

## THURSDAY, JUNE, 18

### 001. LGBT Activism and Social Change: An Interactive and Action-Oriented Workshop

8:30 to 12:00 pm

University Hall: UN 2007

The overarching goal of the workshop will be to help participants apply principles of Community Psychology to LGBT-focused activism and social change efforts. Participants will identify a range of issues of concern regarding the well being of LGBT people and communities, and select focal issues that will become part of their individualized action plan. Next participants will be provided with the background and skills needed to draft individualized action plans, including an exploration of how to bring about LGBT-focused social change at multiple levels by targeting individuals, communities, or structures and systems in the environment. Participants will then learn how to utilize a strategic planning process for social change, and will draft initial social change objectives. They will then create an Action Plan Worksheet which will delineate the steps required to achieve each objective, the key individuals responsible for the various steps, and the potential barriers and facilitators for each step. Participants will also create a process for recording and tracking the progress of their objective(s), reviewing and updating the action plan, and celebrating successes.

Chair:

*Gary William Harper*, DePaul University

### 002. Infrastructure Tools to Define Health and Human Services Outcomes

8:30 to 12:00 pm

University Hall: UN 2004

The workshop presenter will review a number of concepts and tools that are part of a process referred to as Partnerships for Success (PFS). The PFS process is designed to assist program providers in defining and ultimately measuring meaningful program level outcomes. This approach, used by several Ohio counties, is based on the notion that outcome achievement at the program level when aggregated in a comprehensive and coordinated manner has the potential to yield system or population level outcomes. Workshop content will include a review of concepts necessary to implement this approach and a simulation using tools and procedures to develop a program level outcome and measurement plan. Aspects of the system management function will be briefly reviewed.

Chair:

*David A. Julian*, The Center for Learning Excellence

### 003. Teaching Community and Faith Based Organizations to Write Successful Grants

8:30 to 12:00 pm

University Hall: UN 2008

This workshop is focused on how to teach community and faith based organizations in your local area to find and write successful grants to fund their programs and activities. Over the past five years Compassion Kansas, a federally funded initiative of the WSU Center for Community Support & Research has conducted dozens of grant writing workshops across the state designed for smaller, grassroots community and faith based organizations. At this workshop we will share the process and tools that we have developed which allow the participant organizations to leave the session with a "first draft" of their grant along with ideas about who might fund it. Many have gone on to write successful grants.

Chairs:

*Greg Meissen*, Center for Community Support & Research - Wichita State University

*Sarah Jolley*, Center for Community Support & Research at Wichita State University

### 004. Introduction to Service-Learning

8:30 to 12:00 pm

University Hall: UN 2006

Service-Learning engages students in active, collaborative, and academically-based experiential learning activities that meet identified community needs. Each course provides opportunities for students to

reflect on the service experience to gain a better understanding of the course content and an enhanced sense of civic responsibility. For over ten years the Montclair State University Service-Learning Program has been supporting faculty in their efforts to use service-learning to invigorate their teaching by involving students in demanding and active service-learning experiences that challenge students to take ownership of their learning and develop the knowledge, skills and habits of citizenship. In this workshop, faculty and staff from MSU's Service-Learning Program will provide an introduction into the philosophy, pedagogy and practices of service-learning. As such they will explore important concepts such as reciprocity, examine various reflection strategies, and provide a brief overview of service-learning course construction. Additionally, participants will discuss key components for viable service-learning programs such as partnership development, risk management, and assessment.

Chair:

*Bryan D. Murdock*, Montclair State University

Discussants:

*Kenneth Brook*, Montclair State University

*Marybeth Henry*, Montclair State University

*Lenore Molee*, Montclair State University

### 005. Creating Collaborative Solutions: Building Successful Coalitions from the Ground Up

8:30 to 12:00 pm

University Hall: UN 2002

In this workshop, participants will: learn why we do coalition building; explore positive and negative experiences in coalition building; learn what makes coalitions work; learn of the six key components of Collaborative Solutions; explore the continuum of collaboration; examine agency based and community-based approaches; develop a strategy for engaging the community in their efforts; and develop a four pronged sustainability plan.

Chair:

*Tom Wolff*, Tom Wolff & Associates

### 006. Registration

8:30 to 4:30 pm

University Hall: University Hall Lobby

### 007. The SCRA Council of Education Programs

9:00 to 1:00 pm

University Hall: Courtyard Lounge

Chair:

*Susan Dvorak McMahon*, DePaul University

### 008. Innovative community-based approaches to addressing violence against women

1:00 to 2:15 pm

University Hall: UN 2008

The Center on Violence Against Women and Children (VAWC) was created in 2007 and is part of the Rutgers University School of Social Work. The mission of the Center on Violence against Women & Children is to strive to eliminate physical, sexual, and other forms of violence against women and children and the power imbalances that permit them. VAWC frames issues of violence against women and children as community problems and is committed to conducting community-based, collaborative research. During this symposium, VAWC researchers will present current projects from the center that use innovative methods for involving communities in addressing violence against women. The concepts of financial empowerment, bystander intervention, and continuing education will be explored as innovative techniques. Participants will be invited to participate in discussion about ways in which communities can become engaged in tackling issues of violence and abuse.

Participants:

Engaging bystanders in the prevention of violence against women. *Sarah McMahon*, School of Social Work, Rutgers University

Within the field of sexual violence prevention, increasing attention is being given to the often untapped resource of "bystander intervention", largely due to the conceptual and empirical work of community psychologist Vicki Banyard and

her colleagues at the University of New Hampshire. The idea suggests that individuals in a community can intervene when faced with situations involving sexual violence (Banyard, Plante, & Moynihan, 2004). This strategy views sexual violence as a community problem, and one that all members have a responsibility to help resolve. The bystander approach is being applied to the prevention of domestic violence as well. This presentation will describe the conceptual and theoretical basis for the bystander approach as a tool for communities to use to prevent violence against women. Results from three different empirical studies will be shared to demonstrate the bystander approach and its flexibility to be used with different communities. The first study focused on using the bystander approach with college student-athletes, who represent a group often labeled "at risk" for perpetrating violence. The second study looks more generally at the college student population and utilizing the bystander approach to create culture change on campuses. The final study will look at an innovative community-based program utilized in New Brunswick to engage men from diverse backgrounds and from various faith-based organizations. Results will be shared to facilitate discussion with participants about the strengths and limitations of the bystander approach, and suggestions for future research in the area.

**Financial empowerment and domestic violence.** *Sara Plummer, School of Social Work, Rutgers University*

The connection between economics and domestic violence is undeniable. Women who live in impoverished communities experience multiple barriers to leaving abusive relationships. Economic dependency on abusers also presents a multitude of challenges for women in abusive relationships. This presentation will examine the connection between economics and domestic violence and will look at the role of financial empowerment for women in abusive relationships. Additionally, the presentation will present the preliminary results of a nationwide study of the impact of a financial empowerment curriculum on women who have experienced abuse. Findings will be shared from the evaluation of the Moving Ahead Through Financial Management curriculum created by the Allstate Foundation and the National Network to End Domestic Violence. This two pronged study consists of a process and outcome evaluation. A survey design was utilized to interview survivors of domestic violence in order to evaluate their change in knowledge over time related to the economic empowerment curriculum, their experiences with physical, emotional, sexual and economic abuse and their emotional health. Advocates teaching the curriculum were interviewed to determine agency and staff-level factors that facilitate or hinder the implementation of the curriculum. This year long study includes three interviews with the survivors and two interviews with the advocates. This presentation will provide the results of the first interview with the participants and the advocates. Discussion with symposia participants will focus on the connection between economics and domestic violence, feedback on the financial empowerment concept, and suggestions for how to engage communities in promoting financial literacy as a way to prevent violence.

**Continuing Education: A multidisciplinary approach to addressing violence against women.** *Judy Postmus, School of Social Work, Rutgers University*

The Violence Against Women (VAW) Continuing Education Certificate Program, funded by The Verizon Foundation, is a unique and engaging program that provides a wide range of professionals the knowledge and the practical skills they need to understand and effectively address the myriad of issues faced by women who are victims of violence. The continuing education program is designed to reach members of communities that may not typically receive education on violence against women, such as members of the business world, healthcare providers, and other professionals. This presentation will describe the Continuing Education program including the process by which the curriculum was developed through input from a community advising board. Results will also be shared from the first year of

an outcome evaluation designed to measure participant's attitudes, knowledge and behaviors about violence against women and whether they were able to bring the information back into their communities. Discussion with symposium participants will elicit their feedback on the program and more generally, focus on how to effectively infuse information on violence against women in various professional communities.

### **009. Pregnancy, STIs, and Black Lesbian and Bisexual Young Women**

*1:00 to 2:15 pm*

*University Hall: UN 2004*

Young Black women are at a disproportionate risk of exposure to STIs, HIV, and early pregnancy. The need for interventions for younger women who are bisexually active and still developing their sexual and gender identities is particularly acute, as these women appear to engage in higher risk behaviors than other women. Although promising intervention approaches to reducing adult women's sexual exposure to HIV have been identified, few interventions have taken into account the psychosexual development of younger Black women who engage in high risk activity, are exploring their sexuality, and adopting bisexual and lesbian identities. This symposium provides the results from exploratory qualitative interviews with high-risk Black bisexually active adolescent and young women who access services for runaway, throwaway, and homeless gay, lesbian, bisexual, and transgendered youth.

**Participants:**

**Gender Roles and Relationships among Black Sexual Minority Young Women.** *Maria Valenti, Michigan State University; Sarah Reed, Michigan State University; Tina Timm, Michigan State University; Robin Lin Miller, Michigan State University; Lee Eshelman, Michigan State University*

Traditionally within lesbian culture, two gender identities dominate: butch and femme. Stereotypically, butches harbor more "masculine" qualities and femmes more "feminine" qualities. Research supports that there are certain roles that butches and femmes play in their relationships with one another. A third category exists - androgynous, which theoretically encompasses the stereotypically positive qualities of males and females. Most past research distinguishes between butch and femme within the White adult lesbian community. Currently, there is a lack of empirical analyses on how gender presentation structures relationships in the Black lesbian community. In addition, since adolescence is a time of self-definition, a young woman may need to internalize both a sexual minority identity and also a gender identity. This presentation introduces the results from a qualitative study using one-on-one interviews exploring the gender identities of 15 adolescent and young adult Black lesbian women who self-identify as stud (butch), femme, or stemme (combination of stud and femme qualities) between the ages of 16 and 24.

**The Sexual Debut of Gay and Lesbian Women: Differences in the Quality of First Sex with Male and Female Partners.** *Tina Timm, Michigan State University; Lee Eshelman, Michigan State University; Sarah Reed, Michigan State University; Maria Valenti, Michigan State University; Robin Lin Miller, Michigan State University*

Very little is known about the early sexual lives of lesbians and even less is known about Black lesbians. This presentation will discuss findings from 15 semi-structured qualitative interviews of Black gay/lesbian adolescents (ages 16-24) that explored participants' first sexual experiences with both males and females. Participants described early ages of first consensual sexual experiences, some as early as 6 and 9. These particularly young experiences were most often with members of the same sex and were described in such a way as to suggest that more than mere childhood exploration was involved. These experiences were often described within dating relationships, suggesting that some participants were aware of their same-sex attractions and desires at a very young age. Not surprisingly, some of the girls reported that their first sexual encounters with

men were not consensual and still others reported that they experimented with male-female vaginal intercourse in an attempt to figure out if they truly were gay/lesbian. Sexual encounters were primarily with close male friends and these sexual activities were rarely, if ever, enjoyable experiences for the participants. However, in other instances, participants reported that their first (and in some case their only) sexual encounter with a male was out of an attempt to become pregnant. These sexual encounters with males were almost always high risk encounters, involving drugs/alcohol, or unprotected sexual intercourse with a high risk partner.

The Pregnancy Histories and Intentions of Young Black Lesbians. *Sarah Reed, Michigan State University; Maria Valenti, Michigan State University; Lee Eshelman, Michigan State University; Robin Lin Miller, Michigan State University; Tina Timm, Michigan State University*

In the adolescent pregnancy literature, heterosexuality has, for the most part, been tacitly assumed, as there is a scarcity of research in which sexual orientation has been considered a demographic variable of interest. Those studies that have been conducted about adolescent pregnancy in lesbians have been almost entirely descriptive school-based population studies with largely homogenous (e.g., white, middle-class) samples. Findings from these studies suggest that young lesbians and bisexuals are about 2 times more likely to experience pregnancy, as well as parenting, than their heterosexual peers and are also more likely to experience multiple pregnancies. It is also well known that Black adolescents are disproportionately likely to experience pregnancy. The results of the qualitative interviews presented here describe the pregnancy histories and intentions of young (ages 16-24), Black girls who self-identify as gay or lesbian. Previous pregnancies were occasionally the result of sexual abuse or contraceptive failure. Yet just as often, pregnancies were systematically chosen and planned. For those who were not currently parents, most intended to get pregnant in the future, suggesting that among girls in this sample, parenting is an important personal and/or relational goal. This presentation will describe the various socio-cultural and psychological-developmental motives and deterrents for pregnancy and parenting articulated by the participants. Discussion will be centered on how intended pregnancy and parenting were conceived of as adaptive, rooted in cultural expectations, and often served as protective factors for safeguarding participants' sexual health. Lastly, the implications of these findings for HIV/STI interventions will be discussed.

Black Young Lesbians' Misconceptions Surrounding HIV and STIs. *Robin Lin Miller, Michigan State University; Maria Valenti, Michigan State University; Tina Timm, Michigan State University; Sarah Reed, Michigan State University; Lee Eshelman, Michigan State University*

Lesbian and bisexual women have often not been targeted for HIV prevention programming due to the low risk of HIV transmission through female to female sexual contact. However, research has demonstrated that lesbians do engage in high risk activities, such as sexual intercourse with men which is the most salient risk factor for both adolescent and young adult women. According to empirical studies, there is an increased incidence of pregnancy among lesbian and bisexual self-identified adolescents in comparison to their heterosexual peers. Therefore, sexual minority women who do engage in sexual intercourse with men may not be using protection or may be using it inappropriately. Lesbians perceive themselves to be at low risk for HIV and only a small percentage report receiving safer sex education. The qualitative research presented explores the misconceptions that Black bisexually active young women have surrounding HIV and risky sexual behavior which has implications for future HIV prevention programming. Although the young women recognized HIV exposure as an important issue among Blacks and an issue about which they felt they were well informed, young women also reported mistaken beliefs and worries about their own risks, modes of HIV and STI transmission, and means of protecting

themselves. Women reported confusion regarding the role of bathing as an effective means of protection and often did not see attempts to become pregnant as occasions on which they might be exposed to STIs or HIV. Young women had internalized particular prevention messages from various sources, such as the importance of testing, but in ways that raise concerns about the degree to which they can use these strategies effectively in their own lives. Implications for designing prevention programs are described.

Chair:

*Robin Lin Miller, Michigan State University*

#### **010. Taking Stock: A Detailed Look at 30 Years of Community Literature**

*1:00 to 2:15 pm*

*University Hall: UN 2010*

This session will investigate the representation of various communities and populations in the community psychology literature. In order to accomplish this, a group of researchers analyzed all issues of the American Journal of Community of Psychology and the Journal of Community Psychology from 1975 to 2005 for populations served and/or represented. Community psychology has long exposed its commitment to expanding science's understanding of marginalized groups and addressing social inequality, however there have been internal and external critics throughout the field's history that have claimed that groups such as ethnic minorities, women, and those with same sex preferences have been underrepresented both as researchers and subjects in community psychology. It is of great interest to the research team to track the inclusion of these and other populations in the community literature over the past 30 years to identify trends, shifts, and gaps in the literature. The session will consist of a presentation of the results of the analysis divided by population and time period allowing for in depth discussion of literature inclusion for individual groups as well as decades. This will be accompanied with open discussion of method and the implications of our findings. Hopefully this will shed light on such questions as what areas have been overlooked in the literature, what trends in community psychology has the literature shown, and how responsive is the literature to calls to action.

Presenters:

*Lauren Ashleigh Milner, DePaul University*

*John Richard Temperato, DePaul University*

*Patrick Janulis, DePaul University*

Chair:

*Robert Eusebio Gutierrez, DePaul University*

#### **011. Developing a Community-Based Communications Campaign for Prevention**

*1:00 to 2:15 pm*

*University Hall: UN 2013*

Background The Shanti Project (TSP) is a pilot program that combines social marketing and community-based participatory approaches to prevent intimate partner violence (IPV) in immigrant communities. Guided by an ecological framework, we developed a communications campaign to change knowledge, attitudes, beliefs and behaviors (KABBs) regarding IPV at the individual, relationship/family, organization, and community levels. Specifically, this campaign aims to: create new community norms that denounce IPV, promote more egalitarian attitudes and behavior in interpersonal relationships, and encourage bystanders to confront abusive behavior. To ensure meaningful community input into the campaign, we formed a Community Action Team (CAT) of diverse community members, which played a central role in the development, implementation and evaluation of the campaign. The CAT members underwent intensive and extensive training on IPV prevention, community organizing, social marketing, and research methods. CAT members and project staff worked with a social marketing agency to develop a communication plan and creative brief for the campaign. Concepts, messages, and materials were tested with a broad range of community members to further strengthen the socio-cultural effectiveness of the campaign. The 15-month campaign has been implemented and is currently being evaluated. In this workshop, we will share our process and lessons learned in developing a community-based communications campaign, offering conceptual and hands-on tools to help others who are interested in using a similar approach to prevention.

Learning Activities and Timeline Activity #1: Overview of The Shanti Project, with a focus on its community-based approach (10 minute presentation) Activity #2: Theories of Behavior Change (15 minute presentation) Activity #3: Social Marketing Approaches (15 minute presentation; 20 minute review and discussion of case examples in small groups) Activity #4: Developing a Communications Campaign (15 minute presentation; 35 minute small-group exercise) Activity #5: Strategies to engage community (40-minute group discussion) Workshop Outcomes At the end of this workshop, participants will: (a) understand basic principles of social marketing and behavior change; (b) understand the process of creating a communications campaign; (c) identify strategies and resources to engage community members and stakeholders in campaign development; (d) draft communication planning documents that can be used as templates for their own work with communities. Handouts and Materials We will provide participants with handouts of the presentation for note-taking, social marketing case studies, and examples of planning documents used to develop the TSP campaign. Participants will work off of these materials to draft their own initial communication planning documents.

Chairs:

*Aparna Ramakrishnan*, Academy for Educational Development

*Mieko Yoshihama*, University of Michigan

*Amy C. Hammock*, University of Michigan

*Mahmooda Khaliq Pasha*, University of Michigan

## 012. Community-based support of ecological transitions: Strategies and challenges

1:00 to 2:15 pm

University Hall: UN 2011

Transitions between settings and roles in the lifecourse provide "turning points" (Rutter, 1987) where timely and suitable support can yield long-term benefits for health and social justice. These junctures can provide stigmatized or otherwise marginalized individuals with opportunities to determine their futures, where they are empowered to do so. Community psychology offers a variety of useful conceptual and methodological tools for creating settings that empower marginalized individuals at turning points. This symposium will provide a forum for reviewing these contributions and visioning future advancements. Four presenters will describe work examining ecological transitions for marginalized groups and using participatory methods to develop and implement transition support strategies. Presentations will examine issues related to transitions at multiple levels of analysis, from the microsystem level (i.e., in families) to the macrosystem level (i.e., in nations). The ensuing discussion will suggest future directions for research, implementation, and dissemination of ecologically-informed transition support.

Participants:

Transitions and Autism Spectrum Disorders: The Need for Family and Community Cooperation and Responsiveness.

*Debra Hernandez Jozefowicz-Simbeni*, Wayne State University, School of Social Work

Autism Spectrum Disorders (ASDs) are neurological and behavioral disorders that affect functioning in multiple domains. The reality that the number of individuals affected by an ASD is increasing means that families, schools, and communities will need to work together to meet the needs of these individuals and families. Across the lifespan and social contexts, a salient set of needs revolve around the core issue of transitions. The present study is an intensive qualitative interview study of adolescents and young adults affected by ASDs and their family members. Participants were interviewed independently by experts in the area of Autism in a place of their choosing. Interviews were taped and transcribed. Data from 5 families (parent N = 7; males with ASD = 5; siblings = 4) were analyzed for thematic content related to transitions. Thematic analyses revealed numerous themes related to the core issue of transitions. Parents and siblings talked about the transition to a life of having a child or a brother with an ASD. This included transitions such as entering and being a part of the community. Similarly, the transition to school and between schools, as well as transitions in the school day, were reported by all respondents. Given the timing of the

study, all respondents also reported significant issues with transitions associated with independence and movement into adulthood, such as living on their own or holding a job. The variety, complexity, and significance of transitions identified by participants suggest that in order to increase the likelihood of positive outcomes following these key points in development, more community efforts at education, service provision and advocacy may be necessary for individuals with ASDs and their families, particularly in the area of transitions. Additional research is needed to guide these efforts to meet transition needs of individuals with ASDs.

## Strengths-Based Intervention to Reduce Problem Behavior of Transitioning Youth with Mental Health Needs. *Mason Haber*, University of North Carolina at Charlotte; *Hewitt Clark*, Louis de la Parte Florida Mental Health Institute, University of South Florida

Youth with mental health needs (YMHN) (i.e., those diagnosed with significantly impairing major mental illnesses or disruptive behavior disorders) face considerable struggles in transitioning successfully to productive adult roles, including difficulties in completing their education, finding stable and rewarding employment, and living independently. YWMN also show high rates of problem behaviors, including substance abuse, violence, and risky sexual practices. These problem behaviors are closely linked to transition success, both because of the disruptive impact of problem behavior on transition, and conversely, because transitioning successfully increases the likelihood of problem behavior desistence. Thus, to support transition of YMHN, programs serving this population must simultaneously promote transition-related achievements and address problem behaviors. Existing literature provides little direct guidance for this complex task. The presenters recently completed the first phase of a project with the Massachusetts Department of Mental Health to explore the feasibility of Prevention Planning, an approach for addressing potential or emerging risk behavior problems of YMHN in transition support programs. A sequence of three sets of focus groups were conducted, including youth, family member, case managers, and administrator groups (N=42 participants attending > 1 group). Objectives included understanding participants' prior experiences in reducing risk behavior of YMHN, gathering their feedback on the initial Prevention Planning framework, and involving them in an iterative process to further develop the framework and implementation products. Some key insights gained in comparing and contrasting findings across these groups included strategies for integrating risk behavior prevention and transition-related goals, approaches to negotiating conflicts between YMHN, family members, and program personnel in addressing risk behavior, and ways to promote matching of the Prevention Planning process to the differing YMHN personality and interaction styles. Implications for future intervention development and other efforts to reduce risk behaviors of transitioning YMHN will be discussed.

## Turning points: Transitions from institutions to mutual help residences. *Brad Olson*, Northwestern University; *Leonard A. Jason*, DePaul University; *Josefina Alvarez*, Adler School of Professional Psychology

In both prison and substance abuse treatment, relapse and cycling back into the system is a serious problem. Often the difficulty is that individuals are returning from institutions back to their neighborhoods and homes where substance use is prevalent. Oxford Houses are communal living environments that can be used to ease individuals in their transitions back into the community (Jason, Olson, & Foli, 2008). Oxford Houses can also be treated as permanent new homes for individuals focused on recovery from substance abuse. In either case, Oxford House provides a supportive environment for difficult developmental turning points. Yet the step from living in a highly institutional setting to an Oxford House can be experienced as a dramatic lifestyle shift. Entry into an Oxford House can be a particularly challenging experience to new members who are moving into

this communal living setting with strangers, often who are of different ethnicities, religions, sexual orientations, or who comes from different socioeconomic backgrounds. We will describe qualitative data involving participants from different ethnic backgrounds as the majority of their house, their experience entering the house, and what they discovered over time (Alvarez et al., 2005). We will also discuss quantitative data from a randomized study showing, through longitudinal growth modeling, that participants in Oxford House develop a greater sense of tolerance toward others on a measure of universality and diversity (Olson, Jason, Ferrari, & Davidson, in press). Together the data suggests that returning directly back to one's prior living environment out of prison or treatment can be stressful. Moving into an Oxford House as a new environment can be perceived in a stressful way but is also filled with peer support. The growth Oxford House participants experience in greater "tolerance" over time can be interpreted as an effective path following these difficult life transitions.

**Youth Aging out of foster care: Recent findings and implications for intervention in two nations.** *Paul Toro, Wayne State University; Malgorzata Szarzynska, University of Opole*

The problems of youth making the transition from state-sponsored care to independent living as young adults have been increasingly recognized by service providers, policy-makers, and researchers in many of the world's developed nations. Such youth are often victims of child abuse or neglect, removed from their homes by authorities, or abandoned by their parents. Their troubled background already puts them at risk for poor outcomes in adulthood. Then, around age 18 in most nations, they are forced to leave orphanages, mental health facilities, and various types of foster care, typically with little or no ongoing support from the state as they make the transition to adulthood. We will present data from follow-up studies of such aging-out youth, using the same methods, in Poland (N=152) and the US (N=264). In both nations, youth who had aged out about 3.5 years earlier were contacted via telephone and participated in a 30-45 minute structured interview. Differences in the status of and services for such youth across the two nations will be highlighted. For example, orphanages remain common in Poland, but have been largely eliminated in the US in favor of foster care placements. In both nations, high rates of homelessness were observed during the 3.5-year follow-up period (23% in Poland and 17% in Detroit), as were psychological symptoms and other problems adjusting to life as a young adult. Each presenter will discuss options in their respective nations for new research, interventions, and policy changes that could better meet the needs of such youth as they make the transition to adulthood.

Chair:

*Mason Haber*, University of North Carolina at Charlotte

Discussant:

*Fabricio Balcazar*, University of Illinois at Chicago

#### **013. Providing Multicultural Outreach Programming to a Diverse University Community**

*1:00 to 2:15 pm*

*University Hall: UN 2007*

Providing multicultural outreach is critical to connecting with students who are typically under-represented at university counseling centers. Reaching all students requires utilizing an emic perspective and redefining therapy services in order market and provide counseling services that fit the needs of students from diverse backgrounds who may come to college with negative views or misconceptions of counseling. Challenges and strategies for reaching students who may have internalized stigma toward seeking counseling services will be discussed, reconceptualizing the role of university therapists/psychologists as "community psychologists" working within a multicultural perspective. Specific multicultural outreach programs will be presented, including the development of collaborative, multidisciplinary groups on campus such as "Connecting Across Cultures" and the "Agents of Change for Leadership Empowerment Certification Series" at Montclair State University. The development and progression of

these innovative community programs will be presented, including the challenges as well as learning and growth opportunities ahead.

Chair:

*Sudha Wadhvani*, Montclair State University Counseling and Psychological Services (CAPS)

#### **014. Using Ecological Principles to Reduce Barriers to Communication and Resources**

*1:00 to 2:15 pm*

*University Hall: UN 2009*

The study of barriers and resources has been one of the multiple focuses of community psychology throughout recent years. Moreover, the field of community psychology aims to nurture a bidirectional relationship between theory and practice, whereby theory informs practice and practice informs theory. Kelly (1966, 1970, 1979) postulated four ecological principles (i.e., interdependence, cycling of resources, adaptation and succession) as a framework for community psychology. These theoretical principles in practice can be used to lessen barriers faced within and across settings. This symposium will discuss the ways in which Kelly's ecological principles can be applied to reduce the barriers that individuals, families, and organizations face in communication and receiving adequate and appropriate resources. Each presentation will highlight the utility of a different ecological principle in reducing barriers in a different context.

Participants:

**More than barriers: Latinos youths' experiences navigating the transition to adulthood and cycling of resources.** *Yari Colón-Torres, Veterans Administration Caribbean Healthcare System; Bernadette Sanchez, DePaul University*

Little is known about the barriers and resources encountered by Latino males and females during the transition to adulthood. Unfortunately, many urban Latino students face obstacles resulting from the lack of traditional resources needed to facilitate this period. However, some students are able to navigate the transition by entering college and/or the workforce while others are left stagnant when compared to their same age peers. In this presentation, I will discuss the ways in which the definition, access and distribution of resources impact eventual outcomes for Latino students after high school. This study examined the paths taken after high school, the barriers and resources encountered and the role of gender during their transition from high school based the race/ethnic-gender framework (Cammarota, 2004; Lopez, 2002; 2003). Utilizing qualitative methodology, thirty-two male and female Latino youth who graduated from a predominantly low-income, Latino, urban public high school were interviewed approximately one year after their high school graduation. Findings from this study not only supported the race/ethnic-gendered experience framework (Lopez, 2002) which posits a contextual perspective of Latino youth's educational experience, but voiced (in participants own words) the barriers and resources experienced during the transition to adulthood. Gender, race/ethnicity and SES were found to play a significant role in the transition from high school of Latino youth. Implications for systemic interventions will be presented.

**Reducing barriers for African American parental involvement in their child's education through interdependent relationships.** *Terrinieka T. Williams, DePaul University*

Academic failure and high school dropout is a serious problem, particularly for African American students. A possible way to contribute to changing the pattern of poor academic achievement and school failure may be through parental involvement, given that parental involvement is positively associated with academic achievement (Bogenschneider, 1997; Fan & Chen, 2001; Jeynes, 2005, 2007). Despite research that demonstrates that whenever parents are involved in a child's education positive outcomes are realized, school personnel continue to report limited parental involvement among inner-city African American parents (Chevalier, 2003). The current presentation highlights the need for genuine interdependent relationships between parents of high school students and high school personnel in order to reduce

barriers in communication and resource acquisition. This study explores the barriers to parental involvement from the perspectives of inner-city African American parents and high school personnel. Taking a phenomenological perspective, qualitative methodology is the primary mode of analysis. In-depth interviews were conducted with 15 parents and 10 school personnel. Preliminary results show that although parents and school personnel identify similar barriers for parents to get involved in their child's education, they have offer different alternatives for reducing those barriers. Still, the majority of the solutions to reduce barriers call for a collaborative, interdependent relationship between the home and school environments. Recommendations for parents and schools to assist in future planning around parental involvement will be discussed.

**Person-environment fit: The role of employee's adaptation within an organizational change process.** *Luciano Berardi, DePaul University*

Research assessing the relationship between people and their environments has highlighted the importance of social interactions as one of the main environmental factors influencing individual outcomes. Kelly's (1966, 1970 & 1979) ecological principles provide a conceptual framework to understand the dynamics of social environments. This presentation explores Kelly's (1966, 1979) principle of adaptation within the context of a mental health service organization by assessing the relationship between organizational socio-environmental factors and employee's attributes. A cross sectional study design was used to investigate employee's adaptation to new organizational practices. Organizational readiness for change survey (Lehman, Greener, & Simpson, 2002) collected from mental health professional staff, namely psychologists and social workers, from 4 different types of settings (i.e., therapeutic communities, hospital, prevention services centers and outpatient clinic) were used to understand how mental health providers cope with the constraints and demands of an organizational setting going through a process of change. A number of environmental barriers such as organizational stress and lack of communication may be overcome by employee's adaptation to the transforming setting. In particular, statistical analysis is used to explore how employee's perception of organizational autonomy, leadership, communication and stress may contribute to the variance in employees' self-efficacy and job satisfaction. Moreover, analysis will look into how employee's, adaptability might mediate organizational barriers and employee's attributes. Results will contribute to community psychology knowledge regarding the influence of social context on individual attributes as well as the ways in which barriers faced by employees can be reduced by creating a better fit between the person and the environment as outlined by the principle of adaptation.

Presenter:

*Tisia Saffold, DePaul University*

**015. Hiding Battered Women, Hiding Domestic Violence: Challenging Conundrums**

*1:00 to 2:15 pm*

*University Hall: UN 2002*

Using performance art, multi-media examples and small group participatory exercises, we will present interactive examples of the experiences of battered women living in institutionalized shelters. Our purpose is to highlight differences between shelters based on hierarchical social service models and those based on feminist and community psychology change models. Specifically, we examine conundrums related to the requirement of remaining hidden (versus "speaking out") that are experienced by women living in mainstream shelters as they interact with staff, other residents and the larger community within dynamic multi-layered personal, interpersonal and political contexts. The choice to be hidden is a relative "choice" in that the battered woman agrees, at a moment when she has no other viable options, to a contract that silences her as a pre-condition of her safety and survival. Paradoxically, hiding battered women in order to keep them safe maintains the status quo in

which they are endangered. It isolates the woman as certainly as the batterer had, though differently; and it discourages or precludes meaningful engagement with a supportive community. Hiding battered women also keeps realities of each battered woman's situation, as manifestations of all women's oppression, from society at large. Occluding this consciousness of oppression contrasts with feminist models which birthed the shelter movement with peer supported self help alternative settings. Feminist change models have stressed the importance of women, specifically victims of abuse, "opening up," breaking the silence, and speaking their truth. "The personal is political," the slogan of the USA women's liberation movement, illustrates the importance of these processes. Convergent examples from other groups at risk of violence and stigma will be used to broaden the discussion. We will explore, for example, the difference between "coming out" and "being outed" from the discourse of GLBT liberation movements. Specifically, the importance of self-determination and choice in empowerment and liberation will be brought to the fore. We will highlight ways that the choices and experiences of battered women are interwoven with particular formal and informal settings, larger systems, and with power dynamics that are at work spanning micro, meso and macro-levels. We will break out into small groups to engage in conversation designed to visualize change strategies, practices, research and policies that are informed by feminist and community psychology principles. Themes that will generate small group conversation include: \* Participants' experiences as they relate to the session issues and current responses to domestic violence; \* Relationship of vignettes and examples to central principles of community psychology and feminism; \* Organizational evolution of responses to domestic violence from alternative to mainstream institutionalized settings; \* Ideological de-evolution or de-politicization of domestic violence as a societal issue; \* Potentially positive and negative consequences of remaining hidden/silent versus being visible/speaking out; and \* The complexity of battered women's identities (e.g., the intersectionality of class, race and legal status) as they differentially constrain women's lives and options.

Discussant:

*Anne Mulvey, University of Massachusetts Lowell*

**016. A social ecological approach to investigating relationships between housing and adaptive functioning for persons with serious mental illness**

*1:00 to 2:15 pm*

*University Hall: UN 2025*

Housing and neighborhood environments are particularly important for persons with SMI because of the prevalence of poor housing conditions among this population. Most mental health - housing research has been limited by a focus on problems in environments and functioning. The paper seeks to expand the mental health- housing research agenda to consider protective factors that promote community integration and adaptive functioning. We provide an account of how social ecology theory transformed a research program, from examining individual risk factors to investigating the functioning of persons in the contexts of their housing and neighborhood experiences. The resulting housing environment framework - physical aspects of housing and neighborhoods, social environment of neighborhoods, and interpersonal relationships tied to housing -- allows for identification of opportunities for health promotion and facilitation of participation in community-based settings. This program of research draws upon several disciplines to understand the social experience of persons with SMI living in community settings - survey research, qualitative interviews, Geographic Information Systems, participatory research, and visual ethnography. In this paper, we present how social ecology theory was instrumental in the development of new housing environment measures, the selection of appropriate research methods, and framing research questions that are building a new empirical base of knowledge about promoting adaptive functioning, health, and recovery for persons with SMI living in community settings.

Presenters:

*Bret Kloos, University of South Carolina*  
*Seema Shah, Brown University*

Chair:

*Shannon Gwin Mitchell, Friends Research Institute*

**017. Media Matters: Working with newspapers and television to**

### **give community psychology away**

1:00 to 2:15 pm

University Hall: UN 2021

This workshop is designed for community psychologists interested in how to understand the media, work with journalists, frame issues so that community psychology viewpoints are more likely to be heard, and write for mass media publication. Those who attend should find themselves better equipped to speak with reporters, frame their views effectively, and engage in technology transfer through the mass media. The workshop will be facilitated by three academicians with different experiences and expertise on the media: one who, in addition to being a professor, is a columnist for a large regional newspaper, another who is a communication studies professor and expert on first-person media, and another who is a former newspaper reporter whose research as a community psychologist focuses on the potential of media for empowering disenfranchised people and bridging the gap between academia and the public. The workshop has several parts: 1. Getting to know each other: Introductions of participants and their experiences and interests in the media. 2. Framing issues for an interview: ways to not just survive, but thrive. Research demonstrates that despite the stereotype of the liberal media, news stories tend to reinforce the viewpoint that behavior emanates solely from individuals. Thus, there is a need for community psychology perspectives in the media. We will present some ways of thinking about the ecology of journalists' jobs and use that framework to think about how to respond when they call. We'll role play some examples and problematic situations. In addition, we'll discuss ways to present the views of community psychology simply and effectively and have exercises for how to frame or reframe questions and issues. 3. Going past the usual: The potential for community psychologists to publish in the mass media. In this section, we'll briefly present a few models - including writing news releases, columns, and our own articles - for disseminating the work and views of community psychologists to mass audiences. In an exercise, participants will develop a creative way their work could reach a broader audience than a journal article would. 4. Hearing from the participants: Striving to be good community psychologists, we will have participants create the agenda for the final stage of the workshop. We'll answer any questions or practice any skills they are interested in exploring.

Chair:

**Hugh Curnutt**, Montclair State University

Discussants:

**Joseph Berryhill**, University of North Carolina at Asheville

**Maria Felix-Ortiz**, University of the Incarnate Word

### **018. Latino immigrant youth: What pushes them toward wellness and what doesn't?**

2:30 to 3:45 pm

University Hall: UN 2006

The Latino population is projected to triple and account for the majority of the US's population growth through 2050, partly through immigration (Pew Hispanic Center, 2008), making the wellbeing of Latino youth a key national concern. Yet current indicators provide a mixed picture of the wellness of Latino children and adolescents. In this symposium, we explore pathways to wellness for Latino children and adolescents, as well as new methods to promote such processes. Using qualitative and quantitative forms of inquiry, we examine risk and protective factors (e.g., acculturative stress, poverty, immigrant optimism, familism), and explore how they inhibit and bolster indicators of wellness, such as academic success, positive self-esteem, and prosocial behavior. In addition, we explore the context of immigration, including circumstances affecting undocumented children and adolescents. We also discuss how our understanding of resilience can inform more effective social and educational policies to improve the wellbeing of Latino youth.

Participants:

A Latino immigrant family: Can telling its story empower its members, enhance understanding of culture, highlight contextual influences on people's lives, and influence policy?

**Joseph Berryhill**, University of North Carolina at Asheville

One major aim of community psychology is to put people's lives in context and to change environmental forces that are unjust.

Such efforts are likely to enhance wellness (Cowen, 1991). But

how does one do that? A number of theorists (e.g., Kelly, 2003) have proposed innovative, interdisciplinary methods as a key to community psychology's uncovering knowledge and moving toward change. In this presentation, data and experiences are shared from an attempt at innovation, the Latino Youth Project. The project, a longitudinal case study of a family that immigrated from Mexico, borrows from a variety of methods - ethnography, creative non-fiction, portraiture (Lawrence-Lightfoot & Davis, 1997), history, and public journalism. The idea is to tell a dramatic story that can hold readers' attention and frame it with lengthy detours into the factors that affect immigration and immigrants' lives. These factors include history (e.g., the Mexican-American War), culture (e.g., dominant cultural narratives and community narratives [Rappaport, 2000] concerning immigration), public policy (e.g., whether undocumented children may attend public colleges with an in-state tuition rate), and media coverage (e.g., portrayal of disempowered people such as immigrants in the mass media). Given that Americans are prone to the Fundamental Attribution Error, people in the United States are unlikely to pay attention to contextual factors shaping immigration. Hence, the project aims to tell the family's story not only in scholarly outlets, but also in popular ones, providing the possibility that increased knowledge will affect public opinion. The presentation will include examples of telling the family's story with contextual factors highlighted. It also will explore the potential of this method to reach people, have them consider context, and ultimately influence policy and the wellbeing of immigrant children and adults. As a final consideration, it will examine the peril that comes with attempts at innovative methods.

### **Resiliency of Newcomer Caribbean Latina Adolescents. Susan Louise Ryerson Espino, Chicago Public Schools**

Past research suggests that newcomer adolescents experience more schooling difficulties in the US when compared to their counterparts who made (im)migration journeys as young children (Faltis & Wolfe, 1999; Fry, 2005; Hirschman, 2001; McDonnell & Hill, 1993). Pre (im)migration schooling difficulties are commonly highlighted as explanatory factors for post (im)migration schooling difficulties (Fry, 2005). However, little research exists to contextualize the schooling lives of newcomer adolescents. In this presentation, I share data from a qualitative schooling and life history study that provided an opportunity to explore the pre and post (im)migration schooling lives and initiate an exploration of the mechanisms that contributed to positive and threatened schooling trajectories of 15 adolescent Puerto Rican and Dominican female newcomer high school students. The newcomer young women in this study experienced and negotiated tremendously stressful circumstances relating to poverty, family concerns, challenging school and community contexts, and the multiple losses associated with (im)migration transitions. These adversities directly influenced their schooling lives through contributing to multiple schooling disruptions. Interestingly, schooling disruptions were more common and diverse in the US mainland schooling contexts relative to island schooling contexts. These young women however displayed tremendous resiliency. Despite experiencing multiple adversities and multiple schooling disruptions, all but one remained in school and continued to aspire and actively negotiate their past, present, and future lives as students and family members.

### **Immigration age and resilience among Latino youth from immigrant families. Natalie Wilkins, Georgia State University; Gabriel P. Kuperminc, Georgia State University; Rashida Iman Whitley, Georgia State University**

National data indicate that Latino youth engage in high rates of many risk behaviors, including attempted suicide, unprotected sex, cocaine use, violence (Centers for Disease Control and Prevention, 2006) and have the highest rates of school dropout among major ethnic groups in the U.S. (National Center for Education Statistics, 2005). Although grave concerns remain, many Latino youth are developing well despite exposure to conditions that reduce their chances for positive development

(Ceballo, 2004). Factors related directly to the immigrant experience, such as optimism toward the future, and a dual frame of reference (appreciation for sacrifices made during immigration), may act as protective factors and contribute to resilience among Latino youth (Ogbu, 1987; Suárez-Orozco, 1991). This presentation will examine processes of resilience among Latino youth and explore how youth at varying levels of acculturation (as measured by time spent in the U.S.) are coping with the risk and protective factors they encounter at various social-ecological levels. Participants were 199 Latino youth at wave 1 (143 at wave 2). The sample of seventh and eighth graders was predominantly Mexican, 57% female, and ranged from 12-14 years in age. All participants were either immigrants (79%) or U.S.-born children of immigrants (21%). Preliminary results suggest that youth who are recent immigrants to the U.S. experience more risk (i.e. separation from family, acculturative stress), but exhibit the same level of wellbeing as their US-reared peers. Paradoxically, however, protective factors often cited as contributing to resilience (e.g., supportive relationships in the family and school setting) have a greater association to resilience among U.S.-reared youth than among recent immigrants pointing to the need to identify protective factors that are unique in the experience of immigrant youth. Applying these findings to improve the health, wellbeing, and achievement of Latinos through social and educational policy will be discussed.

### **019. Beyond Integration: Innovative Approaches for Understanding and Promoting Community Participation**

*2:30 to 3:45 pm*

*University Hall: UN 2010*

This symposium examines new approaches for understanding and promoting community participation. Past efforts have focused on the integration of excluded people in communities. There is still progress to be made in understanding how we can better promote community participation and citizenship. The presentations in this symposium assume that moving toward participation requires an understanding of how communities and community settings and organizations deny access, power, and resources to excluded people. These presentations employ innovative inter-disciplinary concepts and methods including geographic information systems, visual ethnography, narrative analysis, education, and program evaluation, to understand and promote community participation of a range of excluded people. These studies include 1) a values-based and participatory multi-agency collaborative evaluation of supportive housing, 2) a mixed-methods (multi-level modeling, geographic information systems analysis, "longitudinal" qualitative interviews, and visual ethnography) examination of community participation; and 3) a mixed-methods (qualitative, quantitative) study of identity and community involvement.

Participants:

Involving Tenants in a Values-Based Collaborative Evaluation of Supportive Housing. *John Sylvestre, School of Psychology, University of Ottawa*

The HousingPlus Collaborative Communities (HPCC) project is a collaboration among eight supportive housing providers and a university-based research team. The agencies provide housing and support to people who have difficulties finding and keeping housing, including women and children who have escaped violence, people living with HIV/AIDS, young single parent families, and people with a serious mental illness. HPCC employs implementation evaluation to describe and understand how supportive housing programs are currently implemented in Ottawa, and as a basis for collaboratively developing innovations to improve program delivery. Three groups of stakeholders have participated in this work: senior managers or executive directors, front-line staff members, and tenants. The objectives of HPCC are 1) to develop tools and methods for evaluating the implementation of supportive housing, 2) to evaluate program implementation, and 3) to use evaluation findings to assist participating agencies to collaborate in finding solutions to shared implementation challenges. In support of these objectives, tenant and staff participants developed a tool to evaluate the implementation of supportive housing across the participating agencies. This tool incorporated nine housing values that tenant

and staff participants identified as underlying the provision of supportive housing programs. Building on a "key component profile" approach to evaluating program implementation (Cousins et al., 2004), the principles were used to specify levels of program implementation (from low to high) for key program components within four program domains (Housing, Support, Person, Systems). This work has led to the identification of a set of programmatic activities that would require these programs to collaborate more extensively with tenants in decision-making regarding the management of the housing. The presentation will examine the various ways in which participants have been engaged in all stages of the evaluation, including the development of values, evaluation tools, data collection, and data analysis.

Expanding methods to study participation in community life.

*Bret Kloos, University of South Carolina; Greg Townley, university of south carolina*

Most research focused on the community integration of persons diagnosed with serious mental illness (SMI) has focused on how the individual can change to "fit" into community contexts. Like community integration research with other populations, this research has primarily used survey methods and ratings of clinicians. From a social ecology perspective, this approach to community integration is problematic in several ways: prevailing focus on individual and individual deficits, research foci that overlook social environments, and an exclusion of subjective experience of persons who have been marginalized. This paper reports on a five-year program of research investigating opportunities to participate in community life for persons with diagnoses of serious mental illness (n=533). This research needed methods to document better the relationships between contextual factors and individual experience for persons with SMI living in their own apartments. To understand better the ecological realities confronting persons with SMI living in community settings, it used mixed-methods design with methods more commonly used in other disciplines: participatory mapping, geographic information systems analysis, and visual ethnography. These methods identified new information relevant for understanding community experience and new interpretations of survey findings. The utility of common community psychology constructs for this task is considered (e.g., sense of community, diversity, integration) as well as adaptations to these constructs. Finally, an agenda is proposed to modify community integration research paradigms toward participation in community life.

Community Participation Narratives of Emerging Adults. *Julian Hasford, Wilfrid Laurier University*

This study explores the role of community participation and moral motivation in the development of a community-oriented personal identity during emerging adulthood, based on longitudinal data from a sample of 85 emerging adults at ages 23 and 26. Drawing on narrative identity theory, which suggests that personal identity is embodied in the personal life story, we use a mixed-method research approach that involves quantitative analyses of narrative data from life story interviews, as well as standardized survey measures. We rate participants' autobiographical stories about community participation on five dimensions (story presence, prosocial content, specificity, impact, and positivity) that assess the integration of community participation experiences into the life story at age 26. Levels of actual community participation are assessed by a measure of community involvement frequency, while moral motivation is assessed by measures of generative concern and self-transcendent values (universalism and benevolence). Findings indicate that community participation and generative motivation are coherent predictors of the way emerging adults integrate community experiences into their personal identity at age 26. However, at age 23, general motivation measures are stronger predictors than community participation of the integration of community scenes into the life story, whereas concurrent community participation level at age 26 appeared to be a stronger predictor of community

life story integration. Moreover, the relationships between generativity and narrative community identity were partly mediated by whether or not a community story was told at all. These findings support the view that generativity is an important motivator of community participation during emerging adulthood, that concurrent community participation plays a greater role than past participation in shaping the integration of community experiences into the life story, and that narrative reflection on community experiences may support current and future community participation. In addition, this study illustrates a potential application of narrative theory and methodology to the investigation of community participation processes. Theoretical and methodological implications for future research and action will be discussed.

Presenters:

**John Sylvestre**, School of Psychology, University of Ottawa  
**Bret Kloos**, University of South Carolina  
**Greg Townley**, university of south carolina  
**Julian Hasford**, Wilfrid Laurier University

Chair:

**John Sylvestre**, School of Psychology, University of Ottawa

Discussant:

**Geoffrey Nelson**, Wilfrid Laurier University

#### **020. Gender-specific needs of incarcerated women preparing for release to the community**

2:30 to 3:45 pm

University Hall: UN 2002

The purpose of this roundtable discussion is to explore the gender-specific needs of incarcerated women preparing for release to the community. The five presenters represent research projects being conducted in Illinois, Oklahoma, and California. Each presenter will briefly discuss their research and then the presenters and attendees will discuss the issues. The research presented in this discussion provides a broad range of models of interventions with incarcerated women and women in community release programs. The Oklahoma research focuses on women in prison. Various projects have examined the how well the needs of the mothers are being met and the welfare of the children while the mothers are incarcerated, and the histories of violence of women prior to incarceration. The project in California focuses on young women in the juvenile justice system and in an alternative education program. The Illinois researchers have conducted funded projects, including an investigation of an intervention on the relationship between drug and alcohol addiction, health outcomes and HIV risk for women coming out of Cook County Jail System in Chicago, IL. This project focuses on African-American women in Oxford House, an after-care facility designed to improve health outcomes, and reduce recidivism and relapse. The projects presented in this roundtable raise a wide range of issues for discussion about how to intervene with and empower incarcerated women in order to promote a successful re-entry into the community.

Presenters:

**Lisa Christine Walt**, DePaul University  
**Marguerita Lightfoot**, University of California, San Francisco  
**John M Majer**, Richard J. Daley College, DePaul University  
**Doreen Salina**, Northwestern University  
**Susan Sharp**, University of Oklahoma

Chair:

**Susan Marcus-Mendoza**, University of Oklahoma

#### **021. Empowering or Capability Enhancing Organizations for People with Psychiatric Disabilities**

2:30 to 3:45 pm

University Hall: UN 2011

Rappaport first proposed the concept of empowerment to resolve an antinomy between needs and rights. This symposium, involving community psychologists, anthropologists, and users/survivors of psychiatric services, explores the similar role of capabilities in resolving the antinomy for people with psychiatric disabilities. The first paper compares capability theory (as proposed by economist Amartya Sen and philosopher Martha Nussbaum) to empowerment theory. It suggests both

why community psychologists should pay attention to capability theory, and what our ecological focus can contribute to understanding capability-enhancing organizations. The next three papers use participatory qualitative methods to examine three specific empowering or capability-enhancing programs. The first empirical paper uses focus groups to understand ways that a community-based organization in Portugal whose members are people with experiences of mental illness fosters accomplishments and recovery for its members in domains such as employment, education, housing, personal network development, and community involvement. The next paper reports on efforts to promote individuals' political and social participation, beginning with voting. It proposes the idea of a disability voting bloc as a potential avenue towards broad goals of inclusion. The last paper is a preliminary report of an ethnographic study of peer-run services designed to help people attain and retain goals such as social relationships, a home, and meaningful work, and more generally to live "lives worth living."

Participants:

**Capability Theory: What Community Psychologists Can Learn and Offer.** *Beth Shinn, Peabody College, Vanderbilt University; Emily B. Prouty, Peabody College, Vanderbilt University; Juliana E. Ginsberg, Vanderbilt University*

Rappaport first proposed the concept of empowerment to resolve an antinomy between needs and rights. The concept of capabilities, as proposed by economist Amartya Sen and philosopher Martha Nussbaum, can play a similar role. A capability is a transactional concept that resides in the interaction between personal capacity and environmental conditions. It is the freedom a person has or what the person can actually do and be in his or her social context. Capability theory is particularly helpful in understanding the situation of people who face social exclusion due to poverty, race, gender or disability, and who are thus denied access to roles available to others. Capability theory is more specific than empowerment theory, and also broader, drawing our attention to conditions of material and social deprivation as well as full participation in "a life worth living." Nussbaum proposes a list of capabilities beginning with life and bodily health (health disparities based on psychiatric disabilities are far greater than those based on race) and including affiliation (being able to live with and towards others, having the social bases of self-respect and non-humiliation), practical reason (being able to plan one's life), and control over one's environment, among others. The specificity makes it possible to measure attainment of capabilities (as in the United Nations Development Reports). What community psychology can bring to capability theory is conceptual understanding of the nature of capability-enhancing organizations. As a first pass, empowering organizations seem good candidates. For individuals with psychiatric disabilities, whose lives are often bounded by programs and agencies, capabilities may also depend on relationships between staff and service users. Because capabilities reflect freedoms rather than roles actually enacted, we propose to assess how well a program fosters capabilities (freedoms) by assessing the range of activities undertaken by members of a group. The next three papers in the symposium use participatory, qualitative methods to offer specific examples of capability-enhancing or empowering organizations for this population.

**Fostering Community Involvement and Recovery Via a Community-Based Organization.** *Maria Vargas-Moniz, Insituto Superior de Psicologia Aplicada; José H. Ornelas, Instituto Superior de Psicologia Aplicada, Lisboa, Portugal; Teresa Amaro de Castilho Duarte, Associação para o Estudo e Integração Psicossocial; Alice Lameiras Homem, Associação para o Estudo e Integração Psicossocial; Beatrice Sachetto, Student; Tânia Mesquita Madeira, Associação para o Estudo e Integração Psicossocial*

The presentation describes an exploratory qualitative study conducted within the AEIPS (Associação para o Estudo e Integração Psicossocial - [www.aeips.pt](http://www.aeips.pt)) a community-based (private non-profit) organization that since 1987 has developed

social services and supports for people with an experience of mental illness in Lisboa, Portugal. This study is the first step towards a larger scale study involving a consortium composed by the AEIPS, The University of Vanderbilt (USA); ISPA - Instituto Superior de Psicologia Aplicada and the Universidad Catolica de Milano. The organization provides services in areas such as employment, housing, education, strengthening of social networks, and community participation, and its main aim is to influence the public policies in Portugal and Europe to raise awareness for the issues concerning deinstitutionalization, the need for empowerment and the need for recovery-oriented services for this population. The exploratory study involved a series of 18 focus groups with a total of 36 members (the designation chosen by AEIPS participants); most members participated in two groups, one focused on accomplishments stemming from their participation in AEIPS and a second on challenges. The domains of discussion included employment, education, housing, personal network development, community involvement, and how these accomplishments and challenges have contributed towards a recovery path. Respondents were 11 women and 25 men, ranging in age from 20 to 58 years (mean age = 41); 22% were currently studying, 33% were working, and 47% were involved in multiple other areas of services and supports at the Association. To analyze the data, a panel composed of 3 members and 2 professionals categorized themes arising from the focus groups and observed regularities across them. Results will provide the basis for an interview protocol in order to understand in-depth the role of this community organization in promoting empowerment and providing opportunities for recovery for its members.

**Citizenship and Voting in Social Recovery: A Qualitative CBPR Approach.** *Sara M. Bergstresser, Center for Recovery in Social Contexts, Nathan S. Kline Institute for Psychiatric Research; Amy Colesante, Mental Health Empowerment Project, Inc.; Isaac Brown, Mental Health Empowerment Project, Inc.*

This paper describes a pilot study on voting, political participation, and citizenship among individuals with psychiatric disability. This work is taking place through the NIH-funded Center to Study Recovery in Social Contexts in collaboration with the Albany, NY-based Mental Health Empowerment Project, using a Community Based Participatory Research (CBPR) framework. One of the goals of the Center is to ensure increased and sustained social participation for individuals with psychiatric disability. With the opportunity presented by the recent Presidential election in the US, we are investigating the role of voting as potential entrée to political and social citizenship. This study investigates attitudes, behaviors, activism, and means to the alleviation of barriers, and it will continue on to explore many facets of citizenship, starting with voting, a central issue in national and international politics. We are using a qualitative methodological process, including peer-run discussion groups as a means to elicit discussion on the political process and personal empowerment and disempowerment vis-à-vis local, state, and national communities. Preliminary results suggest that many participants are very interested in political processes and means of power and influence, but that they have often felt alienated or distanced from governmental structures at many levels. In addition, the idea of a broad disability voting bloc, with the power to influence issues of physical access, housing, health care, and economic policy, has emerged as a salient theme. These preliminary results suggest that political participation is an avenue of social participation, access, and justice that is of interest to individuals with psychiatric disability, and that it is a valuable area for future research and peer-based intervention. Finally, the possibility of a disability voting bloc, which would represent the interests of individuals with physical, psychiatric, intellectual, or other types of disability, appears as a potential avenue towards broad goals of inclusion.

**Participation as Principle and Practice: A Study of Peer-Run Services.** *Sara Lewis, Department of Sociomedical Sciences,*

*Mailman School of Public Health; Kim Hopper, Nathan Kline Institute; Ellen Healion, Hands Across Long Island*

User-run services remain relatively novel in the public mental health landscape. What instances we have tend to operate alongside - rather than independent of - established clinical practice, making "peer-provided" more of a treatment modality than a service site. Nonetheless, partial and patchwork as that literature may be, a recent systematic review found consistent evidence of positive outcomes with respect to satisfaction, general well-being and quality of life (Doughty & Tse 2005). "Open Arms" (a pseudonym) is a stand alone, peer-operated, multi-service center in suburban New York, fully licensed as a PROS center ("personal recovery oriented services"). This innovative state initiative was designed - not primarily to enhance peer-participation in the delivery of services - but rather to help clients "attain and retain the basic things we all want in our lives - social relationships, a home, and meaningful work" (Sederer 2004). As it happens, those aspects of "lives worth living" are critical ingredients in a "capabilities-informed approach to public mental health" (Hopper 2007). This paper is a preliminary report on an ongoing ethnographic study of Open Arms, undertaken as part of a larger Community Based Participatory Research program of research, organized by the Center to Study Recovery in Social Contexts. We describe the history of the program, discuss the genealogy of the research, and present preliminary findings that will serve as a down payment on an ethnographic study to be done on the installment plan. For this first dispatch, we focus on methods of engagement, elicitation techniques, and the process of collaborative documentation.

Chair:

*Beth Shinn, Peabody College, Vanderbilt University*

## **022. Ecologically Unpacking Access to Healthy Food: Individual, Setting, and Policy Perspectives**

2:30 to 3:45 pm

*University Hall: UN 2004*

The principles and values fundamental to the practice of community psychology are exemplified in the application of the social ecological model to social problems. Disparities in access to healthful food may best be explained by adopting an ecological framework, which explicates the intersections of individuals and their social and built environments. This symposium will consider multiple levels of context around access to healthful food by focusing on (1) the politics of access to healthful food within communities, (2) the interplay between school policy and barriers to setting-level change as an access issue and (3) the policy contexts of healthful food access vis-à-vis Federal nutrition assistance programs.

Participants:

Barriers in context: Ethnographic insight into access to healthy foods. *Darcy A Freedman, University of South Carolina*

Access to healthy foods is an important social determinant of health influencing risk for a host of diet-related health conditions. A growing body of research, however, highlights that access to healthy foods is not equal. This presentation will focus on several barriers to accessing healthy foods based on an analysis of ethnographic data collected as a part of a participatory action research project wherein farmers' markets were established in conjunction with three Boys and Girls Clubs in Nashville, TN, USA. Data were collected from June-September 2007. The farmers' markets aimed to increase access to fresh fruits and vegetables in contexts with limited or no access to stores selling these products. Four key themes related accessing healthy foods emerged through an inductive analysis of participant observations, food store auditing, and in-depth interviews with farmers' market customers. First, the spatial distance between "real, fresh, and good food" and the communities was revealed. Second, the time costs associated with accessing healthy foods was described as a barrier. Third, healthy foods were considered to be more expensive than foods described as "bad, rotten, and junk." Finally, several social factors influenced access including race, class, and gender and their intersections. These themes

combine to create hierarchies within foods with "real, fresh, and good" foods at the top of the hierarchy while "bad, rotten, and junk foods" are relegated to the bottom. These hierarchies may be one pathway through which health disparities are embodied and perpetuated. Accordingly, dismantling these hierarchies is key to achieving health equity. The presentation will conclude by discussing research, policy, and practice implications for efforts aimed at ensuring more people have more access to healthy foods.

Improving access to healthful foods in school settings: The Healthy Schools Program. *Audrey J. Block, RMC Research Corporation; Elizabeth Vale, RMC Research Corporation* Childhood obesity is a growing epidemic in this country. Schools have the potential to play a major role in preventing childhood obesity by promoting good nutrition and physical activity. Funded primarily by the Robert Wood Johnson Foundation, the Healthy Schools Program takes a comprehensive approach to addressing the issue of childhood obesity by helping schools improve access to healthier foods and increase opportunities for physical activity for students and staff. The Healthy Schools Program is an initiative of the Alliance for a Healthier Generation, a joint venture between the American Heart Association and the William J. Clinton Foundation. To date nearly 2000 schools in 34 states have sought onsite support by enrolling in the program. The evaluation of the Healthy Schools Program is being conducted by RMC Research Corporation and is intended to help the Alliance and its partners understand how to better support schools with the implementation and maintenance of policy and program changes and how the changes might affect behaviors related to childhood obesity. As part of its evaluation RMC Research conducted site visits at nearly two dozen schools. During these site visits, RMC Research observed the foods and beverages available at each school and interviewed key stakeholders about the challenges associated with improving the foods and beverages available to students and staff within the schools. In addition a Healthy Schools Youth Survey assessed students' eating and physical activity habits, knowledge about health, height and weight, and demographics. Surveys were administered to students in grades 5 through 12 in 19 schools. This presentation will: 1) introduce the Healthy Schools Program; 2) describe the evaluation design; 3) review baseline results from interviews, observations and surveys including barriers to providing healthy food faced by schools and how these barriers have been addressed; and 4) describe next steps.

Access to affordable and nutritious food and Federal food assistance programs. *Kelly E. Kinnison, Food and Nutrition Service, US Department of Agriculture*

On an average month in fiscal year 2008, about 28 million people living in 12.7 million households in the United States participated in the Food Stamp Program (now Supplemental Nutrition Assistance Program—SNAP). Because SNAP benefits are available to most low-income households with few resources, regardless of age, disability status, or family structure, recipients represent a broad cross-section of the Nation's poor. Assessing barriers to access to healthful foods in the context of the SNAP and other Federal food assistance programs has provided valuable insight into the dynamics of food access at the intersection of individuals and the "normal channels of trade." Studies commissioned by the United States Department of Agriculture (USDA) in the 1990s described store characteristics by area, proximity of SNAP families to full-line stores, participants' perception of shopping options, and analyses of nationwide electronic benefit transfer (EBT) transaction data. These findings have shaped policy strategies for improving access in underserved areas. This presentation will briefly review the major findings from the USDA's access studies, providing an historical framing of some key access issues. The findings will then be discussed through the lens of emerging ecological conceptualizations of access issues and the use of geospatial and other innovative data analysis techniques described in more recent research on the varying dimensions and contexts of access

issues. Ongoing and future Federal nutrition assistance policy solutions for reducing barriers to access will be discussed.

Chair:

*Kelly E. Kinnison*, Food and Nutrition Service, US Department of Agriculture

### **023. Moving Toward Comprehensiveness and Sustainability in a Social Ecological Approach to Youth Violence Prevention: Lessons from the Asian/Pacific Islander Youth Violence Prevention Center**

*2:30 to 3:45 pm*

*University Hall: UN 2024*

Youth violence is a serious public health problem affecting communities across the United States. The use of a social ecological approach has been shown to be effective in reducing the prevalence of youth violence. However, challenges to implementing such an approach include the comprehensiveness in addressing the multiple levels of the social ecology and the ability of public and private non-profit sectors to sustain such comprehensive efforts towards youth violence prevention and intervention. We provide a case example from the Asian/Pacific Islander Youth Violence Prevention Center (APIYVPC) of our work, in collaboration with two communities on O'ahu, to develop and implement a youth violence prevention initiative that is becoming both comprehensive and sustainable. We illustrate the incremental nature of what it means to become comprehensive and underscore the importance of reaching sustainability as the project unfolds. Specific examples are given of the projects that the APIYVPC engaged in and the effect of this engagement on building community trust and commitment to the initiative. In addition, we highlight the need for multi-disciplinary staff who bring diverse methodological, theoretical and pedagogical richness to the research and practice of the initiative. We also discuss the lessons learned during this iterative process, which have important implications for research and action in this field.

Presenters:

*Charlene Baker*, University of Hawaii

*Susana Helm*, University of Hawaii at Manoa

*Karen Umemoto*, University of Hawaii at Manoa

*Tai-An Miao*, APIYVPC

*Deborah Goebert*, University of Hawaii, John A Burns School of Medicine, Department of Psychiatry

Chair:

*Shannon Gwin Mitchell*, Friends Research Institute

### **024. Treating Gender as an Ecological Variable: Challenges for Community Researchers**

*2:30 to 3:45 pm*

*University Hall: UN 2021*

The symposium will begin with a paper that analyzes approaches to gender research published in community psychology journals. The authors will argue that the primary contribution our field can make is through generating knowledge about gender as a contextual factor. Two papers will then describe examples of community-based research that treats gender as an ecological variable: one focused on Muslim-Americans in the U.S. and the other on Somali immigrants in Western Australia. Two experts in gender research will comment as a way to start group discussion. One commentary will focus on conceptual challenges in treating gender as an ecological/contextual variable; the other commentary will focus on methodological challenges and opportunities.

Participants:

Treating Gender as an Ecological Variable: Questions,

Challenges, and Aspirations for Community Psychology.

*Sharon Mary Wasco*, University of Massachusetts Lowell;

*Meg A. Bond*, UMass Lowell; *Rebecca Edwards*, University of Massachusetts Lowell

The first presentation will summarize a review of gender research published in the American Journal of Community Psychology and the Journal of Community Psychology from 1973 (when both journals began publishing) through 2007 (when the study was conducted). To document the ways in which U.S. community psychology has approached gender research, we

examined journal abstracts to explore two questions: How do community researchers "treat" gender in their work? and How has the treatment of gender evolved over time? This effort differed from past efforts (e.g., Angelique & Culley, 2000; Swift et al., 2000) in that the review only assessed research articles and the focus was not on particular topics (e.g., the woman relevance or feminist issues) but rather on how gender was conceptualized. A three-category coding schema was developed inductively through a process of coding and discussion among three raters (including both authors). The final categories represent the major ways that community researchers have treated gender: as a grouping variable, as a process variable, and as an ecological variable. Although our results suggest that less than seven percent of the scholarship published in the leading community psychology journals (167 of a total of 2987 articles) has included a gender analysis, our examination of the treatment of gender over time indicated increases in the quantity of gender research as well as an evolution in the conceptualization of gender over time. Notably, a greater proportion of recent work treated gender as a contextual or ecological variable, increasing from 0% in the first five years to 19.4% in the most recent five-year block of time. We suggest that this conceptual approach represents one of the primary contributions of community psychology to research on gender and explore emerging challenges and aspirations for community researchers.

**The Weight of the Hyphen: Political Tropes Inscribed on, Embodied and Resisted by Young Muslim-American Women during a Time of Surveillance.** *Mayida Zaal, Graduate Center - City University of New York; michelle fine, the graduate center at CUNY*

This paper interrogates how gender is lived as political spectre, social representation, and personal embodiment for young Muslim-American women and men living in New York City, post-9/11. Situated within the theoretical framework of hyphenated identities, and drawing heavily from feminist and critical race theories, we are interested in how Muslim-American youth became the spectacle of the Other; how they introject and reject these representations, and how they embody and metabolize "difference." More specifically, we seek to understand how gender mediates their negotiations of the varied representations of "oppressed" and "terrorist" inscribed on their young bodies by the State, cultural and popular media, within their own communities and in their personal narratives of identity. With multiple methods including mapping, focus group interviews, surveys and individual interviews, we carve an understanding of gender as a political and embodied set of practices imposed on and subverted by young Muslim-American women, and to a lesser extent, young men. The paper reports on a qualitative investigation of 15 young Muslim-American women living in New York City, after 9/11 and in the midst of the Patriot Act. Participants completed surveys about identity, discrimination, and coping; drew "identity maps" to represent their multiple identities and alliances; and participated in focus groups on several college campuses in the New York metropolitan area. Focus groups were conducted to investigate collectively their sense of hyphenated identities, their experiences of surveillance and their responses to scrutiny in families, communities, on the streets and in the political public sphere. Implications for the theoretical and empirical study of immigrant youth "under siege" are developed, with a particular focus on the burdens and responsibilities embodied by daughters of the second generation of Muslim-Americans.

**Beyond the Monocle: A Contextual Exploration of the Taboo Constructs of Gender.** *Katie Thomas, Curtin University of Technology*

Community Psychology was founded on the understanding that individual level intervention and research is unable to effectively address problems rooted at the social level. Consequently, analysis of the social, political, and environmental context in which individual and community life are embedded is a hallmark of the discipline. This research was a cross-cultural examination

of the ecological variables affecting Australian and Somali-Australian females with the status of single mother in Australia. The research included analysis of the effects of the tri-partite changes to Industrial Relations Law, Family Law and so-called "Welfare reform" which removed single mothers' rights and effectively rendered them indentured labourers within a developed nation. Somalis who are granted refugee status in Australia are often women whose partners have been killed in the recent conflicts, and who, on average, arrive with 8 children. Through their recent migration, these women were able to make cross-cultural comparison of the female gendered position of mother. Their experience of their gendered status within Australian culture was combined with puzzlement at the lack of wider social understanding of daily lived realities for mothers and small children. "Why?" they asked, "Don't Australians like mothers?" The research findings demonstrated the critical need for contextual analysis if community research is to be socially just and to be able to conduct finer-tuned analyses of the nuances of oppression. The relative paucity of research which incorporates gender as an ecological variable within Community Psychology the discipline is puzzling. The notions of popular and unpopular oppression will be discussed along with ideas for using contextual analysis to increase the scope and sensitivity of our research and to enable us to include multiple layers and sources of oppression in our analyses rather than just single factors.

Chairs:

**Meg A. Bond**, UMass Lowell

**Sharon Mary Wasco**, University of Massachusetts Lowell

Discussants:

**Rhoda K. Unger**, WSRC - Brandeis University

**Rebecca Campbell**, Michigan State University

## **025. Teaching and Learning Community Psychology: Across the Educational Spectrum**

*2:30 to 3:45 pm*

*University Hall: UN 2007*

This symposium will feature presentations on the teaching and learning of Community Psychology in higher education. Presentations will be given from multiple perspectives including university faculty, graduate students, and undergraduate students. Participants in this session can expect to learn about traditional and innovative approaches to teaching and learning community psychology in higher education. Participants will benefit from the perspectives of both teachers and learners regarding opportunities, problems, and lessons learned about teaching community psychology. Four brief presentations will be followed by facilitated discussion.

Participants:

**Including Intervention Projects in Introductory Community Psychology Courses: Worth the Challenge?** *Sally Schwer Canning, Wheaton College*

Consultation, participatory action research, prevention and promotion—these represent core approaches to intervention employed by community psychologists. Introductory level courses in our field typically include instruction in these methods, exposing students to underlying concepts along with strategies for their development, implementation and evaluation. Incorporating exemplary models of various approaches often enriches this foundational material. Still, without direct participation in community-based intervention strategies, students may have difficulty envisioning these approaches, with concepts and strategies remaining overly abstract. Students may leave with either an over-simplified or overwhelmed sense of how community psychologists intervene. Others, excited by the possibilities of these approaches, may feel frustrated at not getting a closer look. Without direct experience, students exposed to the discipline for the first time (whether undergraduates or graduates in other psychology fields), may miss the potential relevance of these approaches for their future activities. In response, some instructors include intervention projects in their courses. Doing so, however, presents students, instructor and community partners with significant challenges.

These approaches are comprised of staggeringly complex skill sets and few real-world interventions are initiated and completed in the span of a semester. So why include an action research component? To answer this question, the presenter will draw upon 13 years of teaching community psychology to doctoral students in clinical psychology. Students in her classes have conducted a needs assessment in a primary care clinic, developed and evaluated projects in a faith-based elementary school and carried out a multi-year capacity evaluation for the Healthy Marriages Initiative. The presenter will offer criteria for crafting appropriate projects, as well as lessons learned about instructional stances and strategies helpful for fostering successful, positive experiences for students, instructor and community partners. Recommendations on linking these projects to broader course content and instructional strategies will be included.

Capstone soup: Promoting student engagement through action research and empowerment. *Christopher Lyons, Miami University; Meredith Emily Poff, University of Illinois at Chicago; Neal Paul, Miami University; Paul Flaspohler, Department of Psychology, Miami University*

A participatory action research project embedded in an upper-level Community Psychology seminar provided a meaningful and engaging educational experience for undergraduate students. In this presentation, students and the instructor from this course will present their experience teaching and learning Community Psychology. As a result of the participatory and empowering processes of this seminar, the students developed a plan to investigate first year adjustment in their university community, working with multiple community and university partners to better understand this transition time. The norms and values that were developed in this case are applicable to existing educational theories about classroom dynamics and engaged learning as well as the community psychology principles of empowerment and democratic participation (Dalton, Elias, & Wandersman, 2007; King, Baxter-Magolda, 1999). The classroom norms and action research project encouraged students to own the classroom process, engage in constructive self and peer evaluation, and hold each other accountable the quality and applicability of their work. The teaching norms extended to the students, professor, and community participants alike, affording participation and creating meaningful engagement in multiple settings. Participants in this presentation will learn about the design and structure of the course, evolution of the course through class participation, and lessons learned through the process. These lessons may be useful in promoting student engagement (Hodge, 2008), motivation, and relevance to the outside world (Brydon-Miller, 1997; Knightbridge, 2006).

Tailoring our Teaching Based on the Intersections of Diversity.

*Melissa Ponce-Rodas, University of Illinois at Chicago; Benjamin Hidalgo, University of Illinois at Urbana-Champaign*

Both Ben and Melissa are graduate students who have taught Community Psychology to undergraduates at their respective universities. They have been trained as Community Psychologists and try to bring the field's emphases on diversity and meaningful participation into the classroom. Since both are from ethnically diverse backgrounds, Ben being a male of Black and Afro-Hispanic origin and Melissa being a Hispanic female, their experiences in the classroom are impacted by these issues, as well as others, such as power differentials, since both have taught as graduate students. They will discuss who they are as instructors in the field as well as how their teaching approaches vary based on the demographics of their students. The interplay of their various identities, along with those of their students, forms the basis of their discussion during this symposium. Four main questions will be addressed. (1) How do we get students to think about the many dimensions of diversity of which they are a part? (2) What are some of the strategies and tensions involved in making students aware of power and privilege as they relate to diversity? (3) How does this influence the structure of the course

in terms of assignments, discussions, exercises and lectures? (4) How is their instruction embedded in larger contexts beyond the classroom? By addressing these main areas, they will facilitate a discussion on how all of these variables influence their classroom environments and their student's experiences with Community Psychology.

Teaching Community Psychology to Other Disciplines: Direct and Indirect Methods. *Maria Bow Jun Chun, University of Hawaii -- Department of Surgery*

Community psychology can be taught in either a formal setting such as a class, or informally by having community psychologists serve as the liaisons or coordinators to link multiple disciplines toward a common goal. The University of Hawaii's (UH) Department of Surgery (Department) recently initiated efforts to assist the John A. Burns School of Medicine's Office of Medical Education (JABSOM OME) with identifying, documenting, and assisting with coordination of cultural competency initiatives at the medical school. A community psychologist in the Department (Chun) oversaw these efforts, the first product of which was a Cultural Competency Resource Guide. Through the process of collecting information for the guide, participants from other medical school departments (e.g. Native Hawaiian Health, Family Medicine, Geriatrics) and offices (e.g., Public Health) formed professional collaborations in the areas of research and program development. Because of the community psychologist's training in context, systems, knowledge of both quantitative and qualitative methods, exposure to a variety of disciplines, it was easy to bond with and find commonalities with each specialty or discipline. Although one may assume them to be a unified group, the perspectives of the various medical specialties on matters such as cultural competency can vary widely. Collaborative efforts have been extended to the UH Department of Psychology's Cultural and Community Concentration (CCC). Information on this APA Innovation Award-winning program as well as the SCRA was shared with the group. Other related initiatives include: formation of a JABSOM Cultural Competency/Humility Interest Group that meets bimonthly; development of an Honors course that will utilize community psychology's multidisciplinary approach, and feature community psychology's contribution to the concept of cultural competence; and, planning of an SCRA Western Region Cross-Cultural Care Conference to be held in February 2010.

Chair:

*Paul Flaspohler, Department of Psychology, Miami University*

Discussants:

*Lorraine Gutierrez, University of Michigan*

*Scotney D Evans, University of Miami*

## **026. My Neighbourhood, My Voice: the joys, challenges, and results of running a large Photovoice study**

*2:30 to 3:45 pm*

*University Hall: UN 2009*

Photovoice is a participatory action research methodology based on the understanding that people are experts in their own lives; in it, people create and discuss photographs to catalyze personal and community change. It gives citizens, particularly those who are marginalized, an active and constructive role in assessment and action. This symposium will feature four papers from a unique community-university project entitled "My Neighbourhood, My Voice". In this project, our team worked with more than 100 low income seniors, youth, parents of young children, young children, and individuals with disabilities. The participants took photos showing their neighbourhood through their eyes: what is good and what needs to be changed. In this lively symposium, we will showcase the project, highlighting our values, methods, results and recommendations. As befits a symposium on Photovoice, we will show pictures and videos, and use them to illustrate themes and stories.

Participants:

Paper One: My Neighbourhood, My Voice: Program aims, philosophy, methodology, and selected results. *Elizabeth Kristjansson, University of Ottawa*

Photovoice is based on the premise that ordinary citizens are experts in their own lives. In practice, Photovoice provides people with cameras so they can record and represent their everyday realities, engage in group discussion of those realities, and present them to other citizens and policy makers. Photovoice embraces the basic principles that images carry a message, pictures can influence policy, and citizens ought to participate in creating and defining the images that make healthful public policy. My Neighbourhood, My Voice is an Ottawa community participatory action project which brought fourteen Community Health and Resource Centres, Arts Ottawa East, Success by Six, and academics from Ottawa University together. Through Photovoice, we engaged ordinary (mostly low-income) citizens of Ottawa, brought diverse people and communities together, provided them with a powerful communication tool, and used their expertise as neighbourhood residents to conduct a participatory needs assessment on neighbourhood strengths/assets and needs. This assessment will be useful for neighbourhood planning, for advocacy, and for grass-roots action. Participants comprised: seniors (5 groups), youth (4 groups), young children and their parents (4 groups), and people with disabilities (1 group.) The program had seven stages: information session, interactive training and photo shoots, picture taking in neighbourhoods, review and facilitated discussion of photographs, writing paragraphs about selected photos, a city wide exhibition, and community exhibitions and action planning sessions. Our comprehensive process and outcome evaluation plan comprised age-appropriate participant questionnaires, video, photographs, and team member observational tools and debriefing at each stage as well as final outcome measures from team members and participants. Participants were engaged in the process and produced compelling photographs on a variety of themes. The social cohesion built among participants and between participants and team members was an important outcome and critical to the process.

Photovoice: Getting children curious and involved in the world about them. *Emily Mary Margaret Claudette Lecompte, University of Ottawa; James MA McKinnon, University of Ottawa*

This study is part of a larger, unique community-university project entitled, "My Neighbourhood, My Voice" from Ottawa, Canada. The present study examines the complexities and joys of engaging young children aged 4 to 7 in Photovoice. Although little has been written about young children and Photovoice, we felt that it was important to engage them in this project because children are affected by policy, and yet have little say in it. Children are also open, honest, and creative, and very visual. In collaboration with Success by Six (our partners), community developers at Community Health and Resource Centres, and other community experts on child development and photography with children, we developed a fun, engaging and instructive program for children. Bright, comprehensible consent forms and questionnaires were also developed. Four Community Health and Resource Centres recruited children and their parents to participate. Parents participated in their own photography sessions, but were also engaged in working with their children. Program stages were very similar to the ones used for other groups; however, we divided the training sessions into two to make it easier on the children. We wished to ensure that both parents and their children had fun and engaged together in a creative process that allowed each of them to express their views. Therefore, parents and their children were engaged in separate training sessions; we also brought them together for portions of the training. They then went out into their neighbourhoods. A process evaluation was conducted using observational tools and questionnaires for participants and team members. Herein, we present some photographs, videos, and drawings, as well as lessons learned. Lessons learned and recommendations for those who wish to engage children in a similar way will be presented as well as selected videos, pictures, and photos from these lively sessions

Using Photovoice to Influence Community Action and Change.

*Melissa Calhoun, University of Ottawa; Elizabeth Kristjansson, University of Ottawa*

A pilot photovoice project was conducted in Ottawa, Canada to learn about neighbourhoods from the perspective of the youth who live in them. The main goal of the project was to give each community a voice for change and to provide an outlet for creativity for the youth. Seventeen youth and two adults from three lower income, multicultural neighbourhoods participated in this community-university collaborative project. We held photography workshops run by two experienced photographers to introduce the youth to photography. Each of the four groups of participants was given two digital cameras to document life in their neighbourhood. The youth were asked to photograph positive aspects of their neighbourhood and the aspects that they would like to change. One photograph was selected from each group and the participants wrote a paragraph describing the photograph. Qualitative analyses of the paragraphs highlighted the positive aspects of the neighbourhoods and aspects that needed to change. Both positive and negative themes emerged in the paragraphs, although negative themes were more common. Positive themes included a sense of safety, opportunities for recreation, and a concern for younger children. The most common themes for change included poor and unsafe conditions, and a lack of pride in the neighbourhood. Important concerns were vandalism, poor housing conditions, littering, low lighting, and poor maintenance of play structures and walkways. Several positive outcomes were generated from the project. Importantly, the project provided a voice for the youth to highlight the positive and negative aspects of their neighbourhoods. The project also influenced community action to improve the neighbourhoods: all of the neighbourhoods had increased garbage collection, and better lighting, and one neighbourhood received a new playground structure. Based on the success of the pilot project, we embarked on a city-wide photovoice project.

Comparative Process Evaluation of Photovoice Methodology: Youth and Seniors. *James MA McKinnon, University of Ottawa; Emily Mary Margaret Claudette Lecompte, University of Ottawa; Elizabeth Kristjansson, University of Ottawa*

Photovoice provides marginalized populations a forum for empowerment and social action through documentary photography. This paper represents a sub-study of a large collaborative city-wide Photovoice project entitled "My Neighbourhood, My Voice" in Ottawa, Canada. This community-academic project implemented Photovoice with five groups of people: seniors, youths, parents of young children and young children themselves, and people with disabilities. Many participants were low-income; they also represented a great diversity of cultures. Delivering a complex Photovoice project presents a number of challenges and joys, requiring flexibility and creativity. While some challenges and solutions were common to all groups, some were unique to each group. In this paper, we present lessons learned and best practices for Photovoice with youth and seniors. These lessons were drawn from 4 youth groups and 4 seniors groups in "My Neighbourhood, My Voice". Group sizes varied from 3 to 8 participants. Participants were asked to attend information, training, and photo review sessions in addition to taking photos of things they liked and things they disliked about their neighbourhoods. We examined facilitator style/role, group dynamics, levels of engagement, comprehension, and commitment to the project, and level of comfort with the camera. Sessions were video recorded and analyzed using an observational tool constructed for the study. Short debriefing interviews with session facilitators were carried out immediately post-session. Evaluation questionnaires were administered to participants post-training and post-review sessions. A thematic analysis using a modified grounded theory was used to analyze the data. Results are presented in regards to similarities and differences between the youth and seniors groups. For example, session scheduling and participant attendance were common

challenges. However, underlying reasons and solutions to the challenges varied depending on the type of group. Photos from these sessions will be presented along with recommendations for implementing such projects.

### **027. Developing Global Citizens at Montclair State University Through Collaboration and Community Action**

2:30 to 3:45 pm

University Hall: UN 2012

We invite you to be an agent of global change by participating in an interactive, multimedia presentation of both the local and global initiatives at Montclair State University. Key leaders of the MSU community discuss collaborative projects, social norming campaigns, and multicultural best practices. Multidisciplinary approaches to community service and service learning will be explored. Participants will discuss student development, campus engagement, leadership and self-development opportunities, with a focus on creating global citizens. Participants will leave the program learning innovative strategies to promote social involvement and community action in their own work settings. MSU programs that model social justice and inclusive programming will be showcased, highlighting the collaborative mission to empower students to become agents of change within themselves and their communities.

Participant:

MSU Women's Center and Department of Equity and Diversity.  
*Esmilda Abreu, Montclair State University*

We invite you to be an agent of global change by participating in an interactive, multimedia presentation of both the local and global initiatives at Montclair State University. Key leaders of the MSU community discuss collaborative projects, social norming campaigns, and multicultural best practices. Multidisciplinary approaches to community service and service learning will be explored. Participants will discuss student development, campus engagement, leadership and self-development opportunities, with a focus on creating global citizens. Participants will leave the program learning innovative strategies to promote social involvement and community action in their own work settings. MSU programs that model social justice and inclusive programming will be showcased, highlighting the collaborative mission to empower students to become agents of change within themselves and their communities.

Chair:

*Sudha Wadhwani, Montclair State University Counseling and Psychological Services (CAPS)*

Discussants:

*Sudha Wadhwani, Montclair State University Counseling and Psychological Services (CAPS)*

*Rick Brown, Montclair State University*

*Esmilda Abreu, Montclair State University*

*Beth Diggs, Montclair State University*

*Marie Cascarano, Montclair State University*

*Tanya Purdy, Health Promotion - Montclair State University*

*Bryan D. Murdock, Montclair State University*

*Imad Ibrahim, Montclair State University*

### **028. Welcoming Plenary Session**

4:15 to 5:30 pm

Memorial Auditorium: Large Auditorium

### **029. Poster Session One**

5:45 to 7:00 pm

STUDENT CENTER: BALLROOM A

Participants:

A Participatory Community Assessment Conducted by and for Parents for a Family-Friendly Community. *Geneviève Boileau, University of Quebec at Montreal*

This poster presents a guide for a participatory community assessment conducted by local parents. At the request of two resource organizations whose mandate is to support local

comprehensive community initiatives, Quebec Enfants and the Centre 1,2,3 GO!, we designed a participatory assessment process and concrete tools to support this process. The assessment is the first step in a process of strategic action planning put into place by a coalition interested in promoting the well-being of families with young children. The assessment allows the coalition to develop action plans that are adapted to the local community. However, previous assessments were typically compiled by professionals working in local social service agencies, with little or no consultation with local parents. This participatory assessment was intended to allow local parents to conduct the assessment. This ensures that recommendations and priorities emerging from the assessment accurately reflect parents' perceptions and realities. For parents, this also represents an opportunity to make decisions and to take action in building a family-friendly community based upon their own needs, desires and values. After an exhaustive review of the literature on participatory community assessment tools, we developed a flexible guide which facilitates parent involvement in the mobilization process without mandating a rigid approach. This guide supports a participatory assessment based on different stages, and includes a menu of tools and activities for each of these stages. With the help of a facilitator, a team of local parents decides the focus of the assessment, methods to be used to collect data, and strategies for recruiting a sample representative of the full diversity of local families. The team is also in charge of interpreting and communicating the results. Three pilot communities are currently implementing and evaluating the assessment process.

Addressing Sexual Harassment at a Cairo (Egypt) Campus Using Community Participatory Research and Community Collaboration. *Maria Fouad, The American University in Cairo, Egypt; Irinie Zariief, The American University in Cairo, Egypt; Nada Hamada, The American University in Cairo, Egypt; Ibrahim Nasher, The American University in Cairo, Egypt; Mariam Ayad, The American University in Cairo, Egypt; Mona M. Amer, The American University in Cairo, Egypt; Yale University School of Medicine*

The problem of sexual harassment in Egypt has gained national and international attention in recent months, largely in response to highly publicized cases in the media. According to the Egyptian Center for Women's Rights, sexual harassment is faced by 83% of Egyptian women and 98% of foreign women in Egypt. This concern has gained prominence at a newly built university campus in Egypt, where female students in particular report sexual harassment in their neighborhoods and university housing, while using public transportation, and on campus (e.g., harassment from custodial and construction workers). This poster summarizes a community-based participatory research project aimed at gaining empirical understanding of sexual harassment in the university community in order to develop effective initiatives aimed at reducing this concern. We first conducted a literature review of sexual harassment in the broader Arab cultural context and archival review of cases of sexual harassment documented by the university's equal opportunity office and campus newspapers. We next established a panel of community collaborators that included representatives from key student organizations, administrative offices, and academic departments on campus. A series of meetings were conducted with these collaborators aimed at producing a research instrument, and these collaborators participated in the development and distribution of the assessment instrument. Additionally, focus groups were conducted with students who also guided the development of the questionnaire and data collection procedures. This poster outlines challenges faced in conducting a community participatory approach, particularly as such an approach was new to the community members. We will outline the results of this applied research project and specific recommendations that emerged for a campus-wide initiative to address sexual harassment. We argue that representatives from different sectors of the university should continue maintaining partnerships with one-another in

order to develop and evaluate comprehensive programs that can address this problem.

**African American Children's Contact with and Attitudes toward Police.** *David Rollock, Purdue University; Demetrice L. Moore, Purdue University; Amber J. Landers, Purdue University*

Contact with law enforcement has had a long and charged history in African American communities. Relatively little attention has been paid to the psychological preparation and impact of such contact on pre-adolescents, however. In a sample of 55 African American children (ages 8-12) and their parents, these issues were explored in terms of (1) the valence of children's general self-reported attitudes about police; (2) demographic, affective, social, and ethnic identity predictors of negative attitudes; and, (3) the types of direct and indirect contacts children have with police, and the types of messages they themselves are likely to transmit about their experiences. Comparison of mean self-reported attitudes suggested that these students held a relatively low level of negative general attitudes toward police. Stories of police contact showed a much more mixed picture of the helpfulness of police, both in self-ratings of direct and vicarious encounters with police, and through independent ratings. Overall, results suggest that African American children hold a complex view of the roles and actions of police in their lives, influenced significantly by direct experience, cognizance of the experiences of significant others, and ethnic identity.

**Aim4Peace: A Social Marketing Approach to Violence Prevention.** *Teresa Dailey, University of Kansas; Jomella Watson-Thompson, University of Kansas*

When the people of Kansas City, Missouri saw that they were ranked 16th in the 25 most dangerous cities in America, they decided to take action and mobilize the community. A group of concerned citizens, law enforcement officers, and city employees formed a task force to focus on how the community could build community mediation skills to combat conflict-based homicides, shootings, and aggravated assaults. This committee formed Aim4Peace, the Movement to Stop the Shooting, and since April of 2008 they have been on the streets promoting this message of non-violence. The objectives of Aim4Peace are to promote a culture of zero tolerance for violence in the community, increase the skills and opportunity for conflict mediation, and decrease the potential for violence. Aim4Peace incorporates social marketing by promoting socially important ideas to targeted audiences. Aim4Peace has hired volunteers to be Street Intervention Workers and to support social marketing of Aim4Peace with residents and individuals at-risk of violence in the community to promote the message to "stop the shooting and the killing" in Kansas City. These volunteers have street credibility to connect with those most at risk for violent behaviors and to disseminate the Aim4Peace message across various formal and informal channels of the community. They also have the social networks necessary to respond to potential conflicts and engage individuals in responding to shootings through marches and rallies. The effects of social marketing are analyzed by examining the distribution of Aim4Peace materials, engagement of residents, organizations and agencies as volunteers in the anti-violence campaign, and the provision of career counseling and education resources and referrals. Social marketing provides a solid foundation for the goals of this campaign to end violence on the streets of Kansas City through credible volunteers carrying out targeted interventions and nonviolent conflict transformation.

**An Ecological Model for Rape Across the Lifespan: Identifying Risk at Multiple Levels of Analysis.** *Sharon Mary Wasco, University of Massachusetts Lowell; Johannes Thrul, University of Massachusetts Lowell; Danielle Gemell, University of Massachusetts Lowell*

An ecological understanding (see Grauerholz, 2000) was applied to the case of repeated sexual victimization, which is when a survivor of childhood or adolescence sexual assault is raped again later in life. Much of the literature on sexual

revictimization has proposed psychological (e.g., unresolved trauma symptoms) or behavioral (e.g., increased sexual activity) pathways between a first sexual victimization and a subsequent one(s). This conceptualization, which poses mediation at the level of the rape survivor, upholds Ryan's (1971) Blaming the Victim. In fact, this individually-focused research has been used to design the very kind of interventions that Ryan warned against: teaching survivors how to reduce their risk of being raped again. In contrast to that, the current study operated from an assumption that the link between multiple victimizations might be spurious. We hypothesized, instead, that both the first victimization and the second one might be related to a third factor: environmental exposure risk. First, surveys of 502 ethnically diverse college women were used to examine self-reported risk factors across multiple levels of analysis. Hierarchical multiple regression was used to analyze the relative importance of individual, interpersonal and environmental risk factors in predicting repeated sexual victimization. Each successive block of variables improved the model's ability to explain variance in the number of developmental time periods in which a participant experienced completed or attempted rape. The second set of analyses used participants' zip code, Uniform Crime Report, and Census data to supplement the self-report data with more objective measures of environmental risk. Although there are limitations to the methodology used here, it is the first attempt to empirically test Grauerholz's (2000) ecological model of sexual revictimization; and findings lend preliminary support to the hypothesis of environmental exposure risk. Implications for interventions and suggestions for future research will be presented.

**An Ecological Perspective on Social Environment and Emergency Response: First Steps and Future Directions.** *Stacey Gibson, University of Ottawa; Louise Lemyre, University of Ottawa; Jennifer E.C. Lee, University of Ottawa*

Research demonstrates that socially disadvantaged individuals (such as those with lower income) experience more negative consequences with regards to emergency events. Research also suggests that these individuals are less likely to engage in emergency preparedness and response behaviours, which could potentially mitigate these negative outcomes; however, these results have been inconsistent. One possible reason for this incongruent evidence is the overuse of individual-level variables in attempting to explain behaviours that implicate not only the individual, but their loved ones and communities as well. By contrast, community psychologists have long advocated for the use of social ecological models as a useful framework for examining related social justice issues, since individuals truly operate within the realm of their social environment. As such, a multi-level research project is being undertaken to examine Canadians' emergency preparedness and response behaviours, with particular attention being paid to the social environments of socially disadvantaged individuals. For the first phase of this project, data from a nationally representative survey (N = 1502) examined anticipatory mobilization in response to government instructions (i.e. evacuation, quarantine, sheltering-in-place, going to a shelter, taking medication, and vaccination) in the case of an impending hypothetical terrorist attack. Statistically significant results indicate that those with lower incomes reported less likelihood of mobilizing in all cases. Follow-up analyses, which focused on related individual-level cognitions, determined that these group differences in anticipated mobilization are not reflected in Canadians' perceptions regarding the threat of terrorism (such as perceived impact, likelihood, severity, and ability to cope), nor in perceptions regarding the credibility of government-issued information with regards to terrorism threats. Forthcoming studies will be discussed regarding how multi-level, ecological variables of social environment (such as social networks and the neighbourhood) may offer a better explanation of the reasons behind divergences in emergency response behaviours in socially disadvantaged groups.

Application of Getting to Outcomes for School Evaluation in Japan. *Kotoe Ikeda, Ochanomizu University; Mitsuru Ikeda, International Christian University; Ayako Ito, Ochanomizu University*

The School Evaluation Act was enforced in 2004 in Japan, and all the public schools must evaluate their own educational activities by themselves. However, it is difficult to conduct the school teachers without the knowledge and the skills about evaluation. Although the ministry of education provided a guideline for school evaluation in 2008, it included only a vague idea for evaluation and no practical methods or tools were mentioned in it. As a consequence, the evaluation does not work effectively, as well as the teachers have more anxiety about and fatigue for evaluation. The Getting to Outcomes (GTO) developed in the United States, that provides methods and tools to achieve success (Chinman, Imm, & Wandersman, 2004), is thought to vitalize the school evaluation in Japan through capacity building among the teachers. There are, however, some issues remaining when applying the GTO in Japan, such as small number evidence-based practices to refer, the negative image for evaluation, difficulty in describing specific goals, and lack of sufficient support with the manuals and staffs (Ito, Ikeda, & Ishida, in press). Before implementing the GTO-based school evaluation in Japan, a presentation was conducted to the teachers to introduce the idea of evaluation based on the GTO. The presentation included an exemplar of school evaluation using the GTO. The purpose of this presentation was to improve teachers' evaluation skills and knowledge for school evaluation. In the course of the presentation, the audience was asked to think about their own implementation of school evaluation. The comments collected after the presentation indicated that the presentation promoted the teachers' understanding in and the motivation for the school evaluation. The results also showed that more tools and the exemplars of evaluation implemented in Japanese context should be collected and presented to refer when using the GTO in Japan.

Assessing Tobacco Use Prevention and Cessation Needs in the Greater JeffVanderLou Area. *Sarah Meyer Chilenski, Missouri Institute of Mental Health, University of Missouri; Samuel Coleman, Vashon/JeffVanderLou Initiative; Amanda Whitworth, Missouri Institute of Mental Health, University of Missouri; Temeshia Qualls, Missouri Institute of Mental Health, University of Missouri; Cassandra Pinkston, Vashon/JeffVanderLou Initiative; Ty Ridenour, Center for Education and Drug Abuse Research, University of Pittsburgh; Caralin Valentine, Vashon/JeffVanderLou Initiative*

It is well established that adolescents are at risk to become tobacco users (Hawkins, Catalano, & Miller, 1992); every day 4,000 youth between the ages of 12-17 experiment with tobacco products (SAMHSA, 2002). Additionally, minority, low-income, and less educated populations are at an elevated risk to become tobacco users (Green et al., 2007), and research shows that the earlier an individual begins using drugs, the more likely that individual will become addicted (King & Chassin, 2007; Pitkanen, Lyyra, & Pulkkinen, 2005). Because adolescence is such a crucial period, and because minority and low-income populations are disproportionately high users of tobacco products, the Vashon/JeffVanderLou Initiative nonprofit organization and the Missouri Institute of Mental Health (University of Missouri) have come together to conduct a multi-method and multi-informant needs assessment on an extremely low-income and minority youth population in the City of St. Louis, the youth in the greater JeffVanderLou neighborhood. This neighborhood is ranked as having the worst health and safety outcomes in the entire City of Saint Louis (City of Saint Louis Department of Health, 2004). This project's goal is to make lasting community-level change in the health and behaviors of its residents. As such, it is geared toward the area's youth. Well planned interventions that reduce the levels of appropriate risk

factors and increase the levels of appropriate protective factors can prevent the onset of tobacco use (e.g. Botvin, Griffin, Diaz, & Ifill-Williams, 2001; Ellickson, Bell, & Harrison, 1993; Hansen & Graham, 1992). Currently, the data collected through two community forums and six focus groups are being processed; we are currently conducting a student survey and are planning interviews with key community leaders. The project will be completed, and findings and next steps reported in a town hall meeting in May 2009. This presentation will summarize project findings.

Belonging in New York City Neighborhoods: Community Integration Experiences of Urban-Dwelling People with Mental Illness. *Desiree Fields, CUNY Graduate Center*

This study critically examines community integration in the space of the neighborhood among urban-dwelling people with mental illness. Mental health researchers have displayed a renewed interest in conceptualizing and understanding the factors contributing to the community integration of people with mental illness. Despite the widespread acceptance of the goal of community integration, recent work in this area has rarely clarified the nature of the community into which people with mental illness are to be integrated. Though frequently left unsaid much of this work situates integration in idealized notions of the local neighborhood. Such studies have rarely considered how the subjects of this research conceptualize community and how this relates to belonging in the neighborhood context. This study draws on understandings of community among a group of people with mental illness living in independent apartments with community support in New York City and explores their neighborhood experiences as they relate to community integration. During in-depth interviews with 18 individuals residing mainly in upper Manhattan; the Bronx; and eastern Queens, participants described multiple forms of community within their neighborhoods and throughout the city, indicating that studies of community integration should extend their focus beyond the local neighborhood to other areas and the city as a whole. Neighborhood integration was a dynamic process in which participants took an active role, supporting theories of integration that emphasize agency, growth, and development. This process was constrained by social, affective and kin ties to other neighborhoods in the city, individual conceptions of urban life, and neighborhood social disorder. Examining how integration in the local neighborhood has unfolded for this group of urban-dwelling individuals with mental illness provides perspective on the contingent nature of belonging and the dynamic quality of this process. Implications for research and practice are discussed.

Body and Mind Days Program in Southwest Detroit. *Hsun-Ta Hsu, Detroit Initiative*

Southwest Detroit is a neighborhood with a high proportion of Latino families, many of whom are living in poverty or near poverty. From the research and the statement of the local community-based organization, Latino Family Services, the children and youth in this neighborhood are facing health and safety issues. The youth in this community are in danger of obesity, dental disease, and the hazards of living in an unsafe environment. Many do not have access to health care. Body and Mind Days (BAM Days) program is a culturally and age-appropriate health prevention program developed by Detroit Initiative (DI). The BAM program has been implemented with three different age groups: 5-7, 8-10, and 11-13 in Latino Family Services (LFS), a community based organization in Southwest Detroit. DI cooperated with LFS to discuss the needs of children of different ages. Based on the needs revealed by LFS, such as nutrition, pedestrian safety, fire safety, and substance abuse prevention the DI determined the topics and developed age-appropriate curriculums to address the identified needs. To develop curriculum, the DI reviewed evidence-based health prevention programs and curriculums to create lesson plans. DI also cooperated with LFS to review the lesson plans and make the lessons more culturally-appropriate. From the evaluation of

BAM Days in two different age groups, 5-7 and 8-10, that DI has implemented, the students showed improvement in the desired knowledge and behaviors outcomes. For example, students in the program consume more vegetables in their lunch and dinner after the program. However, since the sample sizes in these and the current group are small, the DI is using "single subject design" method in the BAM program being implemented now at LFS. This BAM program will be completed by December.

**Capacity Building with Faith-Based and Community Organizations.** *Sarah Jolley, Center for Community Support & Research at Wichita State University; Greg Meissen, Center for Community Support & Research - Wichita State University*

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 these organizations and has started a number of initiatives to specifically build the organizational capacity of small and medium-sized FBCOs. One such initiative is the Compassion Capital Fund Demonstration Program. Through this initiative, intermediary organizations receive grants to provide training, technical assistance, and small grant awards to a diverse range of FBCOs seeking to increase their ability to provide social services to those in need. The Center for Community Support & Research at Wichita State University received funding as an intermediary to implement the Compassion Kansas initiative. Compassion Kansas is a statewide initiative designed to build the capacity of Kansas faith-based and community organizations to better serve Kansans in need. Compassion Kansas assists these organizations in increasing their effectiveness and enhancing their ability to provide social services through direct one-to-one technical assistance, professional workshops, and small grant awards. These technical assistance approaches aid organizations in diversifying funding sources, strategic planning, board development and management, collaboration, staff and volunteer management, outcome measurement, and other aspects related to developing and maintaining a healthy social service organization. The purpose of this poster is to explore the results and lessons learned from a multi-year, multi-method initiative designed to build the capacity of faith-based and community organizations. Specifically, this poster will examine: 1) the common capacity building activities requested by FBCOs applying for assistance through this initiative; 2) the results of the capacity building activities provided to the organizations receiving assistance through this initiative; and 3) the lessons learned and insights/implications for the future of this and other capacity building initiatives as well as the role of intermediaries in organizational capacity building.

**Closing the Gap: Substance Abuse and Service Availability Among Homeless Adolescents.** *Jennifer Bruman, University of Michigan-Flint; Hillary J. Heinze, University of Michigan-Flint*

More than one million youth are homeless in a given year, either on the streets, squatting, couch surfing and/or in shelters (Toro et al., 2007). Research suggests that homeless youth have a greater incidence of substance use, risky behaviors associated with substance use, and risk factors that are known precursors to substance use, relative to their housed peers (Koopman et al., 1994; Whitbeck et al., 2001; Johnson et al., 2005; Toro et al., 2007). Despite indicated need, research suggests that homeless youth are not adequately served. Koopman and colleagues (1994) found that among homeless youth, 50% - 66% reported wanting to decrease their substance use, yet fewer than 20% had sought or received help. Services aimed at reducing substance abuse within populations of homeless youth have produced positive effects. Slesnick et al. (2007) found that substance abusing homeless youth receiving treatment demonstrated significant improvement in social stability and reduction in substance use and internalizing problems, relative to those receiving typical drop-in services. In sum, previous research indicates substantial need for substance abuse services among homeless youth, yet few actually access

these services, though intervention may reduce substance use and promote well-being in this population. This current study seeks to examine youth substance abuse and service availability within four agencies serving homeless youth. Seventy-five youth will complete surveys assessing risk for substance abuse, patterns of use, and availability of substance abuse services. It is hypothesized that degree of indicated need (risk for and current use of substances) will be greater than the degree of perceived availability of services. Findings will be shared with agencies and in community and academic outlets to better understand current risk, patterns of use, and perceptions of treatment, inform program development, and increase accessibility and effectiveness of services.

**College students' experiences with sexual assault: A call for university action.** *Brian Michael Yankouski, Montclair State University; Michelle C. Gastulo, Montclair State University; Steve Arrieta, Montclair State University; Stephanie D. Smith, Montclair State University; Jhon Henry Velasco, Montclair State University*

Sexual assault continues to be a pervasive problem in our society. According to the U.S. Department of Justice (2003), one out of every four women and one out of every ten men will be a victim of sexual assault in their lifetime. Furthermore, it has been documented that sexual assault occurs the most during the ages of 17 and 24, which highlights the traditional college age years. It is also reported that college students are at the highest risk for sexual assault in their first three months of college (U.S. Department of Justice, 2003). In the present study, we surveyed students (n = 221) from a northeastern university on their experiences with sexual assault while in college. Twenty-five percent of participants revealed that they were touched sexually against their will, while 12% were forced into sexual intercourse because of a person's continual pressure. Results indicated that 17% of participants were survivors of sexual assault with 57% of perpetrators being a friend or acquaintance. However, not all participants who reported forced sexual intercourse indicated that they were victims of sexual assault. Significant differences within racial contexts emerged with African American and Latin American students being at a greater likelihood of experiencing sexual victimization than their Caucasian counterparts. Theoretical reasons for not identifying as a victim and racial differences in sexual victimization will be addressed. In addition, students were asked what they would like to see the university do to address sexual assault on campus. Students frequently cited providing presentations, having more information/resources about sexual assault, training professors and professional staff, and having better security and police presence as common themes for action to be taken by administration. Practical implications and future directions for the development and implementation of university-based initiatives on sexual assault, particularly among minority populations, will be discussed.

**Conceptualizing the Complementary Roles of Sexual Agency and Healthy Relationships in Adolescent Sexual Health.** *Laurel Crown, University of Illinois at Chicago*

Although theory and empirical research point to multiple individual and contextual antecedents of adolescents' sexual health outcomes, the mechanisms by which these antecedents lead to various sexual health outcomes have not been well established. This poster will present a conceptual model and preliminary findings from quantitative and qualitative analyses of the role of sexual agency, defined as the volitional, self-determined exercise of control over one's body and sexual choices, in adolescent sexual health. The model frames sexual agency as an individual-level mediator of relations between previously identified contextual predictors (e.g., sexual socialization, parent-child communication about sex) of adolescents' sexual health. Rather than defining adolescent sexual health solely in terms of "risk" behavior, we take a comprehensive, normative developmental perspective by defining adolescent sexual health as both the avoidance of negative outcomes (i.e., STI, HIV/AIDS, unintended pregnancy)

and the experience of positive outcomes such as relationship and developmental enhancements. In addition to the possession of agency, adolescents' capacity to exercise agency in the context of specific sexual interactions is also posited as a key predictor of sexual health outcomes. A unique contribution of the proposed model is its focus on the moderating role of relationship context in determining adolescents' sexual outcomes. Specifically, the model posits that sexual agency will be associated with positive sexual health outcomes only in contexts and under conditions in which both partners' agency is permitted - i.e., "healthy" relationships which are characterized by mutuality, respect, and responsibility. It is recognized that agency will likely function differently for different individuals at different points in their development. Thus the model also posits that relations between agency and sexual health may function differently depending on individuals' gender, age, and cultural background. The model is proposed as a framework for empirical research on the multi-level predictors of adolescent sexual health; research that ultimately can inform the development of more effective, multi-level interventions.

**Demographic Factors and Perceived Barriers to Climate Change.** *Jalika Street, Georgia State University; Marcia Culley, Georgia State University; Adam Carton, Georgia State University; Emma Ogleby-Oliver, Georgia State University*

Climate change is arguably one of the greatest challenges of the 21st century. Although climate change is a human created problem, human behavior is one of the least understood components (IPCC, 2007). The American Psychological Association has recognized the imperative for psychologists to address climate change (Benson, 2008). As evidenced by the lack of empirical research from community psychology in this area and the upcoming AJCP special issue on climate change, community psychologists are only just beginning to explore their role in the climate crisis and how their values and experience might contribute to tackling this global issue. The environmental justice implications of climate change are clear. Although globally, people of color and the poor are less responsible for causing climate change, research indicates that these populations will be more adversely affected by it (St. Louis & Hess, 2008). Therefore, it is essential to explore how diverse groups perceive climate change and barriers to addressing it. Demographic factors such as gender, race, and socioeconomic status have been linked to differences in the perceptions of climate change (Kellstedt, Zahran, & Vedlitz, 2008). However, there has been little exploration as to whether these factors are related to perceived barriers to addressing climate change. This poster will examine attitudes towards climate change among a diverse body of undergraduate students to determine whether there are differences in attitudes towards such based on race, gender, age, and socioeconomic status. Students will also be assessed regarding their ecological world view, future orientation, and perceptions of barriers toward addressing climate change. We hypothesize that there will be differences in attitudes towards climate change which we expect will be a function of demographic factors and perceptions of more barriers to sustainable living. Results and implications from a community psychological perspective will be discussed.

**Empowering the Disenfranchised: Creating College Access for Foster Care Youth.** *Chris Michael Kirk, Wichita State University; Rhonda Lewis-Moss, Wichita State University; Corinne Nilsen, Wichita State University; Deltha Colvin, Wichita State University*

College attendance has been demonstrated to be a factor in lifetime income level, quality of life, better health, and decreased strain on governmental financial support systems. Yet, the privilege of attending college may not apply to those children within the foster care system. While 80% of foster care children indicate a desire to attend college, less than 10% actually do so. Kansas Kids @ GEAR UP is a program which targets foster care children in an effort to help them prepare for post-secondary

education. Student participants from the Kansas Kids @ GEAR UP program were surveyed to determine their perceived ability to attend college. Baseline data revealed differences between age and race among the participants. Younger students (11-13 years old) were more likely to consider themselves able to attend college than older students (14-19 years old). Black and Hispanic students were more likely to perceive ability to attend college than were their Caucasian counterparts overall. However, Black perception of ability to attend college dropped dramatically between ages of 11 and 14, as did Black participation in program between ages 14 and 17. Of those students who were unsure about attending college, 55% reported that it was due to the fact that "It costs too much, or I can't afford it." Of those who reported that GEAR UP helped change their college plans, 43% indicated that this change was due to "information about financial aid and how much college costs." However, only 53% of students reported having received information about financial aid from their schools. It appears that cost remains a prohibitive factor for college attendance in foster care and minority students, creating an unjust barrier to the well-documented benefits of a college education. Limitations, future research and implications for applied interventions and policy changes will be discussed.

**Enhancing women's cardiovascular risk perception with community-based health screenings.** *Steven B. Pokorny, University of Florida; Ryan O'Mara, University of Florida*

Cardiovascular Disease (CVD) is the leading cause of death in the U.S. There exists a gender disparity in perceptions about CVD, both among healthcare professionals and the general public. American culture continues to portray CVD as a predominately male disease when the prevalence and mortality rates of CVD are higher in females. Coronary Heart Disease (CHD), which disproportionately afflicts racial and ethnic minorities, accounts for the majority of CVD deaths in women. Studies have shown that women generally have only modest CHD risk awareness, which may contribute to worse outcomes as compared with men. A community-based women's heart health fair intervention was developed to raise awareness about the severity and prevalence of CHD among women, assist women in understanding their risk for CHD, and to educate the public about the atypical signs and symptoms that precede female heart attacks. The intervention included free CHD screenings for women, behavioral counseling, and educational materials. In February 2007 and 2008, a total of 112 women between the ages of 18 and 82 were screened for CHD risk. During the screening, both biological and lifestyle risk factors were assessed. In addition, data were collected on women's perceived risk factors for heart disease prior to the screening. A substantial proportion of women screened at the event (92%) did not accurately perceive their CHD risk level. Results suggest that the brief screening intervention significantly improved short-term risk perception  $t(75) = -11.11, p < .001$  (two-tailed). On average, women believed that they had only one clinical risk factor going into the screening ( $M = 1.53, SD = 1.42$ ) and learned of two new clinical risk factors by participating in the screening ( $M = 3.65, SD = 1.44$ ). The results suggest that women may underestimate their personal risk for CHD and can benefit from community-based screening interventions.

**Evaluating the Benefits of Proactive Community-Centered Technical Assistance.** *Jason Katz, University of South Carolina; Abraham Wandersman, University of South Carolina, Department of Psychology; Ivonn Ellis-Wiggan, National Federation of Families For Children's Mental Health*

Communities often require technical assistance (TA) for implementation and improvement of programs and services. In many situations, communities have the primary responsibility for seeking out TA to address their needs. A certain level of capacity may, however, be required for a community to take active steps to secure TA. As a result, those communities with lower levels of capacity that are arguably in greatest need of TA may not be able to request TA. The proposed poster will examine the

effectiveness of a new proactive approach to TA which is currently being delivered by the TA provider for communities funded under a Center for Mental Health Services systems of care grant. This new community-centered, proactive approach to TA involves outreach to communities, as well as education and training about how and when to request TA, enhanced fit between TA and communities being served, and an ongoing TA-community relationship that is guided by a strategic plan for TA. The proposed poster will examine the extent to which this proactive, strategic, and community-centered approach to TA predicts higher quality community infrastructure in the domains of family involvement, cultural competence, interagency collaboration, and service accessibility.

**Evaluation of Community-Based Program for African-American Males: The Real Men, Real Heroes Project.** *Felecia Arlene Lee, Wichita State University; Rhonda Lewis-Moss, Wichita State University; Jamilia Sly, Wichita State University; Shani Roberts, Wichita State University*

African-American males experience poor academic performance, high absenteeism at school and are at increased risk of being involved in violence than other racial groups. These negative outcomes may be, in part, a result of lacking a positive male role model within the family and the community. In collaboration with the Real Men, Real Heroes program, this program was designed to expose African American youth to positive male role models in their own community. A survey was administered to male students attending elementary, middle, and high schools in a local school district. Schools with a high percentage of African American males were selected so that their input could be included in the study. The purpose of the survey was to compare the career aspirations, family structure, and ability to succeed of African American males to other ethnic groups. A total of 473 males were surveyed (45% African American, 22% Caucasian, 9% Asian American, 7% Hispanic, 4% Native American and 13% biracial). The results revealed that only 35% of African American males reported living with their fathers most of the time compared to 68% from other ethnic groups. African-American males were more likely to aspire to be professional athletes than males from other ethnic groups. However, African-American males aspired to attend college as any other racial group and they believed that they could become whatever they wanted to become. They also believed that the adults in their lives support them in achieving their dreams. Limitations and future research will be discussed.

**Exploring Leadership Development through the Building Alliances for Disability Leadership Project.** *Tiffany R. Jimenez, Michigan State University; Simon J Golden, Michigan State University; Jodi Marie Kreschmer, Michigan State University*

The disability rights community is aging. Leaders from this community often have more obstacles to deal with on a daily basis and die earlier than the majority of other leaders nationally. Mainstream community leadership programs are seldom accessible to people with disabilities (pwds), nor do they recognize their obligation to include disability in diversity efforts. The absence of pwds skilled in leading their community presents a looming crisis for the disability rights movement. While many of the issues that created the disability rights movement have improved, the issues now facing pwds include: the need for jobs, accessible housing, accessible public transportation, decent health care and safe neighborhoods; problems that are shared across all people. With the right leadership skills and opportunities for practice, pwds can be creators of more livable communities for the future. This is the context in which Building Alliances for Disability Leadership (BAD-L) has been developed in Michigan. BAD-L is a 2-year innovative pilot project that provides intensive leadership development opportunities for pwds utilizing networking, mentoring, and action-learning. BAD-L is currently in process of working with 18 new leaders and mentors who have together developed 9 community change projects. Each project addresses

issues of concern to the disabilities community. It is expected that these new leaders and mentors will gain needed knowledge of systems, develop critical networks in their community, get leadership experiences needed over-time, and experience small wins that will motivate them to continue to function as disability leaders in their communities. Interviews have been conducted with new leaders in BAD-L after 6 months of participation to find out how the experience has shaped their leadership development. Findings indicate that participants feel they are making progress, have a broader perspective on their ability to create change, and find BAD-L to be a supportive venue in working towards community change goals.

**Exploring Pre-College Ecological Influences on the Educational Achievement of Mexican American Graduate Students.** *Amy Carrillo, University of Maryland, Baltimore County*

The current study provides much needed information concerning highly successful Mexican Americans' pre-college academic experiences including the influence of the individual, family, peers, school, community, culture, and society. Nine, qualitative, semi-structured individual interviews were conducted with 26-32 year-old graduate students. Bronfenbrenner's (1977) ecological model was used to inform this study's interview design. The findings suggest that determination to succeed is the most important personal characteristic for these participants' successes. A hard-work ethic was also mentioned as being important to the participants' success. The microsystems explored in this study included the family, school, peers, and community-based resources. Overall, participants described the role of their family as supportive but hands-off when it came to their education. The participants' families demonstrated a commitment to education through funding the participants' schooling, reminding the students of their responsibilities, and emphasizing the life they wanted for their children. Family members, specifically mothers, were described as role models in the way they dealt with hardship and worked hard to provide the participants with a better life. Additionally, participants described their families' interaction with the school as being only occasional. The majority of participants recalled having independence in regards to making decisions about their academic experience. Students perceived challenging teachers as especially important to their academic success. Participants reported a mix of positive and negative peer influences and little positive effect of the community. Culture was mentioned as being important to participants; the influence of culture tended to be around values, specifically a hard work ethic and making a living for oneself. When asked about the effect of society on their success, students' focused on the messages society sent concerning success, the importance of education and a professional title, and the harsh reality of living in a world that does not look like them.

**Family support and medication usage among Mexican American persons with serious mental illness: A qualitative approach.** *Jorge A. Marquez, University of Illinois, Urbana-Champaign; Jorge I. Ramirez Garcia, University of Illinois, Urbana-Champaign*

Social support has been shown to impact physical and mental health, yet the role that support plays on the community adjustment of persons with serious mental illness who have an ethnic minority background is poorly understood. Furthermore, family emotional climate and involvement has been shown to be intimately tied to course of serious mental illness in the population at-large but also among some ethnic minority groups. However, the support by family caregivers has been overlooked. This study addressed this gap. Based on an earlier study that showed that family support predicted higher medication usage by Mexican Americans with serious mental illness, this study examined the beliefs Mexican American family caregivers have of psychiatric medication and of family care with a qualitative approach. The purpose was to give voice to the caregivers and to understand mental illness from their vantage point. Experiences related to family support and medication monitoring were examined in 12 Mexican American caregivers using an

adaptation of the consensual qualitative research (CQR) method. There were three main findings. First, caregivers acknowledge that their relatives have a mental illness and expect psychiatric medication to alleviate its symptoms. However, they provide a range of explanations about the cause of the illness and recognize limitations of the medication. Second, caregivers express their view of their caregiving role largely as parental devotion, which seems to be a deep-rooted value, which may also translate into behavioral support including a hands-on approach to medication monitoring. Third, caregivers are solely responsible for their ill relative and there is little support given by nuclear and extended family members. These findings indicate that caregivers are likely allies in efforts to improve psychiatric medication usage. However, at the same time, caregivers' beliefs and behaviors of family care may put them at risk for over-involvement with their caregiving roles and for high levels of distress. The findings suggest that interventions that elicit family support also need to take into account the well-being of caregivers.

#### Forms and targets of aggression and harassment in high school:

A multidimensional approach. *Daniel Chesir-Teran, Montclair State University; Sara Goldstein, Montclair State University*

Research about distinct forms of aggression (physical, verbal, relational, and sexual) and about distinct targets of aggression (general, race-based, and sexual orientation-based) have generally been conducted in isolation of one another and without an attempt to examine contextual influences. This study begins to bridge these research traditions by examining the prevalence of multiple forms and targets of aggression in the context of a diverse suburban high school (N = 52 students; mean age = 15.54; 48% female; 44% African American). Furthermore, we examine contextual and academic correlates of distinct aggression types. Students reported witnessing each type of aggression at school about once or twice in the past month. Repeated measures analyses indicate that students were more likely to witness general aggression than sexual orientation-based aggression, which in turn was witnessed more than race-based aggression. Students were less likely to acknowledge being victimized. However, reports of experiencing general aggression were more common than sexual-orientation based aggression or race-based aggression. There was no difference between reported rates of sexual orientation-based and race-based victimization. Similar patterns emerged between general, race-, and sexual orientation-based aggression, regardless of whether aggression was verbal, physical, sexual, or relational. Students witnessed more verbal aggression than other forms and somewhat more physical and relational aggression than sexual aggression. Differences were more pronounced for sexual-orientation- and race-based aggression, with both sexual and physical aggression occurring less frequently than relational or verbal aggression. Different forms and targets of aggression were differentially associated with contextual and academic correlates. For example, witnessing general aggression was associated with lower GPA and feelings of safety at school, whereas race-based aggression was correlated with perceptions of teacher willingness to intervene as well as reports of school engagement. Implications for research and action will be discussed.

#### Gender differences in mentoring relationships: A school-based longitudinal study. *Christian S Chan, University of Massachusetts Boston; Sarah R. Lowe, University of Massachusetts Boston; Liza Zwiebach, University of Massachusetts Boston; Sarah Schwartz, University of Massachusetts Boston; Jean E. Rhodes, University of Massachusetts Boston*

Funding and research devoted to mentoring programs proliferated in recent years. However, relatively little is known about the mechanism underlying the positive effects of mentoring relationships. Considering the gender differences in developmental trajectories, especially in youth's relationship formulation with adults, it is of interest to understand how relationship with a non-parent adult impact school-age youths'

relationships with their parents and teachers, as well as their behaviors and psychological outcomes. The present multi-wave longitudinal study followed 565 youth (54% female; mean age = 11.2; range = 9 to 18) in school-based Big Brother Big Sister mentoring programs over two academic years. Student reported their perception of relationships with their mentor, teachers, and parents at two follow-ups: nine months and 15 months after assignment. The outcome variables of interest included teacher-reported school behaviors and self-reported self-esteem. Results of structural equation modeling revealed that the quality of mentoring relationship at first follow-up predicted better teacher relationship at second follow-up among both boys and girls. Teacher relationship was in turn found to be associated with better school behavior and self-esteem, controlling for baseline levels of the two outcome variables. Mentor relationship at first follow-up predicted better parent relationship in girls but not in boys. Parent relationship was found to be associated with higher levels of self-esteem in both genders, controlling for baseline ratings. Moderated mediation analysis revealed that teacher relationship partial mediated the association between mentor relationship and school behavior in girls but not in boys. These results suggest that the pathways through which mentoring relationship impact youth might be gender specific. Implications of these findings for mentoring programs in terms of design, implementation, and evaluation are discussed.

#### Gender, Relationship Power, Drugs, and Attachment Among Mexican American Adolescent Girls: A University-Community Agency Partnership. *Vera Lopez, Arizona State University; Mark Roosa, Arizona State University; Elwin Wu, Columbia University*

Rates of HIV and other STIs among Latinas are significantly higher than European American rates. The majority of these infections stem from heterosexual contact. An understanding of how Latina adolescents approach relationships with heterosexual partners is critical from a prevention standpoint. This pilot study seeks to address this issue by examining cross gender relationship power, attachment to parents and romantic partners, and substance use among Mexican American (MA) female adolescents. Specific aims are to: (1) Investigate how sexual risk behaviors (and protective behaviors, such as refusing sex if it is unprotected) are associated with different attachment styles among drug-involved MA female adolescents; (2) examine how sexual risk behaviors (and protective behaviors) are associated with different aspects of relationship power among drug-involved MA female adolescents; and (3) enhance the feasibility of a future longitudinal panel study on attachment, relationship power, and sexual risk-taking among drug-involved MA female adolescents. To accomplish these aims, semi-structured interviews and focus groups will be employed. Interviews with 120 drug-involved MA girls will examine their relationships with parents and romantic partners. Other topics to be covered include sexual behavior, relationship power, gender values, and substance use. Focus groups will involve adolescent and agency participants and entail validating interview responses and seeking feedback on the interview, recruitment, and future prevention efforts. A key aspect of the pilot study is the university-community agency partnership. The proposed poster will detail how well the research partnership between university researchers and the community agency worked in terms of recruitment, scheduling, staff participation and other feasibility issues. The results can potentially inform other university-community agency partnerships focused on creating collaborative and mutually beneficial research relationships designed to target at-risk Latinas. The study is funded via an NIMH R25 training program: the HIV Intervention Science Training Program for Racial/Ethnic Minority New Researchers (HISTP).

#### Increasing universities' awareness of same-sex domestic violence: LGBTQ student perspectives. *Ashleigh Paige Cream, Montclair State University; Michelle C. Gastulo, Montclair State University; Brian Michael Yankouski, Montclair State University; Jennifer Lynette Gaskins,*

### *University of Connecticut*

According to the National Coalition Against Domestic Violence (2000), domestic violence occurs at the same rate in both heterosexual and same-sex relationships, including 25% to 33% of all relationships. Furthermore, the pattern of abuse in same-sex relationships has been found to be equally progressive in intensity, severity, and frequency in comparison to heterosexual relationships (Potoczniak, Murot, Potoczniak, & Crosbie-Burnett, 2003). Despite these similar findings, research indicates that victims of SSDV receive fewer protective and supportive services, consequently leaving them more vulnerable to their perpetrators (Peterman & Dixon, 2003). Halpern et. al. (2004) conducted the first national study examining prevalence estimates of partner violence amongst LGBT adolescents (ages 12-21) and found that almost 25% of adolescents in same-sex relationships reported some type of partner violence with an additional 11% reported minor physical victimization. Such findings highlight the college and university aged population as one where the implementation of same-sex domestic violence (SSDV) prevention and intervention initiatives may be particularly helpful for LGBTQ students. In the present study, we surveyed LGBTQ (n = 67) students enrolled at a northeastern university to examine their perceptions of their university's efforts and role in addressing SSDV. Results indicated that while an overwhelming majority of the students perceived the notion of university-based efforts to address SSDV as worthwhile, few felt that their university was providing adequate services for survivors of SSDV. Moreover, a qualitative content analysis revealed that students frequently cited providing presentations, training and supplying on-campus service providers with adequate information and resources about SSDV, and delivering inclusive discussions about domestic violence as the common themes for university-based initiatives that can increase awareness about SSDV. Practical implications and future directions for the development and implementation of university-based initiatives aimed at addressing SSDV will be discussed.

### **Intervention and Evaluation of Community Action Processes through the Analysis of Participation Data.** *Brian Christens, Vanderbilt University; Paul W. Speer, Vanderbilt University*

Community action processes often produce records of activity, such as sign-in sheets for meetings or meeting agendas and minutes. This information can be used for longitudinal analysis - both descriptively and statistically. Process and participation data can provide important tools for understanding action in community settings, and for informing practice. This presentation provides results from a recent longitudinal study of participation in community organizing, and shows a proposed method for enhancing data collection within an organization engaged in community action. Findings presented demonstrate insights into member attrition and return. The findings lead to an improved method of data collection and database management, which builds the capacity of leaders in the organization to access the data in real time. Simultaneously, it produces a longitudinal data set for applied research on the process of community action.

### **Linking Theory and Practice: the Georgia Asian Pacific Islander Community Coalition (GAAPICC).** *Jae Hyun (Julia) Lee, Georgia State University*

In 2005, a group of 25 community leaders gathered to share their thoughts on the issues and challenges faced by the Asian Pacific Islander (API) community in Georgia as well as its strengths and assets. Realizing the growing API community in Georgia in its number and diversity, the community leaders decided to form a coalition to bring the communities together to find ways to improve the overall well being of all Asian and Pacific Islanders in Georgia. I first learned about the coalition as I researched to fulfill a course requirement in Community Organizing. The purpose of the course project was to learn and analyze a local community organizing effort based on existing theories. At the time of the project, which was towards the end of 2006, the coalition was still in its beginning phase, celebrating its first anniversary and reflecting on their accomplishments, which

included development of a shared vision and mission, a strategic plan, and community needs assessment activities. Since then, I remained as a member of the coalition and later became one of the coalition's project coordinators. The coalition's successes can be attributed to the external funding it was able to secure but more importantly due to the coalition building processes that resulted from the funding. As a project coordinator and as a student in Community Psychology, I see the need to link what I have learned in Community Psychology and what has been practiced in the pan-Asian community. Expanding on what was learned through the project, this study aims to examine the coalition building processes of GAAPICC and to understand its role in social change through promotion of citizen participation and empowerment in the API communities in Georgia. The study attempts to link GAAPICC's activities to Community Psychology theories and provide critiques based on GAAPICC's experiences.

### **Measuring Interagency Collaboration in an After School Network.** *Nghi D Thai, Yale University; Stacey Friedman, Independent Evaluation Consultant; Meghan Finley, Yale University; Cindy A. Crusto, Yale University, The Consultation Center*

After-school programs are increasingly expected to address the well-being of youth and communities by, for example, improving educational attainment and reducing achievement gaps and rates of teenage pregnancy. In order to address these complex problems, collaboration among the various agencies that provide after-school programming is theorized to be essential for meeting the needs of youth. In this paper, we examine the interagency collaboration of an after-school initiative through Social Network Analysis (SNA). SNA is an approach and methodology useful for examining interagency collaboration because the data can indicate if there is a relationship between organizations, as well as the value of that relationship. In order to achieve the goals of the community, a local foundation funds after-school programs and convenes and supports the Youth Network. The Youth Network is comprised of over 40 youth-serving agencies that voluntarily collaborate to address community-wide needs. To assess the status of collaboration between agencies within the Youth Network a telephone survey was conducted with 27 respondents from 21 agencies. Participants were surveyed using the Levels of Collaboration Survey and Interagency Collaboration Scale. Results indicated that agencies with the most collaborative relationships include all the members of the "cluster" group, a subset of Youth Network agencies funded by the local foundation to develop after schools program and to specifically collaborate with each other to improve after school programming. Those Network agencies not in the cluster group generally collaborate less with other Network agencies. Further, the less these non-cluster agencies interact with cluster group agencies, the fewer relationships they have overall. Similarly, organizations with the most ties of shared information are cluster member organizations. Finally, when exploring the strength of collaboration among agencies, the most exceedingly collaborative relationships exist among the cluster group agencies. Suggestions and recommendations are made for increasing collaboration among youth-serving agencies.

### **Media Framing of Proposed Nuclear Reactors.** *Emma Ogley-Oliver, Georgia State University; Jalika Street, Georgia State University; Adam Carton, Georgia State University; Marci Culley, Georgia State University*

Global climate change (GCC) is perhaps the most pressing societal issue of our time. The future of energy policies worldwide is central to GCC solution discussions. The role of nuclear power has received substantial attention with calls for new nuclear reactors, marketed as a "green" solution to GCC. Furthermore, US energy policy has shifted to include billions in incentives for new reactors, something not done since the 1979 Three Mile Island (TMI) accident (DOE, 2005). Since the TMI and Chernobyl accidents, the public has remained skeptical of nuclear power (Culley & Angelique, 2008). More than 80% say they would not want to live near a nuclear plant (PEW, 2006).

However, more than 30 new US reactors are currently proposed; most of these in the southeastern states. How will new proposals fare, given public skepticism? Media is thought to play an important role in shaping public perceptions of societal issues and solutions, often privileging powerful interests (Hermann & Chomsky, 1988). While there are diverse opinions and interest groups involved in the nuclear debate, money and media focus has largely privileged nuclear proponents and marginalized opponents. Given the complexity and urgency of the issue, a full and balanced debate is desirable. Our poster examines how local media framed the debate around two proposed reactors in Georgia. We present findings from a content analysis of three prominent newspapers likely to be read by Georgians and those living near the proposed reactors. We analyzed print media published from January 2006 (the year reactors were proposed) through December 2008 that mentioned the reactor proposal. We present and discuss findings about how the issue was framed (pro, anti, or neutral) in local media and the thematic content of these data. Finally, we discuss potential roles for community psychologists interested in GCC issues.

**Outlets of Addiction: The Sale of Tobacco, Alcohol, and Lottery Tickets by Community Pharmacies in New Jersey.** *N. Andrew Peterson, Rutgers; Cory Michael Morton, Rutgers University School of Social Work; Robert James Reid, Montclair State University; John E Schneider, Health Economics Consulting Group LLC; Raymond Sanchez Mayers, Rutgers University; Lyna L Wiggins, Rutgers University*

Empowerment-based substance abuse prevention initiatives often target sociopolitical, economic, or physical environmental conditions that can promote or constrain lifestyle choices. One way for researchers to assist these initiatives is to identify environmental factors that can be targeted for change. One such factor is a product's geographic distribution or physical availability. Economic theory suggests that increased availability of a product, such as tobacco, can increase consumption by reducing search costs (e.g., time and distance traveled to obtain a product). Community pharmacies, an integral part of the American health care system that fills prescriptions and acts as a conduit for health communication, can benefit economically from the sale of products, including tobacco, alcohol, and lottery tickets, which can be associated with social and health-related problems. The role of community pharmacies in promoting healthy behaviors among patients may be compromised when a contradictory message is provided by selling potentially-harmful products. This study will apply geospatial and multilevel modeling procedures to examine the sale of tobacco, alcohol, and lottery tickets by community pharmacies in New Jersey. Data will be derived from several archival sources: Listing of all pharmacies registered with the State of New Jersey; Listings of all retailers in New Jersey who obtained tobacco or alcohol licenses; Listing of all retailers in New Jersey who obtained licenses to sell lottery tickets; and census data. Addresses of all community pharmacies will be geocoded using the TIGER/line street data for the state. Multilevel logistic regression analyses will be performed to examine predictors of whether a community pharmacy sold tobacco, alcohol, and/or lottery outlets. Pharmacies selling tobacco are expected to be more likely to be corporate-owned outlets and they are more likely to be located in areas with certain demographic characteristics (e.g., higher percentages of African American residents). Implications for empowerment-based initiatives will be discussed.

**Patterns of Work-Related Abusive Behaviors and Impact on Abuser's Work Performance and Employment.** *Eric Mankowski, Portland State University; Gino Galvez, Portland State University*

Objective: This study builds on existing knowledge intimate partner violence (IPV) and its impact on work performance and employment for the abuser and victim. We determine if groups of abusers with similar patterns of work-related abusive behaviors

exist. Common patterns are then examined for differences among factors such as race/ethnicity, income, acculturation, job performance and employment. Methods: Self-administered survey completed by adult English and Spanish speaking men participating in rural and urban community-based batterers' intervention programs (BIP) in Oregon. Results: 198 male domestic violence batterers participated, 60.6% Latino. Unique patterns of work-related abusive behaviors were found. The patterns clustered into five distinct groups. Groups were named based on the pattern (predominance or absence) of work-related abusive behaviors reported by the men. 1) Low-level tactics abuser, 2) interference abuser, 3) interference with threatened or actual violence; 4) extreme without admitting jealousy abuse and 5) extreme abuser. Men clustered in the extreme abuser group were 24 times more likely (OR = 24.29, 95% CI = 8.46-69.77) to report an impact on their job performance when compared to men in the low-level tactics abuser group. A similar pattern was seen for men in the interference with threatened or actual violence cluster (OR = 12.26, 95% CI = 4.17-36.06) compared to the low-level tactics abusers and in the extreme without admitting jealousy (OR = 6.37, 95% CI = 2.10-19.30) compared to low-level tactics abuser. Cluster membership was not a significant predictor of employment outcomes. Conclusion: The findings of this study expand previous research by examining work-related patterns of IPV among male BIP group members and the impact of these patterns of behavior on job performance and employment. The findings inform the development of effective workplace interventions in partnership with employers, unions, BIP facilitators, and domestic violence advocates.

**Personal and Contextual Factors that Facilitate or Impede Community Return for Adult Inmates.** *Paul Boxer, Rutgers University; Keesha Middlemass, Rutgers University; Tahlia Delorenzo, Rutgers University; Ignacio Mercado, Rutgers University*

Every year, thousands of adults are released from prison with a need for resources to promote successful re-entry into the community, but efforts to support inmates have been curtailed over the years as the US moved from a prison model based on rehabilitation to one focusing almost solely on punishment in the 1970s. More recently, researchers, policymakers and practitioners with interests in offender rehabilitation increasingly have focused on promoting successful re-entry to the community. However, despite efforts to understand potential "pitfalls" linked to inmates' return to the community, there is little evidence summarizing via psychometrically sound measurement the perceived difficulty of returning to the community following incarceration. We collected data from 124 formerly incarcerated males (84% racial/ethnic minority; mean age = 41 years; mean time out of prison = 30 months) to examine readjustment to the community. We administered a new 12-item measure tapping perceived difficulty with a variety of vocational, social, and economic tasks (1= "effortless/very easy" to 4= "impossible"). Principal components analysis (varimax rotation) produced three subscales indicating challenges to addressing concrete needs (e.g., housing;  $\alpha = .80$ ), preparing for longer term outcomes (e.g., schooling;  $\alpha = .62$ ), and maintaining social ties (e.g., family contact;  $\alpha = .61$ ). Regression analyses suggested that a variety of factors facilitate or impede readjustment: depressive symptoms ( $\beta = .25$ ) and food insecurity ( $\beta = .47$ ) exacerbate the perceived difficulty of meeting concrete needs. Food insecurity also interferes with preparing for the long-term ( $\beta = .31$ ) whereas having family support facilitates such preparation ( $\beta = -.26$ ). Finally, food insecurity challenges the maintenance of social ties ( $\beta = -.26$ ) even while having the support of family promotes social ties ( $\beta = -.50$ ). Results are discussed with respect to their implications for designing community-based offender re-entry programming. Special attention will be paid to the novel finding regarding the role of food insecurity in challenging offenders' successful return to the community after release.

**Playing Your Way Through Community Interventions: The**

Community Psychology Board Game. *Colleen Anne Kidney, Portland State University; Mary Gray, Portland State University; Amber Hayes, Portland State University; Katherine McDonald, Portland State University*

A successful Community Psychology classroom moves beyond the traditional, hierarchical instructor-student dynamic and emphasizes different methods of thinking and learning. This poster presentation illustrates the development, implementation, and student evaluation of an adapted interactive board game (Febey & Coyne, 2007) to help students review material from an advanced undergraduate-graduate level split course in community psychology. The Community Psychology Board Game is an interactive community psychology teaching tool and a means to facilitate discussion and understanding of community psychology vocabulary, concepts and history. The game encouraged student interaction, cooperation, and implementation of material learned during class lectures, discussions, and readings. Students were given the opportunity to contribute to the content of the game, as well as to participate in an evaluation after play. A total of 31 undergraduate and graduate students enrolled in a community psychology course at Portland State University participated in playing the game and completing the evaluation survey. Findings suggest the board game may be an effective learning tool. Specifically, students report that the board game helped them understand course readings and class discussions better, helped review community psychology related vocabulary, learn community psychology related concepts, helped them prepare for their final paper, and engage in community psychology related discussion with their peers. Our poster presentation will display the board game, questions and directions as well as the results from the student evaluation of the board game.

Predicting Adverse Health Outcomes of Vulnerable Adults after Hurricane Katrina. *Sarah R. Lowe, University of Massachusetts Boston; Christian S Chan, University of Massachusetts Boston; Liza Zwiebach, University of Massachusetts Boston; Sarah Schwartz, University of Massachusetts Boston; Jean E. Rhodes, University of Massachusetts Boston*

Previous research has found poor physical health outcomes among Hurricane Katrina survivors (e.g., Kim et al., 2008); however, this research is marked by lack of pre-disaster data, as is often the case in studies of natural disasters (Norris et al., 2002). In this poster, we utilize a longitudinal dataset, with two waves of pre-disaster data and one wave from approximately a year post-disaster. We document significant health declines and explore risk factors of such declines among a sample of primarily African American single mothers who endured Hurricane Katrina (N = 402). Specifically, participants experienced significant decreases in general health, and significant increases in back and digestive problems, headaches, and the total number of health problems endorsed (all  $p < .01$ ). Using partial correlations controlling for pre-hurricane health indices and relevant demographic variables, we find that the specific stressors of lack of necessary medicine and medical care in the week following the hurricane were consistent predictors of adverse health outcomes a year after. In addition, consistent with a cumulative stressors model, the total number of hurricane-related stressors in the week after the storm was a significant predictor of adverse health outcomes. Additional significant risk factors were a series of moves after the storm and low post-hurricane social support. Lastly, we performed regression analyses predicting general health and number of health problems endorsed, controlling for relevant demographic variables, pre-hurricane health indices, and pre-hurricane social support. Low post-hurricane social support and number of hurricane-related stressors were significant predictors of general health declines (all  $p < .05$ ). Significant predictors of increases in health problems were number of hurricane-related stressors, moves since the hurricane, and low post-hurricane social support (all  $p < .05$ ). Implications of these findings for disaster relief efforts and future research are

discussed.

Predictors of Future Efficacy among African-American and Caucasian Adolescents. *Metin Ozdemir, University Of Maryland, Baltimore County*

Despite presence of numerous evidences showing predictive power of self-efficacy, there is a dearth of studies on the predictors of self-efficacy beliefs. The present study aimed to examine predictors of adolescents' future efficacy beliefs. Future efficacy is defined as the beliefs regarding the capability of being successful in future life. The goal of the study was to examine how 1) family characteristics (e.g., SES, family conflict and support), 2) peer context (e.g. peer support, peer deviance), and 3) neighborhood context (e.g., neighborhood level SES) predicts adolescents' future efficacy beliefs. Moreover, ethnic differences in the predictors of future efficacy were also examined. The present study was based on secondary analysis of data from the Project on Human Development in Chicago Neighborhoods (PHDCN) (Earls & Visher, 1997). Multiple group regression analysis was performed using MPlus 4.21 (Muthen & Muthen, 2007) to predict future efficacy. The results showed that the average future efficacy beliefs of African American and Caucasian adolescents were not significantly different,  $t(793) = -.082, p > .05$ . The results of regression analysis showed that the predictors explained significant amount of variance of future efficacy for both African American ( $R^2 = .09$ ) and Caucasian ( $R^2 = .13$ ) adolescents. Family socio-economic status ( $\beta = .09, p < .05$ ) and family support ( $\beta = .14, p < .05$ ) positively predicted future efficacy whereas deviance of peers ( $\beta = -.12, p < .05$ ) negatively predicted future efficacy of African Americans. As for Caucasian adolescents, only family support ( $\beta = .28, p < .05$ ) positively predicted future efficacy. Neighborhood level SES and family conflict were not significant predictors for both ethnic groups. The findings of this study showed that future efficacy of African American and European American adolescents are associated with different sets of contextual factors. The implications of these ethnic differences were discussed.

Processing Participation: Participatory Action Research, Identity and Group Dynamics. *Carlen Young, University of California at Santa Cruz; Regina Day Langhout, University of California at Santa Cruz*

In an effort to expand inquiry into the actions necessary to create substantive change and approach social justice, participatory action research (PAR) has emerged as a collaboration between the stakeholders and the researchers. Stakeholders critically reflect upon their respective communities and engage said communities to create the change they want to see with the help of the research team and its resources - in terms of knowledge, power and materials. The present study focuses on the group dynamics of a PAR research project that took place in an unincorporated area along the California central coast. The project engaged ten community members - with heterogeneous backgrounds - through photovoice. Photovoice is a PAR methodology where participants co-create constructive dialogue with meaningful pictorial representations of their community. Transcripts from 10 photovoice meetings as well as 7 interviews are being analyzed. The transcripts are the first 10 sessions of the photovoice project and illustrate the process leading up to the decision to continue as a group past the scheduled 8 session research project, and the development of a group name. Each stakeholder walked in with a different positionality, situativity and personality that interplayed to assist in the creation of their conception of what strengths and problems were present, as well as the appropriate ways to approach them. Identities, as they were expressed, assumed, explored, called upon, created, and changed were central to the creation of knowledge as well as integrally tied into the direction of the group itself, as theorized in the concept of Holland's figured worlds. Here the group dynamics of the photovoice project are assessed in terms of introducing perspectives and topics, dissenting opinions, and decision making to reflect the dynamics of a heterogeneous PAR group.

Puerto Rican children's mental health in context. *Maria A Ramos, New York University; Patrick ShROUT, New York University*

Most research on minority mental health has focused on adults, with only a limited focus on children. Like adults, minority children experience multiple stressors that might affect their psychological wellbeing, such as experiences of discrimination, acculturation stress, and poverty. This study evaluates the relationship between minority status and mental health by comparing the mental health of Puerto Rican youth in two contexts: Puerto Rico and the mainland U.S. A second goal of this study is to examine whether adhering to values and norms of the Puerto Rican culture, such as familism, monitoring, religiosity moderate this relationship. The data for this study come from a longitudinal study of PR youth living in the metropolitan area of PR (n = 1,138) and in the South Bronx (n = 1,353). Both samples were multistage probability samples of the target areas. Household eligibility criteria included the presence of a child aged 5-13, and both the child and at least one primary caregiver self-identified as Puerto Rican. Up to three children were sampled per household. Participants were followed up yearly for three years. Children and parents responded to multi-item measures of familism, monitoring, religiosity. Children's mental health was assessed through caretaker's responses to the anxiety and depression schedules of the DISC-IV, a diagnostic instrument based on the DSM-IV, and through a parent-reported measure of social adjustment. To account for the multiple levels of nesting of the data, I will use multilevel linear models to answer my research questions, where minority status will predict trajectories of children's mental health, adjusting for covariates. Preliminary results show that island Puerto Ricans and mainland Puerto Ricans do not differ in initial levels of internalizing symptoms, but they differ in their trajectories: both groups experience decreases in internalizing symptoms over time, but the slope is steeper for island Puerto Ricans.

Redefining Long-Term Activism: Resilient Connectedness Among Antinuclear Activists. *Katherine A. Taylor, Penn State Harrisburg*

This study concentrates on the developmental processes of the three decades of activism following the Three Mile Island (TMI) nuclear power plant accident on March 28, 1979. As part of a larger, on-going study (Angelique & Culley, 2006) we used criterion sampling to identify all long-term anti-nuclear activists who still resided in the vicinity of TMI and were involved in the anti-nuclear movement (N=29). We conducted 30 minute, qualitative interviews via phone and later transcribed the data verbatim. While the larger study focused on perceptions of an emerging nuclear renaissance/relapse, we began to notice emerging trends related to long-term activism. Through open coding of the interviews, themes emerged that both complimented and contradicted stage theories of activism (Kieffer, 1984; Watts, 2003). Patterns revealed that components of sense of community (SOC) and sociopolitical identity development (SPID) began to emerge early in the life stage of activists (based upon self-reporting), and culminated in a new final stage of activism that encompasses tenacity and perseverance that bond some activists to a movement, and keep them engaged in the issues, as well as with each other, while outward, typical behaviors associated with activism may appear to wane. From this we propose a theory of resilient connectedness, expanding upon a concept coined earlier (Taylor, 2007). We define this as a cyclical process that incorporates "tenacious and persevering bonds through which people who have experienced adversity or oppression interweave their struggles to form powerful and politically charged community relationships" (Taylor, 2007, p.21). In this poster, we will highlight the themes that emerged around the ideas of SOC, SPID, and Resilient Connectedness (RC), and contemplate whether RC is a component of activism across multiple stages of development or whether RC constitutes a final, unexplored stage of activism to-date. References Culley, M. & Angelique, H.

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Reducing stigma and increasing empowerment in mental illness. A qualitative research. *Consuelo Buggiani, Dpt. of Psychology University of Florence; Stefano Castagnoli, Azienda Sanitaria Firenze; Susanna Giaccherini, Azienda Sanitaria Firenze; Patrizia Meringolo, University of Florence*

People with mental illness often face with stigma and discrimination in local communities (Rüsch, Angermayer, & Corrigan, 2005). Spreading knowledge about this disease may positively influence social attitudes and reduce prejudice and discrimination. Perceived stigma stand in the way of opportunities and relationships for people with mental illnesses; moreover increasing of this kind of label may interfere with perceived social support (Mueller, Nordt, Lauber, Rueesch, Meyer, & Roessler, 2006). Empowering activities may work, on the contrary, to promote social inclusion. Empowerment and self-stigma would be thought indeed as opposite poles in the same continuum (Carrigan, 2002). Presence of sports associations is considered as an indicator of social capital (Cartocci, 2007), that is often related to wellbeing and health. (Poortinga, 2006; De Silva, Huttly, Harpham & Henward, 2007). Sports association may promote socialization, building network between Public Mental Health Service (MHS) and local community. Aim. This study explores motivations of mental patients to participate in sports associations and opinions of professionals and of citizens in order to analyze changes in wellbeing led by these interventions. Participants. 23 subjects (8 patients MHS, 8 professionals, 4 citizens), recruited in a town of Tuscany. Method. Semi structured interviews, audio-taped and transcribed, about motivation in participating, difficulties, perceived changes Data analysis was based on qualitative method (software T-LAB). Results have highlighted the perceptions of the patients, who state how participation in these groups may enhance empowerment, improve their quality of life, and reduce label of mental patient in the community. Professionals of MHS state this experience as a work-tool in order to promote a better mental health in patients and a better resilience against stressful events. Citizens underline importance of association as an "open space" building social networks and reducing stigma.

Service Utilization Patterns among Homeless Youth: Assessment of Need, Access and Barriers to Use. *Darcey Roach, Psychology Dept. University of Michigan - Flint*

Until recently, the subgroup of homeless youth has been one of the most understudied populations within the homeless community, though numbers of these youth are increasing (Institute of Medicine, 1998; Farrow et al., 1991). As a result, homeless youth are often underrepresented in terms of local, state-wide, and national policy (Feins & Fosburg, 1998). Accordingly, research suggests that homeless youth do not receive the services they need. A study by Feins and Fosburg (1993) on emergency shelters and services found that only one-third of services targeted for the homeless are offered to homeless youth without families. Research on the types of programs that are being utilized by youth as well as why youth are reluctant to use services is key in providing adequate care to meet the needs of this population. In the current study, we intend to assess the gap between service needs and availability in a sample of youth residing in emergency and transitional shelters. Seventy-five youth will complete surveys on current service use, service need, and reasons for not accessing needed services at three time points. Findings of this research will highlight areas of unmet need and inform strategies to provide a better continuum

of care to youth, once they enter a shelter. Although limited, literature suggests that homeless youth are a distinctive population whose needs are much different from those of homeless adults and require the use of innovative program and policy development (Robertson, 1991). Further research would allow more information to become available in the hopes of better serving a high risk community.

Social policy community interventions to reduce tobacco use.

*Steven B. Pokorny, University of Florida; Leonard A. Jason, DePaul University; Monica Adams, DePaul University*

Smoking is the most preventable cause of death in the US. In an effort to reduce the morbidity and mortality caused by this dangerous behavior, Tobacco Purchase-Use-Possession laws (PUP) are being implemented throughout the US, but it is unclear whether they are effective in reducing smoking prevalence among the youth targeted by these public health policies. In the present study, 24 towns were randomly assigned to one of two conditions. One condition involved reducing commercial sources of youth access to tobacco (Control), whereas the second involved both reducing commercial sources of youth access to tobacco as well as fining minors for possessing or using tobacco (Experimental). Students in 24 towns in Northern Illinois in the United States completed a 74 item self-report survey in 2002, 2003, 2004 and 2005. At the start of the study, students were in grades 7 through 10. During each time period, students were classified as current smokers or nonsmokers (i.e. completely abstinent for the 30 consecutive days prior to assessment). The analyses included 25,404 different students and 50,725 assessments over the four time periods. A Hierarchical Linear Modeling analytical approach was selected due to the multilevel data (i.e., town-level variables and individual-level variables), and nested design of sampling of youth within towns. Findings indicated that rates of current smoking were not significantly different between the two conditions at baseline, but over time, rates increased at a significantly slower rate for adolescents in Experimental than those in Control towns. Second order positive effects were found for use of other substances and the extent others tried to sell the youth drugs. The implications of these findings are presented.

Supporting Native Families and Children in Northern Ontario: A Community Consultation. *Heather Schmidt, Algoma University*

Nog Da Win Da Min Family and Community Services (Nog) is an Anishinaabek First Nations agency that services 7 First Nations belonging to the North Shore Tribal Council in Northern Ontario. The organization is currently responsible for Native family preservation (i.e., offering secondary prevention services for at-risk families), Native foster care, and providing support to families during Children's Aid Society investigations. In the spring of 2008, Nog Da Win Da Min decided to initiate a community consultation process with the 7 communities whom they service. This dialogue with the communities was intended to assist the agency in developing a new Strategic Plan that strives to better reflect the needs of the communities. Further, the process was intended to inform the agency's thinking around the question: Should Nog's current services stay the same, or do the communities want them to expand? To carry out this consultation process, Nog Da Win Da Min approached the NORDIK Institute at Algoma University in Sault Ste Marie. NORDIK researchers Christine Sy and Heather Schmidt, & their supervisor Gayle Broad, then worked collaboratively with Nog staff and other community members to develop a series of questions and information pieces to be shared. The questions were generated from Anishinaabek concepts and language, and guided participants through a process of examining how children in their communities have been helped to "live a good life" pre-contact, in the post-contact past, and currently, as well as their visions for the future. After obtaining permission from each First Nation, focus groups and interviews were then held in the 7 communities as well as with Nog Da Win Da Min staff and one urban Anishinaabek organization. The researchers then pulled

reoccurring themes out of the many hours of recorded dialogue that was contributed by NSTC community members and worked with the communities and agency to create a final report. The qualitative results from this project will be presented.

The classroom as a multicultural system: Conceptualizing research for educational change. *Daniela Martin, The Pennsylvania State University, Brandywine*

Conceptualizations of identity, difference, and intergroup relations shape how diversity is practiced in various settings, including the nation's workplaces and schools (Minow, Shweder, & Markus, 2008). The multicultural education movement ties theories of identity development to research on diverse students and their educational trajectories. However, static conceptualizations of identity focusing on individual achievement may serve to perpetuate rather than eliminate existing inequalities. This study conceptualized student identity as a feature of a multicultural system in which learning is an activity defined by dynamic exchanges between the self and other (Martin, 2006; Wells, 2004). Like other systems, the multicultural classroom is constantly evolving; changes are brought about by interactions with other systems (e.g., school and city communities), as well as by students' own developing identities. The result is a practice-based analysis in which the multicultural system framework serves as a tool for posing questions about participation, accountability, ability, and success that underlie current debates about multicultural education. Study participants were 68 college students of diverse ethnic backgrounds attending a sociology course SOC 217: Race and Ethnicity instituted as part of the school's Pluralism and Diversity requirement. In addition to student-level data (a validated survey, semi-structured student questionnaires, and classroom observations), interviews with teachers and school officials, and archival documents describing the school's multicultural policy were used to explore system-wide questions, such as: What are the connections between educational institutions and the communities they serve? How do institutions structure conditions for intergroup dialogue? What is the role of teachers in facilitating a dialogue towards social change? The results highlight the key role of research models that allow us to move from essentialized cultural interpretations to a focus on the dynamic construction of learning in educational communities.

The Coping Experiences of Afghan Women. *Elena Welsh, University of Maryland, Baltimore County; Gitika P Talwar, University of Maryland Baltimore County; Jill E. Scheibler, University of Maryland, Baltimore County*

This paper presents an examination of the coping experiences of Afghan women in the context of the political unrest in Afghanistan and immigration to the United States. The data presented are drawn from qualitative semi-structured interviews with 10 Afghan women and include measures of mental health and war experiences, which have been used in previous research with this population. The results illuminate both the effects of oppression and violence on the mental health of Afghan women, as well as culturally specific coping activities and avenues to resilience. Despite facing many experiences of war-related violence and displacement, Afghan women have engaged in many cognitive processes and behaviors in order to support the mental health of themselves and others. The paper explores the coping activities that were utilized and avenues to resilience in the sample, with sensitivity to the indigenous idioms of distress and coping. The analysis further explores the role of Islam, culture, and community in Afghan women's efforts to process and make meaning from the traumatic events they have experienced. A growing body of literature has documented that displacement related stressors pose a significant risk to the mental health of refugees and internally displaced persons, in addition to the detrimental effects of pre-migration exposure to violence. Relatedly, the women in the present study often demonstrated coping flexibility in order to respond to both the threats of violence within Afghanistan and to adapt to a new life and identity after immigration. Further, despite having

immigrated to the United States, the women who were interviewed often expressed that their mental health and daily lives remained significantly affected by the political unrest that persists in Afghanistan. The results of this study have important implications for the development of effective and culturally relevant interventions for the Afghan population.

**The Impact of Gender on Academic Achievement and Support among African American Students.** *Shauna A Pollard, University of Maryland Baltimore County*

Among African Americans, males are achieving at lower rates than females at every level of the educational pipeline. Several studies have indicated a within-group gender difference. Previous studies have identified parent, teacher, and peer support as predictors of success among African American students. Nevertheless, few researchers have conducted direct comparisons of African American males and females to study the factors contributing to the gap. The current study will examine gender differences in 1) college level academic success (e.g., GPA) and 2) post graduate outcomes (e.g., enrollment in STEM graduate programs) among academically talented African American students. The set of predictor variables will include parent, teacher, and peer support, family demographics, and academic preparation (e.g., high school GPA, SAT scores). The sample is comprised of 420 African American males and females who entered the Meyerhoff Scholarship Program at the University of Maryland, Baltimore County (UMBC) between 1992 and 2005. The Meyerhoff Scholarship Program was developed in 1988, to address the low level of underrepresented minority student performance in science, technology, engineering and mathematics (STEM) fields. Peer, teacher, and parent support as well as family demographics were assessed using self-report measures. College GPA, high school GPA, and SAT score were obtained from academic records. The analyses will include multiple regression (predicting college GPA) and multinomial regression (predicting postgraduate outcomes). This research aims to enhance what we know about minority student achievement by focusing on factors that contribute to academic success in a sample of high achieving African American males and females. If findings demonstrate that males and females are influenced differentially, this could have implications for addressing the gender gap in achievement among African Americans.

**The influence of racial and ethnic identity on minority academic disengagement.** *Ebony J Burnside, University of Illinois at Chicago; Sabine Elizabeth French, University of Illinois at Chicago*

Research suggests discrimination, prejudice, and stereotypes, are the causes of current racial and ethnic disparities in education (Garcia-Coll et al., 1996; Steele, 1997). Stigmatization of groups in the area of academics negatively affects the group members' academic self-concept, motivation, achievement, and ultimately persistence. It has been argued that this relationship is mediated by academic disengagement (Fordham & Ogbu, 1986; Steele, 1997; Major & Schmader, 1998). Particularly when students experience discrimination, they disengage to protect their self-esteem by detaching their self worth from academic evaluations they may receive due to racial inequality (Schmader et al., 2001). Little research has examined the effect that racial/ethnic identity has on this relationship. Moreover, disengagement may differentially affect self-esteem for those who value their racial/ethnic group membership differently. This relationship may also differ by race/ethnicity. In this study, 442 students (45% Asian American, 38% Latino, 17% African American; 66% female) from an ethnically diverse university completed surveys including a measure of academic disengagement (Major & Schmader, 1998), two measures of racial/ethnic identity (MIBI; Sellers et al., 1998; MEIM; Phinney, 1992), and a measure of academic self-concept (The Perceived Competence Scale for Adolescents; Harter, S., 1987). Statistical analyses were conducted using multiple regression. Results indicate that the two processes involved in academic disengagement, devaluing and

discounting, have different relationships with academic self-concept for the three racial/ethnic groups. Neither academic discounting nor devaluing is protective for Latinos. However, academic discounting is protective for African Americans and Asian Americans, while academic devaluing is harmful for Asian Americans and has no effect for African Americans. The protective relationship is moderated by racial/ethnic identity. Implications for racial/ethnic minority educational research and practice are discussed.

**The Psychological Brigades' experience in a crisis situation: 2007 earthquake south of Peru.** *Doris Argumedo, Pontificia Universidad Catolica del Peru; Tesania Velazquez, Pontificia Universidad Catolica del Peru; Lourdes Ruda, Pontificia Universidad Católica del Perú; Magaly Noblega, Pontificia Universidad Catolica del Peru*

This poster summarizes the intervention experience of the Psychological Brigades of Pontificia Universidad Católica del Perú implemented between August 2007 and April 2008, as a response to the earthquake that struck the South of Peru. It also shows the results of the intervention evaluation. The intervention had two phases: a) Crisis Intervention, oriented to accompanying the population working through the traumatic situation, and b) From Emergency to Reconstruction addressed the community's organization, reinforcing human resources. One-hundred eighty-seven brigadiers provided psychological support to 5,434 people and accompanied and supervised 219 care-providers (health personnel, educators, local authorities and local leaders). The psychological assessment results showed that: (a) the earthquake did not only mean the loss of relatives and belongings, but the break up of social networks and community organization; (b) the humanitarian aid can end up being a problem, when it does not respond to the population needs, when it is unorganized and difficult to manage by local authorities and because of the abrupt presence of strangers in the community that replace the community resources; and (c) the people reacted in different ways according to age, sex and role in the community (children, parents, community leaders, authorities, health personnel and teachers). The intervention evaluation, made through a quantitative and qualitative exploratory study, showed that: (a) the intervention must adapt itself to diverse needs and realities, it must respect cultural differences and must be directed to strengthening community resources and organizations in order to assure sustainability; (b) the local population must be the agent of its own development, the brigadiers should only accompany and supervise their efforts.

**The relationship between knowledge and prejudice of Japanese university students towards people living with HIV/AIDS: A basis for development of community interventions to prevent stigma.** *Toshiharu Iida, Graduate School of Psychology, University of Meiji Gakuin & Department of Psychiatry, Toyama Hospital, Intentional Medical Center of JAPAN; Takehiko Ito, Wako University; Takayo Inoue, Meiji Gakuin University*

Backgrounds: The number of people living with HIV/AIDS (PLHA) has been increasing in Japan. The purpose of the present study was to examine relationship between prejudice toward PLHA and knowledge on HIV transmission. Method: Participants were 370 college students (144 male & 226 female) from three universities in the metropolitan area of Japan. They were recruited by general culture classes from July, 2007 to June, 2008. The age range was 19 to 24 (M=19.45, SD=1.27). Participation of the respondents was completely voluntary, based on informed consent. The answers were collected anonymously. Measures: The measure of HIV-related stigma (Lee et al, 2005) was used to examine prejudice toward PLHA. It contains 4-items: 1) punishment: punishment was an appropriate response toward PLHA, 2) isolation: PLHA should be isolated, 3) childrearing: PLHA should not take care of other people's children, and 4) friends: unwilling to be friends with infected individuals. Each item was rated on a 4-point scale. Knowledge

on HIV transmission was measured by 9 items of yes-no questions. Results: Misapprehension of HIV transmission and belief of taking social distance, "isolation" & "friends" were related to being male. In addition, People with misapprehension of HIV transmission by the casual contact (Sharing a drinking glass or fork/spoon, cough and sneeze, & hugging someone infected) tend to have high level of prejudice towards PLHA. Discussion: University students presented high levels of knowledge on HIV transmission. But there is a stigmatized condition in Japan. People with accurate knowledge of HIV/AIDS tend to have low level of prejudice towards PLHA. The results suggest that acquisition of the accurate knowledge about HIV/AIDS through education will help reduce not only the risk of transmission but also the prejudice towards PLHA.

**The Relationship between Racial Identity and Well-Being Among African American Emerging Adults.** *Jamilia Sly, Wichita State University; Rhonda Lewis-Moss, Wichita State University; Shani Roberts, Wichita State University; Felecia Arlene Lee, Wichita State University; Shoshana Wernick, Wichita State University; Chris Michael Kirk, Wichita State University*

Emerging adulthood has been identified as theoretically and empirically distinct from adolescence and young adulthood (Arnett, 2000), yet relatively little research has been conducted with this age group. Emerging adults deal with distinct experiences and concerns (Arnett, 2000) and these problems merit research. This is especially true among African American emerging adults, who suffer from HIV/AIDS, drug use, obesity and other health disparities at disproportionate rates. Racial identity has been used as a framework for studying the psychological health and well-being of African Americans (Phinney & Kohatsu, 1997). Racial identity is defined as "the significance and meaning that African Americans place on race in defining themselves" (Sellers et al, 1998). The purpose of this study was to investigate the relationship between racial identity and health behaviors in African American emerging adults. To investigate this relationship, 200 African American (50% male) emerging adults (18-25) were recruited from a local university campus and a community arts festival to complete a health survey that asked questions about racial identity, drug and alcohol use, sexual behaviors, physical and nutritional health, and mental health. Results indicated that there is a relationship between racial identity and good health. Those participants for whom race was not central to their identity had poorer mental health ( $\rho = -.47, p = .05$ ). Results also revealed that and that there may be differences in the identities of college and non-college African American emerging adults. College participants with high racial self-esteem (private regard) were more likely to engage in healthy sexual behaviors ( $\rho = .58, p = .04$ ). High racial self-esteem was also associated with overall positive well-being for the college sample ( $\rho = .50, p = .05$ ). More research is needed to understand the behaviors, ideologies, beliefs and values of this population as this information is useful in the development of prevention and intervention programs for African American emerging adults.

**The time perspective of people with gender identity disorder in Japan; A Longitudinal study of FTM.** *Noboru Nagasaka, Meiji Gakuin University; Takehiko Ito, Wako University; Hiromi Sakazume, Wako University*

Gender identity disorder (GID) is defined by strong, persistent feelings of identification with the opposite gender and discomfort with one's own assigned sex. The study of gender identity disorders in Japan has neglected psychosocial aspects of the clients' development. People with GID must undergo several physical and social changes. In order to reorganize their identity and social adaptation, counseling process, as well as physical treatments, is necessary to improve Quality of Life of people with GID. The aim of this study is to reveal problems and difficulties of life of GID people, especially those whose physical sex were female and gender identity have been male (Female-To-

Male: FTM). Sequential interviews and questionnaires were given to four FTM individuals. The questionnaire was based on the Ladder Scale Method by Kilpatrick & Cantril (1960), with modification to adapt the needs of this investigation. The results have shown that the participants' levels of happiness in the new life stage were not as high as those they had expected before. After going through SRS or hormone treatment, the participants expected that the responses they had received from surrounding people would have been more positive. Self-acceptance and self-satisfaction of FTM people depended on their own wish and goals, such as hormone treatment or SRS. People who have finished some kind of treatment still need psychological assistance to solve or transform their own physical, psychological, and problems. It is very crucial to establish psychological support systems for people with GID at all stages of life to achieve happiness and comfortable relationship with themselves. This kind of further studies on people with GID would be valuable to help them practically in the field of community psychology. When non-GIDs and GIDs are living in harmony and respect each other, which will contribute to establish realization of multi-cultural synthetic society.

**Trust in People and Institutions as Predictors of Youth Well-being.** *Metin Ozdemir, University Of Maryland, Baltimore County*

Well-being has been a central concern for social scientists and philosophers for many centuries. However, well-being has been extensively examined in relation to individual level predictors whereas the possible impact of social environment mostly has often been ignored. The current study examined the factors contributing to the youth well-being in 25 European countries. Multilevel Structural Equation Modeling approach was used to examine the impact of both country level and individual level factors on youth well-being. The multilevel SEM model yielded acceptable model fit statistics (CFI=.96, RMSEA=.03, SRMR=.02) whereas the chi-square model fit statistic was significant,  $\chi^2(117)=642.77, p < .001$ . At the country level, HDI and trust variables significantly and positively predicted country level youth well-being. At the individual level, individual level trust in people and trust in institutions positively predicted well-being of youth. Finally, age negatively predicted well-being whereas gender and SES positively predicted well-being, and the effects of these three variables were smaller than the effect of trust variables. Overall, the model explained 14% variance of the individual level well-being, and 84% of the country level youth well-being. Further analysis also suggested that trust played a critical role in predicting well-being of youth even though substantial differences in trust across countries exist. The current analysis revealed that trust in people and institutions are integral parts of youth well-being. Evidently, policies attempting to increase youth well-being through intervention at individual level factors would be limited in scope. Large scale social interventions and overarching public policies targeting empowerment, social trust, relationship among citizens, and the role and structure of institutions are recommended as strategies to improve well-being of youth.

**Understanding homeless complex needs.** *Alessandro Morandi, Department of Psychology University of Florence; Nicola Paulesu, Faculty of Psychology University of Florence; Patrizia Meringolo, University of Florence*

Introduction People who live as homeless need complex interventions. Understanding subjective meanings of helping relationship, resources and peer network is necessary in promoting social inclusion and may be an important factor to evaluate the interventions. An important role is played moreover by features of social and health services and by their guidelines toward empowering help. Theoretical approaches of this contribution come from studies about social support, social networks, community based programs and empowering strategies (McMahon, Felix, Parnes, Morgan, Henry, Schoeny, 2007; McManus, Lantry, Flynn, 2007; Edgar, Meert, 2005; Johnson,

Whitbeck, Hoyt, 2005; Robert, Pauze, Fournier, 2005; Rew, Horner, 2003; Atkinson, 2002; Ballet, 2001; Zimmerman, 2000). Aim The aim of the research is to obtain qualitative data about subjective meanings of homeless needs, relationship with social workers, perception of psychosocial resources and of formal and informal social support, in order to explore the impact of empowerment-oriented programs on homeless people. Method Participants: 25 subjects attending health and social services and homeless homes in two town of Tuscany. Instrument: Semi-structured interviews. Qualitative analysis by means of software Atlas.ti. Results highlight: a) Differences amongst homeless people with different needs; b) Perception about their own needs (as opportunity of sleeping, having meals, clothing, taking a shower and having health support); c) Activities toward getting a regular job, perceived as an empowering change. Sometimes activities seems to be appraised more as a social distraction than a real help for the future, but they are nevertheless positively perceived as a better evaluation about their life and as a good way of spending time together; d) Relationship with professional helpers and volunteers, positively perceived in order to get information about services, assistance and social support; e) Relationship with peers, positively perceived to receive useful tips, negatively perceived for lack of trust, conflict behavior, territorial competition.

Using Key Component Scaling to Evaluate the Implementation of a Community Crisis Bed Program. *Parastoo Jamshidi, University of Ottawa; John Sylvestre, School of Psychology, University of Ottawa*

The Community Crisis Bed (CCB) program in Ottawa, Ontario, provides community-based alternatives to hospitalization for people experiencing a mental health crisis. Based on work by Cousins et al. (2004), a Key Component Scaling tool was developed to evaluate program implementation. From a program logic model, key programmatic activities were identified. For each activity, descriptions of "full" and "low" program implementation were written based on program documentation and feedback from an evaluation steering committee. Staff members from three program stakeholder groups, as well as clients and family members, participated in focus groups or interviews during which they rated and discussed implementation of the various program components. Scale data were used to categorize program components as achieving full implementation, inconsistent/partial implementation, or low level implementation. Of the 26 program components, 11 were classified as well implemented, 13 were classified as inconsistently or partially implemented, and 2 were classified as achieving low level implementation. Qualitative data showed that implementation challenges were attributable to differences in expectation among the partners, as well as difficulties in communication, information sharing, and coordinating partners.

What role does risk and efficacy play in BSE intentions? *Michele M. Schlehofner, Salisbury University; Tina P. Brown, Salisbury University*

Many women do not regularly perform breast self-exams (BSEs). We explored the ability of the Extended Parallel Process Model (Witte, 1992) to predict BSE intentions. Female community residents (N = 151) aged 20 to 84 (M = 47.83, SD = 15.04) completed measures of intended and actual BSE behavior, BSE self-efficacy and response efficacy, perceived risk of breast cancer, and worry over breast cancer. All main effects, two-way, three-way, and four-way interactions between self-efficacy, response efficacy, risk, and worry were tested, after controlling for prior BSE behavior. The findings indicate that only self-efficacy emerged as presenting a significant main effect on BSE intentions ( $\beta = .211, p < .05$ ). However, there were significant interactions between risk and worry ( $\beta = -.737, p < .05$ ) worry and self-efficacy ( $\beta = -.910, p < .05$ ), and self-efficacy, response efficacy, and worry ( $\beta = 3.52, p < .05$ ). These effects are best understood in the context of a marginal four-way interaction between self-efficacy, response efficacy, risk, and worry ( $F(1, 117) = 3.28, p < .08$ ),

which explained 17% of the variance on BSE intentions above and beyond all main effects and two- and three-way interactions. Not surprisingly, individuals who were low in all four constructs had the lowest intentions to perform BSE in the next year. However, those individuals who had the highest BSE intentions were those who had high risk and high self-efficacy, but low worry and response efficacy. This is perplexing, given that the Model predicts that being high on each construct increases intentions to mitigate threat. These findings have significant implications for theorizing using the EPPM and the development of BSE health education initiatives, as they suggest that low worry, not high, prompts detective behaviors such as BSE, and that self-efficacy is perhaps the best motivator of BSE behavior.

Who do we Serve: A Content Analysis of Community Psychology Literature. *Robert Eusebio Gutierrez, DePaul University; Lauren Ashleigh Milner, DePaul University; John Richard Temperato, DePaul University; Patrick Janulis, DePaul University*

Community psychology has long exposed its commitment to expanding science's understanding of marginalized groups and addressing social inequality, however there have been internal and external critics throughout the fields history that have claimed that groups such as ethnic minorities, women, and those with same sex preferences have been underrepresented both as researchers and subjects in community psychology. Issues of the American Journal of Community of Psychology and the Journal of Community Psychology were analyzed in order to decipher the content areas and subject matters most and least addressed by community psychologists and how the literature may have changed over time. Having a long term sample allows for several unique comparisons. Firstly, frequencies for each year can be established and charted. One of the primary analyses I would like to conduct is to compare a chart of frequencies over the past 25 years with major milestones plotted on the graph. Of particular interest is how the frequencies may change after calls to action are put forth in the literature. I am interested to see if such events as Bond & Mulvey's 2000 analysis of the inclusion of women in community psychology or Harper et. al's 2003 call for more attention to the GLBT community has been followed by increases in literature that address that population. Additionally years can be aggregated into five year sections for comparisons. Since any one year may vary significantly these five year groupings would allow for a more reliable analysis of research trends in the field. This would allow us to identify historic deficits or gluts as well as the current makeup of the literature. Finally, a non comparison analysis would be to simply identify which groups are and/or have not been frequently researched and compare that to the mission and values of community psychology.

### 030. Opening Reception

5:45 to 7:00 pm

STUDENT CENTER: BALLROOM B

### 031. World Cafe: Responding to the Challenges of Our Times

7:00 to 10:00 pm

STUDENT CENTER: Formal Dining Room

Given the local, national, and global challenges before us, how can we use our knowledge and skills as community psychologists to create and maintain the community life we desire?

## FRIDAY, JUNE, 19

### 032. The Community Action Interest Group

7:00 to 8:15 am

University Hall: UN 2002

### 033. The Community Health Interest Group

7:00 to 8:15 am

University Hall: UN 2007

**034. Publications Committee - Open Meeting**

7:00 to 8:15 am

University Hall: UN 2004

**035. The International Committee**

7:00 to 8:15 am

University Hall: UN 2008

**036. The Past President Breakfast Meeting**

7:00 to 8:15 am

University Hall: UN 2006

**037. The Women's Committee**

7:00 to 8:15 am

University Hall: UN 2009

Chair:

*Michele M. Schlehofer*, Salisbury University

**038. The Global Journal of Community Psychology Practice Business Meeting**

7:00 to 8:15 am

University Hall: UN 2010

Chair:

*Vincent T Francisco*, University of North Carolina at Greensboro

**039. Breakfast**

7:00 to 8:15 am

University Hall: University Hall Lobby

**040. Mentoring Orientation**

7:00 to 8:15 am

University Hall: UN 1030

**041. Partner or Puppeteer: The Role of Adults in Youth Empowerment**

8:30 to 9:45 am

University Hall: UN 2012

Youth empowerment is a complex social action process. It encompasses the underlying philosophy and values of society regarding youth-adult relationships. Research has established that strong relationships with adults can promote youth empowerment and are conducive to positive youth outcomes. Research also suggests that youth-adult partnerships positively impact adult partners, organizations and communities. However, in order to build meaningful youth-adult relationships and truly promote empowerment, adults have to be reciprocal in leading and learning with youth. Therefore, adults must reflect on their own assumptions about youth and their own role in the process of youth attaining equitable power and engaging in meaningful action. This roundtable is for practitioners and researchers interested in a meaningful discussion of the role of adults in youth empowerment. The roundtable format is particularly useful for discussion among those with varying levels of experience, with the goal of sharing knowledge and experience to advance this emerging area of research and practice. As a way to frame the discourse, facilitators from Wichita State University will present research and practice findings related to creating setting change through youth empowerment, use of adult "power", and providing culturally/developmentally appropriate capacity-building assistance to youth-led organizations. Facilitators from the University of Wisconsin will share their research and practice regarding strategies for creating a culture of partnership, youth and adult perspectives on partnership, and creating meaningful and accountable youth/adult roles. Participants will then use these aspects as a starting point for facilitated discussion of successes, challenges, and next steps for research and best practices to promote youth empowerment and improve youth-adult partnerships.

Presenters:

*Tara Gregory*, Wichita State University Ctr for Community Support & Research

*Diane Betzen*, Wichita State University

*Karen Irene Countryman-Roswurm*, Wichita State University

*Dina Maria Elias-Rodas*, Center for Community Support &

Research, Wichita State University

*Justin Greenleaf*, Wichita State University Center for Community Support and Research

*Julie Petrokubi*, University of Wisconsin-Madison

*Shepherd Zeldin*, University of Wisconsin-Madison

**042. Research in the cross-section of community psychology and global climate change: A call for action**

8:30 to 9:45 am

University Hall: UN 1020

While compiling the contributions to the AJCP special issue on CP and global climate change (GCC) it became evident that CP theory, research, and action could be very valuable for the environmental movement. At the same time it was apparent how little CP has been applied in this issue and that there is very little empirical work utilizing CP theories towards practice. In this roundtable discussion we invite participants to explore how CP can have a stronger presence in research relevant to those working to address GCC. Specifically, what are the research areas that we should focus on? How can we encourage and support research in this area? What can we learn from other areas that may apply in this context? What kind of networks and collaborations can we develop to foster the much needed research in the cross-section of CP and GCC? The authors will briefly share the key arguments from their papers followed by a discussion in small groups. The results of these small group meetings will then be presented in the larger group for further discussion and development of action plans.

Presenters:

*Marci Culley*, Georgia State University

*Holly Angelique*, Penn State University Harrisburg

*Courte Voorhees*, Vanderbilt University

*Brian John Bishop*, CSIRO

*Peta Louise Dzidic*, CSIRO

*David Tucker*, CSIRO

*Tomkins Alan*, University of Nebraska Public Policy Center

*Lisa PytlikZillig*, University of Nebraska Public Policy Center

*Ashok Samal*, University of Nebraska-Lincoln

*Brian Bornstein*, University of Nebraska-Lincoln

*Christine Quimby*, Independent

Chairs:

*Manuel Riemer*, Wilfrid Laurier University

*Stephanie Reich*, University of California, Irvine

**043. Coordinating the Systems Response to Family Violence: Efforts in Portugal and the United States**

8:30 to 9:45 am

University Hall: UN 2007

Family violence is a pervasive social issue affecting communities around the world. Yet, the systems response to family violence has been characterized by a lack of accountability for perpetrators, inadequate support for survivors, and limited coordination. To address such shortcomings, councils have become a primary vehicle for reforming the systems response to family violence by bringing together multiple stakeholders (e.g., criminal justice officials, domestic violence advocates). While systems changes are often initiated via external mandates, including shifts in policy at the national level, changes must be instantiated in each community, which requires locally informed action. Councils are typically the epicenter of such efforts. The current symposium presents findings from multi-site studies of council effectiveness in both Portugal and the United States (Illinois) with attention to the changes they are positioned to achieve and the mechanisms by which they work.

Participants:

Community Coordinated Response to Violence against Children and Youth. *Maria Vargas-Moniz*, Instituto Superior de Psicologia Aplicada

The study examines the perceived effectiveness and coordinated response of Community Councils for the protection of children and youth at risk in Portugal. These councils were created by Law (147/99 Sept. 1st), and each county is mandated to create at least one council to coordinate local efforts. Even with the

existence of a Law mandating councils (and guiding document regarding council formation and function), there is a high degree of variance in perceived effectiveness and reported difficulty in collaboration across councils. Being a multi-site study on the prevention initiatives and community response to violence against children and youth promoted by the Councils established nationally, we are using Hierarchical Linear Modeling to 1) explore the extent to which councils have promoted change in prevention and coordinated response; 2) delineate factors that contribute to members' relationships and knowledge; and 3) identify factors that contribute towards building institutionalized change.

**An Examination of Council Effectiveness: Factors Predicting Institutionalized Change.** *Shabnam Javdani Javdani, University of Illinois Urbana Champaign; Nicole Allen, University of Illinois Urbana Champaign; Amy Lehrner, University of Illinois Urbana Champaign; Angela Walden, University of Illinois Urbana Champaign*

There is an extant body of literature examining facilitators and barriers associated with collaborative efforts. Fewer examinations have focused on developing parsimonious models of the correlates of council effectiveness. The current paper aims to develop a model of the factors contributing to the work of family violence coordinating councils by attending to features of the council, its membership and support from the surrounding community. Specifically, we utilized Hierarchical Linear Modeling (HLM) in order to explore the extent to which councils promoted perceived shifts in members' knowledge and relationships, and institutionalized change and the correlates of such shifts. Study findings suggest that while councils are generally perceived as successful in promoting members' knowledge and relationships, there is significant variability in the extent to which councils promote institutionalized change. Thus, the proposed paper will explore those factors explaining differences across settings regarding the degree to which perceived shifts institutionalized change occurred with attention to perceived council climate, leadership, member empowerment, and community support.

**Social Network Analysis as a Tool to Assess Coordination in Collaborative Settings.** *Shaheen Rana, University of Illinois Urbana Champaign; Nicole Allen, University of Illinois Urbana Champaign*

The current presentation will examine the use of social network analysis (SNA) as a method for evaluating the work of collaborative settings. Specifically, in this paper, we assess coordination, the cooperative method used to produce an integrated response, as our outcome of interest (Alter 1990). Social network analysis is well suited to the comparative study of councils because it provides an assessment of interagency linkages (i.e. coordination). For example, one can use the "density function" in SNA as one measure of interconnectedness or connectivity between agencies. One can also conduct subgroup analysis to identify meaningful cliques within networks and therefore see the nature of interactions among stakeholders in a setting. Social Network Analysis can then be used to identify a comparable parameter, such as density, to examine across settings. Our presentation aims to explore interconnectedness (or density) as an intermediate outcome of council work (e.g. council increases coordination among member agencies) and as a mediator of council effectiveness (e.g. degree of coordination fosters institutionalized change).

**Criminal Justice Archives and Coordinating Council Impact.** *Nathan R. Todd, University of Illinois Urbana Champaign; Nicole Allen, University of Illinois Urbana Champaign; Shara M. Davis, University of Illinois Urbana Champaign*  
Research on councils does not always coincide with their formation. This makes it difficult to examine change over time as it results from collaborative efforts. Yet, there are many existing archives, including, for example, criminal justice, public health, and human service data that may relate to council aims. In the

current multi-site study of family violence coordinating councils, many councils began with an initial focus on survivors' access to orders of protection. Fortunately, the number of orders granted (both emergency and plenary) have been systematically recorded since the early 1990s. Using Hierarchical Linear Modeling, order of protection rates were examined as an archival data source. Specifically, to illuminate how councils contribute to local systems change, the current paper explores the degree to which order of protection rates changed with the formation and development of councils.

Chairs:

*Nicole Allen, University of Illinois Urbana Champaign  
Maria Vargas-Moniz, Instituto Superior de Psicologia Aplicada*

#### **044. Graduate education in community research and action: Preparing students for practice**

*8:30 to 9:45 am*

*University Hall: UN 2009*

Graduate education programs in the U.S. are under great pressure, increasingly influenced by larger system forces (e.g., wider embracement of community based participatory research models; declines in state funding for higher education). Programs are found increasingly in interdisciplinary contexts, while others within psychology departments have experienced decline or ended altogether. Tensions between academic and non-academic values and associated teachings have resurfaced. Discussions ensue about the relative emphasis that should be placed in education programs on research and the practice of community psychology, and the forms education should take. Greater attention has been given to the relationship between education and practice considering that a majority of graduates work in community settings not academic positions. The SCRA Practice group also has highlighted these issues through articles in *The Community Psychologist* on the definition of community psychology practice and core competencies involved in graduate education. In order to better understand whether and how graduate education programs are changing, the SCRA Council on Education Programs in partnership with the Practice Group surveyed graduate programs in community research and action, with special emphasis on assessing how programs educate students regarding the practice of community psychology. Specifically, the survey assessed the context and background of programs, practice and other skills training, qualities of faculty, students, and financial support for students. Based on the responses, a profile of education programs in community research and action will be presented, with special emphasis on community practice. In addition, the profile will be compared to data from previous administrations of surveys in 1995, 1999, and 2005 to analyze historical patterns and changes in programs. These analyses will serve as grist for discussion among participants about how programs can shift their curriculum to adapt to changes in their ecology and meet the needs of students who will pursue careers in practice.

Chairs:

*Gabriel P. Kuperminc, Georgia State University  
Oliwier Dziadkowiec, Center for Community Support & Research - Wichita State University  
Tiffeny R. Jimenez, Michigan State University*

Discussant:

*Tom Wolff, Tom Wolff & Associates*

#### **045. Can you hear me now? Opportunities and challenges in implementating youth-led participatory action research (PAR)**

*8:30 to 9:45 am*

*University Hall: UN 2011*

Youth PAR involves the training of young people to identify concerns, conduct research to understand and document these problems, and take leadership in influencing policies and decisions to enhance the conditions in which they and their peers live (London, 2003). This promising approach is aligned with developmental theory and research that emphasizes the importance of meaningful youth participation, support for efficacy and mattering, and the development of relevant skills and supportive relationships. This symposium presents four PAR projects in which young people employ diverse methods (e.g. voicing communal and personal narratives, media production skills, observations, surveys). The researchers reporting on these project reflect interdisciplinary perspectives as they

analyze processes and conditions that facilitate and undermine PAR projects, focusing on issues including power sharing and partnering with adults, scaffolding tactics, context and social location, methods to engage young people, and guidelines to assess implementation quality.

Participants:

**Building youth participation and leadership: Participatory action research.** *Dana Wright, University of California, Berkeley*

To enable young people to engage in active participation in a democracy through effective decision-making, such as voting for elected representatives and other forms of civic engagement, it may be important for high school-aged youth to acquire experience in democratic decision-making and adult-supported leadership responsibilities. Participating in decisions that affect one's life and the life of the community in which one lives may enable young people to gradually acquire the skills they will need to effectively engage in civic activities as young adults and beyond. For schools and youth-serving community-based organizations aiming to build youth decision-making and leadership skills, an emerging positive youth development approach to skill-building is youth-led participatory action research (YPAR). This presentation will report on findings from a research study that examined leadership, participation and self-efficacy that a team of youth researchers developed and exercised in the context of a youth-led participatory action research (YPAR) project. This study included observations, focus groups and structured interviews with youth action researchers and adult research project facilitators. In the discussion, the author examines the program's opportunities and supports needed to scaffold participatory action research projects conducted with young people. The paper also investigates the benefits and limitations of action research projects conducted by youth researchers in conjunction with adults. This presentation will present a policy-relevant framework for addressing neighborhood needs through community-based approaches to inquiry and action for community improvement. This focus leads the author to explore such questions as: How might youth engagement in community development projects transform opportunities and outcomes for youth, families, schools, and communities? This presentation aims to benefit from the audience members' questions, responses and critiques of the issues discussed.

**Exploring models for participatory youth media.** *Myra Margolin, University of Illinois, Champaign-Urbana*

Youth media refers to the practice of training young people in media production skills in order to amplify their voices, center their unique experiences, and explore issues pertinent to their lives. Despite the fact that youth media endeavors are increasingly popular in school, non-profit, and participatory research settings, there is very little written on participatory youth media methodology. These endeavors are often accompanied by ambitious rhetorical claims (e.g., media production empowers young people! Video creation provides an authentic venue for youth voices! Youth-produced media facilitates social change!) that are not well explicated in printed literature. This paper attempts to initiate a discussion around this gap in the literature. It is anchored in our developing understanding of participatory youth media methodology in the context of the Girls' Media Project. The Girls' Media Project engages young women who have had recent involvement in the juvenile justice system in the creation of digital stories and short video documentaries. The project builds upon methods from photovoice (Wang, 1998) and collaborative photography (Ewald and Lightfoot, 2002) and draws from two theoretical frameworks: Rappaport's (1995) notion of communal narrative as a community resource and Denzin's proposal of personal narrative as a site for investigating intersections of biography, politics, history, and culture. While our approach was guided by these frameworks, our methodology (i.e., how stories were developed, who the intended audience was, what the desired outcomes were) grew from the inclinations of the young people and local context. This two-year project began not with an agenda but with a question: what can we expect from a

participatory media project? This paper will explicate an emerging understanding of method in the context of the Girls' Media Project and discuss some of the broader implications of this for participatory youth media production.

**Becoming Schmans: Children's conceptualizations of fairness in decision-making structures.** *Regina Day Langhout, University of California at Santa Cruz; Danielle Kohfeldt, University of California at Santa Cruz; Erin Ellison, University of California, Santa Cruz*

Research indicates that children are more likely to choose democratic decision-making structures when given the option and when they feel they are competent to make the necessary decisions (Helwig, Arnold, Tan, & Boyd, 20007; Helwig & Kim, 1999). Yet, these studies ask children to choose among majority rule, consensus, or an authoritarian model for decision-making. The current study examines children's desires for a decision-making structure within the context of an after-school program that followed a participatory action research paradigm. This after-school program served 20 students who were primarily Latina/o and low income. When given the choices of consensus, majority rule, authoritarian, delegation, and random choice models, these fifth graders chose random choice. Through field notes and individual interviews, this paper explores their rationale for this choice. Children articulated negative experiences with consensus (the group is too big to reach consensus), delegation (the student council makes decisions that are not to the liking of many students), authoritarianism (the teacher makes all the decisions, which is not fair to the students), and majority rule (some students are always in the minority and therefore never get their way). Based on their reasoning, many thought that random choice offered the best alternative so that each student would, at some point, have the power to make a decision. The discussion focuses on how their experiences and subsequent choice relates to conceptions of fairness, power, social location, and political fairness. Implications include the importance of examining context and social location in decision-making practices, and power sharing with PAR methodologies.

**Assessing key processes in the implementation of school-based participatory action research.** *Emily Ozer, University of California, Berkeley; Laura Douglas, University of California, Berkeley; Marieka Schotland, New York University*

In the present study, we draw on data from our own collaborative implementation of participatory action research (PAR) projects in secondary schools to consider: How can the key concepts and processes of PAR be effectively translated into specific intervention activities in schools, both within and outside of the classroom? While the literature provides an explication of broad principles and curricula to guide PAR in schools, the field lacks specific guidelines to assess the processes that reflect high-quality implementations of PAR. PAR projects are inherently flexible; however, a common framework may inform practice and guide both "continuous improvement" and traditional evaluation efforts. We discuss the development of measures of process and "dosage" for our multi-method study of youth-led PAR across 6 cohorts and 5 school sites that primarily serve youth from immigrant Latino and Asian American groups. Building on prior research and formative research with youth in our own study, we present results regarding the pattern of implementation of processes that we propose are unique to PAR (i.e. the training and practice of research skills, the teacher's sharing of power with students in the research and action process, and practicing of strategic thinking and strategies for influencing change.) Processes integral to a high-quality implementation of PAR but not unique to PAR include: Expansion of the social network of the youth, opportunities and guidance for working in groups to achieve goals, and the development of skills to communicate with other youth and adult stakeholders. We present data regarding the reliability of our observational assessment tool, identify patterns of implementation across school sites that differ in terms of size, aggregate academic

achievement, and demographics; and present preliminary results linking implementation processes to outcomes of students' knowledge, skills, efficacy in intervention-relevant domains, and psychological empowerment.

Chair:

*Marieka Schotland*, New York University

**046. Building the capacity to achieve outcomes in diverse organizations: Advances in Getting To Outcomes**

8:30 to 9:45 am

University Hall: UN 1010

Communities implementing prevention programs are increasingly being required by state and federal funders to evaluate their outcomes, yet are often not provided the guidance or the tools needed to successfully meet this challenge. The GTO manual of text and tools published by the RAND Corporation, *Getting to Outcomes™ 2004: Promoting Accountability Through Methods and Tools for Planning, Implementation, and Evaluation* (Chinman, Imm, & Wandersman, 2004; available free) is designed to provide the necessary guidance in order to build capacity for the implementation and evaluation of high quality prevention. Incorporating traditional evaluation, empowerment evaluation, results-based accountability, and continuous quality improvement, this manual's ten-step approach enhances practitioners' prevention skills while empowering them to plan, implement, and evaluate their own programs. In this symposium, we will have presentations on current projects that use Getting To Outcomes in different settings (county social service agencies, teen pregnancy prevention) and advance the quality of selected steps in Getting To Outcomes. Getting To Outcomes was awarded the 2008 Outstanding Publication Award by the American Evaluation Association. The symposium will present advances in GTO. The presentation by Wandersman et al. will describe the use of Getting To Outcomes in contracts between county social service agencies and non-profit providers; the presentation by Lesesne et al. will describe systematic efforts to build evaluation capacity and continuous quality improvement (steps 7-9 of GTO); the presentation by Katz et al. will describe best practices in implementation and guidelines for step 7 of GTO.

Participants:

We all want outcomes but how do we get them? Building Evaluation Capacity in Teen Pregnancy Prevention. *Catherine Lesesne, Centers for Disease Control and Prevention; Heather Tevendale, Centers for Disease Control and Prevention; Jennifer Duffy, South Carolina Campaign to Prevent Teen Pregnancy; Abraham Wandersman, University of South Carolina, Department of Psychology; Mary Martha Wilson, Healthy Teen Network; Gina Desiderio, Healthy Teen Network; Lawrence Duane House, Centers for Disease Control and Prevention*

CDC is implementing a capacity-building program called Promoting Science-based Approaches to Teen Pregnancy Prevention (PSBA). The goal of the PSBA project is to increase the use of science-based approaches to prevent teen pregnancy, HIV and STI at the local level by providing tools/training/technical assistance through a network of grantees in 9 states and 4 regions. PSBA adopted the Getting To Outcomes (GTO) framework and customized its content for the teen pregnancy prevention field. The adapted framework is called PSBA-GTO. This presentation will describe two workshops developed to help grantees, and thus their local partners, build evaluation capacity in steps 7-9 of PSBA-GTO. Both workshops will be held December 2008. The first workshop incorporates one-on-one assistance to improve the grantees' own evaluation capacity. Utilizing social learning theory, the workshop: 1) enhances motivation to engage in program evaluation, 2) enhances skills around specifying measurable outcomes, and 3) strengthens process and outcome evaluation (PSBA-GTO Steps 7 and 8, respectively) to inform continuous quality improvement efforts (PSBA-GTO Step 9). The one-on-one assistance also models evaluation capacity building at the individual level. The second workshop is a 2-day Training of Technical Assistance Providers on Evaluation where grantees will delve deeper into

strategies for building local partners' evaluation capacity using PSBA-GTO tools in combination with planned technical assistance. The training will lead 30-40 grantee participants through: 1) self- and team-assessment of their evaluation training and TA capacity, 2) exercises to assess their local partners' evaluation capacity and plan TA to build evaluation capacity, 3) activities to introduce strategies for building motivation and using empowering approaches to evaluation capacity building, and 4) technical skills-building learning labs on PSBA-GTO on process/fidelity monitoring and continuous quality improvement. The presenters will describe the goals, process, and tools used in the two evaluation capacity building workshops for the PSBA project.

Spotlight on Step Seven; Implementation Best Practices and the GTO System. *Jason Katz, University of South Carolina; Duncan C. Meyers, University of South Carolina; Abraham Wandersman, University of South Carolina, Department of Psychology; Sheara Fernando, University of South Carolina; Annie Wright, University of South Carolina*

The Getting to Outcomes™ (GTO) accountability system offers ten steps for promoting planning, implementing, evaluating and successfully sustaining a variety of innovative interventions. In this system, an accountability question is asked of each step in the process of getting to successful outcomes from a program or innovation. Step Seven of the GTO model is "How will implementation of your program be assessed?" This presentation focuses on enhancing elements of Step Seven by incorporating findings from an extensive review of implementation frameworks. A need was seen for this enhancement given that recent reviews related to the implementation of evidence-based interventions in diverse service settings suggests further attention be paid to the process as well as the context of implementation (e.g., Durlak & DuPre, 2008). An approach to implementation which utilizes an action checklist (based upon an extensive review of implementation frameworks) was developed to help practitioners develop implementation plans which draw upon current knowledge related to best practices for implementation and implementation science. Strategies which comprise the checklist include identifying a champion, the collaborative creation of implementation teams, use of setting-specific policies to promote implementation, use of interventions which utilize supportive leadership, practitioner-developer collaborations, and community participation. The use of this action checklist within projects that are currently being implemented will also be discussed.

Improving Evaluation Policy by Focusing State, County, and Community Social Service Providers on Results-Oriented Services. *Abraham Wandersman, University of South Carolina, Department of Psychology; Marilyn Ray, Finger Lakes Law & Social Policy Center, Inc; Gordon Hanah, Finger Lakes Law and Social Policy Center Inc.*

New York State passed a law in 2007 requiring all services provided by state agencies to include outcome or performance provisions. This presentation will describe an intervention designed to help nine county social service departments meet the requirements of this new law. The intervention attempted to achieve this goal by promoting the systematic use of evaluation and continuous quality improvement processes to achieve desired outcomes. Such systematic use was encouraged through changes to policies and practices regarding contracting and monitoring third-party providers. The presentation will (1) describe the evaluation policies in place at both the state and county level prior to the intervention; (2) describe the goals and design of the intervention, and how it played out; (3) describe the evaluation policies that changed as a result of our intervention; and (4) discuss factors that impacted the effectiveness of the intervention.

Chair:

*Abraham Wandersman*, University of South Carolina, Department of Psychology

#### **047. Forces of Change: Organizational Research in Community Psychology**

8:30 to 9:45 am

University Hall: UN 2002

This biennial marks the launch of the Organization Studies Interest Group at SCRA. With this in mind, we invite community psychology students and professionals to explore the place of organization studies in community psychology. We begin with the recognition that organizations can both constrain and facilitate community change efforts and, as such, represent an important force to be reckoned with in our work. Drawing on Bronfenbrenner's ecological systems approach, we will provide examples of organizational research at the individual, group, organizational, community, and meta-systems levels of analysis. Among the themes explored will be organizational empowerment, identity and development, organizational and institutional change, and inter-organizational collaboration and partnerships. We will examine how organizational research and practice at each level of analysis furthers our understanding of community change processes and outcomes. Finally, we will discuss steps to expand our understanding of the role of organizations in community change efforts. This innovative session combines the use of posters with group discussion to maximize the opportunity for discussion and debate. We will begin with a brief introductory statement by the chair (5 minutes). A representative from each of the six posters will briefly summarize their research, highlighting how their work is situated within the fields of community psychology and organization studies (15 minutes). Session participants will then be given the opportunity to view the posters and interact one-on-one or in small groups with the poster presenters (30 minutes). Finally, we will reconvene to discuss implications of the research and explore future directions for organizational studies within SCRA (25 minutes). The session will maximize learning through visual, oral, one-on-one, and group modalities. The emphasis on participation will enable students and researchers to explore diverse ways in which community psychologists study organizations as both contexts for and agents of change.

##### Participants:

Viewing Community at an Organizational Level of Analysis: Research on Inter-Organizational Systems for Addressing Complex Problem Domains. *Branda Nowell, North Carolina State University*  
(See main abstract)

Helping organizations help others: Organization development as a facilitator of social change. *Neil M Boyd, Lycoming College*  
(See Main Abstract)

Miami SPECS: Changing agents of change, steering settings of change. *Scotney D Evans, University of Miami; Isaac Prilleltensky, University of Miami; Ora Prilleltensky, University of Miami; Adrine Mckenzie, University of Miami; Debra Noguerras, University of Miami*  
(see main abstract)

Inter-organizational collaborative networks: Facilitating change or maintaining the status quo. *Kimberly Daniels Bess, Vanderbilt University*  
(See main abstract)

From Social Engineering to Community Transformation: Amul, Grameen Bank, and Mondragon as Exemplar Cooperatives. *Dharm P S Bhawuk, University of Hawaii at Manoa*  
(See main abstract)

What do you do when your clients move away? Non-profit social service organizations and HOPE VI public housing redevelopment in Nashville, Tennessee. *James Curtis Fraser, Human & Organizational Development; Joshua Theodore Bazuin, Vanderbilt University*  
(See main abstract)

##### Chair:

*Kimberly Daniels Bess, Vanderbilt University*

##### Discussant:

*Meg A. Bond, UMass Lowell*

#### **048. Race-related health impacts for African Americans: A dialogue on cultural barriers and cultural competency in healthcare**

8:30 to 9:45 am

University Hall: UN 2008

Racism is a chronic stressor for African Americans and other persons of color. An expanding body of literature indicates that exposure to racism is associated with a myriad of health outcomes for African Americans (e.g., Armstead, Lawler, Cross, & Gibbons, 1989; Greer, Laseter, & Asiamah, in press; Kwate, Valdimarsdottire, Guevarra, & Bovbjerg, 2003). Recent research literature further suggests that African Americans perceive racism in clinical encounters with medical providers (e.g., Greer, 2008). Chronic exposure to racism and its adverse consequences have been shown to be associated with cultural mistrust of healthcare systems and healthcare providers. Cultural mistrust can influence both the process and outcomes of interactions with healthcare providers. Behaviors and attitudes of patients and providers regarding the meanings of race and other social identities likely influence clinical encounters. However, as noted in the Institute of Medicine report (2003), healthcare providers should be the primary targets for intervention given that they hold more power in clinical interactions. Additional dialogue is needed regarding effective strategies to improve cultural competencies of providers in their work with African Americans and other patients of color. A critical need exists for strategies that can be implemented within rigid, fast-paced atmospheres that are common to most healthcare settings. During the proposed Roundtable Discussion, two studies will be briefly summarized on the health impacts of racism for African Americans. One of the studies will summarize findings regarding the types of behaviors that are displayed by providers that are perceived as racially offensive by African American patients. The remainder of the time will consist of discussion on culturally congruent strategies (macro level and micro level) that can be implemented in healthcare settings that will ensure quality care for African Americans and other patients of color. Such strategies would ultimately serve to minimize disparate treatment in healthcare for minority patients.

##### Presenter:

*Adrian Laseter, University of South Carolina*

##### Discussants:

*Melita Stancil, University of South Carolina*

*David Dei Asiamah, University of South Carolina*

*Jennifer Lynn Taylor, University of South Carolina - Columbia*

#### **049. Creating Intergenerational Community through Service-Learning: Opportunities and Challenges**

8:30 to 9:45 am

University Hall: UN 2006

The proposed roundtable discussion explores opportunities for building intergenerational community through service learning, as well as related challenges. As a jumping off point, I will talk about my experiences of involving students in a community-based, service-learning research project (an assessment of needs and goals) with seniors in a diverse, small industrial city in the Northeast. For many students, this was their first significant interaction with non-related older adults. Students joined a large volunteer force comprised of adults of all ages trained as "community researchers." Community researchers traveled "into the field" in teams, and went door-to-door in pairs to interview seniors. As much as possible, students were paired with volunteers from the community, giving them the opportunity to work side-by-side with someone older, first in a mentor-mentee relationship (new volunteers were initially paired with more experienced ones), and then as peers. The project also allowed students to meet seniors where they live, literally. Although students had encounters that confirmed stereotypes, they were also able to observe an incredible diversity of experiences, including examples of 80 and 90 year-olds with rich, full and happy lives. At the same time, their experiences tended to reinforce an unfortunate dichotomy that may undermine possibilities for true intergenerational community, namely the perception that there are "needy" homebound services who need "help" from the community and independent seniors who "have their own lives" and require nothing. The latter group may themselves view further involvement in community

venues through a lens of dependence, raising concerns about imposing "intergenerational community" on those who may not want it. The project may also, unavoidably, have reinforced traditional distinctions between "researcher" and "researched." It is my hope that participants will discuss ways to address these and other barriers, and share ideas for structuring service-learning opportunities in ways that create, and not impose, models for intergenerational community.

Chair:

*Andrew Jon Hostetter*, University of Massachusetts Lowell

#### **050. Social Ecological Approaches to Violence Prevention (CHIG I of III)**

8:30 to 9:45 am

University Hall: UN 2010

Violence in our communities is a serious public health problem in the United States. Social ecological approaches have been shown to be effective in violence prevention among youth, within families and among co-workers. This symposium features four presentations, the first broadly describes the potential for social ecological approaches to violence prevention and other community health issues; the second is a case example from the Asian/Pacific Islander Youth Violence Prevention Center (APIYVPC) that explores challenges to implementation and sustainability of a collaborative initiative in youth violence prevention initiative; the third, a study of work settings in industries reported to be at high risk for worker homicide, assesses community characteristics and socio-economic factors correlated with violence; the fourth examines the response of one community to a brutal murder, which unleashed a storm of media, interest groups, high profile individuals and criticism on the Southeast Texas community of Jasper.

Participants:

Innovations in Social Ecological Community Health Research.

*David William Lounsbury*, Albert Einstein College of Medicine; *Shannon Gwin Mitchell*, Friends Research Institute

Health research is generally conducted within well defined, carefully maintained academic boundaries, or disciplines. The rationale for this scientific tactic is often attributed to the complexity of the topic under study and the need for specialized knowledge, which may allow us to make 'progress' within our distinct fields, but ultimately impedes our ability to see the bigger picture and create and deliver systemic interventions. A social ecological approach, by definition, requires us to examine an issue from multiple disciplines, multiple levels, and to engage in interdisciplinary or transdisciplinary research and practice. The social ecological perspective is fundamental community psychology. It can serve as a bridge between our field and other disciplines in the health sciences that seek to understand the broader impact of their work. Varied works of practitioners and researchers who have innovatively applied a social ecological framework to a community health issue will be compared and discussed.

Moving toward Comprehensiveness and Sustainability in a Social Ecological Approach to Youth Violence Prevention: Lessons from the Asian/Pacific Islander Youth Violence Prevention Center. *Karen Umemoto*, University of Hawaii at Manoa; *Charlene Baker*, University of Hawaii; *Susana Helm*, University of Hawaii at Manoa; *Tai-An Miao*, APIYVPC; *Deborah Goebert*, University of Hawaii, John A Burns School of Medicine, Department of Psychiatry

Youth violence is a serious public health problem affecting communities across the United States. The use of a social ecological approach has been shown to be effective in reducing the prevalence of youth violence. However, challenges to implementing such an approach include the comprehensiveness in addressing the multiple levels of the social ecology and the ability of public and private non-profit sectors to sustain such comprehensive efforts towards youth violence prevention and intervention. We provide a case example from the Asian/Pacific Islander Youth Violence Prevention Center (APIYVPC) of our work, in collaboration with two communities on O'ahu, to

develop and implement a youth violence prevention initiative that is becoming both comprehensive and sustainable. We illustrate the incremental nature of what it means to become comprehensive and underscore the importance of reaching sustainability as the project unfolds. Specific examples are given of the projects that the APIYVPC engaged in and the effect of this engagement on building community trust and commitment to the initiative. In addition, we highlight the need for multi-disciplinary staff who bring diverse methodological, theoretical and pedagogical richness to the research and practice of the initiative. We also discuss the lessons learned during this iterative process, which have important implications for research and action in this field.

Area-based Socioeconomic Characteristics of Industries at High Risk for Violence in the Workplace. *Myduc Ta*, Washington State Department of Health

This study examined socioeconomic factors associated with the presence of workplaces belonging to industries reported to be at high risk for worker homicide. Proportion of 2004 North Carolina workplaces in high risk industries was computed following spatial linkage of individual workplaces to 2000 United States Census block groups (n=3925). Thirty Census-derived socioeconomic variables (selected a priori as potentially predictive of violence) were summarized using exploratory factor analysis into poverty/deprivation, human/economic capital, and transience/instability. Multinomial logistic regression models indicate associations between higher proportion of workplaces belonging to high risk industries and block groups with more poverty/deprivation or transience/instability and less human/economic capital. The relationship between human/economic capital and block group proportion of high risk industry workplaces was modified by levels of transience/instability. Community characteristics therefore contribute to the potential for workplace violence and future research should continue to understand the relationship between social context and workplace violence risk.

A Community Responds to Collective Trauma: An Ecological Analysis of the James Byrd Murder in Jasper, Texas. *Thomas Wicke*, University of California, Irvine; *Roxane Cohen Silver*, University of California, Irvine

The brutal murder of James Byrd Jr. in June 1998 unleashed a storm of media, interest groups, high profile individuals and criticism on the Southeast Texas community of Jasper. The crime and subsequent response - from within the community as well as across the world -- engulfed the entire town in a collective trauma. Using natural disaster literature/theory and employing an ecological approach, Jasper, Texas was investigated via an interrupted time series analysis to identify how the community changed as compared to a control community (Center, Texas) on crime, economic, health, educational, and social capital measures collected at multiple pre- and post-crime time points between 1995 and 2003. Differences-in-differences analysis revealed significant post-event changes in Jasper, as well as a surprising degree of resilience and lack of effects. Interviews with residents conducted between March 2005 and March 2007 identified how the community responded to the crisis and augmented quantitative findings with qualitative, field-informed interpretation. Interviews suggest the intervention of external organizations exacerbated the severity of the events. However, using strengths of specific local social institutions - including faith based, law enforcement, media, business sector and civic government organizations - the community effectively responded to the initial threat and to the potential negative ramifications of external entities.

Discussant:

*David William Lounsbury*, Albert Einstein College of Medicine

#### **051. Anthropology and Community Development: Innovative Graduate and Undergraduate Programs**

8:30 to 9:45 am

University Hall: UN 2013

This presentation will describe new community development initiatives of the Department of Anthropology at MSU. Our primary objective is to help students acquire the knowledge, skills, and experience needed to pursue careers in community development work in the public and not-for-profit sectors. The emphasis is on using anthropological cross-cultural approaches for building better communities in the multiracial and multicultural State of New Jersey and its surrounding areas. Graduate students can enter the program as a stand-alone 13-credit certificate. Undergraduates can take a regular graduate-school oriented anthropology major or follow a community development concentration within the major. Undergrads who take the concentration and go on to the community development graduate certificate acquire approximately 31 credit hours of courses focusing on community development. The four anthropologists teaching in the graduate concentration will summarize how their respective courses relate conflict, health, environment and sustainability in the quest to develop viable communities. The department chair will give an overview of how the program came about.

Chair:

**Richard W Franke**, Montclair State University

Discussants:

**Kenneth Brook**, Montclair State University

**Neeraj Vedwan**, Montclair State University

**Elaine Gerber**, Montclair State University

**Katherine McCaffrey**, Montclair State University

## 052. Registration II

8:30 to 4:30 pm

University Hall: University Hall Lobby

## 053. Innovative Methodological Approaches to Community-Based Research: Theory and Application (1)

10:00 to 11:15 am

University Hall: UN 2013

The last 30 years have seen a dramatic increase in the number of professionals involved in community-based research. Their work includes interventions and program evaluations as well as basic research on specific social problems. During this time, however, application of the newest research methodologies has not kept pace with the development of theory and multilevel data collection techniques. Unfortunately, few research methods sessions at conferences take an applied focus, and none of them focus specifically on aiding the community researcher in learning about and actually using relevant cutting-edge methodologies. This symposium will present a number of innovative methodologies relevant to community-based research, illustrating their applicability to social problems and projects. This unique approach also will be coupled with step-by-step procedures to guide the audience through analysis of these types of complicated data. This symposium will illustrate the benefits that occur when community theorists, interventionists, and methodologists work to better understand complicated person-environment systems and the change processes within communities.

Participants:

**Methodological Pluralism: Implications for Producers and Consumers of Research.** *Chris Barker, University College London; Nancy Pistrang, University College London*

Pluralist research methods, like motherhood and apple pie, enjoy high approval ratings among the vast majority of community psychologists. Indeed, one of the SCRA's four guiding principles affirms a belief in research using "multiple methodologies." Yet community researchers rarely pause to reflect on exactly what such a stance of methodological pluralism actually entails in practice. This presentation will develop some ideas that were previously articulated by Barker and Pistrang (2005) on the implications of a pluralist stance for both producers and consumers of community psychology research. The first part of the presentation will address the question of how research using multiple methodologies is to be evaluated--does adopting a stance of pluralism mean that there are no longer any solid central criteria against which to judge the quality of research? We will argue that there is a central core of principles that can be applied to all community psychology research, some methodological and some values-oriented, and that there are also

genre-specific criteria that can be articulated for various discrete orientations to research. The second part of the presentation will discuss the ways that pluralism can be adopted by individual researchers and by the field as a whole. The presentation will differentiate among several levels at which pluralism can be adopted: within individual studies, within a research program, and within the field as a whole. Implications for community research and practice will be drawn.

## Cross-Case Methodology: Rigor in Community and Systems Change.

*David Chavis, Community Science*

Experimental designs used to examine community, environmental, and other systems change efforts have rarely been successful for several reasons. Random assignment and matching of comparison communities or systems is difficult, if not impossible, and a large number of communities and systems need to be involved to have the statistical power to conduct appropriate data analysis, raising the costs of this type of research to amounts only affordable by the largest foundations and federal agencies. Experimental designs also assume well-defined, stable, and rigidly implemented interventions, rare in these change strategies. In addition, traditional experimental designs are antithetical to learning about effective implementation, capacity building, and participant involvement, since they focus on outcomes and researcher detachment. For these reasons, it is questionable as to whether traditional experimental designs are truly the "gold standard" for this type of research. Cross-case methodology offers a rigorous (i.e., scientifically principled) methodology for conducting community and other systems-change research. Based on the works of Robert Yin and Robert Stake, cross-case methodology is a robust and systematic approach. Often miscategorized as exclusively a quantitative method, the approach presented here is a mixed methods approach using both quantitative and qualitative data. The basic strategy is to conduct individual case studies at each community or system and then analyze converging and diverging patterns across sites based on a theory of change. In traditional designs counterfactuals, threats to validity or rival hypotheses are addressed by controlling the influences of these factors through the design. By contrast, in cross-case methodology they are explicated, examined and then verified or rejected. This methodology will be demonstrated through examples used in a recent study.

## Hierarchical Linear Modeling: Applications, Strengths, and Limitations in Community Psychology.

*Nicole Allen, University of Illinois Urbana Champaign; Shabnam Javdani, University of Illinois Urbana Champaign; Nathan R. Todd, University of Illinois Urbana Champaign*

Community psychologists have an enduring interest in understanding contextual influences on individual behavior as well as community-level phenomenon (e.g., sense of community, coalition effectiveness). Hierarchical linear modeling (HLM), a statistical tool developed in the field of education, is a promising approach to bringing our quantitative methods into alignment with (at least some of) our conceptual aims regarding the salience of context. Specifically, HLM is suited to the approach of "nested" designs in which, for example, individuals are a part of shared settings (e.g., classrooms, schools, neighborhoods, coalitions). This statistical method allows us to examine individual- and setting-level effects simultaneously and to separate within- and between-setting sources of variance. In addition, HLM enables us to examine cross-level interactions (e.g., how relationships between variables at the individual level may depend on setting-level characteristics). Yet, although HLM has unique potential for our field, it also poses unique challenges for application in community-based research. Our presentation will (a) explore applications in community psychology with specific examples related to (1) disaggregating within- and between-setting variance in the study of the perceived impact of collaborative efforts and (2) examining cross-level interactions in the study of the influence of religious settings on social justice engagement, (b) highlight the strengths of the method, and (c)

discuss some of the inherent challenges and limits of the model for approaching community-based phenomena.

**Adhering to the Hierarchy: Multilevel Modeling and Program Evaluation Research.** *Kelsey Lauren Deane, University of Auckland; Chris Sibley, The University of Auckland; Niki Harré, University of Auckland; Julie Moore, The University of Auckland*

Project K is a New Zealand-based positive youth development program that incorporates wilderness adventure activities, community networking and mentoring. The program aims to promote positive health and well-being, enhance academic and social skills, and connect young people to their community. The Foundation for Youth Development licenses Project K programs to operate across nine different regions of the country. This organization has coordinated a large-scale national, randomized control trial to evaluate the effectiveness of 41 independent Project K programs, each operating with a group of independent program participants and a matched control group. This has resulted in a data structure that can be most appropriately analyzed using multilevel random coefficient modeling. Analyses of key outcomes, produced using an HLM software package, will be discussed, including changes in participant academic, social and help-seeking self-efficacy over time. Between-program (Level 2) factors influencing success in the program will also be explored. Distinctions will be drawn between the strategies used in multilevel modeling techniques (e.g., HLM) and those used in more widely known fixed-effects models (e.g., ANOVA, regression), highlighting the unique theoretical and practical issues the multilevel approach has been designed to address. Attention will be drawn to common oversights associated with the use of fixed effects models in this specific program intervention context, and guidelines will be provided as to which contexts are most suited for analyzing outcome data using each of the aforementioned techniques.

**Combining Quantitative Hierarchical Linear Modeling and Qualitative Analytic Induction.** *Rebecca Campbell, Michigan State University; Debra Patterson, Wayne State University; Deborah Bybee, Michigan State University*

In this presentation, we will highlight methodological techniques used in a 12-year longitudinal analysis of legal case prosecution outcomes for adult sexual assault cases before and after the implementation of a community-level intervention service program for sexual assault survivors. Briefly, in this intervention, sexual assault victims received a medical forensic exam and crisis intervention immediately post-assault from highly trained forensic nurses. To evaluate whether this intervention may positively affect legal case outcomes, we used Creswell and colleagues' (2003) sequential explanatory mixed-methods design, which is characterized by the collection and analysis of quantitative data followed by qualitative data. For the quantitative component, we used a rigorous quasi-experimental design to compare prosecution of cases reported before and after intervention implementation. We used hierarchical linear modeling (HLM) to tease out community-level effects separate from case-specific effects over time. Our results revealed a significant increase in successful prosecution of reported rapes after the implementation of the program. Due to the methodological design and complex modeling used in this study, we can reasonably attribute the effect to the intervention. In the second component, we used qualitative methods to identify the mediating mechanisms of this system change. We conducted qualitative interviews in the focal county to identify mediating mechanisms of systems change from three major stakeholder groups: law enforcement personnel, forensic nurses (who deliver the intervention), and the rape survivors themselves. Using qualitative analytic induction methods, we identified two distinct mediating pathways that replicated and extended the quantitative findings to reveal how and why this intervention was effective in the focal county. Implications for mixed methods longitudinal research will be discussed.

**Mapping Residents' Neighborhoods with GIS: Discovering Real**

**Communities?** *Andrew Lohmann, California State University -- Long Beach*

Perhaps one of the most confounding issues for researchers focusing on neighborhood-level phenomena pertains to the operational definition of "neighborhood." Although the majority of research on neighborhoods uses census blocks or tracts, or perhaps school catchment areas, as surrogates for conceptualizing neighborhoods, other research suggests that these do not conform to how residents of neighborhoods define their neighborhood. Therein lies the dilemma: To the degree that researchers are interested in the dynamics of community phenomena (e.g., sense of community in the neighborhood), we need to be capable of defining neighborhoods in a manner that is meaningful to the community residents. Without an accurate operational definition, we run the risk of error--I would argue the Type II error of not discovering important phenomena--in understanding the dynamics of neighborhood interaction. A discussion of the common spatial-correlational approaches will be discussed in relation to a more phenomenological approach, one that relies on a new methodology using neighborhoods as defined by residents. Through the identification of phenomenological neighborhoods on some given criteria (e.g., high vs. low sense of community), we may be able to develop a more thorough understanding of the neighborhood-level phenomena within specific community contexts. Implications and practical problems will be discussed.

**Chairs:**

*David S. Glenwick, Fordham University*

*Leonard A. Jason, DePaul University*

#### **054. Supporting children as change agents**

*10:00 to 11:15 am*

*University Hall: UN 2021*

An important community psychology focus is to engage in research and action that promotes social justice. This focus often leads to research with groups who have little power within a setting. Yet, children (who tend to have little power) are rarely engaged. This symposium, therefore, addresses ways of supporting children to be change agents. The first paper researches how a first grade teacher's use of a critical multicultural artist-focused curriculum facilitates the critical consciousness of her students. The second paper examines attempts to create an empowering setting in an after-school participatory action research PAR project for fifth grade students. The third paper lays out a model for training faculty, graduate, and undergraduate students to engage in PAR with children. This combination of papers provides a basis for thinking more carefully about how settings influence ways to support children as change agents. Policy and/or practice implications are discussed in each paper.

**Participants:**

**Cultivating Agents of Change in Children: An Ethnographic Analysis.** *Janelle M. Silva, University of California, Santa Cruz*

This paper examines how one teacher is using an alternative, artist-focused curriculum, to teach her first grade students about significant social identities (race, ethnicity, gender, sexuality, class and physical ableness) and social groups. A social identity framework (Tajfel, 1982) is used to analyze how social groups are discussed in classroom conversations and in the curriculum, with particular attention as to how the students are using classroom knowledge to understand their own group membership(s). In particular, theoretical perspectives on multicultural education (Banks, 2002, 1995; Giroux, 2000; McLaren, 1995) are used to analyze how this classroom conforms or transgresses current tenets of mainstream multiculturalism to facilitate the development of a critical consciousness in students through the use of critical multiculturalism. Using data from a nine month ethnographic study of a first grade public charter school classroom in central California, in addition to student interviews, parental surveys and an interview with the classroom teacher, this analysis will illustrate how this teacher integrates a critical perspective into her classroom, resulting in discussions of power, privilege and becoming agents of social change within their community. The

paper will conclude with policy recommendations regarding the implications of a critical multicultural curriculum for the state and its students.

**Youth empowerment in context: The importance of an ecological framework.** *Danielle Kohfeldt, University of California at Santa Cruz; Sarah Grace, University of California at Santa Cruz; Lina Chhun, University of California at Santa Cruz*

Youth empowerment has received attention from psychologists and practitioners because of its practical applications in social justice work. It is often applied to youth development programs that follow a prevention model. Empowerment in these settings tends to be conceptualized and measured in terms of the reduction or absence of behavior considered dysfunctional by program coordinators. The current study attempts to move away from a prevention model and reposition youth empowerment as a process by which individuals or groups gain increased access to the resources that affect their lives. This understanding necessitates a reconceptualization of empowerment that is more consistent with its theoretical formulations. In much of the literature, researchers focus on the relationship between youth and adults involved in empowerment programs while neglecting the broader social framework in which these relationships and the youth empowerment program itself functions. Given the social location of both young people and adults in particular sociocultural and institutional contexts, a more ecological model of youth empowerment is needed. Utilizing an ecological model as a guiding framework, the current research examines whether an empowering setting was created in an after-school participatory action research program with fifth-graders. Data was gathered over a six month period and included ethnographic field notes, interviews with students and school staff, and weekly student program evaluation forms. Results highlight the role of social context as PAR researchers attempt to create a setting in which students gain skills, participate in knowledge production, and become change agents. The study suggests that youth empowerment is a context-dependent process that requires researchers to attend to the multiple factors that influence possibilities for empowerment. In addition, it suggests the utility of an ecological model that facilitates the inclusion and examination of larger social structures that enable and impede the creation of an empowering setting.

**Learning communities that support collaborative action and research with children.** *Elizabeth Thomas, University of Washington Bothell*

Community psychologists increasingly value participatory action research (PAR) approaches and strategies, and many in the field are engaged currently in dialogue about theoretical and value frameworks, as well as the practical skills, needed for weaving together action and research in the practice of PAR. At the same time, researchers across a number of disciplines are increasing attention to the potential roles of elementary and middle school aged children in PAR, conceptualizing children as social actors and setting experts capable of working with others to define, analyze, and address problems of mutual interest. The aim of this presentation is to contribute to these conversations by focusing on the training of undergraduate students, graduate students, and faculty who wish to engage children as collaborators in community-based action and research. What initial training and preparation are needed for academic researchers - both students and professors - to engage children as partners in collaborative inquiry and change? What skills are needed, for example, to share power, communicate clearly, and listen carefully with young research partners? How can teachers facilitate learning communities and support students in a process of ongoing action and reflection? How can undergraduate and graduate student researchers effectively take ownership of a smaller project in the context of longer-term partnerships? These are the questions that the author and her colleagues continue to address in developing interdisciplinary pedagogies and curricula at a young and growing university in the Pacific Northwest region of the United

States. The presentation will draw from lessons learned in the context of developing and launching an undergraduate option/major in community psychology (including an undergraduate senior seminar course in community-based program evaluation and an advanced course in community projects) and an MA Program in community-based cultural studies.

**Chair:**

*Regina Day Langhout, University of California at Santa Cruz*

**Discussant:**

*Pennie G. Foster-Fishman, Michigan State University*

### **055. The Importance of Community-Researcher Partnerships in Addressing Social Problems in Rural Communities**

*10:00 to 11:15 am*

*University Hall: UN 2004*

The goal of this symposium is to highlight projects that have emphasized partnerships between researchers and community stakeholders, with an emphasis on the importance of establishing these partnerships in rural settings. Often, rural settings have fewer resources than in urban areas. Therefore, to address the issues that rural communities face, partnerships are critical. We will provide examples of how researcher-community partnerships have led to increased capacity within rural settings to address specific social problems. For example, such partnerships have increased a community's capacity to evaluate the efficacy of interventions, mobilized rural communities to address current and historical inequities, and re-energized communities to address social issues in new ways, including the expansion of networks to attract a greater diversity of allies in the effort. We will provide details and lessons learned from our collaborative partnerships and initiate a discussion of how others might engage in similar efforts in rural communities.

**Participants:**

**Domestic Violence in Hawai'i: The Role of Researcher-Community Partnerships in Building Community Capacity to Serve Families in Rural Settings.** *Charlene Baker, University of Hawaii; Stephanie Dodge, University of Hawaii*

This presentation will highlight several aspects of working with individuals and families affected by domestic violence on one rural island in the State of Hawai'i. In particular we identified: 1) current program practices, including cultural practices specific to the multi-ethnic populations of the island, 2) gaps in program practices and services, 3) barriers that prevent individuals or families from accessing existing services; and, 4) successful strategies that have been used by service providers to meet the needs of culturally diverse families in rural settings. The sample was comprised of executive directors and program coordinators of agencies that provided domestic violence (DV) or related services (e.g. substance abuse treatment, housing assistance, immigration services, child welfare) on the island of Hawai'i. Non-traditional responders to domestic violence, such as pastors, were also included for their unique perspectives. In particular, this presentation provides information on how non-traditional responders to domestic violence (e.g., pastors) see their role in addressing domestic violence in their community, and how service providers with a different focus (e.g., homelessness, substance abuse, medical clinics) can work together with domestic violence agencies to ensure that families in rural communities have access to necessary services. In addition, I will discuss how community research can serve as a catalyst toward building collaboration and increasing capacity among rural service providers.

**Community and University Research Partnership to Promote Mental Health and Address Current and Historical Inequities in a Rural Southwest Native American Community.** *Jessica R Goodkind, University of New Mexico; Lance R Freeland, University of New Mexico Prevention Research Center; Mariana LaNoue, University of New Mexico Prevention Research Center; Christopher Lee, University of New*

*Mexico Prevention Research Center; Rachel Freund, University of New Mexico Prevention Research Center*

Through a joint effort between the University of New Mexico Prevention Research Center and a rural Native American reservation community located in the Southwest, a partnership was formed to work towards the goals of interrupting intergenerational cycles of violence and promoting the mental health and well-being of youth and their families. Our focus has been on understanding the relevance of historical trauma to current social inequities and health disparities experienced by the community; identifying effective, culturally-based intervention components that build on community strengths and address root causes of community trauma, violence, and chronic disease; implementing and evaluating the intervention; and building capacity within the community. Together we developed a 6-month community-based mental health program to heal historical trauma and strengthen family relationships through revitalization of traditional cultural teachings and practices, culturally appropriate parenting strategies, problem-solving and social support-building skills, and equine-assisted activities. The intervention was piloted with 12 families and evaluated using a mixed-method qualitative and quantitative within-group longitudinal design. Post-intervention, children and adolescents showed significant increases in enculturation (connection and identification with traditional culture), participation in traditional cultural activities, and quality of life (focused on areas of family, friends and school). Parents were significantly more likely to use effective parenting practices by adopting an authoritative style and were significantly less likely to engage in authoritarian parenting practices. Qualitative data supported the quantitative findings and also indicated that participants experienced strengthened family relationships, increased ability to manage their anger, and increased cultural knowledge. Our presentation will discuss our community-based participatory research process, the intervention we developed, our findings, and lessons learned, with an emphasis on methods for mobilizing rural Native American communities and university partners to address current and historical inequities.

**A Collaborative Effort to Reduce Smoking During Pregnancy in Rural Pennsylvania. *Carie Forden, Clarion University of PA***

This presentation will discuss the work of a countywide partnership created to reduce the high rate of pregnant women who smoke in a rural area of Western Pennsylvania. From its inception, the work of this partnership was guided by research, the product of a fruitful collaboration between a university researcher and a group of community providers. The Venango County Partnership to Help Pregnant Women Stop Smoking began as an initiative of a countywide collaborative board which was focused on the development, implementation and evaluation of prevention services. The rate of smoking during pregnancy in the county was the third highest in the state, so a partnership of health care providers, nonprofit agencies and other interested parties was formed to work toward improving this outcome. Because the goal was to reduce rates of smoking among pregnant women, and also because the collaborative board was working to build evaluation capacity in the county, evaluation played a key role in the project. A logic model, service gap analysis, provider interviews, and a survey of pregnant women and their friends and families, were all used to make decisions about what types of community interventions would be most effective. Four factors were important to the partnership's successful use of research to guide their decisions about community interventions: 1) the county had been working to build evaluation capacity among providers; 2) evaluation was seen as a key part of the project; 3) the researcher had been working with the collaborative board for several years and had established relationships with members of the partnership; and 4) an action research approach was used so that the research was guided by the needs of the partnership. This partnership provides an example of how research can be used to help rural providers be more effective in addressing a social problem.

**056. Creating Change in Child Welfare Systems by Responding to Adolescent Fathers**

*10:00 to 11:15 am*

*University Hall: UN 1030*

Promoting the responsible and healthy involvement of fathers in the lives of their children has received increased attention over the last decade. A growing body of research indicates that healthy father involvement buffers children from negative outcomes such as teen pregnancy, involvement in the criminal justice system, and school failure (Furstenberg & Harris, 1993; Jaffee, Moffitt, Caspi, & Taylor, 2003). However, at the research and policy level, there has been limited attention to the roles and responsibilities of adolescent fathers. In the state of Connecticut, the Department of Social Services (DSS) and the Department of Children and Families (DCF) have been on the forefront of advancing policies and practices that address the unique needs of adolescent fathers. This roundtable seeks to engage participants in a dialogue about the role of research and social service agencies in promoting healthy father involvement among adolescent males. Case examples will be employed to highlight how a statewide initiative led by DSS and DCF generated movement around the often ignored needs of adolescent fathers, particularly those involved with child welfare. Under the leadership of DCF special focus has been made to 1) identify adolescent fathers; 2) document their involvement with DCF; 3) examine fathers' roles in their children's lives; and 4) develop prevention and intervention strategies targeting adolescent fathers. This interactive session aims to create dialogue among policymakers, legislators, social service agencies, and communities as we envision the future directions of this work.

Presenters:

*Anthony Judkins*, State of Connecticut Department of Social Services

*Diana Mason*, State of Connecticut Department of Social Services

*Brett S. Rayford*, State of Connecticut Department of Children and Families

*Natasha D. Watkins*, The Consultation Center, Yale Department of Psychiatry

*Sarah Wilhelm*, State of Connecticut Department of Children and Families

Chair:

*Derrick M. Gordon*, The Consultation Center, Yale Department of Psychiatry

**057. We've Come a Long Way Baby ... But Are We There Yet?**

*10:00 to 11:15 am*

*University Hall: UN 2025*

Despite advances women have made, Bureau of Labor Statistics indicate that women's overall earnings are still 81% of men's earnings. These disparities indicate that women are still not valued or treated equally in the workplace. Women have made significant advances since the advent of the women's movement, but they still have a ways to go. In this informal session, four women will describe the challenges they confronted as women throughout their careers. Participants began their careers during different decades ranging from the 1960's to the 1990's. They have confronted ageism, classism and sexism. The session will begin with each participant describing her experiences, and then the discussant will present questions to elicit audience participation. The purpose of this history sharing and consciousness raising session is to encourage audience members to provide their own insights and ideas for research and action to continue to confront the "isms."

Participants:

Stories from an Early Feminist "Cage Rattler." *Gloria Levin, Retired*

Starting her career during the early days of organized feminism, Gloria Levin saw employment ads split into women only and men only job categories and observed the first glimmering of feminism at an APA conference in the mid-1960s. Community psychology's origins were as a white male club, and Gloria was among the field's early feminist "cage rattlers," only sometimes successfully. She was a community developer throughout the

1960s before obtaining her doctorate and then, in the mid-1970s, began her career with the Federal Government via NIMH/NIH. Always active in civic life, she now - retired 7 years - devotes full time as a community and international development volunteer, with a particular interest in mentoring. Gloria will speak on the full arc of one woman's career - from activist in the 1960s to graduate student to careerist and finally to being an active retiree, continuing to contribute to our field.

"Good Girl" Feminist Community Psychologist: "How fast do you type?" *Anne Mulvey, University of Massachusetts Lowell*

As an Irish-American, Catholic girl growing up in the Midwest U.S. in the 1950s, "doing good" and "being good" were central to future plans; a career was not. As a child, I questioned gendered double standards (married women changing names). Seeking my first post-college job in 1968, women were required to pass typing tests which shocked me and limited job options. In the early 1970s, working in public housing while participating in consciousness-raising increased my awareness of career-related barriers and complicated my understanding of social inequalities and meaningful work. Attending the Austin conference as a graduate student, I experienced sexism and received sage advice and ongoing support from Barbara Dohrenwend, a wonderful mentor. Barriers I experienced in entry-level jobs (e.g., sexual harassment) were common to many young women in such positions. Challenges experienced in graduate school and in academic-professional work have more often had to do with commitments to feminism and social justice rather than my gender. Work and identities dynamically evolved as I did from being a young single straight feminist to an older single, then partnered, then married feminist and lesbian who continues to be enriched and burdened by being a "good girl." These experiences, and working in the UMass Lowell community social psychology program, have shaped my lifework co-creating safe, fair and affirming communities for women. I've mentored others and grown myself creating multi-leveled public "homeplaces." Using these and other examples, career and social change challenges and possibilities will be highlighted.

Forty Years in the Academy -- The Good, the Bad, and the Ugly. *Judy Primavera, Fairfield University*

I will be reflecting on my forty year professional journey beginning at the height of the Women's Movement in the late 1960's to the present day. The backdrop is that of a first generation college graduate, naïve and wide-eyed to "how the game is played" beyond my Italian family's ethos of "honesty" and "hard work." The different contexts of my journey include my undergraduate beginnings at a Seven Sister college, an Ivy League graduate experience, a stint in the real world of mental health service delivery, and my present full professor status at a Jesuit university. Themes to be discussed are the common expectations and challenges across contexts; equal opportunity harassment; and finding support in uncommon places.

Riding the Waves of Feminism, Classism and Sexism. *Holly Angelique, Penn State University Harrisburg*

Working class, poor, single mothers are not supposed to make it through the institutional barriers of higher education, let alone become tenured professors. But somehow, with a lot of tenacity and a little luck, I succeeded. I would like to discuss the intersection of class and gender as it has both shadowed and informed my career. From being told that my "informal" style would hold me back, to being hired at \$7,000 less than a male colleague and peer, to being typecast as the quintessential "mom" of the classroom, I believe that women from working class backgrounds hold a unique position within the university culture. I began a tenure-track position in the late 90's on the cusp of the third wave of feminism. In my mid thirties at the time, I found the identity of "wave-rider" to best describe my second-wave foundation and third-wave potential. With time (and tenure) my multiple identities that rest on the margins have become a strength that grounds me as I continue to ride the waves and face the storms of academia.

Discussant:

*Susan M. Wolfe, Susan Wolfe and Associates*

## **058. Opportunities and Challenges for Early Career Community Psychologists**

*10:00 to 11:15 am*

*University Hall: UN 2002*

The past decade has witnessed rapid growth and expansion as the field of community psychology continues to diversify and innovate towards achieving the goal of promoting a better society through transdisciplinary research and action. Training within the broad field of community psychology continues to evolve with a renewed interest in improving training to best prepare emerging professionals. Community psychologists entering the workforce can now utilize their learning and experiences in innumerable roles, thus increasing the positive impact of the field across varying contexts. Quality preparation and ongoing support for early career professionals is necessary to support community psychologists in fully utilizing the potential of expanded career opportunities. The purpose of this roundtable is to facilitate a discussion that (1) highlights the numerous opportunities and early career trajectories available in community psychology, (2) identifies potential resources for early career professionals to receive ongoing guidance and support, and (3) pinpoints potential next steps for the field to insure the future success of rising community psychologists. To these aims, the roundtable will include a brief presentation by three early career community psychologists who recently completed a common pre-doctoral internship in clinical-community psychology. This presentation will highlight their unique training opportunities that culminated in a shared internship experience and focus on the distinct early trajectories that have evolved since its completion. These examples will provide a context for the discussion and attendees will be invited to share their own relevant experiences to enrich this conversation. Attendees will have the opportunity to discuss the development of early career community psychologists, identify training areas for expansion, and articulate action steps for the field. One explicit goal of this presentation is to capture pertinent information generated through discussion and circulate this information through an appropriate venue (e.g., *The Community Psychologist*, SCRA listerv) to fuel ongoing dialogue and action.

Chair:

*Melissa Ann Maras, University of Missouri*

Discussants:

*Sherry Walling, National Center for PTSD and Boston University School of Medicine*

*Samantha Mallin, Yale University*

## **059. Socioeconomic Status and Family Well-Being: Untangling a Complex Relationship**

*10:00 to 11:15 am*

*University Hall: UN 1010*

Low socioeconomic status (SES) has been associated with multiple negative outcomes. Historically, research has used one factor reflecting SES such as education, occupation or income as a proxy for measuring SES in its entirety (Oakes & Rossi, 2003). However, SES appears to be far more complex (Stewart et al., 2007). This presentation seeks to facilitate discussion regarding the diverse associations between potential indicators of SES by considering findings from two independent studies. This research grew out of (1) the Sibling Resilience Project (SRP), examining risk and resilience among siblings of children with severe emotional disturbances (SED); and (2) the System of Care (SOC) National Longitudinal Study (NLS), highlighting the mental health needs, strain, and risks experienced by children with SED and their families. Both assess multiple contextual variables, including adversity exposure, family functioning, and caregiver well-being. Analyses suggest that, although income and parental education were highly correlated (SRP:  $r = .62$ ,  $p < .001$ ; NLS:  $r = .45$ ,  $p < .001$ ), they were not necessarily associated with the same indicators of well-being/adjustment and they evidenced quite different relationships with some variables. For example, SRP results indicate that income was associated with a host of variables, including family turmoil and child adjustment, while parental education related to caregiver somatization and strain. Further investigation revealed that measures assessing basic needs and poverty were generally associated with a broader range of variables, such as social support, family conflict and caregiver

depression. Our data suggest that assessing "real life" family struggles may more accurately reflect SES than either income or education. These findings highlight the complexity of SES and the need for innovative, multifaceted approaches to defining and measuring the construct beyond the simple use of one proxy factor. We intend to use these findings to stimulate discussion of how best to assess SES in the context of applied research.

Presenters:

*Eylin Palamaro*, University of North Carolina Charlotte  
*Tanya Vishnevsky*, UNC Charlotte  
*Lauren Michelle McDonald*, University of North Carolina Charlotte  
*Ryan P Kilmer*, University of North Carolina at Charlotte  
*James Cook*, UNC Charlotte

#### **060. Community Psychology in Canada: Major Contributions, Current Status, and Future Directions**

10:00 to 11:15 am

University Hall: UN 2008

Despite a lengthy history that spans over 30 years, community psychology (CP) remains a marginalized specialty in Canadian psychology with a relatively small network of researchers and practitioners. The proposed symposia is an in-depth analysis of CP in Canada, examining its major contributions, taking stock of its current status, and proposing future directions for growing it into a more influential force. Geoff Nelson will discuss the major contributions in theory, research, and practice of Canadian CP. Tim Aubry and John Sylvestre will provide an assessment of current CP training in Canada from findings of a survey conducted of Canadian universities. Francine Lavoie and Liesette Brunson will describe and propose a definition of CP practice in the Quebec context. Rachel Fayter will discuss future directions for Canadian CP by providing findings from a visioning process conducted with CP faculty and students from four universities located in Ontario and Quebec.

Participants:

Contributions of Canadian Community Psychology: Theory, Methodology, Research, and Practice. *Geoffrey Nelson, Wilfrid Laurier University*

Contemporary Canadian community psychologists have made important contributions to psychology and the public good since the formation of the CPA section on Community Psychology in 1982. The purpose of this paper is to highlight the major contributions of Canadian community psychology to theory, methodology, research, and practice. In terms of theory, Canadian community psychologists have introduced theoretical perspectives that have provided an impetus for research and practice. Examples include the work by Patrick O'Neill in the development and application of cognitive community psychology and value-based and power-oriented approaches introduced by Isaac Prilleltensky and his colleagues. Canadian community psychologists have also broadened the focus of research in community settings with contributions to program evaluation, participatory action research, qualitative research, and ecological approaches. A variety of substantive contributions have been made to the research literature, including the prevention of dating violence among high school students, community capacity building to support families and children and to prevent problems experienced by children and youth, the study of informal social support and self-help, and alleviating the problems of homelessness among people with mental health problems. Finally, Canadian community psychologists have contributed to practice and social policy to improve the public good in areas such as poverty-reduction, the support of people with serious mental health problems, and research and action directed at creating affordable housing for homeless people. The article concludes with a discussion of future potential areas of contribution for Canadian community psychology.

Taking Stock: The Current Status of Community Psychology in Canada. *Tim Daniel Aubry, University of Ottawa; John Sylvestre, School of Psychology, University of Ottawa*  
Ten years ago, Walsh-Bowers (1998) described in Canadian

Psychology the marginalized status of community psychology (CP) in Canada. The purpose of the research is to investigate the current status of CP training in Canadian universities by surveying psychology departments in Canadian universities. Similar surveys were completed by other researchers 10 and 25 years ago (Walsh-Bowers, 1998; Nelson & Tefft, 1982). Historically there has been an under-representation of CP training within both undergraduate and graduate programs in Canada. Our survey will serve to investigate whether the status of CP training has improved over the last 10 years. Calendars posted on-line on the web for undergraduate and graduate programs in departments of psychology in Canadian universities have been reviewed for course offerings in CP. Subsequently, an e-mail survey of program directors is being conducted to confirm and extend the findings of the on-line search. Results will be compared to those of previous surveys to determine the extent the availability of CP training is changing over time. Findings will be discussed in the context of contemporary professional psychology and of future directions for expanding CP training in Canada.

Reflections on community psychology practice in Quebec.

*Francine Lavoie, Université Laval; Liesette Brunson, Université du Québec à Montréal*

This paper examines the current status of and possibilities for community psychology practice in Québec. We propose a definition of community psychology (CP) practice adapted to the Quebec context. We reflect on qualities, roles and change strategies that might usefully serve to orient community psychology practice. CP practice requires qualities such as a willingness to be actively involved in the community and a willingness to identify with the community with whom one works. CP practitioners should privilege an appreciative worldview that highlights strengths and resources rather than deficiencies. CP practitioners should also have the reflex to pay attention to and to draw attention to the voices of those who have less power in a setting. Qualities such as patience, determination, tolerance for ambiguity, and openness to risk taking in the search for social change complete this portrait. We identify a number of possible practice roles for community psychologists working outside of academia (program developer, program evaluator, group process facilitator, organisational development change agent, scientific advisor, participant conceptualiser, community organizer, etc.) as well as typical change strategies that CP practitioners might use in these roles (applied research, development of measurement and evaluation tools, knowledge sharing, articulating practice models, advocacy, social action, etc). Practice training that articulates learning opportunities in terms of qualities, roles and change strategies may assist students in making informed choices about learning opportunities. This structure may also support innovative pedagogical and evaluation approaches such as student portfolios and project-based learning. We conclude with a discussion of licensing issues in the province of Quebec and how the regulatory structure currently affects university-based training around practice.

Collaboratively Envisioning the Future of Community Psychology in Canada: From Talk to Action. *Rachel Fayter, Wilfrid Laurier University*

Community Psychology (CP) is a relatively young and marginalized discipline in Canada, with only four graduate programs, concentrated in two provinces - Ontario and Quebec. Recognizing the need to develop cohesion and an identity as a field, several senior Canadian Community Psychologists proposed hosting a biennial conference, which began in 2002 at the University of Ottawa. Starting in 2006, the conference became a forum for CP faculty, students, and community partners to collaboratively develop a vision for the future of CP in Canada. Diverse teams of conference participants were engaged in facilitated discussions, culminating in a plenary session in which delegates shared their perspectives with the larger group. Eight themes emerged from the visioning exercises in 2006, which lead to the development of seven special interest groups in the following areas: Identity and sense of community;

Defining the profession and promoting CP practice; Promoting a CP education across Canada; Training issues: Curriculum and skills; International and diverse perspectives; Accreditation and credibility; and Promoting healthy communities through collaboration and grassroots social action. At the most recent biennial in May 2008, conference attendees signed up for one of the special interest groups during registration. The continuation of the visioning process with the development of special interest groups involved planning for and committing to action, by creating concrete steps. During the closing session of the May 2008 conference several Canadian CP faculty and students committed to following through with the action plans and revisiting the progress made towards achieving our goals at the next Quebec-Ontario conference in 2010. Realizing our vision through the implementation of the action plan requires us to continuously engage CP stakeholders in a collaborative and meaningful way. This session will provide an overview of the visioning process and action planning steps to date, while engaging the audience to provide feedback and suggestions to ensure the momentum is not lost. Comparisons between the Canadian CP visioning process and the SCRA visioning process will also be explored.

### **061. Global Immigration & Structural Oppression: The ties that bind that must be broken**

10:00 to 11:15 am

University Hall: UN 2024

Immigration is a worldwide issue, and most industrialized and wealthy nations have heated debates about the economic and cultural impact of immigration on their country. Spain, Australia, and the United States are only a handful of the countries that grapple with immigration daily while never reaching an easy or fair solution. Documented and undocumented immigrants have to acclimate to countries that are ambivalent, if not hostile, towards their presence. Further, the ambivalence often leads to policies that create structural and institutional oppression, which impinge upon immigrants' socioemotional development. This symposium will explore the oppression of immigrants in various nations and the role of liberation psychology in the immigration debate. The first half of the symposium will address how immigration and oppression are connected and the impact of oppression on immigrants in the US. The second half will explore programs in Spain and Australia, which utilize the frameworks of liberation psychology in an effort to help immigrants acclimate amid oppressive structures.

Participants:

No se puede!: The oppression of Latina women in their access to mental health services. *Richard L Renfro, DePaul Family and Community Services; Bernadette Sanchez, DePaul University; Jessica Hudson, DePaul University*

Oppression stems from an asymmetry in the distribution of resources between groups (Prilleltensky, 2003). Oppression operates by systematically denying access to opportunities and resources to the oppressed groups of society. This asymmetry of resources leads to either an absence of choices or restricted choices for the oppressed. This study uses Prilleltensky's (2003) oppression framework to examine how societal and institutional sources of oppression prevent Latina women from accessing mental health services. We conducted a predominantly qualitative investigation in which service providers who work with Latina immigrant women served as key informants in interviews (n=24) and surveys (n=226) about the barriers to accessing services in a large metropolitan area in the Midwestern United States. The perspectives of service providers were captured to gather the overall trends in Latina women's experiences. We specifically examined the societal and institutional sources of oppression, the symptoms of oppression that are experienced by Latina immigrant women, and the consequences of oppression. Our study provides a view of the oppression process in accessing mental health services. Thus, the research questions answered in this presentation are: 1) What are the sources of oppression at the societal level that create barriers for Latina women in accessing mental health services?; 2) What

are the sources of oppression at the institutional level that create barriers for Latina women in accessing mental health services?; and 3) How do Latina women experience oppression when accessing mental health services? Implications for research and action will be provided.

### **Arab American Mental Health: The paradox of invisibility in the context of oppression. *Mona M. Amer, The American University in Cairo, Egypt ; Yale University School of Medicine***

Oppressive policies and regulations against Arab Americans have intensified in the post 9/11 socio-political context. This includes registration and deportation of Arab nationals; interrogation and detention of thousands of Arab immigrants without due process, forced exclusion from the political and civic processes, and systematic denial of voice in the media (e.g., purchasing rights to advertising space). Because Arabs are categorized by the federal government as "White" or "Caucasian", they do not have access to resources (including minority financial incentives or civil liberties representation) that other minority groups may have to resist these social injustices, and thus Arabs experience the paradox of facing oppression within a context of invisibility. This presentation will review current research on the impact of these socio-political injustices on internalized oppression and stress within the Arab American community, and the inadequate response from the mental health field. There are numerous institutional policies and norms within the mental health system that lead to the systematic denial of adequate mental health services for Arabs, particularly immigrants from the Muslim faith. These oppressive regulations also permeate the grant funding systems, making it virtually impossible for Arab scholars and grassroots organizations to access funding. A review of the literature will demonstrate how Arab Americans have been virtually ignored from the post 9/11 scholarly discourse, and how research theories and methods have been used to sustain the oppressors' construction of reality. For example, acculturation research repeatedly blames Arabs for not integrating in American society, and data on high rates of depression and anxiety among Arabs has been used to support a call for harsher immigration policies. Finally, the presentation will argue for greater critical consciousness in the Arab community and will describe the nascent efforts of Arab social service and civic organizations in promoting healing and empowerment.

### **Acculturative Integration and Community Activism among Moroccan Women in Spain. *Virginia Paloma, Universidad de Sevilla; Manuel Garcia-Ramirez, Universidad de Sevilla, Spain; Manuel de la Mata, Universidad De Sevilla; Turia El Jabary, Asociación de Mujeres Inmigrantes Marroquíes (AMAL)***

We present the self-integration transition of a group of Moroccan women who created AMAL, a grass-roots organization struggling against the oppressive conditions they suffer in Andalusia, the southern-most region of Spain. In this area, oppressive structural conditions erode the life settings of Moroccans, creating experiences of poverty, stress, isolation, and discrimination, limiting their social opportunities and provoking hopelessness and powerlessness. Through community activism, these women confronted their conditions and built up relational structures focused on identifying the needs and actions necessary to strengthen themselves, establishing networks and alliances to amplify their voices. Nevertheless, community activism among women requires a complex process of self-reconstruction, full of barriers such as the cultural, historic and colonial background, as well as sexist or patriarchal practices. We explain this acculturative integration process stressing the contribution of liberation and cultural psychologies. Liberation psychology permits us to understand this transition as an empowerment and liberation process by which immigrants transform both structural conditions and themselves. Cultural psychology explains this empowerment process as a self-construction by which immigrants acquire a new vision of the world and of themselves. In this model, integration is defined as a self redefinition process

that requires a psychopolitical development by which immigrants acquire critical awareness about injustices, build up capacities for community activism, and make social changes to improve their wellbeing. Personal and organizational narratives from AMAL are used to describe the journey from oppression to self-liberation and wellbeing. Through them, we describe how they raised critical awareness about social injustices, created contacts and developed a strong organization to enable community participation and to take effective actions to improve their integration.

"We Like to Talk": Somali migrant perspectives on cultural legitimation processes. *Katie Thomas, Curtin University of Technology*

There have been numerous critiques of the typical frameworks that are used to assess ethnic 'adjustment' to host culture. The very notion of adjustment is laden with assumptions about which boundaries of cultural and community life and which inclusion protocols are appropriate. This research investigated Australian-Somali refugee perspectives on Australian notions of inclusion, education and community. Because printed text and non-relational knowledge are not highly valued in Somali culture this presentation will attempt to experientially demonstrate a typical Somali knowledge legitimation process. Somali cultural life is still primarily oral with the writing of Somali language dating back only 50 years. The research findings included a Somali knowledge categorization system of knowledge as 'living' or 'dead.' The legitimation of 'dead' knowledge was described by respondents as particularly harmful and dangerous to living culture. Much western education fits within this category. While western education tends to be linear and individualistic in orientation Somali educative processes require interactive relational belonging. Participants made astute observations about the role of mass propaganda and education in Australia and how these functioned to exclude them. They clearly identified social support and the development of cohesive communities of belonging as a powerful survival strategy. This presentation gives an introduction to some of the strengths of Somali community life which were identified in the research and some of the elements Somali respondents believe are core to community. A major finding of the research was a great generosity of spirit amongst Somali-Australians and strong desire to share their own cultural gifts with others in their new home.

Presenters:

*Bernadette Sanchez*, DePaul University

*Jessica Hudson*, DePaul University

*Mona M. Amer*, The American University in Cairo, Egypt ;  
Yale University School of Medicine

*Virginia Paloma*, Universidad de Sevilla

*Manuel Garcia-Ramirez*, Universidad de Sevilla, Spain

*Manuel de la Mata*, Universidad De Sevilla

*Turia El Jabary*, Asociación de Mujeres Inmigrantes  
Marroquíes (AMAL)

*Katie Thomas*, Curtin University of Technology

Chair:

*Richard L Renfro*, DePaul Family and Community Services

Discussant:

*Isaac Prilleltensky*, University of Miami

## **062. Sexual Violence Services among Marginalized Populations: Need, Utilization, Method, and Effectiveness**

10:00 to 11:15 am

University Hall: UN 2012

This symposium explores services pertinent to victims of violence belonging to marginalized groups. The first paper focuses on an evaluation of a service-model geared toward homeless, runaway, and throwaway youth who have experienced sexual exploitation. The second paper examines culturally pertinent predictors of help-seeking among victimized Latino women. The third paper looks specifically at religiosity as an influence in the experience of and responses to intimate partner violence among Latino women. Lastly, we look at service provision from the angle

of service-providers. Service-providers working with communities of color report struggles in coping with their vicarious trauma. We look forward to discussing the different factors that affect these marginalized groups with regards to their help-seeking behaviors, and how the helping agencies can provide better services for these groups.

Participants:

Sexually exploited homeless, runaway, and throwaway youth (HRTY): Risk factors and interventions. *Karen Irene Countryman-Roswurm, Wichita State University*

Teen sexual exploitation is one of the most hidden forms of child abuse in the United States today. It is the modern day form of slavery which is "now tied with the illegal arms trade as the second-largest and second-fastest-growing criminal enterprise in the world—both of them trailing only the illicit drug trade" (Winn, 2005, p.1). Studies have demonstrated the risk of homeless, runaway, and throwaway youth (HRTY) becoming involved in sexual exploitation (Davis, 1999; Flowers, 2001; Tyler & Johnson, 2004). However, little attention has been given to understanding which factors make certain HRTY more at risk for such experiences and/or which interventions would assist in decreasing the risk/vulnerability of this at-risk population. This presentation will address the following questions: "What are the precursors and/or risk factors that make certain youth more likely to become involved in domestic teen sexual exploitation which is often a face of relationship violence among HRTY? And, if HRTY receive a cognitive-behavioral/psycho-educational peer group intervention, will their vulnerability/risk decrease due to an increase in youth protective factors, including knowledge, self-esteem, coping skills, and ability to determine healthy versus unhealthy relationship behaviors?" This presentation will report the findings of a study in which a quantitative pre-test/post-test was given to 23 HRTY who attended 10 sessions of a cognitive-behavioral/psycho-educational peer group intervention. In addition to correlations between risk factors which made certain youth more vulnerable to sexual exploitation, improvements in several measures (including knowledge about healthy relationships, leaving an abusive relationship, reported improvement in relationships, etc.) and in the Rosenberg Self-Esteem Scale, indicated that the use of a peer group intervention assisted participating youth in increasing protective factors. With this in mind, practice implications and research recommendations will be discussed.

Cultural factors and help-seeking among victimized Latino women. *Chiara Sabina, Penn State Harrisburg; Carlos A. Cuevas, Northeastern University; Jennifer Lindmar Schally, The Pennsylvania State University*

Cultural paradigms and norms may shape women's experience of victimization and their associated help-seeking responses. While researchers have posited that acculturation, gender role ideology, and religiosity shape Latino women's responses to victimization, there has been little empirical work testing this assertion. We used the Sexual Assault among Latinas (SALAS) Study to look at these relationships. A national sample of two thousand Latino women living in high-density Latino areas in the USA completed phone interviews. They were asked about their lifetime interpersonal victimization (sexual abuse, partner violence, stalking, physical assault, threats, and witnessed violence), acculturation status, gender role ideology, religiosity, and help-seeking responses to their most distressing victimization experience. Results show that 37.6% of the sample report victimization within their lifetimes. The rates of help-seeking were: 68.9% talked to someone about it, 34.7% of injured women sought medical services, 16.9% reported their victimization to the police, 11.2% obtained a restraining order, 10.9% filed criminal charges, and 9.9% sought social services. We conducted a series of 6 logistic regressions with each of the above help-seeking categories as the criterion variables and acculturation, gender role ideology, and religiosity as the predictor variables. The multivariate analyses found that Anglo identity significantly predicted obtaining a restraining order ( $\beta = .08, p < .05$ ), with no other significant predictors of any of the help-seeking

behaviors. These findings call into question the substantial attention drawn to cultural factors in explaining help-seeking. The data also point to psychological and awareness constraints on help-seeking rather than impacts of culturally-specific factors. Findings will be discussed in relation to service provision.

**Ecological niches: How do religion, ethnicity, and domestic violence intersect in a group of Conservative Christian, Hispanic women?** *Melissa Ponce-Rodas, University of Illinois at Chicago*

Within the past twenty years, there has been a surge of interest in the ways that religiosity affects different aspects of interpersonal violence (IPV). Much of the work has explored religious orientation or beliefs through universal measures with populations representing various faith traditions. These studies have laid the groundwork for establishing that religion affects women's experiences with IPV, and that future work needs to continue investigating this relationship. However, the lack of attention to specific contextual factors of the religious groups or beliefs these women adhere to, in the extant literature, makes it difficult to understand the exact religious beliefs or practices that affect women's experiences with IPV. Another consideration which has been lacking in the literature is a focus on the way in which ethnicity may simultaneously impact women's religious beliefs or practices and beliefs about IPV. Much of the work in this area has been conducted with White or Black samples, but Hispanic/Latina women have not yet been studied. From the general IPV literature, we know that ethnicity plays a role in women's beliefs about and experiences with IPV. Therefore, the purpose of my study was to gain a contextually grounded understanding of how specific religious beliefs and practices, as well as cultural beliefs affect women's experiences with IPV. My study focused on a group of conservative Hispanic Christian women from the same denomination and the ways in which their acculturation, religious beliefs and religious practices affect their beliefs about IPV and what they consider acceptable help-seeking behaviors for women like themselves.

**Preventing vicarious trauma: Strategies used by advocates working with sexual assault victim/survivors from communities of color.** *Tatiana Diaz, Penn State University*

Sexual assault can be a traumatic and life-altering experience for victim/survivors, often causing long-lasting physical and emotional problems. Therefore, empathically listening to these events while supporting victim/survivors in the healing and/or prosecution processes can be challenging to sexual assault advocates; so much so that the effects can become an intrinsic part of their work. These challenges can be heightened especially when the victim/survivors have to deal not only with their sexual victimization, but also with intersection of other oppressions such as race, class, and gender. The disruptions in the way advocates see and experience life suffered as a result of their work with victim/survivors is called vicarious trauma. The study sought to identify the strategies that Pennsylvania advocates working with sexual assault victims/survivors from communities of color are using to prevent vicarious trauma. To achieve this five focus groups were done throughout the state and total of 18 advocates from PA rape crisis centers participated in this study. This study found that Pennsylvania sexual assault advocates are using a number of individual and organizational coping mechanisms that allows them to respond to their vicarious traumatization. However, advocates working with underserved populations seemed to need more support organizationally to appropriately help victim/survivors and themselves. Even more, these advocates, experienced different sources of stress. The lack of diversity within their own organization and other agencies where victim/survivors outreached for aid challenged how advocates were able to do their job. This and the structural discriminations victim/survivors experienced also placed a greater burden on advocates by adding a number of extra responsibilities on them such as translation, transportation and dealing with immigration. Finally, it was found that rape crisis centers and other organizations working with victim/survivors of color need to

create organizational approaches to not only better support victims/survivors but advocates too.

### **063. Community-Based Interventions to Address Young Children's Exposure to Family Violence**

*10:00 to 11:15 am*

*University Hall: UN 1020*

Data from the Adverse Childhood Experiences Survey and other sources indicate that children exposed to violence suffer serious and long term consequences. Safe From the Start is designed to assist in the development, implementation, and evaluation of comprehensive and coordinated community-based models to identify, assess, and serve children who have been exposed to violence in their homes or communities. The goals and objectives of the evaluation are to document direct service activities and to understand the impact of these services on children and their families. The focus of this presentation will be to describe the services provided by Safe From the Start sites from across Illinois to children and their families, and to identify the characteristics of the children (i.e., age, gender, type of violence they were exposed to, etc.) and the characteristics of services they received (location, type, number of sessions, and content of services) that are associated with outcomes for children and their caregivers. Child outcomes were assessed on the Professional Summary Report which includes therapists' ratings of the child's ability to identify feelings, the child's stress, impulse control, pro-social skills, functioning at school, PTSD symptoms, anxiety, depression, and anger/aggression. Initial data suggest that when services focus on skill building (i.e., appropriate discipline, parent-child communication, building a support system, conflict resolution skills), children and caregivers improve the most. New data from 2008 that include data from the Parental Stress Index and the Child Behavior Checklist will be analyzed and presented. Discussion will focus on individual, family, community, organizational, and systems approaches to preventing and ameliorating children's exposure to violence.

### **064. Prevention, Public Health, Policy, and Community Psychology**

*10:00 to 11:15 am*

*University Hall: UN 1050*

Health policies in the United States and around the world are in a constant state of flux. Policy transitions create opportunities for second-order change through policy implementation, enforcement, and regulation. Community psychologists can seize these opportunities to ensure that values such as prevention, equal access, and empowerment are reflected in health policy at multiple levels of a system. The purpose of this discussion is to present some topics of interest to community psychologists in national and global health policy and how one might conceptualize and work on these issues. Such issues include the human rights perspective of health-care, policies that curb substance abuse, the shift from disease management to prevention and health promotion, and differential access to health-care by socioeconomic, minority, and gender status. We will also discuss the current climate for such changes to occur, as well as identifying promising techniques and possible pitfalls.

Chair:

*Aaron Jacob Boulton, DePaul University*

Discussants:

*Nicole Porter, DePaul University*

*Steve R. Howe, University of Cincinnati*

*Irwin Sandler, Arizona State University*

*Steven B. Pokorny, University of Florida*

*Brad Olson, Northwestern University*

*Nancy Bothne, Adler School of Professional Psychology*

*Blair Coleman, DePaul University*

*Jennifer Mortensen, Michigan State University*

### **065. Research Using New Technologies: Software and Web-Based Tools for Analysis, Communication and Project Management**

*10:00 to 11:15 am*

*University Hall: UN 2006*

Advances in information technology have changed the ways in which data are collected, organized, and transmitted, and the impact of these changes has been seen in every realm of scientific inquiry. Web-based technologies allow information to be collected more quickly and efficiently, and analysis

software allows for more complex research questions to be investigated. As new technologies are frequently being developed, it is becoming more difficult for researchers to stay ahead of the curve. For this reason, it is important for psychologists to share their experiences with technology, and to consider the benefits and obstacles to its implementation. Researchers from Georgia State University will discuss their use of NVivo 8 analysis software, the YouTube web-video portal, and web-based tools Basecamp, PsycData and Ulearn. The use of these technologies proposes unique challenges, but has the potential to allow for better research and collaboration.

Participants:

Using an Instructional Web-based Tool for Research with College Samples. *Doyanne Aspen Darnell, Georgia State University; Chantal P Tusher, Georgia State University; Elizabeth Ruth Anthony, Georgia State University; Dary Enkhtor, Georgia State University; Lindsey Zimmerman, Georgia State University; Brad Lynn Goodnight, Georgia State University; Kim Soenksen, Georgia State University; Fana Moseley, Georgia State University; Sarah Cook, Georgia State University*

One potential use of internet technology in psychological research is in the collection of data itself. Our research team has employed the use of an instructional web-based tool, uLearn, to collect longitudinal data from a college sample. ULearn is an integrated learning environment intended to provide instructors with the tools and space to create an online course or an online complement to traditional courses. Participants from the psychology department's research participation pool were added to an online course created using uLearn and data for an experimental study was collected over three time-points using this online system. Using online technology has numerous advantages, and data collection has been largely successful using uLearn; however, given the complexity of our study design and that uLearn is intended for instructional purposes, we have encountered a number of challenges throughout the study. In this presentation we provide an example of how an instructional web-based tool may facilitate collecting data from college samples and provide advice and caveats for using such technology for research purposes.

NVivo 8 and YouTube: Coding interactive Internet communities as a team. *Lindsey Zimmerman, Georgia State University; Lisa Armistead, Georgia State University; Aasha Anderson, Georgia State University; Cynthia King, Georgia State University*

Consistent with SCRA's vision to enlist innovative research and action approaches, in 1946 Kurt Lewin said, "Social science needs an integration of psychology, sociology, and cultural anthropology into an instrument for studying group life." To this interdisciplinary aim, this presentation will outline the latest developments in the 2008 release of the multimedia, qualitative and quantitative analysis software program NVivo 8. The presenter has been using NVivo in combination with the new interactive user-generated website YouTube to study the 2008 Presidential election. This and other similar naturalistic modes of inquiry are high in ecological validity and emphasize the empowering aspects of democratic access to web-based media technology and its new Internet community through a research approach that can incorporate both idiographic and nomothetic strategies. The focus of the presentation will be on the practical aspects of the NVivo software to code text, photographs, and video in quantitative and qualitative ways through teamwork. Advances and limitations of the software, effective software use and data management considerations, as well as the potential to examine Internet communities unobtrusively, will all be discussed.

Using a web-based, project management resource to facilitate collaboration. *Elizabeth Ruth Anthony, Georgia State University; Chantal P Tusher, Georgia State University; Dary Enkhtor, Georgia State University; Sarah Cook,*

*Georgia State University*

Our research team used Basecamp, a web-based project management resource, to collaborate with national stakeholders on a rape prevention and education program sponsored by the Centers for Disease Control and Prevention (CDC). Originally intended as an internal platform for collaboration among company employees and clients, our use of Basecamp facilitated successful communication among rape prevention advocates across the country. Specifically, we used Basecamp to gather feedback from multiple stakeholders about measures and indicators collected and/or created to assess constructs related to sexual violence and its prevention. Basecamp provided an efficient means to share documents in progress with various individuals around the country. This presentation will focus on the use of Basecamp to foster successful collaboration. Limitations of the technology will also be discussed.

Chair:

*Brad Lynn Goodnight, Georgia State University*

### **066. Building Relationship-Centered Partnerships for Health: The Case of the Latino Health Collaborative of Greater Cincinnati**

*10:00 to 11:15 am*

*University Hall: UN 1060*

The Latino Health Collaborative (LHC) of Greater Cincinnati is a diverse group of individuals from academic and community sites united in partnership to improve the health of the Latino community in the Greater Cincinnati area. We work together in research using community-based collaborative methods; in education using service learning; in direct service using culturally competent approaches to health promotion and clinical care delivery and in advocacy on a local and regional scale. Given the vast array of health disparities experienced by Latinos (infectious disease, disrupted family and social networks, financial barriers and poverty, discrimination, low-paying jobs, lack of health insurance, limited access to health care and social services, communication difficulties due to language, etc.), our goal is to develop, implement and evaluate projects that improve the health of the local Latino community, based on needs identified by community leaders and members. We seek to study the impact of these interventions and to share our findings with a broader community and our learners through scholarship. We want to communicate the health status and needs of our local Latino community and to participate in project work and advocacy to improve health. We recognize the value of diversity of background and perspectives and welcome the addition of new partners and ideas to our work. In this roundtable presentation, we will present information about specific projects including health and social needs assessments of Latinos, breastfeeding duration and maintenance with Latino mothers, and Photovoice perceptions of health by Latina girls. We will discuss the essential elements when developing effective academic-community partnerships especially the importance of relationships, community engagement, coalition building and the use of alternative models of cultural competency (life domains, cultural brokers, promotores).

Presenters:

*Liliana Rojas-Guyler, University of Cincinnati*

*Tiffany Diers, University of Cincinnati*

Chair:

*Lisa M. Vaughn, Cincinnati Children's Hospital Medical Center/University of Cincinnati*

### **067. The Health of Lesbian, Gay, and Bisexual Youths and Possible Mechanisms**

*10:00 to 11:15 am*

*University Hall: UN 2026*

The proposed roundtable focuses on the health of lesbian, gay, and bisexual (LGB) youths, particularly possible explanations for the youths' health. Representative samples have found that LGB youths report poorer health than heterosexual peers with respect to psychological distress and related markers, such as suicidality, substance use, and eating disorders. Stress has been offered as a possible explanation for the health disparity, especially as representative samples indicate that more LGB youths than heterosexual peers are victimized. However, several pressing issues need to be addressed before we fully understand the health of LGB youths. Those are the issues

that we hope to address with the roundtable participants in a manner that focuses on problem-solving, encourages LGB-related research, and helps move this research area forward. After briefly reviewing the health and stress literature pertaining to LGB youths, we aim to address the following questions with the participants: \*Have we exhausted the universe of stress experienced by LGB youths? What does the youths' stress tell us about settings? Are there safe harbors for LGB youths? \*Aside from stress, do alternative pathways to health exist? \*Are the factors involved mediators or moderators of the relations between stress and health? Might they blunt or amplify the impact of stress? If time permits, we will address the following additional issues: \*What role, if any, is played by contextual factors in the stress and health of LGB youths, such as sex and ethnicity/race? What about development within adolescence and into adulthood? \*Are there potential individual differences? \*What are the implications for interventions and at what levels of prevention? The facilitators of the proposed roundtable know the stress-health literature on LGB youths well, given they have contributed greatly to it.

Chair:

*Margaret Rosario*, City University of New York--City College & Graduate Center

Discussant:

*Anthony D'Augelli*, Pennsylvania State University

### **068. Placing the Margins in the Center: Promoting Wellness and Social Justice among Multiply-Marginalized Groups**

10:00 to 11:15 am

University Hall: UN 1040

Throughout its history, community psychology has worked to elucidate and give voice to marginalized populations who may experience stigma as a result of their social disenfranchisement. Within such populations, multiple marginalizations can occur, compounding the challenge of navigating the larger social structure. This roundtable will discuss the common threads of diverse, multiply-marginalized populations with a focus on how community psychology can promote wellness within and social justice for such groups. As springboards for discussion, the presenters will highlight populations and communities within which they work, including: incarcerated women at risk for HIV, males in relationships where same-gender intimate partner violence is present, individuals and communities who experience a Bondage/ Discipline/ Dominance/ Submission/ Sadomasochistic (BDSM) sexual identity, and aging individuals living with HIV. The following core questions will guide our discussion: 1)How does the experience of marginalization impact the health of populations with whom we ally? 2)Compared to a more general population, how are the experiences of the four multiply-marginalized groups different or similar? 3)How do the larger issues of marginalization relate to wellness around intimacy for these populations? 4)What future work is required to promote wellness for these populations? By drawing common themes across diverse populations, this roundtable will provide valuable perspective to community psychologists in the experience of marginalization of four populations who deserve our attention as a field, but who often remain understudied. It will also illustrate the role that community psychologists can play in promoting social change to improve the experience of these multiply-marginalized groups.

Presenters:

*Marco Armando Hidalgo*, Department of Psychology--DePaul University

*Jessica Velcoff*, DePaul University

*Peter James Hubbard*, Michigan State University

Chair:

*Benjamin C. Graham*, DePaul University

Discussant:

*Gary William Harper*, DePaul University

### **069. Effective Strategies for Mentoring People of Color: Promoting Social Justice and Contributing to Community Practice**

10:00 to 11:15 am

University Hall: UN 2040

The goal of symposium is to showcase the expertise offered by past winners of the Ethnic Minority Mentoring Award.. 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, equality in the field of community psychology and contributes to community practice. To engage the audience in meaningful conversations about mentoring, previous recipients of the SCRA Ethnic Minority Mentoring Award (Craig Brookins, Steve Fawcett, Robert Sellers, and Yolanda Suarez-Balcaza) 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 symposium will explore issues pertinent to faculty members of color in successfully navigating their paths toward tenure. The panelist will also address best practices in mentoring students of color about community practice. 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 (Pamela Martin and Rhonda Lewis Moss) will guide the discussion with a series of questions.

Presenters:

*Craig C Brookins*, North Carolina State University

*Stephen B Fawcett*, University of Kansas

*Robert Mckinley Sellers*, University of Michigan

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

Chair:

*Rhonda Lewis-Moss*, Wichita State University

Discussants:

*Pamela Paulette Martin*, North Carolina State University

*Kip Thompson*, University of South Carolina

### **070. Stress, Trauma, and Coping Among Teachers and Aid Workers in Central America**

10:00 to 11:15 am

University Hall: UN 2011

This symposium presents qualitative and quantitative data from teachers and aid workers in El Salvador and Guatemala. The first paper will report findings from a qualitative study that explores themes in religious coping among aid workers exposed to trauma in Guatemala. The second paper, a quantitative study among 185 teachers in El Salvador, explores the relation between community violence exposure, religious coping, and PTSD. A third paper will outline a CBT self-care intervention informed by survey data and previous pilot studies in Guatemala, which was designed for teachers in El Salvador who are exposed to high levels of community violence and work with children who are also affected by high crime and community violence.

Participants:

Themes in religious coping among aid workers in Guatemala.

*Katharine Meese Putman*, Fuller School of Psychology;  
*Julia Lea*, Fuller Graduate School of Psychology;  
*Jarrett Ellington*, Fuller School of Psychology; *Cynthia Eriksson*, Fuller School of Psychology

Two focus groups were held with 28 Guatemalan aid workers who work with Guatemalans impacted by the civil war and the recent hurricanes and mudslides. Questions were asked about how the aid workers drew on their own religion and spirituality to cope with trauma themselves and how they saw the people they worked with drawing on religion and spirituality to cope with stressful and traumatic events. Grounded theory was used to analyze the transcripts. Themes from the focus groups on religious coping will be presented.

Community violence exposure, positive and negative religious coping, PTSD, and depression among teachers in El Salvador. *Katharine Meese Putman*, Fuller School of Psychology; *Liseth Rojas-Flores*, Fuller School of Psychology; *Sofia Herrera*, Fuller Graduate School of Psychology; *Amy Potts*, Fuller School of Psychology; *David Foy*, Pepperdine Graduate School of Education and Psychology

In the wake of the 12-year civil war, El Salvador has widespread poverty, community violence and an alarmingly high crime rate.

A survey was conducted with 189 teachers in El Salvador exploring rates of community violence exposure, positive and negative religious coping, PTSD, and depression. Based on data from focus groups with Central American aid workers, questions on collective religious coping were created and added to the brief RCOPE for the survey. PTSD levels were measured using the Los Angeles Symptom Checklist, and depression was measured using the CES-D. In multiple regression analyses, community violence exposure, negative religious coping, and gender were found to significantly predict both depression and PTSD levels among teachers. Implications for support of teachers in areas of Central America with high levels of community violence exposure will be discussed.

**Traumatic stress and community violence: Supporting Salvadorian Teachers.** *Liseth Rojas-Flores, Fuller School of Psychology; Katharine Meese Putman, Fuller School of Psychology; Sofia Herrera, Fuller Graduate School of Psychology; David Foy, Pepperdine Graduate School of Education and Psychology*

In addition to dealing with high crime as well as a history of exposure to civil war and natural disasters as citizens, teachers in El Salvador must contend with occupational stresses found in an under-resourced educational system. This paper describes a cognitive-behavioral, self-care intervention designed to address major sources of stress among teachers, including distress associated with providing services to their students who are exposed to high levels of community violence, as well as dealing with the threat of ongoing community violence in their communities. This self-care intervention has been previously conducted in Guatemala and El Salvador with approximately 350 teachers and aid workers. Positive informal feedback on the usefulness and acceptability of the intervention was received. Limitations and future directions of this CBT self-care intervention for teachers exposed to community violence will be discussed.

#### **071. Culturally responsive school-based interventions with African American youth**

*10:00 to 11:15 am*

*University Hall: UN 2031*

Although some African American students in the United States public education system do well, there is still a concern for the significant number of students that are underperforming academically (Ladson-Billings, 2006). Some educators and social scientists suggest that part of the problem has to do with a breakdown between the educational system and the culture and background of African American students. Proponents of African-centered education suggest that currently the traditional school environment reflects a socio-cultural context that is completely Eurocentric and may not fit well with how the African American child understands the world (Asante, 1991; Shujaa 1994). Also, educators have advanced the notion that the classroom and pedagogy ought to be more culturally responsive to the student (Shade, Kelly & Oberg, 1997). Research on racial and ethnic identity and socialization have shown support that developing positive identity is associated with improved educational outcomes as well as pro social behaviors (Chavous, Bernat, Smeelk-Cone, Caldwell, Kohn-Wood & Zimmerman, 2003). Does this mean that as psychologists who do school-based interventions must also find creative ways to engage African American and other students in a manner that affirms their identity both individually and culturally? Are psychologists that do these types of interventions more successful? This roundtable discussion invites those who do research and interventions with African American youth as well as those who are interested in this topic to share their experiences with culturally responsive interventions. The discussion will look at the strengths and weaknesses of this approach with a focus on finding out what people who have studied it think its place is in the current social and educational climate.

Chair:

*Shanika Lanae Blanton, University Of Illinois at Chicago*

#### **072. Emerging Information Technology and Community Mutual-Help Groups**

*10:00 to 11:15 am*

*University Hall: UN 2007*

Changing and emerging technologies have transformed the nature of mutual-help support groups across the country. The internet allows people who have rare conditions to find each other. Many 12-Step and other support groups now have telephone conference call meetings for those too busy or remote to attend face-to-face meetings. The emergence of client-run centers, support group centers and wellness centers offer mutual help meetings at any hour. Some long-time mutual help groups have had to rethink their formats as people expect far more from the time they invest. The new 211 system is an opportunity for mutual-help groups as more people are introduced to them, but does not typically offer the in-depth knowledge of self-help clearinghouses. The number of self-help clearinghouses in the United States has declined with the emergence of the new technologies. Prof. Thomasina Borkman (Professor Emeritus, George Mason University) will lead the discussion on the new technologies and their effect on community mutual-help groups. Ruth Hollman, President of the National Network of Mutual Help Centers and Founder/Executive Director of SHARE! the Self-Help And Recovery Exchange, will talk about how some self-help programs have already changed their operations and current best practices to keep up with the changing times. Ed Madara, Director of the American Self-Help Clearinghouse, will discuss how the internet has changed the workings of mutual-help groups across the globe and the benefits and challenges of internet support groups. A 211 specialist (TBA) will bring the experience of becoming the centralized information source and the difference ways different communities have handled referrals to mutual-self-help groups.

Participant:

*Research Meets the Clearinghouse. Thomasina Borkman, George Mason University; Ed Madara, N.J. & American Self-Help Group Clearinghouses; Ruth Hollman, SHARE! the Self-Help And Recovery Exchange*

In order to maintain up-to-date databases and support healthy self-help support meetings, Self-help Clearinghouse providers need access to the most recent research on self-help support groups. This Symposium connects Clearinghouses with researchers to discuss and analyze the most current research and establish mechanisms to synthesize accurate research and spread it effectively through the network of Clearinghouses.

#### **073. Challenges of Conducting Research in Communities Outside of the US**

*10:00 to 11:15 am*

*University Hall: UN 2009*

My hope is to bring together community psychologists who do research or practice abroad, share our experiences and brainstorm ways of preserving the spirit of community psychology while conducting research particularly with vulnerable populations in developing countries. While respect for diversity, cultural values and norms of communities, and the understanding of multi-leveled contexts are guiding principals of community psychology, adhering to these values may be more challenging when we work with communities outside of the United States. The challenges may have various antecedents. For one, we may not be able to spend adequate time in the community to learn all the insides and outs, the various contexts and needs before designing and conducting research. What can we do about this? In addition, we may not be speaking the language of the community at all or only in limited ways. Is that OK? How do we make sure we understand and are understood? How do we make sure we understand the needs of the community? I bring to the table my experience of doing research in a community in Honduras, where I have worked with migrants before and after they attempt to reach the United States. I spent a lot of time in the community contributing in various ways and making local allies/connections in various positions to help me understand the community, the wider national and international socio-cultural and political contexts, recruit participants, and do the research. Still I encountered numerous challenges. For example, my role has been interpreted in various ways in the community. A few times I was unfortunately mistaken for someone who actually arranges people's access to the US. Could I have done anything differently to prevent such interpretation? I believe that we and the communities we work with can benefit from our coming together around these issues.

Chair:

*Jana Sladkova*, University of Massachusetts, Lowell

**074. Social Ecological Approaches to Mental Health and Substance Abuse Service Delivery (CHIG II of III)**

10:00 to 11:15 am

University Hall: UN 2010

Four studies that used a social ecological design to research the dynamics and complexity of creating and sustaining effective community-based services for persons and families in need of mental health or substance abuse services are presented. The first describes GROW - a mutual help organization for mental health, employed triangulation of ethnographic, phenomenological and collaborative research methods - which examined the organization's impact at the group level, GROW program/community level, and at the individual level. The second is an exploratory study of the association of mental health status and post-secondary educational attainment among a sample of young veterans of the first U.S. Gulf War. The third presents an ecologically-grounded measurement model for assessing community risks, resources, and rates of early adolescent substance use and delinquency in rural and small town communities. The fourth presentation critiques the mental health-housing research agenda and examines protective factors that promote community integration and adaptive functioning.

Participants:

Capturing Dynamic Process of Change in GROW Mutual Help Groups for Mental Health. *Lizabeth Finn, Curtin University; Brian John Bishop, CSIRO*

The need for a model which can portray dynamic processes of change in mutual help groups for mental health (MHGMHs) is emphasized. A dynamic process model has the potential to capture a more comprehensive understanding of how MHGMHs may assist their members. An investigation into GROW, a mutual help organization for mental health, employed triangulation of ethnographic, phenomenological and collaborative research methods. The study examined how GROW impacts on psychological well-being. Study outcomes aligned with the social ecological paradigm (Maton, 1994) indicating multifactorial processes of change at and across three levels of analysis: group level, GROW program/community level and individual level. Outcome themes related to life skills acquisition and a change in self-perception in terms of belonging within community and an increased sense of personal value. The GROW findings are used to assist development of a dynamic multi-dimensional process model to explain how MHGMHs may promote positive change.

Mental Health Risk and Social Ecological Variables Associated with Educational Attainment among Gulf War Veterans: Implications for Current Veterans in Returning to Civilian Life in the Community. *Alexa Martin Smith-Osborne, University of Texas at Arlington*

This exploratory study examines the impact of mental health status on post-secondary educational attainment among young veterans of the first Gulf War. Investigation of mental health impact on post-service enrollment or successful reentry into higher education for this population has been limited, although veterans' educational benefits are seen as a military recruitment incentive and a key element in veterans' re-integration into civilian community life in the All Volunteer Force era. Applying a social ecological framework to draw upon resiliency, life span/life course, and social geography theories, the author hypothesized that selected contextual factors in the personal, interpersonal, and organizational domains could mediate or moderate the relationship. Greater density of informational social networks was associated with obtaining mental health treatment, recent treatment for PTSD was associated with use of veterans' educational benefits, and residing with a small nuclear family and having higher levels of health and educational benefits and family income were associated with higher educational attainment. &#8195;

The Importance of Community Context in the Early

Epidemiology of Early Adolescent Substance Use and Delinquency in a Rural Sample. *Sarah Meyer Chilenski, Missouri Institute of Mental Health, University of Missouri; Mark Greenberg, Prevention Research Center, Pennsylvania State University*

Considerable research has demonstrated that substance use and delinquency during early adolescence can have long-term negative health consequences. As the correlates of these behaviors cross levels and contexts, it is likely that a socioecological approach will provide insight to inform community prevention. This approach informs the present study, which focuses on developing a multiple-method measurement strategy to examine associations among community risks, resources, and rates of early adolescent substance use and delinquency in 28 rural and small town communities. Measures include five domains of community risk, four domains of community resources, and population rates of early adolescent substance use and delinquency. Results demonstrated that several measures of context were significantly associated with community rates of adolescent substance use and delinquency, and different risks and resources appear important for different outcomes. Multiple associations were curvilinear, and interactions may also be important. Findings suggest that it may be worthwhile to create and test new intervention strategies that target community factors in the pursuit of prevention.

A Social Ecological Approach to Investigating Relationships between Housing and Adaptive Functioning for Persons with Serious Mental Illness. *Bret Kloos, University of South Carolina; Seema Shah, Brown University*

This paper seeks to advance mental health - housing research regarding which factors of housing and neighborhood environments are critical for adaptive functioning, health, and recovery for persons with serious mental illness (SMI). Housing and neighborhood environments are particularly important for persons with SMI because of the prevalence of poor housing conditions among this population. Most mental health - housing research has been limited by a focus on problems in environments and functioning. The paper seeks to expand the mental health- housing research agenda to consider protective factors that promote community integration and adaptive functioning. We provide an account of how social ecology theory transformed a research program, from examining individual risk factors to investigating the functioning of persons in the contexts of their housing and neighborhood experiences. The resulting housing environment framework - physical aspects of housing and neighborhoods, social environment of neighborhoods, and interpersonal relationships tied to housing -- allows for identification of opportunities for health promotion and facilitation of participation in community-based settings. This program of research draws upon several methods to understand the social experience of persons with SMI living in community settings - survey research, qualitative interviews, Geographic Information Systems, participatory research, and visual ethnography. In this paper, we present how social ecology theory was instrumental in the development of new housing environment measures, the selection of appropriate research methods, and framing research questions that are building a new empirical base of knowledge about promoting adaptive functioning, health, and recovery for persons with SMI living in community settings.

Discussant:

*Shannon Gwin Mitchell*, Friends Research Institute

**075. Work/Life/Family: How Women Balance Multiple Roles in Academia**

11:30 to 12:45 pm

University Hall: UN 2013

Women in academia have been grappling with balancing multiple work and family commitments for decades. Family and life decisions and surprises influence even the most well thought-out career plans. How do we find time for both productive careers and family? How do we make decisions

over whether and when to have children, and how do these decisions affect our career progression? How do we grapple with change when our thought-out decisions must be modified? How are these decisions affected by gender roles? What can be done to facilitate inclusion of family into working life? And, what can SCRA members do to change the various workplace structures under which these very personal decisions are made? To address these issues, the SCRA women's committee invites biennial attendees to a town meeting on work/life/family balance in academia. A group of 8 diverse women will facilitate small-group discussion among attendees and share their concerns and ideas for maintaining a healthy work/life/family balance in academia. Facilitators include Marybeth Shinn, who worked to change family policies at her university while raising children, and Rebecca Campbell, who has also successfully progressed through the academic ranks while balancing family life. Facilitator Zermarie Deacon is currently making family planning decisions. Town meeting facilitator Kim Eagles effectively initiated Global Thinking Woman, an organization which promotes connection and work/life balance among professional women in and outside of Arizona. Julie Pellman worked part time in both academia and community-based agencies while raising her children. Michèle Schlehofer has balanced starting an academic career with single pregnancy and motherhood. Finally, Jessica Goodkind and Sherry Walling have taken different approaches to navigating co-parenting in dual-career families. As part of the town meeting, facilitators will collect personal stories of achievements in work/life/family balance and work together to develop a listing of resources and tips.

Chair:

**Michele M. Schlehofer**, Salisbury University

Discussants:

**Rebecca Campbell**, Michigan State University

**Zermarie Deacon**, University of Oklahoma

**Kim Eagles**, Global Thinking Women

**Jessica R Goodkind**, University of New Mexico

**Julie Pellman**, Mercy College, St. Francis College, and New York City College of Technology

**Beth Shinn**, Peabody College, Vanderbilt University

**Sherry Walling**, National Center for PTSD and Boston University School of Medicine

#### **076. The future of Community Psychology in a global perspective**

*11:30 to 12:45 pm*

*University Hall: UN 2006*

The theme of this roundtable is the relevance of Community Psychology in serving humanity. The field has been evolving differently along the years according to diverse geographical and historical characteristics of the settings in which it has been developing. Four presenters from several regions of the world and two facilitators will engage in a fruitful debate discussing the state of the art of Community Psychology in a global perspective but considering their particular points of view. The participants will be Tom Wolff, Wolfgang Stark, Toshio Sasao and Irma Serrano-García one of the organizers of the Puerto Rico 1st International Conference of our field. The facilitators will be Eduardo Almeida who is the Chair for the 3rd International Conference in Puebla, México, and José H. Ornelas who was the Chair of the 2nd Conference in Lisbon, Portugal. Each one of the presenters and facilitators will have 8 minutes for their intervention. The idea is to offer the last 27 minutes to the audience's exploration of the theme. The following issues could be discussed: -What are the assets and the liabilities of Community Psychology in today's world? -What theoretical trends emerge from practice in different parts of the planet? -What have we learned about training for community psychologists? -What interventions have been instrumental in confronting social crises? -Which procedures for measuring or understanding community issues have been useful? -Can we refer to outstanding projects of collaboration between social policies and community psychology? -How have we faced ethical challenges regarding community goals and values? The purpose is to foresee the prospects for Community Psychology in this first half of the XXI Century. Hopefully, inputs from the Far East, Europe, America, and the public attending the roundtable will make a difference in our present outlook of Community Psychology.

Presenters:

**Wolfgang G Stark**, University of Duisburg-Essen

**Toshiaki Sasao**, University of Illinois at Chicago & Chuo University, Japan

**Irma Serrano-Garcia**, University of Puerto Rico

**Tom Wolff**, Tom Wolff & Associates

Chairs:

**Eduardo Almeida**, Universidad Iberoamericana Puebla

**José H. Ornelas**, Instituto Superior de Psicologia Aplicada, Lisboa, Portugal

#### **077. Using Web 2.0 Technology to Support Local and Global Community Development**

*11:30 to 12:45 pm*

*University Hall: UN 2004*

It's time for community psychology to move into the Web 2.0 era, to harness Web 2.0 technology to advance its values, and to create more benefits for those we serve. Most of us have some familiarity with this new technology - with wikis, blogs, mashups, networking sites, and other advances. But fewer of us have utilized such technology to strengthen community outcomes. The goals of this session are to offer ideas and strategies for how this can happen, to learn from audience members about their own work, and to discuss future possibilities. As one example, we will describe new innovations at the Community Tool Box, a leading site on community health and development since 1994, now with over 7000 pages of text and nearly 300,000 unique users in 2007. Recently we have expanded site interactivity by launching an Ask an Advisor feature (with SCRA partners) and also a Web 2.0 platform - a customizable Workstation, providing integrated collaborative tools for resource sharing, participatory evaluation, and building community capacity. These Workstations allow group members to post agendas, announcements, documents, photos, discussion threads, and other materials for interacting online. We have used them in urban neighborhoods, in multi-state initiatives, and on four continents worldwide. In this session, we will demonstrate Workstation features and their possible practice applications. Roundtable participants and audience members will critique and offer suggestions for advancing Web 2.0 technology in community psychology. We will reserve at least 30 minutes for open discussion. Some key questions: What technology would make it easier to share tools and strengthen group connections? What challenges exist in using Web 2.0 technology to support community work locally and globally? And how can we address them? We will conclude the session with practical ideas that others can use, and with specific technology guidelines to move community psychology forward.

Presenters:

**Jerry Schultz**, University of Kansas

**Bill Berkowitz**, University of Massachusetts Lowell

Chair:

**Stephen B Fawcett**, University of Kansas

Discussant:

**Marek Wosinski**, Arizona State University

#### **078. Principles for Practice: Challenges and Lessons in Conducting Research with Asian American Youth Populations**

*11:30 to 12:45 pm*

*University Hall: UN 1050*

The United States has experienced a dramatic increase in the foreign-born population over the last several decades and is rapidly becoming a minority-majority country. In fact, the 2000 Census indicates that 71% of what the government labels as the "Asian American" population is comprised of first-generation immigrants. It is projected that the Asian American population will increase to 35 million by the year 2050 and youth will represent over 25% of this population. Although there is much diversity within the "Asian American" categorization, it is not captured by use of this collective term. Furthermore, Asian Americans must deal with the paradox between their ethnic minority status in the U.S. and the prevailing popular stereotype of Asians as the "model minority." Therefore, it is important to be aware of, and sensitive to, such experiences when we conduct research with Asian American communities, especially the youth population. The purpose of this roundtable session is to discuss the various issues that community psychologists face as we continue to develop research protocols and collaborations in our work with Asian American youth. Our discussant panel represents researchers who have a wide range

of experiences working with understudied Asian youth populations in the U.S., including those from Cambodia, China, Korea, and Vietnam. We will present the diverse challenges encountered in our work with these groups, including those stemming from our insider-outsider roles as researchers and the multiple social identities that exist for research participants within Asian American communities. The goals for this session are to facilitate an in-depth discussion about the lessons we learned from our work, to think about anticipating the challenges we may face before entering Asian American communities for the purpose of research, and how to involve community members as active collaborators in the development of our research and throughout the research process.

Chair:

**Traci L Weinstein**, University of Illinois at Chicago

Discussants:

**Khanh T Dinh**, University of Massachusetts Lowell

**Ivy K Ho**, University of Massachusetts Lowell

**Wing Yi Chan**, University of Illinois at Chicago

**Ansuk Jeong**, University of Illinois at Chicago

### **079. Delinquency Prevention: Improving a Juvenile Justice System through Risk Assessment**

*11:30 to 12:45 pm*

*University Hall: UN 2011*

In recent years, delinquency prediction has again become a popular approach to crime prevention and control. The majority of offenses are committed by a small number of offenders through recidivism. These re-offenders share characteristics in common that are associated with delinquency. Thus prediction models typically take these risk factors into account when identifying youth with the greatest degree of criminogenic risk and need. In the past, this work has suffered from insufficient attention paid to risk factors beyond person level characteristics. We have made substantial improvement to the risk assessment approach by incorporating both proximal and distal risk factors. We will present three studies involving the application of delinquency risk assessment in a mid-western industrial city. The first study validates and compares two risk models, one long and one short, in their assessment of recidivism risk at the intake stage of the adjudication process. The second study entails the validation of a multi-domain risk assessment for young sex offenders. The final study involved a cluster analysis of young offenders, and plotting these risk types across the county on a block group level. This risk mapping included examining the relationship between individual risk type, socioeconomic variables, and block group type with regards to recidivism.

Participants:

Validating the J-SOAP with Young Offenders in a Juvenile Justice Setting. **Jodie Petersen**, Michigan State University; **Eyitayo Onifade**, Michigan State University; **William Davidson**, Michigan State University; **Christina Campbell**, Michigan State University

Juvenile sex offenders represent a unique challenge in predicting future delinquency. Due to the nature of their crimes little research has been conducted validating prediction models currently in use by practitioners. Moreover, few of these studies account for distal risk factors like social disorganization that may influence youth behavior. This study entailed the validation of the J-SOAP with young offenders on probation, while accounting for ecological variables through risk mapping with GIS software. Ultimately, this information informs practice by pointing out the need for both offense specific and community based interventions with this population.

Delinquency Risk Assessment and Risk Mapping with Young Offenders. **Eyitayo Onifade**, Michigan State University; **Timothy Bynum**, Michigan State University; **William Davidson**, Michigan State University; **Christina Campbell**, Michigan State University; **Jodie Petersen**, Michigan State University

This project explores the relationship between neighborhood residence (block level) and risk, taking into account such environmental factors as the prevalence of community protective factors (schools, churches, neighborhood centers, etc), family

composition, socio-economic status, and police/agency presence. The results will represent not only a major advance in the science of risk assessment, but will help the community determine what kinds of specific interventions are needed in various sub-communities across the city. The maps generated by this study regarding patterns of risk by neighborhood location will also be useful for city management and community development. Further this information can be useful in reducing disproportionate minority contact with the justice system, through the use of objective risk assessments in the processing of juveniles. Finally, the research will show whether such interventions need to focus more on environmental needs vs. family-specific treatment needs.

Short-Version YLS-CMI: An Alternative Prediction Model for Juvenile Offenders at Intake. **Christina Campbell**, Michigan State University; **Eyitayo Onifade**, Michigan State University; **William Davidson**, Michigan State University; **Jodie Petersen**, Michigan State University

First-time and minor offenders represent more than three quarters of young offenders on probation, yet are responsible for less than half of offenses in a given year. These youth have been shown to be responsive to diversion from further contact with the juvenile justice system. Reducing case-loads to best practice levels requires identifying youth with the least likelihood of re-offending and who would benefit the most from alternative services. Given case-load sizes, intake officers need brief risk assessments that are equally as accurate as long-form risk assessments. We present a validation study of alternative prediction model to a popular risk assessment which is both short and accurate in predicting juvenile re-offense over a two year period.

Chair:

**William Davidson**, Michigan State University

### **080. Community Psychology in and with Schools: The School Intervention Interest Group**

*11:30 to 12:45 pm*

*University Hall: UN 2012*

The School Intervention Interest Group (SIIG) was established in 1995 to focus on the theories, methods, knowledge base, and setting factors pertaining to prevention and health promotion activities in schools. The primary goal of SIIG is to promote quality research, practice, training and directions for future work in this area, and to facilitate the exchange of ideas among those already working toward these goals. Functions of SIIG include: sharing information and initiating collaborations discussing the role of community psychology research and action in the complex matrix of issues currently facing schools and education, developing standards for school-based interventions and their evaluation, and integrating research and practice. The meeting will feature results from a needs and resource assessment conducted with existing SIIG membership during the winter/spring of 2008-2009. Participants in this town meeting will explore the future directions for the SIIG. Members and leadership of SIIG will facilitate discussion of major topics including (1) the history and development of the SIIG, (2) vision and mission of SIIG, and (3) recruitment of new members and leadership for SIIG.

Chair:

**Paul Flaspohler**, Department of Psychology, Miami University

Discussants:

**Melissa Ann Maras**, University of Missouri

**Susana Helm**, University of Hawaii at Manoa

**Milton A. Fuentes**, Montclair State University

**Raven Elizabeth Cuellar**, Miami University

### **081. Cultural Competence: A Global Challenge for Research and Practice**

*11:30 to 12:45 pm*

*University Hall: UN 2021*

Cultural competence is increasingly important because of the growing mobility of diverse populations around the world and because ignoring culture creates and strengthens barriers and/or conflicts between groups.

This symposium will examine the issues of cultural competence from three perspectives: First, an European experience with cultural competence as it relates to health care providers in Spain, and their efforts to perceive and comprehend individual-world views from diverse individuals in various contexts, and the providers' efforts to take appropriate forms of action. This approach suggests a vision of ecological empowerment according to the values and assumptions of the community psychology. Second, an examination of the principles for practicing culturally competent research and evaluations, also from a community psychology perspective. Third, a conceptual framework for training and evaluating cultural competence will be introduced, including data from multiple practitioners who attended training workshops and provided follow-up reports regarding their efforts to implement change in their respective organizations. The symposium participants will discuss the implications of their work for community psychology.

Participants:

**A European Vision of Cultural Competence: Difference Sensitivity and Health Literacy. The Hospital "Virgen Macarena" experience in Sevilla (Spain).** *Manuel Garcia-Ramirez, Universidad de Sevilla, Spain; Maria-Jesus Albar, Universidad de Sevilla, Spain; Eugenia Acosta-Mosquera, Universidad de Sevilla, Spain*

Disparities in health care have turned out to be one of the main challenges in the international community and the cultural competence of its providers has become an emergent research topic. In European settings, it is a controversial concept due to its relation with programs which have resulted in paternalistic and stigmatizing services. This approach runs the risk of feeding a vicious cycle in which specific requirements are ignored—generating misinformation and ignorance and justifying further exclusion. A new vision based on difference sensitivity and health literacy is emphasized among European health care stakeholders in which differences are seen as normal, equality as a value and negotiation as a core strategy. Concerning health care systems, this vision requires universal availability, accessibility, acceptability and sufficient quality. It also involves the health literacy of people and patients, which implies the active participation to seek out information and the entitlement of health care, including the capacity to contribute actively in its creation. In this symposium, we will present and discuss the practice which is being carried out by community nurses, community psychologists and organizers in the emergency room of the Hospital "Virgen Macarena", in Sevilla (Spain). Based on a participatory action research design, this practice is building (a) critical awareness among health professionals of their personal and organizational limitations and exploring strategies to overcome them; (b) collaboration with migrant communities and gatekeepers, networking and development of common activities; and (c) promotion of user's health literacy through information materials, training workshops and volunteer participation.

**What does it mean to be a culturally competent researcher and evaluator?** *Kien S. Lee, Association for the Study and Development of Community*

This presentation will describe how researchers and evaluators have to pay attention to certain issues of diversity at each stage of the research and evaluation process, from design to reporting, to ensure a culturally sensitive and responsive effort; otherwise, the findings will be compromised. The presenter will demonstrate that being a culturally competent researcher and evaluator does not mean knowing everything there is to know about a particular cultural group, but arming oneself with the skills to ask the right questions and not make certain assumptions. The presenter will draw on theories about culture, social identity, and power and privilege to support the principles and share case studies of both culturally competent and incompetent research and evaluations.

**A conceptual framework for promoting cultural competence: Outcome evaluation data from training participants.** *Fabricio Balcazar, University of Illinois at Chicago; Yolanda Suarez-Balcazar, University of Illinois at Chicago; Tina Taylor-Ritzler, University of I*

Our cultural competence model (developed and validated by our team of researchers from the Center on Capacity Building for Minorities with Disabilities Research at UIC), includes three main components: critical awareness and knowledge, skills, and organizational support for change. Thus far, we have conducted 35 trainings between 2005 and 2008 with over 1000 staff members from 68 state agencies and/or community-based organizations participating. As part of the training, we ask participants to set goals and offer to provide free technical assistance and support to agency representatives who want to pursue their goals and implement organizational change. We identified 120 departments/offices within 48 organizations who participated in our training and set a total of 328 goals. Forty two percent of these organizations participated in follow-up interviews thus far, resulting in tracking of 162 goals (49%). We will present the types of goals set, the types of facilitators and barriers identified at each agency, and the levels of goal accomplishment identified during follow-up interviews. The implications for community research and professional practice will be discussed.

Discussant:

*Dina Birman, University of Illinois at Chicago*

## **082. Alternate routes to healthy youth: Public health based community interventions.**

*11:30 to 12:45 pm*

*University Hall: UN 1060*

Following brief overviews of discussants' respective work, the majority of the session's time will involve an open discussion of how awareness public health principles, methods and practices may expand SCRA members' tools and perspectives. Introductory comments will focus specifically on the discussants' shared commitment to promoting optimal development in children and youth, minimizing their exposure to varying forms of person-, family and setting-based risks and avoiding or interrupting consequent pathogenic trajectories early in the life span. Targeting distinct albeit overlapping healthy and pathogenic processes, each discussant's past and current work approaches the developmental trajectories that linking antecedents, intermediary conditions and positive and negative outcomes through different systems and services involved with youth. These differing routes range from schools, to community-based health and mental health settings to involvement in public policies, governmental agencies and political processes. Their work represents examples of the multiple routes available to practitioners and applied investigators who seek to alter the lives of youth in ways that increase health and reduce disorder. Our work reflects the heuristic potential of the developmental principles of equifinality and equi-potentiality. This potential is exemplified in our efforts to influence factors such as developmental disorders; genetic diatheses; academic success and failure, exposure to and involvement with substances, interpersonal violence, family discord and ecological protections and stressors. Ideally, the conversation will inform participants of interrelationships among antecedents and consequences, risks factors and outcomes and the synergy of health promotion and the prevention of disorder.

Presenters:

*Michael Blank, University of Pennsylvania*

*Maury Nation, Vanderbilt University*

Discussants:

*Raymond Lorion, Towson University*

*Leonard A. Jason, DePaul University*

*Jacob K Tebes, Yale University*

## **083. Working through our differences: Perspectives on class**

*11:30 to 12:45 pm*

*University Hall: UN 2002*

Based on the framework of Brooks, Dharsey, Francis and Mitchell (1993), presented in the article Working across our differences: Perspectives on oppression, this innovative session will highlight partnership and relationship development between five women from radically different social classes and backgrounds: a well-off middle-aged faculty member at the University of Waterloo, two young mothers, both survivors of abuse, addiction, and mental illness, currently living in a rent-geared-to-income

housing residence living on the Ontario Disability Support Program (ODSP) and two young Master's of Community Psychology students from Wilfrid Laurier University with backgrounds of relative privilege. Each woman has experienced barriers and opportunities that reflect and often reinforce her socio-economic status, privilege (or lack thereof), and life experience. Although working through these barriers was not the original intent of the partnership, it has become integral to and profoundly transformative with respect to our work and our personal lives, which are now woven together in unforeseen, complicated and rewarding ways. The relationships began through the process of developing a socially innovative program aimed at providing equal university access to women living in poverty. In keeping with this collaborative process, this abstract has been developed based on the feedback and knowledge of all five women presenters. As declared in the vision statement of SCRA, our community work must focus on "fostering collaboration where there is division and empowerment where there is oppression". This mission statement has been essential to our achievement of coming together and attempting to bridge our differences towards durable social change in our community. Bringing women to the table from such diverse class and life experience backgrounds has presented multiple issues concerning power, personal growth, sharing, trust, and (dis)comfort. Nevertheless, building these relationships with reflective practice, participatory processes, personal accountability and an often idealistic 'push to rebalancing the playing field,' we have worked, and continue to work, across our differences to a place of promoting equality. This process has provided a safe psychological space for these women to share their strengths, knowledge, beliefs and skills. The session format will include a narrative discussion about challenges of working together across these vast differences. Included in this discussion are our reflections on the process of relationship building through which we have come, as well as interactive pieces to include feedback and mutual learning from the audience. These interactive pieces will include small group discussions based on reflective questions posed by the panel followed by feedback to our work towards understanding the complexity of this process, and the necessity of working through differences with community partners, co-investigators and research participants. This session is relevant to community research and action as it represents a novel partnership through which action research work has developed and community change efforts are underway. This partnership provides lessons, cautionary tales, hope, and practices in how to create long-term sustainable partnerships across such enormous personal life experiences, and provides a space to question power relationships and the authenticity of community collaboration in the field of Community Psychology.

Chair:

*Kelly Anthony*, University of Waterloo

Discussants:

*Natalie Brown*, Wilfrid Laurier University

*Heather Marion McAulay*, Lincoln Rd

*Sherry McGee*, Wilfrid Laurier University

*Karina McEathron*, Community Member

#### **084. Bringing Theory to Practice: The Triangle of Engaged Learning, Civic Engagement and Well-Being**

11:30 to 12:45 pm

University Hall: UN 2008

The Bringing Theory to Practice Project was launched in 2003 by Association of American Colleges and Universities in response to growing concerns regarding the civic disengagement of college students across the nation. It is based on the hypothesis that this disengagement might be part of a larger pattern of disengagement, manifesting itself in not just civic disengagement but depression and high-risk alcohol use. This disengagement in turn reduces students' capacity for creating social change. The project set out to create programs that seek to promote students' academic and civic engagement, primarily through community-based learning with a social justice focus, and prevent mental health problems. St. Lawrence University and Montclair State University have been part of a learning community dedicated to this work. In this symposium, we will summarize the theoretical framework of the project, our programs and research methodology, our current empirical findings and our directions for the future.

Participants:

An Introduction to the Bringing Theory to Practice Project.

*Catherine A. Crosby-Currie*, St. Lawrence University

The potentially transformative effect of engaged learning experiences captures the imagination of those of us who have been seeking ways to enhance college students' civic engagement and well-being. If individuals are empowered in the process of learning, actively developing their capacities for civic participation, and collaborating in the creation of knowledge, they should be less likely to drink themselves into oblivion, despair to the point of self-destructive behaviors and disengage from the democratic process. This "hunch" lies at the heart of The Bringing Theory to Practice Project which has as its primary goal the exploration of this triangle of engaged learning, civic development, and well-being. Although some previous research has suggested linkages between some forms of engaged learning (such as group projects and community service) and students' mental health, alcohol use and sense of social responsibility (Swaner & Finley, 2007), any conclusions from this fragmentary research are tentative at best. To begin to build our theoretical understanding and an empirically testable model, BTtoP chose seven demonstration sites in 2004--St. Lawrence University was one of these—and an additional four in 2007; Montclair State University was among this second round of demonstration sites after receiving a small grant in the first round. Each demonstration site has implemented programs that promote student engagement in learning and designed an evaluation of their project that sought to uncover what relationship, if any, might exist between students' engaged learning experiences, civic development and mental well-being. Both projects are collaborative in nature, involving community psychologists, sociologists, institutional researchers, mental health counselors, and other student life personnel, and both projects attempt to create second-order change through changing institutional structures and curriculum. Both projects also both involve carefully designed, longitudinal evaluation methodology, employing quantitative and qualitative measures, to capture the relationship between the programs and potential outcomes.

Building Academic, Civic and Personal Development through a Service Leadership Program at Montclair State University.

*Valerie Sessa*, Montclair State University; *Dana Kaye*

*Natale*, Montclair State University; *Ari Bernstein*, Montclair State University

In conjunction with the goals of BTTP, the goal of this project is to identify and explore the relationships between engaged learning, academic engagement, civic engagement, and the well-being of college students. The study employs a longitudinal, non-equivalent comparison group design over two academic years. Our intervention group consists of students enrolled in the Emerging Leaders Learning Community (ELLC) during fall 2007 and 2008. Students in the ELLC take a cohort of classes, one of which includes a service-learning component, during their first semester. The comparison group consists of students enrolled in non service-related freshman learning communities who took a cohort of classes during the same time period. Data were collected twice: at the beginning of the semester and at the end of the semester. Both the pre-test and the post-test included the following community engagement measures: The Community Service Attitude Scale (Shiarella, McCarthy, & Tucker, 2000) and a number of items to determine where and how much students participated in the community. They included an academic engagement scale: The Student Participation and Identification Survey (Leithwood & Jantzi, 2000, Leithwood, 2007). And finally, they included the following well-being measures: Center for Epidemiological Studies-Depression Scale, Satisfaction with Life Scale, Alcohol Use Disorders Identification Test, and the Drinking Motives Questionnaire—revised (Cooper, 1994). Post-test collection on the 2008 group will be completed at the end of this semester, at which point the data will consist of surveys of 17 freshman general education (GNED) classes. The total projected population consists of 300 freshman students at Montclair State University, half in each of the two groups. In our presentation, we will highlight our

findings, with particular attention on what relates to civic engagement attitudes and behaviors in our students and the impact of service learning on these.

The St. Lawrence University Center for Civic Engagement and Leadership: Creating Opportunities for Agency and Intentionality in Student Learning Experiences. *Ronald Flores, St. Lawrence University; Christine Zimmerman, St. Lawrence University; Catherine A. Crosby-Currie, St. Lawrence University*

In 2005, as a Bringing Theory to Practice (BTP) demonstration site recipient, St. Lawrence University established the Center for Civic Engagement and Leadership (CCEL), whose mission is to increase and enhance opportunities for students to be engaged learners and agents of positive social change both on and off campus. Our programming has focused on developing active citizenship skills through a variety of engaged learning pedagogies including: community based learning (CBL), participatory action research, deliberative dialogue and reflexive journaling. As part of the BTP initiative, we have also monitored the effects of the CCEL's engaged learning pedagogies and programs on students' civic engagement and mental well being using a variety of data collection methods. At the core of our analysis was a quasi-experimental design where we compared groups of first year students who participated in community based learning programming while living together at the CCEL to similar groups of first year students who did not. Our data analyses revealed that the relationships between engaged learning and student development and well being were more complex than we originally hypothesized. Findings on the relationship between engaged learning and both mental well-being and alcohol consumption were inconclusive. However, we saw strong relationships between engaged pedagogies such as CBL and civic development. Students engaged in CBL were more likely to pass through a stage of critical self reflection as they developed a more informed view of the difficulties addressing social problems in the community. From that self reflection, the students emerged with both a greater commitment to social justice and a realistic understanding about how it can be achieved. The new BTP Intensive Site grant enables us now to study an entire first year class and explore through longitudinal, multi-variate analysis the effects of multiple interdisciplinary engaged learning experiences on students' civic development and well-being.

#### **085. Funding Social Change: A live interview session on foundation perspectives**

*11:30 to 12:45 pm*

*University Hall: UN 2031*

This session will feature live interviews and dialog with foundation representatives who award grants to social justice campaigns and initiatives. The session will be a collaboration between the executive director of the Hill Snowdon Foundation (HSF) who is the discussant for this proposal and the session chair who is a former HSF and a current Spencer Foundation grantee--both projects being social-justice related. The two have been colleagues for years and published work together on African American activism in *The American Journal of Community Psychology* (2003). The focus of this session will be on understanding how the small community of philanthropic organizations that fund social justice work think about community organizing, social justice and empowerment, and what makes for successful proposals and ultimately successful efforts on the ground. The live interview will include up to three foundation representatives in the greater New York City area (no more than four people total) based on the discussant's extensive foundation contacts among those who fund social justice activism. The interview process will be a mix of prepared and spontaneous responses (but no reading!) so that important content is covered while retaining the feel of natural dialog. This will be an engaging, interactive event and not a series of symposium monologues! Think "In Depth" the C-SPAN2 Book TV show that offers live interviews of an author's work with screened questions from viewers. The "work" in this case are the proposals and the initiatives the foundations fund. They will offer useful information for community psychologists

seeking grant support for social justice work. The interview will cover the kinds of organizing activities, stages of campaign/initiative development, issues and assets, populations, and settings that the few foundations funding such work see as desirable. Specific interview topics: 1. What are the critical, must-have elements of a campaign or project in the eyes of Philanthropy? 2. What distinguishes organizing from ordinary community programming? 3. What are the common "fatal errors" of those seeking funding for organizing efforts? 4. What roles played by scholars or professionals (if any) have you found to be useful to organizing efforts? Less useful? How common are university partners in successful applications? 5. Discuss a grantee who you see as a funding successes. What made them successful in the eyes of the eyes of your foundation? (to be discussed mini-case-study style). 6. What are some new issues and opportunities on the horizon and future prospects for funding social justice initiatives? Format: Introductions (5 minutes), interviews and dialog (30-40 minutes), The balance of the time: written questions from the audience generated during the session and asked by the interviewer for efficiency.

Chair:

*Roderick J Watts, Georgia State University*

Discussants:

*Nat Chioke Williams, Hill Snowdon Foundation*

*Julia Beatty, The Twenty-First Century Foundation*

*Alvin Starks, Philanthropic Design Studio*

#### **086. Refocusing the lens: Adapting photovoice methods for use in diverse community contexts**

*11:30 to 12:45 pm*

*University Hall: UN 2024*

Photovoice is a participatory action research methodology that combines photography and grassroots social action. Individuals assume the role of experts in their own lives and are asked to take pictures that define themselves and social issues in their communities (Wang et al., 2004). Applying photovoice methods to diverse community contexts raises methodological challenges. This symposium explores possible adaptations to photovoice and dilemmas raised by not introducing and accommodating change. Each presentation will focus on challenges inherent to the photovoice process, with particular attention given to adaptations used to emphasize the method's empowerment orientation, action focus, and ability to raise social consciousness.

Participants:

Adapting photovoice methodology to empower homeless adults and encourage community dialogue around homelessness.

*Greg Townley, university of south carolina; David Dei Asiamah, University of South Carolina; Dorian A Lamis, University of South Carolina; Bret Kloos, University of South Carolina*

The southeastern US city in which we live and work is in the midst of increased dialogue regarding its growing homeless population. Currently, decisions are being made that will impact the creation of a sustainable, year-round, full-service homeless shelter. Over the course of a year, we conducted a photovoice project among homeless adults that was intended to raise awareness of the challenges and resilience of homeless individuals in our community and confront commonly held stereotypes of the homeless population. Given the lack of inclusion of homeless individuals in policy decisions that impact them, we wanted to hear and learn about the experiences of homeless persons and provide a medium for them to share their perspectives via words and photographs. This paper presents the work of this homeless photovoice project, focusing specifically on adaptations and innovations that were introduced to address methodological challenges and ensure that the empowerment focus of the photovoice method was achieved. Specifically, this paper examines the manner in which we adapted the photovoice method to fit the constraints of the homeless shelter that served as our project setting; the challenges associated with collaborating with various community organizations while planning and conducting the project; and the innovations we employed to create an exhibit of the work in conjunction with the homeless photographers and our local art museum. This paper

also explores our efforts to affect policy change, involve the homeless photographers in on-going efforts and dialogue around homelessness, and make meaningful, sustainable changes in our community.

Addressing challenges to photovoice methodology in projects with college students and homeless youth. *David Dei Asiamah, University of South Carolina*

Photovoice utilizes cameras as motivating tools in order to create visual artifacts and empower groups to record and reflect on issues from their own perspectives. The first project to be discussed in this presentation occurred in a course taught at the University of South Carolina aimed at encouraging students (primarily males) to get involved in violence prevention. The setting presented its own unique set of challenges and required some creative thinking in order to maintain the fidelity of the photovoice process. The second project to be discussed occurred among homeless youth. Although photovoice has been used with a range of populations, it has never been used with homeless children to address the challenges they face in their education. The project began with a partnership with the Parents and Students Succeed (PASS) project in a school district in Columbia, SC. The primary focus of PASS is an after-school tutorial program operated by certified district teachers in six homeless shelters across the city. Students are tutored in small groups and are provided individual learning experiences through computer assisted integrated learning systems. PASS works to reduce barriers to school enrollment and learning success for children experiencing homelessness. Methodological photovoice challenges in this project included assessing the organizational readiness of PASS to support the project and the intervention. Furthermore, since students were spread out around the city in different shelters and schools, the logistics of finding a time and place to meet presented a challenge. Lastly, from the student interviews it was determined that PASS lacked the organizational capacity to effectively serve its students. This presented another dilemma. Does the focus of the photovoice project shift to improving the organizational capacity of PASS or does the focus remain on developing curricula as a way of getting children engaged in changing attitudes about homelessness?

Voices of Tuberculosis: The Amaya-Lacson TB Photovoice Project. *Romel Lacson, University of South Carolina*

One third of the world's population is infected with Tuberculosis. TB accounts for approximately 1.6 million deaths each year worldwide. The current study is funded by the Amaya-Lacson Tuberculosis Photovoice Project (TBPV) which has a goal to increase awareness of the global burden of TB and assist in the eradication of TB and TB Meningitis. One objective of the project is to better understand Tuberculosis from the perspectives of those living with the disease. This research engages people with Tuberculosis living in two of the highest burden countries in the world, as well as a border community in the U.S., to assess their communities and articulate their TB concerns in order to build capacity for ending Tuberculosis. Using Photovoice, a community-based research approach, TB patients living in Rio de Janeiro, Brazil, Chiang Mai, Thailand, El Paso, Texas and South Carolina are entrusted with cameras to document their own health realities by taking photographs of the people, places and systems that both positively and negatively affect the care and treatment of their Tuberculosis. Through sharing their local knowledge and photographic data with each other in small groups, the participants identified themes associated with TB and crafted recommendations for best practices toward TB diagnosis, treatment and elimination. This presentation will discuss the lessons learned from Photovoice implementation in all four sites and will outline a critique and an alternative to current models of evaluating emancipatory methods like PhotoVoice that complement the demands for accountability.

Chairs:

*Greg Townley, university of south carolina*  
*David Dei Asiamah, University of South Carolina*

Discussant:

*Bret Kloos, University of South Carolina*

### **087. Preparing a Division 27 Policy Paper - A Workshop on Creating Policy Briefs**

*11:30 to 12:45 pm*

*University Hall: UN 2007*

At the 2008 APA Convention, SCRA members interested in policy requested that the Social Policy Committee facilitate the development of a mechanism whereby members could create, share, and promulgate policy briefs. These will not necessarily become official policy positions of Division 27. What is instead envisioned is the development of a policy marketplace that will feature prominently on the Division 27 website. This 75 minute workshop will be a fast-paced demonstration of a logic modeling process that can be used to develop policy briefs. The policy brief that workshop participants will develop as a demonstration of how this process works will be a draft statement to the Division 27 Executive Council for the establishment of a policy marketplace on the Division 27 web site. As a result of participating in this workshop, participants will learn (a) the basics of the Kellogg Foundation logic model and (b) a procedure for completing a logic model. In conjunction with one another, the participants and staff will (a) create a rationale for an SCRA policy marketplace, (b) plan for post-biennial activities that will lead to the development of the policy marketplace. The time-line for the event will be as follows: 0 -5 minutes Introductions and welcome 6 - 10 minutes Background on the work of the Social Policy Committee and the vision of a policy marketplace 11 - 15 minutes Introduction to the Kellogg Foundation Logic Model 16 - 30 minutes Facilitated group process to produce an environmental scan: What are the current conditions in regard to policy and Division 27 that we wish to change by producing a policy to establish a policy market-place? What inputs and resources do we have to work with? 31 - 45 minutes Facilitated group process to generate and winnow the desired outcomes of a SCRA Policy Marketplace policy (i.e., what will change about SCRA and the work of its members as a result of having this policy in place and approved by the Executive Council?) 46 - 60 minutes Facilitated group process to identify the activities that we must carry out to get a policy approved by the Executive Council to create an SCRA Policy Marketplace? 61 - 65 minutes Quickly generate a few examples of the impact this new policy might have on SCRA members and on the larger communities in which we work. 66 - 70 minutes Quickly generate a few examples of policy briefs which participants might be interested in working on. Each such brief becomes as "output" of the new policy to establish a Policy Marketplace. 71 - 75 minutes Exchange contact information to enable participants to continue their work post-biennial Handouts to be used in this workshop will include (a) information about the Kellogg Foundation logic model and (b) two examples of policy briefs that might serve as example products for the proposed SCRA Policy Marketplace.

Chairs:

*Steve R. Howe, University of Cincinnati*  
*Nicole Porter, DePaul University*

### **088. New Perspectives on Tapping the Potential for Self-Help Group Development**

*11:30 to 12:45 pm*

*University Hall: UN 2009*

A wide variety of self-help support groups, which can be replicated in unserved communities at little or no cost, continue to help those facing similar illnesses, addictions, caregiver, and many other stressful life problems. Presentations will focus upon three settings; 1) the work of a university-based center involving students in actual group development as part of their course on self-help groups; 2) the efforts of a statewide self-help group for families of those with mental illness to serve several different ethnic populations through development of family groups and services; and 3) the work of a statewide self-help clearinghouse in promoting specific strategies and techniques aimed at individuals, professionals, community organizations and agencies to maximize the development of a wide variety groups. Presentations will be followed by a guided discussion of the successes, perils, and potential future of self-help group development based upon presenters' and participants' shared experiences and research.

Participants:

Utilizing a University Course as a Catalyst for Self-Help Group

Development. *Greg Meissen, Center for Community Support & Research - Wichita State University; Scott Wituk, Center for Community Support & Research - Wichita State University; Sarah Jolley, Center for Community Support & Research at Wichita State University; Diane Betzen, Wichita State University*

This presentation reports on the development, implementation, and insights gained from a university course about self-help groups utilized to help start self-help groups in Kansas consumer run organizations (CROs). For over fifteen years, the Center for Community Support and Research (formerly the Self-Help Network) has taught a two-week pre-session course on self-help groups at Wichita State University. The course meets every day for approximately four and a half hours and includes a mixture of articles related to self-help groups, discussion about topics related to starting and maintaining groups, guest panels and visits to local groups, and an experiential component of participating in a four-session group with others from the course. Approximately 25 college students participate from nursing, psychology, social work, and other helping professions. Starting in 2005 the Center for Community Support and Research was able to include leaders from Kansas CROs in the course. Approximately eight to ten leaders from CROs participate in the course, as well as a morning practicum specifically devoted to starting self-help groups at their local CROs. CRO leaders discuss strategies for starting their own group, including recruitment, advertising, forming a core group, shared leadership, group logistics, and group dynamics. CRO leaders spend evening hours on course readings and homework. The final days of the practicum component of the course include CCSR working with CRO leaders to create a follow-up plan for when they return to their local CROs. In order to help more groups successful start in CROs, CCSR staff provide additional assistance based on the needs identified by the CRO leaders. The symposium will present details of the course and practicum, experiences in providing follow-up assistance, and resulting self-help groups.

**Demonstrating Our Presence: Multicultural Experiences of Mental Illness in New Jersey.** *Aruna Rao, NAMI New Jersey*

Mental health advocacy has usually ignored the special needs of recent immigrants, who are often misinformed about mental illness, unaware of mental health resources, and unable to navigate the complex mental health system to get help for themselves or loved ones. In response, NAMI NJ has piloted three outreach programs for specific populations to provide support, education and advocacy for immigrants of Asian and Hispanic origin. These are: - South Asian Mental Health Awareness (SAMHAJ) outreaches to immigrants mainly from India, Pakistan and Bangladesh through community based support groups, creative educational efforts emphasizing cultural issues, and advocacy to help navigate a system that often is not culturally competent. - Chinese American Mental Health Outreach Program (CAMHOP NJ) reaches out to Chinese immigrants, who have great difficulty with accessing services and information due to language and cultural barriers. Our support groups offer language based groups, frequent referrals to and presentations by Chinese speaking providers, as well as community workshops and ethnic media outreach to combat stigma. - "NAMI NJ en Espanol" offers support groups and educational programs in Spanish, and helps immigrants through the mental health system. In addition, the program seeks to provide help to those who are facing both poverty and problems with literacy. Each NAMI NJ immigrant outreach program follows a model that emphasizes: the grassroots recruitment of community members to shape outreach efforts and campaigns; networking with community leaders and ethnic providers to enable access to people most in need; community based support and groups to provide stigma-free environments; and the highlighting the importance of cultural difference while stressing the universality of the suffering caused by untreated mental illness, which leads to trust and retention of support group members.

**Nurturing Self-Help Group Development: Lessons Learned Over 30 Years.** *Ed Madara, N.J. & American Self-Help Group Clearinghouses*

A 1978 survey, to identify self-help groups in one New Jersey county, uncovered individuals interested in starting new groups. By just linking those individuals with existing national and model groups, ten new self-help groups were started. To see whether group awareness inspired development, a local Directory included national and model groups. As it does today, group awareness indeed encouraged group replication. Based on these initial findings that hold true today, the country's first statewide self-help clearinghouse was created. Staff help new group development consultees in finding others willing to help them by adding consultees' names to the group database, and then linking any subsequent callers from the same area, who are interested in joining the effort. Like rubbing sticks of wood together to create a fire, such initial networking results in new local groups, as it has for the birth of most national and international self-help organizations. The Clearinghouse provides additional encouragement via consultative phone and email support, and various how-to materials to meet consultees' needs for guidance and options. When there is no local group for a caller to the Clearinghouse's information helpline, the caller is often asked, "Would you possibly be interested in joining with others to help create a group?" A positive response has resulted in a small but significant number of "help seekers" becoming "help providers." Over 1,100 new groups have been started in the state with Clearinghouse help, several dozen of which were the first of their type in the country, becoming national or international self-help organizations. With requests from outside the state, an American Clearinghouse was created and its database made available online at [www.selfhelpgroups.org](http://www.selfhelpgroups.org). This paper provides additional strategies which any professional, agency, or community organization can utilize to support the creation of new self-help groups for unmet needs and in unserved areas.

Chair:

*Louis Brown, The Pennsylvania State University*

**089. Realizing visions in participatory research: An in-depth, on-the-ground, multiple-case-study examination of photovoice in practice**

*11:30 to 12:45 pm*

*University Hall: UN 2032*

The call for community psychologists to engage in participatory research (Rappaport, 1981) came before there was a clear sense of what participatory research looked like or how exactly we could weave empowerment and our core values into the research process itself. Over the last several decades the use of participatory methods has grown in community psychology and other disciplines. As such, innovative methods for community engagement in the research process have arisen. This symposium will explore one of these, photovoice, through the presentation of three case studies. These will illuminate how different community psychologists are employing photovoice for a diverse range of goals, are modifying the method based on local context and are using photovoice to work towards "fostering collaboration where there is division and empowerment where there is oppression" (SCRA vision statement, 2005).

Participants:

**Photovoice, Art, and Youth Empowerment: Lessons Learned.**

*Dina Maria Elias-Rodas, Center for Community Support & Research, Wichita State University; Tara Gregory, Wichita State University Ctr for Community Support & Research*

Photovoice is a participatory visual method that pursues the ultimate goal of critical consciousness (Carlson, Engebretson & Chamberlain, 2006) by creating images and sharing meanings (Freire, 1993) and stories derived from those images. Photovoice is considered a powerful technique that makes possible participation, community discussion, critical dialogue and shared production of knowledge (Wang & Redwood-Jones, 2001). Additionally, photovoice is consistent with the principles of empowering youth through the development of individual and

social awareness and the fostering of social action (Wang & Burris, 1994). When youth have experiences in which their voices are listened to and taken seriously, they experience greater interest in working towards community change (Kalnins et al., 2002). For these reasons, photovoice was selected for a project in which two youth-led organizations joined forces to plan and conduct a community assessment focused on the youth experience. While the primary aspects of photovoice methodology were followed, some modifications were necessary to better respond to the characteristics of the youth who participated. Photographs, artwork, and spoken word pieces were combined as creative means for youth to express themselves in regards to issues, situations, and experiences they face every day. The youth analyzed and organized the submissions, and held an exhibition for the community. This presentation will address methodological challenges, the necessary modifications in the implementation of the photovoice methodology, and the implications derived from them. In addition, insights regarding the value, applicability, and social implications of using participatory visual methods to promote youth empowerment (e.g. awareness and action), youth/adult collaboration, and inclusion of youth as co-researchers will be discussed.

Using photovoice within a community-based intergenerational intervention. *Chris Barker, University College London*

This paper will discuss the use of photovoice methods within a community-based intergenerational intervention, which aimed to change negative age-group stereotypes and promote sense of community amongst older adults and young people in an inner city housing project. Participants were given digital cameras with which they could take photographs of their immediate locality. The photovoice method was used as a catalyst in bringing the two generations together. The project was evaluated using an applied ethnographic approach, involving pre- and post-intervention focus groups and participant observation. Pre-intervention, both generations presented age-group stereotypes and neither had a strong sense of community; post-intervention, participants in both generations felt that intergenerational contact reduced age-group stereotypes and enhanced recognition of intergenerational similarity, and sense of community also strengthened. There was evidence that the photovoice method helped to facilitate these changes.

Mothers' Perceptions of Positive and Negative Neighborhood Characteristics: Findings from a photovoice project. *Myra Margolin, University of Illinois, Champaign-Urbana*

This study examines the positive and negative aspects of one neighborhood, as seen through the eyes of participants, using a photovoice approach. Photovoice allows populations that are normally marginalized to engage in their communities and gain a more critical understanding of the challenges they face and the ways in which these challenges may be overcome. Participants (N = 3) were given cameras and general guidelines to take photographs depicting positive and negative aspects of their neighborhoods. Afterwards, the participants took part in analyzing their photographs during focus group discussions. The findings from this research indicate both positive and negative neighborhood characteristics. Negative characteristics included the persistence of visible signs of neglect and outwards signs of disparity between rich and poor areas of the city and positive characteristics included resources for information and social cohesion. Findings may be relevant to other parents of lower socio-economic status who rely on their neighborhoods for support in child rearing.

**090. Social Ecological Approaches to Health Promotion and Behavior Change (CHIG III of III)**

11:30 to 12:45 pm

University Hall: UN 2010

Research and action that facilitates in-depth understanding about our social ecologies and how they can either foster or inhibit health promotion and behavior change will be explored in four presentations. The first examines a longitudinal study of the etiology of childhood obesity, with equal focus

on individual and contextual factors that can affect the health of a cohort of youth and their parents. The second also explores the problem of obesity, using mixed methods to assess the influence of local food environments on community health. The third reports on a health literacy project that developed and implemented a health education curriculum in four high schools in British Columbia, Canada. Last, a community-based participatory design was used in conjunction with a social ecological framework to engage a sample of African American women who were pregnant or raising young children in a study of health disparities and infant mortality.

Participants:

Examining the Etiology of Childhood Obesity: The IDEA Study. *Melissa Nelson, University of Minnesota; Leslie Lytle, University of Minnesota*

The prevalence of childhood obesity is of great public health concern. A social ecological framework that is transdisciplinary and multilevel by nature is the most promising approach for studying this problem. In this presentation, we describe a longitudinal research project that uses a social ecological framework to study the etiology of childhood obesity. Individual and contextual factors are assessed in a cohort of youth and their parents including psychosocial factors, and home, school and neighborhood environments. The conceptual model guiding the study design and an analysis of descriptive characteristics of the baseline sample of youth and parents enrolled in the research are reviewed and discussed.

A Social Ecological Conceptual Framework for Understanding Adolescent Health Literacy in the High School Health Education Classroom. *Joan Wharf Higgins, University of Victoria*

With the rising concern over chronic health conditions and their prevention and management, health literacy is emerging as an important public health issue. As with the development of other forms of literacy, the ability for students to be able to access, understand, evaluate and communicate health information is a skill best developed during their years of public schooling. Health education curricula offer one approach to develop health literacy, yet little is known about its influence on students nor their experiences within an educational context. In this presentation, we describe our experience applying a social ecological model to investigating the implementation of a health education curriculum in four high schools in British Columbia, Canada. We used the model to guide a conceptual understanding of health literacy, develop research questions, select data collection strategies, and interpret the findings. Reflections and recommendations for using the model are offered.

African American Women's Conceptualizations of Health Disparities: A Community-based Participatory Approach. *Tiffany Doniece Sanders Baffour, University of Maryland, Baltimore County; Jill M. Chonody, Florida State University*

Health disparities among African American families represent a significant social problem as nationally African American infants have dramatically worse birth outcomes than other racial and ethnic groups. A Community-Based Participatory Research Approach was utilized to engage community residents. This study examines participants' definitions of infant mortality, views on the community impact, and strengths and vulnerabilities in the health care service delivery system. Qualitative data were gathered in a rural North Florida community where health education groups are conducted. Eight focus groups were arranged with African American women (n=46) ranging in age from 14-35 who were pregnant and/or parenting children under the age of 2. Respondents poignantly described personal experiences of loss associated with infant mortality. They indicated awareness of problems related to lack of accessibility and availability of medical and social services. The use of social ecological theory and implications for policy and social justice are discussed.

Discussant:

*Catherine Kane, University of Virginia, Dept of Family,*

Community & Mental Health Systems

- 091. The School Intervention Interest Group**  
1:00 to 2:00 pm  
University Hall: UN 2007
- 092. Community Health Interest Group**  
1:00 to 2:00 pm  
University Hall: UN 2002
- 093. Regional Coordinators' Business Meeting**  
1:00 to 2:00 pm  
University Hall: UN 2004
- 094. The Practice Group Meeting**  
1:00 to 2:00 pm  
University Hall: UN 2006
- 095. The Social Policy Committee**  
1:00 to 2:00 pm  
University Hall: UN 2008
- 096. The Prevention And Promotion Interest Group**  
1:00 to 2:00 pm  
University Hall: UN 2009
- 097. The Cultural and Racial Affairs Committee**  
1:00 to 2:00 pm  
University Hall: UN 2010
- 098. Lunch**  
1:00 to 2:00 pm  
University Hall: University Hall Lobby
- 099. Mentoring Session 1**  
1:00 to 2:00 pm  
University Hall: UN 2011
- 100. Mentoring Session 2**  
1:00 to 2:00 pm  
University Hall: UN 2013
- 101. Mentoring Session 3**  
1:00 to 2:00 pm  
University Hall: UN 2021
- 102. Mentoring Session 4**  
1:00 to 2:00 pm  
University Hall: UN 2024
- 103. Mentoring Session 5**  
1:00 to 2:00 pm  
University Hall: UN 2025
- 104. Mentoring Session 6**  
1:00 to 2:00 pm  
University Hall: UN 2026
- 105. Mentoring Session 7**  
1:00 to 2:00 pm  
University Hall: UN 2031
- 106. Mentoring Session 8**  
1:00 to 2:00 pm  
University Hall: UN 2032
- 107. Mentoring Session 9**  
1:00 to 2:00 pm  
University Hall: UN 2040
- 108. Mentoring Session 10**  
1:00 to 2:00 pm  
University Hall: UN 2012
- 109. Ethical Considerations in Community Psychology: Creating Space for Dialogue**  
2:15 to 4:30 pm

University Hall: UN 1060

Our many roles as community psychologists routinely bring us face to face with ethical challenges. As we grapple with how to balance ethical frameworks and values, we face many questions along the way about how to conduct ourselves in a good and just way. The purpose of this workshop is to create a setting in which community psychologists can share and discuss ethically challenging moments to further our collective ethical dialogue and learning. During the workshop, we will present key ethical frameworks and principles (e.g., from the American Psychological Association, American Evaluation Association, and the Belmont Report, as well as from writings by community psychologists). We then have workshop attendees break into small workgroups of their choosing where workshop facilitators will present ethical dilemmas they have encountered in their work. Facilitators will describe the situation (or situations), share their approach to addressing the ethical questions they encountered as well as lessons learned from the experience, and invite further discussion about the ethical challenge and potential ways to constructively address it (including how to interpret and apply relevant ethical frameworks and principles). Following this discussion, workshop attendees will be invited to share their own ethical dilemmas and together we will analyze each situation, discuss the merit of various interpretations of ethical frameworks and principles, and brainstorm paths forward. We will have several small groups for workshop attendees to select from, focused on the following topics: Interpersonal Professional Ethics: In this work group, we will focus on the ethical gray zones of our interpersonal relationships among colleagues and community collaborators. We will explore how to handle professional credit, collaboration and multiple roles. Ethical Challenges in Graduate Training: As students pursue degrees in community psychology, they often encounter novel challenges related to holding multiple roles with faculty and time constraints on their community-based work. We will explore the ethical dimensions of each of these topics. Community Consent: Community psychologists are often involved in systems-level change and interventions; work of this nature presents challenges to individual-level focused frameworks and principles. We will explore community consent and community IRBs including issues of representation, preparation and selection. (Collaborative) Research with Vulnerable Populations: Community psychologists often conduct research with members of sociopolitically marginalized groups using collaborative research strategies. We will explore questions related to working with vulnerable populations including how to work effectively with IRBs and the creation of alternative spaces for securing the well-being of participants. After the small workgroups, we will collectively discuss insights and ongoing questions. We anticipate multiple outcomes from this workshop including learning about the synergy and tensions among relevant ethical frameworks, insight into the interpretation and application of ethical frameworks and the creation of an ethical learning community. Participants will receive copies of all presentation slides and scenarios presented by the workshop facilitators.

Chairs:

*Nancy Bothne*, Adler School of Professional Psychology  
*Susan Eckerle Curwood*, Wilfrid Laurier University  
*Serdar M. Degirmencioglu*, Istanbul Arel University  
*Vincent T Francisco*, University of North Carolina at Greensboro  
*Angela D. Ledgerwood*, Miami University  
*Katherine McDonald*, Portland State University  
*Brad Olson*, Northwestern University  
*Michele M. Schlehofer*, Salisbury University  
*Joseph Everett Trimble*, Western Washington University  
*Colleen Anne Kidney*, Portland State University

**110. Plenary Session II**

2:15 to 4:15 pm

Memorial Auditorium: Large Auditorium

Participant:

Capability Theory and Community Psychology. *Beth Shinn*,  
Peabody College, Vanderbilt University  
Capability Theory and Community Psychology

**111. Community, Culture, Healing, & Wellness in Native North**

## America

4:45 to 6:00 pm

University Hall: UN 2013

In the wake of a brutal European colonization of Native North America, contemporary indigenous peoples still contend with disproportionately high levels of distress and dysfunction. A cadre of mental health counselors has subsequently proliferated throughout Native lands and lives, armed with west-is-best clinical approaches and interventions that time and again fail to benefit their Aboriginal clientele. Fortunately, the pursuit of culturally resonant alternatives, including "healing" projects and locally responsive preventive interventions, has proceeded apace, with community collaboration and control quickly becoming normative in these settings. In this symposium, three community-based research psychologists, recognizing the limitations of professional mental health training, will review their respective empirical efforts to explore and promote Native community "wellness" in close collaboration with Native community partners across national boundaries. Such collaborations have carried each well beyond the routines of clinical practice to carefully consider the intersection of community, culture, healing, and wellness among this continent's First Peoples.

### Participants:

The Red Road to Wellness: Cultural Reclamation in Native Treatment. *Joseph Gone, University of Michigan*

This presentation will explore how Native American cultural practices were integrated into the therapeutic activities of a community-controlled substance abuse treatment center on a "First Nation" reserve in the Canadian north. Thematic content analysis of open-ended interviews with nineteen staff and clients at this "Healing Lodge"—as contextualized by participant observation, program records, and existing ethnographic resources—yielded three themes concerning local therapeutic practice with outpatients and other community members. In their efforts to orchestrate the therapeutic, program staff adopted and promoted a diverse array of western and Aboriginal approaches, most of which originated or depended on "spiritual" principles. The rather breathtaking diversity of these approaches was subsumed into a coherent therapeutic endeavor with reference to traditional ways; more specifically, therapeutic adaptation of the Aboriginal symbol of the medicine wheel marked Lodge programs as distinctively Aboriginal in character. Nevertheless, analysis of healing discourse in the program also revealed the subtle but profound influence of western "therapy culture" in the healing activities of the program. Further attenuation of western therapy culture might be achieved through a collaborative partnership that engages and articulates a more searching vision for a culturally grounded "counseling" approach. Rather than one or more conventional psychotherapies remaining the implicit points of departure, "traditional" notions of wellness, distress, healing, self, personhood, emotion, social relations, and spirituality—in short, a historical Native ethnopsychology with its attendant therapeutic paradigm—could serve as an alternative path toward formulating such an approach. In this important inversion of the integrative project, energy and attention is redirected from considerations of how best to "Indianize" conventional approaches to considerations of how best to accommodate an indigenous approach within the constraints of modern health care and human services settings. The prospects for engaging in such alternative integration efforts will be considered.

From a Community's Point of View: Indigenizing Suicide Prevention. *Michael Kral, University of Illinois at Urbana-Champaign*

Native North Americans have the highest suicide rate of any ethnic group in the U.S. and Canada. In Nunavut, Canada's most recent Arctic political territory, the suicide rate among youth is ten times the rate of Canada. This rate ranges from zero to extremely high across Inuit communities. Almost all of the suicides in Nunavut are teenagers or very young adults, and most are male. Much government money has been spent over the past 15 years on suicide prevention in the North, with Western professional interventions, yet the suicides continue to rise. More

recently, Inuit communities are developing and running activities and programs for suicide prevention and youth well-being from the inside. My Inuit colleagues and I have been studying these activities via collaborative ethnography and participatory action research, and the outcomes of Inuit and youth-driven action are dramatically positive. Suicides usually stop completely in a community once this action begins, even in communities with extraordinarily high suicide rates, and other changes seen include crime reduction and increased high school attendance. Inuit youth are typically behind these efforts, and with community support these efforts become success stories. The common feature across successful communities is not a particular plan of action or intervention, but community ownership and responsibility. A strong ingredient is traditional Inuit culture, and the key is collective agency. In this talk I will discuss Inuit meanings of well-being, describe some of these community actions, and highlight a community case study of one youth group that has made a difference. Challenges to such action, particularly the clash with authoritative Western interventions, will be discussed.

Native Healing: A Community and Culture Based Intervention Approach. *Glen McCabe, University of Manitoba*

Native North Americans have long laboured under the weight of acculturation and colonization. The advent of residential schools and other assimilation efforts has interfered with and despoiled the best efforts of Native people to maintain community and internal cohesion. The results are manifest in the deep and lingering psychological problems of depression, anxiety, dependency and anti-social behaviour. Further, Aboriginal North Americans have been victimized through instruction that their difficulties are due to their own shortcomings, and that the only effective intervention methods come from Western mainstream methods. Research conducted by an Aboriginal researcher who is also a clinical practitioner and a university professor indicates that the most effective psychological healing methods used by Native people emerge from within Native communities and Native cultures. This presentation will indicate the results of discussions with traditional healers and helpers and clients of healers and helpers about the factors they deem as helpful in Native communities. Using in-depth content analysis of the commentary, there merged 12 factors that appear consistently in carrying out healing work amongst Aboriginal people. Many of the foundational components were based on "spiritual" content, but they also contain very specific strategic placement of other clinical elements within the intervention. There are clear overlaps with Western thinking, but there are also clear differences based on spiritual beliefs, practices and ceremonies. It is clear that the Western approach to psychological treatment has extended its reach into the Native helping efforts, but there is also a powerful presence of Native cultural orientation in the realization of intervention strategies within the Aboriginal community. Symbols, artefacts and cultural infrastructure such as the Medicine Wheel, sacredness and the healing powers of the Earth itself are significant in the determination of effectiveness and outcomes.

### Discussant:

*Edison Trickett, University of Illinois at Chicago*

## 112. Mental Health Risk and Social Ecological Variables Associated with Educational Attainment among Gulf War Veterans

4:45 to 6:00 pm

University Hall: UN 2026

This exploratory study examines the impact of mental health status on post-secondary educational attainment among young veterans of the first Gulf War. Investigation of mental health impact on post-service enrollment or successful reentry into higher education for this population has been limited, although veterans' educational benefits are seen as a military recruitment incentive and a key element in veterans' re-integration into civilian community life in the All Volunteer Force era. Applying a social ecological framework to draw upon resiliency, life span/life course, and

social geography theories, the author hypothesized that selected contextual factors in the personal, interpersonal, and organizational domains could mediate or moderate the relationship. Greater density of informational social networks was associated with obtaining mental health treatment, recent treatment for PTSD was associated with use of veterans' educational benefits, and residing with a small nuclear family and having higher levels of health and educational benefits and family income were associated with higher educational attainment.

Presenter:

*Alexa Martin Smith-Osborne*, University of Texas at Arlington

Chair:

*Shannon Gwin Mitchell*, Friends Research Institute

### **113. Youth Mentoring: Current State of the Field**

4:45 to 6:00 pm

University Hall: UN 2008

This presentation and discussion of the current state of youth mentoring will focus on promising developments, needed research, and future directions. Audience discussion will be facilitated. Topics will include the different types of mentoring programs, including programs to prevent juvenile delinquency, the role of racial and cultural processes in youth mentoring relationships, including the utility of matching youth and mentors on race, ethnicity, and gender, and the implications for program design and implementation. The use of resiliency theory in youth violence prevention by fostering natural mentoring with youth and adults working together on common goals, and a web-based methodology using on-line electronic databases to follow up youth who participated in a mentoring program will be presented and discussed.

Presenters:

*Clifford O'Donnell*, University of Hawaii

*Bernadette Sanchez*, DePaul University

*Marc Zimmerman*, University of Michigan

*Izaak Williams*, University of Hawaii

Chair:

*Clifford O'Donnell*, University of Hawaii

### **114. Social Justice Reform in Schools, Community Organizations, and Public Policy**

4:45 to 6:00 pm

University Hall: UN 2024

Social justice is increasingly recognized as a dynamic influence on individual and organizational well-being. Inequitable access to opportunities and resources is an underlying, systemic cause of many psychological issues in multiple ecological domains. We provide examples of how community psychology can embrace a social justice agenda through the development of theory, empirical research, and action. First, we use a theoretical framework built upon the educational literature to examine socially just practices in educating low-income students with disabilities. In the second study, theory is put into action to promote justice and well-being in five community-based organizations. The third presentation proposes a process for increasing psychologists' participation in public policy in Puerto Rico. These presentations use qualitative and quantitative analyses to describe social justice evaluation and intervention, barriers and facilitators of enacting social justice, and policy implications. Presenters provide recommendations for theory and intervention to promote social justice across diverse contexts.

Participants:

Social Justice in the Schools: Theory and Practices for Students with Disabilities. *Adia Gooden*, DePaul University; *Christopher B. Keys*, DePaul University; *Michele Morgan*, DePaul University; *Susan Dvorak McMahon*, DePaul University; *Lindsey Back*, DePaul University; *Michael Brubacher*, DePaul University

Social justice has long been an established ideal within the field of community psychology but has rarely been assessed empirically. In order to conceptualize and evaluate whether environments are socially just and what it means for an environment to be socially just, we need to have a clear theoretical framework to guide our work. Integrating educational

and community psychology literatures, we utilize and further develop a theoretical framework (Carlisle, Jackson, & George, 2006) to evaluate social justice related to meeting the needs of African-American and Latino youth with disabilities in schools in low income communities. Our evaluation followed the closure of an urban school that primarily served low income students of color with disabilities, and subsequent transition of these students into 30 schools across the district. We assess the enactment of social justice through qualitative analysis of 17 principal and 12 teacher interviews for a multi-level look at the important dimensions of social justice in schools. A number of factors, including equity, inclusion, high expectations, accommodations, teacher collaboration, and parent involvement were assessed based on our social justice framework. We examined the extent to which each school enacted an array of socially just practices for transitioning students with disabilities. Schools differed widely on the extent to which they utilized socially just practices. This study has implications for school policies, practices, and interventions that lead to socially just practices for students with disabilities and school transitions.

Organizational Change for Justice and Well-Being: The Miami SPEC Project. *Isaac Prilleltensky*, University of Miami; *Scotney D Evans*, University of Miami; *Adrine Mckenzie*, University of Miami; *Debra Noguera*, University of Miami; *Randall Penfield*, University of Miami; *Ora Prilleltensky*, University of Miami

Well-being is a positive state of affairs in individuals, relationships, organizations, communities, and the natural environment, brought about by the simultaneous and balanced satisfaction of material and psychological needs; and by the behavioral manifestation of material and psychological justice in these five ecological domains. Social justice, in turn, concerns the fair and equitable allocation of material and psychological resources. Historically, social justice has been briefly defined as to each his or her due. A more contemporary and comprehensive definition proposes to each according to their needs, ability, effort, opportunities, rights and power, and from each according to their needs, ability, obligation, duties, opportunity and privilege. One way to promote social justice is through community based organizations. Miami SPEC: Learning and Changing by Doing is an organizational change project designed to promote social justice and well-being in the community. SPEC is an acronym that stands for Strengths, Prevention, Empowerment, and Community change. This organizational change project consists of five organizations undergoing internal change to promote justice and well-being in their respective constituencies. The main premise is that health, human, and educational services cannot sustainably foster justice and well-being in the community without promoting justice and well-being within their own organizations. SPEC in the community (SPEC external), as a precursor of social justice, cannot be nurtured without SPEC in the organizations (SPEC internal). To achieve SPEC internal, organizations participate in a multi-pronged intervention consisting of a three year training of a leadership team, the creation of a transformation team within the organization, consultation, action research, and the creation of a SPEC network. The paper will describe the project and present preliminary qualitative and quantitative data pertaining to processes and outcomes for well-being and justice in the organizations. We will also discuss implications for social justice theory, research, and action.

Increasing Participation in Public Policy: One Route towards Social Justice. *Irma Serrano-Garcia*, University of Puerto Rico; *Eduardo A Lugo Hernandez*, Puerto Rican Psychological Association

Community psychology should promote social change that leads to greater social justice. Social justice refers to individual and group entitlement to fair and equal rights and to partaking of social, educational, and economic opportunities. People must be able to understand oppression and inequality and act to overcome them by actively participating. Psychologists in general, for a

very long time, have been estranged from participation in public policy, an arena which can facilitate broad social change. This has been due mainly to: a) the discipline's focus on individual behavior and intervention, b) the fragmentation of its knowledge, c) an emphasis on scientific neutrality, and d) lack of training for those who decide to overcome these barriers. Psychological associations, national and regional, do not generally promote these efforts. APA and SCRA are notable exceptions. Our objective is to present a process we directed to increase participation of psychologists in Puerto Rico in the public policy arena. We will describe the research that was used to understand barriers and facilitators to their involvement and the diverse strategies that followed upon analysis of results. The strategies included: a) further research, and b) interventions within the Puerto Rico Psychology Association (PRPA), within training programs, and within the political process during the electoral period. The latter involved organizing public hearings of psychologists across the Island to gather suggestions for public policies in the areas of mental health, violence and education. We proposed these policy suggestions to political parties for inclusion in their platform and conducted an analysis of their platforms to see which of our suggestions were included. Challenges, barriers, success and failures will be examined and recommendations generated for others who wish to engage in similar ventures.

Chair:

*Adia Gooden*, DePaul University

#### **115. Youth, Cameras, Action**

*4:45 to 6:00 pm*

*University Hall: UN 2002*

"From Cameras to Action" is an experiential session focused on the application of photovoice and art to promote social action among youth. Based on an innovative youth-led community assessment, participants will experience a process for expanding the Photovoice/creative arts approach to incorporate not only community-based participatory research but also results dissemination and social action. Specific objectives of this session are: a) Promote innovative practices in community psychology and youth empowerment b) Facilitate acquisition of knowledge and experiences regarding the benefits of participatory processes to generate youth empowerment and action. Presenters will provide background information on the theories behind and processes used in implementing Photovoice as a participatory approach. Presenters will also provide an overview of the "Our Voices: Youth in ICT Speak Out" participatory action research project in which young people led and participated in a community assessment process. Participants will then experience how the use of visual, written, and spoken word arts can be used to great effect with youth to promote critical dialogue and community action. Specifically, photographs that were taken by youth for the Our Voices project will be used to demonstrate the processes of debrief, analysis, and movement to action. By experiencing the actual process used with the youth during "Our Voices" participants will gain knowledge and insight into potential ways to engage youth and other audiences in participatory research and action. Facilitators: Dina Elias-Rodas, MS, MA - Elias-Rodas was the primary adult support to the youth who planned, led, and participated in the "Our Voices" youth participatory action research project. She also coordinated a similar youth participatory action research project in 2007, again using the Photovoice methodology, that was focused on the assessment of community strengths, challenges, and options for change as identified by African American youth. Tara Gregory, PhD - Gregory has over 20 years experience as a practitioner and researcher in the area of youth empowerment, youth leadership, and youth-adult partnerships. She has recently coordinated a research project focused on the impact of youth involvement in organizational decision-making in afterschool programs. Relative to the proposed session, she acted as a liaison between the Center for Community Support and Research with various youth-led organizations in coordinating the Our Voices project and also assisted Elias-Rodas in the 2007 Photovoice community assessment project.

Chair:

*Dina Maria Elias-Rodas*, Center for Community Support & Research, Wichita State University

Discussant:

*Tara Gregory*, Wichita State University Ctr for Community Support & Research

#### **116. Enhancing Wellbeing in Global Context: Community Psychology in Action in Sri Lanka, Kenya, and Afghanistan**

*4:45 to 6:00 pm*

*University Hall: UN 2006*

In keeping with the new SCRA vision statement, the three papers in this symposium focus on global examples of community psychology in action in three communities and contexts: 1) through the development of a culturally sensitive assessment techniques for children dealing with war, natural disaster, and daily stressors in Sri Lanka; 2) a culturally based collaborative intervention to enhance well-being among young men coping with poverty, unemployment, substance use, and HIV in Kenya; and 3) an exploration of the contextual meaning and operation of individual and organizational resilience in a strengths-based underground women's organization fighting oppression in Afghanistan. While the communities in which these projects are set are very different, all three share a commitment to applying the values and principles of community psychology and to promoting well-being and human rights in global perspective.

Participants:

*A Mixed-Methods Approach to Understanding Contextual Stressors Affecting the Wellbeing of Young People in Sri Lanka. Ken Miller, Boston University; Gauthri Fernando, Cal State Los Angeles; MAJ Ranawake, Centre for Psychosocial Care*

Research with young people living in settings of war and natural disaster has focused almost exclusively on the traumatic impact of direct exposure to violence and loss. However, there is a growing recognition that the social and material conditions of everyday life in such settings confront youth with a set of "daily stressors" that may significantly affect their wellbeing. Such stressors may include extreme poverty and related forms of deprivation, child abuse, and family conflict. This presentation will present findings of a recent study of daily stressors, war exposure, natural disaster, and mental health among Sri Lankan youth in a region of Sri Lanka severely affected by civil war and a devastating tsunami. Although the primary focus of the study was on the relation of war/disaster exposure and daily stressors to mental health, the focus of this presentation will be specifically on our use of a mixed methods design to identify and examine culturally and contextually salient daily stressors. Specifically, focus groups were conducted with male and female young of diverse ethnicities and ages in diverse settings (camps for families displaced by the tsunami, "border villages" on the frontline of the civil war, and a local town). A measure, the Children's Daily Stressor Scale, was then developed using the focus group data and was used as part of the larger survey. The primary aim of the presentation is underscore and illustrate the utility of mixed-methods designs for developing contextually sound assessment tools.

*Participatory Program Development with Young Men in Kenya:*

*The Story of AMKA. Gary William Harper, DePaul University; Andrew Riplinger, DePaul University; James David Mbuguah, Holy Cross Dispensary; Benjamin Karegi, Holy Cross Dispensary; Eileen O'Callahan, Holy Cross Dispensary; Leah C. Neubauer, DePaul University*

This presentation will describe how Community Psychology principles guided a collaborative and participatory journey that led to the development of a young men's social movement within the rural community of Thigio, Kenya. Initial ethnographic work and HIV prevention program development/delivery were conducted collaboratively between the Thigio-based Holy Cross Dispensary (HCD), the U.S.-based Adolescent Community Health Research Group (ACHRG), and Kenyan youth. Two young men involved in these efforts approached ACHRG for assistance in helping young men address feelings of disempowerment fueled by growing rates of poverty, unemployment, substance use, and HIV. Collaboratively the

young men and ACHRG developed Awakening Men for Knowledge and Action (AMKA)—a day long interactive intervention focused on: a) Health/Hygiene, b) HIV/AIDS/STIs, c) Communication, d) Peers, e) Future Life Planning. AMKA was delivered in March 2008 with 38 young men in Thigio (ages 16 -25); followed by a mixed-methods evaluation 6 weeks later. Overall, quantitative ratings were high across participants (3.62-3.89 on 4-point scales); and qualitative comments revealed high levels of interest/excitement in the program as well as confirmation that the information presented was relevant to youths' health/well-being. Following this original intervention, young men from the group collaborated with ACHRG and HCD to organize an HIV Testing Day for youth in August 2008. Young men from AMKA organized sports activities as a marketing tool for the event, and were able to attract 130 youth who received pre-test counseling—115 of which were tested for HIV. The success of these events led to the development of a second generation of both AMKA and the HIV Testing Day, which will occur in December 2008. The follow-up AMKA will incorporate a new emphasis on Paulo Freire's critical consciousness, and will utilize participatory intervention methods developed in Rod Watts's Young Warrior program for African American young men in the US.

**Benefit and Burden: Organizational and Individual Resilience of Afghan Women.** *Anne E Brodsky, UMBC; Elena Welsh, University of Maryland, Baltimore County; Amy Carrillo, University of Maryland, Baltimore County; Gitika P Talwar, University of Maryland Baltimore County; Jill E. Scheibler, University of Maryland, Baltimore County*

Throughout Afghanistan's history, Afghan women have faced seemingly endless threats to their survival. These include oppressive traditions, nearly three decades of war and civil violence, poverty, dislocation of family and community, lack of education, and political/societal backlash against efforts at women's liberation. These threats date from before the Taliban became internationally known and continue today, and they have had a profound impact on Afghan women's mental and physical health. In spite of, and often because of these threats, Afghan women also have a long history of resistance and resilience, forging unique, culturally apt solutions to these challenges. Exploring this resilience presents a more accurate picture of indigenous strengths and a more suitable model of intervention than imported Western "solutions." This paper examines resilience among Afghan women members of RAWA (the Revolutionary Association of the Women of Afghanistan), an Afghan women's underground resistance organization located in Afghanistan and Pakistan. Founded in 1977, RAWA has used humanitarian and political means to educate, serve, and empower women and to advocate for human rights. The qualitative data presented is from 110 interviews collected during research trips to Pakistan and Afghanistan between Winter 2001-2002 and Summer 2002, and represents a subset of an ongoing program of research. Through this data, we explore the tension and synergy between individual and organization resilience within a cultural context in which individual, community and collective have unique meanings. While it appears that organizational resilience can sometimes run counter to individual resilience, (just as empowering communities may not always empower residents), membership in RAWA also offers women a context in which to recognize and engage in resilient processes that may not otherwise be possible. This work shows how resilience operates conceptually at multiple levels and how study of multi-level "spontaneous resilience," arising without outside intervention can improve cross-cultural community interventions.

Chair:

*Anne E Brodsky, UMBC*

### **117. Methods and Findings from Evaluation Research on Community Collaboration**

4:45 to 6:00 pm

University Hall: UN 2025

Community collaboration refers to cooperative associations of organizations and/or individuals that aim for effects beyond the individual service recipient. Research on collaboration poses a series of unique methodological challenges including selection of the appropriate unit of analysis, formulation of theoretical models that can account for the complexity of community change, and detection of lagged effects. In this symposium three presentations examine conceptual, methodological, and empirical content from three projects featuring research on collaboration. The first presentation addresses the challenge of measuring collaboration in a statewide network of 157 community collaboratives focused on child & family well-being, discussing methods and findings from several different measures of collaboration. The second presentation focuses on data analysis strategies for identifying collaborative effects using longitudinal data measured at the county-level. The third presentation describes results from an analysis of system changes resulting from the introduction and development of System of Care networks in Georgia.

Participants:

**Measuring Community Collaboration in the Georgia Family Connection Partnership.** *John Barile, Georgia State University; Adam Darnell, EMSTAR Research, Inc.; Gabriel P. Kuperminc, Georgia State University; James Emshoff, EMSTAR Research, Inc.; Steve Erickson, EMSTAR Research, Inc.*

Measuring and analyzing community collaboration can be a daunting task. What does it mean to have a high functioning collaborative? In the case of the Georgia Family Connection Partnership, the researchers have relied on a combination of quantitative and qualitative methods to determine what it means to have a high functioning collaborative in an effort to determine the strength of the relationship between collaborative processes and improved child and family health outcomes. Collaborative annual indicators include, a member survey given to all members of the collaborative that assesses constructs such as collaborative planning, leadership, budgeting and family involvement, and a self-assessment that is filled out collaboratively by each county that queries the composition, structure and funding expenditures of their collaborative. Additionally, cases studies of well performing collaboratives have been carried out periodically by the statewide evaluators. In addition to these process indicators, county wide indicators such as population, socio-economic status (SES), community vibrancy, and county growth have all provided valuable contributions to understanding the composition and capacity of county-wide collaboratives. Furthermore, because of the nested nature of the evaluation, multi-level methods of investigation open the door to answering questions such as, is higher consensus between collaborative members related to better functioning of the collaborative? Is the role of collaborative members related to their assessment of collaborative processes and do they differ across counties? Preliminary results indicate that the involvement of families, leadership, planning and budgeting are all related to the overall success or failure of a collaborative, as well as county-wide measures of vibrancy, SES, and county composition. This presentation will review the methods utilized by the Georgia Family Connection Partnership in evaluating the county collaboratives and the relationship that these measures of the collaborative process have with child and family health outcomes.

**Identifying Effects of Community Collaboration on Child Abuse at the County Level.** *Adam Darnell, EMSTAR Research, Inc.; John Barile, Georgia State University; Scott Weaver, Georgia State University; James Emshoff, EMSTAR Research, Inc.; Steve Erickson, EMSTAR Research, Inc.*

The Georgia Family Connection initiative is a statewide effort designed to address serious challenges facing Georgia's children and families by increasing collaboration between existing agencies and services. Currently 157 community collaboratives operating in every county of the state are implementing community-based support systems in accordance with a set of operating principles (a Theory of Change) designed to improve

health-, education- and economic-related outcomes for Georgia's children and families. This presentation of evaluation findings will focus on one outcome, child abuse, which is one of outcomes most commonly targeted by Family Connection collaboratives. Child abuse was measured annually at the county level from 1994 to 2006. Longitudinal change in abuse was modeled using latent growth curve analysis. We will present results from unconditional growth models of change in abuse as well as results of tests of collaborative effectiveness. Discussion will address the technical challenges of model fitting, as well as efforts to account for historical changes in leadership and policies pertaining to reporting, investigation, and substantiation of abuse.

**An Analysis of System Change as an Outcome of System of Care.** *Adam Darnell, EMSTAR Research, Inc.*

KidsNet is Georgia's version of the federal Center for Mental Health Services' System of Care model of intervention for severely emotionally disturbed (SED) youth. A primary feature of the system of care model is collaboration between child-serving agencies to meet the needs of youth and families in the community and prevent out-of-home placements such as hospitalization or incarceration. To that end, as one of its primary outcomes KidsNet seeks to improve early detection of SED. Through implementation of SED screening protocols in existing child service providers, co-location of staff, and awareness raising, KidsNet seeks to increase the number of SED screenings administered and broaden the array of screening providers. As the system of care develops in a given community KidsNet expects to see a shift in referral patterns over time. Prior to implementation of system of care referrals tend to come from providers involved at a point of more severely disordered behavior, such as the juvenile justice system and residential treatment settings. As the system of care develops, KidsNet expects to see a greater percentage of referrals coming from child services preceding the development of severely disordered behavior, such as schools and families, as people in contact with youth at risk of SED become more sensitive to the signs of a problem and more aware of the options for addressing it. In this presentation we report results from a longitudinal analysis of referral patterns to indicate system change resulting from the development of the system of care in several Georgia communities.

Chair:

*Adam Darnell, EMSTAR Research, Inc.*

Discussant:

*Stephen B Fawcett, University of Kansas*

**118. Lessons Learned from A Comprehensive Community Change Initiative**

*4:45 to 6:00 pm*

*University Hall: UN 2012*

Comprehensive community initiatives (CCIs) are an increasingly popular change strategy adopted by foundations and federal agencies. These initiatives are broad and comprehensive in their approach to addressing entrenched community problems such as poverty or poor educational outcomes. They also engage multiple sectors of a community in designing and directing the change initiative. While CCIs have been around for the past 15 years, we still know little about how to effectively design and launch these efforts so they can succeed in their pursuits. For the past 7 years, faculty and students from Michigan State University have had the privilege to partner with the W.K. Kellogg Foundation on their CCI called Yes we can! This initiative aims to reduce educational and economic disparities in the foundation's hometown of Battle Creek, Michigan. In this panel presentation we describe Yes we can! and highlight four key lessons we have learned about comprehensive community change: the importance of attending to system dynamics when challenging the status quo; the necessity of working above and below the line when initiating complex community change; the value of adopting a dose-response theory approach to the evaluation of impacts; and the differential impacts of diverse community organizing strategies. We will also discuss how community psychologists can use these lessons to inform the design of more effective complex community change efforts.

Participants:

**An Integrated Theory for Complex Community Change.** *Pennie G. Foster-Fishman, Michigan State University*

Yes we can! is a comprehensive community initiative funded by the Kellogg Foundation that aims to build powerful residents and more effective local organizations so that these two sectors can work collectively towards systemic change. For the past seven years, WKKF has funded a variety of strategies aimed at triggering this process of change. While some important wins have been realized within the targeted community, the wins to date have been relatively small in scale. This presentation will highlight two key lessons learned regarding why the successes to date have been limited. One lesson will highlight the importance of attending to the complex community systems that CCIs embed themselves within and how these systems can exert significant reactions to change that can threaten the change initiative. Systemic thinking will be used to provide insight into the community dynamics that have emerged within our targeted community. The second lesson will discuss the importance of attending to the processes embedded within a theory of change (i.e., the above the line work) while simultaneously focusing on how communities transition through the stages of change (e.g., the below the line work such as building readiness and capacity to change). We will discuss how Yes we can! was better positioned to support the above the line efforts and how the absence of the below the line support stagnated the change pursuits. Using the lessons we have learned in this effort, we will present an integrated theoretical framework to guide the explicit and embedded strategies that are necessary to foster successful community change.

**Using Dose-Response Theory to Evaluate a Community Building Initiative.** *Charlie Collins, Michigan State University; Steve Pierce, Michigan State University; Melissa Quon-Huber, Michigan State University*

Assessing the impact of a comprehensive community building initiative (CCI) that aims to improve neighborhood conditions for low income residents is difficult for a variety of reasons. For example, CCIs are dynamic and complex community based interventions that involve interventions at multiple ecological levels. In addition, much community building activity within a CCI is located within small geographic spaces - such as a few neighborhood blocks working together to improve a neighborhood park. Because of this small geographic scale,, residents living in targeted low income neighborhoods often vary considerably in their exposure to and involvement in CCI activities. For example, some neighborhood areas become actively engaged in the effort or are targeted by community building staff; other neighborhoods remain withdrawn or are inadvertently ignored by the CCI. While this variability in dosage is a problem found in most CCIs, few research or evaluation efforts to date have applied dose-response theory to explain the impact of this dose variability on intervention successes or failures. This presentation will discuss the impact of intervention dosage on individual, organizational, and neighborhood level outcomes of a low-income host community. We will examine the effects of dosage including exposure to the resident mini-grant program, community organizing efforts, social marketing campaigns, and exposure to grantee organizations. Using qualitative and quantitative data we will discuss ways in which to measure differential dosage effects and show how intervention dosage can influence individual, neighborhood, and organizational level outcomes. Finally, we will present our results of the CCI showing that, over time, exposure to initiative activities can promote neighborhood capacity, citizen participation levels, and organizational effectiveness.

**The Differential Impacts of Diverse Approaches to Community Organizing.** *Erin Droege, Michigan State University; Jason Forney, Michigan State University*

A common strategy found in most comprehensive community building initiatives (CCI) is community organizing. There is a

wide spectrum of community organizing approaches, and each of these approaches can potentially lead to different outcomes depending on the population or context in which it is used. Within the CCI that we have partnered with for the past 7 years, two different approaches to community organizing have emerged: the power-based approach and a community building approach. In this presentation we will describe these two approaches, how they were used within this CCI, and their differential impacts on resident empowerment, citizen participation levels, and neighborhood conditions. We will also explore how these different approaches appeared to fit different types of residents and neighborhoods and how this differential fit moderated the outcomes experienced by residents and neighborhoods. We will conclude with a discussion of the lessons learned about the role of community organizing in community building efforts.

Chair:

*Pennie G. Foster-Fishman*, Michigan State University

### **119. Discovering community psychology: The role of the textbook**

4:45 to 6:00 pm

*University Hall: UN 2009*

This roundtable will provide a space for instructors to share triumphs and disappointments in teaching community psychology courses, and to specifically discuss the role of the textbook in supporting instructors' goals. The discussion facilitators come to the table with a basic assumption: that the goals of community psychology courses differ in fundamental ways from other psychology courses and that community psychology textbooks should reflect this difference in goals. In support of this assumption we will present the result of an informal analysis of the stated objectives in publically available community psychology course syllabi. A major goal of the roundtable will be to develop a consensus concerning how community psychology textbooks can best support this difference in objectives. While community psychologists from within and outside of SCRA have worked very hard, and effectively, to provide internet access to a wide variety of resources for teaching community psychology, we are not convinced this effort has been reflected in the majority of community psychology textbooks. While the proliferation of undergraduate courses in psychology has been an exciting development, it has also resulted in a wider audience whose concerns we must recognize and address. This includes students who may be entering our classrooms with deeply held values which do not coincide with the expressed values of community psychology. As community psychologists faced with the task of developing a textbook, we view this roundtable as a chance to facilitate discussion concerning the opportunities this wider, diverse audience presents for the field. How do we talk to students who have a deep commitment to helping their fellow human beings, but whose conception of effective help differs fundamentally from the values espoused by our field? How can we provide multiple pathways for students from a variety of disciplinary backgrounds and life experiences to discover community psychology?

Chair:

*Jean Hill*, New Mexico Highlands University

Discussants:

*Bret Kloos*, University of South Carolina

*Toshiaki Sasao*, University of Illinois at Chicago & Chuo University, Japan

*Elizabeth Thomas*, University of Washington Bothell

### **120. Evaluation Capacity Building: Conceptualization, Application, and Measurement**

4:45 to 6:00 pm

*University Hall: UN 2021*

Capacity building has become an important process for organizations to respond to demands for accountability from stakeholders. Although there is a large volume of literature on capacity building, only a few studies have systematically examined the conceptualization, application, and measurement of evaluation capacity building (ECB). This multipaper panel will address these issues. The first presentation provides a synthesis of the literature on ECB and discusses implications for strategies and future research based on a systematic review. The second presentation discusses ECB in the context of schools and discusses strategies for building

capacity. The third presentation addresses the conceptualization of capacity building within community organizations and efforts at measuring organizational ECB. The authors propose model of key factors that impact evaluation at the organizational level. The fourth presentation presents a multiple case study validation of the model. All presenters will discuss implications for community research and practice.

Participants:

*A Synthesis of the Literature on Evaluation Capacity Building.*

*Jennifer Duffy*, University of South Carolina; *Duncan C. Meyers*, University of South Carolina; *Susan N. Labin*, Independent Consultant; *Abraham Wandersman*, University of South Carolina, Department of Psychology; *Catherine Lesesne*, Centers for Disease Control and Prevention

In an environment of shrinking budgets and increased calls for accountability, the pressure on community-based organizations to evaluate their programs is increasing. One response to this pressure is to help these organizations to build their evaluation capacity. The practice of evaluation capacity building has expanded over the past decade, suggesting a need to bring together what is known so far about these efforts to build evaluation capacity. Findings from a systematic synthesis of the existing literature on evaluation capacity building will be presented here. A variety of databases were used to identify 97 publications which met our definition of evaluation capacity building at the organizational and individual levels. This literature will be synthesized by coding empirical studies addressing evaluation capacity building, including reflective case studies as well as studies using quantitative and qualitative methods. This presentation will focus on 1) discussing evaluation capacity building strategies which are described in the literature, 2) outcomes attributed to evaluation capacity building and the strength of evidence which supports these conclusions, 3) and contextual factors related to the success of evaluation capacity building efforts. In light of these findings, implications for the practice of building evaluation capacity and future research will be discussed.

*Building and Assessing Evaluation Capacity in Schools.*

*Melissa Ann Maras*, University of Missouri; *Paul Flaspohler*, Department of Psychology, Miami University

Schools are increasingly identified as the context of choice for the delivery of a continuum of health promotion, prevention and intervention activities intended to support healthy development and learning among children and adolescents. As such, school personnel are now engaged in the complex process of developing, implementing, and evaluating programs with few resources and little support. Recent advances in research on defining, building and measuring capacity is promising for schools. The purpose of this paper is to discuss an innovative study that focused on building evaluation capacity in schools through an action research project with one school district. This project engaged stakeholders in the research process and then evaluated the impact of participation in the process on attitudes, knowledge, and skills related to utilizing data to inform the development, implementation, and evaluation of school-based activities. This presentation will include findings from the current study as well as a discussion of challenges and next steps for related research in the field.

*Evaluation Capacity Building Conceptual Model: An Analysis of Individual, Organizational and Contextual variables.*

*Yolanda Suarez-Balcazar*, University of Illinois at Chicago; *Tina Taylor-Ritzler*, University of I; *Eduarne Garcia-Iriarte*, University of Illinois; *Fabricio Balcazar*, University of Illinois at Chicago

The purpose of this presentation is to discuss an interactive and contextual model of evaluation capacity building. Based on our collective work with diverse CBOs, and on reviews of evaluation, cultural competence, and capacity building literatures, we have identified a number of organizational and individual factors that facilitate optimal evaluation capacity

building. These factors can lead to or detract from efforts to institutionalize and mainstream evaluation practices and use evaluation findings within an organization. In addition, we discuss the role of contextual and cultural factors of the organization and the community which can facilitate or impede capacity building for evaluation. Evaluation capacity building is an important process for community organizations experiencing pressure for accountability from various stakeholders. In this presentation we will illustrate the model with a case study and discuss implications for future community research and action.

**Validation of an Evaluation Capacity Building Conceptual Model.** *Tina Taylor-Ritzler, University of I; Yolanda Suarez-Balcazar, University of Illinois at Chicago; Edurne Garcia-Iriarte, University of Illinois*

Most of the literature on evaluation capacity building has attended to process issues in building evaluation capacity (how to do it). Very little attention has been paid to issues of measurement (how to assess it). In terms of measurement, there are no published examples of validated instruments or systems for assessing evaluation capacity. The few published articles that have addressed measurement have reported only on evaluation products agencies generate (e.g., reports to funders), agencies' satisfaction with training and/or the evaluator's report that capacity was built. In this presentation, we will share the results of a validation study of our multi-factor and multi-method system for measuring evaluation capacity. Specifically, we will present results related to assessing individual, organizational, cultural and contextual factors that serve as a critical infrastructure for evaluation capacity, as well as the evaluation capacity building outcomes of use, mainstreaming and institutionalization of evaluation practices.

Chair:

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

## **121. Contextual influences on the mental health and psychosocial development of immigrant youth in the United States and Canada**

4:45 to 6:00 pm

University Hall: UN 2007

Immigration is a major transforming force worldwide. As the world globalizes in terms of nations' economies and cultures, individuals will continue to relocate from country to country in search of better opportunities. Therefore, it's important to understand the impact of immigration and acculturation, particularly in the realm of mental health and psychosocial development of immigrant youth. Immigrant youth usually carry the burden of interfacing between two or more cultural spheres, that of their country of origin and that of their new country. How well these youth and their families transition from one cultural sphere to the other can have a major impact on their adjustment and well-being. In this symposium, presenters focus on the influence of different contextual factors (e.g. parenting, ethnic-racial socialization, neighborhood characteristics) on the mental health and psychosocial development of immigrant children and adolescents residing in Canada and the United States.

Participants:

Ethnic identity processes among Latino youth: the relevance of local socializing contexts. *Michelle Cruz-Santiago, University of Illinois, Urbana-Champaign; Jorge I. Ramirez Garcia, University of Illinois, Urbana-Champaign*

Ethnic identity is a multidimensional construct that defines the exploration and understanding of one's ethnic group as well as the positive or negative affect attached to being a group member. Research in this area suggest ethnic identity formation is a crucial process among adolescents and young adults from both dominant and non-dominant cultural/racial groups such as Latinos. Recent studies also suggest that neighborhood characteristics influence ethnic identity development among Latino adolescents. Therefore, it is important to understand how Latino adolescents from differing contexts articulate their own ethnic identity process, their conceptualizations of the ethnic identity construct,

and their views pertaining to the significance of ethnic identity in promoting healthy psychosocial functioning among Latino adolescents. The purpose of this study is to understand how Latino adolescents from distinct communities conceptualize their ethnicity. Furthermore, this study particularly focuses on the characteristics and processes that influence ethnic identity development in the context of their neighborhood, school, and family surroundings. Forty-three Latino adolescents from two distinct high school settings participated in 8 focus groups. High school A was located in a middle-income, low-crime community with a 30% Latino population. High school B was located in a low-income, high-crime community with a population that is over 90% Latino. Preliminary findings suggest that adolescents living in community A were more expressive about the exploration and understanding of their ethnic identity than adolescents from community B, and adolescents from both communities expressed positive ethnic affirmation. Results suggest a complex interaction between ethnic identity development and family and neighborhood contexts. Implications of the findings for the development of prevention and intervention programs that promote psychosocial well-being of Latino youth are discussed.

**What your parents didn't tell you: Exploring peer socialization and its role on the ethnic and racial attitudes of 2nd generation Haitian immigrants.** *Nancy Joseph, University of Illinois, Urbana-Champaign*

There has been a steady influx of Black immigrants to the U.S. over the past 40 years. Research has found evidence of declines in mental health, academic achievement, and other outcomes among later generations of Black immigrants. These findings may in part be explained by the high levels of discrimination that persons of African descent experience in American society. Notably, studies with African American youth have found that positive identification with one's ethnic or racial identity and positive socialization messages about one's ethnicity or race (ethnic-racial socialization) may lessen the impact of discriminatory experiences on mental health and social functioning. But it is unclear whether racial identity and ethnic-racial socialization function in the same way for 2nd generation Haitian youth. That is, later generation Haitian immigrants face prejudice regarding their racial group and bias regarding their ethnic group, while race and ethnicity are synonyms for African Americans. In addition, the ethnic-racial socialization messages received outside the home setting, such as from peers, in the ethnic and racial attitudes of later generation Black immigrants is a noteworthy exploration considering the consistent contact and salience of peers in adolescents' everyday experiences. Utilizing in-depth qualitative interviews with nine 2nd generation Haitian immigrants, this study explores the socialization messages they receive from peers about their race and ethnicity and the role of peer socialization in their subsequent racial and ethnic attitudes. Preliminary findings indicate that later generation Black immigrants encounter both ethnic and racial prejudice from peers. Also, 2nd generation Black immigrants' responses to these messages range from internalization to outright rejection. Interestingly, the effectiveness of these messages in impacting participants' racial and ethnic attitudes varies in relation to aspects of the peer context, as well as individual characteristics. Additional findings, as well as implications for mental health and functioning, will be discussed.

**Resilience among early adolescents in Ontario: a comparison of African-Caribbean and South Asian Immigrants and Non-Immigrants of European Ancestry in Grades 6 and 9.** *Julian Hasford, Wilfrid Laurier University; Geoffrey Nelson, Wilfrid Laurier University*

This study examined resilience among early adolescents from two immigrant groups (African- Caribbean and South Asian) and one Canadian-born group (those of European ancestry), at two time periods (Grades 6 and 9), using both youth-provided data (n = 255) and parent-provided data (n = 340) gathered for the Better Beginnings, Better Futures prevention initiative in Ontario,

Canada. Analyses were conducted to examine group differences on multi-level (individual, peer, family, and community) risk and protective factors, and on four outcomes (internalizing problems, conduct problems, hyperactivity-inattention, prosocial behaviour). Three main sets of results are reported. First, at Grade 9 the only risk factor that was significantly higher for the two immigrant groups was financial stress reported by parents, which is consistent with the fact that the two immigrant groups had significantly lower levels of income than the non-immigrant group. The two immigrant groups experienced significantly lower levels of other risk factors (e.g., physical abuse, victimization, delinquent friends, hostile-ineffective parenting, and parents' experience of stressful life events) and significantly higher levels on three of the protective factors (self-esteem, relationship with friends, and neighborhood cohesion) than the non-immigrant group. Second, at both Grades 6 and 9, the two immigrant groups had significantly lower levels of internalizing problems, conduct problems, hyperactivity-inattention, and prosocial behavior than the non-immigrant group. Third, risk factors (e.g., hostile-ineffective parenting, delinquent friends, victimization) and protective factors (e.g., self-esteem, family functioning) accounted for the variance in Grade 9 outcomes (internalizing problems, conduct problems, hyperactivity-inattention, prosocial behavior), after controlling for Grade 6 assessments of these variables. The results are discussed in terms of previous research, resilience theory, and implications for primary prevention.

Discussant:

**Jorge I. Ramirez Garcia**, University of Illinois, Urbana-Champaign

## 122. Human Rights, Policy and Community Organizing: Tools for Community Psychologists

4:45 to 6:00 pm

University Hall: UN 2010

In this workshop, participants will: \*learn what constitutes the foundation of human rights, \*discuss the intersection of community psychology values and human rights, \*examine application of human rights standards in APA policy on torture, and Chicago practices on racial discrimination; \*examine strategies to apply human rights to community development work done by community psychologists, and \*explore how to use the skills and in what roles community psychologists can address issues of public policy. Community psychology values for participatory action research, second order change, empowerment, "citizen" participation and social justice along with the human rights framework provide powerful tools for community psychologists and social justice activists alike. We will examine 2 campaigns: the effort to change APA policy on torture; and using the United Nations system to challenge racial discrimination and torture in Chicago. A case study of using human rights in community organizing on domestic violence will also be included. Various roles for community psychologists involved in public policy will be explored and some skill development exercises engaged in. The foundation of human rights is grounded in the Universal Declaration of Human Rights (UDHR), which is celebrating its 60th "birthday". The UDHR is the basis for all human rights treaties; 3 of which (addressing torture, racial discrimination, and civil and political rights) have been ratified by the United States. All human rights treaties provide an international foundation of values and laws which have the promise of offering transformative second order change.

Discussants:

**Brad Olson**, Northwestern University

**Nicole Porter**, DePaul University

**Nancy Bothne**, Adler School of Professional Psychology

## 123. Making Change Happen: Local Programs that Facilitate Inclusion and Dialogue in Diverse Communities

4:45 to 6:00 pm

University Hall: UN 2004

This symposium will showcase community programs at Montclair State University and in the Northern New Jersey area that serve to build integrative and inclusive communities. These community organizations model social justice and inclusive programming in the richly diverse

geographic area surrounding Montclair State University, serving as models of global community action. Innovative interventions to promote dialogue in diverse communities will be highlighted. Participants will have an opportunity to share their own work in promoting dialogue and inclusion, network with other organizations, and leave with feedback and ideas to continue fostering cultural pluralism and global community.

Presenters:

**Esmilda Abreu**, Montclair State University

**Myrna Marcarian Mincey**, Conversations on Race, Montclair

**Barbara Heisler Williams**, Fund for an OPEN Society

Chair:

**Sudha Wadhvani**, Montclair State University Counseling and Psychological Services (CAPS)

Discussant:

**Sudha Wadhvani**, Montclair State University Counseling and Psychological Services (CAPS)

## 124. Historical and contemporary colonization and indigenous human rights

4:45 to 6:00 pm

University Hall: UN 2031

Community Psychology has an explicit value in promoting social justice and individual, collective, and societal well-being. As part of this aim, CP seeks to understand people within their historical context. Oftentimes this goal is not reached when addressing historical and current colonization and its impact on indigenous/human rights. This panel will focus on the activities of community psychologists in three areas of the world working with first people towards social justice. Sandy Lazarus, from South Africa, will reflect on and discuss issues relating to historical and contemporary colonization and indigenous/human rights in South Africa, within the context of the broader African region. Katie Thomas, from Australia, will describe some of the many streams of academic discourse used to support indigenous sovereignty - oftentimes, with the use of convoluted, jargonized and complex theoretical constructs to defend indigenous rights. She questions what position indigenous knowledge should take in directing the path, priorities and processes we use to legitimate knowledge and to advance Aboriginal people and whether, in our quest for knowledge we are liberating or re-invading indigenous spaces? How would we know? Eduardo Almeida, from Mexico, will analyze some of the human rights violations and the silent violence generated by historical power asymmetries and mistrust between indigenous peoples of Mexico and the old and new colonizers. Together, these three panelists will help to identify some of the key challenges for the psychology profession - locally and internationally - and propose some possible ways of addressing these challenges.

Presenters:

**Sandy Lazarus**, University of Western Cape, Cape Town, South Africa

**Katie Thomas**, Curtin University of Technology

**Eduardo Almeida**, Universidad Iberoamericana Puebla

Discussant:

**Stephanie Reich**, University of California, Irvine

## 125. Cocktail Social

6:15 to 7:30 pm

University Hall: Conference Center

## 126. World Cafe: Responding to the Challenges of Our Times - Part II

7:30 to 10:00 pm

STUDENT CENTER: Formal Dining Room

Given the local, national, and global challenges before us, how can we use our knowledge and skills as community psychologists to create and maintain the community life we desire?

**SATURDAY, JUNE, 20**

## 127. The Aging Interest Group

7:00 to 8:15 am  
University Hall: UN 2007

**128. The Disabilities Action Interest Group**

7:00 to 8:15 am  
University Hall: UN 2002

**129. The Lesbian, Gay, Bisexual, and Transgender (LGBT) Interest Group**

7:00 to 8:15 am  
University Hall: UN 2004

**130. The Organization Studies Interest Group**

7:00 to 8:15 am  
University Hall: UN 2006

**131. The Rural Interest Group**

7:00 to 8:15 am  
University Hall: UN 2008

**132. The Southwest Rocky Mountain Business Meeting**

7:00 to 8:15 am  
University Hall: UN 2009

**133. Breakfast II**

7:00 to 8:15 am  
University Hall: University Hall Lobby

**134. Registration III**

8:30 to 4:00 pm  
University Hall: University Hall Lobby

**135. Plenary Session III**

8:30 to 10:15 am  
Memorial Auditorium: Large Auditorium

**136. Social and Motivational Processes in After-School Youth Programs**

10:30 to 11:45 am  
University Hall: UN 2042

Considerable attention has been given in recent years to understanding the characteristics of after-school programs that contribute to positive youth development (National Research Council and Institute of Medicine [NRC & IOM], 2002). A recent meta-analysis showed that programmatic features, such as the use of evidence-based skills training curricula, contribute to stronger and more positive effects on developmental outcomes (Durkac & Weissberg, 2007). Whereas most reviews have also pointed to the importance of social and motivational processes in contributing to the success of after-school programs, achieving clear conceptual and operational definitions remains elusive. Using data from the evaluations of four after-school programs, this symposium will explore social and motivational processes thought to contribute to youths' engagement and participation as well as to targeted developmental outcomes, including a sense of collective efficacy, participants' social capital, establishing a positive social climate, and fostering norms for self-determination.

**Participants:**

After-school Program Engagement among Urban Elementary School Students. *Christopher Henrich, Georgia State University; Mariya Malikina, Georgia State University*

This submission uses data from two cohorts of elementary school students (N = 223) enrolled in school-based after-school programs funded as 21st Century Community Learning Centers in an urban Midwestern school district with high rates of poverty and school failure. It aims to examine patterns of after-school program participation as they relate to change in academic outcomes over the course of the school year. A particular focus of this study is students' engagement in program activities, as rated by their after-school staff. Building on prior research that highlighted the role of engagement in effective after-school programs (Mahoney et al 2005, 2007), this submission examines: (a) the relationship between program quality and ratings of students' program engagement; (b) whether higher program

engagement is associated with improved academic outcomes over the school year; and (c) whether students' engagement in program activities moderates the effect of program attendance on academic outcomes. For the third research question (c), it was hypothesized that more frequent program attendance would have the strongest effect on increased academic outcomes for students who were highly engaged in program activities. Academic outcomes included grades in math and language arts and teacher ratings of academic motivation and parent involvement. Preliminary results indicate that: (a) student engagement in program activities varies as a function of site quality, as assessed by the School Age Environmental Rating Scale; (b) there are main effects of program engagement on increased academic motivation and parent involvement from fall to spring; and (c) the effect of program attendance on change in math grades is moderated by engagement such that there is only a positive effect of attendance for students rated as highly engaged in program activities. This investigation helps elucidate the elements needed for after-school programs to be effective for low-SES urban minority elementary school students.

The Role of Self-Reported Belongingness and Program Context in After-School Programs. *Christopher Robert Harper, Georgia State University; Michelle Amy DiMeo, Georgia State University; Gabriel P. Kuperminc, Georgia State University; Christopher Henrich, Georgia State University; Joel Meyers, Georgia State University; Walter R. Thompson, Georgia State University*

The US Federal government has invested billions of dollars into after-school programs from 1998 to 2008 (Afterschool Alliance, 2003). Despite emerging evidence of the effectiveness of such programs for contributing to positive social behaviors and increased academic achievement, knowledge of program processes that promote positive youth development is sparse (Durlak & Weissberg, 2007). One context characteristic suggested to promote positive youth development is opportunities afforded by the setting for youth to feel a sense of belonging (Eccles & Gootman, 2002). The aim of this study was to examine the role of sense of belonging in contributing to grade improvement and psychological adjustment in the After School All Stars Atlanta program. We examined pre-test data collected from three program sites located in three public urban middle schools: two single gender academies (one male, one female), and one traditional co-educational school. A broad survey of behavioral adjustment and risk/protective factors was administered to 331 students in sixth through eighth grade. We examined program context (single gender vs. co-educational) and gender differences in students' perceptions of a sense of belonging to the program. A significant effect for program context [ $F(2,300) = 3.97, p = .02$ ], was found and post-hoc contrasts revealed that students in the single-gender schools reported greater sense of belonging than the gender-mixed school [ $t(300) = 2.57, p = .01$ ]. However, no significant gender difference was found in reported belongingness [ $t(216.3) = 1.365, p = .17$ ], suggesting the overarching importance of context. After post-test data are collected in April, we will conduct additional analyses considering program context and gender as moderators of the association between sense of belonging and changes in grades and psychological adjustment by the end of the program year.

The Role of Collective Efficacy in Positive Youth

Development: Results from a Study of Afterschool. *Emilie Smith, The Pennsylvania State University*

Children's sense of belonging and positive peer influence might be aspects of children's positive youth development. Collective efficacy is distinguishable from self-efficacy in that it examines the degree to which the group versus the individual is effective in positive behavioral influence. Previous research has evaluated the relationship between adult collective efficacy and child behavior (Sampson, Raudenbush, and Earls, 1997), but few studies have measured children's perceptions. It is possible that children, who feel a sense of belonging and empowerment to influence the

behavior of their peers, demonstrate more positive developmental outcomes. This paper: a) establishes the internal consistency of a newly created self-report measure of child collective efficacy; b) measures and evaluates the psychometric properties; c) examines the construct validity of collective efficacy with the expectation that this measure is one-dimensional; d) and establishes the concurrent validity by comparing scores on the collective efficacy measure with those from measures of adjustment, social norms, and problem behavior. The results with children in the study, all of which attended after-school programs, evidenced some differences in collective efficacy by gender and race/ethnicity. Girls reported higher efficacy, better adjustment, and positive social norms. African-Americans reported higher collective efficacy, and somewhat better adjustment and social norms than Latino children, though it is possible that recent immigration could be the underlying factor rather than race/ethnicity. The newly created collective efficacy scale being evaluated was found to be highly reliable ( $\alpha = .844$  with 20 items;  $\alpha = .859$  with 16 final items). Collective efficacy was related to adjustment and reduced smoking initiation (path of  $-.31$ ) in the expected ways, as indicated by the correlation matrix and path analysis. Future studies will need to ways to foster both positive youth development and prevention of problem behavior with attention to the processes facilitating each.

**Cool Girls and Self-Worth: Social Capital as a Mediator.**  
*Jessica D Thomason, Georgia State University; Emma Ogley-Oliver, Georgia State University; Carol Lillian Njoki, Georgia State University; Rashida Iman Whitley, Georgia State University; Gabriel P. Kuperminc, Georgia State University*

Supportive relationships with adults are a critical part of adolescent development. These relationships provide modeling and feedback for social and psychological growth (Eccles & Gootman, 2002). Youth Development Programs may help youth increase their social capital networks by helping them gain access to tutors, mentors, and other adults who have a desire to help youth. Cool Girls, Inc. is dedicated to empowering the lives of girls in low-income communities. They do so through the collaborative efforts of volunteers, staff, schools and the local community. These efforts bring together adults who provide supportive relationships they may not have had otherwise. The present study examined the social capital networks of Cool Girls participants ( $n = 72$ ) and comparisons ( $n = 82$ ). The girls (grades 4-8) were asked whether they had someone to go to for support in three domains: school work, decision making, and goal setting. They were also asked whether they have an adult, other than a family member, to go to for support and guidance. These four domains were grouped to create a total number of people in each girl's social capital network. Girls also reported their relationship to the person they named in each domain: immediate family, extended family, non-familial adults, friend/peer, and other. The "breadth" of the girls' social capital networks was examined by looking at the number of different relationship groups endorsed across domains. Preliminary regression analysis reveal that controlling for pretest levels, Cool Girls reported significant increases in number of people in their social capital networks than comparisons by posttest ( $\beta = -.173, p < .05$ ), and tended to report increases in network breadth ( $\beta = -.150, p < .07$ ). The final presentation will consider these program related increases in social capital as mediators of change in participants' self concept.

Chairs:

*Gabriel P. Kuperminc, Georgia State University*  
*Emilie Smith, The Pennsylvania State University*

Discussant:

*Jacob K Tebes, Yale University*

### **137. Public Policy 101: Intervening and Testifying in Legislative Settings**

*10:30 to 11:45 am*

*University Hall: UN 2008*

This workshop continues the evolution of the Public Policy 101 workshops

presented at SCRA's last two conferences (Corbett, 2005, 2007). This issue is relevant because influencing policies based on community psychology and social justice values is one of four qualities identified in "Creating a Vision for the Future of Community Psychology" (Wolff & Snell Johns, 2005). This workshop furthers training in Advocacy and Public Policy, proposed by Scott (2007) as one of the core competencies of CP training; it is also consistent with the recommendation that future conferences expand use of workshops, preferably by 100%, to more effectively serve and recruit practitioners, ideally delivering practice-based training in all core competencies (Corbett, 2008). Public Policy 101 details an action oriented approach to guide participants in preparing pre-filed testimony and testifying and defending the testimony, as well as for bolstering the position during the hearing process. This will be done by describing a 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 (Corbett, 2001). Handouts include the presenter's written testimony, a transcript of the cross-examination and additional testimony samples to illustrate alternative formats, as well as strengths and weaknesses of each. Participants will be provided a call for testimony detailing requirements for participation. This will provide opportunity to discuss many considerations involved in assessing the opportunity for participation and formulating the advocacy or testimony positions. The workshop furthers both exposure and proficiency training objectives (Corbett, 2008) by empowering participants to directly intervene with their state legislatures by submitting testimony in various formats while testifying to and defending an advocacy position or social justice issue of their choice.

Chair:

*Christopher Corbett, Independent Researcher*

### **138. The New Global Ejournal of Community Psychology Practice: Hear Our Plans, Share Your Thoughts a Wiki Session**

*10:30 to 11:45 am*

*University Hall: UN 2024*

This Round Table will introduce the new Global Ejournal of Community Psychology Practice developed by the Community Practice Group of SCRA. The goals include: 1) To provide a new outlet for practical information on community practice; 2) To offer a new opportunity for community practitioners to increase skills, exchange ideas, information, and resources and 3) To engage and expand the practice community and its broader social impact. It creates new possibilities that do not exist with our publication vehicles: \*Reach a large number of practitioners instantly and cost-effectively \*Facilitate real-time interaction around issues, deadlines and opportunities \*Provide information access world-wide to lay and professional audience \*Reach individuals and organizations with limited print journal access \*Substantially reduce publication lag time over print media \*Disseminate content exponentially faster over print media \*Increase the likelihood of media coverage and new media links \*Extend SCRA's global reach and advance our global mission \*Strengthen our interdisciplinary linkages; and... \*Help SCRA attract more members. The Round table will be an occasion for those attending the Biennial to get in on the ground floor of the new ejournal and to add their ideas as to how to make it be most effective, useful, lively and fun. Panelists will discuss a wide variety of issues that include: \*How to support multiple languages? \*How to fund and sustain the journal? \*How to create a structure that allows for international ownership and sense of fair play? \*How to deal with power and trust issues? \*How to add new web features such as YouTubes? The presentation of the background of the ejournal and the issues will take only half the time, leaving half the time for exchange with the audience.

Presenters:

*Vincent T Francisco, University of North Carolina at Greensboro*  
*Victoria H. Chien, University of South Carolina*  
*Liesette Brunson, Université du Québec à Montréal*  
*Dyana Valentine, www.DyanaValentine.com*

Chair:

*Tom Wolff, Tom Wolff & Associates*

### **139. Community Psychology Education: Innovative Programs**

## and Strategies

10:30 to 11:45 am

University Hall: UN 1050

This SCRA Council of Education Programs sponsored roundtable will provide a forum to discuss how we as a field can continue to improve and promote innovative educational practices in community research and action. The program honoree of the 2009 Award for Excellence in Education Programs will be invited to provide opening comments. The program representatives will discuss their program's innovative educational strategies, contributions to the structure and process of education in community psychology, teaching and mentoring, and settings supporting students. Then, we will open the discussion to panelists and audience members to share ideas with one another regarding innovative educational strategies at the individual and program levels, challenges we face, and ways to address these challenges. Topics such as interdisciplinary approaches to training, expanding our international focus, building our undergraduate programs, enhancing our practice focus, implementing distance learning, improving funding, and growing the field through community psychology education may be discussed.

Presenters:

**Mark S. Aber**, University of Illinois at Urbana-Champaign

**Christopher Nettles**, George Washington University

**Gregor V. Sarkisian**, Antioch University at Los Angeles

Chair:

**Susan Dvorak McMahon**, DePaul University

## 140. Tools of the Trade

10:30 to 11:45 am

University Hall: UN 2009

Recently mental health systems have added client-run self-help centers to their services as a way of providing tangible social support. SHARE! has been operating an internationally-recognized client-run self-help center for more than 16 years in Los Angeles. This workshop will highlight effective peer-to-peer strategies of providing tangible social support in peer settings with many highly-charged people. In SHARE!'s sixteen years, no one has ever been asked to leave, violence is virtually unknown, and the doors are open to everyone. The Tools of the Trade are the fundamental elements of SHARE!'s philosophy which establishes honest relationships based on trust and equality, supporting peoples' growth processes, de-escalating conflict and helping people learn healthier behaviors without rejecting or excluding them. The Tools of the Trade helps people change their self-defeating or self-destructive behavior without using power, authority or moral judgment.

Discussants:

**Ruth Hollman**, SHARE! the Self-Help And Recovery Exchange

**Jason Robison**, SHARE! the Self-Help And Recovery Exchange

**Thomasina Borkman**, George Mason University

## 141. Addressing health inequities: Local measurement and local action

10:30 to 11:45 am

University Hall: UN 2021

Despite its wealth, the United States demonstrates widespread health inequities largely associated with socioeconomic and racial/ethnic differences. This symposium describes four collaborative activities between the Connecticut Association of Directors of Health, Inc. (CADH) and Central Connecticut State University (CCSU) to address these issues: (1) the development of the CT Health Equity Index, an instrument that allows health officials and community members to jointly engage in data collection regarding community conditions that either harm or promote health; (2) the creation of a social marketing strategy to identify the most effective ways to advocate for policy changes with local municipal officials; (3) the use of a video Unnatural Causes: Is Inequity Making Us Sick? in community discussions to raise awareness of health inequities and to motivate community action; and (4) the development of a policy action workbook to describe possible action steps and resources that local groups could use to address health inequities.

Participants:

Developing the CT Health Equity Index. *Sharon Mierzwa, Connecticut Association of Directors of Health, Inc.*

The role of public health is to assure the conditions for people to be healthy, utilizing primary prevention methods and best practice models. An overwhelming majority of CT local health agencies believe that addressing health disparities is of critical importance, but are challenged by the lack of effective of approaches. The CT Health Equity Index was developed as a means to collect data on the conditions in a community that either harm or promote health, and to engage the community in an action plan to address health inequities. It provides a conceptual framework for addressing the social determinants of health: employment, economic security, education, environmental quality, health care access, housing, civic involvement, community safety, and transportation. The Index incorporates definitions and measures of the determinants, and a mechanism for analyzing and interpreting them at a neighborhood or census tract level. Community members are involved in the data collection and analysis. Based on priorities determined by the community, this process can lead to changes in policies, practices, and environmental conditions that improve health within the community.

Using a social marketing strategy to address health inequities.

*Angela Funaiole, CT Association of Directors of Health, Inc.; C. Benjamin Tyson, Central CT State University*

Changing environmental conditions that contribute to health inequities will not be an "easy sell" since it will likely involve significant changes in the policies and practices of local communities. Consequently, several members of the Communication Department at CCSU have developed a social marketing strategy for use by local public health departments with elected municipal officials, volunteer commission and board members, and municipal department heads involved in economic development, housing, public safety, education, transportation, and environment. Developing this strategy involved: (a) conducting a literature review of strategies used in other states and communities to address health inequities impacted by local government and institutional policies and practices, and (b) convening five focus groups composed of the constituencies noted above. Each focus group included 8-12 participants selected to represent small, medium and large towns/cities. These focus groups examined: (1) constituents' knowledge of how local policies and practices can impact health inequities; (2) the importance of health equity concerns when formulating policies and practices and allocating resources; (3) the perceived costs and benefits of working collaboratively with other community officials and local directors of health to address the causes of health inequities; and (4) the favored channels of information (interpersonal, group and mass channels) about the causes and potential solutions of health inequities with particular emphasis on the role of opinion leaders (including the potential opinion leader role of local public health department staff). This research has led to the develop of a strategy to both increase knowledge among these groups about how local actions, policies and practices can inequitably affect the health of all members (or a segment) of a community, and to promote greater collaborative efforts among these community leaders and local health directors to review current policies and practices so as to enhance health equity. Our presentation will summarize the key findings of the literature review and focus groups and the recommendations for a marketing strategy.

Using community discussion groups to build awareness and mobilize for action. *Joanne DiPlacido, Central CT State University*

A new video series, Unnatural Causes: Is Inequity Making Us Sick? (California Newsreel, 2008) documents the health consequences of social and economic inequality. A brief description of this series: The U.S. is one of the richest countries on the planet. Yet, we rank 30th in the world for life expectancy, worse than every other industrialized nation- and even less developed countries like Cuba, Malta and Costa Rica. Why?

Because inequity in America is- literally-taking years off our lives. This affects not just the poorest among us, but the middle classes too. Unnatural Causes will, for the first time on television, sound the alarm about America's glaring socioeconomic and racial inequities in health - and search for root causes ([www.unnaturalcauses.org](http://www.unnaturalcauses.org)). This video has been used in several Connecticut communities to: (a) raise awareness of what health inequities are and their social costs, and (b) to motivate community members to reduce health disparities through collaboration with local agencies and organizations. These showings were coupled with focus groups led by students from a graduate health psychology course to further explore the issues and to focus energy on taking action. Our presentation will describe how media can help community members identify with various aspects of health inequities and empower them to work with local groups to reduce environmental factors contributing to these inequities in their own communities. Unnatural Causes is not only a vehicle to educate about health inequities but it also provides examples of communities successfully coming together to enact change that could serve as a model to these communities. We will also describe the training of the facilitators, and the data collected at the community presentations and focus groups (e.g., major themes discussed in the focus groups, satisfaction with the presentation and discussion, likelihood of follow-up action, and potential next steps).

Developing policy action steps to address health inequities at the local level. *Marc B. Goldstein, Central CT State University*

We believe that viewing segments of the Unnatural Causes video, and the discussion that it stimulates, will motivate local citizens and groups to want to take action. Unfortunately, addressing the many facets of economic and social inequalities is complex. To assist with this, students in a graduate community psychology course are identifying and clarifying possible action steps that local groups could take. This process involves two steps. First, a comprehensive list of policy options/action steps was constructed from a policy guide developed by The Praxis Project ([www.unnaturalcauses.org/assets/uploads/file/UC\\_PolicyGuide.pdf](http://www.unnaturalcauses.org/assets/uploads/file/UC_PolicyGuide.pdf)). This list included items that might be appropriate at the national, state and local level. We then constructed an online survey instrument using these items and asked public health directors and other professionals concerned about health inequities to rate the appropriateness of each action at the local, state and national level. Our second step involved selecting those items that were deemed most appropriate for action at the local level and then collecting additional information about each item that could assist local groups take action. The kinds of information included: \*Key social science literature that provides a theoretical basis/rationale for the action \*Actual examples/case studies from communities or groups that have undertaken these actions along with any details of these implementations \*Recommendations on best practices of how to implement the action steps \*Any outcome or evaluation data suggesting an impact of these activities \*Websites that provide additional information \*Contact information for the groups so that citizens can connect with those who have actually worked on these action steps. Our presentation will describe the results of our survey as well as our policy action workbook.

#### **142. Learning How to Learn: Adapting Evidence-Based Practices for Immigrant Families**

*10:30 to 11:45 am  
University Hall: UN 2013*

Culturally-adapted interventions have demonstrated the potential to strengthen family relationships and promote child well-being for low-income, ethnic minority groups. Ideally, cultural adaptations to EBPs are guided by research, but we found very little literature to guide our work with Latino, West Indian, and Haitian families in South Florida. In such situations, it can be adaptive to adopt a "learning how to learn" perspective (Trickett & Formoso, 2007), where interventionists educate themselves on the context, culture, strengths and needs of a community and use this information to guide intervention efforts. This symposium describes how

the Connections team applied a learning perspective to adapt EBPs for immigrant families, despite little available research. We will present qualitative research methods used to learn about the communities of interest and illustrate how this approach shaped intervention goals and strategies for two protective factors often targeted in family-focused interventions: family support and effective discipline.

Participants:

Research Methods for Learning How to Learn: An Illustration from the Connections Project. *Diana Formoso, Nova Southeastern University; Diana Wile, Farquhar College of Arts and Sciences*

Connections is a school-based, family-focused intervention intended to enhance the family and school support available to first and second generation immigrant youth. In its development, we drew from evidence-based practices shown to effectively change the protective factors targeted by the intervention. In doing so, we struggled with how to adapt EBPs used with European American families, and to a lesser extent, low-income, African American and Mexican American families to the Latino, West Indian, and Haitian families served by our partner schools. Ideally, cultural and contextual adaptations to EBPs are guided by research, but in our case, there was very little literature to guide our efforts. Moreover, schools in South Florida, like in many parts of the U.S., face a rapidly-changing influx of immigrant groups representing diverse cultures and languages, and school-based interventions will need to respond to each new immigrant group in a thoughtful and timely way. In such situations, it can be adaptive to adopt a "learning how to learn" perspective (Trickett & Formoso, 2007), where the central goal is for interventionists to educate themselves on the context, culture, strengths and needs of a community of interest and use this information to guide intervention efforts. This presentation describes the qualitative research methods used to learn about the communities of interest at each stage of the intervention, including: (1) focus groups and qualitative interviews conducted with parents and children at our partner schools; (2) consultation with cultural brokers (e.g., bicultural, bilingual faculty and school counselors and social workers with prior research and/or clinical experience with the communities of interest); (3) qualitative coding of parents' endorsements, questions, concerns, and objections to the intervention skills being taught in Connections; and (4) qualitative interviews assessing parents' and children's perceptions of Connection's effectiveness, cultural competence, and contextual relevance post-intervention.

Enhancing Family Support within Latino, Haitian, and West Indian Families. *Alexis Melville, Nova Southeastern University; Michelle Mantilla, Nova Southeastern University; Diana Wile, Farquhar College of Arts and Sciences*

Family support is an important protective factor for children and families experiencing transitions, such as immigration. Unfortunately, in the context of immigration-related stressors and acculturative conflict, family support can be eroded. Implementing culturally-competent intervention strategies to enhance family support in immigrant families is imperative for creating a family environment that can serve as a support system, not as an additional stressor associated with immigration. The Connections program sought to increase family warmth and cohesion and improve listening skills within Latino, Haitian, and West Indian families living in South Florida. Evidence-based family-focused interventions teach several skills to enhance family support, including the use of family routines, positive attending skills, praise, and communication skills training. We adopted a learning perspective to explore whether cultural adaptations would be necessary before implementing these EBPs due to concerns that these skills might not resonate with the immigrant families we serve. To this end, we used qualitative research methods such as parent and child interviews and interviews with cultural brokers to identify areas that might warrant a different approach with some families or at least further discussion of salient cultural issues. Themes that emerged during

this work include: (1) the belief that "children should be seen and not heard," which directly conflicted with the egalitarian, child-centered style of parenting often encouraged in traditional interventions; (2) beliefs supporting the use of criticism, and not praise, as a behavior change strategy for children; and (3) differences in the ways warmth is expressed across the various cultural groups (e.g., preparing a favorite meal rather than physical affection); and (4) in some cases, child rejection of the family's cultural background. This presentation will describe these various themes and how they were incorporated into the Connections program.

**Effective Discipline Interventions and Latino, Haitian, and West Indian Families: Cultural Competence and Contextual Relevance.** *Nathaly Grisell Ibarra, Center for Psychological Studies- Nova Southeastern University; Sabrina Tassy, Nova Southeastern University; Gisell Vina, Nova Southeastern University and APA*

This presentation will focus on how a learning perspective was used to enhance the cultural competence of effective discipline interventions for Latino, Haitian, and West Indian families. The interventions were drawn from evidence-based practices for enhancing effective discipline, including the use of "calm, clear, and consistent" discipline practices, effective commands, supervision and monitoring of children, and consequences for child misbehavior. However, qualitative research methods, including interviews with parents, children, and cultural brokers revealed that several issues warranted further consideration and discussion. This presentation will illustrate how the intervention addressed these issues, which included: (1) cultural beliefs supporting a strictly-defined parent-child hierarchy; (2) strong values placed on respectful parent-child relationships; and (3) in some cases, the use of corporal punishment strategies that conflict with U.S. societal norms and/or laws.

Discussant:

*Edison Trickett, University of Illinois at Chicago*

### **143. Effecting Change through Community Research and Action: The Role of Service-Learning**

*10:30 to 11:45 am*

*University Hall: UN 2004*

Wilfrid Laurier University in Waterloo, Ontario is a Canadian leader among academic institutions implementing 'service-learning' approaches to higher education. This invaluable approach to teaching, learning and reflection combines academic experience with intensive and meaningful community service. Laurier's Community Psychology PhD students participate in the Community Research and Action seminar during their first three years of study. Originally designed as a series of lectures and workshops addressing social issues, research and action strategies, the course has been reconceptualized to include an intensive service-learning experience and a long-term commitment to a single local organization. The new model is supported by the Laurier Centre for Community Service Learning and the Laurier Centre for Community Research, Learning and Action and represents the first case in North America of a long-term integration of service-learning into a doctoral program. This symposium will present a number of perspectives on the design and implementation of this innovative program.

Participants:

*Engaging the University in Community Change. Terry Mitchell, Wilfrid Laurier University; Robb Travers, Wilfrid Laurier University*

Community Service Learning is an educational approach that integrates service in the community with intentional learning activities. Practice based learning within a long term community-engaged research partnership was the goal of the re-structuring of the PhD level seminar course in the Community Psychology Program at Wilfrid Laurier University. Redesigning a PhD program to incorporate a significant three year, community engagement and action component in the curriculum strengthens the University's mission for increased expression of its civic responsibility. Practice based learning in a Community

Psychology program also provides an opportunity to integrate theory and practice through mutually beneficial community-university research partnerships designed to advance social justice while mentoring doctoral students in community-engaged research. A CP faculty member initiated the changes through her participation in a course redesign workshop and then presented her vision for practice based doctoral studies to the program faculty, to the Centre for Community Based Learning, to the existing doctoral students, to the Psychology Department, to the graduate curriculum committee, and ultimately to the Dean of Science and the Senate. The course changes required negotiations of student participation and course and community hours, the grading process, faculty contact hours and teaching credit to shift a three year seminar course to an innovative new practice-based, team driven, community service learning experience. We will discuss the theoretical and pedagogical impetus for moving to a practice based model of doctoral training at Laurier. We will describe how the CP program is forging an innovative training component that provides three years of intensive team based research experience in a community setting. We will discuss the challenges and perceived benefits for students, faculty and administration of implementing a program level, community-university research collaboration designed to provide doctoral level experience in second order change processes in the context of a long term community partnership.

**Forming a Long-Term Community-University Partnership in Waterloo Region.** *Susan Eckerle Curwood, Wilfrid Laurier University; Mary MacKeigan, Opportunities Waterloo Region*

When students and faculty in Wilfrid Laurier University's Community Psychology Program undertook a restructuring of a graduate-level PhD seminar to involve three years of service-learning by each student and a long-term commitment to a single community organization, finding a community partner who shared our values was our first order of business. Students conducted an environmental scan of community organizations in Waterloo Region, Ontario, considering their compatibility with Community Psychology's values of social justice, empowerment, participation and collaboration, and commitment to transformational change. The doctoral students and faculty then met with three organizations that most closely aligned with these values and which met the criteria of research readiness, a focus on structural change, organizational stability and strong leadership. A local anti-poverty group was then invited into this innovative service-learning partnership with the newly designed Community Research and Action Seminar (CRA) supported by WLU's new Centre for Community Research, Learning and Action. Committed to reducing poverty through collaboration involving government, business, the voluntary sector, and most importantly, people living in poverty, the community partners' priorities include the working poor, youth, policy advocacy work, community input, and changing societal attitudes toward poverty. In the first stages of our partnership, CRA students and professors have worked collaboratively with our partner to help identify research priorities and questions that could benefit their work and organizational goals, while providing opportunities for bilateral capacity-building. The establishment of trust and communication have been crucial objectives as we undertake this first collaborative research initiative. Ensuring that our values about how we work together are in sync, we have worked to integrate participatory approaches to research with the Sustainable Livelihoods Approach our partner uses to guide their work. This presentation will explore both the community and CRA perspectives on our early partnership stages, describing our challenges, successes and lessons learned.

**How do Government Decisions Affect People Experiencing Poverty? A Community-Based Participatory Approach to Policy Analysis.** *Rachel Fayer, Wilfrid Laurier University*

From a social determinants of health perspective, poverty and income inequality (and the policies that promote either) are the root causes of many social and health problems. As such, public

policy change has been identified as a central strategy for poverty elimination. Participatory policy research has been identified as the chief priority for the first Community Research and Action Seminar/Opportunities Waterloo Region partnership. Waterloo Region, like most other urbanized areas of Canada, has a relatively high rate of poverty with approximately 47,450 people living below the low income cut-off. Although the prevalence and depth of poverty in Waterloo Region is below both the provincial and national averages, relative deprivation is a significant and visible issue in the Region, with the gap between rich and poor increasing. The purpose of this community-based participatory research study is to examine the role of poverty as a systemic barrier to social inclusion in Waterloo Region. From our data, we will work collaboratively with people living in poverty (and their advocates) to develop policy recommendations that will be integrated into an existing Regional poverty reduction strategy and shared with all levels of government. Methods include a document review, focus groups with people experiencing poverty, and key informant interviews with local service providers and Municipal government staff. Policy-makers from various government ministries and programs will also be contacted for consultation. A framework analysis approach will be used to organize the findings in terms of the specific poverty-related policy, the government department responsible for the policy, how the policy is implemented, how it interacts with other relevant policies, and whether the policy facilitates or inhibits a person from escaping poverty. We will present initial findings and discuss our processes for the inclusion of people living in poverty (and their advocates) in our research thus far.

#### **144. Capturing dynamic processes of change in GROW mutual help groups for mental health**

*10:30 to 11:45 am*

*University Hall: UN 2006*

PLEASE NOTE: The Call for Proposals put out by your website states '300-word overview per presentation' for symposia so the following abstract is 300 words: This paper proposes a dynamic process model of change for mutual help groups for mental health (MHGMHs). The model emerged from research which examined the impact of the Australia-wide community mental health organization GROW on psychological wellbeing. The investigation underlined the need to employ a research methodology and design which had the capacity to describe process shaped by a complex and interrelated network of factors across multiple variable domains and analysis levels. Study outcomes aligned with the social ecological paradigm (Maton, 1994). The investigation into GROW employed triangulation of ethnographic, phenomenological and collaborative research methods. Research outcomes indicated multifactorial processes of change at and across three levels of analysis: group level, GROW program/community level and individual level. The postulated model of change processes emerged through iterative and reflexive process. At a reflective level, a GROW member can be conceptualized as undertaking a journey of personal transformation, the extent of which is likely to be dependent on a continuum of time and extent of involvement. MHGMHs such as GROW are viewed as offering an alternative community setting and value system fostering transformation and reinvention of personal identity. This transformation can be viewed as coming about via a dynamic, interrelated and reciprocal synthesis of processes including action and acquisition of life skills through learning by doing, together with a positive change in self-perception, where sense of self is derived from sense of community, of belonging therein and of feeling useful and valuable. The social ecological paradigm (Maton, 1994) appears to be able to capture the dynamics and synthesis of this transformation and provides a rationale as to how this transformation may be taking place. The model presents a useful potential framework for charting change processes in other MHGMHs where the specifics of program may differ but overall processes may be similar.

Presenter:

*Lizabeh Finn*, Curtin University

Chair:

*Shannon Gwin Mitchell*, Friends Research Institute

#### **145. Community psychology practicum placements: Values,**

#### **theory, and transformative change.**

*10:30 to 11:45 am*

*University Hall: UN 1030*

What makes Community Psychology different from traditional practice is its emphasis on applying research into action to create transformative change. A practicum placement emphasizes the importance of integrating action with theory and research and provides students with opportunities to practice this integration. Through this roundtable discussion we will examine whether practicum placements reflect the theories and values of Community Psychology, as well as the feasibility of practicum placements to work as venues for transformative change. The vision of the Wilfrid Laurier University M.A. Community Psychology practicum course is to provide students with a safe environment which enables them to learn the practice of transformative and reflective action in partnership with community groups and organizations, and to understand how action, research and theory inform each other. In this discussion, we will reflect on our practicum placements as Master's students in the Wilfrid Laurier Community Psychology program. We invite participants to share their practicum experience, and their reflection on its connection to Community Psychology theory and values. Through the use of small group exercises, we will explore the following questions: To what degree are CP values and theories reflected in the practicum work and what are effective ways of analyzing and reflecting upon that? What theories of CP seem to have most relevance for practice experiences and which ones seem less relevant for applied work? Is it realistic to expect that students can be agents of transformative change?

Presenters:

*Alix Holby*, Wilfrid Laurier University

*Norah Love*, Wilfrid Laurier University

*Rebecca Pister*, Wilfrid Laurier University

#### **146. Community reinvention of evidence-based interventions: Results from an evaluation of "MPowerment Detroit", an HIV-prevention program for young African American Men who have Sex with Men**

*10:30 to 11:45 am*

*University Hall: UN 2012*

Although young African American men who have sex with men are among the most at-risk groups for HIV in the United States, none of the evidence-based interventions now being nationally disseminated via the CDC were developed with them in mind. Organizations serving this group must therefore either develop their own interventions or adapt an intervention from the compendium. Little is known about how and why organizations who take on these interventions mold them to fit their local and cultural context and to what end. The papers in this symposium seek to fill this gap by offering the results from an evaluation of "MPowerment Detroit", which has earned a national reputation as a rare example of successfully adapting the "MPowerment Project" to a population of African Americans. These papers highlight how attending to monitoring procedural adherence to a program model may mask reinvention of a program's substance and underlying principles.

Participants:

Beyond the checklist: An unstructured ethnographic approach to assessing program fidelity and implementation. *Jason Forney*, Michigan State University; *Robin Lin Miller*, Michigan State University; *Peter James Hubbard*, Michigan State University

Traditional approaches to assessing fidelity emphasize identification of procedural and structural characteristics of a model and operationalize these in terms of structured observational protocols through which quantitative ratings of adherence to a model may be obtained. In our evaluation of MPowerment Detroit, we chose to take an unstructured observational approach. Unlike traditional approaches to fidelity assessment, we did not use a checklist nor did we refer to the original MPowerment model as a guide for our observations. Rather, we observed and reconstructed the program as a unique entity, to which we could compare to the original model in analyses, but also describe fully in its own right and without comparison. This approach allowed us to capture aspects of the

program's adaptations that, on the surface, appeared to be like those in the original model, but examined in detail, represent a significant departure from the original program model and may reflect needs and preferences of the local population. In addition, we captured a range of activity that went well beyond what the original model describes. In addition to unstructured observations, we interviewed key program stakeholders including program staff and volunteers, program participants, and funders. The purpose of these interviews was to help us better understand our observations as well as obtain additional information about the perception of the original model and the current program that we did not encounter in our fieldwork. We also abstracted data from program records. In combination, these strategies allowed us to address questions regarding fidelity, while also permitting us to capture the dynamic natures of the program and indigenous programmatic activities that corresponded less rigidly to the original MPowerment model. Thus, our use of a triangulated, multiple-method ethnographic approach proved of particular benefit relative to more traditional approaches to fidelity assessment

**Unsettling the settled: Is MPowerment Detroit really the MPowerment Project?** *Robin Lin Miller, Michigan State University; Jason Forney, Michigan State University; Peter James Hubbard, Michigan State University; Lizeth Camacho, San Diego State University*

We will describe the "MPowerment Project", a model evidence-based intervention endorsed by the Centers for Disease Control, its underlying philosophy and theoretical bases, and its core elements. Using data from a 12-month multiple-method ethnographic evaluation of "MPowerment Detroit," we will describe key similarities and differences between the model and a program that has earned a reputation as one of the only successful replications of it among African Americans. We will examine similarities and differences between the original program and its Detroit replication in terms of cultural and contextual congruities and incongruities, documenting how and why the model and its offspring converge and diverge. The preliminary results of the evaluation (data are still being collected at the time of this submission) indicate a mismatch between the context of the original program, initially conceived as a time-limited demonstration effort, and the context of an ongoing community program. These contextual mismatches include design flaws that became more acute in their impact over time and ultimately required significant reinvention in order to create a sustainable community-based prevention effort. Contextual mismatches resulting from regional differences and community resource differences also indicated the need for reinvention. Cultural differences and differences in values and circumstances between the African American community in Detroit and the primarily upwardly mobile and White gay community in Santa Barbara, California also emerged as a strong influence on rejecting aspects of the model. These differences also informed aspects of the model's reinvention. Our presentation will highlight conceptual issues in the evidence-based dissemination debates regarding the accuracy of inferences regarding generalizing model programs' procedures and principles to other program and community contexts, cultural groups, and over time. The presentation will also raise questions regarding at what point a replicated program itself becomes a new model program in its own right.

**But is it empowering? Evidence-based principles versus principles in practice.** *Lizeth Camacho, San Diego State University; Peter James Hubbard, Michigan State University; Jason Forney, Michigan State University; Robin Lin Miller, Michigan State University*

In this paper, we will describe the results of our assessment of whether and how the reinvented MPowerment Detroit retained core principles of empowerment, which provided the primary theoretical base for the original model and the purported mechanism by which community-level change was to occur. Preliminary results from the triangulated, multiple-method

ethnographic program evaluation of the MPowerment Detroit project suggest that the adapted program is significantly different from the original model, raising the questions: Is MPowerment Detroit an empowering organization? To what extent has its reinvention impacted the empowering qualities that were part of the original program? To explore these questions, a qualitative analysis was conducted comparing the data collected during the program evaluation (i.e. unstructured observations, key stakeholder interviews and program records) with Maton's Empowering Community Settings (2008) framework. Maton proposes six organizational characteristics of empowering community settings including: group-based belief system, core activities, relational environment, opportunity role structure, leadership and staff, and setting maintenance and change. Data from the program evaluation were coded for the presence or absence of these organizational characteristics. The preliminary results of this analysis (data are still being collected at the time of this submission) indicate that some aspects of the MPowerment Detroit project are consistent with the framework articulated by Maton, suggesting these aspects of the project may be empowering; however, data also suggests that other aspects of the project contrast directly with Maton's framework or contradict it. Additionally, comparison of the original model and its reinvention in light of Maton's framework suggest that drifting away from empowerment principles occurred for some organizational characteristics more than others, such as in the area of opportunity role structures. Implications of these changes are examined.

Chair:

*Robin Lin Miller, Michigan State University*

Discussant:

*Bruce Rapkin, Albert Einstein College of Medicine*

#### **147. School-Based Prevention Practice Informed by Research: The Benefits of an Interdisciplinary Partnership**

*10:30 to 11:45 am*

*University Hall: UN 2011*

This symposium will highlight an interdisciplinary partnership among a community prevention agency, university-based researchers, and a predominantly Latino, urban school district. The partners have worked together for several years to implement, evaluate, and refine the Peer Group Connection program, a universal, school-based prevention program which supports students academically and socially as they transition from middle to high school; and Achievement Mentoring, a selective prevention intervention that provides individual mentoring to students who are at elevated risk of academic failure. The purpose of this symposium is to share lessons learned from this interdisciplinary partnership and the ways in which the contribution of each partner led to the development of successful school-based prevention modes. The partners will present research findings, will share the ways in which the results have led to refinement and evolution of these innovative models, and will discuss future implications for these interventions.

Participants:

Prevention Practitioner-Researcher Collaboration: Advantages for Practitioners. *Sherry Barr, Princeton Center for Leadership Training; Laura Rothschild, Princeton Center for Leadership Training; Valerie Johnson, Center of Alcohol Studies, Rutgers University; Brenna H. Bry, GSAPP, Rutgers University*

The purpose of this presentation is twofold: 1) to highlight the advantages of a community prevention agency partnering with university-based researchers to conduct a randomized control trial to investigate the impact of the Peer Group Connection (PGC) program on student outcomes in a low-income, predominantly Latino, urban high school; and 2) to share the results of this research study and how the results informed further development of the program model. PGC is a school-based, peer leadership program designed to help ease the transition from middle to high school by providing peer support and team mentoring to adolescents during a critical transitional period in

their development (Powell, 1993). The program model is designed to reduce risk factors while simultaneously enhancing protective factors. The process of integrating this model into a community involves the active participation of various groups including school administrators, faculty, students, parents, and community representatives. Program staff from the Princeton Center for Leadership Training, a community-based prevention agency, partnered with school staff to build their capacity to implement and institutionalize PGC into the school community. Through a collaboration with university-based researchers, a longitudinal, randomized control trial was designed and implemented beginning in the 2005-06 school year. Incoming ninth grade students were randomly assigned to a control group or to participate in PGC. Student outcomes were assessed through school records, a standardized survey, and focus groups with program participants. Implementation fidelity was assessed through observations by trained observers and rating scales completed by program participants. Informed by the study findings, PCLT staff undertook a revision of the PGC curriculum. The revisions sought to further enhance the positive trends that were observed from the research results. The systematic process used to revise the curriculum and refine the model based upon the research findings and collaboration with university-based researchers will be discussed. References Powell, S.R. (1993). The power of positive influence: Leadership training for today's teens. *Special Services in the Schools*, 1, 119-136. The Haworth Press, Inc.

**Prevention Practitioner-Researcher Collaboration: Advantages for University-based Researchers.** *Brenna H. Bry, GSAPP, Rutgers University; Laura J. Holt, Psychology Department, Trinity College; Lolalyn Clarke, Graduate School of Applied and Professional Psychology, Rutgers University; Valerie Johnson, Center of Alcohol Studies, Rutgers University*

This presentation will cover the advantages for university-based researchers from a prevention practitioner-researcher collaboration, with examples from a seven-year collaboration (Bry, Holt, Clarke, & Johnson, 2008; Holt, Bry, & Johnson, in press). The collaboration is between a prevention program development and dissemination organization, the Princeton Center for Leadership Training, and a university-based research institute, Rutgers Center of Alcohol Studies. Advantages for the university-based researchers have included gaining inspiration from working with doctoral level practitioners who are supporting themselves entirely through prevention practice. Further advantages have been gaining skills from watching highly competent prevention practitioners develop high quality materials, implement large scale events, train school personnel and other professionals from around the world in programs that they have developed, and supervise and monitor the implementation of those programs in local school systems. The experience of collaborating with these practitioners has informed refinements to the Achievement Mentoring program. Other advantages have been gaining entry to school systems that the practitioners have had long-term relationships with and the trust of those school systems, which enabled random assignment to experimental conditions and access to process and outcome indicators related to the implementation of Achievement Mentoring. Finally, because of the practitioners' long-term, service-oriented relationships with the school systems, the researchers have been able to stay in touch with the school systems after the research funding is finished. References Bry, B.H., Holt, L.J., Clarke, L., & Johnson, V.L. (2008, November). Two randomized controlled trials of Achievement Mentoring to prevent school disengagement and failure. Paper presented at the annual meeting of the Social Learning and the Family Preconference at the Association of Behavioral and Cognitive Therapies conference, Orlando, FL. Holt, L.J., Bry, B.H., & Johnson, V.L. (in press). Enhancing school engagement in at-risk, urban minority adolescents through a school-based, adult mentoring intervention. *Child & Family Behavior Therapy*.

**Prevention Practitioner-Researcher Collaboration: New**

**Research Stimulated by Practitioner Questions.** *Patricia Simon, Rutgers, The State University of New Jersey; Brenna H. Bry, GSAPP, Rutgers University; Valerie Johnson, Center of Alcohol Studies, Rutgers University*

In previous research studies, the Peer Group Connection (PGC) and Achievement Mentoring programs did not demonstrate consistent evidence of increasing academic help-seeking. Thus, this study seeks to investigate the correlates and mediators of academic help-seeking in an effort to inform further modifications of these two program models. Help-seeking encompasses an individual's attempts to obtain assistance when they cannot achieve an intended goal on their own. Students who seek academic help are better able to avoid the possibility of failure and increase their chances for mastering coursework (Corno, 1989; Skinner & Wellborn, 1994). Despite the benefits of seeking help, many adolescents do not seek help when they are in need (Boldero & Fallon, 1995). It has been suggested that motivational factors influence the student's decision to seek help (Newman, 1994; Ryan & Pintrich, 1997). Subsequently, research of help-seeking has found that perceptions of competence (academic and social), perceptions of relatedness (to teachers and peers measured separately) and academic motivation are related to students' degree of help-seeking (Butler, 1998). The empirical literature indicates that the relationship between help-seeking and these variables is complex, with differential effects depending on ability, grade level and gender (Newman, 1990; Puustinen, 1998). An argument is made that perceptions of academic competence and academic motivation, when examined with perceptions of social help-seeking competence and a global measure of relatedness such as sense of school belonging, may account for even more variance in the degree of help-seeking. Drawing from a sample of Hispanic ninth grade students in an urban neighborhood, this study examines these relationships in a mediational model including gender as a moderator and perceived benefits of help-seeking as a mediator. Results and their implications for refining the PGC and Achievement Mentoring programs will be presented. References Boldero, J., & Fallon, B. J. (1995). Adolescent help seeking: What do they get help for and why? *Journal of Adolescence*, 18, 193-209. Butler, R. (1998). Determinants of help seeking: Relations between perceived reasons for classroom help-avoidance and help-seeking behaviors in an experimental context. *Journal of Educational Psychology*, 90, 630-643. Corno, L. (1989). Self-regulated learning: A volitional analysis. In B. J. Zimmerman & D. H. Schunk (Eds.), *Self-regulated learning and academic achievement: Theory, research, and practice* (pp. 111-142). New York: Springer-Verlag. Newman, R. S. (1990). Children's help-seeking in the classroom: The role of motivational factors and attitudes. *Journal of Educational Psychology*, 82, 71-80. Newman, R. S. (1994). Adaptive help-seeking: A strategy of self-regulated learning. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications*. Hillsdale, NJ: Erlbaum. Puustinen, M. (1998). Help seeking behavior in problem-solving situations: Development of self-regulation. *European Journal of Psychology of Education*, 13, 271-282. Ryan, A. M., & Pintrich, P. L. (1997). "Should I ask for help?" The role of motivation and attitudes in adolescents' help-seeking in math class. *Journal of Educational Psychology*, 89(2), 329-341.

#### **148. Buddhist Science and Interconnectedness in Community Psychology**

*10:30 to 11:45 am*

*University Hall: UN 2002*

The perceived gap between eastern thought and western science has narrowed over the last few decades. An illustrative example is found in the striking similarities between Buddhist foundations and community psychology theory. This presentation will review several principles of Buddhism and explore their analogs in community psychology such as interconnectedness, collectivism, and social engagement. The authors also will explain the potential advantages of considering Buddhist ideas when attempting to understand the workings of a community and interventions

for second-order change.

Participants:

The Science of Emptiness. *Nicole Porter, DePaul University*

The Buddhists have in a real sense been performing phenomenological research for over two thousand years. Over the last half of this decade, there have been sound efforts to begin a dialog on the intersection between Western science and Buddhist traditions, where modern empiricism and eastern complexity converge. Current trends suggest that modern science is coming to accept interconnectedness as a foundational scientific principle. There is a deep relationship between Buddhist Interconnectedness and the systems theory underlying community psychology. James Kelly, a forerunner of theory in community psychology, lists four principles as cornerstones to community research. Interconnectedness is the first. The Buddhist correlate of Kelly's Interdependence is Dependent Co-arising. In the original Pali, *paticca-samuppanna* has been translated as 'dependent origination,' 'conditioned existence,' and conditioned co-production. In Developmental Systems Theory it is called Bidirectional Co-actions. This principle by its various names means that all things are interconnected and interdependent, so that no part - including ourselves - has an existence separate from the whole. One of the most detailed explanations of Buddhist Dependant Co-arising comes from the Mahayana tradition and in the Avatamsaka (Flower Adornment) Sutra. This is a clarification of the discussion on how things may exist and not exist and what is meant by dependant co-arising, and this is where we find clarification of *paticca-samuppanna*. This Sutra on causes and conditions suggest that the illusion 'is' independent origin. Everything is impermanent and subject to modification, developmental change being a constant. From systems theory, this study of interactive developmental processes can be called a 'contatenation' of dynamic systems events, or 'bi-directional co-actions.' We will examine the next three of Kelly's principles (cycling of resources, adaptation, succession) as they deepen and expand the understanding of Interconnectedness in community psychology. We will also discuss the role of the laws of thermodynamics in understanding systems change using examples from Kelly's theory and Avatamsaka (Flower Adornment) Sutra. This includes implications of the Four Fold Dharmathatu for heritability, boundary areas and interpenetration, punctuated equilibrium and systems shocks, multi and eqifinality, and fractal mathematics.

The Advantages of an Alternative Philosophical Stance. *John Moritsugu, Pacific Lutheran University*

From the beginning, community psychology has argued that revolutionary scientific movements have come from shifts in overarching paradigms and world-views (Rapaport, 1977, Kuhn, 1970). Such alternative paradigm shifts in psychology may be seen in the recognition of collectivist traditions along with individualist traditions in our cultures and of ecological perspectives in dealing with individual and community functioning (Kelly, 1970, Bronfenbrenner, 1977). Notably both of these perspectives may be found in Buddhist philosophical perspectives, which recommends a change in focus away from an egocentric view toward one which is more collectivist and holistic in nature. One wonders what advantages might be gained from further exploration of the alternative philosophical stance. Such an exploration is what is being proposed. The presenter is a student of Buddhism. He will provide space for a meditative pause, a discussion of the basics to a Buddhist philosophical perspective and how this perspective has informed his work in the field. Besides acknowledgement and embracing of a diverse perspective, what does this approach provide to community psychology? Besides the presenter contributing his experiences from the field, attendees will be asked to contribute their insights regarding the advantages they have found from adapting this philosophical stance.

Buddhism as Community Values. *Olya Rabin-Belyaev, DePaul University*

There are some interesting overlaps between Community

psychology and Buddhism; specifically, there are direct correlates between Social Engagement and Community values. In Buddhism this is informed by the Four Noble Truths. The first of which, is "life is suffering". There is a path to the cessation of suffering in ourselves and others, called dharma. Buddha called it the middle way, which is understood as meaning the middle way between such competing philosophies as materialism and idealism, or hedonism and asceticism. This path, or middle way, is elaborated as the noble eightfold path. The first of these are referred to as *prajña*, or wisdom. 1. Right view is the true understanding of the four noble truths. 2. Right aspiration is the true desire to free oneself from attachment, ignorance, and hatefulness. The next three are referred to as *sila*, or morality. 3. Right speech involves abstaining from lying, gossiping, or hurtful talk. 4. Right action involves abstaining from hurtful behaviors, such as killing, stealing, and careless sex. 5. Right livelihood means making your living in such a way as to avoid harming others, ideally living in such a way that one may decrease suffering. The last three are known as types of mental states or meditations. 6. Right effort is a matter of exerting oneself in regards to the content of one's mind: Bad qualities should be abandoned and prevented from arising again; Good qualities should be enacted and nurtured. 7. Right mindfulness is the focusing of one's attention on one's body, feelings, thoughts, and consciousness in such a way as to overcome craving, hatred, and ignorance. 8. Right concentration is meditating in such a way as to progressively realize a true understanding of imperfection, impermanence, and non-separateness. According to Buddhists, contributing to human suffering is *anitya*, the fact that all things, living and nonliving, are impermanent. Furthermore, there is the concept of No-self or *anatta*, an expanded view of self that is dependent on contextual interpenetration with others. By defining the self as collaborative and community-based, as opposed to an isolated, individual sense of self, one comes to understand no-self. This expanded sense of self fueled by understanding of the interconnectedness of all beings brings about compassion, desire for social justice., and motivation toward social engagement. There is much to be said about the possible synergy between dharma and community values. Wisdom, mortality and training mental states to end human suffering may be seen as the core values of community psychology. Where these ideas overlap they additionally support our efforts toward interdisciplinary research and issues of diversity.

Community Development as Buddhist Practice: The Zen House Movement. *Genki Kahn, Zen Peacemakers*

Over the past few decades, Roshi Paul Genki Kahn has been seen as a leader and inspirer within the Buddhist community. He serves as the President and Vice-Spiritual Director for the Zen Peacemakers, a global Buddhist organization and order with the mission to reduce suffering in the world by promoting the spiritual practice of direct social service, and which includes meditation, study, and multi-faith cooperation. The Zen Peacemakers was created by Roshi Bernie Glassman, one of the leading Western founders of Socially Engaged Buddhism, which is called Humanistic Buddhism in Asia. Socially Engaged Buddhism is a reorientation of Buddhist thought and practice from the traditional emphasis on ritualism, personal salvation, and philosophical analysis to address the modern crises of mass political violence, social and economic injustice, and ecological destruction. The Greyston Mandala is the prototype for the Zen House movement. Bernie and a cadre of his residential students began the project in the 1980s to free individuals from the cycle of poverty and public dependence. They created a network of community development companies and not-for-profits working in the inner city of Yonkers, New York. Today Greyston provides facilities and supportive services that include permanent housing for formerly homeless families, a large, quality pre-school, AIDS-related medical services and housing, workforce development training and market-wage jobs. Zen Peacemaker practices aim toward the realization and actualization of the oneness and the interdependence of all creation. We have

adopted Kobo Daishi's saying as our motto: "The depth's of one's enlightenment can be measured by how one serves others." The holistic, wrap around services we develop embody Mahayana Buddhist Teachings and are based on our Three Tenets: "Not-Knowing, thereby giving up fixed ideas about ourselves and the universe; Bearing witness to the joy and suffering of the world; Taking loving actions towards ourselves and others

#### **149. Relaxing the Tension Between Fidelity and Cultural Adaptation**

*10:30 to 11:45 am*

*University Hall: UN 2025*

The implementation of evidence-based programs is becoming more frequent, thus investigating the importance of implementation with fidelity has become increasingly important. This symposium will describe key components of the implementation phase focusing specifically on the tension between fidelity and adaptation. Furthermore, special attention will be given to cultural adaptation. Lessons learned by various schools involved in the Health Foundation of Greater Cincinnati's Evidence-Based Practices for School-Wide Prevention Programs initiative, a project designed to establish, evaluate, and sustain evidence-based programs within local schools, will be used as a framework. Throughout all phases of implementation, schools are challenged to consider necessary adaptations that will need to be made in order for the program to work well in their specific school communities. Participants will gain an understanding of the relationship between fidelity and adaptation, insight on the feasibility of cultural adaptations, and concrete examples of how cultural adaptations can be implemented successfully.

Participants:

**Understanding the Tension between Fidelity and Adaptation.**

*Rochelle M Fritz, Miami University*

Each school involved with the Health Foundation of Greater Cincinnati's Evidence-Based Practices for School-Wide Prevention Programs initiative goes through the process of a needs assessment and selects an appropriate evidence-based program to implement in their school. As schools plan to implement their selected programs, they are challenged to consider necessary adaptations that will need to be made in order for the program to work well in their specific school communities. This process is difficult because of the tension that exists between fidelity and adaptation. The overall effectiveness of a program is negatively related to program modification (Fixsen et al., 2005). However, some researchers have found that adaptation may negatively impact outcomes for highly structured programs but may have little negative effect or even positive effect for less structured programs (Dusenbury et al., 2003). Recent research emphasizes that adaptation does not need to be thought of as the opposite of fidelity (Durlak & DuPre, 2008). Fidelity and adaptation may be viewed as supportive of each other, ultimately increasing knowledge, improving program quality and increasing potential for desired outcomes. As school communities seek to achieve desired outcomes, mutual adaptations of both the school community and the program's structure are necessary in order to promote the most positive possible outcomes (Berman & McLaughlin, 1976). The importance of theory driven adaptation will be discussed. This presentation will also highlight technical assistance efforts made to assist school communities in adapting the selected programs while maintaining high levels of fidelity. In order to promote a greater understanding of the complexity of these seemingly conflicting concepts, facilitators will encourage the audience to consider and critically discuss ways in which adaptation can enhance fidelity.

**Maintaining Balance Between Fidelity and Cultural Adaptation.**

*Julie Anne Platten, Miami University*

Often, evidence-based programs are validated with groups that are not representative of all implementation groups. Moreover, those implementing various evidence-based programs are diverse in numerous ways (e.g. ethnicity, socioeconomic status, religion, language, etc.); hence, specific cultural adaptations may be necessary in many instances. The primary aim in cultural

adaptation is to create a culturally appropriate equivalent version of a model prevention program (Castro, Barrera, Martinez, 2004). Because many of the schools involved with the Health Foundation of Greater Cincinnati (HFGC) are comprised of highly disparate school cultures, it is important to note that cultural adaptations have been a major component in the planning and implementation processes. Frequently, implementation groups working to make their selected program more culturally competent will enhance the cultural appeal but they may not recognize the structural changes that would be necessary to improve the competency. This presentation will highlight the differences between these concepts and attempt to shift focus from discussions of surface level adaptations to strategic, goal-oriented, structural adaptations. Understanding the significance of the enacted adaptations leads to a greater awareness of how the adaptations may affect desired outcomes and other core components of the program. This understanding may assist schools in developing a comprehensive perspective of program fit. Recommendations for cultural adaptations including ways of engaging many community voices in the process, promoting cross-cultural awareness, and ways of monitoring fidelity will be presented.

**The Balancing Act: Case Examples of Adaptation in Practice.**

*Dana E. Crawford, Miami University*

During this presentation, many case examples will be presented which will highlight and emphasize many of the conceptual and theoretical ideas presented in the opening presentations. Presenters will provide examples of challenges schools have faced during the implementation phase while attempting to maintain an appropriate balance between fidelity and adaptation in order to produce the most desired outcomes for their unique school communities. While the HFGC assists schools in the local area and each school is in the same general region, each school community also serves a unique population. The school cultures range from Appalachian farming communities to urban city communities. Therefore in this presentation case examples of cultural adaptations will be presented, focusing on challenges, successes, and lessons learned. Facilitators will encourage audience members to think critically about their own ideas of culture and the impact a structured program can have on diverse populations. Participants will also have the opportunity to consider the utility of cultural adaptations that may transpire in order to promote cultural competency within the school in contrast to adaptations which are made solely to increase program fit.

Discussant:

*Paul Flaspohler, Department of Psychology, Miami University*

#### **150. Developing New Community Psychology Graduate Programs**

*10:30 to 11:45 am*

*University Hall: UN 1060*

To sustain the efforts of community psychologists and our partners to enhance well-being and promote social justice, rigorous graduate training programs are essential. Although outstanding programs exist, their distribution both across the U.S. and globally is uneven, and there are many regions where the needs and interests of communities and students would be well-served by community psychology research and training programs. Facilitators for this roundtable are three community psychologists trained at well-established programs (Michigan State University, University of Illinois-Urbana-Champaign, and University of Illinois-Chicago), who have initiated efforts to develop a graduate program in community psychology at the University of New Mexico. We are interested in sharing visions, strategies, and frameworks, with others who have formed community psychology graduate programs, are in the process of starting programs, and/or who are interested in developing programs. It is important to learn from each other's efforts as we work towards fostering the development of the next generation of community psychologists.

Presenters:

*Jessica R Goodkind, University of New Mexico*

*Mariolga Reyes Cruz, SCRA Southwest/Rocky Mountain Regional Coordinator*

*Michelle Bloodworth*, Apex Education

**151. "You hit my heart": Preparing Black students to manage racially stressful encounters**

10:30 to 11:45 am

University Hall: UN 2026

We propose that the achievement gap is a symptom of larger societal issues that mask tensions on matters of race. The classroom can be a stressful environment based on prejudgments of academic competence and racial identity insecurities. Black students have expressed anxiety from being pressured by their non-Black classmates to conform to stereotypical scripts that downplay their intelligence and endorse a cool pose that makes them feel like a caricature of their true selves. When they reject these scripts, they feel a need to assert their "Blackness" in ways that may or may not be constructive to their education. How children develop competence in conflict resolution and self-worth requires more study of the lenses they use to judge themselves and the perceptions of others. Preliminary findings from the Cultural and Racial Experiences of Socialization (CARES) measure demonstrate that teachers are the 2nd highest provider of racial socialization messages behind mothers. Since schools are already a source of racial socialization, an intervention that includes this strategy is appropriate and logical within a school setting. Applying racial socialization and transactional stress theory, Can We Talk? (CWT) is a critical-cultural consciousness curriculum that re-appraises classroom stress from overwhelming threats to challenges that can be negotiated into success. CWT reframes assumptions of Black academic disengagement into a fear of failure and lack of self-knowledge. With a focus on strengthening individual racial identity by emphasizing cultural pride and providing opportunities to reflect and analyze racial experiences, CWT empowers students to successfully manage conflict and encourages academic agency. The qualitative data collected from the CWT intervention will be utilized as a catalyst for in-depth dialogue on strategies that encourages students to challenge stereotypes and develop the tools to improve interpersonal skills that boost academic achievement and involvement.

Presenters:

*Keisha L Bentley*, University of Pennsylvania  
*Chonika Coleman*, University of Pennsylvania  
*Celine I. Thompson*, University of Pennsylvania  
*Gwendolyn Miller*, University of Pennsylvania  
*Zehua Li*, University of Pennsylvania  
*Allison Michael*, University of Pennsylvania  
*Jian-Ming Hou*, University of Pennsylvania  
*Tashiana Gordon*, University of Pennsylvania  
*Duane Thomas*, University of Pennsylvania  
*Howard Stevenson*, University of Pennsylvania

**152. Getting into the community psychology graduate program suited for you: Tips from current graduate students**

10:30 to 11:45 am

University Hall: UN 1040

Interested in pursuing graduate study in community psychology and looking for advice on how you can best prepare for the journey? In this roundtable discussion, current graduate students from Portland State University's doctoral community psychology track will share their perspectives on applying to graduate programs in community psychology. Specifically, we will share our experiences with the application process and provide advice on the several steps we took to complete the journey to graduate school. First, we will address how we identified programs that were right fit for us and provide advice on how you can determine whether a program is a good match for your interests and goals. Specifically we will explore what types of community psychology programs are available. Second, we will share strategies for how you can efficiently and effectively study for the GRE and discuss when you should take it. Third, we will share with you strategies to obtain strong letters of recommendation and support from current faculty mentors and advisors. Fourth, we will discuss several aspects of the application process including the online application, the personal statement or a statement of purpose, and the curriculum vitae. Fifth, we will share several strategies for how you can prepare for interviews and program visitations. Lastly, we will discuss the process of deciding which program to attend once you are accepted.

Presenters:

*Ashley Boal*, Portland State University  
*Mary Gray*, Portland State University  
*Colleen Anne Kidney*, Portland State University  
*Sandra Nelms*, Portland State University  
*Lindsey Patterson*, Portland State University  
*Aubrey W Perry*, Portland State University

**153. From Consumer to Provider: Two Transformational Programs for People with Serious and Persistent Mental Illnesses**

10:30 to 11:45 am

University Hall: UN 2007

A current trend in the provision of services to people with serious and persistent mental illnesses (SPMI) is for agencies to hire staff specifically for their experience as recipients of such services. These consumer-providers, or peer providers as they are increasingly called, bring a panoply of benefits, strengths and value to the work they do, but they also arrive in the workplace and immediately face numerous challenges. One is the negative bias held by many mental health providers against people with mental illnesses, and the lack of any real expectation that they can recover. Another is the difficulty of returning to work after being in a life space of disability. In addition to the social and emotional adjustments called for, there often is a net financial loss when "successful" consumers-the ones most likely to return to work--give up the benefits that they have obtained as part of their disability status and take what typically are the low-paying entry-level jobs for which they qualify in social service settings. And finally, there is the tension that sometimes exists between the world view and culture of the settings in which peer providers often acquire their experience as helpers (the mutual help paradigm) and that which characterizes most if not all professional agencies and organizations which receive and then pay staff money to provide services (the professional help paradigm). This paradigm conflict is felt in the very core of the helping relationship, as peer providers have to find that elusive balance between maintaining the kind of firm professional boundaries that the workplace requires while still bringing to bear the unique empathy and understanding for which they were hired in the first place! A Rappaportian paradox if there ever were one! This round table discussion presents two programs which help peer providers prepare for these challenges, both before they seek work and then after they are employed. Consumer Connections is a national award-winning project that SAMHSA funded through a state mental health association to teach interested recipients of mental health services basic knowledge about mental health and beginning skills in interviewing, counseling and supporting recovery. It has trained over 1200 people in the eleven years since its inception, offering the program several times a year, each program consisting of a series of ten to seventeen 6-hour sessions over a ten-week period. The Consumer Provider Association is a state-wide membership organization designed to help peer providers network with each other around work-related issues, and increase their level of professionalism and confidence by offering various training and speaking opportunities around the state and at conferences of national organizations, such as the National Association of Peer Specialists and the US Psychiatric Rehabilitation Association. Members also use the organization for emotional support and encouragement when they face the daunting challenges of confronting stigma and maintaining a healthy balance between their work and personal lives, and future plans include taking on advocacy issues as a kind of trade organization for the peer provider workforce. Presenters will share their own stories of involvement in these organizations and how the organizations have contributed to the mainstream community integration and empowerment of a historically disenfranchised group.

Presenters:

*Harry Coe*, Consumer Provider Association of New Jersey  
*Lori Bell*, Drenk Mental Health Center  
*Charlie Wuth*, Mental Health Association of New Jersey  
*Carey Haimer*, Bridgeway Rehabilitation Services, Inc.

Chair:

*Andy Bernstein*, Community/Clinical Psychologist in Independent Practice

**154. Methodological Issues in Conducting Research with Lesbian,**

## **Gay, Bisexual, and Transgender Populations**

10:30 to 11:45 am

University Hall: UN 2040

This roundtable discussion will focus on identifying and discussing methodological challenges inherent in conducting research with lesbian, gay, bisexual, and transgender (LGBT) populations, and sharing innovative strategies for research and action. These challenges are important to consider in order for community psychologists to address the needs of this historically marginalized and oppressed population. Moreover, it is important to attend to methodological issues involved in LGBT research in order to promote greater ecological validity and generalizability of findings. This roundtable discussion will include active interactions among presenters and the audience members, and integrate diverse perspectives and experiences. It will draw upon the authors' many years of experience conducting quantitative and qualitative research within diverse LGBT groups. The authors will facilitate discussion focusing on the following topics: 1) use of different sampling strategies in LGBT research; 2) developing and identifying innovative measures and methodologies that are appropriate for LGBT populations; 3) integrating the ideas and perspectives of LGBT people in all phases of the research process; 4) promoting greater use of sexual orientation and gender identity measures in large-scale national surveys; and 5) turning LGBT research into action. We will encourage the audience to contribute to the discussion by sharing their successes and challenges in conducting LGBT research, as well as actively engage participants to provide insight on solutions to methodological issues identified. During the discussion, we will explore how these issues link not only to research, but also to action-focused interventions and policies for LGBT individuals. Finally, we will engage the audience to provide examples of new and innovative approaches to conducting research with LGBT persons, focusing on community-based participatory research approaches, rapid mixed-methods analysis strategies, and use of innovative research methodologies such as "photovoice" and Internet-based technologies as a way to empirically capture the lived experiences of LGBT people.

Presenters:

*Alicia Lucksted*, U of MD Center for Mental Health Services Research

*M. Isabel Fernandez*, Nova Southeastern University

Chairs:

*Patrick Wilson*, Columbia University Mailman School of Public Health

*Gary William Harper*, DePaul University

### **155. Community Psychology Values: Beyond the Graduate School**

10:30 to 11:45 am

University Hall: UN 2010

Within the field of community psychology we often discuss the values of our field. However, which CP values one deems more salient upon finishing graduate work depends on the individual. As we engage in interdisciplinary work, fight to make policy changes, and bridge the gap between the academia and the field, the values that shape our teaching and research transform. The discussion facilitators will describe their own value transformations since finishing graduate work. They will also talk about which values have become more salient for them with time and how these CP values can be taught to the new generation of community psychologists.

Discussants:

*Leonard A. Jason*, DePaul University

*Susan R Torres-Harding*, Roosevelt University

*Olya Belyaev-Glantsman*, DePaul University

### **156. Challenges and Ethics: An International View of Community Psychology**

10:30 to 11:45 am

University Hall: UN 2031

CP differs from other areas of psychology in a number of ways. One important distinction is the emphasis on social justice. However, CP is intimately connected with the ideologies, lifestyles and tendencies prevalent within the cultural context in which it is embedded. In this session we explicate some of the tensions and ethical dilemmas in mainstream CP and suggest ways to identify and address these conflicts.

One concern is derived from CP's strong roots in academia which often contradict work focused on social justice. This is demonstrated by 1) western universities' difficulties recruiting/retaining students from disadvantaged backgrounds, which often produce graduates with few connections to or experiences with social injustice, 2) academic settings that are often detached from communities and provide little space for dialogue with those in the periphery (community, country, region or even continents), and 3) US-academic practices (e.g., at conferences, classes) that set standards that are often in conflict with collective learning and 'giving voice' to those with less power. A second concern is the development of the field when it is not formally tied to academia. In such situations, practitioners maintain a focus on social justice, human rights, and democratic values but lack formal mechanisms for training, sharing of knowledge and exercising legitimacy to combat media images/influences that take social justice, social movements and economic deprivation as objects of mockery. Another concern is the role that CP plays internationally, particularly in the field of human rights and political action and in interactions between nations, organizations, communities and individuals within these realms. This session will address the challenges and ethics within CP from the perspective of scholars based in three countries. As examples of ethical concerns, presenters will discuss US-centric academic CP, CP involvement in human rights/torture, and issues of promoting social justice in a field without formal academic roots.

Discussants:

*Serdar M. Degirmencioglu*, Istanbul Arel University

*Brad Olson*, Northwestern University

*Eduardo Almeida*, Universidad Iberoamericana Puebla

### **157. Lunch II**

12:00 to 1:15 pm

University Hall: University Hall Lobby

### **158. The Children and Youth Interest Group**

12:00 to 1:15 pm

University Hall: UN 2021

### **159. National Network of Mutual-Help Centers**

12:00 to 1:15 pm

University Hall: UN 2012

### **160. The Disability Interest Group Listserv**

12:00 to 1:15 pm

University Hall: UN 2009

### **161. Mentoring Session A**

12:00 to 1:15 pm

University Hall: UN 2025

### **162. Mentoring Session B**

12:00 to 1:15 pm

University Hall: UN 2026

### **163. Mentoring Session C**

12:00 to 1:15 pm

University Hall: UN 2031

### **164. Mentoring Session D**

12:00 to 1:15 pm

University Hall: UN 2032

### **165. Mentoring Session E**

12:00 to 1:15 pm

University Hall: UN 2040

### **166. Mentoring Session F**

12:00 to 1:15 pm

University Hall: UN 2042

### **167. Mentoring Session G**

12:00 to 1:15 pm

University Hall: UN 2044

### **168. Mentoring Session H**

12:00 to 1:15 pm

University Hall: UN 2046

### 169. Mentoring Session I

12:00 to 1:15 pm

University Hall: UN 3002

### 170. Mentoring Session J

12:00 to 1:15 pm

University Hall: UN 3004

### 171. Innovations in social ecological community health research

1:30 to 2:45 pm

University Hall: UN 2013

Health research is generally conducted within well defined, carefully maintained academic boundaries, or disciplines. The rationale for this scientific tactic is often attributed to the complexity of the topic under study and the need for specialized knowledge, which may allow us to make 'progress' within our distinct fields, but ultimately impedes our ability to see the bigger picture and create and deliver systemic interventions. A social ecological approach, by definition, requires us to examine an issue from multiple disciplines, multiple levels, and to engage in interdisciplinary or transdisciplinary research and practice. The social ecological perspective is fundamental community psychology. It can serve as a bridge between our field and other disciplines in the health sciences that seek to understand the broader impact of their work. Varied works of practitioners and researchers who have innovatively applied a social ecological framework to a community health issue will be reviewed and discussed.

Participant:

Paste in Paper Title. *Shannon Gwin Mitchell, Friends Research Institute*

Paste in Abstract

Presenter:

*David Lounsbury, Memorial Sloan-Kettering Cancer Center*

Discussant:

*Shannon Gwin Mitchell, Friends Research Institute*

### 172. Public Policy 201: Empowering Group Advocacy and Intervention to Influence Legislators

1:30 to 2:45 pm

University Hall: UN 2004

This workshop continues the evolution of the Public Policy 101 workshops presented at SCRA's last two conferences (Corbett, 2005, 2007). This issue is relevant because influencing policies on community psychology and social justice values is one of four qualities identified in "Creating a Vision for the Future of Community Psychology" (Wolff & Snell Johns, 2005). This workshop furthers training in Advocacy and Public Policy, proposed by Scott (2007) as a core competency of CP training; it is also consistent with the recommendation that future conferences expand use of workshops, preferably by 100%, to more effectively serve and recruit practitioners, ideally delivering practice-based training in all core competencies (Corbett, 2008). While Public Policy 101 focuses on individual intervention, at a legislative hearing, by submitting and defending a testimony position, Public Policy 201 focuses on organizing and empowering a group to influence legislators, spurring formation of an ongoing working relationship. The workshop details an advocacy effort used to organize advocacy by families of individuals with disabilities to engage New York officials. Such efforts range from seeking budget support to sponsoring legislation protecting client's interests. The goal is to provide participants with action steps to organize an advocacy group and engage legislators on an ongoing basis, then exit the process themselves. Handouts include a brochure prepared by families to promote advocacy, engagement and influence of legislators, not copy protected, for use in other jurisdictions. The workshop also incorporates material from a paper presented at the First International Conference on Community Psychology, held June 2006, at the University of Puerto Rico, addressing the role of civil disobedience and why inappropriate here (Corbett, 2006). The workshop furthers exposure and proficiency training objectives (Corbett, 2008) by enabling participants to organize, empower and then ultimately exit the group, allowing it to continue under its own direction.

Chair:

*Christopher Corbett, Independent Researcher*

### 173. Innovative Methodological Approaches to Community-Based

### Research: Theory and Application (2)

1:30 to 2:45 pm

University Hall: UN 2007

Many edited books have been published in the last decade on methodological issues in psychology, such as Leonard Bickman and Debra Rog's (1998) *Handbook of Applied Social Research Methods* (Sage); Richard Crosby, Ralph DiClemente, and Laura Salazar's (2006) *Research Methods in Health Promotion* (Jossey-Bass); Jeremy Miles and Paul Gilbert's (2005) *A Handbook of Research Methods for Clinical and Health Psychology* (Oxford University Press); Constance Fischer's (2006) *Qualitative Research Methods for Psychologists: Introduction Through Empirical Studies* (Elsevier Academic Press); Douglas Sprenkle and Fred Piercy's (2005) *Research Methods in Family Therapy* (Guilford); and John Schinka and Wayne Velicer's (2003) *Handbook of Psychology, Volume II: Research Methods in Psychology* (Wiley). None have specifically considered a variety of methodological issues that involve how to approach the collection of community-level data. In Part 1 of our Methods Symposium, we presented several methods that focus specifically on aiding the community researcher, such as HLM and GIS. In the second part of our Methods Symposium, we will continue to explore benefits that occur when attempting to understand complicated person-environment systems and the change process within communities using causal layered analysis, epidemiology, survival analysis, and person-oriented approaches.

Participants:

*Changing the Way We Think: More Breadth or Greater Depth?*

*Brian John Bishop, CSIRO; Peta Louise Dzidic, CSIRO*

Farmers in Western Australia know the substance of the above quote (i.e., "more breadth or greater depth?") only too well. Globalization has made rural life in Australia increasingly difficult. Governmental initiatives have been characterized by less than significant change, resulting in increasingly impoverished communities, which struggle with psychological problems. Although sustainable farming practices have been examined in detail, questions regarding cultural impediments to change have rarely been addressed. The emphasis on trying to achieve sustainability has shifted the onus onto farmers. What is required is a new, holistic approach to conceptualizing community issues, one that acknowledges the need to reexamine our basic assumptions, marking a move from single loop to double loop learning (Argyris & Schon, 1975). One approach is causal layered analysis (CLA, Inayatullah, 2004), which involves examination of action and discourse at four levels, namely, litany, social structural, worldview and myth/metaphor. Its utility in the present instance is in its adoption as a metaphor for framing and encouraging critical thought. These levels act as a conceptual guide that allows examination of the often-unacknowledged assumptions, opportunities and constraints that people have in their lives. Not only does CLA allow understanding of the ecological context, but it also forces us to reflect on our own worldviews. An example of CLA from Western Australia will be provided illustrating how cultural differences between scientists and rural communities can lead to negative consequences of well-meaning intervention. Specifically, "problems" are framed in deficit terms and the community sees interventions as further denigration of land stewardship, thereby leading to further psychological distress and disempowerment.

*Epidemiology As a Foundation for Community Work. Leonard A. Jason, DePaul University; Nicole Porter, DePaul University*

This presentation introduces our audience to the methods of epidemiology. We will argue that is a foundational starting point for efforts to understand the distribution of risk factors and cases within a community setting. We will provide a case study that involves the issue of how to decide from which individuals to collect data. We often rely on gatekeepers to provide investigators with estimates of the extent of sociodemographic risk factors for illness and health, but sometimes such gatekeepers are biased in what they provide. In this presentation, we will review efforts by epidemiologists to explore this issue and will provide an example from a chronic illness study that

inappropriately used biased gatekeepers, thereby underestimating the prevalence of the illness. Appropriate statistical methods will be shown for the analysis of these types of data.

Using Survival Analysis to Investigate Event Outcomes in Evaluation Research. *Christian M Connell, Yale School of Medicine*

Community-based prevention programs and state agency missions frequently involve efforts to delay or reduce rates of occurrence of negative events (e.g., initiation of substance use, recurrence of child maltreatment) or to expedite the occurrence of more positive outcomes (e.g., returning home from an episode of foster care, obtaining employment). As outcomes, such events typically raise three important questions that may be asked of program evaluators: (a) What is the likelihood that the event will occur? (b) When is the event likely to occur for program participants or service recipients? (c) Are there factors that increase or decrease the likelihood of the event occurring for individuals? Survival analysis (aka event history analysis) and related analytic techniques (e.g., Cox regression analysis, proportional hazard modeling) are used to examine these types of research and evaluation questions and are particularly suited to situations where the time to event occurrence is not known for some individuals (e.g., many youth may not have initiated substance use but are still at risk for engaging in such behavior). This presentation will provide a brief overview of survival analysis, including key data requirements and assumptions required for such analyses. We will draw upon examples from several different evaluation research studies where we have applied survival analysis. These studies include work with a range of state agency partners, including child welfare, juvenile justice, and children's behavioral health agencies, as well as applications from school-based survey data. In addition to demonstrating basic aspects of the analytic approach and how such models can be used to answer the three questions framed above, the presentation also will show how we have communicated results from such analyses to various stakeholders.

Grappling With Grouping: Clustering and Its Applications in Community Research. *David B. Henry, Institute for Juvenile Research*

Sooner or later, researchers in community psychology encounter the problem of clustering. It may meet them in theory, where the characteristics of aggregates such as behavior settings, neighborhoods, classrooms, peer groups, social networks, and communities are believed to affect risk and individual behavior. They may face it in empirical work, when reviewers request methods of analysis that account for the clustered data structures of community data. This presentation will review methods that explore and account for clustering, including cluster analysis, latent class analysis, and network analysis. It also will illustrate five potential uses of clustering methods in community research, including (a) interfacing between quantitative and qualitative methods, (b) modeling multivariate growth trajectories, (c) making complex interactions interpretable, (d) revealing latent multivariate structure, and (e) estimating the effects of network characteristics.

Person Oriented Methodology and Its Application to Community Psychology. *G. Anne Bogat, Michigan State University*

This presentation will discuss the tenets of the person orientation and how it relates to community psychology research. The person orientation will be contrasted with variable oriented approaches. Variable oriented approaches use mean scores to describe and compare groups. Unfortunately, however, such results can be misleading; sometimes the average score does not represent any entity included in calculating the average. The person orientation, promoted by developmental psychologists, allows us to study entities, be they persons, organizations, or communities, in a manner that allows for exploration of the heterogeneity of these entities. In this presentation, we will use data examples to explain the person orientation and how its

tenets can be applied to community psychology.

Chairs:

*Leonard A. Jason*, DePaul University  
*David S. Glenwick*, Fordham University

Discussant:

*Raymond Lorion*, Towson University

**174. Teaching Community Psychology: A CEP Sponsored Syllabus/ Teaching Material Exchange and Discussion**

*1:30 to 2:45 pm*

*University Hall: UN 1020*

While conferences traditionally provide many stimulating opportunities for discussion of research, they less frequently address another important facet of academic work, teaching. The purpose of this innovative session will be to continue a forum for the discussion of methods and issues in the teaching of community psychology (at both the graduate and undergraduate levels), and to recognize excellence in teaching. Although there will be no formal presenters, participants will be asked to bring 50 copies of syllabi and 50 copies of any teaching materials that they would like to share with other participants. The session will begin with the presentation of the CEP award for Outstanding Educator. Following this presentation, all participants will have the opportunity to present an informal explanation of their teaching material to the group, if they wish. Potential participants will be notified of this session beforehand through an email on the SCRA-L discussion list. The email will contain the following description: All conference attendees are invited to participate in a syllabus/ teaching material exchange and discussion of teaching methods at (date, time, and place). Participants are asked to bring 50 copies of their syllabus and/ or 50 copies of any teaching materials (in-class assignments, course projects, etc.) that they have found to be particularly useful, for distribution to other participants. If you wish to present a brief (5 minute) explanation of your teaching material to the other participants, please contact (my name) by May 15 at (e-mail address). If time is available following the open discussion, the organizers would lead the group in discussion of a variety of teaching related issues, such as creating action components for courses, overcoming challenges of teaching community psychology to today's students, marketing the community psychology course, using multimedia in the classroom, and encouraging interdisciplinarity in courses.

Chair:

*Steve Davis*, North Central College

Discussants:

*Gregor V. Sarkisian*, Antioch University at Los Angeles  
*Susan Dvorak McMahon*, DePaul University

**175. Skin deep: Examining race and culture below the surface in female adolescents of color**

*1:30 to 2:45 pm*

*University Hall: UN 2008*

A common perception of African American and Latina adolescent girls is that they make poor choices, become teenage moms, or are involved with gangs. More research is needed that paints a positive picture of these girls and how environmental forces shape their lives. Adolescent girls of color are consistently presented with issues that require race and gender considerations. This symposium will examine racial and cultural processes in the lives of adolescent girls of color in the U.S. The first presentation examines immigrant, Dominican adolescent females' negotiation of race as they adjust to life in the U.S. The second presentation will focus on the role of a culturally-relevant intervention, Project Butterfly, in the ethnic identity, cultural values and psychological well-being of African American adolescent girls. The last presentation will focus on how cultural mistrust and cultural sensitivity influences the development of quality relationships between adolescent girls of color and adult women mentors. The presenters and discussant will encourage audience participation and discussion around how to better understand race and culture.

Participants:

Negotiations of race among female Dominican adolescent newcomers. *Susan Louise Ryerson Espino, Chicago Public Schools*

Latinos and non-Latinos underestimate Latino racial diversity. There are multiple, complex histories of the convergence of

indigenous, African, and European ancestries within Latin America. The Dominican Republic represents a case in point. Little research has attended to Latino immigrant youths' negotiation of race. Rather, studies emphasize negotiations involving national, immigrant, and pan-ethnic identities. In this presentation, I present excerpts of narratives from a small group of Dominican newcomer young women during their early transitions into urban schools. The Dominican Republic has endured complicated histories of Spanish colonialism, periods of French and Haitian rule, US occupation, and ongoing US neo colonialism. As such, the country has local economies that have served a largely fair-skinned minority at the expense of the health, well being, and lives of the historically enslaved and oppressed largely darker-skinned majority (Cambeira, 1997; Gonzalez, 2000; Lopez, 2003). The country has experienced massive out and circular migrations of its citizenry searching for economic and educational opportunities. An estimated 1 million Dominicans live in the United States (US Census, 2005b) with an out migration of over 25,000 individuals annually (CIA, 2006). Coming to the mainland can be a journey of mixed blessings and revelations that involves the negotiation of rigid US racial(ized) social structures and negotiations of self-defined and ascribed racial identities (Lopez, 2003; Torres-Saillant, 1998). The excerpts shared in this presentation were collected as part of a small qualitative study involving newcomer adolescent females from the Caribbean. While not a primary focus of the study, the Dominican participants shared poignant stories about negotiating race among peers and teachers. I will present examples from their narratives and field notes and discuss possible inroads for future research and opportunities to foster a critical educational agenda for all of us, including our urban youth.

**Project Butterfly and African American Girls.** *GiShawn Mance, American University*

African American adolescent girls living in inner-city, high-poverty neighborhoods in the U.S. are at risk for developmental difficulties, including behavior problems, depression, early sexual activity, and poor school performance (Brooks-Gunn, Duncan, & Aber, 1997). Culturally-relevant programs are being resurrected as mechanisms of change for this population. This presentation will discuss the effectiveness of a gender and culturally relevant intervention, Project Butterfly, on African American girls' psychological well-being. The research explores the influence of Project Butterfly on the enhancement of African cultural values, ethnic identity, and psychological well-being. Additionally, the relationships between the study variables are examined. The main findings of this study illustrate that a culturally- and gender-relevant intervention enhanced cultural values. Girls who participated in the intervention (n=47) reported higher levels of African-centered values at post-test than those who did not participate (n=46) in the intervention. Therefore, it appears that the intervention, which was specifically designed for African American adolescent girls and rooted in African cultural values, did enhance the girls' endorsement of such cultural values. Further, African centered values predicted a stronger ethnic identity among participants. However, the intervention did not have a significant effect on participants' well-being and ethnic identity. The research provided empirical support for the necessity for culturally-based interventions for African American adolescent girls. This study provided substantial information regarding the impact of Project Butterfly, as well as, how cultural variables are measured and understood in this sample. More importantly, this research provided a voice to African American adolescent girls, who are commonly overlooked in the literature.

**Cultural mistrust and cultural sensitivity in adolescent girls' mentoring relationships with adult women.** *Bernadette Sanchez, DePaul University; David Lane DuBois, University of Illinois at Chicago; Naida Silverthorn, University of Illinois at Chicago; Julia M. Pryce, Loyola University Chicago*

The role of racial and cultural processes is deemed as a priority area in the National Research Agenda for Youth Mentoring

(Rhodes & DuBois, 2004). Most research on youth mentoring focuses on programs that target youth in urban, low-income areas, which are over-represented by ethnic minority youth. However, researchers have not examined the racial and cultural processes that contribute to the development of mentoring relationships. The research thus far is limited to the comparison of cross-race and same-race relationships in youth outcomes. These comparisons ignore the complexity of race, ethnicity, and culture and the heterogeneity within groups (Betancourt & Lopez, 1993). This presentation will examine cultural processes that play a role in the quality of mentoring relationships; specifically, cultural mistrust and cultural sensitivity. Cultural mistrust is when members of oppressed groups fear that authority figures of dominant racial group will judge or treat them unfairly, which is the result of historical and personal oppression (Cohen & Steele, 1999). Cultural mistrust may be particularly salient in cross-race mentoring relationships and could negatively impact the quality of a relationship between an adult and youth. Cultural sensitivity in a mentoring context is the idea that a mentor is interested and cares about a youth's culture. Both of these variables were measured in 20 matches from Big Brothers Big Sisters. Specifically, 20 adult women matched with 20 youth completed measures at the beginning of the relationship, and then at 3 and 12 months into the relationship. Youth's cultural mistrust at the beginning of the relationship was found to be negatively correlated with youths' and mentors' reports of relationship quality at 3 and 12 months. Youth's perceptions of their mentors' cultural sensitivity at 3 months were found to be positively correlated with relationship quality at 3 and 12 months. Understanding the cultural processes that influence the quality of youth mentoring relationships can inform programs serving ethnically diverse youth.

Chairs:

*Bernadette Sanchez*, DePaul University

*GiShawn Mance*, American University

Discussant:

*Tabbye Chavous*, University of Michigan

**176. Mental Health Peer Support: Recent Advances and Future Direction for Theory, Research, Practice, and Policy**

*1:30 to 2:45 pm*

*University Hall: UN 2006*

Peer support is a process that involves people who share the same problem or concern helping each other. Peer support has been commonly referred to in self-help groups, including Alcoholics Anonymous and mental health self-help groups such as Recovery Inc. Mental health self-help groups, consumer run organizations and mental health certified peer specialists are three contemporary forms of peer support that have gained attention and growing evidence for their benefits. The current symposium reviews several studies using various methodological approaches to better understand mental health consumer run organizations, certified peer specialists, and self-help groups for family members of mental health consumers. Discussion will focus on the differences and commonalities between these forms of peer support, future implications for theory, research, and practice, and policy recommendations related to mental health peer support.

Participants:

Mental health certified peer specialists: Integrating peer support into the mental health system. *Scott Wituk, Center for Community Support & Research - Wichita State University; Emily Grant, Center for Community Support & Research - Wichita State University; Nathan Patrick Swink, Wichita State University; Center for Community Support and Research; Ashlee Keele-Lien, Wichita State University/ Center for Community Support & Research; Crystal Reinhart, Center for Community Support & Research - Wichita State University; Greg Meissen, Center for Community Support & Research - Wichita State University*  
Employing mental health consumers to work directly with other mental health consumers is not new. Harry Stack Sullivan began

recruiting young men who had once received treatment for schizophrenia to work as aids in a psychiatric ward in Baltimore in the 1920's (Davidson et al, 1999). In the past 20 years, the mental health consumer movement has revisited this idea (Davidson et al, 1999). Peer support is an integrated addition to the mental health care system which is beginning to be seen as an essential component in the development of a supportive network for those in the recovery process (Stroul, 1993). The mental health certified peer specialist (CPS) position is a recent addition to the mental health system becoming Medicaid reimbursable in 2001. CPSs are people in recovery who are employed by the mental health system to provide support through sharing lived experience to those who are still working on their recovery from mental illness. In order for peer support services to be Medicaid eligible, supervision, care coordination, and training requirements must be met. Kansas began a Medicaid reimbursable CPS program in 2007. The first training session was held in September 2007. To date, five trainings have been held and over 100 people have been trained to provide CPS services in Kansas. Surveys at baseline, 6-months, and 12-months have been conducted with those who attended the training to become CPSs. First, this presentation will review the development CPSs, focusing on the CPS program in Kansas. Secondly, findings from longitudinal surveys conducted throughout the first year of those trained as CPSs will be reviewed, including concerns, benefits, and integration into the mental health system. Finally, the presentation will discuss the implication and future of CPSs, including policy recommendations, integration into the mental health system, and future directions for research and evaluation.

**Making it sane: Using narrative to explore theory in a mental health consumer-run organization.** *Louis Brown, The Pennsylvania State University*

In her ethnography, *Making it Crazy*, Estroff (1981) discusses the negative consequences of the dependency roles that people with mental illness find in the traditional mental health system. Consumer-run organizations (CROs) stand as an alternative to this problem. Instead of being taken care of in dependency roles, people with mental illness in CROs learn to take care of each other in helper roles. From this initial understanding, a detailed conceptual framework was developed that explains how the roles and relationships formed at a CRO can lead to resource exchanges, positive self-appraisals, skill development, and identity transformation (Brown, in press). This study further develops the conceptual framework by exploring its ability to capture the complexity of seven diverse life history narratives from participants at one CRO. To construct life history narratives, I used data from participant observation and a series of in-depth, minimally structured interviews. Application of the proposed conceptual framework to the narratives provides a consistent structure that organizes the experiences of informants into meaningful components. This application of the framework to the data also enables an exploration of the framework's ability to account for the lives of all informants. This analysis leads to the conclusion that the conceptual framework provides a useful explanation of how people benefit from CROs. However, there are aspects of recovery unrelated to CRO participation that the framework does not capture. Implications of the framework for the practice of CRO leaders, mental health professionals, policy makers, and researchers will be discussed.

**Putting Values into Practice: Public Policy and the Future of Mental Health Consumer-run Organizations.** *Rich Janzen, Centre for Community Based Research; Geoffrey Nelson, Wilfrid Laurier University; John Trainor, Centre for Addiction and Mental Health; Joanna Ochocka, Centre for Community Based Research*

The purpose of this presentation is to reflect on value dilemmas in mental health consumer-run organizations and to discuss implications for research, policy, and practice. We will review the roots of consumer-run organizations in the self-help movement and the psychiatric survivor liberation movement,

focusing on the distinctive values espoused by consumer-run organizations. We will also discuss evidence based and value-based approaches to mental health policy formulation and mental health reform, noting the particular importance of value-based approaches and the role that consumer-run organizations can play in mental health reform. We will then introduce our study. From 1997 to 2004, we conducted a longitudinal study in which we evaluated the processes and outcomes of four Consumer Survivor Initiatives (CSIs) in Ontario, Canada at both the individual and system levels. The study used a participatory action research (PAR) approach which is a good match for CSIs because mental health consumer-run organizations, such as CSIs, and PAR share common values of empowerment, support, and social change. Based on the study experiences, we will identify and examine several value dilemmas and discuss the lessons that we learned about these value dilemmas. Value dilemmas include: personal values versus relational values; self-help versus peer support by paid staff or volunteers; relational values versus collective values; organizational autonomy versus organizational support. We conclude by outlining the implications of this value reflection on further research, policy and practice.

**Outcomes and Change Processes From a Structured Self-Help Intervention for Family Members of People with Serious Mental Illnesses.** *Alicia Lucksted, U of MD Center for Mental Health Services Research*

Family members of people with serious mental illnesses (SMI) have strong needs for information and supports. They are often distressed, with high rates of depression, worry and anxiety. The National Alliance on Mental Illness (NAMI) offers a widely-available, free, structured self-help support and information class, the Family to Family Education Program (FtF). Our U of MD team has been collaborating with NAMI to evaluate FtF. This presentation will synthesize the results of four studies: initial pilot, wait list (self-as-control) trial, qualitative interview study, and the current randomized trial of the naturally occurring classes in the community. Through these, our team has examined both outcomes for family members who take the class (FtF's main purpose) and the change processes that lead to these outcomes. Completing FtF is associated with reduced subjective burden, reduced worry, and reduced displeasure associated with helping their ill family member. It has also led to increased empowerment in family, community and mental health service system domains, increased knowledge about serious mental illness, increased understanding of the mental health system, and enhanced self-care and coping. These benefits were sustained 6 months later. Qualitative investigation suggests that these benefits occur because new factual and emotional information from FtF shifts participants' understanding of their situation and then skills acquired through FtF allow participants to incorporate these new perspectives into more-adaptive behaviors and cognitions, leading to both proximal and distal benefits for the FtF participants interviewed. The current study is further testing and elaborating these results, and is testing whether have a relative take FtF benefits the person who has SMI as well. We will invite discussion of FtF and these findings in the context of self-help, stress-and-coping, and trauma recovery theories, and compared to more open self-help formats such as support groups and warm lines.

**Discussant:**

*Greg Meissen, Center for Community Support & Research - Wichita State University*

**177. Town Hall Meeting for SCRA Task Force on Disaster, Community Readiness, and Recovery**

*1:30 to 2:45 pm*

*University Hall: UN 1010*

The SCRA task force on Disaster, Community Readiness, and Recovery formed together soon after Katrina. The task force is made up of disaster researchers and other community psychologists who have an interest in a variety of areas related to community mobilization. We have charged ourselves with the development of a manual for community members to

use to provide leadership after a disaster, particularly in relation to preparation, mobilization, and methods of promoting long-term community resilience. The manual begins by describing principles of community psychology that might be useful to a community member attempting to gather together a local coalition to improve recovery efforts. Each section of the manual addresses distinct topics from outreach, to handling the media, to evaluation and assessment. The task force would like to present information on the completed draft of this manual to those at the Biennial to answer questions and receive feedback, on the content, uses, and methods of dissemination.

Chairs:

**Fran Norris**, National Center for PTSD  
**Brad Olson**, Northwestern University  
**Bill Berkowitz**, University of Massachusetts Lowell  
**Jessica R Goodkind**, University of New Mexico  
**Mason Haber**, University of North Carolina at Charlotte  
**Ryan P Kilmer**, University of North Carolina at Charlotte  
**Bret Kloos**, University of South Carolina  
**Branda Nowell**, North Carolina State University  
**Roxane Cohen Silver**, University of California, Irvine  
**Alan J. Tomkins**, University of Nebraska Public Policy Center

### **178. Beyond Foreclosure and Homelessness: New Approaches to Policy and Practice**

1:30 to 2:45 pm

University Hall: UN 2010

Housing access affects individual, family and community well being. But the direction of causality is not always clear, and when viewed close up often includes multi-level, reciprocal, and cumulative pathways. Policies and practices emphasizing mental health treatment for homeless populations and education and counseling for homeowners address only one level of causality. The system-wide aspects of the recent foreclosure crisis and persistence of high levels of homelessness in the US call for new approaches to the provision of adequate, secure housing for its own sake and in order to improve well being at all three levels. Presentations report on studies suggesting the complexity of causal relationships between policies and programs on the one hand and housing stability and well being on the other, as well as their policy implications. New approaches to more secure provision of affordable housing that supports multiple levels of well being will be discussed.

Participants:

Effects of a Family Critical Time Intervention on Homeless

Children. *Beth Shinn, Peabody College, Vanderbilt University; Sean N. Fischer, New York University*

We present child outcomes from an experimental evaluation of a Family Critical Time Intervention designed to re-house high-risk homeless families rapidly and provide short-term services to link families to communities in a suburban county. We also examined effects of time and interactions between time and intervention using hierarchical linear modeling (growth curves). Families were new entrants to shelter with a single mother who had a diagnosable mental illness and/or substance abuse problem, and at least one child 1½ to 16. Two hundred families with 311 children, up to one in each of three age groups, were randomly assigned to conditions. Control families received shelter with less coordinated services, and moved to permanent housing more slowly. Mothers reported on children at baseline and 3, 9, 15, and 24 months; children in the two older age groups also reported on themselves at each follow-up point. Teacher reports, obtained irregularly, were averaged across time points. Outcomes were mental health; school attitudes, absences, experiences, and behavior; negative life events; and community integration. Findings indicated robust improvements for all three age groups of children over time, across multiple outcomes. Effects of group assignment were less pronounced but still beyond chance with 13 of 41 outcomes showing main effects for group, or interactions of group with time or time squared at the .10 level; 12 of these 13 effects favored the experimental group. Effects were most marked for the oldest children and extended to child and maternal, but not to teacher reports. Experimental effects were

not mediated by housing, parenting, or the mother's relationship with her caseworker. The study suggests that children in high-risk families may have high levels of distress and adverse educational experiences when they first become homeless, but that they improve over time. Improvements can be accelerated by rapid re-housing with coordinated services.

Housing and Health in the Foreclosure Crisis: Policy Implications. *Kimberly Libman, CUNY Graduate Center; Susan Saegert, Community Research and Action PHD Program, Vanderbilt University; Desiree Fields, CUNY Graduate Center*

This paper examines the confluence of poor health and housing foreclosure in the US. It is based on an analysis of 14 focus groups conducted with 88 low- and moderate-income homeowners threatened with foreclosure, and 39 nonprofit foreclosure intervention counselors. Data collection took place in five US cities. We draw on Link and Phelan's concepts of contextualizing risk factors and fundamental causes to understand how both mortgage foreclosure and poor health in the US fall most heavily on African Americans, low and moderate income households, and other vulnerable groups in the US. Using the social ecological model, we look beyond health care costs and discuss these in the context of a confluence of vulnerabilities including: under employment; underinsurance; mental and physical health as both cause and consequence of foreclosure; homeownership and ontological security; social networks and the sharing of vulnerability to health risk. Understanding the nuances of these connections is an essential step in locating windows of opportunity for policy intervention in the areas of finance, housing, and social welfare that can improve and protect public health, as well as provide secure and adequate housing for all.

The Legacy of Foreclosure. *Desiree Fields, CUNY Graduate Center; Susan Saegert, Community Research and Action PHD Program, Vanderbilt University; Kimberly Libman, CUNY Graduate Center*

Federal efforts to expand homeownership in low-income and minority communities draw on longstanding political, social and cultural discourses linking homeownership to personal achievement, intergenerational progress, and the attainment of full citizenship for historically marginalized populations. Focus groups conducted in 2006 with low-income, largely African-American homeowners threatened with foreclosure revealed that the experience shook their beliefs in the American Dream at many levels. At the level of the individual, foreclosure represents a significant disruption to the ontological security constructed through homeownership and the social, spatial, and material context of the home. Facing foreclosure meant the potential loss of the social status gained through becoming homeowners, damage to self-esteem and sense of identity, and anxiety about the future. As homeowners sought help to avoid foreclosure participants confronted assumptions of their irresponsibility leading to feelings of stigmatization and frustration. At the household level this experience meant that family dynamics were strained by fear and worry. Parents had less time to spend with children as they took on extra work and pursued foreclosure prevention assistance. Opportunities for children to participate in social, extracurricular and recreational activities with their peer groups were constricted. Rather than homeownership being a support for good parenting and securing stability for future generations it became a burden on households facing foreclosure. Using focus groups as the primary research methodology also facilitated the development of a collective consciousness among participants. As the commonality of their experiences became apparent homeowners articulated a collective sense of anger at and distrust of economic, social and political systems. Experiencing the threat of foreclosure and hearing their own stories echoed by others like them transformed the ways this group of homeowners conceived of the American Dream, leading to calls for change, a more robust and equitable democracy and ways to better secure and sustain homeownership.

Leveraging Innovations in Affordable Housing from the

Economic Crisis. *Emily P Thaden, Vanderbilt University; Susan Saegert, Community Research and Action PHD Program, Vanderbilt University*

Federal expenditures on affordable housing (AH) have drastically declined since the 1970's while neo-liberal policies have placed increasing value on homeownership and reduced support for very needy families. Nevertheless, the growing gap between incomes and housing values makes homeownership difficult to attain and maintain for low- and moderate-income households. With the devolution of government support, the onus for creating AH has fallen on states, cities, and their communities. Over the past few decades, one growing model is Housing Trust Funds (HTFs), which are sustainable sources of public revenue for AH development that target local needs, such as supportive housing or rental subsidies. Currently, over 550 HTFs exist in thirty-eight states with an annual revenue stream of \$1.6 billion. However, the current foreclosure and economic crisis highlight that the demands for permanent and secure AH far outstrip the supply. Although this crisis has increased barriers to homeownership, it has also destabilized the perception that homeownership is a promised pathway to well-being and wealth-building and has prompted the pursuit of alternative housing models, particularly shared equity (SE). SE is resale-restricted, owner-occupied housing where residents partially own their homes and community governance builds capacity for collective action. This model creates a permanently affordable housing stock, as well as housing security, moderate equity accumulation, and high quality of life for households and communities. With the passage of the 2008 Housing and Economic Recovery Act, localities will receive federal dollars to secure AH by foreclosure buy-outs and by the establishment of the National HTF. Qualitative research on Nashville's HTF and SE initiatives will identify the challenges and facilitating factors for large-scale AH development that rely on multi-sector collaborations. Shared equity case studies from across the nation will be examined as examples of AH innovation applicable to this moment of national crisis.

Discussant:

*Susan Saegert, Community Research and Action PHD Program, Vanderbilt University*

### **179. Strategies and Tools for Engaging Community Stakeholders**

*1:30 to 2:45 pm*

*University Hall: UN 2002*

Amount of time requested: 150 minutes Positive change is most likely to occur when there is comprehensive coordination among key community constituents (Goodman et al., 1996). Even the most promising initiatives can fail without the support and involvement of key stakeholders. Stakeholders are persons or organizations that have an investment in the purpose of a program, or in the dissemination and evaluation of a program (Centers for Disease Control and Prevention, 1999). To maximize the effectiveness of an intervention and to increase the likelihood of its sustainability, it is essential to involve stakeholders in the initial planning phases of an intervention and to keep them engaged throughout the implementation process. Ideally, key stakeholders are able to work together as a team and play a pivotal role in supporting and sustaining an initiative over time. However, in order for stakeholders to be able to contribute their best thinking and actively support the success of an initiative, they need clarity regarding the specific ways in which they can contribute to its success. In this workshop, participants will: 1) discuss what it means to be a stakeholder, 2) examine the essential elements of a strong stakeholder team, 3) become familiar with a tool for identifying and prioritizing key individuals and groups to be included on a stakeholder team, 4) develop recruitment strategies and an action plan for reaching out to key individuals and groups, and 5) experience activities that can be turn-keyed to engage stakeholders, obtain their input, and enable them to work together effectively as a team in support of a promising community initiative. The presenters will provide real life examples of engaging and working with stakeholders in ways that solicited the best thinking of a diverse group with multiple perspectives to create tailored, effective interventions. Timeline of Training Activities Overview of Workshop (10 minutes) Expectation Sharing: What Participants Want to Obtain from Workshop (5 minutes) Through an interactive exercise, participants will share what they hope to

take away from their participation in the workshop. What is a Stakeholder? (10 minutes) Through a group discussion, participants will examine who constitutes a stakeholder and the ways in which stakeholders can offer support or create obstacles. Characteristics of an Ideal Stakeholder (20 minutes) Working in small groups, participants will identify and share the characteristics of an ideal stakeholder. Examples from the Field (25 minutes) Participants will examine real examples of stakeholders and how they contributed to the success or failure of an initiative. (Stakeholder identities will not be revealed.) Identifying Key Stakeholders (20 minutes) Participants will be introduced to a rubric tool to assist with identifying potential stakeholders. Developing an Action Plan for Recruiting Stakeholders (30 minutes) In small groups, participants will develop an action plan for recruiting and engaging stakeholders. Working Together as a Stakeholder Team (20 minutes) Participants will experience an activity that facilitates teamwork and identification of the strengths that each stakeholder brings to a stakeholder group. This activity can be turn-keyed. Wrap Up and Reflections (10 minutes) Presenters will provide handouts to accompany the training activities. References Centers for Disease Control and Prevention. (1999). Framework for program evaluation in public health. *Morbidity and Mortality Weekly Report*, 48(RR-11), p. 1-40. Banach, M., & Gregory, P.J. (2001). Essential tasks, skills, and decisions for developing sustainable community-based programs for children, youth, and families at risk. *Journal of Extension*, 39(5). Goodman, R.M., Wandersman, A., Chinman, M., Imm, P. and Morrissey, E. (1996) An ecological assessment of community-based interventions for prevention and health promotion: approaches to measuring community coalitions. *American Journal of Community Psychology*, 24, 33-61.

Participant:

**Strategies and Tools for Engaging Community Stakeholders.**

*Sherry Barr, Princeton Center for Leadership Training; Laura Rothschild, Princeton Center for Leadership Training*

Amount of time requested for workshop: 150 minutes Duplicate abstract from previous screen: Positive change is most likely to occur when there is comprehensive coordination among key community constituents (Goodman et al., 1996). Even the most promising initiatives can fail without the support and involvement of key stakeholders. Stakeholders are persons or organizations that have an investment in the purpose of a program, or in the dissemination and evaluation of a program (Centers for Disease Control and Prevention, 1999). To maximize the effectiveness of an intervention and to increase the likelihood of its sustainability, it is essential to involve stakeholders in the initial planning phases of an intervention and to keep them engaged throughout the implementation process. Ideally, key stakeholders are able to work together as a team and play a pivotal role in supporting and sustaining an initiative over time. However, in order for stakeholders to be able to contribute their best thinking and actively support the success of an initiative, they need clarity regarding the specific ways in which they can contribute to its success. In this workshop, participants will: 1) discuss what it means to be a stakeholder, 2) examine the essential elements of a strong stakeholder team, 3) become familiar with a tool for identifying and prioritizing key individuals and groups to be included on a stakeholder team, 4) develop recruitment strategies and an action plan for reaching out to key individuals and groups, and 5) experience activities that can be turn-keyed to engage stakeholders, obtain their input, and enable them to work together effectively as a team in support of a promising community initiative. The presenters will provide real life examples of engaging and working with stakeholders in ways that solicited the best thinking of a diverse group with multiple perspectives to create tailored, effective interventions. Timeline of Training Activities Were Submitted in Previous Screen

### **180. Community Psychology Education in Different Areas of the World**

*1:30 to 2:45 pm*

*University Hall: UN 2011*

Community Psychology (CP) is practiced and taught in many countries around the world. Unfortunately, when the theories and methods of the field of CP are taught in the United States it is often with little acknowledgement of the rich theories and practices of other countries. This

myopic perspective is surprising given CP's focus on contextualism, diversity, and culture. This mono-national education misses the opportunity for new scholars and practitioners to learn about the myriad theories, applications, and methods of CP as it is applied in a variety of contexts. This roundtable session brings together scholars from Canada, Greece, India, Italy, Japan, and the US to discuss how CP is taught in various countries. Special attention is given to similarities and differences in theories, methods, and applications across these different contexts. While these eight panelists will discuss their country-specific practices, we invite session attendees, especially those from other countries to participate in this discussion. The roundtable will conclude with recommended readings from each country and suggestions for ways to diversify CP curricula to include an international perspective.

Presenters:

**Holly Angelique**, Penn State University Harrisburg  
**Caterina Arcidiacono**, Università Federico II-Napoli  
**Sangeeta Bhatia**, University of Delhi  
**Marci Culley**, Georgia State University  
**Isaac Prilleltensky**, University of Miami  
**Manuel Riemer**, Wilfrid Laurier University  
**Toshiaki Sasao**, University of Illinois at Chicago & Chuo University, Japan  
**Sofia Triliva**, University of Crete

Chair:

**Stephanie Reich**, University of California, Irvine

### **181. The New Neighbors: How One Town Created A Vibrant, Integrated Suburb/ Screening and Discussion on the Documentary Film**

*1:30 to 2:45 pm*

*University Hall: UN 2024*

Given SCRA's stated goal that community psychology will become more engaged in the formation and institutionalization of economic, and social policy; gaining an understanding of the dynamics in play in creating a vibrant, integrated suburb is essential. Profound demographic changes are underway in our country. While the citizenry is rapidly aging and married couples with children now constitute a shrinking portion of total households, the population will continue to grow largely due to immigration and the higher birth rates among fast-growing racial and ethnic groups. Diversity is increasing, and within the next half-century we will become a nation of minorities with no single racial or ethnic group predominating. Immigration is changing the face of communities: while immigrants remain heavily concentrated in the nation's largest cities, they are dispersing to smaller cities, towns, and rural areas, often in response to economic opportunities they hear about through family and social networks. With these new levels of diversity, race relations in communities are becoming ever more complex and nuanced. Local governments, school districts, and businesses grapple with culturally diverse and sometimes linguistically isolated constituents, students, and clients. Those interested in developing healthy, stably diverse communities need to acknowledge demographic change in communities, expand opportunities for the participation of all groups represented in the area, and put strategies in place to work through the complexities of race dynamics and the cultural and language barriers in diverse communities. This documentary film follows two townspeople in Pennsauken, a first suburb of Camden, who see racial integration as the first step in revitalizing their community. The partnership between these two citizens, one black and one white, leads to community-wide dialogues about race and housing; and moreover, and understanding that dialogue itself isn't enough. Working with an integration consultant from the Fund for an OPEN Society, the city council enacts policies that have made Pennsauken one of the most vibrant, racially integrated suburban communities in the country today. Following a viewing of this film, the audience will engage in discussion of the differences between the initial efforts in Pennsauken, and those that eventually made a difference - leading to a more nuanced understanding of the strategies utilized in intention integration.

Chairs:

**Eric Dobson**, Fund for an OPEN Society  
**Emilio Panasci**, Fund for an OPEN Society

### **182. Creating the Neighborhoods of Our Future: Building**

### **Community Capacity to Meet Social Challenges**

*3:00 to 4:15 pm*

*University Hall: UN 1010*

Healthy communities thrive on strong neighborhoods. What will the neighborhoods of the future look like in light of current trends? As community psychologists, how can we help neighborhoods build capacity to sustain present and on-going social challenges? We believe current social and economic conditions will bring about significant changes in local communities. As personal finances are threatened, and as government dollars become increasingly scarce, citizens will need to take more responsibility for maintaining their community quality of life. Local citizen action will become increasingly important; effective structures will be needed through which such action can occur. One such structure is the neighborhood, an undervalued and underutilized institution in American society. Yet neighborhoods have great potential for supporting, sustaining, and enriching community life. For neighborhoods are nearly universal, and almost always accessible. Neighborhood action can be undertaken without specialized talents or skills, without great cost, and without excessive time. The results of neighborhood action can be specific, immediate, and realizable. And successful neighborhood action builds personal and local capacity, as well as a sense of community. To respond to current social challenges, and to promote involvement in neighborhood life, we propose this action-oriented and highly participatory roundtable. Present-day challenges will be reviewed, and specific neighborhood action ideas will be identified to respond to them. Listed presenters will share their diverse experiences with revitalizing, improving, and sustaining neighborhoods in different multicultural community settings. Roles for community psychologists in neighborhood development will be explored. Throughout this presentation, active dialogue and collaboration among the participants will be encouraged and solicited. We hope to leave participants with concrete action strategies and ideas for building strong and cohesive neighborhoods and for strengthening the neighborhoods of the future.

Presenters:

**Victoria H. Chien**, University of South Carolina  
**Bill Berkowitz**, University of Massachusetts Lowell  
**Pennie G. Foster-Fishman**, Michigan State University

### **183. Contemporary Explorations of Organizational Empowerment in Community Settings**

*3:00 to 4:15 pm*

*University Hall: UN 2006*

This symposium examines recent theoretical and empirical developments concerning empowerment at the organizational level. We use empowerment theory as a framework for organizing and evaluating organizations' abilities to meet their own needs as well as those of the individuals they serve. We explore what organizational empowerment means in three settings. First, we consider empowering organizational characteristics and organizational development strategies of urban schools. Second, we examine how schools in a large urban school district were empowered during a major school transition that involved low-income, African American and Latino students with disabilities. Finally, we explore how capacity building initiatives can help community organizations become more empowered organizations. Implications for empowerment theory development and implementation, as well as recommendations for future research are discussed.

Participants:

**Schools as Empowering Community Settings: Organizational Characteristics, Change Strategies, and Challenges.** *Ken Maton*, University of Maryland, Baltimore County

This presentation highlights the organizational characteristics, and organizational development strategies, of urban schools that appear to be empowering in nature. Based on a review of the literature, first a definition of empowering schools is proposed. Next, six organizational characteristics of empowering schools are described. These encompass: 1) a group-based belief system that inspires change, is strengths based, and focuses beyond the self; 2) an opportunity role structure that is pervasive, highly accessible, and multi-functional; 3) core activities that are engaging, of high quality, and involve active learning; 4) a relational environment that provides extensive support, caring

relationships, and a sense of community; 5) leadership that is inspirational, talented, shared, committed and empowered; and 6) setting maintenance and change processes that are learning-focused, and include bridging mechanisms and vital external linkages. Two organizational development strategies are illustrated. One strategy to enhancing the number of empowering school settings is collaborative interventions focused on whole-school reform, in the process changing disempowering or unempowering schools into more empowering ones. An inspiring example is the work done by educational reformer Hank Levin, whose collaborative work with individual schools encompasses transformations in group-based belief system, core educational activities, relational environment, role opportunity structure, leadership, and setting maintenance and change processes. A second approach is creation of alternative school settings, including those aided by university and community based consultants and collaborators. Two well-known examples are Deborah Meier's successful East Harlem Secondary School, aided by Theodore Sizer's Coalition for Essential Schools, and El Puente Academy for Peace and Justice, whose development was aided by Latino educational consultants and university based action researchers. The presentation concludes with an examination of the distinct challenges in the school context of application of the empowerment concept, and the development of empowering settings.

**Organizational Empowerment: Theoretical Developments and School Profiles.** *Christopher B. Keys, DePaul University; Susan Dvorak McMahon, DePaul University; Lindsey Back, DePaul University; Julia A DiGangi, DePaul University*

In addition to the historical emphasis on individual empowerment, more researchers are now focusing on organizational empowerment (OE). Recent studies often track the outcomes of OE for individuals with whom that organization works (e.g., Maton, 2008). Here, we assess factors that contribute to OE through intraorganizational and systemic organizational lenses, rather than individual ones. We examined a district-wide transition of students with disabilities from a specialized school to general education schools. OE is defined as school readiness to educate African-American and Latino students with disabilities from low-income communities. Interviews with 19 school leaders from 16 schools that received students with disabilities were analyzed for their intraorganizational empowerment prior to the transition as well as their systemic empowerment through their relationship with Central Office. Intraorganizational empowerment prior relates to the school's functioning before the transition and was assessed based on schools' experience serving students with disabilities, structure, resources, perception of fit, stressors, leadership, collaboration, and parent involvement. During the transition, the schools were also potentially empowered systemically by Central Office through communication, resources, structural accommodations, and perceived control. Schools that were both empowered prior to the transition, as well as empowered by the Central Office, were the schools that were most ready for the transition and for educating students with disabilities. Although none of the schools fully endorsed all factors, several merited the "empowered" category, with others categorized as "disempowered" and still more as "mixed". The profiles of schools in these different categories are complex. Through these profiles we can better specify the factors that contribute to OE, particularly in schools educating students with disabilities. We also seek to provide a nuanced understanding of what it means for an organization to be empowered.

**Examining how Capacity Building Initiatives can Promote Organizational Empowerment.** *Marc Zimmerman, University of Michigan*

One of the core projects for the CDC-funded Prevention Research Center of Michigan (PRC) was capacity building for community-based organizations (CBOs). The PRC involves the local health department, a health care system coalition, several CBOs, and the University of Michigan (both the Ann Arbor and

Flint campuses). The capacity building project is designed to help the CBO partners develop their organizations to be more equal and empowered organizations in the partnership. In keeping with empowerment theory, the CBOs defined their capacity needs and the university partners helped to facilitate their development. One aspect of the project involved the planning, implementation, and application of a telephone survey of local residents. CBOs worked with the University partners to learn how the data can be used for proposal writing, guiding strategic planning, and informing their constituents of health issues. Other efforts have included assistance with evaluation plans and implementation, grant proposal writing, presentation skills, and resource development. The project was driven by organizational empowerment theory. We will share lessons learned from the capacity building process including power sharing and decision making, applications of community surveys for organizational development, and role definition.

**Presenters:**

*Christopher B. Keys, DePaul University  
Ken Maton, University of Maryland, Baltimore County  
Marc Zimmerman, University of Michigan  
Adia Gooden, DePaul University  
Lindsey Back, DePaul University  
Julia A DiGangi, DePaul University*

**Chair:**

*Susan Dvorak McMahon, DePaul University*

#### **184. School-Based Interventions and Immigrant Youth: The Problems and Promise of Engaging with Schools**

*3:00 to 4:15 pm*

*University Hall: UN 2004*

School-based interventions can increase the accessibility of mental health services to immigrant families that might otherwise go unserved. By virtue of their contact with immigrant students, school personnel can identify unmet mental health needs and shape the cultural competence and contextual relevance of services. Moreover, school-based interventions can reduce barriers to accessing services for immigrant families, including the negotiation of unfamiliar people, places, and systems, lack of insurance or legal status, stigma surrounding therapy, and transportation barriers. Despite the promise of university-community mental health-school partnerships, several challenges exist to partnering with schools. In this symposium, we will briefly describe three school-based interventions that serve immigrant youth, then discuss the process of engaging schools in this work—its promise and challenges, problems encountered and possible solutions, mistakes made and remedied, and how the values and principles of community psychology shape this work.

**Participants:**

**School-Based Interventions for Trauma: The Cultural Adjustment and Trauma Services Program.** *Ruth Campbell, International Institute of New Jersey*

The Cultural Adjustment and Trauma Services Program (CATS) at the International Institute of New Jersey provides innovative, evidence-based mental health treatment and services to students who have experienced traumatic event(s) and/or difficult cultural adjustment due to migration. Services are provided in Clifton and Jersey City Public Schools. In addition, the program works closely with teachers, administrators and the Board of Education to provide training and consultation around issues of mental health and immigrant students. We will address common barriers that prevent mental health providers from providing school-based mental health services.

**Impact of Collaboration: Building a Data Collection Process with a Community Agency.** *Sarah Beehler, University of Illinois at Chicago; Ruth Campbell, International Institute of New Jersey*

We will briefly describe the history of the partnership between our research team at the University of Illinois at Chicago and the Cultural Adjustment and Trauma Services Program (CATS) at the International Institute of New Jersey. Demographic, services

and outcome data collected through the project will be presented in an effort to show that CATS is operating successfully within schools to target and serve students in need. We will discuss the extent to which CATS' challenges and strengths are reflected in the data, and ways in which data collection has both furthered and hindered CATS' model of school partnership.

#### School-Based Interventions in Albany Park, Chicago:

Challenges and Lessons Learned. *Dina Birman, University of Illinois at Chicago; Wing Yi Chan, University of Illinois at Chicago; Meredith Emily Poff, University of Illinois at Chicago*

We will describe a collaborative project between World Relief Chicago, our refugee mental health research team at the University of Illinois at Chicago, and two Chicago schools to implement school-based mental interventions. The two schools, a K-6 school and a high school, are located in one of the most ethnically diverse neighborhoods in the U.S. on the north side of Chicago, a "gateway" neighborhood for newly arriving immigrants and refugees. We will discuss challenges that we have faced in implementing a school-based model, systematic data collection, and specific evidence based practices in this work. The primary success of the project thus far has been the development of a positive presence within the schools and improved working relationships with school staff. These relationships are essential for the successful implementation and adaptation of evidence-based practices, but service providers working with marginalized groups in the schools must navigate complex, sensitive school and family circumstances. Data will be presented on services provided and outcomes for children served at the two schools, and contrasted with services and outcomes for children receiving more traditional clinical services without a school-based intervention model.

#### Serving Immigrant Families via University-School

Partnerships: Promise and Challenges. *Diana Formoso, Nova Southeastern University; Mercedes B. ter Maat, Nova Southeastern University; Iris Kiner, Nova Southeastern University; Sharon Dolinsky, Broward County School System*

The Connections project is a collaborative effort between Nova Southeastern University's Center for Psychological Studies, the Broward Comprehensive School Counseling project, and four low-income elementary schools in South Florida. Its overarching goal is to develop and evaluate a school-based, family-focused intervention to enhance the family and school support available to first and second generation immigrant youth from Latin America, Haiti, and the English-speaking Caribbean. We will: (1) briefly describe how the NSU-BCSCP-school partnership came to be and the relationship-building process; (2) present the realized and anticipated benefits of this partnership for the University, schools, and participating families; (3) describe anticipated barriers and systems put into place in advance to reduce them; and (4) discuss unanticipated barriers and challenges and how these were resolved. These topics will be discussed from the perspectives of NSU, the BCSCP, and our four partner schools.

#### Chairs:

*Dina Birman, University of Illinois at Chicago*  
*Diana Formoso, Nova Southeastern University*

### 185. Contributions of Community Psychology Toward Transformative Change in Community Mental Health

3:00 to 4:15 pm

University Hall: UN 2008

In many nations, the roots of Community Psychology (CP) are intertwined with deinstitutionalization and the development of Community Mental Health (CMH) programs. Over time, however, CP has (a) recognized that many CMH programs have adhered to the same values and assumptions of the institutional paradigm that they were meant to replace and (b) advanced an alternative paradigm in CMH based on the values of citizenship, recovery, empowerment, inclusion, and social justice (e.g., Nelson, Lord, & Ochocka, 2001). The primary goal of this symposium is to provide

exemplars of transformative change in CMH in three countries: (a) organizational change with a traditional CMH program (José Ornelas, Portugal), (b) the creation of alternative settings controlled by mental health consumers (Geoff Nelson, Canada), and (c) neighborhood change strategies that impact on people with mental health issues (Bret Kloos, USA). Ample time will be allotted for audience discussion toward the goal of establishing an International Network for Transformative Change in CMH.

#### Participants:

Community Psychology Applications to Organizational Transformation in Mental Health. *José H. Ornelas, Instituto Superior de Psicologia Aplicada, Lisboa, Portugal*

The paper describes the transformation of community-based organization inspired by Community Psychology principles and values. The organization (AEIPS - Associação para o Estudo e Integração Psicossocial), operating since 1987, is a private, non-profit endeavor created by users, professionals, and families to support and develop community-based supports aimed at facilitating community integration. The application of a contextually-based ecological approach (Kelly, 2006), empowerment theory (Rappaport, 1977; Wallerstein, 2005), and the mobilization of natural resources to expand social networks and supports have contributed towards the transformation of the program into a resource center focused on the community. The mutual help movement (Rappaport, 1993) and the mission of recovery (Chamberlin, 1978; Deegan, 1994; Fisher 2006) have been crucial for the development of user influence in the organization and for a National Network of Users. This organizational transformation process has contributed to change in national social policies in mental health through the active participation of users in a National Commission for the Reform of the Mental Health System, and at present on the implementation of the recommendations included in a series of public hearings with users, their families, and support professionals.

Shifting the Paradigm in Community Mental Health: The Creation of Alternative Settings for Transformative Change. *Geoffrey Nelson, Wilfrid Laurier University*

Many Community Mental Health (CMH) programs have adhered to the values and assumptions of the institutional paradigm that they were designed to replace. In this paper I articulate an alternative paradigm in CMH based on the values of citizenship, recovery, empowerment, inclusion, and social justice. One strategy for creating transformative change toward the values of this alternative paradigm is what Sarason (1972) has called the creation of settings. I describe two exemplars of alternative settings in CMH that have been implemented in Canada. The first exemplar is the Ontario Peer Development Initiative (OPDI), which was originally called the Consumer/Survivor Development Initiative, in Ontario. The Ontario government has created and funded a network of mental health organizations, Consumer/Survivor Initiatives (CSIs), operated exclusively by and for people with mental health issues. A study of the activities and outcomes of CSIs on both individual members and systems is summarized. Current developments include a CSI Builder Project, in which an international consulting team is working to strengthen the functioning of CSIs, and a project to train 200 peer supporters across the province. The second exemplar is supported housing. Over the past decade, the development of mental health housing in Canada has shifted toward a consumer-controlled approach called Housing First. Modeled after the Pathways program in New York City, supported housing assists mental health consumers in "choosing, getting, and keeping" the housing that they want. The recently instituted Mental Health Commission of Canada has funded a five-city project in which the activities and outcomes of this approach will be examined with diverse populations of people with mental health issues who have been homeless. I argue that both of these alternative settings have the potential to address the core conditions of stigma, powerlessness, social exclusion, and poverty that oppress people with mental health struggles. I conclude with some lessons that

have been learned about strategies to shift the paradigm in CMH. Promoting Opportunities for Empowerment, Recovery, and Participation in Community Life. *Bret Kloos, University of South Carolina*

Increasingly, there have been calls for new paradigms to advance community integration for persons with diagnoses of serious mental health illness (Nelson et al., 2001; Yanos, 2007). Consistent with the other papers in this symposium, I argue that the values, perspectives, and methods of community psychology can make important contributions to how mental health systems and communities can respond to the challenges of mental health problems. While strides have been made at changing mental health services to focus on community integration, these efforts have largely assumed that the locus of change should be on helping individuals fit into community settings. A few theorists have called for new efforts to move beyond a focus on individual change (e.g., Ware et al., 2007) but have largely lacked the theoretical or empirical basis to guide how community settings might be changed to facilitate community integration experiences. In the renewed interest of a psychology of person-environment fit (Rappaport, 1977), this paper is focused on understanding community-based opportunities for participation in community life. That is, it focuses on the need for social and community change to support persons with serious mental health problems. I emphasize how neighborhood opportunities and encounters (a) are important to daily experience, (b) are overlooked resources, (c) provide challenges to current staff training models, and (d) can be important interfaces for both transformed community mental health programs and consumer-survivor run initiatives. Drawing from a longitudinal study of 533 persons living in their own apartments at 99 different sites across a southeastern U.S. state, the results of this study provide an initial baseline for viewing neighborhood contexts as potential resources for promoting empowerment and recovery experiences. Furthermore, based upon discussions of these results with mental health program service staff and non-profit housing providers, we have developed recommendations for how neighborhood conditions, relationships with landlords, and relations with neighbors can be targets of social change that facilitation participation in community living.

#### **186. Local Food Environments: They're All Stocked Differently**

3:00 to 4:15 pm

*University Hall: UN 2011*

The obesity epidemic has widened the aims of prevention research to include the influence of local food environments on health outcomes. This mixed methods study extends existing research focused on local food environments by examining community members' perceptions and interpretations of food access. Data from food store audits and one-on-one interviews were analyzed. Results reveal that most of the food stores surrounding the three Boys and Girls Clubs were convenience stores and non-chain grocery stores; interviewees did not perceive these stores to be "real" food stores. Tobacco and alcohol products were more prevalent in the food stores than all varieties of milk, fresh fruits, or fresh vegetables. Food access varied by site in manner that was raced, classed, gendered, and spaced. Findings reveal that local food environments are reflections of social hierarchies. Unraveling the politics of space ought to be a part of broader efforts to promote the public's health.

Presenter:

*Darcy A Freedman, University of South Carolina*

Chair:

*Shannon Gwin Mitchell, Friends Research Institute*

#### **187. Employing Practice Skills to Promote Change at the Community Level**

3:00 to 4:15 pm

*University Hall: UN 1040*

This "roundtable" will consist of a formal presentation of a model for community practice called "Partnerships for Success" (PIS). The presentation will be followed by a facilitated discussion of the implications of this model and other similar models for the practice of community

psychology. The PIS process is currently operational in half of Ohio's 88 counties and consists of formal tools and procedures designed to support collaboration across individual community programs and service delivery systems. Individuals referred to as PIS coordinators take on the role of community practitioners and facilitate the development and implementation of a coordinated and comprehensive approach to youth and family development. This role is characterized by the application of a unique set of skills that depart from tradition clinical and/or research skills, although both are viewed as critical components of effective community practice. Community psychology practice has received much attention in recent years and may provide a formal career path for graduates of community psychology training programs. Much discussion has focused on the definition of and competencies related to community psychology practice. At the conclusion of the presentation described above, participants will be asked to reflect on two primary questions: 1) Do processes such as PIS offer practitioners methods for promoting change at the community level? 2) What are the implications of such models for training in community psychology? This roundtable may produce useful information to support the on-going conversation about community psychology practice. This conversation has yielded many important insights and may ultimately contribute to the field's effort to address complex social issues.

#### **188. Community-based Learning and Scholarship with Undergraduate Students**

3:00 to 4:15 pm

*University Hall: UN 1070*

Many community psychology instructors integrate community-based learning experiences in their courses and research so that undergraduate students can explore the tenets of the field in the "real world." Community-based learning may provide opportunities for students to experience and reflect upon human diversity, undertake an interdisciplinary approach to issues, influence policy, and promote social justice. Moreover, undergraduate students may make substantial contributions to faculty members' work. Involving undergraduates in community-based experiences also may attract more students to the field of community psychology. Yet undergraduate students have different motivations, capacities, and constraints than graduate students, professors and professionals in the field. While undergraduates often bring energy and insight to community-based work, they also typically have limited training, tight schedules, and less time to commit to projects - which can put desired outcomes and sustainable community partnerships at risk. In this roundtable discussion, professors and an undergraduate student will briefly present projects that represent a variety of models, contexts, and roles for student researchers. These efforts include a senior seminar in community-based program evaluation in which students collaborated with children to assess an after-school program, a community psychology course in which students wrote interdisciplinary literature reviews that local organizations used to develop interventions or advocate for social change, and a qualitative project in which adults with intellectual disabilities were interviewed about their views of participating in research. We hope to hear from roundtable participants about their experiences with innovative community-based learning and scholarship and to explore roles for undergraduate students beyond traditional service learning expectations. We also will discuss questions such as how to plan meaningful projects, determine student roles, maximize potential for good outcomes, ensure that a clinical mindset does not predominate, and move toward common purpose with community partners.

Presenters:

*Joseph Berryhill, University of North Carolina at Asheville*

*Katherine McDonald, Portland State University*

*Ashley L Newton, Portland State University*

*Elizabeth Thomas, University of Washington Bothell*

#### **189. Teaching Community Psychology: Facilitating Student Learning In and Out of the Classroom**

3:00 to 4:15 pm

*University Hall: UN 1060*

This roundtable discussion will provide a forum to explore the practice of teaching courses in community psychology that include a field experience component. The facilitators will discuss processes and practices employed in working with students engaged in consultation with community-based organizations serving diverse populations. Topics will include: providing

support and guidance to students as they navigate the apparent disconnect between best practices and theory taught in the classroom and their observations of real-world practice in community settings; assisting students in managing the scope of work undertaken for a field experience limited by course duration constraints; supervising and managing collaborative relationships between students; managing relationships between student work groups and community-based organizations with whom they are consulting, and mentoring students in the development of their professionalism in working with their peers and individuals in the community. Special emphasis will be placed on the processes in the classroom that are most effective in promoting student learning and professionalism outside of the classroom. The facilitators will share curricular and pedagogical strategies they have found useful in training students in community consultation, program development and evaluation, prevention, and psychoeducational/in-service workshop development. Attention will also be paid to the development of course assignments that most effectively demonstrate student learning, skill development, and professional growth. Additionally, obstacles and common challenges will also be discussed. Audience members will be invited to share their curricular and pedagogical strategies and best practices as well as the obstacles and common challenges they experience in teaching community psychology courses which require field experience.

Chair:

*Sylvie Taylor*, Antioch University Los Angeles

Discussant:

*Gregor V. Sarkisian*, Antioch University at Los Angeles

### **190. Professional and Mutual-Help Paradigm Tension in Serving People with Serious and Persistent Mental Illnesses**

3:00 to 4:15 pm

University Hall: UN 2002

A current trend in the delivery of services for people with serious and persistent mental illnesses (SPMI) is for agencies—especially those with a psychosocial rehabilitation orientation—to hire as providers folks with "lived experience" of such illnesses themselves in order to bring elements of their personal history to bear in the helping process, including a role-model effect and presumably some special empathy for those peers whom they're helping. These consumer-providers, or peer providers, as they are often called, are thus sought for what Thomasina Borkman has referred to as "experiential knowledge," typically accruing from their experience in mutual help groups, consumer-operated self-help centers, and other settings such as 12-step groups in which a "mutual help paradigm" takes precedence over the more traditional "professional help paradigm" that values "professional knowledge," acquired through formal education and training, and documented through various forms of certification and licensure. The contrast between these two helping paradigms has created some tension in the field, as agencies which recruit, hire, treat and pay their staff based on professional knowledge and behavior have to contend with an evolving workforce whose expertise and value derive from a completely different framework, and whose values and behavior are often in some degree of conflict with traditional agency culture. Conversely, the consumer-provider movement is experiencing its own paradoxical evolution, as many in it are advocating and offering specialized training and credentialing that purport to assure certain levels of experience and knowledge among "peer specialists," thus starting down the slippery slope of professionalizing these folks, at the risk, perhaps, of compromising their effectiveness as true peers. This roundtable examines areas of tension and synergy between the two paradigms as attempts are made to combine them into a hybrid model with elements of each under one professional agency roof. Representatives of both paradigms will be facilitating the discussion, based on both their personal experience and formal education.

Presenters:

*Peggy Swarbrick*, Institute for Wellness and Recovery Initiatives

*Judy Banes*, Collaborative Support Programs of New Jersey

Chair:

*Andy Bernstein*, Community/Clinical Psychologist in Independent Practice

### **191. Sharing best practices in facilitating and supporting learning communities**

3:00 to 4:15 pm

University Hall: UN 1020

This roundtable will provide an opportunity for participants to share best practices for learning communities. Originally developed in the private sector as a way for engineers and other technical practitioners to share experience based knowledge about practice, learning communities have become an important knowledge sharing and knowledge creation strategy for practitioners in many sectors. Learning communities can have many objectives and can take many different forms. Organizers of this roundtable have participated in three innovative projects involving a mix of large and small group meetings, online chat sessions and computer assisted teleconferences, using different structures and facilitation techniques. Brief descriptions by the organizers will start the discussion. One of these learning community was designed to promote knowledge sharing among practitioners and researchers interested in improving suicide prevention strategies for men. A second learning community was developed by early childhood educators to discover and diffuse innovative childcare and management practices being developed independently in childcare settings across the province of Quebec. A third learning community effort was developed in cooperation with the Centre 1,2,3 Go!, a resource center for comprehensive community initiatives. Following the diffusion of less-than-positive evaluation results, a series of meetings were convened to generate a dialogue among researchers, practitioners and managers to generate new knowledge around CCIs. Participants will have the opportunity to discuss their experiences of what worked well (and less well) in supporting active and productive learning communities. Participants are invited to bring posters or other materials which describe projects with a learning community component. If enough participants do so, the first part of the session will be devoted to circulating around the different materials to learn about individual projects.

Presenters:

*Liesette Brunson*, Université du Québec à Montréal

*Francois Chagnon*, Université du Québec à Montréal

*Nathalie Bigras*, Université du Québec à Montréal

### **192. Sense of community and multicultural diversity in contemporary society**

3:00 to 4:15 pm

University Hall: UN 1050

The psychological sense of community is one of the most widely used and studied constructs in community psychology. Sense of community (SOC) represents the strength of bonding among community members. It is a valuable component of community life and has been linked to positive mental health outcomes (Pretty et al., 1996), citizen participation (Chavis & Wandersman, 1990), and community connectedness (Sonn & Fisher, 1996). Recently, researchers and practitioners have started to examine the role that cross-cultural contexts play in the understanding, promotion, and measurement of SOC (Brodsky, in press; Fisher & Sonn, 2007; Townley & Kloos, in press). Shared cultural experiences enable bonding among community members that encourages perceptions of acceptance and belonging. However, promotion of SOC can come into conflict with multicultural diversity because it tends to emphasize group member similarity and is typically higher in homogeneous communities. As settings become increasingly culturally diverse, it is important that we adapt theories and methods to fit the needs of communities. In this roundtable discussion, we hope to encourage discussion pertaining to the intersection between culture and sense of community. The following questions, to be examined from the perspective of theory, research, and practice, will guide the discussion: 1) Is there one core common experience of SOC? 2) How do culture, context, and geography influence SOC? 3) How does culture impact conceptualization and measurement of SOC? 4) Is there an inherent tension between community psychology values of diversity and SOC? 5) How can we encourage SOC in culturally heterogeneous settings? 6) How do multiple community memberships impact SOC? Audience participation will be encouraged throughout the discussion. Participants will be asked to share professional and personal experiences that relate to the proposed topic. We will also discuss ways to encourage collaboration among researchers and practitioners and brainstorm future directions for our work.

Presenters:

*Anne E Brodsky*, UMBC

*David Chavis*, Community Science

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

Chair:

**Greg Townley**, university of south carolina

### **193. The Promise of Community Psychology: Perspectives from Cairo, Egypt**

3:00 to 4:15 pm

University Hall: UN 2007

This symposium discusses the introduction of a masters of arts program in community psychology at an American university in Cairo, Egypt. We will examine how the New Vision for Community Psychology can provide a framework for developing community psychology training in an international context. The first presentation will provide a historical overview of psychological training, service, and policy in the Middle East, and argue for a need for community psychology to complement the existing individual and micro level approaches. Next will be an overview of the proposed masters program and challenges faced in designing it, as well as the anticipated potential for its impact in the region. The final presentation will offer student perspectives on the development of this program based on their experiences in advanced community-based learning courses. Ample time will be allocated for audience discussion, with the aim of exploring how the Cairo experience may intersect with the experiences of programs in other international contexts.

Participants:

Transcending the Micro- and Macro- Levels in Community Approaches to Psychology in the Middle East. *Mona M. Amer, The American University in Cairo, Egypt ; Yale University School of Medicine; Hani Henry, The American University in Cairo, Egypt*

Psychologists in the Middle East have historically taken an individual or micro-level approach to addressing social and mental health concerns. In Egypt and the Middle East, applied psychology programs are predominantly "clinical psychology" emphasizing psychological testing as well as psychodynamic or cognitive-behavioral treatment interventions. While useful in hospital and private practice settings, many of these approaches focus on ameliorative change, often without sensitivity to the socio-economic disparities, public health policies, and cultural contexts within which the psychological problems emerge. Additionally, these approaches often do not acknowledge the central role that family plays in the Arab culture, and do not offer training in prevention and early intervention. By using the proposed masters program at the American University in Cairo as a model, this paper argues that combining training at different levels of ecological analysis can produce the most effective approach for promoting sustainable advancement in social and mental wellbeing in the Arab world. The proposed program offers tracks in family counseling and community psychology, with courses in systemic analysis, global perspectives, and multicultural competence forming the basis of the core curriculum. Counseling students will be trained in family interventions within a community context, and community psychology students will gain competence in basic counseling skills to enhance their community work. This presentation will discuss the conceptual, practical, and political challenges faced in shifting to macro-level focus, and some of the ways that the counseling and community perspectives complement one another.

Community Psychology in Egypt: Tested Approach, New Program. *Joseph M. Simons-Rudolph, American University in Cairo; Anne Justus, American Univeristy in Cairo*

This presentation will discuss two issues related to the development of a Masters program in community psychology in Cairo. First, I will examine key visions and challenges faced in the development of the program, providing an example for how the New Vision for Community Psychology can be used as a valuable curriculum planning tool. Challenges included a) matching the program to the needs of the community/region, (b) planning coursework and skills development, and (c) applying

international standards and accreditation. The masters program was designed to meet the academic and community needs of Egypt as well as the broader Middle East and North African regions. Local goals include supplementing fragmented and often unaffordable social service and health systems by training practitioners who can empower communities and promote social change at community and policy levels. Further, the program embraces an international-multicultural framework that integrates theory, skill building, and applied practice while preparing students who understand, respect and work with the culture and traditions. Secondly, this presentation will focus on the anticipated impacts of the proposed community psychology masters at the university, local, and international levels. First is the development of multi-sectoral, interdisciplinary partnerships. With the development of the program comes an expansion of informal and formal relationships with practicing professionals, international and local NGOs, local communities, as well as academic departments and schools. One goal of the program is to support the continuing development of communities throughout Cairo by facilitating the creation of policies and programs that are informed by the principles of community psychology and social justice. This masters program is designed to provide training and professional development for graduate students, professionals, and NGOs serving the Middle East region. As the first community psychology training program in an Arabic-speaking country, this program can serve as a model for further development of the field in the region.

Practical Training and Practical Experience: Community Psychology from Students' Perspectives. *Heba Hassan Rifaat, The American University in Cairo, Egypt; Hana Shahin, The American University in Cairo, Egypt; Salma El-Sayeh, The American University in Cairo, Egypt; Nikolaos Padiotis, The American University in Cairo, Egypt*

This presentation will offer a student perspective on the how the psychology unit at an American university in Cairo is striving to conduct research and action that promotes social justice. The development of a community psychology training program housed in an economically privileged American university will provide an opportunity for students to break through class barriers and develop skills in citizenship and empirically-based research and action. The presentation will discuss several advanced undergraduate community- and national-level projects developed and implemented by students at the university, highlighting the benefits gained by the students in self-development and transfer of professional skills from the theoretical to practical. These projects ranged from community-based participatory research to community organizing and empowerment. This presentation will examine several theoretical and practical challenges faced by the students in their projects that are anticipated to be ongoing challenges in developing a masters program in community psychology. These challenges include developing formal contacts and networks with NGO's, media, and policy makers. Students will offer recommendations for the development of the graduate-level applied community psychology practicums based on their unique experiences within the cultural context of Egypt.

Chair:

**Joseph M. Simons-Rudolph**, American University in Cairo

### **194. Community Participation in High-Risk Settings: Balancing Safety and Engagement**

3:00 to 4:15 pm

University Hall: UN 1030

This roundtable session will focus on the challenges faced by community workers serving in high-risk contexts. High-risk contexts are those in which individuals and agencies participate in community-based work in the midst of threats to personal safety (examples include: refugee camps, conflict areas around the world, urban communities with high rates of community violence, being part of or working with targeted and marginalized groups, other settings that pose environmental hazards). The discussion will begin with a focus on the example of crime victimization and violence exposure

among community development workers in inner-city communities. There will be a very brief overview of findings from the authors' recent project examining community violence exposure among 284 faith-based urban development workers in five US cities. The findings from this study indicated that 75% of participating urban workers reported direct violence victimization during the course of their work. All reported witnessing or hearing about violent incidents in the midst of their service in inner-city neighborhoods. Roundtable participants will be asked to discuss the unique issues raised by community work in high-risk contexts. Areas of discussion include: How might risk differentially impact community members and collaborators from outside the community and how might this impact partnerships? How do community psychologists and other community workers make decisions about risks to personal safety? What role do community-based agencies and agency policies play in managing risk? The goals of this discussion are: 1) to invite participants to discuss personal perspectives of risk-taking as a part of community work, 2) to discuss the unique challenges that safety risks pose for collaboration, 3) to discuss personal, community and agency-level strategies to decrease risk, bolster protective factors, and effectively prevent the potentially adverse impacts of working in high-risk settings.

### **195. Rethinking Community Decisions-Making: Strategic Thinking for Inclusion**

3:00 to 4:15 pm

University Hall: UN 2009

Integration is operationally defined as 'inclusive unitary markets' - such that if you were to examine the housing, the schools, the civic institutions and leadership positions in a place you could conclude that people of different races and ethnicities were actively participating in those spheres. Segregation, the opposite process of integration, can be thought of as 'multiple distinct markets.' In that case, it can be demonstrated that housing, schools, and civic posts are exclusively sought by some race(s), but there is a clear lack of demand from others. The final racial and ethnic 'balance,' 'quota' or 'distribution' is far less important than whether there is a balance of demand. Many communities, even ones that are statistically diverse, are not integrated. Some may find themselves with a healthy mix of people, and in just a few years become predominately segregated in some way. When this happens, social, economic and other challenges are created or exacerbated. This is especially poignant when racial segregation includes the exclusion or avoidance of businesses or middle to upper income residents. When a community can sustain inclusive unitary markets and makes integration an intentional purpose, they will often find that their housing appreciates in value, their schools are rich and competitive learning environments, and their assets are utilized by a diverse population. Successfully integrated communities are the most stable ones and the most ready to thrive in a diversifying United States. The Integration Impact Assessment (IIA) has been developed with the belief that local decision-making can do much to help a community be inclusive and prosperous. It is a tool designed to help those that want to strategically avoid projects or policies that may create or heighten the racial tensions, increase concerns about the community or lead to negative events that drive down demand by one or more races. It is intended for those communities who understand how integration is directly linked to their future and want to embrace an increasingly diverse society, but may not always know if their good intentions are having the right impact. Given OPEN's belief that the work of integration occurs across disciplines and fields, we are interested in "workshopping" this new tool with members of the SCRA. We seek the input of this group of professionals on the content, organization of the tool and potential application in the field. Pre-registrants for this workshop would receive more information about the tool in advance for their consideration.

Chairs:

*Emilio Panasci*, Fund for an OPEN Society

*Eric Dobson*, Fund for an OPEN Society

### **196. Poster Session Two**

4:45 to 6:00 pm

STUDENT CENTER: BALLROOM A

Participants:

A Community Health Center's Diabetes Project: A Strategy to Reduce Health Disparities. *Shoshana Wernick*, *Wichita State*

*University; Rhonda Lewis-Moss*, *Wichita State University; Mary Williams*, *Center for Health & Wellness; Beverly White*, *Center for Health & Wellness*

One of the goals of Healthy People 2010 is to eliminate health disparities for racial and ethnic minorities. Diabetes poses a serious health problem in the African American community who experience 50 - 100% higher rates of diabetes and disproportionately higher rates of diabetes complications when compared to Caucasians. Community diabetes interventions using outreach workers are a promising approach to investigate towards eliminating health disparities. Archival data collected at a community primary health care center from patients who participated in a Diabetes Project from 1998 - 2008 was evaluated. There were 216 participants -- 148 (68.5%) females and 68 (31.5%) males of which 66.2% were African Americans, 25.5% Caucasians, and 7% Other. Of the participants, 12% had Type 1 diabetes, and 88% had Type 2 diabetes. Nine percent had normal body mass index (BMI) levels, 16.77% were overweight, and 73.65% were obese. Increasing scientific evidence reports that lifestyle changes can prevent or delay the incidence of type 2 diabetes in high-risk groups. The purpose of this poster was to determine whether diabetes prevention and education programs offered at the community health care center that treats predominantly African Americans have been effective in helping patients manage their diabetes resulting in improved outcome measures. Limitations and future research will be discussed.

### **A Longitudinal Examination of Social Support in the Lives of Survivors of Intimate Partner Abuse. *Marisa Beeble*, *Michigan State University; Deborah Bybee*, *Michigan State University; Cris Sullivan*, *Michigan State University; Adrienne Adams*, *Michigan State University***

Intimate partner violence (IPV) is a serious and pervasive social problem with deleterious consequences for survivors' well-being. In the current study, 160 survivors were interviewed six times over two years to examine the role of social support in buffering the negative psychological consequences of IPV. Using Hierarchical Linear Modeling, we examined three separate effects: (a) the relationship between Time 1 levels of abuse (physical and psychological abuse) and Time 1 well-being, specifically quality of life and depression, (b) the relationship between Time 1 levels of abuse and women's trajectories of change in quality of life and depression over the course of the study, and finally (c) the relationship between the changes in levels of abuse over time and changes in quality of life and depression over time. For each of these effects, we explored the role of social support as a moderator of the relationship between women's exposure to abuse and their well-being. We found that social support moderated the relationship between women's experiences of psychological (but not physical) abuse and their perceived quality of life; however, social support did not buffer the effects of either physical or psychological abuse on women's depression. Specifically at Time 1, we found that while social support exerted a positive impact on all women's quality of life, the effect was strongest for women who experienced low levels of psychological abuse. Further, we found a trend level effect suggesting that changes in women's quality of life over time may be influenced by the interaction of Time 1 social support and psychological abuse. Our findings offer insight into the complexity of IPV and the benefits of social support realized by survivors. Implications for future research and intervention are discussed.

### **Action Planning to Address Health Disparities in the Latino Community. *Zora Pace*, *University of Kansas; Daniel Schober*, *University of Kansas; Jerry Schultz*, *University of Kansas; A. Paula Cupertino*, *Department of Preventive Medicine and Public Health, University of Kansas-Medical Center; Susan Garrett*, *Department of Preventive Medicine and Public Health, University of Kansas-Medical Center; Cielo Fernandez*, *El Centro, Inc.***

Action planning is a process by which a community initiative

forms vision and mission statements, sets objectives, and identifies strategies. The strategies the group chooses are particular changes in the community or system that will be implemented to accomplish specific objectives related to mission. In the current case study, we suggest a template for the development and use of a community-determined action plan for the Latino Health for All Partnership. The group's goal is to reduce health disparities in the Latino community Kansas City/Wyandotte County. Past research suggests that strategic/action planning is an essential part of the independent variable in Community-Based Participatory Research, increasing rates of community/system changes (i.e., new or modified programs, policies, or practices) related to the mission. Little is known about the protocol for action planning and participants' evaluation of the process because it's never been looked at systematically. A survey was administered to participants upon the conclusion of a strategic planning event to assess self-reported satisfaction with the process including: the workshop and the facilitators, hospitality, and overall satisfaction. Results of the survey indicated high overall satisfaction with action planning event to which the aforementioned protocol was designed for. This case study offers a replicable method and procedure for engaging community stakeholders in determining the direction of community health initiatives.

Alternative health care settings for youth: Preliminary findings on the impact of school-based health centers. *Lauren F. Lichty, Michigan State University; Miles A. McNall, Michigan State University*

At a time when health care is a significant topic of political and social interest and when millions of children continue to be uninsured or underinsured, school-based health centers represent a viable alternative strategy for providing health care to young people. School-based health centers offer primary, preventive, and intervention health care services, addressing both physical and mental health, to students attending the schools in which they are housed. School-based health centers seek to improve access to health care for both insured and uninsured students. While hundreds of centers have been implemented across the country, limited work has been done to strategically evaluate the impact of school-based health centers on students' health and academic outcomes. This poster presents findings from year one and two of a 3-year, 16 site, mixed methods study. Specifically, this poster focuses on the quantitative findings comparing the health and academic outcomes of middle and high school students at schools with and without school-based health centers. In addition, qualitative data from student focus groups will be presented. Implications for student health and health care policy will be discussed.

An Action Research Study: Supporting the University-Ready through Empowerment. *Natalie Brown, Wilfrid Laurier University*

This action research study documents the development of a socially innovative program called Supporting the University-Ready through Empowerment (S.U.R.E). The purpose of this educational program is to support women living in deep poverty in accessing a university education in the face of barriers including mental health struggles and troubled pasts. The proposed program includes wrap-around supports as well as individualized planning and support, and has been developed using participatory processes. The literature provides significant evidence that those living in poverty are less likely to have the ability to access higher education because of a number of factors, including financial constraints, stigma and stereotyping, as well as negative life experiences. Through active participation and collaboration with stakeholders, this research documented the change process occurring as the S.U.R.E project worked towards accessing higher education for these women in the Waterloo Region of Ontario, Canada. I will present findings based on life narrative interviews, key stakeholder interviews, participant journaling and researcher field notes. Firstly, I will present these data to help understand change at the individual level by

highlighting the women's stories that document the challenges and barriers that kept higher education out of their reach in the past, as well as demonstrating how this program has affected their lives and views on education in the present and for their future. Secondly, I will present findings on understanding change at the organizational level, including steps in the program development process, milestones, and forward momentum achieved during data collection. I will present themes and analysis from interviews with key stakeholders including program directors, network members (family and friends of the women participants), funders, university administrators and faculty. These findings will be utilized to improve the S.U.R.E program and demonstrate its importance for Waterloo Region, as well as its potential utility in other contexts.

An Analysis of Hyper-Masculinity in Magazine Advertisements. *Megan Lea Vokey, University of Manitoba; Bruce Tefft, University of Manitoba*

Hyper-masculinity, an extreme form of masculine gender ideology, is comprised of four traits, namely, (a) calloused attitudes toward women, (b) violence as manly, (c) danger as exciting, and (d) toughness as emotional self-control (Zaitchik & Mosher, 1993). Hyper-masculinity is of concern because it is associated with violence against women (Murnen, Wright & Kaluzny, 2002). Young men and men with low social/economic power are most vulnerable to hyper-masculinity (Zaitchik & Mosher, 1993). Young men are vulnerable because adolescence and young adulthood are developmental periods when peer group support for hyper-masculine behaviours is high. Low SES men are vulnerable because fear-inducing experiences (e.g., witnessing crime) are more likely to be experienced in low-income communities (Beale Spencer et al., 2003). From this perspective, hyper-masculine behaviours (e.g., fighting) may be a way of coping with fear by low-income men. Advertising is believed to play a role in constructing hyper-masculine ideology (Kilbourne, 2001) but very little research has examined this claim. In this study the content of men's magazine advertisements were analyzed for portrayals of hyper-masculinity. The sample of magazines was based on readership demographic information. Two issues of eight magazines targeting men differentiated by age, education, and household income published in November 2007 and April 2008 were analyzed. First, the proportion of the advertisement that depicted hyper-masculinity overall, as well as the proportion of advertisements that depicted each of the hyper-masculinity traits individually, were calculated. Second, regression analyses were conducted to determine the relationship of age, education, and income to hyper-masculine traits, both overall and individually. It was found that, overall, 56% of advertisements in the sample (N = 527) depicted at least one hyper-masculine trait. Moreover, age, education, and household income each were significant predictors of hyper-masculinity in the advertisements. Of the three predictors, age accounted for most of the variance in hyper-masculinity.

An Analysis of Multilevel Structure of Teachers' Burnout in Japan. *Mitsuru Ikeda, International Christian University; Kotoe Ikeda, Ochanomizu University*

The number of teachers who were placed in sick leave because of the mental illnesses increased threefold for past a decade, although the total number of the teachers in Japan has been decreasing (Japanese Ministry of Education, 2006). A reason for such deterioration in mental health among teachers could be a rapid change in educational environment; e.g., higher parental expectations to the school education due to the low birthrate. Although such social change is unavoidable, it is possible and necessary to prevent teachers' stress through promoting supportive workplace environment for the teachers. The present study is a part of a community-based, large-scale trial conducted for approximately 300 teachers in a suburban city of 16 elementary and middle public schools in Japan. The aim of the program was to prevent the teachers' burnout by promoting social support among the teachers and creating empowering workplace environment. While many studies have suggested the positive

effect of the social support and empowerment on reducing or preventing work stress, there have been few studies integrating the effect of community-level characteristics into the model. Nevertheless, the effect of changes in interpersonal relationship in workplace may differ according to the community-level variables (e.g., school size, and location, etc). The purpose of the present study was to investigate the effect of community-level characteristics of the schools on the teachers' mental health and related variables. The results of a multilevel analysis using HLM (Raudenbush & Bryk, 2002) suggested that the degree of the positive effect of the social support and empowerment on burnout reduction was different depending on the demographic characteristics of the schools, whereas there were consistently negative correlation between the perceived the social support and empowerment from other teachers, and the burnout.

**An Evaluation Capacity Building Model: An Analysis of Individual, Organizational and Contextual variables.** *Yolanda Suarez-Balcazar, University of Illinois at Chicago*

The purpose of this presentation is to discuss an interactive and contextual model of evaluation capacity building. Based on our collective work with diverse CBOs, and on reviews of evaluation, cultural competence, and capacity building literatures, we have identified a number of organizational and individual factors that facilitate optimal evaluation capacity building. These factors can lead to or detract from efforts to institutionalize and mainstream evaluation practices and use evaluation findings within an organization. In addition, we discuss the role of contextual and cultural factors of the organization and the community which can facilitate or impede capacity building for evaluation. Evaluation capacity building is an important process for community organizations experiencing pressure for accountability from various stakeholders. In this presentation we will illustrate the model with a case study and discuss implications for community research and practice.

**An evaluation of a strengths-based support group for young men.** *Mary Gray, Portland State University; Gino Galvez, Portland State University; Ashley Boal, Portland State University; Alison Leach, Portland State University; Margaret Braun, Portland State University; Beth Hossfeld, Boys Council; Giovanna Taormina, Boys Council; Eric Mankowski, Portland State University*

Boys Council is a organization designed to support pre-teen and adolescent young men toward healthy masculine identity development (Hossfeld, et al., 2008). The Council is designed as a support group and utilizes a strengths-based approach to promote healthy masculinity. Boys Council groups have been implemented in many settings (e.g., public schools, juvenile justice institutions) across the U.S. The groups consist of six to ten boys of similar age and development with one or two facilitators that meet for one and a half to two hours, each week for a series of ten weeks. The purpose of this study was to evaluate the effectiveness of the Boys Council in achieving its goals. In particular, the main aim was to determine whether Boys Council has a positive impact on boys' social connection and engagement, masculine and ethnic identity, self-efficacy, collective identity, resilience, substance use, sexual activity, relational behaviors, and school engagement. We also assess boys' satisfaction in participating in Boys Council. Pre- and post-group surveys were collected from participants (n = 27; more data is being collected) before beginning Boys Council and after completing the 10 sessions. In addition, focus groups were conducted with Boys Council groups and facilitators to enhance the survey findings and provide information about program implementation and fidelity. Significant changes from pre- to post-survey reports were found on the Ethnic Identity - Teen Conflict Scale and the Self-Efficacy Scale. After completing Boys Council, participants reported higher levels of respect for diversity and greater ethnic pride, and reported higher confidence in their ability to finish school, get a job, and avoid violent encounters. Analysis also revealed that boys generally were satisfied with Boys Council. The implications of these findings

for community based small group structures to support positive male youth development are discussed.

**An exploration of social networks as relational assets for protecting youth from exposure to violence.** *Kimberly Daniels Bess, Vanderbilt University; Paul D Juarez, Meharry Medical College*

Youth violence continues to be a pressing public health concern. Teens are more likely to die from homicide than from any other cause, and many more experience interpersonal violence in the context of their daily lives. The Nashville Urban Partnership Academic Center of Excellence to Prevent Youth Violence (NUPACE) was formed as a University/Community partnership to address this community problem. Established in 2006, this multi-level, multi-year effort aims to reduce the incidence of youth violence in Nashville, Tennessee. As part of this effort, this exploratory research examines the role of social networks as relational assets and protective factors against youth violence. Specifically we ask: (1) Do social networks protect youth against interpersonal violence? and (2) What characteristics of a youth's social network are associated with risk for interpersonal violence? 100 high school students participated in 10 small groups and responded to a questionnaire that measured incidents of violence experienced in the previous year, their school performance, and information on other risk and protective factors. Youth participated in a systematic process in which they developed a geographically-anchored map of their social networks. They identified persons to whom they would turn for personal safety, mentorship/personal support, and job training/work opportunities, three factors youth had previously identified as important for preventing violence. The data from each of these three areas yielded three separate personal or "ego" networks. Each was analyzed using UCINET 6.189 for Windows. These analyses yielded attribute data for each network relating to the size, density, centrality and other structural characteristics (e.g., efficiency, constraint, hierarchical constraint). This poster will present descriptive data related to the structural characteristics of the three network types and report preliminary results from multiple regression analyses in which the relationships between social network attributes, academic performance, history of violence, and other risk and protective factors were explored.

**Analyzing Undergraduate Community Psychology Students' Experiences with Community-Based Learning at a University in Egypt.** *Hana Shahin, The American University in Cairo, Egypt; Rana Heiba, The American University in Cairo, Egypt; Nada El-Araby, The American University in Cairo, Egypt; Mona M. Amer, The American University in Cairo, Egypt; Yale University School of Medicine*

Community psychology courses were first offered at the American University in Cairo last fall 2007. There are two courses offered: an introductory community psychology course and an advanced course in applied community psychology research and action. Students in these courses are engaged in extensive community-based learning projects in addition to conceptual and experiential learning exercises in class. Their progress on the projects is evaluated by the community partners (e.g., NGO staff and community collaborators), class peers, and the faculty member. One of the primary methods for evaluating the development of student learning and service skills is having students critically reflect on their community experiences and other community psychology concepts through keeping journals or Web-based blogs. These reflection papers are written regularly throughout the semester. For many of the students who come from socio-economically privileged sectors of the Egyptian society, exposure to community based learning provides a stark and discomforting introduction to social disparities and the need for social justice and community empowerment in an economically developing nation. This study is a qualitative thematic analysis of 20 Web blogs from the Fall 2008 introductory community psychology course and 5 journals reflection papers from the Spring 2008 advanced community

psychology course. The analysis will highlight the main conceptual issues students wrestled with, areas of personal growth and development, and challenges faced in conducting community based research and action. The analysis will focus on trends and transformation in students' personal growth and sense of community over the course of the semester. Themes identified in this study will be compared to expectations based on previously-published theory and research on community-based learning, to identify how these are represented or may differ in the Egyptian context.

**Assessing the Mental Health of Female Jail Detainees.** *Sheryl Pimlott Kubiak, Michigan State University; Marisa Beeble, Michigan State University*

Currently women constitute the fastest growing segment of the jail inmate population, with the average annual rate growing almost twice as fast as that of men. Rates of mental illness are extremely high among this population, and far exceed rates in the general population. Despite these high prevalence rates among female detainees, many jails lack validated measures or consistent processes for detecting mental illness and streamlining individuals into requisite services. Further, many of the screening processes in practice have been deemed ineffective for use with women, often ignoring symptoms associated with prior trauma exposure. In the current study, we examined the utility of the K6, an internationally used brief mental health screening measure within a large urban jail, in detecting mental illness among female jail detainees. The K6 and several other mental health measures, assessing depression, anxiety, and post-traumatic stress disorder were administered to 520 jailed women. The K6 was found to identify 36% of the women as having a serious mental illness. There was a high concordance (at least 80%) with each of the other measures, particularly when examining the extent to which women reported severe symptom distress (using top quartiles) as the comparison. The proportion of women identified by the K6 meeting diagnostic criteria was also explored. The findings are promising, lending insight into the utility of the K6 in detecting serious mental health problems among women in jail, particularly when other mental health screening tools overlook symptoms associated with prior trauma exposure.

**Certified Peer Specialists in Kansas: A First Year Analysis.**

*Emily Grant, Center for Community Support & Research - Wichita State University; Crystal Reinhart, Center for Community Support & Research - Wichita State University; Ashlee Keele-Lien, Wichita State University/ Center for Community Support & Research; Nathan Patrick Swink, Wichita State University; Center for Community Support and Research; Greg Meissen, Center for Community Support & Research - Wichita State University*

Certified Peer Specialists in Kansas: A First Year Analysis Emily A. Grant B.A.; Crystal Reinhart M.A.; Ashlee Keele-Lien B.A.; Nathan Swink M.A.; Greg Meissen PhD Poster Presentation Abstract The Certified Peer Specialist (CPS) position is a recent addition to the mental health system. CPSs are people in recovery who are employed by the mental health system to provide support through sharing lived experience to those who are still working on their recovery from mental illness. CPSs participate in a standardized training and certification process specific to each state. CPS services first became Medicaid reimbursable in 2001, since then, CPS programs have been implemented in several states. Kansas began having a Medicaid reimbursable CPS program in 2007. The first training session was held in September 2007. To date, five trainings have been held and over 100 people have been trained to provide CPS services in Kansas. Interviews have been conducted with those who attend the training to become CPSs. This poster will provide background information on the development and implementation of the CPS program in Kansas led by Center for Community Support & Research at Wichita State University. The purpose of this poster is to examine the responses to the interview questions regarding

their experiences of being a CPS, their responsibilities and activities as a CPS, and their incorporation into the mental health system. Interviews were conducted with participants during the initial training, and again 6 months and 12 months after the training. In addition, implications for CPS providers, mental health administrators, and researchers interested in peer support are provided.

**Characteristics of batterer intervention programs: Results from a statewide survey examining implementation of regulatory standards.** *Brianna Finney, Portland State University; Margaret Braun, Portland State University; Eric Mankowski, Portland State University*

Batterer intervention programs (BIPs) are community based programs for persons who abuse their intimate partners. BIPs were first established in the U.S. in the late 1970s, and as criminal courts increasingly mandated abusive men to programs in the 1990s they grew rapidly. Based on the number of programs identified in a recent study, the number of years they had been in existence, and the average number of men in them (Dalton, 2007), an estimated one hundred thousand men in the U.S. have been sentenced to complete a BIP. In the past 15 years, most states have adopted regulatory standards for the curriculum and structure of BIPs (Maurio & Eberle, 2008), even though process and outcome evaluations have not identified effective practices. Oregon has recently adopted the Oregon Administrative Rules on Batterer Intervention Program Guidelines, and an advisory committee has been created to discuss their implications and potential enforcement. This led us to recognize that Oregon is in need of a system to evaluate assess whether BIPs are following the guidelines and how they may have shifted their practices to comply. This poster examines our process of developing an assessment system, informed by those in other states. In our research, we created a statewide directory of all 61 BIPs in the state and a websurvey of their characteristics and practices. The websurvey was disseminated using the information from the directory and used to gather data concerning the programs' practices and capacity to meet the standards. Data are presented on a comprehensive range of BIP characteristics and practices obtained from the websurvey and these data are compared to those from our prior surveys of BIPs in 2001 and 2004, prior to the implementation of the Guidelines. Implications for community based interventions for domestic violence and for BIP practices and effectiveness are discussed.

**Class, Ethnic, and Gender Differences in Coping from Traumatic Stress as a Result of Hurricane Katrina.** *Kip Thompson, University of South Carolina; Bret Kloos, University of South Carolina*

It has been well documented that the survivors of Hurricane Katrina have endured an incredible amount of trauma. After natural disasters, perceptions of discrimination and low social support can sometimes exacerbate psychiatric distress (Weems, et al, 2007) among marginalized populations. The present study sought to understand how high scores on traumatic stress measures might predict scores of depression, anxiety, and PTSD, and how contextual factors and self-reported resilient behaviors might serve to moderate these relationships. Using the specific context of class, ethnicity, and gender to frame these questions, the researchers investigated unique experiences of traumatic stress and resilience among the diverse groups represented in the current sample. It was hypothesized that minority, female, and low SES status would contribute to higher vulnerabilities to health outcomes, and that contextual factors may influence how resilience was expressed. Participants included 208 individuals who had experienced Hurricane Katrina firsthand. Over 55% of this sample was African-American; most participants were also male. Data were collected in Columbia, SC, and in New Orleans, LA. Participants completed a semi-structured qualitative interview and questionnaires measuring health outcomes, psychiatric distress, hope and social support. Using mixed methods with an intersectionality framework, the researchers gathered qualitative data to understand traumatic experiences and

resilient behaviors. Results indicated high levels of psychosocial stressors were related to increased levels of health outcomes. In addition, results show varied responses in outcomes unique to ethnicity, gender, and class.

**Cognitive empowerment and civic engagement: Does increased awareness lead to social action?** *Adam M Voight, Vanderbilt University; Paul W. Speer, Vanderbilt University*

This study explores the relationship between emotional and cognitive dimensions of empowerment and civic engagement, as well as how these relationships are moderated by other variables of interest, including one's sense of community and perceived alienation. Empowerment theory is commonly employed to inform preventive and strength-based interventions with individuals, organizations, and communities; however, much is still unknown about empowerment as a construct, and there is little empirical research on which to base our understanding. Most extant research examines emotional empowerment (i.e., sense of control) and relevant engagement outcomes (i.e., participatory action, civic engagement, behavioral empowerment), and studies have found a positive relationship between the two. Research into the cognitive component of individual empowerment (i.e., understanding of power and community functioning) is scarcer, but recent findings suggest a less direct relationship between cognitive empowerment and participation, such that cognitive empowerment may be a distinct construct vis-à-vis emotional empowerment and civic engagement. This finding has important implications for empowerment theory and sociopolitical development theory, much of which bases intervention on the assumption of a more direct relationship between a critical understanding of power and participatory action. The present research will present emerging findings on cognitive empowerment, based on survey research with over 1,000 randomly selected community residents and using Speer and Peterson's (2000) cognitive empowerment scale. Findings present a model of how emotional and cognitive empowerment influence civic engagement, as moderated by alienation, social attributions and sense of community.

**Collaborative Evaluation of the Ruth Mott Foundation's Beautification Program.** *Thomas M Reischl, University of Michigan School of Public Health; Susan P Franzen, University of Michigan School of Public Health; Susan Morrel-Samuels, University of Michigan School of Public Health; Julie O Allen, University of Michigan School of Public Health; Alison Grodzinski, University of Michigan School of Public Health; Marc Zimmerman, University of Michigan*

Despite the severe impacts of GM plant closings and job losses in Flint, Michigan over the past 20 years, this city is rich in potential for revitalization and innovation. Its natural setting, downtown architecture, cultural resources, historical significance, and progressive land use policies are enduring assets. The Ruth Mott Foundation has assumed a leadership role in Flint's beautification movement in the past five years by making grants to a variety of community organizations engaged in the beautification of neighborhoods and other public places. The potential benefits of community engagement in beautification activities include increased civic engagement, pride in property ownership, respect for public places, and opportunities for a life-enriching esthetic experiences. Beautified places can become places where citizens gather, share concerns, and help one another. They can provide safe and attractive areas where citizens choose to be physically active. Community gardens can also be sources of healthy fruits and vegetables. As the Ruth Mott Foundation initiates a more focused three-year beautification initiative in Flint, there is a need for a comprehensive evaluation study to document the volume of beautification activity and the effects of these efforts on community and resident outcomes. This presentation will describe the development, implementation, and early results of a collaborative, multi-method evaluation of the Ruth Mott Foundation's beautification program. We will

describe how we engage stakeholders in a participatory process to guide the evaluation, facilitate critical deliberations about effective strategies, document and disseminate the results of multi-method evaluation study, and increase the capacity of the Ruth Mott Foundation and its grantees to plan and carry out beautification programs that achieve measurable outcomes.

**Community Based Research Ethics Review Needs Assessment and Feasibility Study.** *Joanna Ochocka, Centre for Community Based Research; Peggy Ann Hastings-Weston, Centre for Community Based Research*

There is a growing interest in the area of community based research (CBR) both in and beyond academia. While academics are required by their institutions and funders to submit their research proposals to a rigorous ethics review process, those outside of academia have no ethics review requirements. Furthermore, research in Canada is increasingly being conducted outside of academia. More and more of community based research is being conducted by independent researchers, private consulting firms, government departments and non governmental organizations. CBR covers a range of research typologies including, needs assessments, program evaluations, policy research, and other forms of applied research. The Centre for Community Based Research, an independent research institute located in Kitchener, Ontario, Canada, is responding to the urgent need for community based ethical review processes by conducting a needs assessment and feasibility study in the regions of Waterloo and the greater Toronto area. The purpose is to determine an ethical practice in community settings that has a sense for the community. The methods include a document review of current practices, conducting focus groups and key informant interviews and community forums to develop models for responsible, accountable and transparent research, and insuring that CBR is quality, relevant research. The purpose of the poster is to present a community consultation process with successes and dilemmas to date, that The Centre for Community Based Research has led in Southern Ontario.

**Connecting Leadership and Community Psychology.** *Justin Greenleaf, Wichita State University Center for Community Support and Research; Curt Brungardt, Fort Hays State University; Christie Brungardt, Fort Hays State University; Jill Arensdorf, Fort Hays State University*

Justin Greenleaf, MLS Wichita State University Curt Brungardt, PhD, Christie Brungardt, MLS, and Jill Arensdorf, MS Fort Hays State University Leadership is interdisciplinary by nature and has several possible implications for Community Psychology. The purpose of the study being presented was to compare and contrast undergraduate leadership programs in identified universities in the United States in an attempt to develop a foundation for the leadership discipline. Utilizing interviews, surveys, websites, and evaluation of school materials as data sources, an initial list of 70 schools was narrowed to 15 upon examination of their academic curricula. A thorough evaluation of these 15 leadership degree programs was then conducted. Noticeable differences included varied school sizes, host departments, and credit hour requirements. Other inconsistencies included the focus of the program, the major scholars evident within the curricula, and the disparity between theory versus skill development. Leadership and Community Psychology both seek to create positive change, and an understanding of these foundational underpinnings of leadership can provide insightful information in regards to the connections between leadership and the field of Community Psychology. The information presented in the study can be used to draw inferences between the theory of leadership and the practice of Community Psychology as well as to conceptualize the interplay between the two. In addition, the information can provide insights as to how Community Psychology programs can both recruit from and refer students to programs that have degrees in the field of leadership. Finally, with the word leadership often being misused and/or over simplified, there is great value in helping those who would seek to integrate leadership concepts (e.g. into a program or project) to

understand the theory and practice of those who seek to teach and understand the leadership discipline.

**Contaminative Exposure: A Multi-Level Analysis of Injection Hygiene Variation among Intravenous Drug Users.** *Greg Scott, DePaul University; Patrick Janulis, DePaul University; Sarah Gutierrez, DePaul University*

After decades of drug injection-risk intervention efforts, the prevalence and incidence of HIV among injection drug users (IDUs) have declined in recent years (Des Jarlais, 2000). Concomitant decreases in the frequency of sharing syringes and needles, one of the highest risk behaviors, have also been observed (Costenbader, Astone, Latkin, 2006). Contemporary research nevertheless indicates a pressing need for continued intervention due to the persistence of viral hepatitis and bacterial infection among IDUs (Kapadia et al., 2007). Although some researchers have begun attending to the social and structural influences on injection practices (Rhodes, Singer, Bourgois, Friedman, & Strathdee, 2005), the field still lacks a theoretically sound or sufficiently detailed empirical assessment of injection hygiene, its non-random distribution among IDUs, and/or the persistence of injection hygiene breaches even following concerted behavioral interventions. This pilot study utilized videographic data of in situ drug injections and contemporaneously collected survey data to quantify and explain variation in injection practices in effort to formulate a grounded, integrative social-psychological theory of "injection hygiene breach" that accounts for multiple micro-, meso-, and macro-level contaminative forces. Study participants first performed a "typical" drug injection, performed in their respective natural settings. They then completed a researcher-administered survey assessing demographic information, drug use history and patterns, and drug injection practices. Independent raters systematically coded the videographic data using a common, differentially weighted scale vetted by a panel of infectious disease scientists. The coding, once adjusted to accommodate and reflect tests of inter-rater reliability, provided an overall injection hygiene "score," which in turn served as the primary dependent variable for use in multiple regression modeling. Results demonstrate the fallacious logic of the field's routinely assumed and/or accepted emphasis on "individual pathology" in explaining and theorizing injection hygiene variation. Our paper also discusses the study's numerous organizational and public health policy implications.

**Conversations about practice: Examining how stakeholders talk about housing.** *Jaclyne Smith, University of Ottawa; John Sylvestre, School of Psychology, University of Ottawa*

Abstract Jaclyne Smith Dr. John Sylvestre Conversations about practice: Examining how stakeholders talk about housing Although there is much talk about what constitutes good practices in social services, there is little examination about how these practices are talked about, or the underlying values that influence them. This study examines how multiple stakeholders involved in the HousingPlus Collaborative Communities Project talk about values and good practices in supportive housing programs. The HousingPlus Collaborative Communities Project is a participatory action research project in which tenants, staff members and executive directors from eight supportive housing agencies and university researchers collaborate to improve supportive housing programs. Objectives for this study were: (1) to discover how these stakeholders dialogue about good practices; (2) to explore how these stakeholders develop these good practices; (3) to learn how these individuals collaborate or function in terms of generating good practices and values for supportive housing;(4) to examine the role of dialogue in collaboration and evaluation. Dialogues from tenants, staff and executive directors will be recorded, transcribed and analyzed using qualitative research methods. Comparisons between the groups were made with regard to how they dialogued about housing practices. The results were shared with all stakeholders and dialogues about the findings were conducted. Relevant literature was consulted concerning the role of dialogue in

developing practices, in collaboration and in evaluation. Also, the meanings, content and context of the dialogue itself was explored. Implications for this study included contributing to the literature about the function, role and outcomes of dialogue in evaluation, collaboration and participatory action research. As well, this study illustrated the effects of dialogue on various stakeholders, in terms of personal and group experiences.

**Correlation between geographical location of SCRA members & Community Psychology programs.** *Gitika P Talwar, University of Maryland Baltimore County; Amber Norwood, University of Maryland, Baltimore County; Shauna A Pollard, University of Maryland Baltimore County; Elena Welsh, University of Maryland, Baltimore County; Anne E Brodsky, UMBC; David Chen, Research member*

Inspired by the work of Fowler and Toro (2008) who explored personal lineages and their relationship with the development of the field, this poster explores the relation between registered SCRA members and the geographic distribution of existing community psychology programs in the U.S. Since the Swampscott conference in 1965, community psychology has developed as a field in myriad ways. Throughout this time there has been a simultaneous development of new programs and the closing-down of old ones. A number of factors have likely contributed to the rise and fall of such programs. One important factor is the presence of community psychologists, who signal the existence of an environment that supports community psychology initiatives. Related to this point, it is hypothesized that graduates of community psychology programs may stay in geographic proximity to their program or migrate to other sites that already contain community psychologists. Using Geographical Information System (GIS) methods, this poster examines the relation between SCRA member location and the distribution of community psychology programs. A potential limitation in this study is that many community psychologists are not SCRA members. Therefore the data may not reflect the presence of community practitioners who also play an important role in taking community psychology forward. The findings, however, have the potential to contribute to community psychology's efforts to not only survive as a field but continue to grow. Fowler, P.J., & Toro, P.A.(2008). Personal lineages and the development of Community Psychology. *Journal of Community Psychology*, 36, 626-648.

**Creating environmental change from the bottom up: An evaluation of the Reduce the Juice project.** *Manuel Riemer, Wilfrid Laurier University*

The field of community psychology (CP) has a lot to offer to the modern environmental movement. More and more key decision makers and change agents realize that significant and sustainable change can only happen if it is developed from the bottom up and owned by the community. However, this kind of community-based environmental change requires different skills and strategies than the more common large-scale awareness campaigns. This poster will list what those skills and strategies may be and to what degree CP theory, research and practice is relevant. The youth-focused environmental initiative Reduce the Juice (RTJ) will be highlighted to illustrate the key arguments using research that the author and his research partners have developed to support this initiative. The approach of RTJ will be presented as well as the results from a mixed-method evaluation developed as a community-service learning project in a CP research method class. This includes qualitative interviews with high school students who participated in the program and a survey and interviews with residents who were encouraged to reduce their carbon footprint. In addition the author will describe the process of developing a support structure for turning RTJ into an effective, sustainable, and scalable program. This includes the collaboration of multiple partners including academics from different fields, the staff and participants of RTJ, the regional public health department, the mayors of two cities, the regional school board, community development groups, the Laurier Center for Community Research, Learning and Action and the

Laurier Center for Community Service Learning among others.  
Delinquency Prevention: Risk Mapping and the Quest for Better Prediction Models. *Eyitayo Onifade, Michigan State University; Timothy Bynum, Michigan State University; William Davidson, Michigan State University; Christina Campbell, Michigan State University; Jodie Petersen, Michigan State University*

The extant literature suggests a numerical minority of juvenile offenders commit the majority of offenses through repeat offending. Researchers have also demonstrated that these offenders share identifiable characteristics, known as risk factors that set them apart from law-abiding citizens. Consequently, psychometricians have offered risk prediction instruments that can identify youth that are most likely to come in repeat contact with the system based on the extent to which these risk factors are present in their life. The accuracy and validity of these predictions is dependent on the comprehensiveness of the risk prediction model they are based upon. The problem then arises when we consider contemporary risk assessments typically go no further than assessing the micro-system in predicting delinquency. Nor does the common practice of simply adding the number of risks at the person-level account for the interaction between those risks and how particular combinations of criminogenic factors either mitigate or exacerbate delinquency. The research objective of this study then is two-fold: 1) to extend and improve delinquency prediction beyond the use of person-level factors by incorporating neighborhood-level indicators in prediction models through Hierarchical Linear Modeling [HLM] and cluster analytic techniques; 2) to create neighborhood level maps indicating where particular patterns of individual risk are prevalent and cross-match these risks with patterns of neighborhood socio-economic indicators.

Discrimination experiences predicting racial/ethnic socialization in adolescence: A longitudinal analysis. *Carolin Hagelskamp, New York University*

Discrimination experiences and parental racial/ethnic socialization (i.e. preparation for bias, cultural socialization) make up two important, ecological factors that shape the experience of race/ethnicity of diverse, urban adolescents. Both are linked to developmental outcomes. However, the nature of the relationship between youths' discrimination experiences and racial/ethnic socialization over time is not clear. With longitudinal data from a large, ethnically diverse sample of urban adolescents, we examined a) change in racial/ethnic socialization over middle school years, b) how change in adolescents' discrimination experiences is related to trajectories of racial/ethnic socialization, c) whether discrimination experiences account for gender differences in domains of racial/ethnic socialization. The analysis is based 896 youth (52 % female) who attended public middle schools in New York City between 2004 and 2008: 23% Black, 11% Puerto Rican, 17% Dominican, 22% Chinese, 29% White. Over three years (6th through 8th grade), students completed annual surveys that included measures assessing youths' exposure to discrimination by peers and by adults, and parental cultural socialization and preparation for bias practices. We conducted multi-level analyses, modelling fixed and random effects for intercepts and slopes of each domain of racial/ethnic socialization. On average, cultural socialization and preparation for bias increased over time. Between-person differences in discrimination experiences and within-person change in discrimination experiences across time predicted socialization, specifically preparation for bias. These results are strong evidence for a dynamic relationship between youths' exposure to racial biases and parental socialization around race/ethnicity. Moreover, adding discrimination experiences halved the gender effect on preparation for bias, suggesting that boys may receive more preparation for bias because they are also more frequently exposed to racial discrimination. This study contributes valuably to our understanding of the racial/ethnic ecology of ethnically diverse youth in the U.S.

Disseminating Evidence Based Interventions to Multiple

Contexts: Collaborations Between University Based and Community Based Agencies. *Jaleel Abdul-Adil, University of Illinois at Chicago, Institute for Juvenile Research; Kristin Joy Carothers, University of Illinois Institute for Juvenile Research; A. David Farmer, Jr., University of Illinois at Chicago, Institute for Juvenile Research; Patrick Tolan, University of Illinois at Chicago, Institute for Juvenile Research; Karen Taylor-Crawford, MD, University of Illinois at Chicago, Institute for Juvenile Research; Carl Bell, University of Illinois at Chicago, Institute for Juvenile Research; John Williamson, University of Illinois at Chicago, Institute for Juvenile Research*

Policy makers and researchers are aware that empirically supported treatments and evidence based practices represent the wave of the future for community and clinical psychology. While there has been a major push to implement empirically supported treatments and interventions, little of this research is culturally anchored. Additionally, less of this research incorporates principals of community based participatory research or is designed for dissemination to real world practice. The Disruptive Behaviors Clinic is a university based clinic created with the mission of becoming an Evidence Based Practice paradigm for the families of children and adolescents with Disruptive Behavior Disorders. The DBC protocol is unique in that while the central services are provided out of a university based setting, the protocol was conceptualized, designed, and implemented in collaboration with four different community based agencies. Indigenous knowledge of community experts (cultural background of clients, daily dynamics, community values and perceptions) and the technical knowledge of university experts (randomization, multivariate analyses, treatment development, and dissemination) were combined to develop this evidence based practice. Both the University based clinic and the community based agencies serve primarily low income, urban, youth whose presentation of symptoms is often comorbid. Additionally, the complexity of symptom presentation is exacerbated by contextual and cultural elements including needs which vastly exceed resources. The purpose of this research is to investigate the dissemination of an evidence based treatment protocol for Disruptive Behavior Disorders from a university based mental health agency to community based agencies. The DBC has served 100 families at the central site with plans to disseminate evidence based practice to affiliated community agencies. Currently, data collection at these community agencies is underway. This research will specifically focus on the tension between evidence based practices, research and service provision based on an interactive and contextual model of collaboration.

Do community-based interventions reduce legal involvement and victimization of individuals with serious mental illness?

*Jessica Hutchison, Wilfrid Laurier University; Geoffrey Nelson, Wilfrid Laurier University; Timothy Aubry, University of Ottawa*

Individuals with serious mental illness (SMI) are at an increased risk for becoming involved in the criminal justice system and for being victimized. Currently, 12% of male offenders and 21% of female offenders in Canada are identified as having a mental disorder at intake (Correctional Service of Canada, 2007). Furthermore, the rate of violent criminal victimization of individuals with SMI is two and a half times greater than in the general population (Hiday et al., 1999). We will present research that investigates whether community-based interventions help to reduce legal involvement and victimization of individuals with SMI. These interventions include programs such as Consumer/Survivor Initiatives (CSI) and Intensive Case Management (ICM). The purpose of this research is to determine if these interventions play a role in decreasing legal involvement and victimization of people with SMI, as well as to determine which intervention(s) has the greatest impact. We will present data from the Community Mental Health Evaluation Initiative (CMHEI), which was a multi-site evaluation of community

mental health programs in Ontario (see CMHEI, 2008). Data were collected at baseline, 9-months and 18-months for people with SMI in two different studies. One study used a randomized controlled trial to compare ICM vs. standard care in Ottawa (n = 121), while the other used a quasi-experimental design comparing CSIs in Waterloo Region, Hamilton, and Niagara to a non-equivalent comparison group (n = 118). We will present the results of analyzing the effectiveness of these programs on reducing the risk of legal involvement, as well as victimization both separately and across the two studies.

Does service-learning have more impact on some participants than others? *Myriam Lebel, University of Ottawa*

More and more studies and evaluations in the service-learning field are looking at the impact of service-learning on participating individuals, academic institutions or community organizations. Even though research and evaluations are now done to investigate the impact of service-learning on its participants, research is still needed on the profile of participants who benefit the most from doing service-learning. More precisely, there is a need to look at participants' characteristics associated with more positive service-learning outcomes. These elements were considered in an evaluation of the Community Service Learning (CSL) program at the University of Ottawa (Canada) during the 2008-2009 academic year. The proposed presentation will report on findings emerging from this evaluation. The evaluation was intended to examine 1) the impact of service-learning on participating students and community agencies, and 2) the characteristics of students and community agencies experiencing more positive service-learning outcomes. Consequently, the evaluation will provide answers to questions such as: "Does CSL have an impact on students' academic, personal and social development?", "Does CSL increase the community agencies' capacity to fulfill their mission, and does it have positive economic and social effects on them?", "What type of students (such as by year & discipline) and community agencies (such as by size, resources, & domain) benefit most from doing service-learning?". The methodology of the evaluation consisted of distributing in-class questionnaires to over 400 students and mailing out questionnaires to more than 350 community agencies linked to the program. Results of the evaluation will be discussed in the context of their implications for service-learning programs managers, evaluators and researchers.

Early Education's Association with Neighborhood Characteristics and Protective Family Processes. *Stephanie Michelle Curenton, Rutgers University*

Background Bronfenbrenner (1979) asserted child maltreatment had to be viewed from an ecological perspective, saying "Among low-income people, [child] neglect would seem to be a social problem that is as much a manifestation of social and community conditions as it is of any individual parent's pathology" (quoted in Giovanoni & Billingsley, 1970, p. 204). Hence, an ecological perspective is needed to advance research, treatment, and prevention of child maltreatment (Belsky, 1980; Cicchetti & Lynch, 1993). Living in a poverty-stricken neighborhood increases maltreatment risks because low-income neighborhoods are often lack resources, have residential instability, and cause parenting stress (Black et al, 2001; Coulton, Korbin, Su & Chow, 1995; Sampson, Morenoff, & Earls, 1999). Research Question Are parental reports of the availability of high quality child care associated with their reports of neighborhood structural characteristics and family processes related to child abuse? Methods & Preliminary Results This study examines parents' reports of the availability of high-quality early childhood education (child care) and census data neighborhood characteristics (Impoverishment, Residential Instability, and Child Care Burden) and family processes (Child Abuse Potential Inventory [CAP] and Conflict Tactics Scale [CTS]). Data were from the Neighborhood and Household Factors in the Etiology of Child Maltreatment project (Korbin & Coulton, 1997) through the National Archive on Child Abuse and Neglect. Table 1

presents the differences between these two groups and these outcomes in terms of Instability, Child Care Burden, CAPS, and CTS. Implications Many questions remain about how neighborhood and family factors interact to prevent or reduce maltreatment. Such identification can lead to prevention techniques aimed at the community level, which can enable families to better cope with the stress of parenting in low-income neighborhoods. Additional results from this study could be used to foster community interventions designed to reduce child maltreatment and promote well-being among families living in low-income neighborhoods.

Ecobehavioral Risk and Toddler Externalizing and Internalizing Behaviors in Low Income Families. *Corrie Lynn Hurtt, University of Virginia; Melvin N Wilson, University of Virginia; Thomas J Dishion, University of Oregon; Daniel S. Shaw, University of Pittsburgh*

Theoretical models suggest that many diverse psychosocial factors contribute to the etiology of difficult child behaviors among toddlers. It has been suggested that difficult child behaviors are a function of the total number of etiological factors, rather than a specific type of factors (Griffin, Scheier, Botvin, & Diaz, 2000). Using canonical correlations, this study examined if cumulative levels of ecobehavioral risk (neighborhood, family, individual) cross-sectionally predicted toddler externalizing, internalizing, and problem behaviors. Participants consisted of 731 low-income caregivers and toddlers recruited from WIC. Results indicated that the first two pairs of canonical variates accounted for the significant relationship between the ecobehavioral risk set and the child behavior set. Specifically, (a) the first canonical correlation between ecobehavioral risk and child behavior was .44 with 19% overlapping variance, (b) the second canonical correlation between ecobehavioral risk and child behavior was .23 with 5% overlapping variance, (c) each cumulative level of analysis contributed to the prediction of child outcomes with neighborhood risk having a lower loading (.32) on the risk set than family (.93) or individual (.63).

Effects of a Rural Interdisciplinary Partnership on Adolescent Alcohol Abuse. *Nicole Keene, University of Kansas; Jerry Schultz, University of Kansas; Zora Pace, University of Kansas*

This empirical case-study examines the effects of collaborative community work on youth behaviors related to alcohol abuse. Reducing adolescent alcohol abuse has been a state and national priority for many years. This case-study examines the Thomas County Interagency Coalition (TCIC) effort over an eight year period. TCIC is located in rural western Kansas with a population of about 8,000. This study will help us understand what factors and/or processes were associated with increases in community and system changes and also to understand if these community/system changes were contributing to the efforts to prevent adolescent alcohol abuse. Community/system change refers to discrete instances of new or modified programs (e.g., peer refusal skill classes), policies (e.g., social hosting laws), and practices (e.g., free transportation to after-school programs) facilitated by TCIC and related to preventing adolescent alcohol abuse in the community. The coalition tracked monthly efforts and progress of their work through an Online Documentation and Support System (ODSS) provided by the University of Kansas. TCIC was able to create over 300 community changes over the past 8 years. These changes were reflective of the coalition's interdisciplinary partnerships, as the changes involved work with 12 diverse sectors. The changes were centered on four areas: community mobilization, school curricula, after-school recreation and community/school policy. Over this period the rate of adolescent 30-day alcohol use decreased 15.32%. The multi-county region reported only a 3.8% decrease during the same period and the overall state reported a 9.58% decrease. This suggests that the TCIC community efforts were responsible for creating environmental changes that led to decreases in the reported adolescent 30-day alcohol rate.

Effects of Training and Technical Assistance with Prevention

Coalitions. *Jomella Watson-Thompson, University of Kansas; Nicole Keene, University of Kansas; Daniel Schober, University of Kansas; Cesareo Fernandez, University of Kansas*

Thousands of community coalitions have emerged to address substance abuse and related concerns in the past 20 years. Yet, the science of coalition building—how people work together to create conditions that reduce risk for substance abuse—is quite limited. Key mechanisms or processes used by coalitions, such as strategic planning and community mobilization, may help create change in environmental conditions and related improvements in population-health outcomes (e.g., 30-day use). Despite the widespread use of training and technical support, there is still limited empirical evidence on their effects on implementation of key processes and changes in communities and systems related to prevention of substance abuse. The NIDA Coalition Research Project (NCRP) is experimentally examining the effects of the Community Change Model (CCM)—training and technical assistance in implementing key processes—on the implementation of key coalition processes and related change and improvement in targeted outcomes. The present study uses an interrupted time series design across two cohorts of coalitions. Ten substance abuse coalitions were randomly selected from the Community Anti-Drug Coalitions of America's (CADCA) coalition registry for participation in the study; and they were randomly assigned to receive the CCM intervention, with a staggered introduction across groups of coalitions. The primary measures for this study are the implementation of core tasks related to key processes and community/system changes (i.e., new or modified programs, policies, or practices) facilitated by participating community coalitions over time. Preliminary findings from the first year of this developmental study indicate the potential relationship between the intervention (training and technical assistance) and rates of community change. This exploratory study can help examine the importance of training and technical assistance in advancing the science and practice of capacity development for community coalitions, a prominent feature of prevention delivery systems.

#### Evaluating the School Based Mental Health Promoting Programs in Japan. *Kikuyo Aoki, Ochanomizu University*

In Japan, since the distribution of school-counselors to each public junior-high-school implemented in 1990s, movements of mental health promotion have been activated with expanding the policy into elementary schools. It is currently at the stage of creating efficient programs for the promotion and seeking the way to evaluate the design. We developed the School Mental Health Scale in order to have an appropriate scale to form and evaluate the school based mental health promoting programs, attempting items' availability for wide range of age as much as possible while considering students' rapid developmental change during this period and the accessibility within classrooms. 4,425 students from the 4th grade in elementary schools (at age of 10) to the 3rd grade in high schools (at age of 18) in Japan recruited in this study. Six sub-indexes to assess students' mental health with total of 31 items were formed: Depressive tendency, Interpersonal nervousness, Sense of inefficacy, Eating problems, Impulsiveness and Somatoform symptoms. Then the factor structure, reliability and validity were tested. Furthermore, using this scale, the developmental courses and gender differences were examined. Mainly, it was found that gender differences in the scores exist regardless of age, and also, distinctive features in ages were indicated within the scores. We will present the details of the results. By creating standardized scores with large samples, it became possible to understand each student's mental health condition, and also, the issues of the school at large. Utilizing their scores as the base-line yields some plans for school based mental health promotion. We have conducted some action researches at schools with the scale. We will present our practices based on such promoting programs and the usage of the scale, and discuss how we design and how we evaluate mental health promoting programs at schools in Japan.

#### Examining Continuum of Care Programs: A Comparative Review of Assertive Community Treatment and Intensive Case Management for Adults with Serious Mental Illness. *Jackie McDaniel, University of South Carolina*

Adults with serious mental illness face many different and challenging transitions in their life and throughout their recovery process. One critical transition is the movement from inpatient psychiatric hospitalization to stable residence in the community. The stability and positive effects of this transition is greatly aided by the support of various mental health professionals in the community. This presentation will outline a critical review paper written with the goal to comparatively examine two community interventions designed to provide stable and continuous community-based care for adults with mental illness. Intensive Case Management and Assertive Community Treatment teams are based on similar goals of helping adults with mental illness receive the support they need although they are operationally quite different. These two programs have become the norm for intensive psychiatric care in the community and research has shown positive benefits for individuals in either of these programs such as increased quality of life and reduced psychiatric symptom distress. However, current research does little to examine or explain which program (ACT or ICM) works best for what clients, under what conditions, or for how long. In order for adults with mental illness to achieve more positive effects and achieve recovery oriented goals during their transition to life in the community via these interventions, researchers and mental health professionals must work to identify potential factors for improved person-program fit. This presentation will critique the current methods of examining the effectiveness of ACT and ICM and also provide suggestions for practitioners, policy makers and fellow researchers to improve understanding of these programs and improve the design of these programs. Furthermore, this presentation will propose ways in which this information can be used to increase positive effects and improve the recovery process for individuals with mental illness transitioning to life in the community.

#### Examining the Self-Reported Sexual Behaviors of African American Adolescents. *Rhonda Lewis-Moss, Wichita State University; Chakema Carmack, Penn State University; Jamilia Sly, Wichita State University; Shani Roberts, Wichita State University*

The purpose of this poster is to examine the self-reported sexual behaviors of African American adolescents living in the Midwest. A baseline survey was given to 448 African American youth between the ages of 12-17. African American adolescents report having higher rates of STDs and HIV infection rates than their Caucasian and Latino counterparts. African American adolescents accounted for 55% of all HIV cases reported for youth ages 13 to 24. This is a state of emergency and prevention scientists need to understand what is going on with this disenfranchised segment of the population and implement more effective interventions to reduce the spread of HIV/AIDS and increase condom use. The poster will compare the self-reported sexual behaviors of African Americans adolescents to U.S. norms. The results show that this Midwest sample reported better safer sex practices than national norms. Limitations and future research are also discussed.

#### Family Processes Promoting Achievement Motivation and Academic Success among Latino Youth. *Natalie Wilkins, Georgia State University; Gabriel P. Kuperminc, Georgia State University*

Latinos are the largest and one of the fastest growing ethnic minority groups in the United States (Pew Hispanic Center, 2006), and it is predicted that Latino children will make up 29% of the school-aged population in the US by 2050 (U.S. Census Bureau, 2004). As such, it is important to understand processes of motivation and achievement among children in this rapidly growing group. Garcia-Coll and colleagues (1996) suggest that culture and immigration experiences influence youths' school

achievement directly and tangibly. Kuperminc and colleagues (in press) integrate this idea into the cultural ecological-transactional (CET) perspective and assert that cultural values act as a "lens" through which youth experience and act upon information from various levels of their environment. This study uses the CET perspective to examine Latino youths' motivation and achievement within the context of their culture and the immigrant experience. Questions addressed in this study are: (1) How is achievement motivation best conceptualized within the context of Latino culture? (2) How are relational variables (familism & parent involvement) associated with youths' motivational processes? (3) How is motivation related to youths' academic achievement? and (4) Does motivation mediate the association between relational variables and academic achievement? Participants were 199 Latino youth at wave 1 (143 at wave 2). The sample of seventh and eighth graders was predominantly Mexican, 57% female, and ranged from 12-14 years in age. All participants were either immigrants (79%) or U.S.-born children of immigrants (21%). Preliminary analyses indicate temporal orientation (focus on the future vs. present) and affiliative (group-oriented) goals play important roles in Latino youths' motivation. Preliminary results also show motivation is significantly associated with familism ( $\beta = .271, p < .001$ ) and parent involvement ( $\beta = .230, p < .001$ ). Final analyses will consist of structural regression models using 2 wave longitudinal data to model 1-year changes in academic achievement.

**Healthy Relationships and Dating Violence: Adolescent Voice and Arts-Based Intervention in Delray, Detroit.** *Laura Diane Norton-Cruz, University of Michigan School of Social Work; Hsun-Ta Hsu, Detroit Initiative*

It is estimated that 1/4 of girls and 1/6 of boys will be the victim of non-consensual sexual contact before their 18th birthday, and that 1/5 of teenage girls will be the victims of dating violence. Research indicates that these rates are significantly higher within disadvantaged communities with high crime rates, and that interpersonal violence disproportionately affects young women of color. Innovative, culturally-empowering, participatory, and action-oriented research is needed to better understand interpersonal violence in the lives of youth, particularly youth in disadvantaged communities, and to better understand how to combat it. This poster will discuss the results of an intervention research project conducted by The Detroit Initiative (DI), a team of MSW and doctoral students, in collaboration with a community center in the low-income Delray neighborhood of Detroit, Michigan. The DI is planning to use focus group research in January 2009 with youth (primarily of African American, Latino, and Appalachian White backgrounds, ages 13-18) in a community center in Delray to determine youth attitudes about and experiences of dating and interpersonal violence. Focus groups will also be used to gather youth input into intervention design. Data will be manually coded, analyzed, and summarized into themes and main findings. Using the focus group data, the DI will then design and facilitate an intervention that incorporates arts-based empowerment and activism, social justice and "community of responsibility" approaches. The intervention will be evaluated using a mixed-methods design and will focus on knowledge, attitude, and behavioral outcomes related to interpersonal violence and gender justice as well as youth efficacy to create change. The poster will include a discussion of findings as well as some discussion of the role of community collaboration in culturally-empowering intervention design and long-term sustainability.

**Incorporating Sexual Minorities into the Gender Symmetry Debate on Intimate Partner Violence.** *Caroline Anna Lippy, Georgia State University; Julia Perilla, Georgia State University*

Using data collected from the 2007 Atlanta Pride Festival, this poster will discuss the role of gender in the perpetration of intimate partner violence (IPV). Currently, many researchers investigating IPV are involved in a large and often rancorous debate about gender symmetry. The debate centers on the impact

of patriarchy on creating gender differences in the use of violence in relationships. Proponents of gender symmetry argue that men and women perpetrate equal levels of IPV, so the impact of patriarchy and other systemic forms of gender inequality are minimal. This challenges gender asymmetry proponents who support the traditional view within the domestic violence movement that the violence perpetrated by men in relationships is qualitatively more severe than the violence perpetrated by women. Unfortunately, both sides of the debate focus almost exclusively on heterosexual couples. The current study used data on 796 self-identified sexual minorities to expand the gender symmetry debate by investigating the association between IPV and gender both within and across sexual minority relationships. Specifically, this study compared rates of IPV perpetration between gay and bisexual men ( $n = 372$ ) and lesbian and bisexual women ( $n = 424$ ). Preliminary analyses revealed significant gender effects across relationships, resulting in greater levels of IPV perpetration by sexual minority men. The implication of these findings will be examined not only with regard to the debate on gender symmetry, but also in relation to the role that research on sexual minorities plays in the broader context of IPV research.

**Increasing the Cultural Appropriateness of Spanish-Language Parenting Education Programs.** *Angela D. Ledgerwood, Miami University*

Knowing that parenting practices are influenced by cultural variables, including values and heritage, it is essential that parenting education programs be compatible with the cultural values of the target audience to be effective (Harkness & Super, 1995). Yet in the area of parenting education the majority of research has been conducted using English-language interventions and primarily with families of the European American majority culture (Hayes, 1996; Forehand & Kotchick, 1996). Therefore, it should not be assumed that programs shown to be effective with the majority culture will be effective with the Latino community. Additionally, with Latinos now being the largest minority group in the United States (U.S. Census Bureau, 2001) it is imperative to work towards understanding how to make parenting education programs more effective for this growing community. This poster will explore the potential to increase the cultural appropriateness of Spanish-language parenting education programs through Participatory Action Research (PAR). A review and synthesis of literature will address how cultural translation and increasing the cultural competency of practitioners can inform program adaptation, and will present the additional benefits of adopting a PAR approach as a way to further increase the cultural appropriateness of parenting education programs for monolingual Spanish-speakers. Anticipated benefits of using a PAR approach will be provided in addition to suggestions of how to make such a research approach more congruent with traditional Latino values.

**Individual differences and Neighborhood Characteristics of Juvenile Sex Offenders.** *Jodie Petersen, Michigan State University*

Juvenile Sex Offenders are an understudied population that proves to be dissimilar from the general juvenile delinquency population. The effects of certain neighborhood characteristics on children have been documented (e.g. Brooks-Gunn & Duncan, 1997, and Cauce, Stewart, Rodriguez, Cochran, & Ginzler, 2003), but these factors have not been widely studied in regards to this population. This project provides a descriptive look at the neighborhood characteristics of the areas surrounding the homes and offense locations of juvenile sex offenders in a medium-sized Midwestern county. Factors such as proximity to resources and indicators of social disorganization such as unemployment, poverty, and residential transiency are examined in relation to individual factors such as age and familial information. This information was analyzed using Geographic Information Systems software, combining county court data with census data. This information can be used alongside similar studies of general juvenile offenders to see an ecological contrast and also points to

the further need for treatment that is not only offense specific, but also community based.

**Infant Feeding, Community, and AIDS: Empowerment Evaluation in KwaZulu-Natal.** *Laura Jayne Flamm, Miami University; Paul Flaspohler, Department of Psychology, Miami University*

Transmission of HIV through breastfeeding can be drastically reduced through evidence-based practices, given effective community-centered education and support. This poster will present findings from the application of empowerment evaluation principles and processes to an infant feeding counseling program in KwaZulu-Natal, South Africa. Empowerment evaluation engages stakeholders through the processes of planning, implementation, and evaluation, ultimately building these stakeholders' capacities to sustain and improve services. Empowerment ideology is particularly applicable to the reduction of mother-to-child transmission (MTCT) of HIV in KwaZulu-Natal where community stigma, norms, and taboos powerfully affect infant feeding. Because HIV can be passed through breast milk, exclusive formula feeding is recommended for HIV-positive mothers that can consistently obtain and prepare formula. For mothers whose economic and/or environmental situations prevent this, exclusive breastfeeding (EBF) is recommended, as feeding technique developed through repetition reduces the risk of infant exposure to HIV from cracked nipples and as gut-coating and immunological properties of breast milk prevent the virus from entering the bloodstream. EBF for the first six months poses a significantly lower risk for MTCT than does mixed feeding. (Coutsoudis, 2000) Health programs in South Africa counsel HIV-positive mothers to follow this best practice model, but norms against non-mixed feeding and stigmatizing associations between formula-feeding and AIDS perpetuate mixed feeding. (Doherty et al., 2006) An empowerment evaluation approach addresses this gap, permitting stakeholders to identify challenges overlooked in traditional evaluation, allowing programs to tackle local stereotypes, and encouraging service providers in their roles as liaisons between community and biomedical knowledge. Cross-cultural implications will also be discussed, as the research is part of an undergraduate semester abroad and as empowerment evaluation is chiefly studied in Western countries. The role of community psychology in health initiatives will finally be discussed, showing the need for a better understanding of what building evaluation capacity can accomplish.

**Intergroup Relations in Participatory Research.** *Susan L Staggs, University of Wisconsin - Stout*

The Relations Among Collaborators (RAC) study contributes to the literature on participatory research by examining how relationships between academics and practitioners influence perceptions of conflict and project effectiveness in participatory projects. A cross-sectional, web-based survey of 210 academics and practitioners with experience in participatory research was conducted. Based on the distinctiveness between the academic and practitioner groups and the sometimes oppositional roles they play on these projects, an intergroup relations perspective, with academics comprising one group and practitioners the other, informed the study. Dynamics between these two groups, specifically, threats that one group experiences during interactions with the other group, were analyzed. Results provide preliminary empirical confirmation of negative intergroup dynamics reported in case studies of participatory projects. Analyses suggest that academics do not experience significant amounts of threats from practitioners, but practitioners do experience threats from academics. Practitioners experience threats to their value systems, feel high levels of anxiety during group interactions, and harbor negative images of academics. Intergroup threats were also related to factors such as age, education, and differences in race/ethnicity. Results also indicate that negative intergroup dynamics relate to increased perceptions of organizational conflict, but that the relationship is moderated by group membership, with threats to the value systems of

practitioners associated with decreases in organizational conflict, and threats to the values systems of academics associated with increases in conflict. The relationship between conflict and project effectiveness depends on the presence of factors at the project level that facilitate equal partnership such as resource-sharing and balance of power. Negative intergroup dynamics and conflict on these projects, while perhaps not always "good things" that pave the way to richer, more productive partnerships, do not hinder effectiveness if the projects are truly participatory in nature.

**Is it rape?: Examining effects of sexual orientation on attitudes toward date rape.** *Steve Arrieta, Montclair State University; Stephanie D. Smith, Montclair State University; Michelle C. Gastulo, Montclair State University; Brian Michael Yankouski, Montclair State University; Jhon Henry Velasco, Montclair State University*

Rape continues to be an issue faced by college students on a daily basis. Research illustrates that rape occurs the most during the ages of 17 and 24, thus highlighting the traditional college age years where students are most susceptible to experiencing date rape (U.S. Department of Justice, 2003). According to Campus Outreach Services (2007), a rape occurs every twenty-one hours on a college campus in the U.S. While there are numerous myths about rape, it is known that rape does not discriminate. Anyone is susceptible to being a victim regardless of sex, religion, race, or sexual orientation (U.S. Department of Justice, 2003). In fact, research shows that rape occurs at the same rate in both heterosexual and same-sex relationships (RAINN, 2008). In the present study, college students (n = 221) from a northeastern university were surveyed to examine the differences of sex and sexual orientation of perpetrators and victims of rape and its impact on attitudes of victim blaming, perceived perpetration, and societal stigma. Participants were asked to read a vignette about a heterosexual or same-sex dating relationship ending in rape and then rate their level of agreement to statements about the vignette. An ANOVA was carried out to test for differences in attitudes based upon victim and perpetrator sex and sexual orientation. Significant differences emerged revealing the following: (1) the victim was more likely to be blamed in same-sex relationships; (2) it was more acceptable for heterosexual victims to change their mind during sexual intercourse while same-sex was not; and (3) heterosexual, female victims were more likely to be taken seriously when reporting rape to law enforcement and were more likely to be perceived as being raped. Practical implications and future directions for university-based action regarding rape in the gay and lesbian community will be discussed.

**Knowledge translation in community psychology: adapting existing models.** *Marie-Joelle Gervais, University of Quebec at Montreal; Julie Bouchard, University of Quebec at Montreal; Francois Chagnon, Université du Québec à Montréal; Cécile Tron-Bardon, University of Quebec at Montreal*

**Aims:** Despite the considerable resources devoted to social sciences research, the transfer of research findings into practice is often a slow and haphazardous process (Backer, 2000; Wandersman et al., 2008). The importance of improving the quality of practice using evidence-based interventions is recognized and there has been considerable interest in developing and evaluating strategies to increase research use by community psychologists (Emshoff, 2008; Wanderman, 2003). Thus, there are needs to adapt the existing models of knowledge translation and to propose new approaches for bridging the gap between research and practice in community psychology. The aims of the study are: 1) to review the core characteristics and values of community psychology intervention 2) to propose a knowledge translation's model that acknowledges these characteristics and values, especially the need for empowerment, respect for diversity and social justice. **Method:** A systematic review of knowledge translation models in the social, medical and political

domains was conducted using databases (Medline, ERIC, Health Science, PsychInfo, Proquest, Social Abstract), grey literature and manual searching of journals. Over 3,500 abstracts were screened and a total of 70 models were included in the final pool. The inclusion criteria were based on the clarity, theoretical coherence and empirical validity of the models (Prochaska et al., 2008). Findings and implications: Based on the systematic review, a comprehensive knowledge translation model that acknowledges the main values and the key principles which guide the intervention in community psychology has been developed. The final model proposes five core principles (concerted participation, sharing power, acknowledgement of researchers' and community members' expertise, co-construction of knowledge, relational capital) that must guide the knowledge translation process in community intervention. Strategies to help social researchers adapt and disseminate their findings in order to insure research use by community psychologists are also proposed.

**Making the unknown known: Understanding Students' Perceptions of Campus Disasters.** *Wendy R. Fogo, Bowling Green State University; Catherine H. Stein, Bowling Green State University; Shane W. Kraus, Bowling Green State University*

In the aftermath of tragedies such as the shootings at Virginia Tech, universities across the United States have been actively engaged in campus disaster preparedness. However, anecdotal evidence from recent disasters shows that a substantial number of individuals choose not to follow disaster recommendations, despite the risk of negative consequences. Relatively little is known about individual and social factors that influence individuals' response to disaster. This poster presents the results of an initial study of college students' perceptions of campus disasters. The study employed the newly-developed Student Perception of University Disaster battery to examine the views of 273 undergraduates about general disaster preparedness, knowledge of disaster recommendations, and perceived risk related to three types of disaster scenarios (campus pandemic, tornado, campus shooter). Students' self-reports of previous disaster training, general level of trust in university administrators, overall knowledge of recommendations and perceived risk for the three types of disaster scenarios are summarized. Results suggest that students generally report having more knowledge about a campus pandemic and tornado scenario than a campus shooter scenario. However, students reported higher expectations of risk for a campus shooter scenario than either a pandemic or a tornado. Implications of study findings are discussed in the context of university disaster planning.

**Membership Dynamics in an Internet-Based Community of Practice.** *Susan Eckerle Curwood, Wilfrid Laurier University*

The literature on community is increasingly expanding to include the notion of virtual communities, which engage through the medium of the Internet. The Communities Collaborating Learning Community is one such community - an online community of practice, designed for practitioners of collaborative, place-based community work. Participation is limited to alumni of a week-long program called the Communities Collaborating Institute, and the online space was established with the intention of facilitating information-sharing by and collaboration among Institute graduates. This study followed the Learning Community through its first 16 months of existence, seeking to explore the social ties among members, the changes in participation as the community moved through its formative stages to a period of relative maturity, and the uses that members made of the online space. Data were the postings and messages sent through the online space. Simple social network diagrams were generated for each month of the time period examined, as well as for the entire period. Changes in participation over time were measured through examining the number of active users, the volume of messages, and the percentage of messages that fell into different functional

categories. With about 15 "early adopters" in the first three months, over the course of the study, 48 individuals posted to the space. The majority were from the voluntary sector, with a few government employees who were engaged in local collaborative work. By contrast, the proportion of government employees participating in the Institute itself had been significantly higher. Although a few efforts were made to instigate new projects or new ways of working together, this function was not prominent during the months under study. Members used the online space to exchange information and give opinions, but the most prominent use of the online space was to facilitate participants' reflection on their local collaborative work.

**Mental Health Reform Movements and Consumer First Person Accounts.** *Shinakee Gumber, Bowling Green State University; Catherine H. Stein, Bowling Green State University; Erin E. Bonar, Bowling Green State University*

Over the past forty years, the emergence, principles, and practices of community psychology have been embedded within the context of public mental health. From the deinstitutionalization movement of the 1960's, through the Community Support and Consumer/Survivor movements of the 1970's and '80s, to the present day Recovery vision, each mental health movement has shaped how people coping with serious mental health concerns have been viewed, treated, and valued by society. Although community psychology has broadened its focus, the welfare of people living with mental illness has remained of deep concern to the field. The present research uses published first person accounts to examine the role of major mental health movements in understanding the lived experience of people diagnosed with schizophrenia. A sample of 59 first person accounts of individuals diagnosed with schizophrenia published in *Schizophrenia Bulletin* from 1969 - 2006 was used to describe the views and concerns of mental health consumers over the course of three decades. Major themes found in the personal narratives are summarized. The degree to which themes are consistent with the philosophies and practices of the mental health movement at the time the account was published are examined. Results suggest the persistence of certain salient themes across the three decades in the published accounts of people with schizophrenia. The implications of results as they relate to mental health policy and consumer perceptions across time are discussed.

**Multicultural Acculturation & Enculturation Scale - Hawaii Version (MAES-HI): Measuring Acculturation and Enculturation in Context.** *Cheryl M Ramos, University of Hawaii - Hilo*

Acculturation has been defined as "the process of socialization to the norms of the dominant group (e.g. European American) and enculturation as the process of retaining the norms of the indigenous group" (Kim & Omizo, 2006, p.248). Segmented assimilation theory posits that various patterns of acculturation are possible depending on the reference group to which one is compared. In Hawaii, individuals are influenced by and culturally positioned in reference to their own ethnic culture, the Native Hawaiian host culture, the pan-ethnic "local" culture, and European American culture. The Multicultural Acculturation & Enculturation Scale - Hawaii Version (MAES-HI) is an adaptation of the Asian American Multidimensional Acculturation Scale (AAMAS) developed by Chung, Kim, & Abreu (2004). The AAMAS consists of 15 items and uses a 6-point Likert type scale ranging from "not very much" to "very much". Respondents are asked to rate each item according to three referent groups: 1) their culture of origin, 2) European American culture, and 3) other Asian Americans (i.e. pan-ethnic culture). The MAES-HI uses the same 15 items of the AAMAS and 6-point Likert type scale. However, respondents are asked to rate each item according to four referent groups: 1) their culture of origin, 2) European American culture, 3) a pan-ethnic "local culture" in Hawaii, a common culture that emerged in Hawaii as members of different immigrant groups borrowed customs from one another, intermarried, and developed a common lifestyle, and

4) the Native Hawaiian host culture. The initial psychometric properties of the MAES-HI were obtained in a recent study and suggest that the MAES-HI is a reliable and valid measure of acculturation. The MAES-HI serves as an example of how acculturation and enculturation may be measured in diverse, multicultural, pan-ethnic communities.

**Nonresident Fathers' Involvement: Associations with Achievement and Emotional Outcomes.** *Miriam Linver, Montclair State University; Tiffany Brown, Montclair State University*

The great majority of US children growing up in single parent homes reside with their mothers, resulting in a significant number of nonresidential fathers. As a result, scholarship has focused on how nonresident fathers contribute to child functioning. We explore various domains of nonresident father involvement and its relation to adolescent functioning in a racially diverse sample. Method. We examined the Panel Study of Income Dynamics-Child Development Supplement, Wave II (PSID-CDS II), a large national sample of children and their families. Our sample included 594 African American and European American youth in grades 7-12 whose biological father was alive but not living in the household. We examined father involvement via frequency of contact, type of activities while involved, and financial support. Youth outcomes included Woodcock Johnson scores, academic self-concept, and the Behavior Problems Index. Results/Discussion. T-tests and chi-squared tests were conducted to determine if nonresident fathers' involvement differed by race. No racial differences were found in frequency of contact. European American fathers were more likely to spend time with their teens playing or in leisure activities, whereas African American fathers were more likely to spend time in religious activities. European American fathers were more likely to contribute to medical bills, pay child support, and contribute more child support. Next, we examined how nonresident fathers' involvement was related to youths' achievement and emotional outcomes. Using OLS regression analyses, we found greater financial contribution was related to higher reading achievement, and participating in more activities was related to lower internalizing behavior problems. Additionally, African Americans, participating in more activities was related to lower internalizing behavior problems. For European American youth, fathers' financial contributions were related to higher math self-concept, and lower externalizing behavior problems. Our findings suggest the presence of socio-cultural nuances in the fathering process which can inform programs and policies in culturally relevant ways.

**Oppressive acculturation contexts: opportunities and barriers for community integration and wellbeing among Moroccan immigrants in Southern Spain.** *Sonia Hernandez-Plaza, University of Almería (Spain). Faculty of Psychology. Department of Human and Social Sciences. Area of Social Psychology; Manuel Garcia-Ramirez, Universidad de Sevilla, Spain; Carlos Camacho, Universidad de Sevilla; Virginia Paloma, Universidad de Sevilla; Vicente Manzano, Universidad de Sevilla; Maria-Jesus Albar, Universidad de Sevilla, Spain; Fátima Almorabiti, Universidad de Almería; Isabel Herrera, Universidad de Sevilla; Jose Manuel Sevillano, Universidad de Sevilla; Manuel de la Mata, Universidad De Sevilla*

Taking an approach focused on the individual, most psychosocial research on immigrants' integration has emphasized behavioral and attitudinal changes that take place as a result of cultural contact, in terms of maintenance of immigrants' cultural identity and customs, and contact with the recipient society (Berry, 2005). This mainstream perspective has often assumed that migrants are free to choose one acculturation strategy or another, failing to take into account the unequal conditions that immigrants must face in most western societies. In this presentation, we propose a predictive model of immigrants' integration that links the perspectives of cross-cultural

psychology and community psychology, and points up the need to move from a focus on individual acculturation strategies to a focus on acculturation local contexts, in terms of opportunities and barriers for integration, asymmetrical intergroup relations and unequal power. Taking this predictive model as a basis, we describe the results of a qualitative study, included in a broader investigation about the facilitators and barriers of community integration and wellbeing among Moroccan immigrants in the south of Spain. Personal narratives, based on qualitative interviews, were used to describe oppressive conditions at the local context (the neighborhood and the work context), and their impact on community integration and wellbeing among Moroccan immigrants. Our results show a clear link between the characteristics of acculturation local contexts, individual acculturation strategies and wellbeing. We conclude that integration and wellbeing are not possible in oppressive local contexts characterized by ethnic segregation, physical and social isolation, lack of resources and access to basic services (health, education, social, etc.), scarce opportunities for interaction with natives and ethnic prejudice. Integration and wellbeing are possible only in multicultural contexts, where acculturation is seen as a process of mutual accommodation, and the native population is open and inclusive in its orientation towards cultural diversity.

**Outcomes of a Foundation's Community-wide Initiative to Enhance Mental Health Services.** *Diane Betzen, Wichita State University; Tara Gregory, Wichita State University Ctr for Community Support & Research; Chi C. Vu, Wichita State University Center for Community Support and Research; Todd Shagott, WSU CCSR; Scott Wituk, Center for Community Support & Research - Wichita State University*

With the downward shift in the economy and tighter budget restraints, foundations want to make sure that their money is being used as beneficially as possible. As such, foundations often develop large-scale initiatives and invest huge sums of money toward improving services for various populations. More foundations and other fields are interested in the impact of these broad/wide-scale initiatives and how they can be improved. The purpose of this poster is to describe the results of an evaluation of a Midwestern Foundation's mental health initiative that involved funding 52 mental health agencies in a large urban setting. Evaluation results to be presented will report on the effectiveness of techniques used to measure progress, outcomes, and impact by the grantees. Evaluation outcomes will help in understanding the extent to which the mental health funding provided has led to progressive improvements in expanding and improving the effectiveness of care for those with mental health disorders. Also, the evaluation results will identify promising organizational and programmatic practices of mental health grantees and the extent to which mental health grantees implement them. Results and implications for mental health organizations, foundations, and evaluators will be presented.

**Participation, Evaluation, and Knowledge Management.** *Anna Calabria, ISTC\_CNR; Antonella Rissotto, Institute for Cognitive Science and Technologies - CNR; Ilaria Lastaria, Institute for Cognitive Science and Technologies - CNR*

Participatory evaluation is a particular form of action research that generates knowledge aimed at promoting change. This kind of evaluation promotes the integration of the knowledge of researchers and practitioners that belong to different organizations to improve services' quality applying principles of Community Psychology. Models developed by organization experts can be used to analyze participatory processes investigated in the field of Social and Community Psychology. We present and discuss one of the possible interpretations of an evaluation process drawn from an organizational learning model (Nonaka and Takeuchi, 1995). This contribution regards the participatory evaluation of Youth Recreation Centres, social services for young people and their family. The evaluation

involved researchers, practitioners working in the Third sector and in the Public sector who met for a 20 days (96 hours) and for 2 congresses. The results highlight the link between participation, learning and change processes.

**Participatory Action Research with Youth: Lessons Learned from a Project with Fifth Grade Students.** *Jennifer L. Elfstrom, Miami University Department of Psychology; Hollie E. Sink, Miami University; Christopher J Reiger, Miami University; Paul Flaspohler, Department of Psychology, Miami University*

Collaborating with community stakeholders via participatory research strategies enhances the effectiveness and sustainability of program implementation (Durlak et al., 2004). Furthermore, participatory research with youth promotes useful skill development and positive social developmental opportunities for youth participants (Brown et al., 2001; Kellett, 2005; Powers & Tiffany, 2006). Though the use of participatory action research (PAR) with youth has increased, there is a dearth of guidance with regard to implementing such projects (Chen et al., 2007). Thus, this poster aims to increase knowledge regarding collaborating with youth in research and action by describing lessons learned from piloting a PAR project in two rural elementary schools. The poster will briefly describe a pilot youth PAR project and describe in detail the lessons learned from process evaluation of the project. The project will engage fifth grade students in PAR to prevent bullying in their schools and will run from January to May 2009, with full scale implementation planned to begin in September 2009. The goal of the project is to simultaneously reduce school-wide bullying and promote positive developmental outcomes (e.g. empowerment, competency development, increased connectedness to peers, adults, and school) for student participants. Students will engage in all stages of knowledge development including: problem identification, research design, gathering information, planning, action, and evaluation. Qualitative data will be collected on the youth PAR process, specifically focusing on a) The roles and relationships of adult and student collaborators, b) Challenges and opportunities of PAR within the school context, and c) Developmental considerations of PAR with school-aged children. This data will result in lessons learned and subsequent recommendations to be shared with researchers and practitioners who are engaged in youth PAR or other forms of research and action with youth.

**Perceptions of Nuclear Energy as a Solution to Climate Change.** *Adam Carton, Georgia State University; Jalika Street, Georgia State University; Emma Ogleby-Oliver, Georgia State University; Marci Culley, Georgia State University*

Thirty years after the Three Mile Island (TMI) accident helped to define it in catastrophic terms (Newcomb, 1986), nuclear energy has been entertained as a viable "green" solution to climate change and has played a prominent role in discussions of energy policies worldwide. In the US, an historic shift in energy policy has led to considerable incentives for new reactors; the majority of these slated for the Southeastern US. Given the timely nature of this topic, the citizen participation and environmental justice implications concomitant with the use of nuclear energy and the skills that community psychologists may bring to the table (Culley & Angelique, 2008), we explore in this study whether perceptions of nuclear energy have been influenced by efforts to reframe this technology in "green" terms. This has yet to be explored in the published psychological literature, as most research in this area took place in the 1970s and 1980s following the TMI and Chernobyl disasters, long before concerns about climate change became part of mainstream public discourse. In this poster, we present and discuss findings from a survey of students from an urban, southeastern university about their knowledge of and attitudes toward nuclear and other energy technologies as they relate to climate change. In keeping with previous research that demonstrated relationships between attitudes toward nuclear energy and several key factors, using established measures, we also assess respondents' worldviews,

trust in nuclear authorities, and perceptions of economic benefits (Slovic, 1999). Given a recent PEW poll (2006) and previous research, we expect our sample to be split on their support for nuclear energy, and anticipate such support will be a function respondents' orientation to the factors explored. Implications for public support of energy policy and climate change solutions, and the potential role(s) of community psychologists in such will be discussed.

**Power at the End-of-Life: An Analysis of the Needs of the Terminally Ill.** *Julia A DiGangi, DePaul University; Christopher B. Keys, DePaul University; Joseph Anthony Figueroa, DePaul University*

This study examines what power means for marginalized, rural individuals who have less than six months to live. Given the exploratory and inductive nature of this study, the central research question is: What does empowerment mean to the dying? Data was collected by interviewing 28 terminally ill individuals using a survey instrument with standardized open-ended questions. The data have been analyzed using a grounded theory approach. A grounded theory approach provides the most pure version of bottom-up analysis, allowing the analysis to be driven by the data and less by the preconceived notions of the researcher or previous findings of the literature. The first step in the data analysis involved the development of a codebook that was used to code the data. In grounded theory, there are three types of coding when using grounded theory: open coding, axial coding and selective coding. The three phases of coding will be based on the codebook. Open coding essentially answers the question, "what are these data about?" in a line-by-line, sentence-by-sentence, idea-by-idea fashion. Axial coding determines how codes in the data set that were established during the open coding phase relate to each other. Selective coding is typically the third and final phase of coding in a data analysis process that seeks to establish grounded theory (Patton, 2002). The central goal is to integrate the findings of the earlier coding process in order to form grounded theory (Stauss & Corbin, 1990) about what power means to the dying. Preliminary results show that community relationships and spiritual beliefs serve as a source of power and offer the terminally ill a sense of control. Additionally, results showed that themes of acceptance were more salient to individuals at the end-of-life than themes of empowerment.

**Predicting membership in consumer-run organizations: a longitudinal study.** *Oliwier Dziadkowiec, Center for Community Support & Research - Wichita State University; Chi C. Vu, Wichita State University Center for Community Support and Research; Crystal Reinhart, Center for Community Support & Research - Wichita State University; Todd Shagott, WSU CCSR; Adrienne Noel Banta, Center for Community Support and Research at Wichita State University; Ashlee Keele-Lien, Wichita State University/ Center for Community Support & Research; Nathan Patrick Swink, Wichita State University; Center for Community Support and Research; Kimberly Hymer, Center for Community Support & Research - Wichita State University; Scott Wituk, Center for Community Support & Research - Wichita State University; Greg Meissen, Center for Community Support & Research - Wichita State University*

Since the 1960s mental health consumer run-organizations (CROs) have been empowering and socially supportive settings chosen by mental health consumers as a complement or an alternative to traditional mental health services. The President's New Freedom Commission on Mental Health (2003) has recognized consumer-operated services, such as CROs, as a promising practice with potential to be evidence based practice. According to previous research the benefits of actively attending and participating in CROs include increased social support, empowerment, and sense of community (Brown et al., 2008; Hardiman & Segal, 2003; Nelson, Ochocka, Janzen & Trainor, 2006a; Segal & Silverman, 2002; Trainor et al., 1997). This

poster will present findings from one of few longitudinal studies of mental health consumers in the United States. Results of this study will focus on the predictive relationship between hope, organizationally mediated empowerment, personal empowerment, social participation, social network size and CRO membership. Personal interviews were conducted with CRO members from eight different CROs at baseline (N=175) and at a 12-month follow up (N=65). Discussion will focus on exploring the reasons people attend and why they stop attending consumer-run organizations and the implication of these findings on recruitment, and retention practices of CROs.

**Self-Efficacy, Self-Esteem, and Sense of Community Among Adults Recovering from Substance Abuse.** *Ed Stevens, DePaul University; Leonard A. Jason, DePaul University; David Mueller, DePaul University; Joseph Ferrari, DePaul University*

Over 1200 Oxford Houses nationwide offer sober, affordable, and mutually supportive housing to individuals in recovery from substance abuse. These residences are democratically self-governed and self-funded. Self-efficacy as measured specifically for abstinent behavior has been predictive of relapse in several recent studies including those involving Oxford House residents' as participants. This current research explored the relationship between abstinent specific self-efficacy, general self esteem, and a house level measure of sense of community as reported by 758 residents in 139 Oxford Houses. Utilizing two-level HLM, general self-esteem was not significantly predictive of abstinent specific self-efficacy, however, house level sense of community was positively associated with greater self-efficacy. Possible implications include specific self-efficacy and/or mutual support interventions.

**Serving the Underserved: Asset Building within Youth Shelters.** *Hillary J. Heinze, University of Michigan-Flint*

The Positive Youth Development (PYD) approach asserts that all youth have the capacity for healthy development. Assets, characteristics that aid healthy development, must be nurtured within youth relationships and institutions, while barriers to achieving one's potential must be eliminated. Researchers have advocated for identifying and fostering strengths in homeless youth populations (Bender et al., 2007; Kidd & Davidson, 2007); however, the PYD framework has not been examined in terms of development and implementation of services within this population. Given their erratic and challenging lifestyles (Toro et al., 2007), homeless youth are oftentimes marginalized or cut off from traditional youth-serving programs, and thus many have had limited exposure to positive, strength-building experiences hypothesized to promote healthy youth outcomes (Eccles & Gootman, 2002). Because shelters and related services are often the primary support resources available to many of these youth, asset-building resources and experiences within such programs may be central in helping youth exit homelessness and transition successfully into adulthood. In the current study, we examine positive youth developmental processes within four emergency and transitional shelters for homeless youth. The Developmental Assets Profile (Search Institute, 2004) was adapted to assess external assets, or contextual processes (social support, boundaries/expectations, empowerment, and constructive use of time) that occur within the shelter setting. Seventy-five youth will complete surveys assessing shelter external assets and positive youth academic, social, and psychological outcomes across three time points (upon arrival, midpoint, upon departure). It is predicted that asset building experiences within shelters will increase across time points, and that higher external asset scores will predict positive youth outcomes among homeless youth. Findings of the current study will be shared with providers and within community and academic outlets to target service gaps and inform policy and program development to better address the needs of these youth.

**Sexual Prejudice, Religious Fundamentalism, and Antigay Responses in Black Men.** *Wilson Vincent, Georgia State University; John L. Peterson, Georgia State University;*

*Dominic J. Parrott, Georgia State University*

The aims of this study were to examine whether sexual prejudice mediates the association between religious fundamentalism and antigay anger and between religious fundamentalism and antigay aggression in Black men. Studies have found an association between religious fundamentalism and sexual prejudice and between sexual prejudice and both antigay anger and antigay aggression. Given recent passage of the proposition banning gay marriage in California, supported by 70% of Black voters, studies in nonwhite men are especially needed. Participants were 100 self-identified heterosexual Black men between the ages of 18 and 30 recruited via newspaper advertisements from a major metropolitan area in the southeastern United States. After providing informed consent, participants completed a questionnaire battery that included measures of (a) sexual orientation, (b) adherence to religiously fundamentalist, authoritarian doctrine, (c) sexual prejudice toward gay men, and (d) reported frequency of past perpetration of antigay aggression. Participants then completed an interview that included a measure designed to assess their endorsement of anger immediately after listening to a vignette describing intimate behavior (e.g., kissing, hugging) between two gay men. Results indicated that religious fundamentalism predicted antigay anger and aggression. Furthermore, religious fundamentalism was associated with sexual prejudice. Importantly, sexual prejudice fully mediated the associations between religious fundamentalism and antigay anger and aggression, such that the previously significant associations between religious fundamentalism and antigay anger and aggression were reduced to a non-significant level. These findings are the first to show, exclusively among Black men, that fundamentalist religious beliefs are associated with antigay anger and antigay aggression. To the extent that fundamentalist teachings promote, or fail to prohibit, negative attitudes toward gay people, then religious institutions may exert a pervasive negative influence on attitudes toward Black gay men.

**Speaking from Experience: Giving Voice to Adults and Families Coping with Mental Illness.** *Catherine H. Stein, Bowling Green State University; Kristen M. Abraham, Bowling Green State University; Wendy R. Fogo, Bowling Green State University; Alexis C. Hamill, Bowling Green State University; Shinakee Gumber, Bowling Green State University; Erin E. Bonar, Bowling Green State University; Erica A. Hoffmann, Bowling Green State University; Jaclyn E. Leith, Bowling Green State University; Shane W. Kraus, Bowling Green State University; David A. Faigin, Bowling Green State University; Christine E. McAuliffe, Bowling Green State University*

For over forty years, community psychology has been committed to reducing social stigma and giving voice to people coping with serious mental illness. Research suggests that personal contact between the public and people with psychiatric disabilities in particular contexts can help reduce social stigma surrounding mental illness. Unfortunately, opportunities for this marginalized group to share their stories, demonstrate their personal expertise, and meaningfully contribute to their community are often quite limited. The challenge for community psychologists is to help create social settings where adults with mental illness are recognized and valued. The poster presentation describes the development and effectiveness of Speaking from Experience, an innovative speakers' group consisting of people with psychiatric disabilities and their families. Members of the speakers' group give 30-minute presentations in which they share with audiences their personal experiences and provide information on mental health and advocacy issues. The poster provides background on the core values and development of the speakers' group, and outlines the basic elements of Speaking from Experience presentations. Results of a qualitative study of 14 speakers are presented that examined adults' motivations for becoming speakers and the meanings ascribed to being part of the group. Speakers' views about sharing their experiences about mental illness in public, the personal significance of educating others,

and the power of contributing to their community are presented. The implications of creating alternative social settings for people with psychiatric disabilities and their families for community research and action are discussed.

**Sudanese Experiences of Refugee Resettlement in Brisbane, Australia.** *Kate Murray, Arizona State University; Alex Zautra, Arizona State University*

In 2007, there were 67 million people worldwide forcibly displaced from their homes with 1.6 million Sudanese persons of concern and Sudan being the third largest generator of refugees in that year (UNHCR, 2007, 2008). The current research aims to improve understanding of the refugee experience among a specific group of refugees, adults from Sudan resettled in Brisbane, Australia. A total of 90 adults (56 women and 34 men) between the ages of 18 and 70 years ( $M = 34.19$ ,  $SD = 9.37$ ) participated in the study. These individuals represented 20 different ethnic groups who entered Australia through the federal humanitarian program between 1995 and 2007. Participants completed quantitative questionnaires assessing a broad range of factors including: physical and mental health outcomes, life satisfaction, subjective well-being, experiences of discrimination, social ties, acculturation, experiences of torture and trauma, access and utilization of resettlement services, and demographic characteristics. Participants reported experiencing 5.5 traumatic events and very low levels of pathology, with only 2 participants meeting full diagnostic criteria for PTSD according to the Harvard Trauma Questionnaire. Further, younger individuals reported higher levels of pathology, while individuals who reported having more close friends, being more acculturated in Australian culture, and having higher scores of multiculturalism reported higher levels of subjective wellbeing. Participants accessed a number of resettlement services and identified limitations and dissatisfaction with specific aspects of the resettlement experience. These findings have implications for further development and evaluation of multi-faceted resettlement programming around the world. Resettlement programs which recognize the resilience of refugees and supports natural capacities for healing and growth are favorable.

**Teachers' perceptions of student bias based on race, sexual orientation, religion, and educational ability.** *Sean N. Fischer, New York University*

Prior research has demonstrated that biased behavior from students is common in our nation's schools, but factors that promote or inhibit teachers' responses to this behavior are not well understood. This study examined high school teachers' perceptions of four different forms of biased behavior from students. A total of 444 teachers from 12 high schools completed the survey, usually during faculty meetings. Each survey included a vignette that depicted a group of students making biased comments against one of four groups: Black, Gay, or Muslim individuals, or students in special education. Teachers were asked to rate the seriousness of the students' behavior, the likelihood that they would correct or reprimand the students, the likelihood that they would report the behavior to school officials, and how quickly they would report the behavior. The design of the survey and the inclusion of additional vignettes not depicting biased behavior helped to keep teachers blind to the purpose of the study. Teachers also completed questions assessing their knowledge of school anti-harassment policies and perceptions of how serious their school's administration considered biased behavior. Using hierarchical linear modeling (HLM), the author found differences between how teachers perceived and responded to the four types of biases. Teachers were least concerned with and responsive to biased behavior against special education students, followed by gay and Muslim individuals. Teachers were more responsive and viewed biased behavior more seriously when they believed that their school's administration also considered biased behavior to be serious, even after accounting for teachers' knowledge of school anti-harassment policies. Relationships within biases were also examined, which highlighted differences regarding the importance of anti-

harassment policies and their administration's view of bias. Implications for student safety, school policy, and intervention are discussed.

**The Context of Perceived Social Support: Factors Related to Perceived Social Support in the Supported Housing Environment.** *Jackie McDaniel, University of South Carolina; Bret Kloos, University of South Carolina*

As previous research has established, perceived social support predicts many outcomes for adults with serious mental illness. 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, empowerment, and recovery. While it is clear that social support has positive influences, factors or preceding variables that may be related to the development of social support for this population are not yet well understood. Specifically, little is known as to what settings, and what variables within those settings, contribute to perceptions of support. This presentation will describe a study that set out to examine the relationship between different housing environment variables and perceived social support for adults with serious mental illness living in supported housing programs across the state of South Carolina. This investigation proposed three domains within the context of the housing environment with potential to comprise perceived support; including social network characteristics, relationships tied to the housing site, and neighborhood social environment characteristics. Results suggest housing site relationships (neighbors and case managers) and neighborhood sense of community were most strongly related to perceptions of social support. This presentation will propose various ways in which these results can inform researchers and practitioners designing and implementing social support interventions for adults with mental illness living in supported housing.

**The Economic Adaptation of Refugees from the Former Soviet Union.** *Emma Rukhotkiy, University of Illinois at Chicago*

Central to the process of relocation for immigrant families is the degree to which they prepare and how they prepare for their move. In the existing literature, however, little explanation is given to how families think about and cope with all of the concerns involved the process of relocation. In addition to the uprooting of a family and the culture shock experienced in an international move, the refugee immigration experience most often involves the need to develop economic self-sufficiency in the new country. The existing literature lacks a focus on relocation as a process undertaken by families and instead gives us decontextualized snippets of how individual immigrants find jobs. Further, no existing literature explores the employment expectations and closely related preparations and reflections of Soviet Jewish refugees. The purpose of this poster presentation is to describe the family preparation process for immigration of Soviet Jewish families as it relates to economic adaptation after arrival in the United States. Themes uncovered from this qualitative data analysis center around family discussions and planning related to their economic self sufficiency such as what type of job to try to obtain and why, how preparation should be undertaken in the FSU and upon arrival in the US and which people and agencies might be resources to the family. The study makes several unique contributions to the existing literature. First, it focuses on conceptually related processes that, taken together, provide a more comprehensive portrait of economic adaptation than is currently found in the literature. Second, while individual level preparations are assessed, the current study conceptualizes the adaptation process as a family affair. Third, this study involves refugee families from the former Soviet Union, a population underrepresented in the literature on economic adjustment of immigrants and refugees.

**The Healthy Lifestyles Project: Wellness Promotion for People with Psychiatric Disabilities.** *Kristen M. Abraham, Bowling Green State University; Kathleen M. Young, Bowling Green State University; Catherine H. Stein, Bowling Green State*

*University; Jaclyn E. Leith, Bowling Green State University*

Obesity is now recognized as one of the most serious threats to Americans' health. Research indicates that people with serious mental illness face greater rates of obesity and related diseases, such as cardiovascular disease and diabetes, as well as shorter life expectancies than the general population. To address this crisis, researchers have developed physical activity and educational interventions to improve the health of people with serious mental illness. These interventions typically result in improvements in mental health, and to a more limited extent, physical health. Several researchers have speculated that physical health interventions also yield social benefits. However, research has yet to examine the impact of such interventions on the social lives of people with serious mental illness. This poster describes the development, implementation, and evaluation of a 7-month multi-component health intervention for 34 adults with serious mental illness at a local psychosocial rehabilitation clubhouse. The program is an example of a local initiative guided by principles of community research and action. The poster summarizes the results of a program evaluation that compares participants' reports of mental health, physical health, and social networks at baseline and at four months and seven months after starting the intervention. Participants' views of the program are also presented. Consistent with previous research, findings suggest that mental health symptoms decreased after four months in the intervention and indicators of physical health remained unchanged. Results also suggest an increase in the size of participants' social networks from baseline to four months. Challenges to improving physical health, the importance of multidisciplinary research, and implications for community research and action are discussed.

**The Impact of a Peer-led Intervention on Students' Aggressive Behaviors.** *Laura Rothschild, Princeton Center for Leadership Training; Sherry Barr, Princeton Center for Leadership Training; Valerie Johnson, Center of Alcohol Studies, Rutgers University; Brenna H. Bry, GSAPP, Rutgers University*

This study investigated the impact of a peer-led freshman transition program on freshman students' aggressive behaviors, including bullying, physical fighting, and violent responses to stress. For many minority youth, the transition into high school is a stressful one often resulting in behavioral problems, including increases in antisocial behavior and poor and/or declining academic achievement (Brown, 2001; Isakson and Jarvis, 1999). To address these transitional issues, Peer Group Connection (PGC), a peer-led intervention program for ninth grade students (Powell, 1993) was implemented at a predominately hispanic/latino, urban high school in the northern New Jersey. PGC helps first-year high school students adjust to their new environment, while training junior and senior student peer leaders through a daily leadership course to serve as team mentors for freshmen. The student peer leaders work in co-leader teams as group discussion leaders and positive role models for their freshman peers. Freshmen meet weekly throughout the year in small groups with their peer leaders. Peer leaders facilitate up to 30 weekly sessions about common issues facing high school students. Participants in this study included 269 ninth grade students (133 females) from a low-income urban high school, who in September 2005 were randomly assigned to receive either the intervention in one section of physical education (PE) class (n=94) or to receive no program (the remaining two PE classes; n=175). The majority of the participants were Latino/Hispanic (92%), followed by "other" (6%), and African-American (2%). A baseline survey was completed by 269 students, 253 completed the first post-test, 200 completed the one-year follow up survey, and 185 completed the two-year follow up. Analyses of responses related to fighting, bullying, and response to stress, demonstrated an impact of the program on self-reported aggressive incidents. Results, limitations, and implications for future research and practice are discussed. References: Brown, J.H. (2001). Youth, drugs, and resilience education. *Journal of*

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**The Influence of Social Support on Depression, Physical Health, and Employment Among Women Living in Poverty.** *Christina Buelna, University of Illinois at Chicago*

In 1996 the Welfare system changed drastically in order to reduce welfare dependence (Blank, 2000). Individuals on Temporary Assistance for Needy Families (TANF) must begin work no later than two years after receiving assistance. Not fulfilling these requirements can result in a reduction or termination of benefits (U.S. Department of Health & Human Services, 2006). The data for the following study is from a six-year longitudinal study of the effect of welfare reform: The Illinois Families Study (IFS). The study examines one particular barrier to successful employment that is typically de-emphasized in welfare policy: the psychological well-being of women (Danzinger et al., 2001). The following study examines how the lack of social support leads to negative psychological outcomes, in particular depression, which in turn leads to less stable employment. Additionally, the relationship between lack of social support and physical health and its effect on employment will be examined. It is expected that those with lower levels of social support will have worse physical health outcomes leading to lower employment stability. The preliminary findings suggest that the three variables are correlated. Further analysis will be conducted to test these mediation models. If it is found that mental health and physical health mediate the relationship between social support and stable employment, then researchers can intervene to increase levels of social support. Increasing levels of social support would lead to improved mental and physical health leading to more stable employment.

**The Mediation of Sense of Community on Middle School Students' Academic Achievement.** *Marianna F. Valdez, University of Hawaii*

The atmosphere of many public schools is marked by a dire emphasis on high-stakes achievement testing for all students, yet socioeconomic and minority achievement gaps persist. Researchers have emphasized the protective and beneficial aspects of students' and teachers' sense of community (e.g., their belonging, identification, membership, and emotional connection) within the school setting, but there is recognition that more work is needed to understand the mechanisms of those beneficial influences. The sense of community theory (McMillian & Chavis, 1986) and activity settings theory (O'Donnell, Tharp, & Wilson, 1993) support a focus on why and how sense of community plays an influential role in America's public schools. In the present study, survey data were collected from low-income, ethnically diverse public middle school students (N = 731). Predictor variables included students' educational expectations, perceived peer support for education; students' ethnic identity, and students' self-esteem. Grade point averages and standardized test scores served as achievement outcome variables. Results from multiple regression and path analyses indicated that the effect of students' sense of community on achievement was mediated by students' educational goals, self-esteem, and peer support. This study emphasizes the importance of considering the complexity of how sense of community and impacts students' academic success. The findings have many implications for interventions at students' and teachers' levels, school levels, and broader policies.

**The Relationship Between Ethnic Labels, Psychosocial Factors, and Educational Outcomes among Cambodian American Students.** *Traci L Weinstein, University of Illinois at Chicago; Khanh T Dinh, University of Massachusetts Lowell; Tamara D Springle, University of Illinois at Chicago; Ivy K Ho, University of Massachusetts Lowell;*

*Michelle D. Holmberg, University of Massachusetts Lowell*

Cambodian immigrants in the U.S. have had to adjust to a culture, society and educational system that is very different from their own, while also struggling to rebuild their own native traditions. Cambodian American students value education as much as other student groups, yet they lag behind other groups with regard to educational outcomes. Because academic achievement for Cambodian American youth may be complicated by the paradox between their ethnic minority status in the U.S. and the prevailing "model minority" stereotype of Asian Americans, it is important to examine their ethnic label choices. This study examines the relationship between students' preferred ethnic labels and psychosocial and academic-related outcomes for high school students of Cambodian descent. Student participants (N = 169) completed an anonymous survey that assessed demographic characteristics, preferred ethnic labels, acculturation, intergenerational conflict, depression, and academic-related outcomes. Results show that students who chose the combined "Cambodian American" or "Asian American" ethnic labels reported higher academic aspirations than those who chose the "Cambodian" or "Asian" labels. Students who preferred the "Cambodian" label, however, reported lower intergenerational conflict, whereas students who chose the combined "Cambodian American" ethnic label reported higher intergenerational conflict. Finally, discriminant cluster analyses show no significant statistical differences between students who preferred different ethnic labels on either educational or psychosocial outcomes, but rather all students responded as if they chose the "Cambodian" label. Because Cambodian adolescents are especially at high risk for dropping out of high school, and educational success is a main indicator of individual well-being, there is a great need to examine how preferred ethnic labels impact their academic achievement. Findings from this study can be used to understand the diverse experiences of Cambodian students in the U.S. public school system, as well as to inform school-based and family-based intervention programs for these students.

*The Voices Said It Loud and Clear: Exploring positionality, power, and oppression in the educational system. Craig C Brookins, North Carolina State University; Avril Smart, NC State University; Erin R. Banks, North Carolina State University; Niambi Hall-Campbell, NC State University; Dawn Xavia Henderson, NC State University*

In the fall of 2007, a team of graduate students at NC State University set out to engage in a community-based experience with a local charter school. What began as a goal setting and evaluation exercise evolved into a mixed-method study that examined the relationship between governance structures and organizational performance among charter schools. Site observations and interviews were conducted with representatives from the state authorizing agency and several charter schools (i.e., students, parents, teachers, and administrators). Results from the inquiry found charter schools were embedded within an ecological context where issues of positionality, power, and "finding unique voice" played a critical role in their success and failure. The implications of these underlying issues have an association with charter school viability and were found to be particularly relevant for those schools that served primarily "at-risk" and economically disadvantaged students. The qualitative data collected from this project is the backdrop for this presentation as members engage in a theatrical demonstration of the issues that permeate the educational system. Spoken word will be used as a form of activism, where the voices of students, parents, and teachers are crafted into lyrics and poetry to narrate the experiences of stakeholders. Additionally, this aesthetic expression will use prose to challenge the audience to participate in lyrical formation and solution development to influence social change. The use of improvisation and dance allows the body to become an agent for transformation by demonstrating the actions that occur in the everyday lives of stakeholders. The use of movement as an emotional and social process will facilitate

images and meaning as the audience participates in deconstructing the dilemma faced by charter schools and, more importantly, contribute towards the development of solutions.

*There is No Black or White: Asking Adults with Intellectual Disability about Ethical Research Practices. Katherine McDonald, Portland State University; Colleen Anne Kidney, Portland State University; Sandra Nelms, Portland State University; Ashley L Newton, Portland State University; Aubrey W Perry, Portland State University; Kelly Nash, Portland State University Psychology Department*

"When you get to a certain age you have to make your own choices, you can't let someone else do it for you... you need to let your voice be heard" (Claire). Despite the need to conduct research focused on addressing disparities experienced by adults with intellectual disabilities (ID), members of this population are routinely excluded from research. As the scientific community grapples with how to develop respectful, inclusive research practices, we have not yet studied the perspectives of adults with ID. We conducted a small, exploratory study with 16 adults with ID to develop a better understanding of their opinions of the risks and rewards of participating in research. Analysis of data collected from individual and group interviews indicate five central themes. First, participants shared it was important to participate in research because they were giving back to the community and improving the lives of future generations. Second, participants indicated that it was important for them to decide on their own to participate in research. While they sometimes appreciated receiving advice from people they could trust, such as family members, friends, or service providers, they ultimately preferred to make their own decisions. Third, participants did report some negative experiences as research participants including feeling labeled, frustration, and sadness. However, most participants further noted that it was sometimes okay to experience these emotions. Fourth, participants noted the benefits associated with participating in research, including broadened social circles, new knowledge, new experiences, and feelings of inclusion. Finally, participants expressed the need for protections related to privacy and confidentiality. We expand on implications for research with adults with ID, and other vulnerable populations.

*Trauma Resiliency Model: A Mind-Body Treatment Modality for Trauma Survivors. Linda L. Adams, San Bernardino County Department of Behavioral Health; Lauren Marlotte, University of La Verne; Ashley N. Douroux, University of La Verne; Linda Kane, University of La Verne*

Cognitive behavior therapy or psychological first aid are both typical treatment modalities used in counseling trauma survivors. Until recently, most mental health professionals have focused on treatment modalities that address the cognitive, psychological and emotional mental health needs of trauma survivors. There are some less recognized treatment modalities that focus on the somatic experiencing of trauma. New evidence suggests that the Trauma Resiliency Model (TRM) may be a more effective means of treatment for the traumatized client than other treatment modalities. Following a traumatic event, it is not uncommon for survivors to remain in a heightened state of physiological arousal, which, if not quickly addressed, can lead to the onset of symptoms of posttraumatic stress disorder (PTSD) and other trauma related disorders. TRM employs techniques to balance the autonomic nervous system thus reducing the potential for the occurrence of PTSD-related symptoms. Since 2004 TRM has successfully been used in a variety of settings and has anecdotally been found to be a promising, efficacious and innovative cross-cultural treatment modality, but until now the efficacy has not been assessed as a part of a research study. TRM has been used in Thailand, China, Kenya, Rwanda and the United States and anecdotally has been effective. TRM is taught to clients so the clients can utilize the technique on their own and is potentially beneficial within just a few sessions. This qualitative and quantitative study compares the use of TRM to cognitive

behavior therapy and medication-only clients at a community counseling center in order to research the efficacy of this innovative treatment modality. To fill the gap in the literature regarding TRM, the County of San Bernardino Department of Behavioral Health, along with a research team from the University of La Verne, is undertaking a study of the efficacy of the model.

**Trauma, Depression and Kinship Support Among Urban African-American Women.** *Lynn Michalopoulos, Children's Hospital of Philadelphia; Rhonda C Boyd, Children's Hospital of Philadelphia/University of Pennsylvania*

Women have a higher likelihood of being exposed to a traumatic event throughout their lifetime and are at risk for developing adverse psychological outcomes in response to the trauma, such as posttraumatic stress and depression. African-Americans who live in low-income urban communities may be more vulnerable to experiencing a traumatic event due to an increased risk in exposure to racism, community violence, poverty, and other environmental stressors. Studies have also shown, however, that women who have experienced a traumatic event do not all respond with adverse psychological outcomes. As such, it is important to understand factors that can potentially moderate the effects of trauma within the African-American community. Kinship support is a potential protective factor as it is an important cultural characteristic and contributing factor of resiliency within this population. The aim of this investigation is to examine the associations among trauma, depression severity, and kinship support in African-American women with a depressive disorder. This investigation is part of a larger descriptive study examining the transmission of depression from African-American mothers to their children. The sample consists of 63 women with a mean age of 39.2 years. Seventy percent of the women have either high school equivalency or higher, but 63% are on public assistance. The majority of the women are single (65%), while 22% are separated, divorced or widowed. Multiple separate linear regressions were performed with the main variables. Results showed that kinship support was negatively associated with depression and history of trauma. Having posttraumatic stress disorder increased depression severity. However, kinship support did not moderate the association between trauma and depression. The discussion will explore the potential protective effect of kinship support for women with trauma and depression, as well as the implications for community level efforts to promote kinship support.

**Understanding What Works in After-School Programs: Looking Through Student's Eyes.** *Michelle Amy DiMeo, Georgia State University; Cristina Marie Ruffner, Georgia State University; Rashida Iman Whitley, Georgia State University; Erica Valerie Myers, Spelman College; Carol Lillian Njoki, Georgia State University; Gabriel P. Kuperminc, Georgia State University; Joel Meyers, Georgia State University; Walter R. Thompson, Georgia State University*

Research on after-school programs (ASPs) has become increasingly important as an estimated 7 million youth receive no supervision during some point in the afternoon. A recent meta-analysis concluded that ASPs promote positive academic, behavioral, and emotional outcomes (Durlak & Weissberg, 2007). Additionally, engagement and continued participation in ASPs is facilitated through opportunities for personal, emotional, and skill development (Borden et al., 2006). In this examination of qualitative data from the evaluation of 3 After School All-Stars Atlanta sites, we posit that student satisfaction with their ASP will affect activity engagement and attendance; however, little is known about which program components students enjoy or how this translates to program attendance. Data were gathered from 331 predominantly low-income and African American youth from three urban middle schools participating in an ASP. Two open-ended questions assessed student's perceptions of (1) the best thing about their ASP and (2) program components they would like changed. Preliminary analysis of 20% of the data

reveal that having fun (37.8%) and participating in weekly field trips (37.8%) are the most frequently reported best characteristic of the ASP. Students also enjoyed being able to learn (12%); receive homework help (10.6%); interact with peers and program staff (12%); participate in enrichment activities (19.7%); and having multiple activity choices (13.6%). In asking students what they would change about their ASP, youth most frequently reported that they would not change anything (27.3%). Other students commented on additional program activities they would like added to their program (18.2%). In the final poster, we will use follow-up data collected in April to examine the associations with these data and continued involvement and engagement in the program by the end of the school year. Further analysis will examine differences across schools. Implications for ASP components which facilitate and hinder student engagement will be discussed.

**Unintended consequences of courthouse cell phone bans for survivors of intimate partner violence.** *Eliana Cuas, University of Delaware; Ruth E Fleury-Steiner, University of Delaware*

As technology has evolved, so have the resources available to survivors of intimate partner violence. Local programs as well as national programs, such as Call to Protect and HopeLine, provide survivors with cell phones to increase their safety. Cell phones can make it easier for survivors to contact the police when they are in danger and to access other community agencies. However, courthouses where survivors attend criminal cases and seek orders of protection vary in their policies allowing entering individuals to carry phones. The goal of this project is to understand why some courthouses ban cell phones and why others do not, as well as the unintended effects that these regulations may have on survivors of intimate partner violence. This project developed in part out of personal experience. This past summer the authors witnessed a man physically assaulting a woman a block from the local courthouse. The authors and their colleagues had just exited the courthouse and were unable to contact the police immediately; due to the cell phone ban, none of the four were carrying a phone. Drawing on Pence and McDonnell (1999) and Goodman and Epstein (2008), the current study explores the unintended consequences of that policy for survivors of intimate partner violence. Data were collected through court observations and interviews with domestic violence advocates. Additionally, all state domestic violence and sexual assault coalitions were contacted about courthouse cell phone policies to better understand how other jurisdictions address these issues. Results suggest that few courthouses forbid individuals attending court from having cell phones, but do require individuals to turn them off or use them only in designated areas. However, there remains a great deal of inconsistency in policies between and even within jurisdictions. Further implications for the safety of battered women and other crime victims will be discussed.

**Weblogs and empowerment in the American Deaf community.** *Alexis C. Hamill, Bowling Green State University; Catherine H. Stein, Bowling Green State University; Erica A. Hoffmann, Bowling Green State University*

Deaf people are a marginalized minority in the United States; a group the dominant society considers disabled. However, about 300,000 Deaf Americans identify themselves as members of a cultural and linguistic group. Like many minorities, deaf people face various forms of oppression and social injustice and respond to these obstacles in attempts to change the imbalance of power. The Internet has become useful tool for deaf people to communicate about their culture and organize around issues of oppression. This study examined the promotion of empowerment in the Deaf community as seen through eight popular Deaf weblogs. Over 400 posts published on these weblogs were examined using a content analytic approach to qualitative inquiry. Results suggest that Deaf bloggers frequently discuss community level empowerment and rarely discuss personal level empowerment. These Deaf bloggers demonstrated five

approaches to empowerment: encouraging and organizing members to action, disseminating information, highlighting members' abilities and contributions, using the media to influence perceptions of mainstream society, and discussing injustice and oppression. The implications of Deaf cultural perspectives and community level empowerment strategies for working with the Deaf community are discussed.

**What Do Consumers and Supervisors Say About Certified Peer Specialists? CPSs: Bad, Good, & Better.** *Ashlee Keele-Lien, Wichita State University/ Center for Community Support & Research; Emily Grant, Center for Community Support & Research - Wichita State University; Crystal Reinhart, Center for Community Support & Research - Wichita State University; Nathan Patrick Swink, Wichita State University; Center for Community Support and Research; Scott Wituk, Center for Community Support & Research - Wichita State University*

Certified Peer Specialists (CPS) are individuals in recovery trained to provide mental health centers with peer support to help facilitate the recovery process of mental health consumers. While mental health peer support groups and providers have been around for decades, CPSs are a relatively new addition to the mental health system starting in 2001. Since that time, CPS training and certificate programs have been created in several states. Mental health consumers complete a training and certification test to begin working in the mental health system as a CPS. The CPS program in Kansas began in 2007. The Center for Community Support & Research (CCSR) at Wichita State University provides training and technical support to CPSs. CCSR has conducted five training sessions for CPSs with more than 100 people in recovery who have been trained to provide CPS services to mental health consumers across the state. CCSR has been in a position to interview CPSs about their experiences. The current poster expands upon these findings by reporting on results from those who have received CPS services (i.e., other mental health consumers) and CPS supervisors in mental health centers. More specifically, surveys administered to mental health consumers who receive CPS services include questions regarding the benefits of receiving CPS services, satisfaction with CPS services, unique contributions of CPS services, and use of other mental health services. CPS supervisor surveys include a similar set of questions based on their perspective. Based on these results, implications for mental health peer support services, training, and opportunities for future research will be discussed.

**Why Are They Homeless? Subtypes of Youth Within Shelters.** *Logan Rebekah Blue, University of Michigan-Flint; Hillary J. Heinze, University of Michigan-Flint*

Young people are becoming the most at-risk group for homelessness in the United States; however, the majority of research to date is focused on homeless adults (Toro et al., 2007). Furthering the research on this population, specifically, identifying areas of need could lead to better service quality and utilization and eventually, lower rates of homelessness. One recommendation offered by Toro and colleagues for the 2007 National Symposium of Youth, is to further current understanding of the various pathways through which youth become homeless. If we can identify common reasons why youth become homeless, we can provide a broader array of individualized services that target the specific needs of these youth. In the current study, we seek to identify subgroups of homeless youth, clustered by self-reported reasons for becoming homeless. Ninety-eight youth seeking shelter services within six community agencies provided ratings for the extent to which seventeen reasons for becoming homeless apply to their current episode of homelessness (e.g., I left an abusive situation, I like being on my own, I did not like the rules where I was living, I couldn't afford to live there). Hierarchical cluster analysis will be performed to identify subtypes of homeless youth. Additionally, relationships among homeless youth subtypes and academic, occupational, and familial characteristics will be examined.

Findings of this research will improve current understanding of common pathways for becoming homeless as well as inform program development and implementation, so that services are better targeted to suit the individualized needs of these marginalized youth.

**Undocumented Migrant Experiences on their Journeys to the US.** *Jana Sladkova, University of Massachusetts, Lowell*

The purpose of this poster is to draw attention to the often traumatic experiences undocumented migrants undergo on their journeys to the United States and to raise questions about appropriate ways of working with these migrants in the US and their countries of origin. The research is based on data (21 in-depth individual interviews, 220 newspaper articles, field notes) collected in a Honduran migrant sending community in 2004 and 2006. Systemic narrative design and analysis was instrumental in unfolding the dynamic complexities of the migration process as well as the subjective psychological processes of the journey. All migrants reported living through or witnessing a traumatic experience such as psychological or physical abuse, injury, rape, or death inflicted upon them by gangs, Mexican authorities, or freight trains along the way. Contrary to common belief, the hardest part of the journey for Honduran migrants is Mexico, not the U.S.-Mexico border. In Mexico, Hondurans are attacked by gangs, discriminated against by Mexican authorities and ordinary citizens. Even though in the US Mexicans and Hondurans fall under the Latino category, Latinos themselves draw distinctions among their various nationalities. Remarks such as "You are less than dogs to us" were received by Honduran migrants in Mexico. It seems that Hondurans and other undocumented migrants fall outside the scope of moral justice in Mexico and the US (where one migrant was jailed in a detention center called "Kennel") and are thus treated without regard to their basic human rights. This research indicates the need for transnational services (social, psychological, educational) for migrants who have gone, are going through, or are planning to embark on these journeys. Women and children are particularly vulnerable to abuse along the way and may require special attention. All services should be sensitive to migrants' cultural and ethnic backgrounds.

#### **197. Student Networking Mixer**

*7:00 to 8:30 pm*

*STUDENT CENTER: Formal Dining Room*

### **SUNDAY, JUNE, 21**

#### **198. SCRA Executive Committee Meeting**

*7:00 to 9:30 am*

*University Hall: UN 2021*

#### **199. The Self-Help/Mutual Support Interest Group**

*7:30 to 8:30 am*

*University Hall: UN 2006*

#### **200. Breakfast III**

*7:30 to 8:30 am*

*University Hall: University Hall Lobby*

#### **201. Community-based feminist interviewing: Research with traumatized populations across the lifespan**

*8:45 to 10:00 am*

*University Hall: UN 2006*

Community psychology's interest in participatory, empowering methods has multiple points of intersection with feminist theory and methods (Bond et al., 2000). Campbell and Wasco (2000) outlined four defining characteristics of feminist research: 1) enhancing methodological pluralism; 2) facilitating connections between women and/or other oppressed groups; 3) reducing hierarchical relationships between researchers and participants/community members; and 4) engaging the emotionality of science and the lived experiences of oppressed groups. Feminist interviewing applies these principles to the data collection process

in order to make the act of participating in the research itself more meaningful for marginalized individuals. The interviewer's role is to act as a witness/learner who provides support for the participant to tell their story in their own way. Furthermore, the interviewer reduces the interviewer/participant hierarchy by addressing the emotionality of their interactions through empathy and mutual sharing; providing information and referrals; encouraging the participant to ask questions; and promoting dialogue and consciousness-raising. The purpose of this roundtable is to share lessons learned across three research projects that used feminist interviewing techniques with various traumatized populations. The first project interviewed adolescent rape survivors about disclosure and their perceptions of formal support services (e.g., forensic nurses, police.). The second interviewed adult rape survivors in order to understand their experiences with Sexual Assault Nurse Examiner Programs and the criminal justice system. The third project examines gender differences in how torture may affect the psychological sense of community experienced by immigrant survivors of torture. The roundtable facilitators will briefly present key principles of feminist interviewing and then highlight how they have enacted these principles in their respective projects. Then, a facilitated discussion will be conducted on the following topics: utility of these methods for community psychologists across different substantive interests; techniques for training and supervising interviewers; and emotional engagement with participants and self-care strategies for interviewers.

Presenters:

*Rebecca Campbell*, Michigan State University  
*Megan Greeson*, Michigan State University  
*Giannina Cabral*, Michigan State University  
*Nancy Bothne*, Adler School of Professional Psychology

## **202. Becoming a Competent Community Psychology Practitioner: Strategies for Enriching the Professional Development of Students**

8:45 to 10:00 am

*University Hall: UN 2004*

Community psychology graduate students are important leaders in our communities. Understanding the principles of community psychology and learning high level research skills is necessary but insufficient for affecting change in the community. The value of practice resonates with many community psychology students but how does one gain the practice skills necessary for finding those jobs in the community which are guided by the values of community psychology? How are other developing community psychologists negotiating the challenge of becoming more practice-oriented, and how can community psychology graduate programs best support students with practice interests? This session is designed to highlight the importance of community practice by engaging graduate students, aspiring practitioners and those working as community psychology practitioners in a discussion on how to deepen their involvement in the field, and how to practice with a higher level of competency and confidence. This roundtable aligns with the SCRA goal to promote the development of careers, specifically within applied settings. In this session, active interaction and information exchange will be encouraged among participants. The listed presenters will share their practice experiences and discuss their involvement on the SCRA Practice Group, a resource that has contributed significantly to their development as community psychologist. We hope that this session will support those who are working in communities or who wish to pursue such a career. Beyond information exchange and the opportunity to network, we hope that the session will motivate, encourage and inspire students to be more active in their communities. In this way, we hope that the session will contribute to shaping the future of community psychology practice.

Presenters:

*Victoria H. Chien*, University of South Carolina  
*Oliwier Dziadkowiec*, Center for Community Support & Research - Wichita State University

Discussant:

*Greg Meissen*, Center for Community Support & Research - Wichita State University

## **203. African American Women's Conceptualizations of Health Disparities: A CBPR Approach**

8:45 to 10:00 am

*University Hall: UN 2012*

Health disparities among African American families represent a significant social problem as nationally African American infants have dramatically worse birth outcomes than other racial and ethnic groups. A Community-Based Participatory Research Approach was utilized to engage community residents. This study examines participants' definitions of infant mortality, views on the community impact, and services they felt were needed to address the problem. Qualitative data were gathered in a rural North Florida community where health education groups are conducted. Eight focus groups were arranged with African American women (n=46) ranging in age from 14-35 who were pregnant and/or parenting children under the age of 2. Respondents poignantly described personal experiences of loss associated with infant mortality. They indicated awareness of problems related to lack of accessibility and availability of medical and social services. The use of social ecological theory and implications for policy and social justice are discussed.

Presenters:

*Tiffany Doniece Sanders Baffour*, University of Maryland, Baltimore County  
*Jill M. Chonody*, Florida State University

Chair:

*Shannon Gwin Mitchell*, Friends Research Institute

## **204. Heart and hands methodology: pre-modernism revisited**

8:45 to 10:00 am

*University Hall: UN 2011*

Researching with varying community groups such as mutual help groups, rural cooperatives and landcare groups would appear to require different conceptual and methodological approaches. PAR, ethnographies, interpretive phenomenology, and case study are just part of the qualitative researchers' arsenal. While these methods are well reported and many 'how to' books exist, a fundamental aspect of research is rarely discussed, or if it is, it tends to be in terms of establishing rapport. This aspect is that of listening and hearing what informants are saying. The listening aspect of research is often made technical by the use of voice recorders, transcribers and text analysis. What is left out is the very nature of transaction. Issues of validity and objectivity cloud the essence of understanding what our participants are saying, and that is not the meaning they give to situations and events, but the emotional and cognitive experience and understanding of the context. Inayatullah (2004) advocated the use of what he termed Causal Layered Analysis (CLA). This method is used to examine both the directly observable, the inferred social causes. The method also requires examination of worldview and myth. This method promotes questioning of emotional aspects of interview and workshop transactions (Dewey & Bentley, 1949), aspects that are fundamental to understanding context and working with change. We encourage discussion not of CLA as a technique, but as a metaphor of recognising the importance of looking at data and seeing more.

Participants:

Reflections on methodology working with mutual help groups.

*Lizabeth Finn*, Curtin University

Lizzie's research with Grow was a multimethod, multisite study of GROW's impact on psychological wellbeing. Lizzie spent a number of months initially just observing GROW group activities. During this period, she was able to establish peer relationships with the members and thereby to develop the mutual trust which opened the doorway to her immersion in the GROW community. The study's qualitative phases involved observation of GROW groups where Lizzie became a 'surrogate' GROW group member. While she did not share problems or progress, she was involved in group readings and things like taking turns to provide post-group refreshments. She was also involved in discussions with individual GROW members about their experiences, discussions which gave a direct voice to the participant's views of what helped them on their recovery journey. As such, participants were recognised as experts in their own lives. Lizzie saw her role as being a conduit to enhance understanding of the contexts of GROW members' lives and their view of how GROW group processes helped them. The use of a form of participant conceptualiser was used here, where

participant and researcher engaged in a transaction to develop shared understanding. The role of the researcher is not that of the expert, but rather one of being part of the transactive process, while still retaining a partial role as a stranger. Overall this research approach fostered empathy, trust and joint understanding, and the ability to be able to reflect on underlying themes with the participant. These themes were finally validated using a collaborative phase where the conclusions reached by the researcher and the participants was discussed in a workshop with a broader sample of participants. Lizzie later conducted an action research project, where GROW members and staff learnt how to present GROW and the research findings to lay and professional audiences.

#### The art of listening and hearing more than words. *Peta Louise Dzidic, CSIRO*

When writing my methods section, I was having difficulties trying to reconstruct a defensible methodology to contain my work. The philosophical aspects were not the issue, but deciding what it was that was at the core on my research. I had entered a rural community and talked to them, engaged in some of their activities and watched the communal life. I struggled to find a precise term for my research. Was it an interpretive phenomenology, a case study, grounded theory, or none of these. After a while I recognised that the essential aspects of what I had been doing was engaging with the people in their own terms. The approach was not based on any great theory, just a desire to understand issues with them, to validate their experiences, rather than my own, and a sense that I needed to pay for the time and effort they had given me. What I came to realise is that traditional approaches to research enshrines the researcher in a position of power and these influences the nature of the questions being asked. The addressing of questions is much more than the words, but also contain power relationships. Essential to understanding the local context required working with people on an equal footing, and this requires unlearning of much of the socialisation we experiences in professional training and also that of growing up in a hierarchical Gesellschaft. While the words you find in texts on qualitative methods talk about these issues, they do not address the important reflective process one needs to go through to be able to work in a Gemeinschaft fashion with our colleagues in the transactive process of meaning making.

#### Understanding interviews from a premodern perspective. *Brian John Bishop, CSIRO*

A PhD student of mine had conducted 60 interviews with rural women in southwest WA. We agreed that we would dived these into two and both identify themes, which we would then compare. After working on a few I came across one transcript that did not make any sense. The respondent was answering different questions from those being posed. I asked the PhD student what was wrong with the transcript and she read it a said she couldn't see anything wrong with it. What was clear was that the respondent was answering questions that preceded the most recent ones asked by the student. Importantly, the student did not read the transcript, but relived the interview and was able to remember the response in the context of the interview. To me this indicated that interviews are conversations where joint meaning is established. People are simple not respondents, but are actively engaged in creating meaning, and more important are attempting to convey that meaning to the other person, who happens to be a student researcher, in this case. What makes this different from a casual conversation is that the agenda of the researcher are more elaborate, and so both the researcher and the participant have to work harder at creating the space in which knowledge is formed.

### 205. Methodological Challenges When Researching Systems Change

8:45 to 10:00 am

University Hall: UN 2010

Socially just societies seek to optimize the well-being of all citizens. Often, this optimization is enhanced by changing the systems within which

citizens are embedded. The complexity of systems change activities, however, brings unique methodological challenges. Facilitators will begin roundtable discussion by citing common methodological challenges as documented in existing literature and discussing specific examples from their own experiences. The first example will come from a project designed to improve responsiveness to children's exposure to violence in legal, educational, healthcare, and other human service systems. The second example will discuss the development of a longitudinal evaluation of a regional education initiative that includes 19 colleges and 82 K-12 school districts. These examples will be used as a springboard into a group discussion of the audience's own experiences with researching, engaging in, and evaluating systems change. Discussion will focus on ideas for innovative methodological approaches and lessons learned.

Chair:

*Stephanie M. Townsend*, Independent Consultant

Discussants:

*Susan L Staggs*, University of Wisconsin - Stout

*Edison Trickett*, University of Illinois at Chicago

### 206. Are Online Communities Really Communities? The Case for Cats, Cancer, and Kids

8:45 to 10:00 am

University Hall: UN 2009

Since its inception, the field of community psychology has struggled with defining community. Some have argued that a community is tied to a physical place, others have stressed the need for shared interests and goals, while others claim that the emotional connection is most important. This difficulty in defining is further complicated by online contexts in which boundaries are difficult to identify and descriptions of who to include are unclear. In addressing the issue of what does community mean in cyberspace, this session will describe three projects with online communities. Two projects involve social networking sites, one with adolescents and the other with profiles for cats. The third project involves a local-based online cancer community. Together, these three studies will address what community means (or does not mean) when face-to-face contact is no longer necessary for feeling a sense of connection.

Participants:

Networking does not equal community: Adolescent use of MySpace and Facebook. *Stephanie Reich, University of California, Irvine*

For many, the word community conjures warm feelings and positive regard. The term is used to describe things as small as a study group (e.g. book-review club) or as large as the world (e.g. global community). A sociologist, Abu-Lughod, (1991) comments, "the concepts of community occupies a privilege place in the romantic symbolic lexicon of America, as significant as mother, apple pie, and democracy" (p. 269). Although the word, community, is quite familiar, there are few formal definitions of it and virtually no consensus on its structure. Conceptualization of community becomes more complicated when one considers whether community is tied to a place, shared interest, or emotional commitment. While online groups are often referred to as online communities, this paper will argue that typical uses of social networking sites, such as MySpace and Facebook, are not truly as communities. Using focus groups, survey, and interview data from adolescents and college students, this presentation will demonstrate the individual processes of these online social networking forums. The data will show that membership varies from profile to profile with little overlaps between "community members". Power is unilateral with profile creators adding and deleting "friends" at will and the purposes and benefits of these online settings vary from person to person without any interdependence for use or purpose. While there are numerous examples of online groups being communities, some technological structures prohibit true community development and can lead to just a bunch of individuals socializing.

The Cancer Connection of Middle Tennessee: An online community of interest, practice, and place. *Jacob Weiss, Vanderbilt University*

Jacob Weiss Online communities typically are viewed as

communities of interest, or communities of practice, as they facilitate emotional connections and collaboration across geographical boundaries. While the members of these communities may be connected by common identities and goals, they are not expected to live in the same real-world location. However, an increasing number of online communities and social networks are directly associated with local, place-based communities. These online environments connect groups and individuals in a specific geographical region, city, university, or neighborhood. In order to fully understand the context, relationships, and boundaries in this type of online community, one must also understand these characteristics in the associated real-world community. Our research evaluates the creation of a new online cancer community for middle Tennessee. The design of the online environment is grounded in an ecological community analysis and was collaboratively developed with local cancer survivors and community organizations. This talk highlights the importance of assessing and defining the local, real-world cancer community in order to inform the development of the online community. The role of the local community boundaries (by location and cancer survivor identity), temporality, history of collaboration, emotional bond, location of resources, existing strengths, and regional culture are discussed in terms of the implications for online design. This work suggests that the theories and principles of community research and action can play a key role in conceptualizing "community" during the development of new online communities. Understanding how to translate aspects of real-world communities into online communities also may inform the redesign of existing online communities in order to better facilitate a sense of community and connection.

#### Sense of Virtual Community in an Online Community of Cats.

*Jennifer Lindmar Schally, The Pennsylvania State University*

Sense of community has long been an important concept in Community Psychology. In post-industrialist societies, communities have evolved and thus community has been redefined. Because of this redefinition, a reinterpretation of the sense of community construct is also necessary. One example of a new type of community is the virtual community. To examine sense of community among virtual communities, the new construct of sense of virtual community (SOVC) was created. This new construct was necessary because the qualities of virtual communities and face-to-face communities differ in many ways. It is important to note that just as not all geographic neighborhoods foster a sense of community, not all groups interacting in cyberspace promote a sense of virtual community. This study is a case study of the online community Catster. Catster is a social networking website dedicated to cats. Humans create profiles for their cats on the site and construct identities for them. People on the site interact almost exclusively through their cats. There are two samples in this study. The first contains Catster members who respond to an online SOVC survey posted on the Catster website. The second sample Catster members participated in in-depth interviews. The interviews are semi-structured and the questions were informed by the theoretical framework of SOVC. This presentation will address the following questions: Does a sense of virtual community exist in this online community, and if so what is that experience like for members and how does it differ from sense of community experienced in face-to-face communities. Online communities, even of cats, can have a strong sense of community.

Discussant:

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

#### 207. Diversity and Sense of Community: Implications for Theory and Practice

8:45 to 10:00 am

University Hall: UN 2013

Does diversity lead to greater sense-of-community, or do acculturation and homogeneity drive the process? In this symposium, several presenters hypothesize an inverse relationship between racial and ethnic diversity and sense-of-community. These researchers find that minorities who are more

culturally assimilated and people who live in less-diverse neighborhoods report a greater sense of community. The predictive role of sense-of-community is also tested with regard to how income levels moderate the impact of sense-of-community on psychological empowerment. Finally, sense-of-community and ethnic identity serve as protective intervening variables in a study of health-related outcomes. Presenters in this symposium sample from low-income and minority Latino and African American populations as well as residents engaged in community organizing. Presenters consider how various forms of diversity relate to the shared values and goals that are central to sense-of-community.

Participants:

Neighborhood Diversity, Homeownership, and Sense of Community. *Mark Lindblad, Univ of North Carolina-Chapel Hill's Center for Community Capital; Kim Manturuk, UNC-CH's Center for Community Capital; Sarah Riley, UNC-CH's Center for Community Capital; Roberto Quercia, UNC-CH's Center for Community Capital*

In this study we explore why sense-of-community varies across neighborhoods. Building on the principal of social homophily, past studies suggest that people's propensity to interact more frequently with others like themselves influences neighborhood-level outcomes. We focus on the racial makeup of neighborhoods to consider whether neighborhood racial diversity negatively affects sense-of-community. Despite widespread social norms that value diversity, prior research suggests that neighborhood racial diversity will decrease social cohesion and thus reduce sense-of-community. We also consider the role of homeownership. Prior research suggests that homeownership provides social benefits, but scholars have identified methodological shortcomings of this research and called for new studies that account for respondents' self-selection into homeownership and neighborhoods. Scholars also note that while social processes such as sense-of-community occur in context of neighborhoods, such neighborhood effects are rarely assessed. We address these shortcomings while testing whether sense-of-community depends upon homeownership status. Consistent with past research, we expect homeownership to increase neighborhood engagement due to homeowners' greater financial investment in their homes, longer residential duration, and reduced mobility. When compared to similar renters, we expect these factors to positively influence homeowners' sense-of-community. Our analysis addresses selection and endogeneity concerns with a quasi-experimental design that identifies respondents' propensity to own a home and matches owners with renters. We use a longitudinal sample of low- to moderate-income respondents and analyze effects at the household and neighborhood levels. Our findings show that homeowners score higher than renters on sense-of-community even when addressing selection concerns and controlling for socioeconomic and demographic factors. Sense-of-community also differs by race/ethnicity with African-Americans scoring higher than Caucasians and Hispanics. In addition, we find that neighborhood racial diversity negatively affects respondents' sense-of-community. We discuss these findings in light of neighborhood diversity and longstanding public policies that promote homeownership.

African American Acculturation and Sense of Community.

*Theresa Armstead, University of Iowa; Christina Hamme Peterson, Rider University; Robert James Reid, Montclair State University*

A recent U.S. Census Bureau report states the nation will become more racially and ethnically diverse by 2050. Non-Hispanic whites will make up nearly half of the total population and arguably will still represent the dominant culture of the United States. Studying acculturation to understand within and across group cultural differences is increasingly important for research and practice in the social sciences. In this study the relations between African American acculturation, sense of community, and neighborhood context are examined. While some research exists on the relation between acculturation and sense of

community in Latino populations, few studies focus on African American acculturation and virtually no studies examine acculturation and sense of community in African American populations. Acculturation is defined as the modification of the culture of an individual (or group) as a result of contact with a dominant or different culture. Sense of community is shared community values and goals. The neighborhood context variable is perceptions of problems and crime in the neighborhood. Data in this study were gathered from a community-wide needs assessment of the Paterson (NJ) / Montclair State University Minority Substance Abuse/HIV Prevention Initiative, which is a five year federal study funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). The sample size is approximately 300 African American respondents. These data are analyzed using canonical correlation analysis. It is hypothesized that greater acculturation is positively associated with sense of community and less negative perceptions of the neighborhood context. Study findings confirm the hypotheses. Implications for theory and practice will be discussed.

**Latino Acculturation and Sense of Community.** *Kristen Gilmore Powell, Rutgers University; Lydia Franco, Rutgers School of Social Work; N. Andrew Peterson, Rutgers; Robert James Reid, Montclair State University*

Acculturation is a multidirectional process of changes in cultural patterns that result from sustained contact between two distinct cultures (Berry, Trimble, & Olmedo, 1986). Being that the individual adapts to the new environment, their perceived connectedness to this new community may impact the acculturative process. A person's sense of community represents the experience of belonging to a community and includes needs fulfillment, group membership, influence, and emotional connection (McMillan & Chavis, 1986). Therefore, we hypothesize that a Latino's sense of community will be associated with their acculturation level. The study sample consisted of Latinos (N=191) who had participated in telephone interviews as part of a larger community needs assessment study conducted in a large Northeast U.S. city. The 12-item Sense of Community Index (SCI) and the two scale version of the Acculturation Rating Scale for Mexican American II (ARSMA-II) were used (Peterson, Speer, & Hughey, 2006; Cuellar, Arnold, & Maldonado, 1995). A canonical correlation analysis was conducted using five predictor variables of sense of community, involvement in the neighborhood, gender, birthplace, and home ownership and three criterion variables of Anglo orientation, Latino orientation, and marginality. The results showed that the full model was statistically significant [Wilks' Lambda=.63;  $F(15,505)=6.16, p<.001$ ]. The dimension reduction analysis showed statistical significance for the full model (function 1 to 3) and for function 2 to 3 [ $F(8,368)=2.87, p<.01$ ]. We find that Latinos born in the US with higher SOC tend to have higher Anglo orientation and that Latinos born in the US with lower SOC have lower Latino orientation. Alternatively, we can say that Latinos not born in the US with lower SOC tend to have lower Anglo orientation and that Latinos not born in the US with higher SOC have higher Latino orientation. Implications for practice and future research are discussed.

**Protective Effects of Sense of Community and Ethnic Identity among Urban Adolescents from Diverse Ethnocultural Groups.** *Pauline Garcia-Reid, Montclair State University; Christina Hamme Peterson, Rider University; Robert James Reid, Montclair State University; Paul W. Speer, Vanderbilt University; N. Andrew Peterson, Rutgers*

Ethnic identity (EI) is a critical component of self-concept and is of particular importance during adolescence. Although EI is crucial to psychological well-being, few studies have shown how this construct relates to sense of community (SOC) and other constructs hypothesized as protective against substance abuse and other risk factors in communities. This study will explore ways through which EI and SOC alter the effects of contextual variables on health-related outcomes. EI dimensions, including identity exploration and identity affirmation will be assessed, as

will other-group orientation. Participants (n=634) were surveyed in year 2006 as part of an evaluation of a federally-funded community organizing project, Project C.O.P.E. (Communities Organizing for Prevention and Empowerment), which targeted substance abuse and HIV prevention in an urban school district located in the Northeastern United States. Findings will highlight the roles that EI and SOC play as protective factor among urban adolescents from diverse ethnocultural groups.

**Organizational Sense of Community and Empowerment: The Moderating Role of Income.** *Paul W. Speer, Vanderbilt University; N. Andrew Peterson, Rutgers*

This study tested whether income level moderated the influence of sense of community within a community organization context (COSOC) on psychological empowerment (PE). Importantly, this relationship was tested on both intrapersonal and interactional domains of psychological empowerment. The study involved residents (n=562) who participated in community organizing efforts across five U.S. communities. The measure was tailored to the sense of community cultivated within community organizations and assessed three dimensions of individuals' SOC in this grassroots, voluntary context: 1) their relationship to others within the group and the organization itself; 2) their perceptions of the organization as a bridge or mediator to other groups and organizations in the broader community; and 3) their bond or attachment to the community at large. Results showed significant moderating effects of income on the relationship between organizational SOC and both components of PE. SOC, as expressed through relationship among members within a group, was found to be positively related with intrapersonal PE, but most dramatically for individuals with lower income. Conversely, SOC, as expressed through the mediating effect of an organization, was positively related with interactional PE, but most significantly for individuals with higher income. The importance of organizational sense of community on different types of empowerment is discussed, particularly the impact of income on this relationship.

Discussant:

*David McMillan, Vanderbilt University*

## **208. Creating a Culture for Evaluation Research in an Academic Setting**

*8:45 to 10:00 am*

*University Hall: UN 1060*

Evaluation research represents a blend of applied and scholarly work in community research and action. Rooted in applied social research dating to the 1930s and which expanded dramatically in the 1960s, evaluation research impacts large-scale social problems by identifying effective community programs and public policy. However, within academic settings, evaluation research faces a number of challenges. It does not provide sustained opportunities for peer-reviewed publications, grant support, and faculty advancement. In addition, for evaluators committed to true collaborations with community partners, such collaborations may require more time to implement and impact design considerations. In this session, six Yale faculty from The Consultation Center and its affiliated Division of Prevention and Community Research will briefly describe their diverse experiences in evaluation and their efforts to create and sustain a culture for evaluation research within this academic setting. The Center is an interdisciplinary community-based setting within the Yale School of Medicine whose mission is the prevention of human problems, the promotion of health, and the development of effective human service systems. In addition to a longstanding training program for pre- and postdoctoral psychology fellows and graduate students from other disciplines, the Center conducts evaluation research as well as basic research, and provides services in: community program development, consultation, community and professional training, advocacy, and policy development. Presenters will describe examples of comprehensive, theory-driven, mixed methods, tailored, and stakeholder-based evaluation approaches and their various combinations, and their implications for research, training, and social action. Their presentation will include discussion of an overarching framework for evaluation research that has successfully sustained this work at Yale for almost 30 years. Throughout

the discussion, presenters will provide opportunities for audience members to share their own experiences conducting or participating in evaluation research and addressing some of the challenges inherent in doing so in academic and applied settings.

Presenters:

**Jacob K Tebes**, Yale University  
**Christian M Connell**, Yale School of Medicine  
**Cindy A. Crusto**, Yale University, The Consultation Center  
**Derrick M. Gordon**, The Consultation Center, Yale Department of Psychiatry  
**Joy S. Kaufman**, Yale University  
**Nadia Lyndora Ward**, Yale University School of Medicine

### **209. Motivating Research, Policy and Practice of "Mutual Implication" through Participatory Action Research**

8:45 to 10:00 am

University Hall: UN 1050

The roundtable features a conversation by members of the Participatory Action Research Collective of at the CUNY Graduate Center about the use of participatory action research (PAR) as a method for transforming knowledge hierarchies of "town/gown relations," where the academy comes down from high to "serve" or study "on" problem-riddled communities, into a mutual collaborations, wherein differently resourced groups come together around commonly defined problems, to study "with," share resources, and determine useful responses. PAR is an epistemological stance rooted in an understanding that people—especially those who have experienced historic oppression—hold deep knowledge about their lives and experiences, and should therefore help shape the research questions, frame interpretations and design the products and actions that ultimately affect them most intimately. The facilitators use examples of PAR projects in schools and prisons to seed a discussion about issues of power and ethics within research collectives as members negotiate shared decision-making. While PAR (at its best) produces significant findings for academics, policymakers, and community members, it can be particularly useful in bringing together historically separated groups and communities—those at the "center" and those socially and politically "outside" our moral communities (Opotow, 1995). The roundtable provokes questions about ways PAR can awaken a consciousness of mutual implication, or interconnectedness, across such diverse groups. In other words, it asks what needs to be in place so that very practice of collaboratively researching questions of injustice can produce not only new knowledge about the particular injustice, but also new understandings about the relationships between very differently positioned research members to each other, and to the injustice itself. It asks, how as community and participatory researchers, do we respond current times—where divides between the haves and have-nots are ever-growing, and the need for approaches that recognize a "collective we" are ever-necessary.

Presenters:

**Brett G. Stoudt**, John Jay College of Criminal Justice, CUNY  
**Maddy Fox**, The CUNY Graduate Center  
**Duquann Hinton**, The CUNY Graduate Center, Social Personality Psychology  
**Jessica Ruglis**, The CUNY Graduate Center, Department of Urban Education

Chair:

**Maria Elena Torre**, Eugene Lang College, The New School

### **210. Viva Live Oak: Action for Social Justice**

8:45 to 10:00 am

University Hall: UN 2002

This innovative session examines how research can promote citizen action that engages social justice. Viva Live Oak! ([vivaliveoak.com](http://vivaliveoak.com)) is comprised of a group of 10 residents who live in the Live Oak community near Santa Cruz, California. Residents spent six weeks taking pictures of their neighborhood. Each week, pictures were shared and discussed using Wang's SHOWED method. Pictures also generated discussions regarding larger issues that informed the images from beyond the frame of the photograph. After six weeks, the group elected to continue meeting to move from research to action. This session is led by two Viva Live Oak! members (research participants) and two members of the university

research team. The session examines the research and action of Viva Live Oak! through a poster and "house meeting" format. Attendees will hear an orientation about the project, visit the four posters, and will participate in a house meeting to discuss the posters and how universities can engage with communities toward social justice actions. The first poster, created by a resident, describes the pictures and themes. Out of the hundreds of photos, participants determined three main themes - historical and ecological preservation, community pride, and social justice - which served as an umbrella for the diverse issues participants spoke about. Participants wrote narratives to accompany their photographs, through which a shared narrative of the group, its vision and goals, was formed. While conducting the project, the research team determined that place identity played a prominent role in how residents participated. The second poster, created by a member of the university team and using meeting and interview transcripts as data, details how place identity was understood by residents throughout the process. Place identity is the aspect of the self that relates to the environment and develops through values, feelings, beliefs, and actions. Through the process of constructing meaning out of symbols found in the environment (as represented by the photos) and incorporating those symbols into one's cognitive schema of both the social context and the self, place identity facilitates the process of conscientización, community-level changes, and collective action. The development of critical consciousness led to a desire within the group to engage in collective action. Collective action is linked to aspects of social identity and the process of becoming conscious of the social positioning of one's group. This poster, created by a member of the university team and using meetings and interview transcripts as data, presents a framework for examining the relationship between conscientización and social identities. Social identities and conscientización are constantly interacting and shaping the interests that mobilize individuals to take collective action. Implications are made regarding collective action among groups with limited opportunities to exert their political power. The fourth poster, created by a resident, describes the actions taken by Viva Live Oak. Actions were designed to agitate more Live Oak residents to think deeply about their community and included hosting several local exhibitions and convening house meetings. The goal is to facilitate the engagement of more Live Oak residents.

Chair:

**Regina Day Langhout**, University of California at Santa Cruz

Discussants:

**Lauren Eggert-Crowe**, Viva Live Oak!  
**Jesica Fernandez**, University of California at Santa Cruz  
**Edith Gurrola**, University of California at Santa Cruz  
**Jorge Savala**, Viva Live Oak!

### **211. Challenges and hopes in neighbourhood research**

8:45 to 10:00 am

University Hall: UN 2007

Contextual research is increasingly important in population health as evidence mounts that the neighbourhoods in which we live affect both health and the gap in health between rich and poor. Two models have been used to explain how neighbourhoods can affect health and health inequalities: the psychosocial inequality and the collective resources models. The former posits that people who are disadvantaged negatively compare themselves to richer neighbours. This causes stress, embarrassment, and distrust, health-damaging behaviour, and neuroendocrine changes leading to poor physical health. The latter posits that people in poor neighbourhoods have worse health due to a scarcity of resources needed for health. Indeed, numerous studies have shown that poor neighbourhoods are characterized by "infrastructure deprivation" e.g. less recreation poorer housing; lower quality municipal services, and fewer amenities and services. However, much of the extant research on neighbourhoods and health has been criticized on several grounds: lack of theory, failure to define natural neighbourhoods, and failure to disentangle contextual from compositional effects. Lupton (2003) has argued that neighbourhood research needs to be done in a much more thoughtful manner, raising several other issues such as the needs to consider both physical and social aspects, and the importance of the relationship between the neighbourhood and the wider world. Importantly, she points out that the residential neighbourhood may be of differential importance to different groups of people; to rich and poor, to renters and owners, to women and men, to old and to young, and to those with different social networks. This

Town Meeting session will instigate a dialogue on the complex relationship between individuals and neighbourhoods. In particular, we will ask: for whom do neighbourhoods matter most? Under what circumstances? And why? Our goal is to stimulate conversation that will promote understanding of current findings and the challenges neighbourhood research faces.

Chair:

*Elizabeth Kristjansson*, University of Ottawa

Discussants:

*Stephanie Leclair*, University of Ottawa

*Melissa Calhoun*, University of Ottawa

## **212. Innovative Community-based Methods to Increase Physical Activity in High-Crime Neighborhoods: The PATH Trial**

8:45 to 10:00 am

University Hall: UN 2008

The Positive Action for Today's Health (PATH) project seeks to increase physical activity (PA) for participants in high-crime low-income communities through a walking intervention which was developed through collaborative community-based methods. Recent evidence suggests that environmental factors play an important role in shaping health behaviors (e.g., PA). Key variables assessed in this study are neighborhood safety, access to PA, and aspects of the physical environment in the participating communities. Using an ecological perspective, the intervention targets psychosocial factors related to attitudes (e.g., motivation, self-efficacy) and social factors (e.g., community connectedness) for PA through social marketing strategies. Little research has focused on developing walking interventions in minority and disadvantaged communities, and this symposium will discuss 1) an empowerment approach to community capacity building, 2) development of a social marketing plan for increasing trail use, and 3) use of geographic information systems (GIS) to assess and track key environmental variables and relationships.

Participants:

**Building Community Capacity and Empowerment for PATH Project.** *Sara Mijares, University of South Carolina; Erin Johnson, University of South Carolina*

The goal of this grant is to test the efficacy and cost-effectiveness of a walking intervention for increasing physical activity in low-income, high crime communities. The study targets determinants of physical activity, neighborhood safety and access to physical activity as well as psychosocial factors related to physical activity in underserved communities in South Carolina. Three communities have been randomized to receive one of three programs: a police patrolled-walking program plus social marketing intervention, a police patrolled-walking only intervention, or no walking intervention (general health education only). This presentation will address the critical processes in designing and implementing a randomized NIH trial that also values community collaboration. The empowerment of community settings approach (Maton & Salem, 1995; D.W. McMillan & Chavis, 1986; and Hughey et al. 1999) that project PATH uses will be presented. Most of the community collaboration takes place within the context of the community steering committees. There have been approximately 20 steering committee meetings from September 2007 to September 2008 in each community. Steering committee members include local city officials, non-profit groups, city and sheriff police officers, local community residents, local health providers, religious leaders, and school principals. Steering committee work uses all elements of an empowerment model approach including: group based & strength based belief systems; opportunity role structures, participatory niches; peer social support systems; shared, inspiring leadership; and co-empowerment. The PATH project was initially developed through community-based focus groups. In PATH's first year, our community partners have also assisted with recruitment, baseline measurement of participants, and with developing the interventions. Using an empowerment approach to program development and implementation is important in the short term and for the long term sustainability of health PA behaviors in these underserved communities.

**Development of a Social Marketing Plan for Increasing Trail**

*Use. Sandra Coulon, University of South Carolina; Sara Mijares, University of South Carolina*

Interventions targeted to people's needs through social marketing (SM) techniques have been effective in promoting walking (Ogilvie et al., 2008). In the PATH project, 4 focus groups were conducted in communities similar to the PATH communities for the development of the SM campaign. Participants (11 men, 31 women) answered questions about physical activity and walking, as well as other topics related to developing the SM campaign. Questions targeted the "4P's" of SM: product, place, price, and promotion of neighborhood walking. Two raters coded the transcribed manuscripts and inter-rater reliability was assessed ( $r=0.75$ ). The following themes were observed: The majority of men reported walking in neighborhood parks with their families, and felt that walking provided them with meditation time and time with the Lord. For men, having access to a walking place was the most important way to overcome barriers to walking. The majority of women reported walking in the neighborhood or at a neighborhood park with their families. For women, having opportunities to walk with others and self-motivation were the most important ways to overcome barriers to walking. Both sexes felt that the health benefits of walking were important motivators. Women also felt that having police support on the walking trail would increase walking. The most effective methods for promoting the walking trail included word of mouth, church announcements, and communicating educational health messages. Next steps involve conducting interviews with residents living in our SM intervention community to find out what are the most important things in their lives right now and how walking might be integrated into important aspects of their lives. Our SM plan will focus on using viral marketing, testimonials, a intervention kick-off event, normative feedback, incentives and community partnering (e.g., with churches) to promote walking on the trail in the SM community.

**Assessing Physical Environment and Community Walking with Observational Methods and Geographic Information Systems.** *Duncan C. Meyers, University of South Carolina*

Environmental supports for physical activity (PA) - such as recreational trails - are important contextual influences for healthy behaviors. While evidence links attributes of the physical environment to health behaviors such as walking, gaps still exist in regard to how such contextual factors interact with socio-cultural influences (e.g., community connectedness, social networks, social support). In an effort to develop a deeper understanding of the extent to which aspects of the physical environment relate to socio-cultural influences, the evaluation of an NIH funded grant "Positive Action for Today's Health" (PATH) was expanded to include spatial analyses and additional survey items to assess these factors. Specifically, the spatial analyses will track variables related to the physical environment over time (e.g., walkability of community trails, changes in features of the trail), use of a community walking trail over time (via standardized observational methods), any shifts in community-level contextual factors over time (e.g., crime data), and other variables which may impact community walking behaviors (e.g., distance to community walking trails). These analyses will be conducted with the aid of geographic information systems (GIS), which can help researchers examine social ecological processes and change at the community level (Linney, 2000). The relationship between these geospatial data and participant perceptions of social environmental supports at the individual level will then be assessed. This presentation will provide 1) an overview of the measurement of variables used in the PATH project's GIS analyses, 2) an overview of methods for assessing the relationships between geospatial variables and socio-cultural influences, and 3) a simulation of the analytic procedures used in this project (given that only baseline data will be collected at the time of the presentation). The simulation of GIS-aided analyses will be used to generate discussion around the utility of such methods.

Chair:

*Dawn K. Wilson*, University of South Carolina

Discussant:

*Abraham Wandersman*, University of South Carolina,  
Department of Psychology

### **213. Using Community-Based Participatory Research Methods to Understand and Improve Community Health Initiatives**

10:15 to 11:30 am

University Hall: UN 2007

Community-based participatory research (CBPR) represents a promising approach to engaging community and scientific partners in all aspects of the process—from definition of the problem/goal to intervention to making sense of the findings and making adjustments in the initiative. This session has three parts. First, four brief papers illustrate the application of CBPR methods in diverse contexts. These include efforts to support and evaluate community partnerships to prevent substance abuse in a Midwestern city, a statewide effort to prevent child sexual in Minnesota, a positive youth development initiative in an inner-city environment, and health disparities efforts with two ethnic minority communities in Kansas City. Second, a discussant (Marc Zimmerman), with deep experience in this area, will comment on implications of these papers for implementation of CBPR methods. Finally, a concluding open Dialogue will explore key questions to advance CBPR efforts to understand and improve community health initiatives.

Participants:

Using CBPR Methods to Understand and Support Substance Abuse Coalitions. *Nicole Keene*, *University of Kansas*

A promising strategy for addressing substance abuse is to increase community coalitions' capacity to change conditions in communities through curriculum training and technical assistance. This empirical case study focuses on one of the ten coalitions involved in a NIDA-funded project: the Youth Community Coalition (YC2) in Columbia, MO. YC2 uses a multi-sectoral approach that brings together community partners—from schools, government, youth organizations, etc.—to design, implement, and evaluate community-determined interventions. The aim of this study is to examine the effects of the CBPR intervention—including training and technical assistance—on implementation of key coalition processes, such as action planning or documentation and feedback, and on community and system changes related to substance abuse prevention. Community/system changes refer to discrete instances of new or modified programs (e.g., peer refusal skill classes), policies (e.g., social hosting laws), and practices (e.g., preventing drug use in home) facilitated by the coalition and related to preventing substance abuse. The CBPR intervention hypothesis is that increased coalition capacity leads to a greater number and quality of community/system changes. Preliminary results indicate that rate of community/system changes more than doubled following the CBPR intervention. Examples of changes facilitated by YC2 include new skate parks, new partnerships with community members, and increased youth involvement in prevention efforts. Data from assessment of key coalition processes also suggest some improvement in community capacity. The implication of these findings for engaging community partners in supporting and evaluating preventive interventions are discussed.

Using CBPR Methods to Evaluate Child Sexual Abuse Prevention Efforts. *Daniel Schober*, *University of Kansas*

Stop It Now! Minnesota received a grant from the U.S. Centers for Disease Control and Prevention to implement a multi-component intervention to prevent child sexual abuse (CSA). Stop It Now! Minnesota's intervention (the independent variable) trained adults to recognize and respond to the warning signs of CSA and provided support and services for potential perpetrators of CSA. It utilized key components of CBPR identified by Israel, Schultz, Parker, Becker, Alen & Guzman (2003). The initiative built on strengths and resources within the state and community. This involved a multi-sector collaborative from public, private, and non-profit organizations. Stop It Now! Minnesota also

focused on the community as a unit of analysis by promoting the prevention of CSA in the Twin Cities (Minneapolis and St. Paul) and examining community-level indicators of CSA in the Twin Cities. Co-learning and capacity building among partners and university researchers was shared, especially in terms of ongoing data collection and analysis. Finally, Stop It Now! Minnesota and university researchers disseminated the results of the initiative by developing a "participatory evaluation" case study that described their initiative in clear and objective terms. This document was shared with partners and stakeholders. Results showed that Stop It Now! Minnesota facilitated numerous changes to the community/system to prevent child sexual abuse. Preventative behavior in the form of calls from Minnesota to a national CSA prevention Helpline also increased. Reports of CSA to the Minnesota Department of Human Services decreased. These changes suggest an increased statewide capacity to prevent CSA.

Using CBPR to Promote Positive Youth Development in Kansas City. *Jomella Watson-Thompson*, *University of Kansas*; *Teresa Dailey*, *University of Kansas*

Community coalitions have been used as strategy for community change and improvement related to a variety of issues including youth development by creating niches of opportunities for community residents and entities to work together on common issues while building organizational and community capacity. Yet, there is emerging evidence about the implementation of particular factors or community processes that enhance the capacity of community coalitions to facilitate change and improvement for targeted outcomes of concern. The KCK/Wyandotte County Youth Collaborative is a multi-sectoral collaboration in Kansas City, KS that involves community partners including community-based organizations, 10 faith-based organizations and the local schools and an academic partner, the University of Kansas. In 2007, the Youth Collaborative was awarded a Compassion Capital Fund Communities Empowering Youth grant to build the capacity of the coalition to address youth violence and positive youth development. This case study examines the process of implementing a CBPR intervention -- training and technical support in implementing a capacity building framework -- to support the development and implementation of the Youth Collaborative. Using a case study design, the coalition development process was systematically documented to better understand the implementation of key coalition processes (dependent variable) by the Youth Collaborative and coalition partners. This case study will describe the use of CBPR methods to examine the effects of training and technical support on the facilitation of the community capacity-building framework and associated process to enhance the capacity of the Youth Collaborative to support positive youth development in an urban community. This case study will explore the organizational change process of the Youth Collaborative and coalition partners as evidenced by the implementation of key coalition processes (e.g., needs assessment, strategic planning). The innovations and challenges to implementing CBPR methods to support the Youth Collaborative will also be presented.

Implementing CBPR with Two Ethnic Minority Communities in Kansas City. *Jerry Schultz*, *University of Kansas*; *Vicki Collie-Akers*, *University of Kansas*; *Cesareo Fernandez*, *University of Kansas*; *Daniel Schober*, *University of Kansas*; *Zora Pace*, *University of Kansas*

Racial and ethnic minorities in the United States experience large health disparities compared to other groups. Many different approaches to reducing health disparities have been tried. Community-based participatory research (CBPR) has been shown to improve aspects of health promotion initiatives. This empirical case study examines the effects of a CBPR intervention on intermediate outcomes (i.e., changes in the community) related to reducing health disparities and risk for chronic disease. We describe how the Kansas City-Chronic Disease Coalition used CBPR methods to help bring about community changes to reduce risk for cardiovascular diseases and diabetes among

African Americans and Hispanics in Kansas City, Missouri. Using an empirical case study design, communities and scientific partners documented and analyzed the contribution of community changes (i.e., new or modified programs, policies, or practices) facilitated by the coalition in two different racial/ethnic communities—African American and Hispanic. We also used interviews with key partners to identify contextual factors that supported or impeded implementation of CBPR methods as part of a Health for All model. Between October 2001 and July 2007, the Kansas City-Chronic Disease Coalition facilitated 677 community changes: 408 of the community changes primarily targeted African Americans; 186, all racial and ethnic groups; and 83, primarily Hispanics. Follow-up interviews suggested that the coalition did a much better job of implementing a CBPR intervention in the African American community than in the Hispanic community. This led to a 5-year NIH grant for a systematic replication and cultural adaptation of the Health for All model in a Latino community in Kansas City/Wyandotte County. Challenges to implementing CBPR interventions in multiple and diverse ethnic community are discussed.

Presenters:

*Dola Williams*, Communities in Schools  
*Verona Hughes*, Communities in Schools

Chair:

*Stephen B Fawcett*, University of Kansas

Discussant:

*Marc Zimmerman*, University of Michigan

## **214. Congregations as Mediators of Social Action: Theory, Research and Practice**

*10:15 to 11:30 am*

*University Hall: UN 2008*

In our country, religious congregations provide an important context for and mediator of social action. They serve as both the practical bridges between individuals and society and provide unique contexts that may "mediate" how and when individuals engage with social action. Examining the role and function of mediating structures is important in understanding how particular contexts may influence individual engagement with social action, including, for example, how religious congregations may impact how and why individuals engage in social action. This symposium examines religious congregations as mediating structures: connecting individuals to social action. The first presentation uses an empowering community settings framework to develop a model of empowering social action congregations. Second, congregation-based community organizing is described to illuminate the mediating role of religious congregations in social action. Finally, the influence of particular aspects of congregational context - theological orientation and social capital - on social action is examined through a multi-level analysis.

Participants:

**Congregations and social action: An empowering community settings perspective.** *Ken Maton, University of Maryland, Baltimore County*

Congregations have played a central role in both locality-based and national social action efforts. Within community psychology, relatively little theory-development or empirical research has focused on these important phenomena. Based on a review of relevant social science literature, the current presentation applies an empowering community settings framework to social action. First, a definition of empowering social action congregations is proposed. Next, six organizational characteristics of congregational social action settings are described. These encompass 1) a group-based belief system that inspires social action, is strengths based, and focuses beyond the self; 2) a social action opportunity role structure that is pervasive, highly accessible, and multi-functional; 3) core social action activities that are engaging, of high quality, and involve active learning; 4) a relational environment that provides extensive support, caring relationships, and a sense of community; 5) social action leadership that is inspirational, talented, shared, committed and empowered; and 6) setting maintenance and change processes

that are learning-focused, and include bridging mechanisms and vital social action related external linkages. Finally, two pathways of external social action influence can be identified: 1) congregation-mediated social action activities; and 2) empowered congregational member radiating influence. The empowering social action congregational model is illustrated with case studies of exemplary efforts at the locality-based (community organizing) and national (social movement) levels. Limitations of the model, and alternative theoretical and empirical perspectives, including social influence and collective social action approaches, are considered. The implications for the model of social action efforts by theologically and culturally conservative congregations and religious groups in the U.S., and of religious social movements in developing nations, are considered. The presentation concludes with implications for future community psychology theory, research, and collaborative action.

## **Congregation-based Community Organizing: Connecting Religious Settings to Civic Life.** *Paul W. Speer, Vanderbilt University*

Congregation-based community organizing represents a specific model of community organizing that has evolved primarily from the model and approach developed by Saul Alinsky. Alinsky launched the Industrial Areas Foundation (IAF) in the 1940's as a neighborhood-based organizing approach. The IAF and three other groups (PICO, Gamaliel & DART) are today the four major networks using a congregational model of community organizing. Congregational models of organizing all draw from the insights and perspectives of Alinsky, but have expanded beyond Alinsky in numerous ways - most importantly into religious congregations. There are both pragmatic and motivational reasons for this move to religious settings as sights for community organizing. This presentation will describe the processes through which the PICO network engages the religious and spiritual life of the congregations involved in community organizing. Additionally, data about the mechanisms through which the process of spirituality in organizing operates, as well as reflections by those involved in congregation-based community organizing will be presented.

## **Religious Participation and Social Action: Individual and Congregational Effects.** *Nathan R. Todd, University of Illinois Urbana Champaign*

A substantial percent of citizens in our country, approximately 40%, report attending a religious service in the last week. Moreover, many religious individuals and groups engage in forms of social action to work for the common good. However, there is a dearth of community psychology theory and research examining how participation in religious congregations may impact social action and even less research examining how particular aspects of the congregational context may influence individual social action. Investigating the setting level characteristics of congregations that may promote social action is an important step in understanding how these congregations function as mediating structures to link citizens to social action. At the same time, characteristics of the individual will also be important in understanding the impact of congregations as mediating structures as individuals may respond differently to the same congregational context depending on individual characteristics. This presentation uses a multi-level analysis of 5,123 individuals nested within 62 congregations to explore and untangle the individual and congregational effects of religious participation in relation to social action. Guided by a rich historical account linking individual and congregational theological orientation (liberal/conservative) with particular expressions of social action; this presentation focuses on the influence of individual and congregational theological orientation on individual social justice prioritization. Social justice prioritization regards the importance members give to having their congregation support social justice activities. Specifically, this presentation examines how theological orientation, depth of involvement, and bonding/bridging social capital operate at individual and setting levels to explain social justice

prioritization. Moreover, the presentation explores how particular individual-level relationships (e.g., depth of involvement and social justice prioritization) may be moderated by particular congregational contexts (e.g., liberal vs. conservative congregations). The presentation concludes with a discussion of how religious contexts influence social action.

Chair:

**Nathan R. Todd**, University of Illinois Urbana Champaign

Discussant:

**Bret Kloos**, University of South Carolina

## **215. Establishing a career in community psychology: Issues, Challenges, and Opportunities**

*10:15 to 11:30 am*

*University Hall: UN 2004*

This roundtable discussion will be an interactive forum to discuss issues that are relevant to early career community psychologists. The panel consists of community psychologists who are actively confronting early career issues and working to establish their careers as community psychologists. The goal of this session is to provide support, discuss and creatively address their challenges as they transition into a career as productive community psychologist. Panelists will contribute meaningfully to the discussion and will share their own experiences as early career community psychologists, but the topics discussed will be generated by eliciting questions and participation from the audience in order to ensure this will be an interactive forum. There are numerous issues that might be discussed by the panelists and audience members. Topics may include the challenges involved in obtaining the first job and negotiating your first contract. In addition to traditional psychology departments, many community psychologists seek employment in interdisciplinary academic departments, and working in an interdisciplinary setting may contain both challenges and opportunities. We may also discuss the challenges of starting an independent research program, including obtaining grant funding, fostering interdisciplinary research collaborations, publishing community participatory research, and conducting research in both academic and non-academic professional settings. In addition, we will also discuss the possibility of developing resources or establishing peer support networks for early career individuals, in order to establish connections and share resources beyond the session itself. Discussion around these issues will be conducted in a supportive environment, and both panelists and audience members will be invited to contribute to the discussion, ask questions, bring up new topics, describe their own personal and professional experiences, and generate strategies to deal with these challenges. .

Presenters:

**Sarah Meyer Chilenski**, Missouri Institute of Mental Health, University of Missouri

**Zernarie Deacon**, University of Oklahoma

**Scotney D Evans**, University of Miami

**Susana Helm**, University of Hawaii at Manoa

**Eduardo A Lugo Hernandez**, Puerto Rican Psychological Association

**Gregor V. Sarkisian**, Antioch University at Los Angeles

**Michele M. Schlehofer**, Salisbury University

Chair:

**Susan R Torres-Harding**, Roosevelt University

## **216. Towards a Politics of Possibility: Creating and Nurturing Safe Spaces**

*10:15 to 11:30 am*

*University Hall: UN 2002*

The proposed innovative session aims to explore avenues for resuscitating the spirit of community psychology (Kelly, 2002) at the level of educational/training settings using a critical pedagogical and performative approach (Denzin, 2008; Madison, 2005). The Biennial's focus on values and principles impels us to take stock of where we are with respect to promotion of social justice, well-being, collaboration and empowerment. Struggles are inevitable as we weigh, make choices and function in complex social-political settings with multiple and often competing demands. In 'The Spirit of Community Psychology' (2002), Kelly

elucidates the need for a fortified spirit to persist with our goals of social action and social change and different ways of ensuring that. One way of doing this is by creating and nurturing 'safe spaces' within community psychology programs. How can we create and nurture spaces where graduate students and faculty feel supported, feel free to aspire, envision and act? This can be viewed as attempts to actualize our goals of collaboration and empowerment at the level of educational setting. The process, while desirable is by no means easy. It is counterculture to established and accepted cultural norms of academia. Also, given the inherent power differentials between faculty and graduate students, attempts to create and maintain horizontal, safe spaces can often be reduced to mere rhetoric despite the best intentions of those involved. Issues of injustice, prejudice, stereotype and silencing occur as much within our midst as in the settings of research and practice. A semester long participation in a class taught by Prof. Norman K. Denzin in the critical pedagogical and performative tradition enabled me to be part of an extremely diverse, critical mass committed to creating a safe space, wading through the difficulties, nurturing the space and attempting to maintain it across time. It opened up the enormous possibility of such spaces and their significance for the spirit of community psychology. These frameworks and experiences inform the proposed session. The following is a road map of the proposed session: 1. Introduction: i) Sharing a personal/epiphanic experience of the need for safe space and how that was negotiated, ii) Sharing in brief the motivation and underlying conceptual framework for the session 2. Establishing ground rules 3. Breaking into smaller groups 4. Working together: a) Each group discusses: i) situations/settings where experiences of feeling 'unsafe' occurred within academic contexts, ii) envision alternatives; b) Each group works to produce a narrative based on permutation and combination of the above experiences 5. Performance and discussions: a) Each group performs their narrative (informal, any format) and b) Group members share the process of arriving at their performance 6. Facilitated discussion: Building on the previous conversations concerted efforts will be made to: a) focus on alternatives, b) what structures/conditions need to be in place for the alternatives to work and c) what steps do we need to take to actualize these alternatives 7. Documentation of vision/steps and concluding remarks

## **217. A Psychological Sense of Community: Exploring its Dimensions**

*10:15 to 11:30 am*

*University Hall: UN 2009*

This roundtable discussion will discuss issues related to the experience of a psychological sense of community, particularly among people whose experiences pose challenges to building community relationships. Results from a qualitative study of gender differences in the psychological sense of community among U.S. based immigrant survivors of torture will be provided. The experiences of working with a Non-Governmental Organization that reaches out to African survivors of torture and the Diaspora will also be discussed. These experiences will be contrasted with the psychological sense of community found among residents of Oxford Houses. Rounding out the discussion will be reflections on the academic foundation of the meaning of a psychological sense of community, and other elements that contribute to its meaning, including empowerment.

Chair:

**Nancy Bothne**, Adler School of Professional Psychology

Discussants:

**Christopher B. Keys**, DePaul University

**David McMillan**, Vanderbilt University

**Ed Stevens**, DePaul University

## **218. Closing Plenary Session**

*11:45 to 1:00 pm*

*University Hall: UN 1070*