and challenges in providing rigorous training in a broad spectrum of methodological approaches in community psychology. The program honoree of the first biennial Award for Excellence in Education Programs will also be invited to give a brief presentation. The person/s accepting the award on behalf of the honored program will discuss the program's innovative educational strategies, contributions to the structure and process of education in community psychology, teaching and mentoring, and settings supporting students. The purpose of this award, sponsored by the SCRA Council of Education Programs, is to recognize exemplary educational programs that have innovative structures, strategies, and curricula that promote development of the field of community psychology.

[317]

Institutional Legal Responses to Sexual Violence Against Women & Children

Rebecca Campbell, Lauren Lichty, Adrienne Adams, Debra Patterson, Shannon Kobes, & Kathleen Kelley
Michigan State University

This symposium will present data from three different research projects that have examined the role of the legal system in addressing sexual violence crimes against women and children. There has been long-standing frustration among researchers and advocates with how victims are treated by the legal community, and but to date most research has not adequately examined the "other side" to understand the culture of the legal community. Why is change so elusive? We will present qualitative and quantitative data from both police and prosecutors to examine the utility of two different community intervention models for responding to victims' needs.

[318]

Prosecutorial Decision Making in Childhood Sexual Abuse Cases

Many advocacy agencies and researchers are working to improve prosecution rates with the goal of holding perpetrators accountable and preventing repeat offenses. However, this work needs to take into account the unique challenges prosecutors face when handling child sexual abuse cases. To that end, fourteen qualitative interviews were conducted with prosecutors in one midwestern state. The goal of these interviews was to understand the complex decision making processes that are used to determine which reported cases of childhood sexual abuse will be prosecuted. Through these interviews we identified several case elements that pose significant challenges to the prosecution of child sexual abuse cases by directly informing prosecutorial decision-making: forensic/medical evidence, the child's believability, and the child's ability to testify. Prosecutors discussed the contribution of the police, medical community, families, and the victims to the assessment of these three factors. Through these interviews several key strategies for successful prosecution emerged. These data highlight the importance of community interventions that bring multiple service providers together to address barriers and develop coordinated processes to maximize the likelihood of successful prosecution.

[319]

Community Interventions to Change Police Officers' Investigational Practices in Adult Sexual Assault Cases

Prosecutors can only charge the sexual assault cases that are referred to them from law enforcement, which takes the intervention focus back a step to understanding the work of police. This presentation will present longitudinal quantitative data from ten years of police records in one midwestern county to determine whether training interventions improve police officers' investigational practices. This training aims to increase officers' knowledge while creating opportunities for professional contact and collaboration with key stakeholders in the medical and legal system. 390 records from three departments were systematically coded to capture the quality, completeness, and seriousness with which police investigated adult sexual assault cases both before and after police officers participated in the training intervention. Preliminary findings suggest that after sexual assault training, police are working with other experts in their community, such as sexual assault nurse examiners, to develop more comprehensive investigations. These data underscore the importance of multiple stakeholder training interventions in the effectiveness of prosecution.

[320]

Building Collaborative Relationships Between the Legal System and Other Community Stakeholders Through Sexual Assault Response Teams

Sexual assault response teams (SARTs) bring together a cross of disciplines that have traditionally had adversarial relationships, namely criminal justice, law enforcement, rape crisis and victim advocacy, and medical and mental health care systems. SARTs are based on idea that mutual understanding is necessary for improving community response to rape, and prosecution is more than the work of the prosecutor or police, but also of the survivors themselves (and thereby the advocacy community too). This presentation will present a case study of one community's work to develop a SART. This case study highlights the struggles communities face when developing SARTs and a shared mission to create a collaborative community response to sexual assault. This case study also provided the context for developing a program theory logic model, which articulates the assumptions, activities, and intended and unintended outcomes of a SART response.

[321]

From Ivory to Inclusive: Transforming the Tower Through Effective Mentorship

Pamela Martin, Rhonda K. Lewis-Moss, William Davidson, Robert M. Sellers, Gary Harper, Ed Seidman, & Shelly P. Harrell

North Carolina State University, Wichita State University, Michigan State University, University of Michigan, DePaul University, W.T. Grant Foundation, Pepperdine University
The goal of converting the "Ivory Tower" into an ethnically diverse learning environment necessitates a roundtable discussion about the details of this transformative process. SCRA's Committee on Cultural and Racial Affairs (CCRA) contends that the recruitment and training of more people of color is one mechanism to promote social justice and equality in the field of community psychology. To engage the audience in prescriptive conversations about mentoring, previous recipients of the SCRA Ethnic Minority Mentoring Award will participate as panelists to discuss best practices in mentoring people of color. Panelists will address mentorship issues critical to the preparation and retention of graduate students of color in community psychology programs. Furthermore, the roundtable will explore issues pertinent to faculty members of color in successfully navigating their paths toward tenure. Each participant will address effective methods to: 1) attract, prepare, and graduate students of color at the doctoral level; and, 2)

navigate the tenure and promotion process. The co-facilitators will guide the roundtable discussion with a series of questions.

[322]

Academic Attainment Among Latino Youth: A Social Justice Issue

Gabriel Kuperminc, Joseph Berryhill, Natalie Wilkins, Natalie Wilkins, Christopher Henrich, Anabel Alvarez-Jimenez, Joel Meyers, & Sheila Sayfi

Georgia State University, University of North Carolina- Asheville
Latino youth currently account for 18% of the total youth population in the U.S., a number that is expected to rise to 29% of all youth by 2050. This symposium explores the important ways in which societal and familial factors effect the academic attainment of this substantial portion of youth in the U.S. and will focus on the educational experiences of middle school through college aged Latino youth. Papers explore the interplay between the immigration experiences of Latino youth and U.S. social policies, the role of perceived discrimination in Latino's academic adjustment, and ways in which filial responsibility and family obligations contribute to achievement motivation among Latino middle schoolers.

[323]

Telling the Stories of Immigrant Children and Families: The Latino Youth Project

One of the most disempowered groups in society is immigrant children, particularly those without documentation to live in the United States. They face not only the experience of adjusting to a new culture but also fewer opportunities in the long run, given that public colleges usually require them to pay out-of-state tuition and that they cannot be employed legally. This presentation provides an overview of the Latino Youth Project. Following the call to expand community psychology research methods (e.g., Kelly, 2003), the project is designed to capture the experiences of immigrant youth holistically. It uses ethnography with a case study approach in which youth and their families relate their stories of coming to the United States and their experiences here. The families' stories are juxtaposed with ecological forces (e.g., tuition policy) that work for or against their well-being. The intention is to publish in scholarly outlets and popular ones (e.g., newspapers) that can reach a broader audience, empower participants, provide a means of understanding immigration, and perhaps have an influence on public opinion and policy. Initial project data, as well as dilemmas in using new methods to work with people in precarious situations, will be discussed.

[324]

The Role of Perceived Discrimination in the Academic Adjustment of Latino Youth from Immigrant Families.

Researchers have documented associations between perceived discrimination and perceived life chances of Latino children and adults (Araújo & Borrell, 2006). Given that the middle school years mark a turning point when many Latino youth disengage from school (Brewster & Bowen, 2004), documenting the role of discrimination in academic outcomes is an important step toward developing strategies to increase academic attainment among Latinos in the U.S. A comprehensive survey assessing academic and behavioral adjustment and risk/protective factors in the school, family, and peer settings (Henrich et al., 2006) was administered in an ethnically diverse middle school and data were collected from Latino students. Analyses tested for main and interactive effects of perceived discrimination and age of immigration, assessed across four categories: US born; US reared immigrants (arrived < age 5), child immigrants (arrived at 5-11 years), and youth immigrants (arrived at 12+ years).

Immigration age moderated the association of discrimination with academic competence. Perceived discrimination was associated with lower competence only for U.S.-reared and child immigrants. This presentation will further explore subgroup differences by national origin and acculturation, and discuss implications of the findings in light of the current political climate around immigration reform.

[325]

Filial Responsibility and Achievement Motivation among Latino Youth

Do family responsibilities impact the way Latino youth are motivated to achieve in school? This study explores the association between filial responsibility and achievement motivation among Latino middle schoolers. Filial responsibilities are an important part of life for Latino families and include instrumental caregiving (e.g., culture-brokering,) and/or emotional caregiving (e.g. mediating family conflict) (Jurkovic, Kuperminc, & Casey, 2004). Also important in the understanding of filial responsibility is a child's perception of fairness with regards to these responsibilities. Achievement motivation is conceptualized using Elliot and McGregor's (2001) four-dimensional model which differentiates between youth who are motivated to master versus perform tasks and whether they approach challenges or avoid them.

Fuligni et al., (2001), studied a cross-cultural sample of approximately 1,000 adolescents and found an association between adolescents' sense of obligation to the family and their academic motivation. These findings suggest that familial responsibilities and achievement motivation may have significant implications for the future educational persistence of youth. Preliminary findings suggest that culture brokering, emotional caregiving, and fairness are all related to achievement motivation.

[326]

Community Psychology and Politically-Charged Environmental Disputes: Challenges and Visions
Marci R. Culley & Holly Angelique

Georgia State University, Pennsylvania State University

This roundtable is designed to facilitate discussion about the potential role(s) of community psychologists in increasingly visible and politically-charged environmental disputes. Although little of the published literature in community psychology has focused on human-made environmental disasters, environmental policy or environmental disputes (Culley, 2004; Angelique & Cunningham, 2006; Rich et al., 1995), the topic has been visible in other arenas, including among academics, activists, policy makers, popular media, and affected communities. In this roundtable, the facilitators will lay the groundwork for discussion by providing a current example of a politically charged environmental dispute: the historic shift in U.S. energy policy which for the first time since the 1979 Three Mile Island disaster calls for new nuclear power plants. The vast majority of these, marketed as a "green" solution to global warming, are proposed for areas already disproportionately burdened with radioactive and other toxic wastes, which has major implications for environmental and social justice. We will discuss our experiences over the past 10 years with local, regional, national and international anti-nuclear activists. Our goal is to generate discussion about the challenges associated with such work, strategies to overcome them, and a vision for the future of community psychologists' role in these disputes.

[327]

Social Justice: Can We Engage in Second Order Change?*Leonard Jason, Joseph Ferrari, Olya Belyaev-Glantsman, Brad Olson, Dan Schober, John Majer, Ed Stevens, Meg Davis, Lisa Minish, & Joseph Durlak**DePaul University, Northwestern University, University of Kansas, Daley College, Dickinson College, Loyola University*

By partnering with community-based organizations, we increase our relevance and ability to deal constructively with pressing issues that confront our society, including dealing with poverty, substance abuse, high recidivism rates, and prejudice. For the past decade, a team of investigators have collaborated with a grass roots organization that currently deals with these types of second order change issues with over 10,000 individuals in the US. This organization, called Oxford House, has emphasized democratic and self-help principles, and provides low cost, comprehensive empowering supportive environments and resources. This innovative model has led to social justice changes within local, state and federal levels.

Discussant: Joseph A. Durlak, Loyola University Chicago

[328]

Structural Efforts to Enhance Sense of Community*Joseph Ferrari*

Promoting second order change processes need not only parsimonious theory and propositions; it requires actual structures that facilitate change. For persons in recovery from substance abuse, the need for a safe and secure structured setting to reside is paramount. These individuals need a psychological home, a setting that enables the person to express his/her personal identity within the physical environment. Although different than a sense of community, creating a psychological home may be strengthened by the social support and positive interactions he/she may experience with others. This presentation reviews several recent studies discussing the structural aspects and benefits of a psychological home to promote a sense of community among adults recovering from addictions. In addition, the presentation outlines several studies on changes in psychological sense of community over time among residents of these structured setting for recovery.

[329]

Reducing Poverty Through Community Building*Olya Belyaev-Glantsman*

Women in recovery often face a multitude of barriers toward successful employment. Such barriers might include a lack of stable housing, limited job skills, and a stigma of being a "recovering addict." Oxford House, a democratically run self-help sober living option for women in recovery from substance abuse, provides both a stable living environment as well as social support from similar other on their quest for successful sobriety. In addition, Oxford House has a potential to help women in recovery obtain and sustain gainful employment. This presentation highlights benefits of a setting such as Oxford House not only in promotion of sobriety, but also in helping women in recovery from substance abuse elevate themselves from poverty.

[330]

Narratives, the Life Story, and Social Justice in Communal Settings*Brad Olson & Dan Schober*

The work on Oxford House has utilized numerous methodologies to better understand the relationship between communal living and social justice-oriented topics including how tolerance develops in the settings, how the homes help overcome stigma in the community, and how the individuals in

recovery develop the desires and skills toward community action. We will trace the connections between these social-justice oriented studies of Oxford House and the lives of the individuals within them. In addition, we will discuss the ways in which narrative approaches have helped us understand varied components of the complete person and the group's life events as they have evolved toward helping others in recovery and society in general.

[331]

Systemic Efforts to Reduce Psychiatric Co-Occurring Conditions and Homelessness*John Majer*

Effective interventions for persons who have psychiatric co-occurring substance use disorders (PCSUDs) involve treating substance use and psychiatric conditions. However, the lack of stable living environments for this population that is at-risk for homelessness poses significant obstacles to their recovery and community reintegration. Some of the more promising treatment approaches that may apply to these persons include Assertive Community Treatment (ACT) and modified therapeutic communities (TCs). These interventions are costly because they incorporate professional staff. In addition, the residential component of these models is usually time-limited to six months, which may not be an enough time to facilitate successful transition into the community. However, the Oxford House model, i.e., non-professional, self-run, communal-living settings that do not have time restrictions regarding residents' length of stay, might be effective interventions for those who have psychiatric co-occurring conditions. Data from recent studies, including a national longitudinal investigation, will be presented to argue that the Oxford House model is an effective intervention that promotes ongoing abstinence and stable residency for persons with PCSUDs.

[332]

Aging and Structural Supports Promoting Dignity*Ed Stevens*

Growing older is often associated with increased risks for physical and psychological health issues that jeopardize the overall quality of life. Preserving dignity and independence can be a powerful influence on coping with adversity. Older Oxford House residents, on average, tend to stay longer and have better outcomes with their substance abuse problems. Communal living may provide significant value for a number of economic and psychological needs that impact the solitary older person.

[333]

Empowering Women and Minorities Through Enhancing Social Support*Meg Davis*

Research has shown both individual and social resources as essential elements in the coping and healing processes. Despite knowledge that women's and men's addiction and recovery processes are unique, and the fact that studies document sex and racial differences in access to resources, little research has explored the relationships between resources and the course of addiction and recovery as they may differ between women and men and across ethnic groups. Because alcoholism and other drug addiction lead to significant loss of numerous resources, living in a supportive communal recovery home environment may positively impact resource gains, thereby empowering individuals and facilitating personal healing, growth, and addiction recovery outcomes—particularly for women and marginalized populations. This presentation will discuss results of research that has been directed toward exploring this supposition by examining differences (viz., between women and

men) in the relationships among resources such as social support and addiction recovery processes in Oxford House.

[334]

Public Policy Efforts to Disseminate an Innovation

Lisa Minich

The dissemination of innovative behaviorally-based treatment methods is often done at the individual level. Treatment providers may learn about new, effective treatment methods through a variety of sources, including workshops, informal discussions with colleagues, and journals. Providers then must decide if they have the time and resources necessary to learn and maintain these new treatment methods. Since most individual

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Collaborating for What and for Whom?: Cross-Cultural and International Issues

Toshiaki Sasao, Bill Berkowitz, Stephen Fawcett, Molly Pachan, Erin Spelman, Cindy Crusto, Tomoyuki Yasuda, Lucia D'Arlach, & Serdar Degirmencioglu

International Christian University of Japan, University of Massachusetts at Lowell, University of Kansas, Loyola University at Chicago, Yale University, Waseda University of Japan, DePaul University, Beykent University of Turkey

Although collaboration has been at the forefront of community psychology research and practice, we argue that the processes and effects of collaboration have been hardly delineated cross-culturally and/or internationally. The purpose of this interactive roundtable session is twofold: (a) to present some conceptual and theoretical models on collaboration in light of community interventions, and (b) to provide a forum for discussing some pressing issues, with a focus on the interface of culture and community. Drawing on domestic and international experiences and projects (Turkey, Japan, Korea, Ghana, and the U.S.), we will facilitate the dialogue and encourage audience participation and involvement with the following issues: For what purposes do community psychologists collaborate with community residents and other community workers across cultures? How best can we do this? Why do we want to collaborate cross-culturally and/or internationally? What are some of the challenges and issues facing community psychologists? Can community psychologists and other constituents across cultures make meaningful differences in the resolution and prevention of many global problems? As a result, we hope to develop a network of researchers and practitioners on collaboration around the world.

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Mental Health Needs Within Prison Walls

Barry Perlmutter, Jessica Prince, Kelly Abbott, Mindy Moellmer, & Howayda Aly

University of La Verne

This roundtable discussion will focus on mental health conditions behind bars, and needs of prison inmates for treatment. Programs will be discussed that focus on men, women, chronically mentally ill inmates, homeless prisoners who suffer debilitating mental health conditions, and prisoners whose mental health needs largely result from the pressures of incarceration. The focus of the presentation will be to describe the national picture with regard to mental health care in prison systems operated across the country, difficulties inherent in implementing high-quality programs, and potential solutions to some of the more vexing problems. Model programs operated by some states will be discussed, as will some reasons why other states have not jumped on the bandwagon and developed far-reaching mental health care programs of their own. Information will be presented that establishes the extent of the problem, as

well as some of the basic and systemic causes. Audience members will be involved in discussing some of the conflicting needs of prisons' custodial staff (guards), administrators, mental health professionals and social workers, citizen advisory groups, advocates, and the larger concerns of society for protection from those deemed to be dangerous to the rest of us. Solutions are possible, but require difficult decisions.

3:30-4:45pm Concurrent Sessions

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Withdrawn

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Contexts of At-Risk Behaviors: A Qualitative Approach

Keiko B. Shimazu, Natalie Crespo, Yukiko Hayashi, & Vandna Sinha

University of Hawaii at Manoa, McGill University

In this symposium we examine the contexts surrounding at-risk behaviors observed among youth and adults residing in urban areas of Hawaii and Illinois. The research topics include commercial sexual exploitation of females in Hawaii, ecocultural investigation of the relationship between family functioning and delinquency among at-risk youth in Hawaii, evaluation of substance abuse prevention programs in Hawaii, and informal strategies for addressing open-air drug markets in Chicago neighborhoods. Our research takes a primarily qualitative approach and methodological implications of study findings will be discussed.

[339]

The Recruitment of Oahu's Female Youth Into Commercial Sexual Exploitation

Natalie Crespo

University of Hawaii at Manoa

The commercial sexual exploitation (CSE) of females on Oahu, Hawaii, is an obvious, yet largely unstudied problem. I will present a study of the problem of the recruitment of youth into commercial sex. There are two components to the study. First, a survey of young women ages 14-20. The survey includes quantitative and qualitative items covering participants'

background, family, schooling, deviant behavior, sexual abuse, and knowledge of the commercial sex industry. Secondly, the study also includes interviews with professionals in the field who work with youth. This study will inform the local and academic community on the extent and nature of recruitment into CSE and allow for comparison between adolescents' knowledge and "experts'" knowledge.

[340]
Substance Abuse Prevention Theories and Practice: Impact of Hawaii State Incentive Grant Substance Abuse Prevention Programs

Yukiko Hayashi

University of Hawaii at Manoa

Current practices of substance abuse prevention programs employ a public health model to target wide population. Hawaii State Incentive Grant (SIG) Substance Abuse prevention Initiative was a state-wide prevention project to decrease the prevalence of drug use and abuse, and bring awareness of the importance of prevention to general public. In addition, it brought opportunities for service providers to fill the gaps between the local practice and the best practice models. Among the most important developments in substance abuse prevention theories is a focus on risk and protective factors. There are multiple risk and protective factors at each ecological level, which increases and decreases the likelihood of substance use in the future. Prevention programs provide multifaceted activities and programs to reduce risk factors and strengthen protective factors at each ecological level, with a focus on creating supportive peer, family, and healthy environment for young people. The quantitative survey data was collected from 598 youth in six program sites from 2003 to 2005. The results showed no significant changes in substance use behaviors and knowledge. Unexpectedly, attitude scale was worsened after the program. Issues of evaluation methodologies, and recommendations for future practice will be discussed.

[341]
Family Functioning and Delinquency Among At-Risk Youth in Hawai'i: An Ecocultural Approach

Keiko B. Shimazu.

University of Hawaii at Manoa

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 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 unpackage 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 the use of variables, such as parenting style, monitoring, and supervision. The participants are twenty-two teenage youths currently engaged in school dropout prevention program at a public high school in Honolulu as well as five teachers and the director 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.

[342]
Crime and Community: Dealing with Drug-Markets and Disorder in Chicago Neighborhoods

Vandna Sinha

McGill University

A large body of "social disorganization" research suggests that the key to preventing juvenile delinquency, crime and violence lies in communal capacity to control member-behavior through the exercise of informal social control. Existing research documents a strong association between neighborhood structural characteristics and such outcomes, but provides little insight into the question of how communities with poor structural characteristics might effectively exercise informal social control. My ethnographic research explores resident responses to young men who are "hanging out" or dealing drugs in four, structurally-matched Chicago neighborhoods: two with high levels of resident-reported social control in 1995 and 2003 and two comparison neighborhoods which had low social control at both time points. In the absence of dense networks of strong social bonds between neighbors, residents use a rich mix of communitarian and individualistic strategies to address drug dealing and disorder. A surprising and complementary relationship between individualistic and communitarian approaches suggests expansions to current understanding of informal social control. It also pushes for critical examination of assumptions underlying the definition of "community" in the context of urban neighborhoods.

[343]
Strengthening "Best Practices" Implementation in Community-Based Youth Violence Prevention Programs

Linda Wagener, Sofia Herrera, David Foy, James Furrow, Lisseth Rojas-Flores, Curt Gibson, Olivia Siciliano, & Susan MacLean

Fuller Graduate School of Psychology, Pepperdine University, Neighborhood Ministries, Youth Accountability Board, Independent Consultant

Identification and dissemination of best practices are recognized as crucial for the prevention of youth violence (Thornton, Craft, Dahlberg, Lynch, & Baer, 2002) but there is a paucity of research assessing implementation of best practices among community-based youth programs. The first and second presentations in this symposium will examine knowledge and use of "Best Practices" and barriers to implementation among ten community-based youth violence prevention programs. The third presentation will examine central issues concerning community-research collaboratives in the context of the Fuller Youth Initiative for Positive Youth Development and Violence Prevention, a federally funded program of research in Southern California

[344]
Are Community-based Youth Violence Prevention Programs Following "Best Practices"?

Despite increasing efforts to promote the adoption of best practices for youth violence prevention, few studies have assessed in detail community-based youth violence prevention adoption of best practices standards. This study examined knowledge and application of best practice strategies among ten community-based youth violence prevention programs in Southern California. Process program evaluations, delivered in a semi-structured interview format, were conducted with key program staff. Data from the semi-structured interviews and supporting materials were rated by three trained researchers on the following best practices domains: theoretical orientation, implementation and evaluation. Findings indicate that there is considerable variability in the way that community-based

programs utilize best practices strategies. In general, programs demonstrated some use of best practices in the theoretical and implementation domains, while many struggled to apply best practices in the evaluation domain. The reasons for and implications of these findings are explored. The results underscore the importance of continued dissemination best practices, and program support to assist programs with proper implementation of best practices.

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Challenges to "Best Practices" Among Youth Violence Prevention Programs

This study examined reports from programs concerning barriers to best practices obtained through data gathered from process evaluations conducted with ten community-based youth violence prevention programs. It has been suggested in the literature that there is a mismatch between community programs and scientific expectations concerning program implementation in service delivery (Miller and Shinn, 2005). Obstacles to the implementation of evidence-based practices at the community level have also been previously documented (Elliot & Mihalic, 2004; Pentz, 2004), but few studies have looked systematically at the challenges that community-based youth violence prevention programs report facing in their every day operations. Staff from participating programs provided responses to closed and open-ended questions on barriers to best practice implementation. The study also inquired about means programs employed to overcome such challenges. Specific obstacles were obtained according to nine domains previously determined to be crucial components of program implementation: problem, targeted community, resources, program recipients, access and facilities, implementation, staff, and monitoring and evaluation. Data analyses indicated that "monitoring and evaluation" "staff," and "access and facilities," were the most problematic domains, highlighting the need to assist programs in the process of monitoring and evaluation.

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Bridging the Gap: Research Collaboratives in Community-Based Youth Violence Prevention

This presentation illustrates the importance of well established research and community collaboratives to increase the capacity of youth violence prevention programs and relevant research findings about youth violence prevention. While there is ample research on the efficacy of evidence-based programs for youth violence prevention, more can be done to increase community capacity to improve prevention quality for at-risk youth (Chinman, Hannah, Wandersman, & Ebener, 2005). Opportunities and challenges of collaborations between community and academic settings will be reviewed in the context of the Fuller Youth Initiative for Positive Youth Development and Violence Prevention. Community stakeholders and researchers will discuss lessons learned by both groups through the collaboration. The discussion will address specific processes that led to community engagement around youth violence prevention issues and successful accomplishment of program evaluation efforts. Steps taken to establish the community research collaboration from its incipient stage will be reviewed, including identification of stakeholders, conditions for "buy in" of the research project by the community, stability of networks to sustain collaboration, and facilitation of opportunities for dissemination of findings. Particular concerns about the limitations of evidence-based models for community-based youth violence prevention programs will be reviewed.

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Risks, Antecedents, and Prevention of Gang Membership

Jason Dickinson, Milton A. Fuentes, Brian Yankouski, Jennifer Gaskins, Catherine L. Ward, & Lorraine M. Escribano.

Montclair State University, Portland State University

Gangs are an endemic problem. Despite the coordinated efforts of communities to combat gangs, they continue to thrive. The proposed symposium assembles an international group of scholars to present novel empirical research that focuses on why youths join gangs and gang prevention issues. Our first paper presents a framework for understanding the motivation for joining a gang. Our second paper examines gang-related knowledge of elementary school teachers (which are prime recruiting grounds for prospective gang members). Our third paper, drawing on data collecting from South African youths, examines a range of risk and protective factors that predict gang membership.

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Potential Antecedents to Latino Gang Membership

Gangs are proliferating across the U.S. Estimates of gang activity suggest that 4 to 15% of urban Latinos are involved in gangs, most of whom are between the ages of 12 and 24. Given the age ranges that characterize average gang membership, careful attention should be paid to secondary schools, which may become ideal recruiting grounds for gang members. Utilizing Bronfenbrenner and Morris' (1998) bioecological model to organize the risk factors for gang membership identified by Howell and Egley (2005), this study proposes a framework that assumes that the distal risks factors for gang membership are in place (e.g., dangerous communities with gang presence) and exert a downward pressure on proximal domains (i.e., family system) that influence the quality of relationships and interactions with the social partners in each domain. This study investigates the quality of attachment relationships, the levels of support, and the levels of engagement in the family and school domain in the lives of immigrant and U.S. born Latino youth and proposes school engagement as a potential protective factor for Latino youth at risk for gang membership.

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School Versus Gangs: Ready and Willing, But Are They Able?

Gangs are a growing problem in the United States with approximately 24,000 gangs operating in the country today. New Jersey, for example, is home to nearly 700 gangs with more than 17,000 members. Research indicates that schools are common recruiting grounds for prospective gang members with the majority being under the age of seventeen. Teachers are in a unique position to assist with gang prevention and awareness initiatives; however, the majority of research focuses on students and has paid less attention to teachers. In this study, we surveyed approximately 100 teachers throughout the state to examine their knowledge and perceptions of gangs, their school's efforts to reduce gang activity, and their interests in additional gang-related training. Data analyses revealed that the majority of teachers were unable to properly recognize common gang identifiers, critical warning signs, and potential risk factors. Moreover, while teachers noted that their districts were committed to preventing gang activity, 33% reported that their districts were ineffective at averting or eliminating gang activity. These findings suggest that teachers with supportive districts and proper training can play a key role in gang prevention efforts.

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Lay Theories of Children's Involvement in Gangs: Cape Town's Youth Speak Out

Children's involvement in organized armed violence (or gangs) is a particular problem in Cape Town, South Africa. Although theories of gang participation and youth violence and delinquency have been extensively developed, children's views are seldom sought. In this work, 30 focus group discussions were conducted with children from elementary and high schools in four different communities in Cape Town, as well as with children in street children's shelters and children sentenced to special care centers for having committed a crime. Children were asked why children join gangs, what their ideal community would be like, and what could be done to intervene in gangsterism. Bronfenbrenner's ecological model was used to organize the results. Children identified a range of risk and protective factors in individuals, families, schools, peer groups, neighborhoods, and the exo- and macro-systems. These did not always map clearly against interventions: children did not suggest many interventions at the micro-system level (families, schools, and peer groups). Most of the interventions suggested were located in the exosystem and macrosystems, and prominent amongst these were poverty relief, improved policing, and access to safe after-school activities. Children's ideas about interventions may suggest what may be most acceptable in their communities

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Activating the Classroom: Social Justice, Social Action, Community Practice and Research

Susan Torres-Harding, Brad Olson, Jordan Braciszewski, Debra Hernandez Jozefowicz-Simbeni Hernandez Jozefowicz-Simbeni, & Judah Viola

Roosevelt University, Northwestern University, Wayne State University, DePaul University

Increasingly, the profession of psychology recognizes the importance of promoting socially responsible citizens and professionals, and social justice has been recognized by some as an important issue to incorporate into curricula. Promoting social justice involves encouraging students not only to simply learn information, but also enabling students to use the skills and information that they learn in class to actively effect positive changes in their communities. In addition, students are challenged to consider the broader consequences of their actions and to reflect on how they can make a difference in the lives of others. However, incorporating social justice into teaching activities can present unique challenges. These challenges can include difficulties structuring meaningful learning experiences within the limitations and constraints of the traditional classroom structure; ensuring that these learning experiences are mutually beneficial both for the students and for the population that they are serving; working within different settings where support for these non-traditional types of learning may vary; and instructors receiving little training or guidance around how to effectively integrate effective social justice activities into course curricula. This roundtable discussion will focus on different ways that teaching and promoting social justice have been integrated into both standard curricula and a range of other teaching activities.

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Special Education: Policy and Practice Implications for Immigrant and Minority Children

Traci Weinstein, Dina Birman, Tina Taylor Ritzler, & Tamara Springle

University of Illinois at Chicago

The United States is rapidly emerging as a nation characterized

by racial and ethnic diversity, with the 2000 Census projecting that racial/ethnic "minority" groups will contribute to almost 50% of the U.S. population by the year 2050. Along with the increasingly diverse composition of our nation's population comes diversity in the youth population of our public schools. It is estimated that currently 1 in 3 students enrolled in our public school system is of an immigrant or racial/ethnic minority background. Yet these students are frequently overrepresented in substantially separate educational settings, such as in Special Education and English Language Learner (ELL) programs. Consequently, we are facing a critical need to reexamine the conventional educational policies and practices that have become entrenched in this country's public schooling system. Special Education services are intended to have positive effects on children's academic achievement; however, they also hold negative consequences for children who are labeled as "different" and isolated from their mainstream peers, which is of particular concern for students from immigrant and minority backgrounds. The purpose of this roundtable session will be to generate discussion about the policy and practice implications of educating immigrant and minority children in Special Education and to consider what we should be doing as a community to better facilitate academic achievement for these students.

[353]

Challenges of Conducting Cross-Cultural Research With Mutual Help Groups

Tomofumi Oka, Thomasina Borkman, Magnus Karlsson, & Richard Chenhall

Sophia University, George Mason University, Ersta Skondal University College

Our cultural proclivities are often invisible when conducting research in our own society, but they are highlighted when we collaborate internationally and cross-culturally. This roundtable discussion will present several cases of collaborative cross-cultural research with mutual help groups: a Japanese and a U.S. researcher study parents' organizations; a U.S. researcher collaborates with British and Swedish colleagues to study mental health consumer-run mutual help organizations; an Australian researcher studies Japanese alcoholics' organization with a Japanese collaborator. At every stage of the research process cultural aspects of the researcher's work manifest from defining the phenomena to be studied to design, to collection, analysis and interpretation of data and to writing the findings. Each researcher will discuss specific examples of their cultural lenses and how these had to be taken into account in their cross-cultural research. The cases illustrate general challenges, opportunities and pitfalls of cultural lenses that each researcher must defog. Open and thorough discussion of divergent reactions of the researchers is necessary and essential. Competent cross-cultural research is not possible with a sole researcher because it requires the cultural lenses of a member of each society being studied. Ironically, the researcher may learn the most about his/her own society in the process.

[354]

Research with Heterosexual Black Men: A Strengths-Based Focus

Keisha Paxton, Naomi Hall, Lisa Bowleg, Pamela Valera

California State University at Dominguez Hills, Charles R. Drew University of Medicine & Science, Claremont Graduate University, Drexel University, Columbia University

Although there is a paucity of research on heterosexual Black men in the sexuality and HIV literature, existing discourse has primarily focused on negative attitudes and behavior. It is imperative to concentrate on the strengths of this often

marginalized and neglected population when conducting research with them. Specific areas in research with Black heterosexual men discussed include, but are not limited to, recruitment, retention, and the distinction between behavior and identity. Participants in this roundtable include researchers whose focus is on heterosexual Black men and their social constructions of sexuality and behavior. This roundtable will be comprised of research that focuses on heterosexual Black men whose behavior and identity are consistent and those whose behavior and identity may not be congruent. One anticipated outcome of this roundtable is to discuss methods of engaging in culturally and gender appropriate research with this population that enhances their psychosocial and health outcomes, and involvement in research. Additionally, incentives (both intrinsic and extrinsic) for participation will be discussed. Attendees interested in other ethnic groups will benefit and contribute to the discussion and dialogue about their research with other populations.

[355]

Targeting Social Settings to Advance Prevention and Developmental Science

Joshua Brown, David Henry, Bridget Hamre, Edward Seidman, Michael Schoeny, Robert Pianta, Sara Rimm-Kaufman, Jason Downer, Stephanie Jones, Maria LaRusso, & Lawrence Aber

New York University, University of Illinois at Chicago, University of Virginia, William T. Grant Foundation, University of Illinois at Chicago, Fordham University, New York University
This symposium brings together researchers whose programs of work focus on measurement strategies for classroom settings and the development and evaluation of interventions targeting these settings for high-risk youth. The first paper describes the return potential model for measuring classroom-level norms for aggression. The second paper addresses the reliability and validity of an observational tool for assessing classroom instructional and emotional climate. The third paper employs data from a longitudinal, experimental evaluation of the 4Rs Program to test intervention impacts on classroom climate and teacher-child relationships. An expert in assessing setting-level processes and outcomes will serve as the discussant.

[356]

Measuring Setting-level Norms: Return Potential and Aggression

Injunctive norms may be defined as the relation between behavior and feedback in a setting (March, 1954). This paper describes a method for measuring norms that is based on this notion. It reports findings on the characteristics of classroom and school norms for aggression, and the relations between norms and behavior. Jackson (1966) developed the Return Potential Model as a method for operationally defining and measuring the interaction between behavior and feedback in social settings. The present authors and colleagues adapted the Return Potential Model for norms related to aggression, and applied it in cross-sectional and longitudinal studies. The cross-sectional study found that greater intensity of feeling about the norm and greater agreement among classmates was associated with lower aggression and that classrooms enforce norms about aggression more through disapproval than through approval. In the longitudinal study of school-level norms, greater within-school agreement was associated with decreasing aggression over time. Moreover, a universal social-cognitive intervention was more successful in schools where there was less within-school agreement about norms for aggression. This paper will discuss potential applications of this method. These include diagnosing the readiness of settings for intervention and planning

interventions in light of setting-level characteristics.

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Opportunities and Challenges in Using the Classroom Assessment Scoring System

With increasing interest in school-based research, observational tools are needed to reliably assess classroom processes. This presentation draws data from six observational studies of preschool to fifth grade classrooms to address reliability and validity of the Classroom Assessment Scoring System (CLASS), an observational measure which provides scores by independent raters on 10 dimensions of classroom quality. To assess reliability of the CLASS the study examines the extent to which there was consistency across users, cycles of observation, and across the year. Results indicate a relatively high degree of concordance across coders. Results also indicate a high degree of stability across cycles of observation. To assess validity, authors will examine the extent to which CLASS scores are associated with children's academic and social development after adjusting for covariates.

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School-Based Social-Emotional Learning Intervention and Setting-Level Change

As ecological models have been increasingly applied to development in educational contexts, the classroom as its own unique system comprising characteristics of teachers, students, and the dynamic relationships between them, has become both a focus of study and a target of school-based intervention and prevention efforts, particularly with regard to social and emotional skills and behaviors. However, a critical omission in this growing body of research is an explicit examination of (a) the degree to which interventions delivered through and targeting changes in settings such as classrooms, actually result in setting-level changes that can ultimately be linked to youth outcomes, and (b) the essential processes by which these changes occur. This paper employs data collected from approximately 85 3rd grade classrooms and teachers in 18 urban public elementary schools during the first two waves of a school-randomized, experimental study of a universal school-based social-emotional learning intervention (the 4Rs Program) to test: (1) the direct effects of participation in the 4Rs on (a) the quality of teacher-child relationships, and (b) the emotional and instructional climate of the classroom, and (2) whether changes in teacher-child relationships causally mediate the impact of 4Rs on classroom climate.

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Community Psychology in Europe: Main Trends, Practice and Research

Jose Ornelas

Instituto Superior de Psicologia Aplicada, Portuguese Society for Community Psychology, European Community Psychology Association

Community psychology is complex to describe in Europe, due to the diversity that results from the context of different countries with diverse languages and cultures. We have been gathering since 1992 around European countries to share our ideas and experiences. The main trends within community psychology are in community mental health systems change, as a consequence of a long process of deinstitutionalization and community-based programs; the connections with the political movements, particularly the women's activism, that have had very strong impacts in research and practice. Other relevant fields are organizational empowerment, with innovative areas of intervention with strong links with group dynamics and entrepreneur's social responsibility or unemployment and

changing social policies. Scholars and professionals have also worked extensively in Europe studying the sense of community, community profiling, and community building capacity, looking at the ethics of social intervention, as well as studying health prevention and promotion. Recently, we have been addressing the issue of immigration and integration in the European Union. A network of academic programs in community psychology, and strong links with community organizations for research and professional doctoral programs, have been a major focus of the community psychologists around Europe.

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Cultural-Community Psychology: Directions for Theory, Method, and Action

Michael Kral, Mark Aber, Jorge Ramirez Garcia, & Clifford O'Donnell

University of Illinois at Urbana-Champaign, University of Toronto, University of Hawai'i

This roundtable will examine how consideration of culture might be more fully integrated into community psychology. While community psychologists have been working with diversity and cultural issues for decades, the field has not yet engaged in deep interdisciplinary dialogue with psychology's sub-disciplines that focus on the study of culture, nor with anthropology. Thus, our field has not fully considered how culturally based theory, method, and practice might enhance core components of its identity, research paradigms, and practice. After providing an overview of points of connection between community psychology and cultural psychology, cross-cultural psychology, ethnic minority psychology, and applied anthropology, and how ethnography can shape community research, the organizers will reflect briefly on their experiences wrestling with these issues in their own work including: grassroots educational reform, Latino families and mental health services, Inuit suicide prevention and community wellness in the Canadian Arctic, and community, culture and intersubjectivity. Our goal is to articulate the merits of various approaches to culture, and to generate directions from which we can begin to build a cultural-community psychology.

5-6:15pm Concurrent Sessions

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Food Security, Justice, and Community Research and Action: Making the Connections

Darcy Freedman & Patricia Conway

Vanderbilt University

Food security, as defined by the United Nations, is when "all people at all times have physical, social, and economic access to sufficient, safe, and nutritious foods which meets their dietary needs and food preferences for an active and healthy life." Food security is an increasingly salient topic of inquiry among a wide range of scholars as well as the general public. Growing interest in food security is perhaps related to the fact that food is essential to all of us, and access to healthy and culturally relevant food is comprised, as a result of a variety of factors, for many people throughout the world. With their focus on justice, food security is a prime arena for community research and action scholars. This innovative session will utilize mixed media to engage with the topic of food security by situating food and its production, distribution, and consumption as social and environmental justice issues. A conceptual understanding of food security will be developed using theoretical constructs from community psychology, public health, and environmental justice. Next, we will present two action-oriented and

community-based projects that work to bridge the theoretical framework outlined in the presentation to local practice. The projects to be discussed are (1) the development and implementation of farmers' markets in two low-income urban neighborhoods and (2) the genesis of a regional food security initiative comprised of over fifty stakeholders representing all parts of the food system, from production to consumption. The formal presentation is expected to last forty minutes; the remainder of the session will provide time for dialogue about the role of community research and action scholars in redressing food (in)security in our own locales.

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Intercultural Dialogue for Peace-Building and Harmony in the Community

Durgadas Mukhopadhyay

Delhi University

Fifty-seven major armed conflicts, waged between 1990 and 2001, killed as many as 3.6 million people and civilians accounted for more than 90 percent of the casualties. Most conflicts are internal civil wars. Mankind demands the realization of diverse values to ensure their individual and collective well-being. It is also observed that certain communal forces in the society engage in exploitation, oppression, persecution, and other forms of deprivation resulting in disturbing communal harmony. To prevent interstate wars, internal armed conflicts, ethnic and religious strife terrorism and the proliferation of weapons of mass destructions we should adopt a culture of peace and arts have a positive, potent and permanent contribution in this process. This approach has not been attempted in western countries. It is necessary that we document the best practices worldwide and research on the works and methods of Gandhi, Nelson Mandela, Dalai Lama, Mother Teresa, and thousands of peace workers in different parts of the globe and clearly define guidelines for long-lasting peace. Peace education is a comprehensive and holistic participatory process that includes teaching and learning for and about human rights, non-violence, social and economic justice, gender equality, environmental sustainability, disarmament, international law, human security and traditional peace practices. Peace education through arts would promote post-conflict stability and democratic transformation. Peace begins in the hearts of human beings. It is ultimately in the heart of human beings, that we will have to find the power, the compassion, the love, the wisdom, the understanding to build a new society. What is needed is an integral and integrated commitment to build a just and peaceful world through intercultural dialogue

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Transforming Settings: Toward Positive Youth Development

Beth Shinn, Rhona Weinstein, Ken Maton, Freeman Hrabowski, Metin Ozdemir, Harriette Wimms, David Henry, Shannon Kobes, Robin Lin Müller, & Jason Forney

New York University, University of California at Berkeley, University of Maryland at Baltimore County, University of Illinois at Chicago, Michigan State University

Creating or transforming social settings is an important strategy for promoting social justice and social inclusion. The presentations in this symposium offer four ways to transform settings for children and youth in order to promote positive youth development. Two presentations focus specifically on issues of social inclusion. The first describes collaborative efforts within schools to create positive expectations for all students, including poor, ethnic/linguistic minority, and special needs children. The second offers a theory of change and a successful example of enhancing representation, retention, and achievement of minority students in higher education. The third

paper discusses an approach to changing norms regarding acceptable levels of aggression and hence aggressive behavior in schools. And the fourth describes six approaches to developing capacity in community-based organizations for youth, so that they in turn can work more effectively to improve youths' lives. In addition to theories and exemplars of change, the authors all suggest ways of assessing key dimensions of social settings in the service of transforming and monitoring change. The discussant is charged not with offering her own insights, but with offering questions to facilitate a discussion between panelists and members of the audience.

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Transforming Schools to Actualize High Expectations for All
The promotion of high expectations for all students has become the underpinning for national education reform. Under No Child Left Behind (2002), federal policy has targeted low academic expectations as the root cause of the achievement gap – which disadvantages poor, ethnic/linguistic minority, and special needs children. This persistence of unequal educational opportunity into the 21st century remains a critical barrier to social justice. While NCLB represents a societal-level expectancy intervention, its impact on student achievement has been limited. Ecological theory suggests that the power of self-fulfilling prophecies is context specific and multi-layered. It is fueled by interactions between qualities of individuals and settings, nested relationships at multiple levels, and accumulation over time – accentuating or lessening effects. Accordingly, setting change or creation efforts must address both local ecology and the multiple pathways by which expectancy effects can be expressed. To promote change, setting members need to understand multi-layered dynamics and work collaboratively to strengthen policies, instructional practices, and supports so that positive expectations are actualized. This paper articulates setting-level theory about expectancy change which is illustrated by four exemplar interventions (within a tracked high school, a low-performing elementary school, a high expectation elementary school, and an “early college” secondary school).

[365]

Enhancing Minority Student Achievement: A Social Transformation Theory of Change

A social transformation theory of change is proposed for enhancing representation, retention and achievement of minority students in higher education. The central tenet of the theory is the creation of empowering settings that focus on minority student achievement, as part of a larger transformative institutional change process centered on inclusive excellence. Key organizational characteristics of empowering settings are a belief system that is growth-inspiring, strengths-based, and focuses beyond the self; an opportunity role structure that is pervasive, highly accessible, and multi-functional; a multi-faceted support system that is encompassing, peer-based, and provides a sense of community; and empowering leadership that is inspirational, talented, shared and committed. Central to a larger institutional change process is a sustained effort to transform organizational culture and behavior to enhance equity for minority students, diversity in the formal and informal curriculum, an affirming campus climate, and student learning. Key strategic elements for implementation and sustainability include ensuring senior leadership support and accountability, developing an institutional vision and promoting buy-in, building capacities necessary for transformation, and leveraging resources. The proposed theory of change is based in part upon a long-term, highly successful diversity initiative at a particular university. Implications for policy, social justice, and practice

are examined.

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Changing Settings Through Attention to Norms

Injunctive norms are prescriptions for appropriate behavior in a particular setting. Such norms may be formally codified or informally held, and differences in norms define different cultures. Differences in injunctive norms also define the cultures of settings at lower levels of analysis, such as nations, neighborhoods, organizations, schools, classrooms, and peer groups. Behavior setting theory suggests that the concept of a “norm” is shorthand for a dynamic process through which settings provide feedback on individual behavior. Such feedback is essential for the fulfillment of setting purposes. Understanding and measuring aspects of these feedback processes may provide opportunities for setting-level intervention. This paper has three aims. First, it reviews research on the relations between norms for aggression and aggressive behavior at the classroom and school levels of analysis, including evidence that youth misperceive the norms of their peers for aggression and for prosocial problem solving. Second, it reviews evidence from areas as diverse as substance use and curbside recycling to suggest that providing feedback on norms is a powerful intervention strategy. Third, this paper will discuss a method for measuring norms, and the potential uses of such measurements to plan setting-level interventions.

[367]

Building Capacity of Community-Based Organizations to Better Serve Youth

Community-based organizations (CBOs) play a vital role in youth's lives. By providing direct youth services, engaging in youth community-building endeavors, and influencing local policies that affect youth, CBOs can make dramatic contributions to improving youth's lives. In this presentation, we will provide an overview of the features of CBOs that distinguish them from other organizational types. We will offer a framework for understanding and guiding efforts to build the organizational capacity in youth-serving CBOs that takes these unique features into account. We will present six capacity development strategies, illustrating each with examples drawn from youth-serving CBOs: education and skills-development training and technical assistance; organizational learning development; coaching; strategic planning; organizational restructuring and resource reallocation; and, policy development and implementation the actions needed to induce change. We will also describe approaches to measuring organizational change that are appropriate to the context of youth-serving CBOs.

[368]

Issues of Prevention in a Gentrifying Urban Environment
Sara Malinowski, Kristin Carothers, Russell Carleton, Sheila Ribordy, & Richard Renfro

DePaul University, DePaul Community Mental Health Center

In U.S. cities, gentrifying neighborhoods are booming at the expense of low-income residents, who because of rising property taxes and rents are being priced out of neighborhoods where they have raised families and established strong community relationships (Lipman, 2002). As such, practitioners deal with unique challenges in working with low income urban communities facing gentrification. This symposium focuses on the challenges produced by gentrification and will explore issues that arise when prevention programming faces gentrification. The presentations highlight Chicago's Cabrini Green neighborhood and the impact that gentrification has had on the utilization and provision of prevention services.

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Chicago's Cabrini Green Community: Demolition and Gentrification*Sara L. Malinowski & Sheila Ribordy
DePaul University*

The families of Cabrini Green are predominately African American and low-income. While numbers of residents have rapidly decreased in recent years, approximately 3,000 remain. Although there have been plans for redevelopment for some time, the process is slow and families are finding themselves living in ambiguity. The first presentation in this symposium will cover the demolition and gentrification of the Cabrini Green housing community and include: (a) the history of Cabrini Green; (b) redevelopment and future plans for the area; and (c) present challenges faced by the community members. More specifically, issues within multiple systems such as families, schools, and community-based organizations will be explored.

[370]

The DePaul University Community Mental Health Center's Delinquency Prevention Program*Kristin J. Carothers & Russell Carleton
DePaul University*

The DePaul University Community Mental Health Center's Delinquency Prevention program is a state funded initiative to identify youth (10-17 years) who are at risk for eventual delinquent behavior that will put them into contact with Juvenile Court. These efforts are intended to minimize and reduce the number of youths in the Cabrini Green community that end up formally involved in the legal system. This program is particularly important to the Cabrini Green community because as gentrification occurs, resources become scarce and competition increases. As a result, younger and younger children are being recruited into gang activity, and even younger children, who are not formally gang involved, are engaging in activities that can be called pre-delinquent or delinquent. The second presentation in this symposium will review: (a) public policy surrounding the development of this delinquency prevention program; (b) state guidelines for the prevention program; and (c) challenges in providing prevention programming to low-income urban communities. Additionally, the mismatch between state guidelines and actual implementation in the Cabrini Green community will be discussed.

[371]

Effects of Gentrification on Prevention Programming*Sara L. Malinowski, Kristin Carothers, Russell Carleton,
Sheila Ribordy, & Richard Renfro
DePaul University*

Prevention programs encounter a number of specific issues related to gentrification in attempting to provide efficacious services to low-income housing communities. For example, as families are forced out of their neighborhoods their priorities may change from seeking mental health services to finding shelter. Also, families may leave the community but allow their children to return to neighborhood schools because families are attached to the communities they have been forced to leave. This makes it difficult to have consistent contact with families. Additionally, as new developments emerge and new upper class residents move in, displaced community members may come to mistrust outsiders, making it even more difficult to establish relationships between community residents and prevention service providers. This presentation will elucidate some of the issues that affect prevention programming at multiple stages including curriculum development, recruitment, engagement,

and direct service provision.

[372]

Contextual Alchemy? Toward Systematic Integration of Mixed Methods in Community-Based Research*Bret Kloos, Greg Townley, Patricia Ann Wright, & Jean Ann Linney**University of South Carolina, University of Notre Dame*

Increasingly, social scientists have advocated the merits of using multiple methods for inquiry. However, it is not always clear how methods based upon different assumptions and traditions can be integrated in a systematic manner. In this symposium, three presentations address different challenges that arise in multi-method studies. Each draws upon a program of research investigating the relationships between housing & adaptive functioning (HAF) for persons with serious mental illness. The studies use methods emerging as particularly useful for community-based research – multi-level modeling, geographic information systems analysis, a series of qualitative interviews, visual ethnography. After providing examples of the methods and possible solutions for their integration, an open discussion will be facilitated to address ways to advance the field.

[373]

Applying Modeling Methods to Quantitative and Qualitative Data

This presentation examines the promise and problems of modeling relationships in quantitative and qualitative data. Multilevel modeling is increasingly used in quantitative community-based research to capture better the contextual aspects in research and to disentangle the clustered nature of community-based phenomena (Luke, 2005). A few methodologists have advocated for modeling causal relationships in qualitative research (Miles & Huberman, 1994), but this strategy is seldom used in community-based research. This presentation compares modeling analyses from two studies. First, the relationships between housing environments and functioning for persons with SMI living in their own apartments were modeled from data gathered in structured, quantitative interviews. Second, qualitative analyses of interviews focused on housing and neighborhood experiences of persons with SMI were conducted with a subset of the larger studies' research participants. For investigations of the potential roles of neighbors and neighborhood challenges in functioning, modeling facilitated drawing conclusions when the data in both approaches emphasized "variable-oriented" views of phenomena. However, efforts to model processes were more problematic. Discussion about using these methods will address the challenges of drawing conclusions and verifying findings when results from different approaches do not converge.

[374]

Mapping Community Integration: Incorporating GIS Analyses Into Mixed Methods Designs

In order to encourage community integration of persons with serious mental illness, it is vital to understand the psychological, social and physical dimensions of community experienced in this population. Two related HAF studies used Geographical Information Systems (GIS) analyses to complement self-report data. In a qualitative study, participants were asked to describe what community meant to them. They also drew maps of the places in their communities that they valued and where they spent time. In a primarily quantitative study, participants answered questions pertaining to their sense of community. Both studies, GIS analyses were used to identify aspects of communities that likely influence integration experiences, including proximity to amenities, crime rates, and housing

characteristics. In the qualitative study, locations on participants' maps were plotted to form a network of their movement throughout the community. A network index was calculated to represent another indicator of community integration. Among the methodological challenges presented by these approaches is how to handle cross-level relationships in mixed methods studies. Proper synthesis of data that span levels of analysis can afford a rich understanding of individual and community level phenomena, but may be susceptible to similar problems faced in quantitative cross-level relationships.

[375]

Integrating Verbal and Visual Descriptions of Home and Neighborhood

This multi-media presentation utilizes qualitative interview and visual data from a sub-sample of the HAF quantitative study. A series of three interviews were conducted with adults who had serious mental illness. Qualitative analyses of their responses focuses on descriptions of what participants' homes and neighborhoods mean to them. Specifically, initial open coding of responses to the questions what do home and neighborhood mean to you have revealed social, physical and psychological aspects of the housing environment. In addition to the interviews, participants took researchers on a walkabout of their neighborhood. Participants showed researchers first hand the parts of their homes and neighborhood that are most important to them. Drawing upon visual ethnography, the walkabout included taking pictures of sites and people as well as recording participants' descriptions of the significance of the photos in an attempt to document their views of their experience. The particular methodological challenge presented by these data revolves largely around issues of representation, specifically involving the appropriate merging of participants' narrative descriptions of their homes and neighborhoods and their visual (photographic) depictions of these same settings and researchers' analysis of these materials. Finding a systematic method for integrating these media may open new avenues to understanding of the role that home and neighborhood play in the lives of adults with SMI.

[376]

Feminisms, Social Change, and Violence Against Women: Is There Still A Need For Politics?

Amy Lehrner, Lynette Jacobs-Priebe, Marion de Laubenfels, Anne Mulvey, Angela D. Ledgerwood, Raven E. Cuellar, Gillian Finocan, Jennifer L. Elfstrom, & Karen S. Bromer
University of Illinois at Urbana-Champaign, Vanderbilt University, University of Massachusetts at Lowell, Miami University, Abuse, Rape & Crisis Shelter of Warren County

The violence against women movement was motivated by feminist analyses of the violence as a sociopolitical problem with roots in oppressive structural systems and gender ideologies. Movement activities thus included both ameliorative direct services as well as myriad attempts to effect more fundamental social change by addressing sexism, racism, homophobia, etc. However, with the many successes of the women's movement has also come what some argue is a depoliticization and co-optation of the movement. This symposium will engage questions of the continuing relevance of feminist and sociostructural analyses of violence against women and the consequences of their retreat from the movement.

[377]

De-gendering Domestic Violence

Amy Lehrner

This paper presents data from interviews with domestic violence advocates across a large, Midwestern state. A large subset of

advocates reject any feminist analysis of domestic violence and advocate a de-gendered, politically neutral analysis of domestic violence. While "feminism" has received much criticism from many fronts, it is not the case that these advocates endorse a political analysis but reject the feminist label. Instead, their rejection encompasses a larger narrative of domestic violence as an individual, psychological problem requiring therapeutic treatment. This dovetails with a trend in the movement towards de-gendered language of victimization and perpetration. This impetus towards gender-neutral language has been driven by multiple considerations, including the acknowledgement of gay and lesbian domestic violence, women's use of violence, and the desire to connect with larger community and funding audiences that might be alienated by an explicitly politicized analysis. This presentation will elaborate the forms that a de-gendered analysis takes and explore some of the possible implications for both service provision and prevention efforts.

[378]

The Social Norms Approach to Violence Against Women Prevention: A Feminist Critique

Lynette Jacobs-Priebe

The social norms approach to prevention has been most widely used on college campuses to change dangerous drinking behavior through positive peer pressure. Advocates of the approach and some funding agencies have been promoting use of the approach to change attitudes towards violence against women (VAW) and to prevent VAW conducive behaviors. However, simply extracting the social norms approach from the context of alcohol abuse prevention and applying it to VAW prevention is inadequate, primarily because the problem of VAW is gendered and intimately linked with attitudes of sexism in ways that are quite different from the problem of dangerous drinking. Campus communities vary in the proportions of types of sexist attitudes students hold, they vary in the degree of student feminist activism and dialogue, and in the degree of tolerance for feminist activities. Survey, interview and archival data from five universities in the southeast will be used to illustrate these differences and highlight the challenges of creating prevention efforts with a universal approach. The social norms approach may be a more effective prevention technique for targeting VAW when individual and ecological variables are considered with a feminist lens.

[379]

Beyond "Managing" Victims of Intimate Partner Violence

Marion de Laubenfels & Anne Mulvey

Stripping gender and constructivist feminist understandings from services for women victims of intimate partner violence (IPV) results in providers – in privileged social locations and constrained by institutional policies – blaming victims while ignoring multi-layered (personal-political) interconnected forms of structured inequality (class, culture, ethnicity-race). Mainstream shelters and transitional living programs effectively control the intimate lives of residents, re-asserting patriarchal practices that reinforce abuse of power more efficiently than individual perpetrators do. Ignoring histories, contexts and identities obscures how institutions "protecting" women developed and how IPV programs have "devolved" into settings reminiscent of "sanitariums," "homes for unwed mothers," and "poor houses" where women's disruptive voices were (are) silenced. Consciousness inured to oppressive ways of taking in (loose) women almost inevitably reproduces it. Complex identities, roles and power relations among staff and residents in IPV settings illustrate larger societal inequalities and why the diverse voices, lived experience and agency of women victims must be privileged. Feminist theories that challenge

individualistic interventions for "generic victims," incorporate intersectionality of sexism with other forms of oppression, and advocate for multi-cultural socially just alternatives are critical if we are to move beyond "managing" women victims to real change: putting shelters and transitional living programs out of business.

[380]

Empowering Strategies for Including a Gender-Based Violence Perspective in Prevention

Angela D. Ledgerwood, Raven E. Cuellar, Gillian Finocan, Jennifer L. Elfstrom, Karen S. Bromer, & Paul D. Flaspohler

When undergoing strategic planning processes in community coalitions, key stakeholders often struggle to align the multiple perspectives that emerge around the causes and potential solutions to complex community problems. These tensions may be exacerbated by political agendas. The tension among multiple perspectives was witnessed during consultation with a local community coalition receiving federal funds to plan and implement intimate partner violence (IPV) prevention strategies. One point of contention was between the relative importance of gender-based prevention strategies and community readiness. The funding agency preferred a gender-based analysis of IPV while the coalition believed the targeted communities were not ready to conceptualize IPV from this feminist perspective. Utilizing empowerment principles, two central strategies were employed to facilitate IPV prevention efforts in a way that satisfied the needs of both parties. First, the identification and utilization of leverage points where gender-based analysis of IPV could be accepted by the coalition and the community. Second, a process was created for the coalition to increase community involvement that would lead to enhancing the coalition's understanding of local needs and resources to more effectively select, adopt, and sustain an evidence-based IPV prevention program to augment existing strategies. The implications of this approach will be discussed.

[381]

Social Justice and Mental Health

Catherine Ward, Joanne Corrigan, Mary Gloria Njoku, Leonard Jason, Mason Haber, & Paul Toro

Human Sciences Research Council, University of Cape Town, DePaul University, University of South Florida, Wayne State University

This symposium examines social justice issues as related to mental health. The first paper provides a conceptual approach to the relationships between multiple deprivation and social exclusion, and mental health. The second documents such relationships in a Nigerian population. Finally, the third illustrates links between economic and mental health issues among young women presenting for treatment in the US. The symposium thus engages with a fundamental premise of community research and action: social justice interventions improve mental health. The audience will be invited to participate in suggesting refinements to conceptual frameworks, and in making recommendations for policy and practice.

Discussant: Paul Toro

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Multiple Deprivation and Burden of Mental Illness: A Conceptual Framework

Joanne Corrigan & Catherine Ward

Common mental health disorders (such as anxiety, depression, PTSD) contribute a great deal to the burden of disease around the world. Many social and structural factors play a causal role in mental illness. For instance, there is good evidence to suggest that exposure to violence and food insecurity are causally related

to mental illness. In reviewing the literature, it is clear that there are several domains of deprivation which underlie social exclusion and which are causally related to mental illness. In this presentation, we present a conceptual model for understanding the relationship of social and structural factors and their relationship to mental illness. It includes the following forms of deprivation: health deprivation, material deprivation, human capital deprivation, social capital deprivation, living environment deprivation, family environment deprivation, employment deprivation, and safety deprivation. Ultimately, we show that reducing the burden of mental illness is a matter of social justice with urgent implications for policy.

[383]

Mental and Physical Health Needs in Nigeria: Participants' Attribution

Mary Gloria Njoku & Leonard A. Jason

Several African studies have indicated that poverty or lower SES impacts health condition in Africa. Further, studies have indicated that mental health is neglected in Africa. In Nigeria, for example, few resources are available for mental health prevention and treatment. Interventions are mostly available for physical illnesses and those resources are mainly accessible to those who have the financial capacity to obtain healthcare services. A recent Nigerian study of chronic fatigue, found that psychological distress increased progressively as individuals experience more chronic symptoms and some individuals indicated in writing their need for mental health services. The participants in this Nigerian study attributed their illnesses to overwork, family problems, stress, sickness, malaria/typhoid, lack of money, lack of job and lack of access to healthcare. Presenters will discuss their understanding of the findings from the Nigerian study of chronic fatigue, focusing on the psychological distress and attributions endorsed by the participants.

[384]

Mental Health Symptoms and Economic Deprivation Among Transition-Age Multi-problem Women

Mason Goodloe Haber

Traditionally, young women in the "transition to adulthood" (ages 16-29), have not been represented in high numbers in substance abuse treatment in the U.S., but in the last couple of decades more young women have begun to be referred for these services, often with co-occurring mental health issues. Over the same period, economic shifts in the U.S. have left transition-age young women increasingly vulnerable to economic deprivation, and thus many young women entering treatment also have economic problems. Among these "multi-problem" young women, how are substance abuse, mental health, and economic issues linked? A recently completed study collected several waves of data on these issues from 2,729 women presenting for treatment, 682 of whom fell in the transition age range. These data provided the opportunity to examine questions regarding the relationships between problems of transitioning women, including: 1) Do transition-age women presenting for treatment show more severe economic deprivation than older women; 2) Do their links between mental health symptoms, substance abuse, and economic deprivation differ; and 3) Do transition-age women show greater benefits when their economic needs are addressed? Data related to these questions and implications for defining priority needs of transition-age women in substance abuse treatment are discussed.

[385]
Is Ecological Research Ecological? Is Research Validity Valid?

Meg Bond, Courte Voorhees, Kimberly Bess, & Edison Trickett

University of Massachusetts-Lowell, Vanderbilt University, University of Illinois at Chicago

Human ecological theory, adapted from Field Biology, aims to understand the connections between people, groups, cultures, and the natural environments that they inhabit. Since William James, psychologists have adapted the tenets of ecology to understand and predict the behavior and pathology of research subjects without a systematic methodology to guide and test their efforts. Other than a few notable exceptions, ecological theory is used as an heuristic--incorporating theories, methods, and methodologies that do not adequately reflect researchers' intentions to attain ecological validity. This paper will describe the scientific evolution of ecological epistemology, catalog and synthesize relevant elements of the ecological paradigm from natural and human ecological literature, and present a study of all the ecology articles in the community psychology journals. The set was gathered using ecological search terms and evaluated to determine the fidelity of the application of ecological theory. Suggestions for specific actions to increase ecological validity and to create a more effective ecological methodology will be offered as a primer for the discussion to follow.

[386]
First Year Practicum in Community Psychology: Graduate Student Perspectives

Heather Sprague, Megan Greeson, Giannina Cabral, Erin Droege, & Christina Campbell

Michigan State University

Practicum is an essential component of graduate work in community psychology. However, the practicum experience as a first year student comes with both advantages and disadvantages. This town meeting will present the perspectives of five community psychology graduate students from Michigan State University. These students have a variety of research interests and come from diverse backgrounds allowing for an interesting range of experiences. This discussion will include how the practicum experience shifted their understanding of social issues, taught professional development skills, and exposed them to the challenges of collaborating with the community. These students will also discuss the advantages and disadvantages of doing practicum work as first year students. Advantages include: seeing the social issue within a systems change framework, applying the values of community psychology in a real world setting, integrating multiple perspectives on a single issue, engaging in participatory research, and using the experience to inspire thesis and dissertation work. Disadvantages include: intense first semester course load and working in a setting with minimal experience (e.g., in evaluation, running focus groups, or developing surveys).

[387]
Promoting Cultural Competence and Evidence-Based Practices in Community Mental Health

Arthur L Whaley

Russell Sage Foundation

This roundtable discussion will explore ways to promote cultural competence and evidence-based practices in community mental health. The facilitator will share an approach that was developed under his leadership while he oversaw a cultural competence initiative in a philanthropic organization. He will describe the

approach in a step-by-step fashion to provide participants with information on the knowledge, attitudes, and behaviors necessary to develop and implement such a project. The description will cover the details of the actual initiative including formulation of the idea, background research and literature review, expert consultation, project development, project implementation, and evaluation of the project. Both the strengths and weaknesses of the approach outlined will be discussed. Participants will be asked to provide feedback and suggestions on ways to improve upon the approach described and to propose alternative models. The overall goal of the discussion is to have participants recognize the complementary nature of cultural competence and evidence-based practices. Participants will be encouraged to discuss the applicability and feasibility of these issues to their service provision. The discussion will conclude with how these two aspects of service improvement are relevant to a social justice agenda in community mental health.

[388]
Toward a Cross-Cultural Understanding of Women's Issues
Malgorzata Szarzynska & Jessica Goodkind

University of Opole, University of New Mexico

This roundtable discussion will focus on methods for studying women's issues across cultures. Much of the existing community research on women's issues is "culture bound," focusing on particular methodologies applied in particular nations. There are many advantages to such a culture bound approach, but the approach makes comparison across nations difficult. By comparing women's issues across nations and cultures, we believe that a richer understanding can be obtained. The two discussion leaders will help the audience explore how to develop an international and cross-cultural understanding of women's and gender issues. Various examples of international research, both qualitative and quantitative, will be considered. One of the leaders lives and works primarily in Poland, but has experience with women's issues elsewhere in Europe as well as in Asia. The second leader has experience with research on refugee women in the US (from Southeast Asia and Africa) and Native American women. It is hoped that the audience will share their own experiences and suggest better ways to approach international research in the future.

[389]
Coming Home: Lessons Learned in Developing the Building Bridges Prisoner Reentry Initiative

Derrick M. Gordon, Dr. LaKeesha Woods, William Dyson, Cinda Cash, Michael Peloso, Deborah Henault, & Allison Cunningham

Yale University, The Connecticut State Legislature, New Haven Building Bridges Connecticut Women's Consortium, Judicial Department of the State of Connecticut, The Department of Corrections of the State of Connecticut, The Columbus House
 Crime has a tremendous impact and cost in America. In 2003, approximately 2.08 million adults in the United States were in jail or prison, reflecting a 3.7% annual increase since 1995 (U.S. Department of Justice, 2003). Addressing the unique challenges of released inmates upon entry back into the community needs increased attention and effort. Given the history and efforts of Connecticut's criminal justice system, this round table discussion seeks to examine the policy and practice initiatives established, their intentions, the unintended consequences, and the areas where policy and practice are not compatible. Building Bridges grew out of a public-private partnership between Connecticut state legislators, national criminal justice policy entities, community partners, and national criminal justice funders. These constituent groups were interested in addressing

the issues associated with prison overcrowding, any existing reentry initiatives, and an ever-increasing prison infrastructure. The presenters reflect this diverse body of policy, funding, community, and practice, community psychology, and criminal justice collaborators and will speak to their motivation for this work and lessons learned.

[390]

Becoming a Community Psychologist: Transition from Graduate School to Professional

Lindsey Stillman, Michele Schlehofer, Gordon Hannah, Jessica Snell-Johns, Dana Keener, & Nathaniel Israel
University of South Carolina, Claremont Graduate University, Indiana University of Pennsylvania, Promoting Positive Change, LLC, The Louis de la Parte Florida Mental Health Institute

This discussion will focus on the skills necessary to transition from graduate student to professional and what experiences are needed to gain these skills. First, the facilitator will present the results of interviews with community psychologists about the skills necessary to being a community psychologist. Then the facilitator will present her experience creating a community-based internship to address the gap between graduate school and professional practice. Finally, recent graduates will discuss their experiences in making the transition from graduate student to professional.

Poster Session #3

[391]

Voices from a New Stage: Promoting Mental Health through Community Theatre

David A. Faigin, Hisham Abu Raiya, Erin E. Bonar, & Catherine H. Stein
Bowling Green State University, Behavioral Connections of Wood County

Theatre arts offer people living with mental illness opportunities to build social skills, take part in valued roles in the community, as well as create and perform original works focused on community education and stigma reduction. Psychosocial rehabilitation "clubhouses" and community theatres have worked as facilitators of community-based theatre troupes involving people living with severe mental illness. However, surprisingly little is known about what allows these grassroots community theatre endeavors to develop and thrive. This project highlights the voices and experiences of participants and gatekeepers involved in creating community theatre with people living with mental illness. This qualitative study addresses interviews conducted with actors, directors, and mental health professionals associated with The Fisher Players, a theatre troupe from Detroit, Michigan, and The Center Stage Players, a theatre troupe from Bowling Green, Ohio. Interviews focus on issues of theatre group development, artistic identity, and systemic barriers to inclusion and community integration. Interview data were analyzed in order to identify emergent themes and organizational issues. The investigation emphasizes the personal and group processes experienced by the actors, with special attention paid to lessons learned from creating works which directly address stigmatization and living with mental illness.

[392]

Church as a Mental Health Resource for Adolescents

Diana Jones
Vanderbilt University

Residents in rural areas, particularly adolescents, are sometimes reluctant to acknowledge mental health problems, to seek help, or to be provided with direct or meaningful access to treatment. Yet many in need are members and even active participants in their local church community. As service oriented institutions, churches and public health providers share common values regarding health and wellness. This poster highlights the strong presence of churches in rural Tennessee communities and the important role of church in health promoting practices of rural residents, including adolescents. Our continued research includes interviews with clergy and other local leaders, and seeks to understand the importance of religiosity and the mediating role of the church in addressing adolescent mental health concerns. We hypothesize that the church is an important resource for adolescent mental health, albeit with some limitations. This study has implications for scholars and practitioners interested in the church as a community resource.

[393]

How Employable are People with Serious Mental Illness? Case Managers' and Undergraduates' Expectations

Kristen Abraham & Alexis Spencer
Bowling Green State University

People with serious mental illness have higher unemployment rates than the general population, as only about one-third of adults with serious mental illness are competitively employed. Studies demonstrate the impact that expectations have on individuals' success in a number of life domains. In terms of employment, studies suggest that people in general hold unfavorable views about the ability of adults with mental illness to work. However, little is known about mental health professionals' expectations regarding the employability of people with serious mental illness. The poster presents a study of 107 case managers' and 159 young adults' employment-related expectations for adults with mental illness. The psychometric properties of Expectations about Employment for People with Serious Mental Illness (EESMI), allow a new measure of employment expectations to be presented. The EESMI yields three dimensions of employment-related expectations. Case managers and undergraduates reported similar expectations regarding the demands of a worker role and the motivation of people with serious mental illness to work. Case managers reported higher expectations about the benefits of work for people with mental illness than did undergraduates. Implications for community research and action are discussed.

[394]

Understanding the Experience of Serious Mental Illness with Possible Selves

Rachel Smolowitz, Eric Green, Jennifer Duffy & Bret Kloos
University of South Carolina

The "possible selves" methodology (Oyserman & Markus, 1990) was used as a qualitative approach to understanding peoples' hopes and fears. This method was used in a larger study of people with serious mental illness (SMI) living in supported housing in South Carolina to examine the nature of participants' future orientations and the relationship between future orientation and recovery-related variables such as participation in community life, residential stability, and psychiatric impairment. A grounded theory methodology was used to examine responses to questions about most hoped-for and most feared selves. Four main categories (each with sub-categories) emerged from both hoped and feared selves: relationships, meaningful activity, intrapersonal wellbeing, and material goods. One hypothesis regarding this data is that people with SMI have similar hoped-for selves but different (more SMI-

related) feared selves than the general adult population. Other hypotheses suggesting a significant positive relationship between breadth and depth of hoped-for selves and recovery variables will be tested.

[395]

Labeling Effects on Public Stigma towards Schizophrenia

Rebecca Yuen Man Cheung & Winnie W. S. Mak

The Chinese University of Hong Kong

Psychiatric stigma has gained much attention in health services research in the past ten years. Among all psychiatric disorders, schizophrenia is the most stigmatizing (Schulze & Angermeyer, 2003). In an attempt to reduce stigma and encourage early identification, the Hong Kong Hospital Authority launched the label of cognitive dysregulation (si-jue-shi-tiao) through a promotional campaign in order to promote the early detection of the positive symptoms of schizophrenia (jing-shen-fen-lie-zheng). The present study tested the effects of labeling (cognitive dysregulation vs. schizophrenia), symptom focus (positive vs. negative symptoms), and target gender (male vs. female) on psychiatric stigma across cognitive attributions, behavioral mechanisms, and affective reactions. A vignette-based telephone survey was administered to 533 Chinese adults aged 18 to 60. Descriptive statistics showed that most participants had heard of the cognitive dysregulation label; and 70.7% thought that cognitive dysregulation had a more benign prognosis. Results identified that both labeling and symptom focus accounted for significant effects on social rejection, despicability, pity, intentionality, and controllability of the target with psychiatric problems. Further implications and research directions for stigma reduction and mental health services were discussed. Relevant socio-cultural issues were also highlighted.

[396]

Expressed Emotion and Schizophrenia in India, China and Japan: A Meta-Analysis

Shinakee Gumber, Aleisha Pfaff & William O'Brien

Bowling Green State University

Expressed Emotion (EE) is defined as a set of positive and negative emotions expressed by family members towards loved ones who have been diagnosed with schizophrenia. Studies of EE began in the United Kingdom in the 1970's and have been particularly popular in the United States. Research suggests that higher levels of EE among family members are related to higher hospital relapse rates and decreased social functioning for adults coping with schizophrenia. The study of EE remains controversial, as some people view EE research as the implication that families are to blame for their loved ones' mental illness. Proponents argue that studies of EE provide insight into family climate that can hinder the recovery of individuals with schizophrenia. To examine the cultural context of EE, we present results of a meta-analysis of EE studies conducted in India, China and Japan. The meta-analysis includes studies published over the last 30 years that used samples of individuals from these Eastern cultures. Definitions of EE and findings related to the role of EE in adults' psychiatric symptoms, social functioning and/or relapse rates are summarized. Implications of meta-analysis findings are discussed in terms of cultural context, construct efficacy, and the controversy over EE in the United States.

[397]

Effectiveness of Mental Illness Stigma Reduction Program through Contact and Self-Regulation in Hong Kong

Winnie Mak

The Chinese University of Hong Kong

The study tests the effectiveness of a new stigma-reduction

program for mental illness using a traditional educational program in a random sample of secondary school students in Hong Kong. The contact program combines interpersonal contact, which has been shown to be an effective ingredient in reducing stigma, with the theoretical framework of the self-regulatory model in its effort to change participants' attitudes towards mental illness (i.e., identity, cause, timeline, consequence, control, emotional representations of the illness, and overall illness coherence). Although students' knowledge about mental illness improves in the traditional educational program, their attitudes towards mental illness show little change over time. In contrast, the new contact program has an effect on both knowledge and attitudes over time. Students in the contact program have a stronger willingness to volunteer in mental health related services and exhibit more pro-social behaviors than students in the education program. This new approach provides evidence that could potentially change the way the public views mental illness and increase the flow of communication in regards to these beliefs. The aim of the present study is to decrease stigmatization while facilitating help seeking for mental health problems in the community.

[398]

Life Events across Ecological Domains and Depressive Symptoms in Adolescents

Yadira M. Sanchez, Rupa Puri, Sharon F. Lambert & Nicholas S. Ialongo

George Washington University Bloomberg School of Public Health, Johns Hopkins University

African American adolescents residing in urban settings characterized by crime and violence are disproportionately exposed to adverse life events. Because this increased exposure may heighten their risk for developing depressive symptoms, understanding the association between life event stress and depression in these youth is important to inform preventive interventions. To date, research examining adverse life events and depressive symptoms has focused on the number of events experienced with less attention to the ecological contexts in which the stress occurs. Therefore, the present study examines life events in ecological domains relevant to adolescents (i.e., self, family, and peer) as predictors of depressive symptoms to understand how adolescents' experiences across these multiple domains impacts their psychological well-being. Participants were a community epidemiologically-defined sample of urban, predominantly African American adolescents followed longitudinally. Females reported more peer and family life events, and males reported more self life events. Results indicate that in addition to self and family life events, peer life events predict adolescent depressive symptoms. Findings highlight the importance of screening for life events across multiple domains to inform depression prevention efforts targeting urban adolescents, and suggest gender differences in vulnerability to depressive symptoms according to domain of stress experienced.

[399]

Self-Stigma on Depression among Immigrants in Hong Kong

Lawrence S. C. Law & Winnie W. S. Mak

The Chinese University of Hong Kong

Individuals whose social status is stigmatized in societies may be more vulnerable to developing depression. The effects of stigma may be particularly pronounced when individuals internalize the negative attitudes of the public towards themselves. The present study attempts to examine the phenomenon of self-stigma among samples of recent immigrants in Hong Kong and its effects on depression, after accounting for prevailing cognitive vulnerabilities to depression. Self-stigma occurs when members of a devalued group, being aware of the

prejudice, stereotypes, and discrimination that are targeted against them, endorse and internalize these feelings, beliefs, and behaviors towards themselves. Controlling for their demographic factors and length of residence in the host society, self-stigma is significantly related to depression even when their attributional styles (e.g., internality, stability, globality) and sociotropic and autonomous cognitive vulnerabilities were taken into account, respectively in Study 1 (n = 110) and in Study 2 (n = 102). Recent immigrants who have internalized the negative stereotypes and attributes of immigrant towards themselves are more likely to experience depression. The issue of stigma among immigrants should be addressed in community programs along with other adjustment and job-related issues to facilitate their adaptation and identification in the new culture.

[400]

Video Self-Modeling for Learning-Related Social Skill Acquisition

Cory Cook

University of Hawai'i at Manoa, Center on Disability Studies

Many children in Hawai'i, especially those from impoverished neighborhoods who enter kindergarten or first grade, are lacking the skills to succeed academically. This can lead to a plethora of problems for the student and the teacher. Many of these at-risk students come from non-Western cultures and often start school in kindergarten or first grade without any previous schooling. This clash of cultures that arises between home and school calls for an early intervention that addresses learning-related social skills, especially since learning-related social skills have been shown to be significant predictors of future academic success through the end of high school. One way to do this is by using video self-modeling. Video self-modeling includes observation and imitation of one's self on videotape that records specific desirable behaviors. The purpose of this study is to investigate the effectiveness of video self-modeling on learning-related social skill acquisition in a small number of minority students in kindergarten and first grade who have been deemed at-risk for learning-related social skills. Significant learning-related social skill acquisition and maintenance over an extended time period is expected.

[401]

Getting to Outcomes: A Tool for Strategic Planning, Implementation, and Evaluation

Dana Keener, Jennifer Duffy, Beatrice Estrada, Rebecca Horwitz & Abraham Wandersman

University of South Carolina

Getting to Outcomes (GTO) is an appealing tool for practitioners, consultants, organizations, coalitions, and/or government agencies who want to achieve and demonstrate outcomes. GTO is comprised of 10 logical steps that bring all of the necessary components of planning, implementation, and evaluation into a single framework. The GTO framework can be applied to any social or public health problem and can be used in conjunction with Empowerment Evaluation. This poster will describe the 10 steps of GTO and the research results that suggest that GTO (when combined with training and technical assistance) can increase individual capacity and program performance. Handouts will include an Internet link to a complete GTO manual, a summary of the 10 steps, tools and worksheets for introducing GTO within a community setting, and a short example of how GTO was used in one setting.

[402]

Evaluation of a Culturally-Based Treatment Program for Hawaiian and API Youth

David Jackson

University of Hawaii at Manoa

This presentation describes the program evaluation findings of the I Mua Mau 'Ohana (Moving Families Forward) Project, which provided substance abuse and psychiatric treatment for 250 youth across the Hawaiian Islands through residential and aftercare services utilizing culturally-based experiential activities. The project involved both process and outcome evaluation, and used the Global Assessment of Individual Needs (GAIN) instrument and the Government Performance and Results Act (GPRA) tool with follow-ups up to 12 months after intake. For all youth, significant improvements were shown in rate of arrests, days in juvenile detention, general crime index, substance use and related substance problems, and emotional problems. Youth who completed the program reported a reduction in substance problems and days in detention, although parent involvement also decreased. Youth in aftercare revealed improvements in substance use, substance problems, crime, and parent involvement, but an upward trend in substance problems at 12 months. Some significant differences across gender, ethnicity, and site were also evident. Positive findings point toward the need for greater development of culturally appropriate programs for Hawaiian youth.

[403]

Culturally-Tailored Substance Abuse and HIV Prevention for Transgenders and MSM in Hawaii

David Jackson

University of Hawaii at Manoa

Transgender and MSM (men who have sex with men) populations have a high vulnerability to HIV and sexually transmitted diseases in Hawaii. Therefore, a culturally-tailored program was implemented to prevent the spread of HIV through an integrated program of substance abuse and HIV prevention services. The comprehensive evaluation described was based on empowerment and participatory evaluation models, and involved a longitudinal comparison group design using multiple methods of data collection. For adults, significant improvements were shown in alcohol, tobacco, and other drug (ATOD) use and its relationship to participants' lives, sexual self-efficacy, and future risk behaviors. Positive trends were also revealed in attitudes toward ATOD, sexual behaviors, HIV testing, intentions to seek health care, spirituality, and ethnic identity. Interestingly, the comparison group demonstrated some similar improvements. Although based on a smaller sample with no comparison group, youth showed positive changes in school grades and bonding, sexual behaviors and attitudes, HIV/AIDS knowledge, perceived risk of drug use, and effects of ATOD on life. Some unexpected findings were also revealed for youth and adults. Strengths and challenges in implementing the program for this population are discussed.

[404]

Saber para la Gente: From Subjective Awareness to Health Policy

Carolina Gonzalez Schlenker

Latino Health Organization of Wisconsin, Medical College of Wisconsin, Spanish Center of Kenosha, Racine and Walworth Counties

The project is a community based participatory research on health disparities that creates compatible information from the people's subjective experience of health events to guidelines for provision of health services for Latinos. It applies the theories and practices of Psicocomunidad (a theory developed in Mexico), Forum Theatre, and Activity Settings as the unit of analysis. The information is then mapped to the International Classification of Nursing Practice and the International Classification of Functioning, Disability and Health to become

part of health information systems. The model is easily accessible to members of the community with low levels of schooling as well as to academics, and integrates the latest advances in social epidemiology.

[405]

Breaking Down Barriers in Cancer Education for the Deaf Community

Erin Fletcher, Georgia Sadler, Richard Fletcher, Karen Clark & Neha Athale

Moore's UCSD Cancer Center, Deaf Community Services at San Diego, Virginia Polytechnic Institute and State University

Members of the Deaf community have limited access to information that is easily obtained by the hearing community, because they use American Sign Language (ASL) as their primary mode of communication. ASL is a visual language and lacks a written format, making it difficult for Deaf people to attain and comprehend critical health information through printed formats. Half of all cancer cases are treatable or preventable, thus, it is imperative that the Deaf community has access to comprehensible cancer education. The Moore's UCSD Cancer Center has developed a series of cancer education videos that are taught completely in ASL. This study is a comparative evaluation of various methods to increase the number of people watching the videos on our website. We are employing traditional for-profit business marketing techniques to sell free information, and measuring the results with traditional programs. Although data collection is still in process, preliminary results have shown that our efforts may be increasing website hits. The results of this study will be revealed and discussed.

[406]

"Women Helping Women": Telephone-Based Peer Support in Gynecological Cancer

Nancy Pistrang, Chris Barker & Zara Jay

University College London

"Women Helping Women" is a telephone-based peer support program for women receiving treatment for gynecological cancer, designed to help patients benefit from the opportunity to talk about their concerns and worries with another woman who had completed treatment. This qualitative study examined the experiences of patients and peer helpers participating in Women Helping Women. It aimed to provide preliminary data on the processes and outcomes of peer support. Semi-structured interviews were conducted with both patients and peer helpers. Transcripts were analyzed using Interpretive Phenomenological Analysis. Both patients and peer helpers reported positive experiences of peer support. For patients, key benefits of receiving support included feeling less alone, realizing that their emotional and physical reactions were "normal", and making a smoother transition back to everyday life. For peer helpers, key benefits of providing support included contributing positively to another woman's life, and putting their own cancer experiences into perspective. Empathic listening was a central component of providing effective peer support. The findings will be used to develop an optimal, research-based, peer support program that can be rigorously evaluated in a larger-scale study.

[407]

Factors Associated with Incarceration among Homeless HIV-Positive Persons

Cari Courtenay-Quirk, Sherri Pals, Daniel Kidder, Kirk Henny & James Emshoff

Centers for Disease Control and Prevention at Atlanta, Georgia, Georgia State University at Atlanta

Homeless persons experience high rates of incarceration and

illness, including HIV infection. We examined factors associated with a history of incarceration among homeless and unstably housed persons living with HIV/AIDS (PLWHA) recruited from local housing agencies in Baltimore, Chicago, and Los Angeles. We used logistic regression to test associations. Sixty-eight percent of participants reported a lifetime history of incarceration. After adjusting for covariates, incarceration was associated with detectable HIV viral load, better mental health, being a biological, and a history of injection drug use, sex exchange, and physical abuse. Incarceration was common and was associated with past abuse and high-risk behavior. As an indicator of HIV-related health, HIV viral load may be more vulnerable among homeless and unstably housed PLWHA with a history of incarceration than others. Future research should explore such associations further in order to improve available programs and services.

[408]

Factors Underlying Health Disparities for HIV/AIDS and Substance Abuse Services

Deena Murphy-Medley, Lillian Robinson & Robert Hubbard

NDRI-NC, North Carolina State University

From 1996 to 2001, while other regions estimated AIDS cases decreased or remained constant, the south increased from 40% to 46%, primarily due to increases among rural African American women. To address this disparity and improve access to HIV/AIDS and substance abuse services, we need to develop a stronger theoretical and empirical basis for understanding how the underlying multilevel social, cultural, historical, environmental, political, and economic structures and processes dynamically interact with individual factors (behaviors, demographic characteristics, and socioeconomic position), particularly in rural areas. This research uses secondary data from diverse national, regional, state, and county level data sources—including data from a statewide outcomes monitoring system, NC TOPPS—to conduct an exploratory ecological assessment of some of the underlying factors that may impact health disparities. Preliminary analysis within North Carolina suggests that living in a rural area results in differential access to healthcare when compared to urban areas. Rural residents are more likely to be living in poverty and be unemployed and less likely to have access to physicians, psychiatrists, HIV/AIDS prevention services, and substance abuse treatment programs.

[409]

Contextualizing HIV Risk for Young, African-American and Latino MSM

George Greene

University of Illinois at Chicago, Youth Empowerment Center at Working For Togetherness

Young African-American and Latino men who have sex with men (MSM) are at disproportionate risk for HIV infection. This study aimed to provide basic research on their psychosexual development and adapt a psycho-cultural model of sexual risk (Diaz, 1998) to predict their engagement in risky sexual situations and unsafe sexual behaviors. Participants were 69 African American, 18 Latino, and 5 bi-racial MSM (mean age = 21.17 years). Participants completed face-to-face structured interviews assessing sexual development, coming-out stress, self-concept, sense of community, homophobia, risky sexual situations, and reports of unprotected sex. In tests of the theoretical models, negative coming-out experiences were negatively related to self-concept and positively associated with engagement in risky sexual situations. Further, social oppression (i.e., homophobia, racism, and poverty) was predictive of negative coming-out events and engagement in risky sexual situations. This study highlights the importance of examining

socio-cultural context in the sexual development and behavior of young, African-American and Latino MSM and underscores the need for community-level interventions aimed at reducing homophobia, racism, and poverty.

[410]

Reaching Young, HIV+ African American MSM: A Continuum of Care

George Greene, Clifford Armstead, Gregory Norels, Edwin Ervin & Sean Morgan

University of Illinois at Chicago, Youth Empowerment Center at Working For Togetherness

In response to the HRSA Special Projects of National Significance Initiative, "Outreach, Care, and Prevention to Engage HIV Seropositive Young MSM of Color," Working For Togetherness has successfully implemented a continuum of care which includes Mobile Tech Outreach (a Hummer and conversion van are equipped with high-tech audio-visual equipment and travel into HIV-impacted communities where mobile outreach is performed, offering HIV/STI education, counseling and testing), a Youth Empowerment Center, and linkages to primary care for HIV+ youth. Drawing from cultural theory and applying social marketing strategies to HIV prevention, our service delivery system minimizes cultural barriers to health-seeking behaviors and facilitates our ability to deliver HIV/AIDS services to groups disproportionately affected by the HIV epidemic. Identifying effective models of outreach to underserved HIV-positive individuals is a critical element in responding to the changing AIDS epidemic. Preliminary findings indicate that the continuum of care can: (1) reach hard-to-find populations; (2) promote HIV testing; and (3) identify HIV-positive individuals and link them to medical and ancillary support. Our approach engages clients by addressing them on their terms and providing them with tangible benefits that meet their subsistence needs, in addition to addressing their healthcare concerns.

[411]

The Construction of Perceived HIV Risk in a Community Sample of Low-Income African American Women

Sinead Younge, Deborah Salem & Deborah Bybee

Rollins School of Public Health, Emory University, Michigan State University

Despite the high rate of HIV infection among low-income African American women, research suggests that perceptions of HIV risk among this population are not elevated compared to that of other groups. It is evident that an individual's subjective perception of risk is based on a multiplicity of both internal and external factors including relationship context and cultural worldview. This study examined the contribution of HIV knowledge, relationship power, and cultural worldview to low-income African American women's HIV risk perception. A hierarchical linear regression (HLR) was conducted on a community sample of low-income African American women (N=196). Results demonstrated that when partner infidelity was controlled for, financial independence and interpersonal control were significant predictors of perceived HIV risk, with lack of power being related to elevated perceived risk. When relationship power and HIV knowledge were taken into account, cultural worldview was a significant positive predictor of perceived risk, with high levels of fatalism associated with low perceived risk. Our findings suggest that knowledge alone is not enough to explain perceived risk of HIV infection. The role of interpersonal power and cultural worldview must also be taken into account.

[412]

Disparities in Hepatitis C Virus Knowledge among Persons with HIV/AIDS

Rae Jean Proescholdbell, Rachel Blouin, Michael Mugavero, Frank Lombard, Beth Stringfield & Nathan Thielman

Duke University Center for Health Policy, Durham Veterans Administration Medical Center, University of Alabama at Birmingham, Piedmont HIV Health Care Consortium, Duke University Department of Medicine Division of Infectious Diseases

Background: Hepatitis C Virus (HCV) disproportionately affects persons living with HIV/AIDS (PLWHA), which disproportionately affects African Americans. Methods: Structured interviews were conducted with consecutively sampled PLWHA from two ID clinics in NC. Patients reported whether they had heard of HCV, their HCV status, whether they had talked with their medical provider about HCV, and demographics. Nine items assessed HCV knowledge, racial differences in HCV awareness, communication, and knowledge were examined. Racial differences were not observed in HCV awareness or HCV communication with medical providers. Further analysis shows that HCV-infection and higher education were associated with better HCV knowledge. Qualitative interviews with HIV medical providers suggested African Americans might possess less accurate information due to lack of provider trust. The disparity between Whites and African Americans in HCV knowledge is due neither to decreased HCV awareness nor decreased likelihood of medical providers talking about HCV with African Americans. More research on root causes of this disparity is needed, followed by thoughtful interventions for African Americans.

[413]

Substance Use in South African Primary Care Clinics

Catherine Ward, Jennifer Mertens, Alan Flisher, Graham Bresick, Stacy Sterling, Francesca Little & Constance Weisner
Human Sciences Research Council, Kaiser Permanente, University of Cape Town

We aimed to assess prevalence and correlates of hazardous use of tobacco, alcohol and other drugs in a primary care population in Cape Town, South Africa. Stratified random sampling was used to select 14 of the 49 clinics in the public health sector in Cape Town. Data were collected from December 2003 through 2004, using the World Health Organization Alcohol, Smoking and Substance Involvement Screening Test (ASSIST). Hazardous use of tobacco was most common, followed by alcohol and then other drugs. Hazardous tobacco use was associated with the age group 18-25 years, no religious involvement, high school completion, and higher stress. Hazardous alcohol use was associated with male gender, younger men, no religious involvement, employment, some high school education, and higher stress. Hazardous use of other drugs was associated with Colored (mixed) race (particularly among men), no religious involvement, employment, and stress. For all substances, women, particularly Black women, had lowest rates of hazardous use. Results suggest that particular cultural factors have played a role in substance use disorders in Cape Town, and hence identify appropriate points for preventive interventions.

[414]

The Combined Effects of Two Mutual-Help Models on Abstinence

David Groh, Leonard Jason, Bradley Olson & Joseph Ferrari
DePaul University, Northwestern University

There is a rising interest in mutual-help treatments that may offer a more effective and less expensive alternative to

professional treatment (Humphreys, 2004). The best known example of a mutual-help approach to promote abstinence is the 12 step program (AA and NA). Another mutual-help based intervention is Oxford House, which provides a supportive, democratic, self-run, communal-living setting for individuals in substance abuse recovery (Jason, Ferrari, Davis, & Olson, 2006). Numerous studies have found that AA (e.g., Longabaugh, Wirtz, Zweben, & Stout, 1998) and Oxford House (e.g., Jason, Davis, Ferrari, & Anderson, 2006) individually promote abstinence. The present study examined the combined effects of AA and Oxford House on abstinence within a sample of 150 individuals randomly assigned to either an Oxford House or to usual after-care. Among those involved in 12-step groups, the addition of Oxford House residence greatly increased the odds of abstinence. However, among those lacking 12-step involvement, the rates of abstinence were very similar across conditions. Chi-square analyses indicated that the difference in abstinence rates between conditions was only significant for those involved in 12 step groups. These findings point to the effectiveness of these mutual-help programs in promoting abstinence.

[415]

The Effects of a Positive Youth Development Program on Substance Use Among Elementary & Middle-School Girls
Ebony Burnside, Kimberley Broomfield, Gabriel Kuperminc & James Emshoff

Clark Atlanta University, AUC NIMH-COR, Georgia State University

Recent research shows that positive youth development programs positively affect many behavioral outcomes in youth, including the decrease of substance use (Catalano et al., 2002). As substance use has recently been documented as the most prevalent delinquent behavior among female youth (SAMHSA, 2006), it is especially important that youth development programs target this population. Cool Girls, Inc. is a comprehensive after-school youth development program for elementary and middle school girls of color in low-income neighborhoods. With program goals that include the decrease of substance use it is important to assess the extent to which the program has achieved this goal consistently over multiple years of implementation. This poster will present consistent outcomes from seven years of evaluation findings. Employing a quasi-experimental design, this evaluation has collected pre-test and post-test data from program participants and comparison girls since 1999. Overall, Cool Girls, Inc. has consistent program effects on reports of past and future substance use, and beliefs on the social acceptability of substance use among elementary and middle school girls. This poster will discuss these and related findings, as well as implications for positive youth development programs.

[416]

Club Drug Using Young Adults in New York City

Jeffrey Parsons, Brian Kelly, Jonathan Weiser & Brooke Wells

The City University of New York, Purdue University, Center for HIV/AIDS Educational Studies and Training

Club drug (e.g. Cocaine, LSD, GHB, Ketamine, MDMA, and Methamphetamine) use remains prevalent in young adults throughout the U.S. Preliminary results from our study suggest that Cocaine and Ecstasy are the primary club drugs, having the highest rates of lifetime and recent use. No significant differences were found for lifetime and recent use for any of the club drugs between Whites and non-Whites. Men had significantly higher rates of lifetime and recent use than women for Ketamine, GHB, Methamphetamine and higher rates of

recent LSD use. LGB participants had higher rates of lifetime Methamphetamine use and recent cocaine use, whereas straight participants had higher rates of recent Ketamine and LSD use. Overall, gay and bisexual male participants had higher rates of club drug use than heterosexual men, lesbian and bisexual women, and heterosexual women. Further analyses will explore location and frequency of club drug use, poly-drug use, and club drug use across gender and sexual orientation.

[417]

Are Corporate Tobacco Outlets Concentrated in Communities of Color?

Joseph Hughey, N. Andrew Peterson, John E. Schneider & Robert J. Reid

University of Missouri-Kansas City, University of Iowa, Montclair State University

A consistent feature of Community Psychology is engagement with unjust policies and institutional regularities affecting health or well being of communities. This poster reflects a program of research into geographic distribution of corporate tobacco outlets, specifically concentrations of corporate pharmacies in communities of color. Examined was whether community pharmacy type (corporate owned vs. independently owned) and demographic characteristics of census tracts in which pharmacies were located (% Black; % Hispanic; household income) predicted community tobacco sales. GIS (geographic information system) and HLM (hierarchical linear modeling) were used to investigate relationships among study variables. Addresses of all licensed community pharmacies and tobacco-selling retail outlets in Iowa were obtained from the Iowa Board of Pharmacy and Tobacco Enforcement Section of Iowa's Alcoholic Beverages Division. Locations of tobacco-selling and non-tobacco-selling pharmacies were geo-coded -- median household income, percent of Hispanic residents, percent of Black residents based on US census data. HLM analysis showed percentage of black residents strongly predicted whether a community pharmacy sold tobacco. Type of pharmacy (corporate ownership) was also a significant factor predicting tobacco-selling pharmacies. Census tracts characterized by disproportionately more Black residents have greater physical access to tobacco products through community pharmacies, thus contradicting pharmacies' role as health-promoting institutions.

[418]

Student Tobacco Policies: Comprehensiveness, Enforcement, and Student Tobacco Use

Monica Adams, Leonard Jason, Yvonne Hunt & Steven Pokorny

DePaul University, University of Florida

Each day 4,800 youth will try their first cigarette and 3,000 of them will become established smokers. Tobacco use is frequently studied as an individual problem; however, setting-level factors can have a great influence on perceptions regarding the normality and acceptability of tobacco use. As adolescents spend almost one third of their time in school, investigating influences in the school context is one necessary component of an ecological approach to preventing youth tobacco use. Distal influences such as school policies can reinforce positive behavior; however, research findings are mixed on the effect of school policies on youth tobacco use. This study utilized secondary data from the larger Youth Tobacco Access Project. The comprehensiveness and enforcement of school tobacco policies was assessed, as well as attitudes and behaviors regarding tobacco use of students within 20 high schools and 20 middle schools in Illinois. Hierarchical linear modeling was utilized to investigate whether policy factors were associated with observations of youth tobacco use at school, and individual

student tobacco use in and outside of school. Analyses will be presented that indicate the significance of school-level variables on tobacco use. Implications of the findings on public policy will be discussed.

[419]

Religious Activities and Student Involvement on Tendencies for Alcohol Abuse

Ngoc Bui, Michelle Alfaro & Janine Olthius
University of La Verne, Smith College

The present study investigated community factors that might help to predict tendencies for alcohol abuse, such as engaging in religious activities and school-related activities, among eighty-six students at a university in Southern California. Participants completed a 263-item questionnaire regarding perceptions of alcohol use, behaviors with alcohol, religious views, perceptions of others' use of alcohol, as well as demographic information. The majority of participants (53%) described themselves as "religious", while 42% described themselves as "spiritual" and not religious, and 5% described themselves as "Atheist", "Agnostic", or "Unsure" of their religion. Five independent variable predictors included a cumulative measure of practicing one's religion, volunteering for an organization, participating as a leader in student organizations, participating as a member in student organizations, and participating in a sport. As expected, religious activities and volunteering for an organization significantly predicted tendencies toward alcohol abuse better than participation in student organizations and sports; however, this did not fully support our hypothesis because religious activities and being a student leader increased the likelihood for alcohol abuse tendencies, whereas participating in sports significantly decreased this likelihood. Limitations of the study, implications and future directions for this research are discussed.

[420]

Mechanisms Linking Neighborhood Disorganization and Substance Use Among Urban African American Youth

Rupa Puri, Yadira Sanchez, Sharon Lambert & Nicholas Ialongo

George Washington University, Johns Hopkins Bloomberg School of Public Health

Although the neighborhood context is increasingly recognized as a predictor of adolescent substance use, neighborhood factors remain understudied, particularly among low-income urban African American adolescents. According to the stress reduction hypothesis, the experience of stressors in the neighborhood, such as violence, may contribute to depression and aggression. To the extent that youth use substances as a means of coping with their negative emotions, these behaviors, may lead to substance use. To examine this proposition, this study tested longitudinal associations between neighborhood disorganization and later substance use among an epidemiologically-defined sample of urban African American adolescents. Results indicated that for males, the associations between perceived neighborhood disorganization and increased tobacco, alcohol, and marijuana use were partially mediated by aggression. Although neighborhood disorganization predicted males and females' increased depressive symptoms, these symptoms were not associated with substance use after accounting for aggressive symptoms. Findings suggest aggressive behavior is important to target in efforts to prevent substance use among African American adolescent males whose neighborhoods are characterized by crime, violence, and disorder. Alternative mechanisms linking the neighborhood context with African American adolescents' substance use, and gender differences in the transmission of neighborhood effects will be discussed.

[421]

Substance Use and Suicide Attempts among Victims of Sexual Assault

Sharon Smith & Keri Lubell

Centers for Disease Control and Prevention, Georgia State University

Sexual assault is a major public health problem that often results in severe emotional and physical consequences for victims. Previous studies link sexual victimization to drug and alcohol use and suicidal behavior, but little is known about the relationships among these factors. We analyzed data from the 2005 Youth Risk Behavior Survey to examine the relationships among lifetime reports of forced sexual intercourse and recent reports of drug and alcohol use and suicide attempts. Within the sample 11% of females and 4% of males reported having experienced forced sexual intercourse during their lifetime. Among those respondents, approximately 27% of females and 25% of males attempted suicide in the past 12 months. Additionally, 62% of female victims and 56% of male victims reported drinking alcohol in the past 30 days, and 63% of female victims and 52% of male victims reported using other drugs in their lifetime. Multivariate analyses were conducted to explore the role of alcohol and drug use in the relationship between the experience of forced sex and suicide attempts. Preliminary findings suggest that alcohol and drug use may increase the likelihood of suicide attempts among sexual assault victims. Implications for prevention will be discussed.

[422]

Influence of Media Portrayals of Gambling on Gambling Expectancies and Behavior

Leanne Valentine & James Emshoff

Georgia State University

Today's youth have been exposed to more gambling portrayals and advertising than previous generations. Research has also shown that the media has an indirect effect on behavior through attitudes and expectations (Connolly et al., 1994; Potter, 2004; Wakefield et al., 2003). Although small, this effect is consistent (Fisher, 1993). Although the media is not the only factor that influences play, the prevalence of gambling portrayals in the media is significant and it is important to understand how these portrayals may affect behavior. Paper-and-pencil questionnaires were used to gather quantitative data about college students' exposure to media, expectancies about gambling, and gambling behavior. Structural equation modeling was used to test the following hypotheses: 1) media portrayals of gambling increase the number of positive expectancies participants have about gambling; 2) positive expectancies lead to increases in gambling behavior and 3) exposure to media portrayals of gambling has a direct positive effect on gambling behavior. In addition, three case studies were analyzed to explore college students' experiences with gambling and their perceptions of the effect of media portrayals of gambling on their gambling behavior. Overall this study provides initial evidence of a link between exposure to media portrayals of gambling and gambling behavior.

[423]

Characteristics of Caregivers Among College Students

Jenine Nicole Arenas

University of La Verne

Research indicates that family members are consistently assuming the caregiver role for elderly family members, rather than relying on retirement homes or government facilities. The present study investigated whether college students differed regarding their attitudes toward long-term care for elderly family members. The first hypothesis proposed that Latinos would be

more likely to have positive attitudes regarding long-term care for elderly family members when compared to other ethnicities. Results did not support this hypothesis, but surprisingly significant differences were found between Caucasian and Latinos attitudes towards long-term care for the elderly. Caucasians reported more positive attitudes towards long-term care for elderly family members when compared to Latinos and other ethnicities. The second hypothesis proposed that participants of higher economic status were less likely to be current caregivers of an elderly person when compared to participants from middle or lower social economic statuses. This hypothesis was not supported. There were no observed differences among participants of higher social economic status. Limitations of the study and future directions of this area of research will be further discussed.

[424]

Long Term University-Community Partnerships: Changing Us, Changing Them

Judy Primavera, Andrew Martinez, Seema Shah & Joy Kaufman

Fairfield University, Bridgeport Child Advocacy Coalition, Annenberg Institute for School Reform, Brown University, The Consultation Center, Yale University

The long-term impact of the 13-year partnership between Fairfield University and Action for Bridgeport Community Development (ABCD) was assessed by a series of focus groups and interviews with 115 key informants including administrators, staff and participants. The partnership centers on a competency-enhancing family literacy program involving university faculty, student volunteers and Head Start teachers, parents, and children. Data analyses were conducted using established iterative techniques for aggregation and synthesis of qualitative data. Overall, the partnership was viewed positively with much of the success attributed to the efforts in relationship building that has taken place over the years. A variety of long-term benefits for the University and ABCD were identified for participating university students, teachers, parents, and children as well as for the surrounding community at large. The results documented systems-level changes for both partners suggesting that each institution is a "different place" because of the partnership. Challenges, both institutional and logistical, in forming and maintaining the partnership were also identified.

[425]

Promoting Health among African American Women: Community Colleges, an Untapped Population

Keisha Paxton, Cristi Huffman, Chaka Dodson, April Evans-Cobbs & Naomi Hall

California State University, Dominguez Hills, Charles R. Drew University of Medicine and Science, Claremont Graduate School

HIV and STI rates among young African American women are increasing at disturbing rates. Most research examining health issues among African American women focus on low-income samples or university students. These tend to be extreme portrayals of African American women, reflecting no middle ground. In Southern California, community college students are an untapped population that may reflect the state of health among the general population of African American young women. This presentation utilizes quantitative and qualitative data to elucidate the state of health and well-being among young African American female community college students. Quantitative data were collected from 132 women (ages 18-25) examining mental health, family and peer relationships, and sexual knowledge, attitudes and behaviors. Furthermore, interview and focus group data were collected to ascertain what

health issues African American women currently believe impact them, environmental and cultural influences on health, and methods for intervention. One specific focus of the qualitative portion was on the influence of peers and family on behavior and health. This presentation concludes with recommendations for developing health promotion interventions for this population with a spotlight on utilizing natural networks to improve ecological validity, impact, and sustainability of interventions.

[426]

An Ecological Model of Negative Prediction Defiance in College Students

Kelly Maltese Tsai & Marci R. Culley

Georgia State University

This poster presents preliminary findings from a qualitative study exploring an ecological model of the experience of defying negative predictions made about students' ability to attend college or the likelihood that they would attend college. Negative prediction defiance is a little-studied phenomenon that represents one type of resiliency. Using grounded theory qualitative methodology, participants shared their experiences defying negative predictions or stereotypes related to their attendance of college. Influences on their experience at the individual, family, peer, school, and neighborhood levels will be explored in participants' narratives. Following in the philosophy that guides resilience literature, it is argued that the most important cases to examine in terms of intervention development may be those youth who are attending college despite encountering people and circumstances that suggested they were not "college material". Findings increase our understanding of students' experiences and generate ideas for additional variables that may be important for achievement among students with similar experiences or backgrounds; this information may later contribute to intervention and program development for youth who face barriers to attending college.

[427]

A Qualitative Exploration of Educational Resilience among Migrant College Students

Sheila LaHousse, David A. Martinez, Rene P.

Rosenbaum, Luis A. Garcia, Pennie G. Foster-Fishman, & William S. Davidson

University of California at San Diego, Michigan State University, San Diego State University

Mexican origin migrant students have many obstacles in succeeding in school, such as: being foreign born, limited English proficiency, low parental education, poverty, and experience annual migration that interferes with schooling. Despite these obstacles, many students from farmworker backgrounds succeed in school and go to college. Yet, little is known about how these students gain access into and succeed in higher education. We used an ecological approach to understand the protective factors that fostered educational resilience for Mexican origin college students from migrant farmworker backgrounds. Qualitative methods were used to understand the unique experience of participants and purposive sampling was used to obtain a representative sample of students with certain characteristics. An inductive content analysis was used to discover patterns and themes that emerged from the data. Results provide support for the conclusion that breaking the chain of migrancy is a process that occurs through the interaction of individual and ecological resources. Protective factors that emerged fell under these themes: (1) parental support for education prior to college, (2) not missing school while parents migrated, (3) personal motivations to succeed in college, (4) transition from high school to college, (5) social

support while in college, (6) encouragement while in college, and (7) mentorship. These results cumulatively provide implications for migrant education program policies and procedures.

[428]

A Community-University Partnership to Build Capacity for Community Improvement

Vincent Francisco & Laura Mroska

University of North Carolina at Greensboro, Guilford Health Partnership and the Guilford County Department of Public Health

Many universities provide continuing education, workshops, and technical support for community initiatives as part of funded research projects. This poster describes an innovative approach to the development of a collaboration between a broad community health improvement initiative and a university to deliver workshops and technical assistance that is most relevant to the community. Based on a broad survey of community leaders that included local coalitions, neighborhood associations, and agencies that serve the community, a series of six workshops were delivered. Leading the workshops were teams of university faculty and community leaders that developed presentations and tools based on community input. The poster presentation will discuss data on participation, participant satisfaction with the workshops, satisfaction of the workshop facilitators, and qualitative data from follow-up interviews describing how participants used the information learned in their community practice. Recommendations for how others can adopt a similar approach to community-university collaboration will be provided.

[429]

Using the CTB to Provide Technical Assistance on Community-Building Approaches

Vincent Francisco, Stephen Fawcett, Jerry Schultz, Bill Berkowitz, Tom Wolff, Phil Rabinowitz & Rachel Oliverius

University of North Carolina at Greensboro, University of Kansas, University of Massachusetts at Lowell, Tom Wolff & Associates, Community Tool Box

Online tools are an effective and accessible way to build capacity for community efforts and to create opportunities for learning and support. While much of the online capacity building focuses on the development of online courses, some websites are geared more for just-in-time use by community members and community-based organizations. This poster describes the use of the Community Tool Box (<http://ctb.ku.edu/>), a free online system that contains over 6,000 pages of technical support tools, interactive guides, and other resources for supporting community improvement. Technical support functions of the CTB include "Toolkits" for planning the work (e.g., developing a strategic plan or evaluation plan), a "Troubleshooting Guide" for addressing common dilemmas (e.g., not enough members, facing opposition), and an evidence base and support tools for implementing "Best Processes and Practices" (e.g., action planning) in community health development. Taken together, this suite of tools provides a powerful set of resources for community members, researchers and practitioners, and technical support providers. Quantitative and qualitative information about users and usage of the Community Tool Box and an interactive tour of the web site will be featured.

[430]

Teaching Person-Centered Caregiving to Geriatric Nurse Aide Students

Kerry Grosch, Hannah Wolcott, Louis Medvene & Diane

Betzen

Wichita State University

Currently there is a national movement in long term care (LTC) facilities to promote culture change to make caregiving more person-centered and less institution centered. The goal is to treat LTC residents as individuals and to promote establishing caregiving relationships with residents. This poster presents the results of a pilot study which implemented and evaluated the impact of a 2-hour training program to teach Certified Nurse Aide (CNA) students person-centered caregiving skills. Training materials included a 7-minute videotape of two skilled CNAs modeling person-centered caregiving with a resident of a LTC facility, as well as role-play exercises. Two classes of CNA students participated: only one class was trained. The impact of the training was evaluated by having each student carry out several caregiving tasks with a "standardized resident" which was videotaped. Trained coders scored the person-centeredness of the videotapes using a behavioral inventory and a global measure of person-centered behaviors. The standardized residents also rated each student. Residents were more satisfied with their interactions with students who experienced person-centered training. Implications for future training curricula are discussed.

[431]

Developing Cooperative Relationships among Vice Principals and Classroom Teachers

Kotoe Okazaki & Ayako Ito

Ochanomizu University

The school education system in Japan, in which one teacher must be responsible for almost all the activities in the classroom, including academic and socio-emotional education, usually results in teacher isolation. Teachers sometimes hesitate to speak about their problems to colleagues regarding these feelings. This often carries the risk of worsening the class problems as well as the teachers' mental health. The purpose of this intervention was to prevent a teacher's feelings of isolation by developing a cooperative relationship among vice principals and classroom teachers. The participants in the present study were six vice principals, eight classroom teachers and their respective students. There were seven phases in this intervention: 1) initial meeting, 2) survey used for classroom climate inventory, 3) feedback, 4) classroom management by the teacher with the vice principal, 5) survey, 6) feedback, and 7) measurement of effectiveness by interview and questionnaire. The survey instruments consisted of the Classroom Climate Inventory (Ito & Matsui, 2001) for students and a questionnaire about the practice for the vice principals and teachers. The results indicated that sharing the outcome of the Classroom Climate Inventory promoted a deeper discussion between the vice principal and teacher regarding the difficulties in the classroom. This consequently facilitated the development of a cooperative relationship that then enabled the teachers to feel more secure about disclosing their problems in class and to encourage solution-oriented discussions.

[432]

Fostering General Program Development Capacity in Schools

Melissa Maras

Miami University, Center for School-Based Mental Health Programs

This poster will present key findings from a project that used an action research design to evaluate one method of fostering organizational capacity to use a planned change model with a local school district. Faced with increasing accountability demands, schools are now in the business of collecting large

amounts of data to inform continuous improvement efforts in the classroom, school building, and school district levels. While many policies require data-based accountability, few offer guidance about how to collect and/ or use data in a systematic way. Thus, efforts to foster data-driven decision making fail to account for variability in schools' capacity to maximize use of data as part of a larger planned change model. Planned change models focus on systematic planning, implementation, and evaluation. These planned change models are the basis for many of the "best practice processes" emerging in the field (e.g., *Getting To Outcomes*, 2004). Using a mixed methodology, this poster will present findings regarding the complex barriers and opportunities school districts encounter when trying to utilize data to both meet accountability demands and continue to improve their schools. In addition, this poster will present findings from one approach to fostering organizational capacity to utilize data as part of a planned change model using an action research approach.

[433]
Developing a Culturally-Responsive Prevention Program for Teacher Burnout in Japan

Mitsuru Ikeda, Kotoe Okazaki, Kota Tamai & Toshiaki Sasao
International Christian University at Tokyo, Ochanomizu University at Tokyo

Schoolteachers have been increasingly under pressure to perform better. In Japan, the current educational system possesses virtually no resources for the support and empowerment of teachers. Furthermore, anecdotal and clinical evidence indicates that psychological and social consequences are taking a high toll on the teaching profession, with approximately 1% teachers of all public school teachers being placed on either long-term or short-term sick leave (Japanese MEXT Report, 2006). As part of a concerted effort to develop a culturally responsive teacher burnout prevention program in Japan, a survey was conducted in nine elementary schools and six secondary schools to assess teachers' current levels of stress and how the effects of social support and empowerment may improve their condition. The data was analyzed according to two different types of school or workplace environment: whether or not a school setting was efficiency-oriented or tradition-oriented workplace. The results showed that social support among the teachers had a negative impact on reducing stress responses in efficiency-oriented schools although empowering teachers was a promising strategy to prevent teacher burnout. This survey confirmed the necessity of culturally sensitive burnout prevention programs that take into account the characteristics of the workplace environment.

[434]
Changing Afterschool Settings: An Examination of Capacity-Building Intervention

Tara Gregory, Sarah Ealey, Scott Wituk, Greg Meissen & Lalanea Walsh
Center for Community Support and Research, Wichita State University,

After school programs have long been seen as exemplary delivery systems for safe, structured activities as well as environments that can promote positive youth development. However, after school programs are often unprepared organizationally to provide positive youth development opportunities to their participants. Efforts to build the capacity of after school programs, particularly related to creating settings that support positive youth development, are thought to be the key to harnessing the potential of such programs. Based on the theoretical foundations of behavior setting and activity setting theories, which both suggest that the features of the setting in

which activities take place are of greater consequence than the actual activity, the current research project examined the effects of a capacity-building intervention on 16 randomly assigned after school program sites (eight experimental; eight control). The primary focus of the capacity-building intervention with the eight experimental sites was on creating or strengthening setting features related to positive youth development. The purpose of the current poster is to describe the elements of the intervention and its impact on the setting level features of safe and supportive environments, organizational practices and activities, and youth-centered norms. Implications for implementation of capacity-building interventions with after school programs are also discussed.

[435]
Youth as Agents of Change: 2006 Evaluation of the Summer Youth Fellows Program

Michael Armstrong & Duane House
Georgia State University

Youth have traditionally been viewed as targets of action and recipients of service, rather than as potential agents of social change. Social interventions for youth are often developed to meet their needs rather than to utilize their talents. Given a value for social justice it is imperative to examine ways in which adolescents can impact their communities. This poster will present findings from the 2006 evaluation of the Summer Youth Fellows program (SYF) of the civic organization Hands On Atlanta. SYF places Atlanta high-school students in eight-week summer internships with local nonprofit organizations. The evaluation involved a mixed-method multi-informant study that focused on positive development outcomes for youth and the impact of youth on their host organizations. An array of developmental benefits for the youth was identified. More impressive is the list of benefits identified for host organizations that included: renewed levels of energy and inspiration, improved organizational operations and accomplishments, and improved perceptions of youth. These findings will be highlighted using qualitative and quantitative data. The results demonstrate that adolescents have the potential to positively impact their environments and as such future youth development interventions should involve youth as agents of change and design evaluations to measure that change.

[436]
Ho'opa'a: Getting a Grasp of Indigenous Education and Life Today

Peter W Dowrick, JoAnn W. L. Yuen, & Cory Cook
University of Hawaii at Manoa, Creating Futures

Ethnic minorities, people with disabilities, and people with poverty incomes have less opportunities to succeed at school and at work. To improve education and outcomes for Hawaiian children and youth, our project seeks to boost basic academics and pride in the culture. Achievements at eight-plus locations include: Infusion of Hawaiian culture and language into currently proven educational supplements. Several schools and after school agencies have selected from our family of ACE (Actual Community Empowerment) literacy and technology programs. Our project is serving nearly 1000 students in schools and even more in agencies: 80% are Hawaiian and 12% have disabilities. Sites and kapuna have infused the programs with indigenous and local culture. Selected and requested programs include technology, reading/writing, mathematics, social skills, Hawaiian language, and marine ecology. Video Futures supplement these curricula, and add videography, teaching, and psychology. The project has improved self-efficacy and self-determination, especially for at-risk youth. Application of Community Response Model improves outcomes and increases

the extent to which Hawaiian culture drives the processes, with participant observation and revision of each program in each setting. Interviews, focus groups, and independent evaluation help identify strengths and improvements. We have ensured adequate training and materials, and established self-sustaining resources, such as self-guiding manuals, videos, web pages, and networking across sites.

[437]

Collaborative Evaluation in an Urban Middle School Obesity Prevention Program

Eddy Jara & Emily Ozer

UC Berkeley School of Public Health

More practice-based evidence is needed to inform the development of effective school-based nutrition and physical activity intervention strategies. A collaborative evaluation of a school-based intervention involves designing assessment methods that fit into the normal flow of educational activities and contribute to the school's learning and teaching goals. Increasing the relevance of evaluation activities can enhance the feasibility of implementing school-based intervention evaluation plans. UC Berkeley Strengthening School Gardens to Prevent Obesity Study staff partnered with a middle school science teacher in the San Francisco Bay Area to develop a collaborative evaluation plan. Four middle school sciences classes and an after school program participated in nutrition and fitness learning activities while producing data to assess program effectiveness. Evaluation data included documentation from students' photo documentary projects, community food mapping activities, and from their self-directed behavior change efforts. These data provided insight into the youth's behavior change processes and the environmental factors influencing their food and activity behaviors. Collaborative evaluation strategies also contributed towards increased parental involvement in the program and substantial improvements to the intervention curriculum.

[438]

Tools for Sustainability of Programs and Collaboratives

Tom Wolff

Tom Wolff & Associates

This poster will present tools that this practitioner has used to help organizations and collaboratives think about 1) what they want to sustain, 2) develop a process for planning for sustainability 3) develop a sustainability plan based on a four pronged approach. Specific tools and worksheets will be shared. When money for so many worthy causes dries up we need to think about sustaining our most successful collaborative solutions in new ways. In particular, we need to go beyond the single focus on funding. First we have to be clear about what we want to sustain. The next question is "How will you go about reaching sustainability?" We have found that by increasing the number of approaches used to achieve sustainability, the greater the chances of not only reaching our goals but doing it in a richer and fuller manner. We can create an understanding of sustainability that goes beyond just funding by also including: 1) institutionalization and adoption of programs, 2) policy change and 3) community ownership and community norm change. By using all of these approaches, you can expand both the impact and longevity of your program. These tools have been useful in trainings and consultations with organizations and collaboratives.

[439]

Psychological Sense of Community and Community Organization: A Cross-Cultural Study

Tomoyuki Yasuda, Joseph Hughey, Andrew Peterson, Yoshitaka Saito & Noriko Kubo

Waseda University, University of Missouri at Kansas City, University of Iowa, Bunri University of Hospitality, The Senior SOHO Mitaka

The Community Organization Sense of Community Scale (COSOC: Hughey, Speer, & Peterson, 1999) was developed for the purpose of identifying structures and functions of community organizations by paying particular attention to the social and psychological resources available to the members who participate, namely Relationship to the Organization, Organization as Mediator, and Bond to the Community. Although the COSOC was mainly adapted in North American contexts, potential applicability to other cultural milieu, such as Japan, have yet to be examined. This paper presents the initial validation of the Japanese COSOC adapted for use with community organizations in Japan. Toward this end, we present the results of the analyses conducted on initial responses from 40 members of a non-profit Japanese community-based organization in the Tokyo metropolitan area. The organization actively promotes public participation of elderly population by providing a variety of social programs to its communities. In particular, relevant psychometric properties (e.g., item statistics and confirmatory factor structure) will be presented to test comparability between the original English and Japanese version of the COSOC. The paper further examines issues related to cross-cultural investigation of community organizing between the United States and Japan.

[440]

Using Mini-Grants to Build Readiness for Change in Seven Economically Distressed Neighborhoods

Zermarie Deacon, Michael Mahaffey, Gretchen Archer & Pennie Foster-Fishman

Michigan State University

Small grant programs, also known as mini-grants, are widely utilized by community-based initiatives in order to promote resident involvement in community change efforts. However, the ways in which these grants facilitate resident mobilization have not yet been extensively evaluated. As part of a broader evaluation of the processes and impacts of a community-based initiative, in-depth qualitative interviews were conducted with 46 residents living in economically depressed neighborhoods in a small Midwestern city in order to assess the impact of mini-grants on residents' readiness to engage in larger-scale change processes. Results indicated that the immediately visible changes generated by successful mini-grants built residents' readiness to engage in change efforts and thereby facilitated the development of a culture of change in the targeted neighborhoods. Specific impacts ranged from increases in residents' self-esteem and self-efficacy to a greater willingness to take ownership of the change process. These impacts were noted both in project participants as well as in the larger neighborhoods where mini-grant projects were conducted. The ensuing culture of change was characterized not only by greater numbers of motivated residents, but also by greater resident access to community resources necessary to generate change. Implications for policy and practice are discussed.

[441]

A Model of Factors Effecting Organizational Change in a State Social Service Organization

Emily Thaden, Lynette Jacobs-Priebe, & Scot Evans

Vanderbilt University

Federal social service policies continue to devolve responsibility down to states, increasing state discretion to implement programs while concurrently increasing pressure on states to meet performance outcomes for the obtainment of federal financing. The implications of current policy trends on state

social service organizations who administer welfare, Medicaid, and Food Stamps programs is that major organizational change is necessary to optimize the use of new flexibility to meet federal performance measures as well as to meet the qualitative goals of promoting client well-being and self-sufficiency. This exploratory study examines what factors hinder and facilitate organizational change in one southeastern state's social service organization that administers welfare, Medicaid, and Food Stamps. Fourteen focus groups, 22 interviews, and one-year of observations from meetings with state administrators, local leaders, and staff participating in an organizational change project will be presented in a model informed by organizational development and change theory. We found that incremental organizational change approaches in response to federal policies has inadequately changed systems, procedures, and culture resulting in leaders and staff who do not optimize their discretion to promote client well-being.

[442]

The Do's and Don'ts of Mentoring: Evaluating a Mentoring Conference

Jennifer Tursi, Jennifer Gaskins, Brian Yankouski, & Milton A. Fuentes

Montclair State University

Although there continues to be a steady increase of African American and Latino high school students, a considerable number of them are enrolled below grade level and their combined dropout rate is 34 percent. Moreover, research indicates that these students are at risk for academic failure, truancy, and substance use. Nonetheless, mentoring has been found to improve academic performance and promote college attendance (Tierney, Grossman, & Resch, 1995). The authors' university, in collaboration with a small, urban high school coordinated a mentoring conference for 38 ethnic-minority students. During the evaluation phase of the conference, participants were asked to complete the following open-ended statements, "I was pleased that" and "I was disappointed that". Qualitative analyses revealed that participants were pleased that the presenters were prepared and responsive, that they gained new information about college, and that they developed new academic skills. However, participants also reported that they were disappointed with the delivery of the presentations, the lack of student involvement, and the minimal opportunities for personal advising and guidance. These findings suggest that while the mentoring initiative appeared to be a viable educational program, participants may have benefited from a more personal, specific, and interactive experience.

Sunday, June 10, 2007

8:30-10:30am

[443]

Optimism about participation: High hopes and challenges in neighborhood organizations, community coalitions, and empowerment evaluation systems

Abraham Wandersman

University of South Carolina

I will discuss theory and research on participation that relate to ideology, hopes, and disappointments. Participation comes with benefits and costs. These will be examined from the perspective of research that my colleagues and I have conducted over several decades in new towns, neighborhood organizations, community coalitions, and empowerment evaluations systems.
Introduction by: Jean Ann Linney, University of Notre Dame

[444]

Community science, practice and partnerships: Answering Sarason's "And what do we mean by learning?"

Raymond P. Lorion

Towson University

In his most recent volumes, Sarason questions our understanding of "learning" and the ecological conditions under which it is most likely to occur. Although focused primarily of learning within the context of public education, pedagogical practices and student achievement, Sarason's work can have significant implications for how we conceptualize, develop, operate and evaluate partnerships with community members and organizations. This paper examines those implications within an emerging initiative that seeks to leverage school improvement with community development through the synergistic efforts of a broad and diverse partnership. Central to this examination is consideration of shifts in intent from "what do we want to know?" to "what do we want to do?" to "what do we need to learn?" It is argued that each step along this continuum increases the likelihood that true partnerships will solve problems rather than deliver solutions.

Introduction by: Leonard A. Jason, DePaul University

10:45am-Noon

[445]

Multifamily Group Therapy for Families of Gays and Lesbians

Karen Cohen

American Group Psychotherapy, National Association Cognitive Behavioral Therapists, American Association Marriage and Family Therapists, California Association Marriage and Family Therapists

A didactic demonstration and role play in exploring how the use of Multiple Family group treatment can be used to identify issues and problems of unresolved family of origin conflict within families of gays and lesbians. Workshop participants shall receive information, tools and techniques to assist them for addressing problems and issues with non-supportive relatives. The workshop is co-facilitated by a lesbian therapist and a heterosexual psychotherapist to provide a balanced perspective.

[446]

Oral Sex, Anal Sex: What Does Your Teen Consider Sex?

Sara Moore, Bianca Guzman, Aida Feria

PHFE-Choices

This workshop will focus on how to use theatre-based education as a strategy to address teen pregnancy, sexually transmitted infections, HIV/AIDS, and youth violence. Evaluation findings based on program efficacy will be discussed. A short live theater performance based on our work will be presented and an answer and question period will follow. Theater has long been a culturally accepted vehicle for educating Latinos about controversial issues. In our theater-based education, we have integrated culture, language, and tradition in a production that addresses the issues of teenage pregnancy, youth violence, responsible sexuality, male responsibility and sexual abstinence. We evaluate the impact theatre has on youth by the use of pre and post evaluations. At the end of this presentation attendees should be able to 1) Describe and understand why theater is an effective strategy for engaging youth and reducing high risk behavior 2) Learn skills required for the development of a culturally responsive script and methods of evaluation to fit the needs of a multi-ethnic community. 3) Extract techniques needed to develop educational theater utilizing limited funding.

4) Identify cast members that portray special qualities and commitment to the reproductive health of teens.

[447]

**School Intervention Interest Group Roundtable:
Participatory/Action Research Promotes Culture-based
School Interventions**

Susana Helm, Isaac Prilleletsky, Brian Bishop, & Brian Flay

Helm Consulting, University of Hawai'i at Manoa, University of Miami, Curtin University at Perth, Oregon State University

In an era of "evidenced based practices" and "model programs", it is difficult for communities to sustain their culturally-derived prevention and health promotion activities in schools and neighborhoods. While the premise of the federal policy may be well-intended (select from a menu of nationally endorsed model programs as a way to improve local prevention efforts), a consequence for non-dominant ethnocultural groups is that these programs may not be valid in their schools and communities. This poses a serious dilemma, not only for communities, but also for community practitioners concerned with social justice. A possible emancipating solution is to use participatory/action research approaches to develop and validate local culture-based interventions. Presenters will discuss PAR from urban-Honolulu and rural-Molokai, including the context of colonization, indigenous self-determination, and immigration in Hawai'i. Prilleletsky will present the concept of psychopolitical validity and illustrate its application and possibilities. Bishop will discuss the Aussie Optimism Program, designed to prevent anxiety and depression through school curriculum and self-directed family interventions. Flay will discuss experiences working with elementary schools developing and implementing an Afrocentric program for inner-city Chicago schools and testing a culturally adaptable program (Positive Action) in Hawai'i urban and rural schools.

[448]

A Comprehensive Evaluation of the Implementation and Cost-Effectiveness of a Community-Based Treatment for Homeless, Mentally ill

Angela Mooss, Joanna Weinberg, Doyanne Darnell, Brandeis Green, John Barile, Eric Brown, Jane Le, & Lamees Dabbas Georgia State University

Assertive Community Treatment (ACT) provides a range of comprehensive community services to homeless individuals with severe and persistent mental illness the community. This presentation will provide an overview of the Education and Community Services Engagement Linkage (ECSEL) program, an ACT-based program combined with a housing component. This symposium will include three presentations focused on ECSEL. Program outcomes were assessed using a longitudinal treatment-comparison group design. Fidelity was measured as a means of understanding program effects and as an organizational feedback tool. Finally, additional data were collected and analyzed to assess the cost-effectiveness of this approach.

[449]

ACT in Atlanta: Exploring Outcomes of the ECSEL Program

Brandeis H. Green & Doyanne Darnell

Extensive research indicates that the Assertive Community Treatment (ACT) model of mental health service delivery is effective in treating persons with severe and persistent mental illness. The Atlanta-based ACT team (ECSEL) at the Grady Healthcare System which targets homeless, mentally ill persons in Atlanta, employs a unique "housing first" philosophy which

holds that effective service delivery cannot occur without stable housing. Supportive housing for homeless people with severe and persistent mental illness has been found to reduce overall service use patterns, incarcerations and hospitalizations (Culhane, et. al. 2001). The ACT model with the inclusion of stable housing is predicted to positively impact overall factors of wellbeing, such as housing satisfaction, familial relations, employment opportunities, the prevalence of psychiatric symptoms, and substance use. Our study examines some of these outcomes for the ECSEL program, as well as explores the distinct challenges and successes of data collection in a variety of settings, the interconnectedness of fidelity to the model and subsequent outcomes, and issues of diversity among the participants and between the participants and the ACT team.

[450]

Examining Fidelity of the ECSEL Program to an ACT Model

Angela D. Mooss & Joanna Weinberg

Conducting a fidelity assessment has a variety of purposes and can benefit both the program being assessed and an evaluation of that program. It provides a description of the program with which to interpret and link the process of the intervention to the outcome data, and provides feedback to the program being evaluated regarding aspects of the model from which the program varied either intentionally or unintentionally.

Fidelity for the ECSEL program was assessed using the Dartmouth Assertive Community Treatment Scale, which was developed specifically to measure the fidelity of ACT programs (DACTS; Teague, Bond, & Drake, 1998). Data for the assessment was obtained through interviews with clinicians, the team leader, clients, and a program chart review. Overtime the program's fidelity to ACT and the intended model did increase, however the program did experience fluctuations in a variety of categories reflecting changes and challenges often experienced by programs. This presentation will discuss the importance of addressing both the need for fidelity to the original program and the need for local adaptation by examining the unique contextual and structural considerations of fidelity to the ACT model for the ECSEL program.

[451]

A Cost-Benefits Analysis of the ECSEL Program

John P. Barile, Eric Brown, Jane Le, & Lamees Dabbas

When evaluating outpatient mental health services, it is necessary to effectively measure the costs associated with providing these services and the potential financial savings to the community. Performing cost/benefit analyses is critical for determining if services not only produce positive outcomes, but also if they are financially sustainable. In this evaluation we examined whether providing a higher level of outpatient services (the ECSEL program) resulted in a decrease in societal costs by reducing hospital, jail, and shelter use compared to treatment as usual. It is becoming more critical for program evaluators to examine both the financial costs and benefits of a proposed program if evaluations are intended to be presented to legislators and potential funders. Often decision makers see only the costs associated with a proposed program and neglect to examine the potential financial savings that the program may produce. The presenters will discuss the methodological and logistical tools necessary to acquire this data and the outcomes of the ECSEL evaluation.

[452]

Research Design Choices in Community Research: Cultural and Logistical Lessons

Rae Jean Proescholdbell, Rebecca Campbell, David Henry,

Cécile Lardon, Debra Patterson, Jonathan Miles, Stephanie DeLuse, & Michael Lopez

Duke University, Michigan State University, University of Illinois at Chicago, University of Alaska at Fairbanks, Searchlight Consulting, Arizona State University, National Center for Latino Child and Family Research

Community researchers evaluating interventions frequently face research design challenges that preclude use of the Randomized Control Trial (RCT). Although causal inference is a priority, community researchers experience competing priorities, logistical concerns, and culturally appropriate norms that rule out use of the RCT. Community researchers need to be aware of multiple quasi-experimental designs and their pros and cons. Three sets of researchers will describe actual research dilemmas faced, the reasoning behind the research designs they chose, and their implementation experiences. The set of experiences discussed includes diversity in populations (Yu'pik villages, persons with HIV, sexual assault survivors) as well as research designs.

[453]

Interrupted Time Series

The target group for this situation was all persons living with HIV/AIDS (PLWHA) in 6 NC counties. A multi-component intervention was intended to increase the knowledge of hepatitis C (HCV) and access to HCV testing and treatment among PLWHA. Dilemmas. Randomization within the 6-county area was not possible due to the community-level nature of the intervention (e.g., use of radio ads). No other area in NC had a similar mix of rural and urban PLWHA to serve as a comparison group. Funding was only for three years. Interrupted Time Series (ITS) design was selected because it offers strong causal inference and does not require a control group; however, it does require measurement at 100 points in time. We found ITS to be less staff-intensive than designs that require tracking of individual participants for follow-up. ITS in this case involved intensive data collection, requiring our partners to grant continual access to the target group and provide scarce office space for interviewing. The timing of the start of the intervention ("the interruption" of ITS) was also difficult to control. This presentation contributes to the symposium by discussing ITS designs and community-level interventions.

[454]

Non-Equivalent Comparison Group Cohort Design

In 1999, Michigan county implemented a community-wide intervention to respond to the needs of sexual assault survivors. The Sexual Assault Nurse Examiner (SANE) program brought medical, legal, and mental health professionals together to help survivors. The community expected prosecution rates to increase after the implementation of the SANE program. Dilemmas. Randomization was not ethically or practically feasible to create a control group. Once the SANE program opened, all county hospitals and law enforcement agencies began referring victims to this program, which precluded the use of a concurrent comparison sample. Non-Equivalent Comparison Group Cohort Design was utilized in conducting this assessment because we conceptualized the sexual assault cases in this community as consisting of two cohorts: those treated before the implementation of the program and those after. We were unsure whether longitudinal prosecution data would be available in the precise metrics needed for longitudinal analysis (and thus proposed the cohort design). We have been able to use longitudinal survival analysis to chart the process of prosecution progress over the years. We are also using HLM to model the effects of law enforcement trainings that were introduced in the community throughout the ten years of the SANE program.

This presentation contributes to the symposium by discussing cohort designs, survival analysis, and HLM.

[455]

Design Issues for Health Promotion Research in Alaskan Native Communities

Of the designs used in community and prevention research, randomized controlled trials (true experimental designs) are widely believed to provide the strongest causal inference. Recently, the validity of these designs for prevention and health promotion trials has been called into question. Among the threats to validity of randomized controlled trials are the problems of differential attrition in treatment and control conditions, resistance of participants to randomization (particularly in less individualistic cultures), interaction of treatment and measurement, and limited adherence to protocols (particularly among control subjects desiring treatment). Double-blind trials are used in medical research to manage these threats, but double-blinding is probably not possible in community and prevention research. Additional difficulties for conducting randomized controlled trials with difficult-to-serve populations arise because of the large number of settings required for adequate power in group randomized designs. This paper discusses these threats to validity, as well as ethical and cultural issues, as they relate to the design, implementation, and analysis strategy for a health promotion intervention aimed at improving cardiovascular health in a small Alaska Native community.

[456]

Regression Discontinuity Design

This paper discusses two real-life situations in which the regression discontinuity (RD) design was considered, one in which it was rejected and one in which it was employed. The RD design has been described as one of the strongest quasi-experimental designs and best alternatives to randomized control trials (RCT) for evaluating program effectiveness (Shadish, Cook & Campbell, 2002). It is typically suggested for situations in which random assignment to treatment is not viable because the potential denial of treatment for those in greatest need is seen as an unacceptable option. The first real-life scenario, the national evaluation of the Head Start program, was just such a situation but the regression discontinuity design was rejected in favor of an innovative incorporation of a RCT design. The resulting study, which had some important strengths and weaknesses relative to the regression discontinuity design, is discussed. The second scenario, an evaluation of a court-mandated divorce education program, presented a situation in which the concern about RCT did not pertain to denying services to those in need; instead, random assignment was simply deemed too cumbersome. By using divorce filing dates as the assignment variable, an unusual design configuration emerged. The resulting study is discussed.

[457]

Incorporating and Illuminating Personal Values in Community Psychology Training

Rick Weinberg, Irma Serrano-Garcia, Melissa Maras, Nicole Porter, & Louis Chow

University of South Florida, Louis de la Parte Florida Mental Health Institute, University of Puerto Rico, Miami University, DePaul University, Georgia State University

Community psychology has always been concerned with those values that define its mission (Rappaport, 1977). Less attention has been placed on the personal values of individuals who practice community psychology. How do one's personal values coincide with the values of the discipline? How can these

personally held principles and beliefs be expressed ethically and professionally through community psychology? This roundtable will address a variety of ways that graduate training fosters attention to personal values, and how values one holds can be operationalized through community psychology research and practice. Grounding the discussion will be two 5-7 minute presentations, one by a faculty member and one by students. The faculty member will describe an approach in which students are trained to discover their values and incorporate them in their work. The students will describe how they have discovered their own values through didactics, community, and life experiences, and have integrated these values into personally meaningful community research and action. Audience participants will be invited to reflect on their training/mentoring experiences: how they teach (have learned) to think systemically, morally, ethically, and how personal values guide their work.

[458]

Theory in Practice: Implications for Problem Definition and Working with Adolescent Girls

Shabnam Javdani, Sadie E. Larsen, & Mona A. Taylor
University of Illinois Urbana-Champaign

Community psychologists have long recognized the tensions involved in conceptualizing problem definition at multiple levels of analysis. In theory, the goal is to embrace social/structural change; however, in practice, interventions often target affected individuals. Thus, a perennial tension for the field in practice is how individual-level interventions can avoid victim-blaming and maintain a social/structural analysis. This symposium explores the resolution—or lack thereof—of this tension in practice. The authors developed and evaluated programs for three populations of “at-risk” adolescent girls. Implications for whether and how individual-level interventions can best facilitate transformative versus ameliorative approaches to change will be discussed.

[459]

“Her Context Made Her This Way”: Exposing Narratives Surrounding Girls’ Delinquency

Shabnam Javdani

Increasingly, the community response to girls’ “problem” behaviors has resulted in the criminalization of girls’ behaviors. Indeed, girls currently comprise the fastest growing segment of the juvenile justice system, at both national and local levels. Girls at-risk for contact with the justice system are often ethnic and racial minorities, from low socioeconomic status backgrounds, and have a history of sexual, physical, and emotional victimization. Based on information gathered 1) through reconnaissance in the context of a supervised community practicum and 2) through analysis of literature addressing this topic, this paper attempts to disentangle the different ways in which girls’ behaviors are problematized. It is suggested that the dominant problem definition articulated by the literature as well as service providers is inherently, though subtly, victim-blaming. That is, though there is an awareness of girls’ contexts of risk (e.g. victimization), girls’ problem behaviors continue to be defined at an individual level. In turn, the majority of intervention efforts target ameliorative individual-level change. This is particularly problematic given the paucity of gender-specific and culturally competent programs for girls. Implications for the design and evaluation of individual-level intervention efforts that begin to target transformative changes in response to girls’ delinquency are discussed.

[460]

Feminism and Cognitive-Behavioral Therapy: Uneasy Union or Perfect Complements?

Sadie E. Larsen

Since the issue of sexual assault has come to the national consciousness, there have been two prominent streams of thought regarding how to help survivors. On the one hand, feminists have emphasized recognizing sexual violence as a manifestation of social inequality. Individual interventions will therefore locate the cause of the problem in society and emphasize an egalitarian relationship, consciousness-raising, and empowerment. On the other hand, cognitive-behavioral therapists have traditionally approached survivors through the lens of trauma victims. They focus on individual problems caused by experiencing trauma, and how thinking differently about the trauma can reduce symptoms. Though these perspectives are not necessarily mutually exclusive, they have developed very different vocabularies and perspectives on the best ways to help individuals affected by sexual violence and have different implications for intervention. The current paper examines the experience of attempting to develop a CBT therapy group in collaboration with a feminist rape crisis center. Is it possible in practice to reconcile these differing worldviews and problem definitions into one group? How can one intervene at the individual level while utilizing the societal-level analysis so important to feminist therapy and research? How can this approach to intervention avoid the victim blaming trap?

[461]

Can Sex Wait? Adolescent Girls’ Decisions about Abstinence

Mona A. Taylor

The recent surge of HIV/AIDS and pregnancy among teens and young women has heightened the concern for educating adolescents about factors related to the practice of risky sexual behavior. Poor adolescent decision-making has been examined as a factor that may increase involvement in such unhealthy behaviors. Unfortunately, behaviorally based sex education and intervention programs intended to improve decision-making remain unclear as to what constitutes a good decision, positive outcome, or method of measurement. In fact, discussions of adolescent decision-making around risky behaviors focus on change at the individual level and are less attentive to contextual factors that shape youth behaviors and may influence adolescents’ interpretation of abstinence. In an effort to extend this analysis and bring contextual factors to the forefront, the current presentation examines adolescent girls’ personal accounts of the decisions they make regarding whether or not to practice abstinence, use safer sex methods, and the conditions that influence their willingness to practice abstinence or avoid risky sexual behaviors. Centralizing adolescent’s voices in this inquiry has important implications for how interventions promote good decision-making, define the level of change that is targeted (e.g., individuals versus contexts), measure change and outcomes, and inform programs for prevention.

[462]

Internet Use and HIV Risk among Ethnic Minority MSM

Patrick Wilson, Gary Harper, John Peterson

Columbia University Mailman School of Public Health, DePaul University, Georgia State University

The Internet has been conceptualized as an emerging risk environment among men who have sex with men (MSM). Ethnic minority MSM – who are at heightened risk for HIV infection – may use the Internet for networking purposes, and to facilitate meeting male partners. This symposium will present findings from studies examining the role of the Internet in shaping identity, partnering practices, and HIV risk among adolescent and adult ethnic minority MSM, and elucidate ways in which the Internet may be related poor health outcomes. The

symposium will inform online and offline interventions aimed at reducing HIV risk among ethnic minority MSM.

[463]
Gay/Bisexual/Questioning Youth of Color: Sexual Identity and the Internet

Increased research attention has focused on the Internet as an environment where gay/bisexual men can meet sexual partners, and where researchers and interventionists can gain access to high-risk gay/bisexual men. These studies have not explored the role of the Internet in the sexual lives of gay/bisexual/questioning (GBQ) male adolescents, particularly youth of color. This presentation will present findings from in-depth qualitative interviews with 20 African American and Latino GBQ male adolescents (aged 16 – 23). Thematic analyses revealed the Internet's multiple roles in sexual identity development and connection to the "gay community." The Internet provided an anonymous venue for exploring same-sex attraction, primarily via gay-related websites. Ethnic-specific gay websites and chat rooms provided additional information/insights for youth regarding the intersection of sexual and ethnic identities. The Internet also provided youth with a virtual community where they could "chat" with other GBQ youth of color, thereby developing a sense of connectedness. Youth also developed physical connections to the "gay community" via the Internet since it provided them with connections to gay-related community agencies/events, other GBQ male adolescents of color, and sexual/romantic partners. The use of the Internet in interventions to promote the sexual health of GBQ youth of color will be discussed.

[464]
Sexual Risks and Internet Use among African American MSM

The Internet represents a new context that may influence increased HIV transmission in African American men who have sex with men (MSM). In the first study of Internet use in African American MSM, we examined HIV risks among men who use the Internet to seek sex with other men and to compare risks between partners that men found online and offline. Data were collected from a cross-sectional sample of 479 African American men surveyed via the Internet as part of a larger multi-ethnic Internet-based HIV prevention study. Results revealed that more men sought their sexual partners via the Internet than offline and engaged in unprotected anal intercourse with more partners met online than met offline. Moreover, there were no differences in the proportion of men who actually had sex with a person met through the Internet relative to the proportion of men who engaged in sex with a person met offline. Our results suggest that men recruited online have more risky sex partners obtained online than offline. However, future studies are needed that examine serostatus of African American men and their sexual partners to determine the possible effects of serosorting among high risk men.

[465]
Ethnicity, Sexual Stereotypes, and Partnering Behaviors of Internet-using MSM

The Internet is emerging as a sexual marketplace in which men who have sex with men find potential sex partners. The sexual stereotypes and partnering behaviors of men who use the Internet to seek sex with other men (MISM) are important to consider, given the Internet's role in promoting selectivity in partner choices. The current study aimed to identify sexual stereotypes held by MISM, and describe how sexual stereotypes impact partnering practices and sexual behavior. Interview data were obtained from a multiethnic sample 123 MISM who

reported engaging in unprotected anal intercourse. Content analysis was used in analyzing the qualitative data. Preliminary findings suggested that sexual stereotypes differ among ethnic groups. However, perceptions of men of different ethnicities often converge regarding ethnicity-specific stereotypes. Broadly, sexual stereotypes based in passivity were linked to Asian and White MISM, while perceptions of sexual prowess and dominance were tied to Latino and African-American MISM. Data suggested that sexual stereotypes were tied to partnering decisions, types of sexual activities engaged in with partners of different ethnicities, and risk-taking behaviors. Findings from the research will provide direction for future prevention efforts targeting MISM.

[466]
Dream a Little Dream: Changing Social Regularities Around Economic Injustice

Alison Martin & Kelly Kinnison
University of Illinois at Chicago, U.S. Government Accountability Office

The focus of this roundtable is to engage in a conversation about the extent to which we as community psychologists work toward systems change via reducing economic disparity in U.S. communities. The convergence of a lack of economic and social power of individuals and communities in poverty permeates the seemingly distinct problems on which community psychologists work. Seidman (1988) asserted that shifting the focus from individuals (or groups of individuals) to the social regularities—the interactional processes among settings and larger systems—is critical to an ecological understanding of social problems. There is no better example and no more difficult problem than challenging current patterns of wealth distribution. Interrogating the entrenched social regularities of economic injustice may well impact upon the social problems with which community psychologists are concerned. Our roundtable discussion will oriented around the following questions: (1) What would the field of community psychology look like if poverty became a central focus of research and action? (2) What implications would a focus on social regularities have for research and intervention? (3) What barriers exist to shifting research from the individual level to the examination of settings and mesosystems?

[467]
Increasing Our Relevance: Community –Based Educational Psychology

Robert Klassen, Jenifer Fontaine, Tracy Muth, Laurie Schnirer, Tracy Trudeau
University of Alberta, Community University Partnership

In what ways should educational psychology be responsive to the research needs expressed by schools and the wider community? Our discipline has been accused of being confused (Bredo, 2006), irrelevant (Grinder, 1989), and detached from practice (Good & Levin, 2001), and a study of the history of educational psychology reveals an ongoing tension between building theory and addressing contextualized problems. In this paper we propose a model of a responsive educational psychology that emphasizes a closer and more reciprocal relationship with the community. Our proposal of a *community-based educational psychology* (CBEP) represents a shift towards a stronger emphasis on responsiveness to community needs, greater contextualization, and an increased diversity of research approaches. We begin with a brief examination of claims that educational psychology is disconnected from the practical realities of schools and the community. Next, we discuss how educational psychology might borrow from "community" paradigms like community psychology and community-based

research, while remaining faithful to its historical roots. We conclude by describing how graduate training in educational psychology is strengthened by an increased emphasis on a responsive collaboration with educational and community agencies. Our goal is to offer a way in which disciplinary educational psychology can revitalize its relationship with schools and the community while maintaining its historical foundation.

12:15-1:30 Concurrent Sessions

[468]

Program Design, Documentation, and Dissemination for Diversity: A Toolkit Demonstration

Rebecca Buchanan, Melissa Gutierrez Barrett, & Sean P. Flanagan

Westat

Fetal Alcohol Spectrum Disorders (FASD), the range of physical, mental, behavioral, and learning disabilities caused by prenatal alcohol exposure, affects one in 100 births in the United States. Since FASD is 100 percent preventable if women abstain from drinking alcohol during pregnancy and yet babies with FASD are born in every State, within every racial and ethnic group, and across socioeconomic lines, our challenge was to develop a public education program that would be effective for many different communities. In this innovative session, we will discuss the program design, documentation, and dissemination strategies that comprise the Partnership to Prevent FASD toolkit. Our approach combined federal resources to support formative research, planning, and materials development, with explicit recognition of the strengths of a community-based approach. To help us realize these advantages, including local and cultural relevance, we created the program in collaboration with four pilot communities. These communities were selected to maximize geographic, cultural, and socioeconomic diversity to help us develop a program that would be effective across different communities. Together, we engaged in formative research to understand the social context in which women engage in drinking during pregnancy. The findings guided our development of public education messages, images, and materials that appealed to diverse groups and suggested strategies for their use that could be tailored based on community context. Following the toolkit demonstration, the presenters will encourage the audience to use the Partnership example as a point of departure for reflecting on how diverse communities can be empowered to adopt and tailor other programs to their needs.

[469]

Questions and Answers: Community Practitioners Share Lives and Careers

Carolyn Swift, Anna Song, Irma Serrano-Garcia, Tom Wolff, Anne Mulvey, & Rod Watts

University of California at San Francisco, University of Puerto Rico, Tom Wolff & Associates, University of Massachusetts at Lowell, Georgia State University

The session features four successful community psychologists who have spent major parts of their careers in community practice. They will answer questions from the audience about how they got started; how they've integrated their work with their personal lives; what they've accomplished; problems they've solved and some they haven't--and other issues about what it means to put their livelihoods on the line for causes they passionately believe in; how it feels when they manage to change dysfunctional health, social, and economic systems to

improve the quality of life in communities where they live and work--and how it feels when they don't manage to change these systems. This is not a formal session. There are no presentations. Instead, audience members will receive thumbnail bio-sketches of the practitioners to guide questions during this informal exchange of life experiences, career hopes, and dreams. These are brief slices of practitioners' careers. In truth, each activist is dedicated to translating these principles into reality in their neighborhoods, their cities and states, and in the wider world. In his role as discussant, Roderick Watts' work in sociopolitical development, social injustice, and social forces provides a provocative and insightful perspective to the themes connecting each panelist.

[470]

The Interdisciplinary Linkages Committee Town Hall Meeting: Processing our Steps toward Broader and More Concerted Collaborations

Brad Olson, Eric Mankowski, Jessica Snell-Johns, & Elizabeth Thomas

Northwestern University, Portland State University, Promoting Positive Change, LLC, University of Washington

The SCRA Interdisciplinary Linkages Committee (ILC) has aimed at enhancing the interdisciplinary nature and connections of community psychology through the development of interdisciplinary theory, research, action, and education. This has entailed the promotion of collaboration with colleagues from allied disciplines and other sectors, facilitating greater interdisciplinary development in the field. As a committee, we have engaged in conversation about what it means to be "interdisciplinary." We have also conducted two member surveys to better understand strategies for accomplishing meaningful connections and mutual learning among disciplines, and moreover, how SCRA can better support members toward these ends. In this session, we will report on what we have learned and facilitate an informal exchange with those present about the possible next steps of the ILC. We hope to bring others into our conversation about the diverse meanings of "being interdisciplinary". Among many topics, we would like to discuss the value of a developmental conceptualization of "steps" toward becoming more interdisciplinary. For instance, we are interested in whether questions about SCRA's own unique identity need to be addressed first before knowing how to best build on more universal interdependence with other organizations and individuals in multiple sectors throughout the globe.

[471]

Immigrant and Refugee Students in U.S. Schools

Dina Birman, Nellie Tran, & Winnie Chan

University of Illinois at Chicago

A large influx of new immigrants and refugee is dramatically changing U.S. public schools. While the children and adolescents are struggling to adjust to the schools, the teachers are also adjusting to the increasingly diverse student body. The presentations in this symposium describe different issues arising from the contact between immigrant students and schools, including the expectations that teachers have for refugee these children in their classrooms, how the diversity of the school attended by Vietnamese refugee adolescents impacts on their cross-race friendships, and what kinds of school disruptions are experienced by adolescent girls immigrating from the Caribbean.

Discussant: Rhona Weinstein

[472]

A Qualitative Inquiry into Teachers' Expectations of Somali

Bantu Refugee Children

Prior research on teacher expectations and the self-fulfilling prophecy suggest children who are susceptible to low teacher expectations are academically disadvantaged, and children are most successful when teachers hold high academic expectations coupled with a nurturing classroom environment. Refugee children are susceptible to low expectations due to their membership in minority and low-English proficient (LEP) groups. The Somali-Bantu, a recent refugee group, have an additional disadvantage of not having prior educational experiences. Therefore, this study explored (1) what expectations teachers had of Somali-Bantu students and (2) what factors influenced those expectations. Interactive interviewing techniques coupled with Grounded Theory Analysis revealed that teachers had a range of expectations focusing on acculturation within the classroom and the family/home. Pre-arrival information about the children's refugee experience led to lowered expectations, while school/federal factors led to higher expectations. Further, these influences were moderated by individual teachers' prior experiences. Results suggest that just as teachers held expectations that students acculturate, teachers were themselves undergoing a process of acculturation to students. Consequently, expectations held by these teachers were dynamic and at times contradictory. These findings suggest teachers may need assistance in balancing competing pressures to ensure appropriately high expectations are held for newly arrived students.

[473]

School Adjustment of Vietnamese Adolescents: A Focus on Acculturation and School Diversity.

The purpose of this study was to examine school adjustment of 153 Vietnamese refugee adolescents who resided in the East coast. It is important to examine the diversity of the student body because research suggests that a diverse student body provides a well-rounded educational experience for students. In addition, understanding acculturation to both American and Vietnamese cultures acknowledges the challenge of adjusting to differing cultural demands in the midst of struggling with multiple identities. We examined the influences of school diversity and acculturation on feelings of school belongingness, social support received from school personnel, and perception of discrimination from school personnel. Students in this sample came from a total of 40 elementary and high schools in the county. Students who came from schools that are more diverse reported greater levels of social support from school personnel and lower levels of perceived discrimination from school personnel. American and Vietnamese acculturation both predicted greater levels of school belongingness. Interaction between diversity and American acculturation suggests that newcomers or adolescents who are not highly acculturated would greatly benefit from school diversity. This study has implications for understanding the impact of school diversity and acculturation on school adjustment.

[474]

Broadening Conceptualization of Schooling Disruptions

Adolescent (im)migrant newcomers have more schooling difficulties on the US mainland when compared to their counterparts who made (im)migration journeys as young children (Fry, 2005; Garcia, 1999; Hirschman, 2001). Recent adolescent arrivals from Latin America, in particular from Mexico, Puerto Rico, Cuba, and the Dominican Republic, have the highest reported rates of early school leaving (Fry, 2005; Hirschman, 2001). Pre migration schooling difficulties have been found to be highly predictive of schooling problems in the US (Fry, 2005). However, there exists no previously reported

systematic exploration of schooling challenges grounded in the lived pre and post (im)migration lives of newcomer youth. Data from narrative life and schooling history interviews belonging to 15 Puerto Rican and Dominican adolescent Latina newcomers add specificity and range to the notion of schooling disruptions and grounds the development of a model of schooling disruptions in the lived pre and post (im)migration schooling and life experiences of newcomer youth. A greater diversity of schooling disruptions than previously explicated in the literature emerged during interviews. Further, disrupted education was reportedly more common during newcomers' US mainland schooling lives when compared to their pre (im)migration schooling lives. Reflection on future research and school practices will be discussed.

[475]

Praise and Protest: The Legacies of Social Justice in Black Churches

Pamela Martin, LaTrese Adkins, Simone Robinson, Avril Smart, TicoLoa Caldwell, & Lillian Robinson

North Carolina State University, Southern Methodist University, Ecumenical Theological Seminary

As the oldest social institution in African American communities, African American Protestant churches have contributed to the transformation of U.S. Historically, African American faith communities have promoted social justice across three historical periods (i.e., enslavement, segregation and post Civil Rights). Therefore, the Christian faith of African Americans not only has included the spread of the Gospel, but it also contributed to the creation of a socially responsive institution. This symposium explores the importance of collaboration between humanities and social science scholars, especially experts in Africana Studies and historians, in contemporary conceptualizations, interventions and investigations of African American faith communities.

[476]

From Slavery to Freedom: Social Justice Among Black Faith Communities

The first panel presentation overviews the contributions of African American churches during three periods: enslavement, segregation and the post-Civil Rights era. To focus the discussion of the use of Christianity by enslaved people, slave narratives confirm the psycho-social refuge of this religious faith. Direct appeals to God for the protection of enslaved children comprised the most poignant examples. After emancipation, African American religious faith, especially Christian churches, helped dismantle Southern segregation. Equally important, the African American church also provided an institutional apparatus for organizing boycotts, deputizing voter registrants, and moralizing the battle against racialized injustice. As a result, contemporary Black churches position themselves as the premier educational and political resource within African American communities.

[477]

African American Faith Communities Project: Conceptualizing Research for Scholarly Collaboration

The second panel presentation focuses attention on the needs, advantages, and requirements of interdisciplinary research on African American faith communities. Certain concepts such as racial socialization, racial or ethnic identity formation, self-help or self-determination, extended family, and community-building will be used to ground the discussion of collaborative research. This presentation will underscore the function and effects of collaboration across diverse disciplines. This discussion will have particular appeal for conference participants with research

interests that focus on the social support networks within African-American faith communities, especially churches' impacts on adolescent behavior.

[478]
The Village Speaks: Faith Communities as Racial Socialization Agents

The third panel discussion examines research findings from a qualitative study which sought to understand how churches communicate racial socialization messages to congregation members. Focus groups were conducted separately with African American adults and adolescents to explore their racial socialization experiences in a religious setting. Several emergent themes from the adult and adolescent data will be presented. Both similarities and differences between the adult and adolescent samples will conclude the presentation. These findings address the dearth of research on the church's role in socializing congregation members about race.

[479]
Faith-Based Parenting Curriculum: Negotiating Societal Challenges Among African American Adolescents

The final presentation describes the development of a faith-based parenting curriculum targeting African American congregations. A participatory approach engaged clergy, parents, and adolescents in the development of the curriculum. Curricula materials emerged from parents requesting strategies to engage their adolescents in faith-based conversations regarding racial and religious socialization, sexual abstinence, and violence prevention. The curriculum includes a historical perspective exploring the resilient factors that sustained African American families during enslavement and segregation. The curriculum links strengths from these previous historical periods to contemporary intervention efforts.

[480]
Translating Readiness and Capacity into Best Practice School-Wide Prevention Programs

Dawna-Cricket-Martita Meehan, Paul Flaspohler, Kate Keller, & Dana E. Crawford

Miami University, Health Foundation of Greater Cincinnati

In an effort to bridge the gap between research and practice, this symposium will describe the Health Foundation of Greater Cincinnati's Evidence-Based Practices for School-Wide Prevention Programs initiative, a six-year project designed to establish, evaluate, and sustain evidence-based programs within local elementary and middle schools. Individual presentations will include an overview of the grant initiative and the collaboration between Miami University's Center for School-Based Mental Health Programs and grantees. Additionally, facilitators will elucidate readiness, needs and resource assessment, and capacity-building efforts. Finally, the translation of readiness and capacity into the selection of a successful evidence-based prevention program will be evaluated.

[481]
Granting Support for Evidence-Based Practices for School-Wide Prevention Program Initiatives

Consistent with the President's New Freedom Commission on Mental Health's mission to implement, improve, and promote successful integration of mental health services in schools, the Health Foundation of Greater Cincinnati (HFGC) developed the Evidence-Based Practices for School-Wide Prevention Programs initiative to support data-driven assessment, selection, implementation, evaluation, and sustainability of evidence-based prevention programs within school settings. This presentation

will describe the request for proposal (RFP) process, the selection of HFGC grant recipients, and the collaboration between HFGC, Miami University's Center for School-based Mental Health Programs (CSBMHP), and each grant recipient school. Throughout this presentation, the Results-Oriented Grant-making and Grant-implementation (ROGG) system (Crusto & Wandersman, 2004) will be presented and a debate about the strategies to address best practice in RFP writing will be fostered to encourage symposium participants to evaluate grantsmanship skills. Additionally, grant recipient selection criteria will be reviewed and symposium participants will be encouraged to debate their strengths and weaknesses to promote ongoing evaluation of the criteria's effectiveness. Finally, the role of technical assistance collaborators will be broached in an effort to delineate how mental health experts can best serve schools in addressing the mental health needs of their students.

[482]
The Importance of Data-Driven Readiness, Needs, and Resource Assessment

Throughout this presentation, data-driven assessment procedures will be reviewed and evaluated in an effort to provide symposium participants with methodological guidelines for use in school-based mental health settings. Assessment of school staff's readiness to implement a prevention program provides a foundation upon which to understand potential strengths and barriers to effective program implementation. The HFGC readiness assessment will be used as a case example to engage the audience in a dialogue about the importance of determining readiness within the school culture. Additionally, efforts to assess the needs within the school setting and to identify existing resources to remedy those needs will be described. The audience will be encouraged to critically debate and evaluate the strengths and weaknesses of those assessment efforts in order to hone their awareness of the common and unique factors involved in bringing mental health programming into schools. Finally, a discussion of the empirical analysis of assessment measurement tools will be broached, including a review of the factor analysis of student skills and school climate items. Facilitators will foster a critical evaluation of the methodological procedures in an effort to strengthen the utility of those constructs. Throughout the presentation, symposium participants will gain important information about readiness, need, and resource assessment.

[483]
The Role of Capacity-Building to Support Best Practice Program Implementation

Spoth and colleagues (2004) and Suarez-Balcazar and colleagues (2004) have highlighted the value of university-community partnerships in building capacity to implement programs, but little research has been conducted to evaluate this notion. Capacity building efforts utilized during the HFGC initiative involved partnerships between the HFGC as the funding source, each school as the grant recipient, and the CSBMHP as the technical assistance collaborator. During this presentation, specific efforts to build and sustain these important relationships throughout the phases of the grant project will be discussed. Implementation of an evidence-based prevention program based on each school's individualized needs and resources oftentimes requires additional partnerships between the school and local mental health and community agencies to ensure success. This presentation will identify the capacity-building techniques utilized at each of the school locations to foster those relationships, and open up a discussion among audience members of best practice capacity-building efforts among all of the various groups of stakeholders. Facilitators will encourage audience members to debate and critically evaluate

best practice capacity-building efforts in order to promote an understanding of the complexity of capacity-building and the benefits that successful capacity-building can provide.

[484]

Selection, Implementation, and Sustainability of Best Practice School-Wide Prevention Programs

Increasingly, funding initiatives to implement evidence-based mental health programs in community settings are seeking to provide services to individuals in need at the location in which they spend the majority of their day. For children, that location is their school. As one such effort, the HFGC initiative provides the opportunity for elementary and middle schools to target areas of needs within their school building and offer evidence-based solutions to remedy those problems. During this presentation, the selection, implementation, and evaluation phase of the Evidence-Based Practices for School-Wide Prevention Programs initiative will be discussed. The guidelines and criteria utilized during the program selection process for each school will be subjected to an open debate about their feasibility and usefulness. Facilitators will encourage dialogue toward a consensus of best practice procedures. In addition, steps taken to begin the implementation and sustainability phase of the project will be elucidated in an effort to provide a foundation upon which the symposium audience can provide feedback and suggestions for improvement. Overall, audience members will gain an understanding of the complex issues involved in bringing mental health and prevention resources into school settings.

[485]

Impact of War and Community Violence on Caregivers in Central America

Katharine Meese Putman, Lisseth Rojas-Flores, Sofia Herrera, & David Foy

Fuller Graduate School of Psychology, Pepperdine University

Children and families exposed to violence rely on the support of caregivers, particularly parents and aid workers. This symposium reports studies that document the impact of violence on functioning for Central American caregivers. The first presentation demonstrates the prevalence of community violence exposure among Guatemalan and Salvadoran parents and aid workers. The second presentation discusses the impact of trauma on the functioning of Guatemalan aid workers. Finally, the third presentation explores through qualitative data the impact of war and community violence on parenting among Salvadorians. Implications for program development to support and empower caregivers in these contexts will be discussed.

[486]

Rates of Community Violence Exposure Among Salvadorian and Guatemalan Caregivers

Exposure to community violence is a cumulative stressor that has potential negative effects on adults in care-giving relationships, such as aid workers (Eriksson, Van de Kemp, Gorsuch, Hoke, & Foy, 2001) and parents (Aisenberg, 2001). This study examines rates of community violence exposure among Central American caregivers. Data were gathered across two countries in Central America: one group consisting of humanitarian aid workers from four organizations in Guatemala and one group of Salvadorian parents residing in neighborhoods notorious for high community violence. Questions asked addressed exposure to direct and vicarious exposure to community violence. The two groups reported similar levels of witnessing community violence with three major exceptions. 80% of the Salvadorian parents reported having seen someone armed with pistol or knife and 72% witnessing shootings. 74 %

in the Guatemala sample reported having been beaten or mugged. Findings underscore unique contextual and historical characteristics of settings, which may affect the level of caregivers' exposure to community violence. Need for support and development of interventions for caregivers exposed to community violence are highlighted as a means to promote positive outcomes in families living in difficult contexts.

[487]

Guatemalan Aid Workers' Functioning in the Face of Adversity

While demonstrating compassion and value for those marginalized by society, aid workers are directly and indirectly exposed to trauma, stress and other forms of adversity. The majority of aid work is done by national staff indigenous to countries where they work. Doctors Without Borders reports that 86% of their global staff are indigenous aid workers (MSF, 2004). It is not only important for the individuals, but vital for the success of relief and development efforts that risk and resilience factors for indigenous aid workers are empirically identified to develop supports for them. The current study was conducted with 137 Guatemalan aid workers drawn from organizations that serve: 1) children and families in the Guatemala City dump; 2) underprivileged children in church congregations; 3) document testimonies of genocide; and 4) families' recovery from civil war trauma and natural disasters. Analyses reveal that of 37 possible events, staff reported a mean number of 13.4 events of community violence; and 42% reported clinically significant symptoms of PTSD. Additionally, higher levels of personal religious practices were significantly correlated with higher reports of personal accomplishment, suggesting a possible protective factor. Implications for support programs for indigenous aid workers in similar environments will be discussed.

[488]

Effects of War and Community Violence Exposure Among Salvadorian Parents

While there is a robust body of literature on the negative effects of community violence exposure on children and adolescents, little is known about its impact on parents and their parenting skills. Some studies have documented the impact of war and community violence in war-torn countries but few have focused on El Salvador. This study inquired about parents' perceptions of the effects of the 12-year civil war and community violence exposure on parent-child relationships and parenting skills. Four focus groups with 39 parents were conducted in El Salvador. Grounded theory data analysis highlighted general themes related to impact of the war on parenting i.e., emotional instability, intrusive thoughts about the war, depressive symptoms, and negative changes in family structure. Community violence exposure was reported as having a significant impact on parenting. Specifically, overprotection and marked concern for the well-being of children were highlighted. Preliminary findings underscore the need for parenting interventions to consider the impact of the war and community violence on parenting for families residing in El Salvador. Given the increasing presence of Salvadorians in the US, this study also highlights the need for a thorough assessment of trauma history when working with Salvadorian parents.

[489]

Understanding the Predictors, Correlates, and Outcomes of Adolescent Substance Use: Quantitative Methods for Ecological Analysis

Christian Connell, David Henry, Michael Arthur, & Brian Flay

Yale University, The Consultation Center, University of Illinois at Chicago, Social Development Research Group, University of Washington, Department of Public Health Prevention Research Center, Oregon State University

This symposium examines the issue of adolescent substance use from an ecological perspective. The three presentations on the panel will examine the ways in which various domains (e.g., individual, family, peer, school, and community) either contribute to substance use involvement or are impacted by adolescent patterns of use. Presentations will emphasize various methodological approaches to examining an ecological framework and its interplay with substance use. The panel will be joined by a discussant who will emphasize the implications of the studies for prevention from an ecological perspective and the utility of various methodological approaches to examining the broader context of adolescent substance use.

Discussant: Brian R. Flay, Oregon State University

[490]

Patterns of Substance Use Level Among Rural/Suburban High School Students: An Ecological Model of Risk and Protective Factors

*Christian M. Connell, Will M. Aklin, & Robert A. Brex
The Consultation Center, Yale University, Northeast
Communities Against Substance Abuse (NECASA)*

In order to inform the development of more effective prevention efforts to reduce alcohol, tobacco, and other drug (ATOD) use in rural/semi-rural areas it is critical that research identify risk and protective factors associated with use in such settings. Self-reported frequency of ATOD use was assessed for a sample of 9th and 10th grade students from 10 high schools in a rural/semi-rural region of New England. Latent class analysis was used to identify distinct classes of substance use and identify predictors of class membership. Three classes of recent use were identified: a group of students who reported no substance use the previous month, a group who reported infrequent use of alcohol, and a group who reported mild to moderate frequency of polysubstance use. Self-reported level of peer ATOD use, parental monitoring, and community availability were found to differentiate non-users from both use classes, as well as among mild drinkers and polysubstance users. Youth antisocial behavior, depressive symptoms, and poor academic performance also served as risk factors for polysubstance use. Implications for prevention will be discussed from an ecological perspective.

[491]

Effects of Friends' Substance Use Via Self-Report and Network Analysis

*David B. Henry Kimberly Kobus & Michael E. Schoeny
University of Illinois at Chicago*

It has been suggested that having adolescents report on the behavior of their peers inflates the obtained relations between peer and individual behaviors, misrepresenting peer influence. This paper reports the results of two studies that used multiple methods to assess peer substance use. Study 1 used data from the National Longitudinal Study of Adolescent Health to compare self-reports with best friend, nominated peer, and social network approaches to assessing peer substance use. Results showed that all four measures of peer substance use shared a common core of information, and each contributed independent information for predicting individual substance use. Study 2 predicted individual substance use from social network position, peer use, and the inter-action between network position and peer use, using two different measures of peer use. Both methods found that substance use by isolates was more strongly associated with peer use than was substance use of either

network members or liaisons who were peripheral to peer networks. Analyses using perceived peer use found additional main effects for peer use and network position. The results of these studies suggest that all methods produce similar information, although self-reports of peer use may inflate the magnitude of relations between peer and individual use.

[492]

Relationships Between School Building Levels of Substance Use, Risk, and Protection and the Academic Achievement of Students in Those Schools

*Michael W. Arthur & Eric C. Brown
University of Washington*

Schools are a logical setting for preventive interventions. However, with the passage of the No Child Left Behind Act of 2001, school administrators face increased pressure to raise academic test performance for all students. This pressure forces school administrators to prioritize where and how to devote resources in order to meet these demands. Despite the demonstrated success of school-based preventive interventions at reducing risk factors, enhancing protective factors, and reducing problem behaviors, the effectiveness of these interventions at increasing academic achievement has not typically been evaluated. This presentation reports findings from an investigation of relationships between past month prevalence of substance use and levels of risk and protective factors in schools, and the academic achievement of students within those schools through multilevel statistical analyses. Results revealed that higher prevalence of substance use in schools predicts lower likelihood of meeting the standards for mathematics, reading, and writing on the Washington Assessment of Student Learning (WASL) for both 7th and 10th graders. Moreover, youth in schools where students, on average, reported experiencing fewer risk factors and more protective factors were more likely to meet standards on each of the three WASL tests. Implications of these findings for school-based prevention will be discussed.

[493]

Application of Psychological Paradox Theory to Sustainability

*Brian Bishop & Peta Dzidic
Curtin University*

Sustainability has become a rhetorical catchcry in the Australian Government attempts to address the fragility of the environment. The promotion and investment in 'achieving sustainability' has resulted in mixed outcomes. Policy makers are beginning to recognize that sustainability is a human problem and that communities must be involved; this is where community psychologists can participate. The increased levels of community participation to sustainability still presents paradoxes. One of the main ones being that while there is a recognition of the need to involve citizens the questions are still being framed in terms of environmental technology. In this paper, we argue that there exists a psychological paradox (Smith & Berg, 1997) in our conceptualization of 'environmental issues'. A case study in a dryland rural area in WA will be presented to examine how paradoxes function. We learn that 'the issue' is actually about the complexity of rural town sustainability, rather than the surface level presenting issues of environmental sustainability, drought, and climate change. Through deconstructing the social processes surrounding an 'environmental issue' we draw on issues of social justice and resource allocation and examine rhetorical devices the reinforce power inequalities within and between rural and urban settings.

[494]

Collecting and Making Use of Multiple Perspectives in Developing and Implementing Interventions
Michelle Cruz-Santiago, Simone Barr, Benjamin Hidalgo, & Mark Aber

University of Illinois at Urbana-Champaign

How participants from all walks of life work together to move from opportunity recognition, to marshalling resources, to assessing and nurturing a growing intervention program, is a complex process. In this symposium, we will discuss how we are gathering and making use of multiple perspectives in our community projects, by addressing the following questions: 1) who are the perspectives gathered from?, 2) who gets to decide what information is relevant?, 3) to what extent is the obtained information shared within and across groups?, and 4) in what ways do we lend our own voice in the inquiry process and the knowledge product that we generate?

[495]

Community Funds of Knowledge: Bridging Family and School Life for At-Risk Children

Michelle Cruz-Santiago

About half of the students who attend a local elementary school are Latinos. The families of these children are mostly new Spanish-speaking immigrants who are struggling to create new lives with minimal incomes, cultural differences, language barriers, and a sense of social exclusion. The most pressing needs identified by the families are: 1) securing afterschool homework help for their children whom are having academic difficulties; and 2) helping parents learn how to help their children succeed in school. The community funds of knowledge action research project presented here is currently responding to those needs via an afterschool library program. Using the funds of knowledge theory, our program draws upon the knowledge and skills found in local households and communities. This presentation will focus on how the coordinators of the program are gathering and using the perspectives of the students, parents, family members, teachers, school staff, program volunteers, community members, university members, as well as our own perspectives as investigators. It is argued that this combined knowledge is beneficial to the children as well as the various stakeholders.

[496]

Family Advocacy Program: Utilizing Family Mentors to Address the Mental Health Care Needs for Low-Income African American Families.

Simone Barr

The Family Advocacy Program (FAP) was developed four years ago to address the racial disparities in mental health care provision in a small urban community. In this program, African American women from within the community serve as family mentors that assist low-income African American parents set and attain goals for themselves and their families. FAP values strengths-focused, community-based, and client-driven services. We believe that all families have the desire to be happy, healthy, and successful. If given the right tools, we believe that families have the ability to achieve their goals. A central component of this process is to connect the families with social services within the community. In contrast to the values of FAP, traditional social services are often office-based, deficit-focused, and prescribed. It can be challenging to help meet the goals of the families with the current values of the social service system in place. Keeping our values at the forefront, FAP has positioned the family mentors to serve as community brokers within the social service system of care. In this presentation, I plan to discuss the ways in which FAP mentors incorporate the

perspectives of multiple stakeholders while ensuring that the voices of families are privileged.

[497]

Addressing Homeless Men's Experience of Prejudice in the Community.

Benjamin Hidalgo

This paper reports on a project that attempts to understand and address the prejudice experienced by a group of men who are homeless in a small urban community. As part of the inquiry process, we sampled multiple stakeholder perspectives on the relationship between the men and different community constituencies. These perspectives were then integrated into a more comprehensive picture of the relationship. Gathering these multiple perspectives allows us both to engage in more effective collaboration with stakeholders to resolve issues of prejudice and homelessness in general and to develop an intervention agenda that targets the relevant concerns of specific stakeholders. Tensions arise in this project in the degree to which perspectives should be strategically shared across stakeholders and the degree to which perspectives should be given equal weight in subsequent intervention steps.

[498]

Knitting the Network: The Usefulness of Social Network Analysis for Strengthening Community Collaborations Promoting Health and Social Change

Kimberly Bess, Theresa Armstead, Paul Speer, Maury Nation, Darcy Freedman, & Patricia Conway

Peabody College, Vanderbilt University, University of Iowa, ACTS (American Communities Transitioning to Sustainability), Middle Tennessee Food Security Co-operative

Social network analysis has recently increased in popularity as a promising research methodology. Few community psychologists have used it to study organizational or community level phenomena or used social network data to inform action. As a quantitative method that examines patterns of relationships among actors, it can provide insight into the structure, density, and strengths of relationships. In this symposium, three ongoing projects using social network analysis to study and strengthen community coalitions will be presented. We share our experience of the benefits and challenges of using this method to inform action and its strengths and limitations as a research methodology.

[499]

Linking Community Partners for Prevention: Using Social Network Analysis to Evaluate and Strengthen the University of Iowa's Prevention Research Center's Network and the Community Health Action Project

The University of Iowa Prevention Research Center (PRC) is one of thirty-three centers funded by the Center for Disease Control and Prevention (CDC) to bring academic researchers, community members, and public health agencies together to collaborate on developing effective strategies to promote health, prevent disease, and manage complications of illness and injury. The University of Iowa PRC is dedicated to improving community health by working toward the elimination of health disparities in rural Iowa and the Midwest through participatory research. In collaboration with community partners such as the Community Health Action Project (CHAP), public health agencies, and local government the PRC is working to prevent underage alcohol consumption by developing and helping to disseminate keg legislation and to promote healthy environments by conducting environmental block assessments, mapping crime data, and addressing housing code enforcement. Social network analysis will be used to assess the PRC's current

network and CHAP's previous and current network as part of a larger evaluation of the PRC's ability to build community and organizational capacity to promote health and prevent disease. Social network analysis is expected to provide critical insight into how to strengthen the community collaboration to better promote health and social change.

[500]

Toward Systemic Action: Using Social Network Analysis to Build and Strengthen the NUPACE Youth Violence Prevention Coalition

The Nashville Urban Prevention Academic Center of Excellence (NUPACE) is a collaborative partnership between Meharry Medical College, Vanderbilt University, Tennessee State University, Metro Nashville Public Health Department, Alignment Nashville and local public and non-profit organizations. A core goal of NUPACE is "to promote an academic/community partnership that integrates prevention science with community action in order to reduce violence among youth 10-24 years of age in Nashville/Davidson County TN." In this project, social network analysis is being used to study the structure of and changes in the network of organizations in Nashville addressing youth violence. The Nashville Youth Violence Coalition will use these data to understand youth violence prevention activity and to inform action. In addition to this network analysis of organizations throughout the city who are involved in violence prevention, we are also monitoring the social networks of non-profits working locally in 12 middle schools that are part of bullying-prevention intervention project. For each school network, social network analysis is being used to assess 1) the extent to which non-profits within the network collaborate and coordinate services and programs in the schools, 2) the nature of these relationships, and 3) how these networks change over time.

[501]

From Farm to Fork: Connecting the Food System in Middle Tennessee Using Social Network Analysis

Food security is defined by the U.S. Department of Agriculture as "access at all times to enough food for healthy, active living." About 11% of Americans are food insecure. The Middle Tennessee Food Security Cooperation is a nascent organization that is being formed to link people and organizations representing all stages of the food system (from farm to fork) to address the problem of food insecurity in Nashville, TN and the surrounding counties. The Cooperation strives to connect the dots between hunger relief, farming, food production, consumers, social services, faith-based, government, community, and health groups thereby developing a synergistic system to enhance food security in the Middle Tennessee region. Many of the collaborating partners in the Cooperation have typically not worked together. Consequently, social network analysis is being used to 1) understand the initial relations among members, 2) study how the Cooperation network changes overtime and 2) generate data for the coalition that can be used to strengthen the coalition. Discussion about the receptivity of social network analysis as well as initial data will be shared during this session.

[502]

Community Values and Social Change: What to Do When Worlds Collide?

Amy Lehrner

University of Illinois at Urbana-Champaign

Community psychology has privileged values of local knowledge and community empowerment. However, community groups may desire to pursue conservative goals that

conflict with other values of victim empowerment or challenging oppressive systems. This dilemma is illustrated by the example of family violence coordinating councils, a nationwide phenomenon. One model for these councils emphasizes core principles of promoting victim safety and abuser accountability. Another model hires local council coordinators to implement a broad mission of improving systems response and promoting community education. The process emphasizes local ownership of the council and the ability of communities to understand and solve their own problems. However, with the majority of stakeholders representing the systems that intervene in domestic violence, there is the risk that councils may aim to streamline systems rather than improve victim safety, for example. This roundtable discussion invites participants to reflect on their experiences with local projects where stakeholder goals may conflict with project aims or with consultant goals/values; to discuss issues of program dissemination and fidelity versus local control; and to consider the ethical and philosophical dilemmas of holding local community goals and desires as a core value for community psychology.

[503]

Considering the Implications of Socio-Culturally Determined Definitions of Well-Being

Zermarie Deacon

Michigan State University

A concern for diversity and the promotion of health are key values guiding the work of community psychologists worldwide. As such, it is essential that we design investigations and interventions while taking into consideration the socio-culturally determined interpretations of well-being employed by those who participate in and benefit from this work. This increases the validity and overall success of such efforts. However, such considerations raise important questions regarding the definition of well-being. For example, it is important to consider whether it is possible that a universal conception of well-being exists, and if so, what such a definition would look like. If, however, a universal definition of well-being does not exist, it is important to consider the ways in which diverse interpretations of well-being can be assessed and how such definitions can be incorporated into our work. Finally, it is important to consider those factors that impact differing definitions of well-being (e.g., sex, class, culture, etc.) and the relative significance of these variables. Drawing upon research on women's attainment of post-war well-being in Mozambique conducted for her dissertation the facilitator will engage roundtable participants in a discussion on the definition(s) of well-being and related implications for our work as community psychologists.

SCRA 11th Biennial, 2007, Pasadena, CA
Addendum

Snacks will be available in the Arcade area (outside of the California Ballroom) during the breaks scheduled Friday from 4-4:15pm and Saturday from 3:15-3:30pm.

Time Change:

Conceptualizing Neighborhoods as Phenomenological versus Census Blocks: A Comparison of Methods (ID 230)

Andrew Lohmann

Was scheduled for Poster Session #2

Moved to Poster Session #3, Saturday, 6:30-7:45pm

Location Change:

Remembering George Albee: Informal reminiscing and sharing of stories.

Thursday, 7-8pm

Was scheduled for Patio

Moved to San Gabriel Room

Addition:

Poster Session #1: 6:15-7:30pm

Persona Dolls: Every Story Tells a Picture (ID 504)

Dorothy Yumi Garcia

Art Aids Art

Overview of a persona doll project conducted with 100 female artists from South African townships and discussion of findings, including developmental, therapeutic and sociopolitical implications. Creation of persona dolls involves work with multiple media to form a unique character that becomes the teller of its tale. Dolls are ideal vehicles through which to communicate, depersonalizing memories and issues that might otherwise be difficult to discuss. Relevant for therapists, educators and human service professionals, with components including development of voice, identification with the "other", and storytelling as a foundation for communication. I learned of persona dolls in the Anti-Bias Curriculum (Derman-Sparks, et al), in which Kay Taus explains that using them in classrooms creates an opportunity to "depict people from diverse backgrounds respecting one another and living in a mutually beneficial way," as well as to provide students with opportunities to be active participants in the dolls' "lives." Incorporated into all of my Human Development courses for teachers, I was surprised when so many adults found the process profound, liberating and transformative. Since then, I have conducted workshops in a service center for HIV+ teens, a juvenile lockdown facility, a theater project, and childcare centers, colleges and universities.

Authorship Change:

Parent-Child Relationships in Latino Immigrant Families: Theory, Research, and Intervention (ID 147)

Noe Chavez, Diana Formoso, Mary J. Levitt, Christian DeLucia, Jonathan D. Lane, Ane M. Martinez-Lora, Dina Birman

Friday, 10:30am

Cancellation:

The Energy Envelope: A More Patient-Centered Approach (ID 280)

Mary Benton, Leonard Jason, & Nicole Porter

Was scheduled for Poster Session #2, Friday 5:45-7pm

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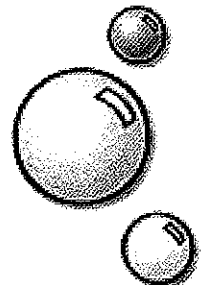
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Announcements & Advertisements

ARE YOU A STUDENT? IF SO, LOOK BELOW AT TWO OPPORTUNITIES FOR YOU WHILE YOU'RE AT THE CONFERENCE!

1) Do you have plans Friday night?

No...well then you have no excuse not to show up to network and have fun with other students of SCRA at the Student Social.

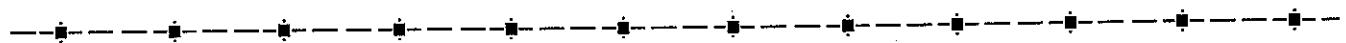
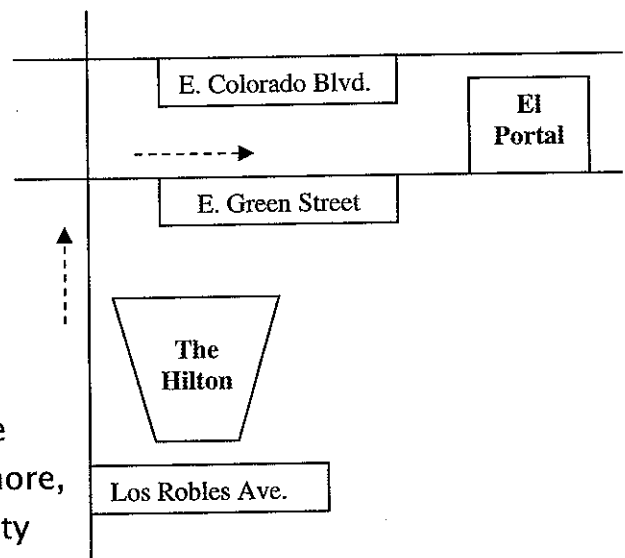


The social is Saturday evening (6/9/07) from 8-10 pm at *El Portal Mexican Restaurant* (695 E. Green St.) just 4 blocks from the Hilton - Map Below ↓.

Each SCRA student will receive 2 free drinks.

2) Are you a member of SCRA? Would you like to learn more about SCRA?

Stop by the *student information table* outside the main conference area to get information, learn more, and meet some established, successful community psychologists and your student representatives.



Community Practice on the Rise!

Dear Valued SCRA Members and Biennial Attendees:

Are you concerned about community psychology in the real world?

Would you like a stronger role for practice in community psychology – including:

- ✦ More teaching of practical competencies and community-building skills
- ✦ Increased professional development opportunities and advancement
- ✦ Closer connections and collaboration with other community practice disciplines
- ✦ Expanded and visible outreach and action on vital community issues?

Then come to a Special Town Hall Meeting, to move these goals forward
On Thursday, June 7, 2007
2:30 – 3:45 p.m.
Santa Rosa Room

This open session will build upon recommendations of the landmark Summit on Community Practice held here on Wednesday, June 6, supported by 300 of your survey responses. During our time together, we will identify and begin to implement concrete action strategies leading to an expanded role for practice in community psychology.

We invite you to shape the future of community practice – and to get involved.

If you value community practice, join us. Looking forward to seeing you there!

The Community Practice Planning Group

...Including Greg Meissen, Tom Wolff, Kelly Hazel, Raymond Scott, Vince Francisco, Bill Berkowitz, David Julian, David Chavis, Jessica Snell-Johns, Carolyn Swift, Pat O'Connor, Patricia Garza, Adrienne Paine-Andrews, John Kalafat, Marizaida Sanchez-Cesareo, Saul Cooper, Bill Davidson, & Sharon Rosen.

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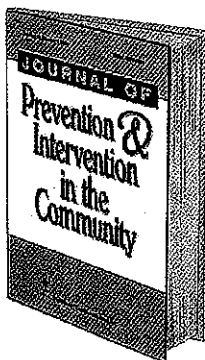


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