



S C R A 2 0 2 1
UPROOTING
WHITE SUPREMACY

18th Biennial Conference of the Society
for Community Research and Action

June 22nd – 26th 2021



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A Welcome Message from Bianca Guzmán, SCRA President

Welcome to the Society for Community Research and Action (SCRA, Division 27 of the American Psychological Association) 18th Biennial Conference! Since we began our Biennial conferences in 1987, this will be the first time we are hosting a virtual conference. We have many choices in how to attend the conference that includes live, pre-recorded, and hybrid sessions.

Recorded sessions will be available for viewing to conference attendees for one full year after the conference.

Our theme this year is “Uprooting White Supremacy.” We are excited and pleased to highlight the groundbreaking work that our amazing members are doing in our field, which will impact the global community in years to come. This year we are launching the first racial justice track highlighting sessions focusing on addressing racial justice by uprooting white supremacy.

Make sure to come to the live conference welcome on June 22, 2021, @ 10:50 AM- 12:10 PM EST. We know worldwide that this time has been challenging. We may be socially distant, yet quantum space exists so that it does not matter where you are, the communication and sense of community will come through.

As you navigate this conference and connect with colleagues and friends during this virtual space and time, I invite you to take on a lens of kindness. Love and kindness are never wasted. Both the giver and receiver are blessed, and hopefully, in the near future we can connect in person.

Bianca L. Guzman
SCRA President

Plenary Speakers



038 Listening 4 Justice: An Uprooting White Supremacy Experience Rooted in Community Psychology

Plenary Session Tuesday June 22nd 6:00-7:25 pm

Folami Prescott-Adams, Ph.D. is the CEO of HTI Catalysts, a collaborative network of consultants and change agents whose mission is to empower and grow organizations, leaders and the greater community through coaching, curriculum, and catalytic courses. Folami is best known for her effective style of facilitation that offers a blend of theory, practice, the arts and insight in an engaging, interactive and relaxed setting.

Folami has made significant contributions to education transformation and youth development initiatives & collaborative partnerships working with Morehouse School of Medicine, 100 Black Men of Atlanta, Communities In Schools of Atlanta, Arthur M. Blank Family Foundation, Georgia State University, United Way of Metropolitan Atlanta and KIPP Metro Atlanta Schools. She has served as a trainer and coach for PLUS Academy facilitators and as the lead coach for United Way of Greater Atlanta's Fostering Family Leaders initiative.

In the midst of the next era of the ongoing fight for cultural liberation worldwide and an international pandemic, she created [Listening 4 Justice](#). What started as a high-quality learning experience has turned into a social justice, multicultural, dynamic experience where participants learn, unlearn, and discover what is theirs to do in an effort to dismantle systemic racism and create more liberating mindsets, practices and structures. She is the co-host of Listening 4 Liberation with her sister, radio personality Pat Prescott, featuring interviews with experts that enhance the L4J experience.

She is moving her creative efforts to media production. Coming soon: Noorah, a YouTube series (an amazing virtual Muslim girl who codes young viewers' ideas into reality) in collaboration with Kwame Thomas of Kwamination (who was also a student of Folami's). Next up: Big Issues for Little People, her tele-Vision of an animated world where the littlest of people find solace, solutions and silliness. Dr. Folami is the voice of Melody the Bird and the singer/songwriter for the show's soundtrack. She is excited and ready to follow a 30-year vision to produce media content that reflects the talents, triumphs, tales - all facets - of the liberating African mind.

She completed her undergraduate degree in Sociology of Education at Brown University, a Masters in Educational Administration from Temple University and an M.Sc. & Ph.D. in Community Psychology from Georgia State University. She has four adult children, all graduates of Atlanta Public Schools who are entrepreneurs themselves. She invites you to meet her grandchildren by subscribing to their YouTube show "The A Team".



**144 Seymour Sarason Address: Re-imagining
Mental Health Services for American Indian
Communities: Centering Indigenous Perspectives
Plenary Session Thursday June 24th 10:50-11:50 am**

SCRA is pleased to announce that Joseph P. Gone, PhD is the recipient for the 2021 Seymour B. Sarason Award for Community Research and Action.

Dr. Gone is a professor in the Faculties of Medicine and of Arts and Sciences at Harvard University, and the Faculty Director of the Harvard University Native American Program. SCRA has been Dr. Gone's primary intellectual home since the late 1990s.

Dr. Gone's scholarship has helped to reimagine mental health services for scholars, practitioners, and American Indian community leaders. He has elaborated a promising new approach to making mental health services more fully accessible, culturally appropriate, and demonstrably effective for alleviating disabling distress among American Indians through research partnerships with Indigenous communities. Attention to issues of power, including the coloniality of conventional mental health knowledge and practices, and the therapeutic potential of American Indian cultural traditions are centered in Dr. Gone's conceptual and applied work.

Throughout his career, he has cultivated a distinctive scholarly vision that is anchored in community psychology and interdisciplinary; engaged with broad theoretical currents while remaining resolutely relevant in practical terms; and addressed the broad intersections of culture and mental health while remaining steadfastly committed to advancing the well-being of American Indian nations and other Indigenous peoples.



167 Time to Open Up the Casket!
Plenary Session Thursday June 24th 6:00-7:00 pm

Nkechi Taifa is an attorney, author, activist and academician. She is president and CEO of The Taifa Group, LLC, a social enterprise consulting firm whose mission is to advance justice. Taifa founded, convenes and directs the Justice Roundtable, an advocacy coalition advancing justice system transformation. She serves as Senior Fellow for the Center of Justice at Columbia University and on the governing board of the Corrections Information Council.

Taifa served as Advocacy Director for Criminal Justice at the Open Society Foundations for 16 years. Over the course of her career she has also served as legislative and policy counsel for the American Civil Liberties Union and the Women's Legal Defense Fund; founding director of Howard University School of Law's award-winning Equal Justice Program; staff attorney for the National Prison Project; Office Manager and Network Organizer for the Washington Office on Africa; as a private practitioner representing adult and youth clients; and as a first grade teacher. She has focused on a myriad of social justice issues throughout her career, including indigent defense, sentencing, policing, prisons, voting, reentry, clemency, racial justice, death penalty, political prisoners and reparations.

Taifa was in the leadership of the coalition responsible for passage of both the Second Chance Act reentry legislation (2008) and the Fair Sentencing Act crack disparity legislation (2010), and successfully fought for the inclusion of strong sentencing provisions in the First Step Act (2018). She helped to fuel the mobilization of the Obama administration's clemency initiative, which resulted in the early release from unjust imprisonment of over 1,700 prisoners.

Nkechi has testified before the U.S. Congress, the United States Sentencing Commission, the Council of the District of Columbia, the American Bar Association Justice Kennedy Commission, the Inter-American Commission on Human Rights, and the Helsinki Commission. She was the special prosecutor delivering the Opening Statements in the People's Tribunal on Mumia Abu Jamal and the People's Tribunal on Hurricanes Katrina and Rita. She served as an appointed Commissioner and Chair of the District of Columbia Commission on Human Rights from 2007- 2014.

Taifa is a past president of the D.C. chapter of the National Conference of Black Lawyers and former chair of its national Criminal Justice Section. She is a founding member of N'COBRA, the National Coalition of Blacks for Reparations in America. She is currently a Commissioner on the National African American Reparations Commission (NAARC).

She is the recipient of numerous honors and awards, including Essence Magazine's 2019 WOKE 100 Black Women Advocating for Change.



177 Reparations and the Need to Repair Social, Economic and Psychological Harms
Plenary Session Friday June 25th 10:50-11:50am

Dreisen Heath is a researcher and advocate in Human Rights Watch's United States Program focusing on racial justice issues. She is an expert on reparations and reparatory justice and has authored reports and publications highlighting victims' right to seek full and effective reparations that are proportional to the gravity of the human rights violations, including acts of racial discrimination, as dictated by international

human rights law. She has testified as an expert witness for her work supporting the movement for reparations. Heath's writings on the impacts of ongoing structural racism, racial inequality, and reparations have been widely quoted and published.

Before joining Human Rights Watch, Dreisen worked as the Special Assistant to the Director and Counsel of the Brennan Center's Washington DC Office and was a researcher at the Center for Research in Education and Social Policy (CRESP) at the University of Delaware examining emerging community health and education policy, with a particular focus on food insecurity and food access in low-income communities at the local, state and federal level. Outside of work, she spends her time in her community supporting people without homes and organizing against police violence. She holds a Bachelor's degree from Wesleyan University.

269 Dismantling Oppression: Praxis of Disrupting Power

Plenary Closing Session Saturday June 26th 1:25-2:25 pm



Dr. Dominique Thomas shares his passion for using writing and publishing as a viable mechanism for understanding the many facets of oppression and power and how to use writing as both resistance and praxis. He is interested in the areas of Black identity, racial socialization, activism, campus racial climate, Afrofuturism, and the Black Radical Tradition. His work includes Co-author of the chapter *Oppression and Power* in Jason et al., (2019) *Introduction to Community Psychology: Becoming an Agent of Change*, the current Editor of *The Community Psychologist*, Co-Guest Editor of *Community Psychology in Global Perspective*, *Global Journal of Community Psychology Practice* and *American Journal of Community Psychology* and author of numerous manuscripts and chapters. Dominique earned his MA and PhD in

community psychology and served as a Lecturer at Georgia State University (GSU) teaching Community Psychology and African American Psychology. He has also been a Scholarship to Practice Fellow in the National Center for Institutional Diversity at the University of Michigan and Co-Chair of CERA. Dominique and Associate Editor Allana Zuckerman have recently started *The Community Psychologist Podcast* as an extension of the TCP.



Dr. Geraldine (Geri) Palmer's passion for social and racial justice has been evolving for years as a community practitioner, serving in leadership in the human services sector specifically around housing and homelessness. With a critical lens of the ever-burgeoning nonprofit industrial complex, she earned her Ph.D. in Community Psychology from National Louis University offering a liberatory space for linking theory to practice. Unknowingly she had transitioned from the nonprofit industrial complex to the academic industrial complex. In addition to her position as Assistant Professor at Adler University, she is the Cofounder and Managing Director of Community Wellness Institute (CWI). Through CWI, Dr. Palmer and a team of consultants facilitate The F.A.C.E. of Justice workshops and other related work on topics of anti-racism, anti-blackness practices, and social and racial justice. Her work currently

centers on raising awareness of language equity, dismantling the code of silence, and better understanding historical/intergenerational trauma among Black/African Americans. Dr. Palmer is currently co-editing *Case Studies in Community Psychology Practice: A Global Lens*, a textbook being published in Rebus Textbooks Open Education Resource (OER) Platform which highlights community psychology practice work while advancing equity in academic publishing. She is also the Co-Guest Editor of a special issue of the *Global Journal of Community Psychology*

Practice, Co-author of *Oppression and Power* in Jason et al., (2019) *Introduction to Community Psychology: Becoming an Agent of Change*, and numerous other articles and manuscripts.

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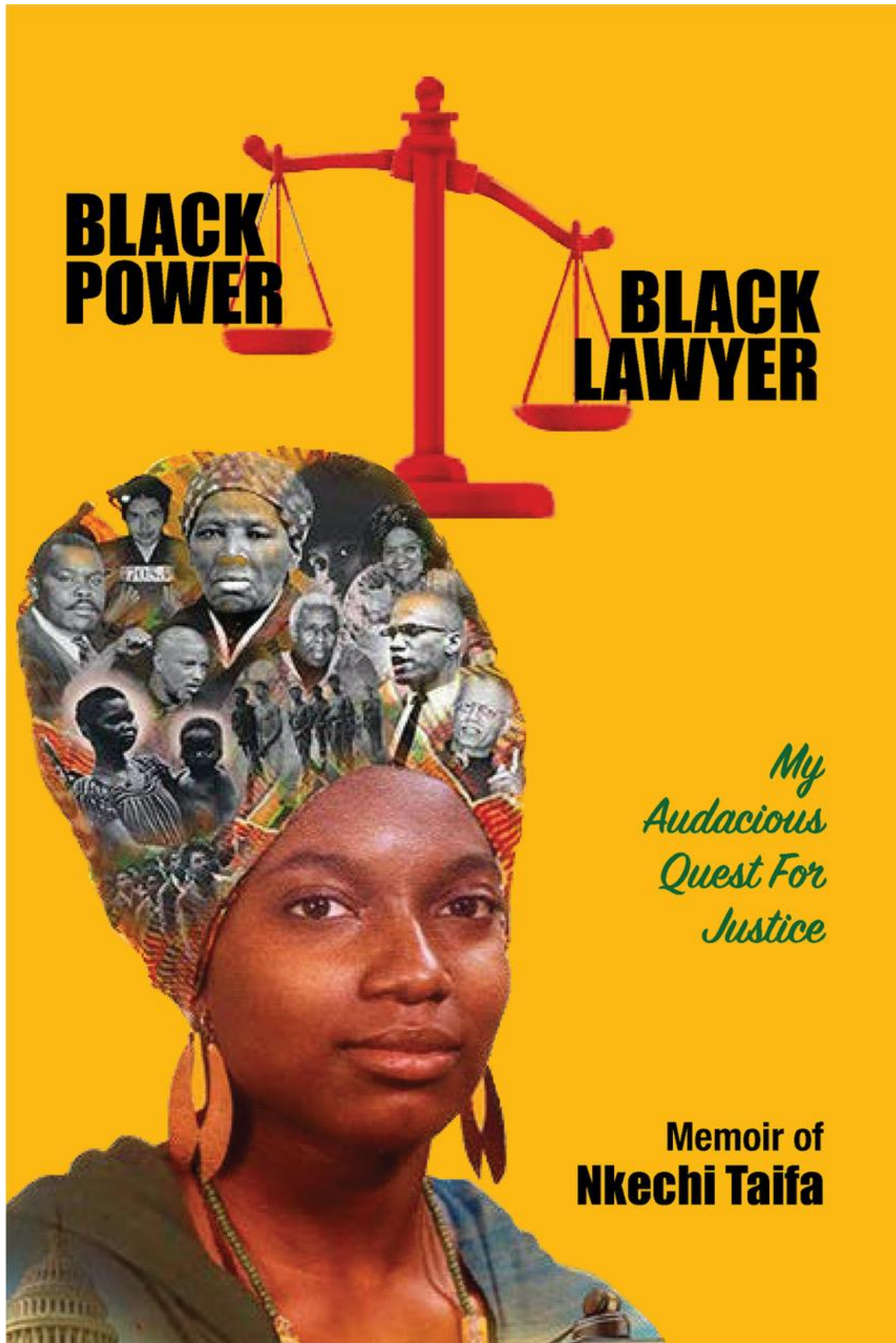
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The University of Washington Tacoma's Division of **Social and Behavioral Human Sciences** is anticipating beginning a search for four tenure-track Assistant Professors this summer who would join our faculty in Autumn 2022. Our school and Division have grown significantly over the last two decades. We are psychologists and social scientists in community, social, cognitive, and health psychology (among other areas) whose "teaching, scholarship, and action facilitate inclusive and socially-engaged learning communities that promote health, well-being, and a more just world." We seek applicants whose research and teaching are also guided by commitments to equity and social justice, and would complement the mission of our program. Specialization is open but candidates would be expected to support the psychology major and maintain an active research program that involves undergraduates and/or community partners. For more information or reach out to Rachel M. Hershberg at rmhersh@uw.edu.

Our Campus

The Tacoma campus of the University of Washington was founded in 1990 with an interdisciplinary approach at its foundation. It has evolved into a thriving downtown Tacoma campus of the University of Washington that serves students of a wide variety of ages and backgrounds in the South Puget Sound. Most of our students are students of color and first-generation college students. Many are also student parents and in veteran-connected families. Faculty have access to the resources of a major research university, as well as UWT's Office of Research and Office of Community Partnerships, while working and teaching within an intimate campus setting (classes are no larger than 40 students). Our campus provides a unique environment for the development of creative research, teaching, and community collaborations. The campus commitment to diversity and community engagement is central to maintaining an inclusive atmosphere wherein students, staff, faculty, and residents find abundant opportunities for intellectual, personal, and professional growth within our campus and broader communities. For more information about UW Tacoma, visit <http://www.tacoma.washington.edu>.

NLU

Pre-Conference Schedule

Monday, 14th June, 2021

11:00 AM – 2:00 PM

The Emerging Confluences of Self-Help, Mutual Support, and Peer Support: Where Do We Go From Here?

Self-Help and Mutual Support Interest Group

Roundtable discussion meeting

Presenters: Ronald Harvey, Thomasina Borkman

A discussion on the similarities and differences between self-help, mutual support, and peer support, the potential for each to learn from each other, and how the IG can help give voice for participants, practitioners, peers, and academics.

6:00 PM – 9:00 PM

The Community Psychologist: A Practical Guide to Decolonizing Knowledge Sharing

The Community Psychologist

Workshop

Presenters: Dominique Thomas, Allana Zuckerman

We want to provide an opportunity for people to get a brief crash course on The Community Psychology. Our goal is to update TCP in an effort to decolonize knowledge sharing. We will provide tips for submitting articles to TCP and discuss the goal of Special Features. Workshop attendees will have the opportunity to pitch ideas to the TCP. Examples will be provided. The session will be recorded and shared as an episode of The Community Psychologist Podcast.

Tuesday, 15th June, 2021

12:00 PM – 1:30 PM

The Art of Effective Anti-Racist White Allyship: Learning to Step up and Step Back

DEAR Project

Training session

Presenters: Danyelle Dawson, Yara Mekawi, Natalie Watson-Singleton

This training facilitated by the DEAR Project is designed to help White allies acquire the fundamental DBT-informed anti-racism skills necessary for effective allyship. Attendees will be led through didactic and guided reflection activities targeting three key objectives: (1) Increasing

ability to identify and cope with intense emotions (e.g., White guilt) that come up when discussing racism and privilege, (2) Enhancing awareness of major barriers that can undermine and stagnate anti-racist efforts, and (3) Strengthening commitment to engaging in effective actions that can disrupt systemic racism.

6:00 PM – 9:00 PM

The Role of Policy in Dismantling Structures of White Supremacy and Building the World We Want:

A Skill-Building Workshop

Public Policy Council

Workshop

Presenters: Jaimelee Behrendt-Mihalski, Taylor Bishop Scott, Megan Renner, Christopher Corbett, Sara Buckingham, Kevin Ferreira van Leer

The systems of structural and institutional racism adapt, evolve, and self-perpetuate without the active involvement of individual racist actors. Public policies built on a legacy of white supremacy operate as the roots, an often-hidden bedrock of the inequities and injustices visible on the surface. As defined by Dr. Ibram X. Kendi, “Racism is a marriage of racist policies and racist ideas that produces and normalizes racial inequities.” Policy change can take many forms, advancing through the work of coalitions and communities at various levels (e.g., local, state, national, international). Yet as the world emerges from the paradigm shifts of 2020, disparities previously normalized are being questioned and their root causes brought into the light. As community psychologists reexamine the “work” that public policies do to uphold racism and white supremacy, we must also revisit our assumptions about how to change them. This workshop aims to illuminate advocacy and public policy engagement strategies that community psychologists commonly conduct through their work, while also exploring the potential for adaptations and shifts that further the conference theme of “uprooting white supremacy.” Workshop content will be suitable for participants across a range of policy experience and training backgrounds. The workshop will begin with an overview of the policy process and an introduction to several tools. Subsequently, participants will engage in interactive skill-building breakout sessions, exploring how various strategies might be applied to their work.

Wednesday, 16th June, 2021
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11:00 AM – 2:00 PM

Centering Diversity, Equity, Inclusion, and Racial Justice (DEIRJ) within Professional Development Trainings

CERA, Early Career Interest Group

Interactive session

Presenters: Geraldine (Geri) Palmer, Vernita Perkins, Yolanda Suarez-Balcazar

Currently, academic institutions and various organizations are expressing interest in increasing diversity, equity, inclusion, and racial justice practices (DEIRJ) within their spaces; however, DEIRJ trainings are often held outside of professional development activities. Yet, they are interrelated and should be a core component of broader professional development for faculty, staff, and students, or leadership and staff in all institutions and organizations. The importance of linking DEIRJ work and professional development trainings cannot be understated. For example, professional development trainings are ongoing while DEIRJ workshops are typically single, or at most a few sessions and do not provide instant solutions. Rather ongoing training creates awareness, insight, and fosters investment from the teaching team, staff, and other attendees. This type of long-term investment in DEIRJ work can help create a new sense of equilibrium by disrupting existing cognitive and behavioral ways of being and resetting previous conventions (Tucker-Smith, 2021, p. 75). Creating new cultures takes time, but benefits all involved. The core objective of this workshop is to illustrate what more comprehensive DEIRJ work could look like in practice, this Pre-Conference Session will serve as a model.

6:00 PM – 7:00 PM

SCRA BIPOC Stakeholder Listening Session (1)

DEAR Project

Listening session

Facilitators: Danyelle Dawson, Yara Mekawi, Natalie Watson-Singleton

This listening session facilitated by The DEAR Project is intended to inform ongoing efforts to build policies and practices that intentionally disrupt white supremacy within SCRA and support BIPOC members of SCRA . Session facilitators will provide space for BIPOC members of SCRA to share experiences, perspectives, and suggestions for explicit action in order to: (a) develop a multi-stakeholder informed problem definition and (b) identify levers for sustainable change.

8:00 PM – 9:00 PM

SCRA BIPOC Stakeholder Listening Session (2)

DEAR Project

Listening session

Facilitators: Danyelle Dawson, Yara Mekawi, Natalie Watson-Singleton

This listening session facilitated by The DEAR Project is intended to inform ongoing efforts to build policies and practices that intentionally disrupt white supremacy within SCRA and support BIPOC members of SCRA . Session facilitators will provide space for BIPOC members of SCRA to share experiences, perspectives, and suggestions for explicit action in order to: (a)

develop a multi-stakeholder informed problem definition and (b) identify levers for sustainable change.

Thursday, 17th June, 2021

12:00 PM – 1:30 PM

The Art of Effective Anti-Racist Intervention: Learning to Call Out Racism

DEAR Project

Training session

Presenters: Danyelle Dawson, Yara Mekawi, Natalie Watson-Singleton

This training facilitated by The DEAR Project is designed to help White allies acquire the fundamental DBT-informed anti-racism skills necessary for identifying barriers to effectively calling out racist behaviors. Attendees will be led through didactic and guided reflection activities targeting three key objectives: (1) Increasing ability to identify instances of racism, (2) Expanding ability to identify and overcome barriers to speaking up, and (3) Developing skills to effectively call out racist behaviors in others.

6:00 PM – 9:00 PM

Identifying and Unlinking Carcerality from Community Psychology: An Abolition Teach-In

School Engagement Interest Group and the Community Psychology Abolition Collaborative Workshop

Presenters: Caroline Bailey, Andrea L. DaViera, Natalie Kivell, Davi Lakind, Jamie LoCurto, Anne McGlynn-Wright, Jennifer Renick, Megan Renner, Rachel Siegal, Sara T. Stacy

Community psychologists work within many carceral settings, which can be defined as places that hold both symbolic and material linkages to prisons, police, militarism, and surveillance. These institutions not only include the criminal legal system, but also schools, mental health settings, welfare agencies, and more (French, Goodman, & Carlson, 2020). Carceral systems use various mechanisms of social control to maintain and reproduce white supremacy (Hackett & Turk, 2017), including both physical and ideological violence and oppression, enabling manifestations of carcerality throughout our society (Freire, 2005). Abolition not only seeks the complete removal of the prison industrial complex and all carceral systems, but also advocates for decarceral, decolonial, and anti-imperial alternatives for addressing harm and social injustice (Walia, 2020). Community psychologists are in a unique position to practice abolition as working within carceral settings can allow us to partner with those most harmed by those systems to affect change, and because our discipline provides us with the tools and frameworks to shift from carcerality to systems grounded in care, compassion, and belonging. However, manifestations of carcerality may be unbeknownst to community psychologists and practitioners, which create additional barriers for promoting and practicing abolitionist values and principles. Community psychologists must pursue a world without carcerality where individuals and

communities are safe and empowered. In this pre-conference workshop, the School Engagement Interest Group and the Community Psychology Abolition Collaborative will demonstrate how and why practicing abolition can help us identify and unlink carcerality from our work, such that we can better advocate for life-affirming practices and institutions (Critical Resistance, 2020).

Program At A Glance

Sessions with keywords indicating a Racial Justice focus are shaded.

Tuesday June 22nd								
10:50-12:00	001 Biennial Welcome and Presidential Address: Love Letter to Community Psychology							
12:10-1:10	002-009 Ignite Session 1 (CYF, Schools, Prevention and Promotion)	010 Computational approaches to scoping and mapping community knowledge domains	011 Using Community Health Needs Assessments to Address Rural Health Equity	012 Addressing Food Insecurity through Community Gardens and Research	013 Community-led research in London: a facilitator's story	015 Breaking Legacies of White Supremacy and (Re)Building Decolonized, Social Justice Futures	016 Preparing Faculty and Students for Community Engaged Learning	017 Disrupting and Unsettling White Supremacist Regimes of Colonial Power: A Transnational Dialogical Reflection on Indigenous, Black and Racial Justice Praxes (GJCPP CERA Special Issue)
1:20-2:20	019-025 Ignite Session 2 (Racial Justice)	026 Centering the Subaltern: Challenging Dominant Norms of Coloniality, White Supremacy, and Adultism	027 Using Innovative Health Promotion Programs and Implementation Strategies to Address Health Disparities among Black Youth	028 The Use of Podcasts As a Critical Pedagogical Tool	029 Leveraging Lyrics for Liberation: Rap Music Resources for Anti-Racist Youth Violence Prevention and Intervention	030 For the Master's Tools will never Dismantle the Master's House: Developing Antiracist Research within Academic Institutions Built upon White Supremacy	031 Living Community Psychology within University Structures: Strengths and Challenges of Being a Community Psychologist in non-CP Disciplines	

6:00-7:15	038 Listening 4 Justice: An Uprooting White Supremacy Experience Rooted in Community Psychology							
7:25-8:50	040 Challenging Cultural Biases within Youth Mentoring: Exploring How Macro-Level Beliefs Infiltrate Interpersonal Relationships	041 Legal justice is not social justice: Empowerment, race, and gender with system-involved youth	042 Equity Issues in the Context of Housing and Houselessness	043 The Cyclical Praxis of Collaboration, Theory, Research, Values, and Action: Is Philosophy of Science Useful to Address Community Psychology Paradoxes?	044 Expanding our ecologies of knowledge and praxis to foster epistemic inclusion and racial justice	045 Dismantling Ongoing Misunderstandings and Myths About Racism and Its Impact		
Wednesday June 23rd								
10:50-12:05	047 School Violence: Educator Experiences in Chile, Israel, and the United States	048 Recruiting Hidden and Hard-to-Reach Populations: Stories from the Field	049 Intersections of Race and Religion	050 Supporting community with community: Symposia highlighting community from youth participation to national level metrics	051 Youth Participatory Action Research in a Changing and Challenging World: Leveraging Lessons Learned From 2020 and Beyond	052 Discrimination and Intersectionality Among People of Color	053 Decoloniality: An Experiment in Delinking and Re-existing A Cross Cultural Doctoral Course	
12:15-1:30	055 What Does It Look Like To Be A Community Psychology Practitioner?: The Work, The Way In, The Inspiration, The Truth	056 Empowering racialized girls through reproductive justice. Lessons learnt from Roma girls in Europe.	057 Speaking through the Power of Our Difference: Performance, Pedagogy, Intersectionality, Racism	058 Fostering scholarship which aligns with our values: Initiatives from the American Journal of Community Psychology	059 Reaching into the margins: Addressing the complexities of hegemonic and marginalized narratives	060 From Camps to Communities: Decolonising the Migration Mindset of the Global North	061 Makes Me Want to Holler: Searching for White Co-conspirators when White Allies Are Not Enough	
1:40-2:40	Poster Session A 063-113							

6:00-7:00	Ignite Session 3 (Racial Justice) 120-128	129 Student Leadership within SCRA: Maximizing Support for Students	130 What Matters Right Now: Topics & Process of Participatory Action Research In Educational Settings Through Pandemic and Protest	131 When anything other than PAR would be Unjust: Stories from two projects with Transgender, Gender Diverse, and Intersex Activist-Scholars	132 Putting the "Special" In Special Issue: A Discussion by Guest Editors of The Global Journal of Community Psychology Practice about Publishing Important Thematic Work			
7:10-8:25	135 Faith Insiders: Perspectives on Antiracist Work within Religious Communities	136 Diversity Colloquia Aren't Enough! Developing a Plan to Address White Supremacy in Your Academic Department or Unit	137 Balancing on the Tightrope: "Core" Skill Building for White People Working to Dismantle White Supremacy	138 Dialogues of Disruption: Confronting Oppression in the Academy	139 RJIDA: A student-centered space of transformative education, community and liberation	140 Re-Imagining Community Psychology Education within a Global Context	141 Dimensions and Directions for Community Organizing Practice and Scholarship	
Thursday June 24th								
10:50-11:50	144 Seymour Sarason Address: Re-imagining Mental Health Services for American Indian Communities: Centering Indigenous Perspectives							
12:00-1:15	145 Pedagogies of Critical Hope: Towards Equity and Healing in the Face of Injustice	146 The Resilience Revolution: A Whole-Town Approach to Promote Resilience and Social Change	147 Latinx Youth Respond: Participatory Action Research during a Year of Collective Trauma	148 Creating and Sustaining Participatory Research Teams to Promote Equity-Focused Scholarship	149 OurStory Education Outcomes: Connecting the Dots that Dismantle White Supremacist Ideology	150 Using Critical Approaches to Build the Evidence-Base for Abolition	151 Unraveling racism in Perú: Identifying areas of exclusion and discrimination that leave behind Quechua population	

1:25-2:25	Ignite Session 4 (Criminal Justice, Immigrant Justice, Homelessness) 152-159	160 Equity in Community Psychology: From Talk to Action	161 The racist history of psychology : how can we move forward and do better	162 Contemplative Practices in Professional Settings the role of Mindful Meditation	163 Addressing Stereotypes and Discrimination based on Criminal History	164 Exploring How Young People Think About and Engage in Efforts to Dismantle Systems of Racism	165 Competing for Research Funding Support	
6:00-7:00	167 Time to Open Up the Casket!							
7:10-8:25	168 Transnational Decolonial Discourses and Perspectives With and Outside Community Psychologies: Continuing to Trace the Roots and Routes of Decoloniality against White Supremacy	169 CBPR in the time of Corona: Challenges and opportunities for community-engaged research during a global pandemic	170 Altered books and Altered History, Creating Gnarly New History	171 Decolonizing the Council on Education	172 The Decentering of Whiteness in Academic Spaces Through the Use of Progressive Stacking Order	173 Empowerment Evaluation as Social Intervention: An Empirical Study of Psychological Empowerment and Self – Determination Outcomes	174 Participatory Action Research as Pedagogy: Tensions and Possibilities	
Friday June 25th								
10:50-11:50	177 Reparations and the Need to Repair Social, Economic and Psychological Harms							

12:00-1:15	178 Black Youth Coping with Racism & Preserving Wellbeing: Revisiting Measurement and Broadening Definitions	179 Cultivating Anti-racists: Understanding how Critical Reflection and Civic Education turn into Action	180 From the Ground Up: Community Empowerment for Climate and Sustainability Justice	181 Cuerpos fracturados: relaciones de raza, clase y género contra la supremacía blanca en las prácticas comunitarias con comunidades marginalizadas en América Latina	182 Decolonial Rebellion In/Against Neoliberal Institutions: Resisting Coloniality and White Supremacy	184 Diversity, Equity, Inclusion, and Racial Justice in the Academy and Practice: CERA Continues the Conversation	185 El aporte de la psicología comunitaria chilena a los programas destinados a promover el desarrollo de comunidades marginalizadas.	186 Reimagining public health services to improve access to mental healthcare for low-income women: An academic-public health partnership for integrated care
1:25-2:25	Ignite Session 5 (Practice, Undergrad, LGBTQ) 187-194	195 Examining the Everyday Life of Child Care Workers: How Low Wages and the Lack of Benefits Affect Daily Life, Decisions about Employment, and What They Need You to Know	196 Advancing social change through civic engagement in community-academic collaborations	197 Centering Diversity, Equity, Inclusion and Racial Justice (DEIRJ) within Professional Development Trainings: A Continuing Conversation with the Early Career Interest Group	198 A Digital Tool for Convoking Radical Imagination: Collective Visioning for a Just, Sustainable Future	199 Town Hall to Discuss the SCRA Awards Structure	200 Envisioning Transformative Justice Approaches in Community Psychology Research	
6:00-7:00	Poster Session B 204-236							
7:10-8:25	Ignite Session 6 (CYF, COVID) 237-243	244 Creating Counterspaces to Foster Structural Changes: Decolonization Efforts at a Public University	245 Rethinking Race, Antiracism, and White Racial Socialization	246 Uprooting Colonial Statues: Examples of Scholar-Activist Collaborations and Emergent Questions	247 Making Space for Community Psychology BIPOC Graduate Students	248 Fostering and Sustaining Global Community Psychology Through Digital Knowledge Platforms: Exploring the Role of the ICCP Archive		

Saturday June 26th								
10:50-11:50	Ignite Session 7 (misc) 249-254	256 Working from inside the Belly of the Beast: Engaging in Anti-oppressive Practice Within the Criminal Legal System	257 Navigating White Academic Spaces as Racialized Graduate Students; Surviving and Thriving Through Peer Mentorship Programs	258 Collaboratively advancing well-being of communities through musical innovations	259 Strategies for Teaching Anti-Racism and Diversity-Focused Courses	260 Book Publication 101: Strategies for Success		
12:00-1:15	262 Challenging Migration Injustice: What Roles for Community Psychologists?	263 Unlocking Excellence: Advancing Postsecondary Success and Inclusion Through Polic and Systems Change and Interventions for Sudents of Color	264 Impact of the COVID-19 pandemic on vulnerable populations: The nexus between race, disability, health, and community action	266 Pursuing Institutional Change: Student-led Action Research for Liberation	267 Navigating the Promotion and Tenure Process: A Town Hall Meeting with Representatives of the SCRA Research Council and SCRA Research Scholars	268 Getting REDI: An Organizational Blueprint for Addressing Racism and White Supremacy		
1:25-2:25	269 Dismantling Oppression: Praxis of Disrupting Power							

Abstracts

Tuesday, June 22nd 10:50am to 12:00pm

001 Biennial Welcome and Presidential Address: Love Letter to Community Psychology

Plenary Session

Day: 6/22/2021 **Time:** 10:50 AM **Room:** Plenary Session

Abstract

You've got to learn to leave the table When love's no longer being served. --Nina Simone Thank your SCRA for electing me to serve as your president during one of the most tumultuous years in the recent history of the world. I am forever changed. We are not the same people nor is it the same world we inhabited approximately a year and a half ago. We have experienced pain, love, joy and community in our daily lives and as an organization. Love is present. During the APA convention in August of 2020 Susan Torres-Harding's presidential address became a platform for a group of women of color in community psychology to address the impact of Anti-Black racism and COVID-19. Ileri Bernal, Khanh Dinh, Yvette Flores, Jessica Fernández, Laura Kohn-Wood, Rhonda Lewis, and Pamela Martin came to discuss what their lives were like at that moment in time. That conversation became a catalyst for two special issue volumes in the *Journal of Community Psychology* and the *American Journal of Community Psychology*. Now that it is my turn for a presidential address I am yearning to connect with others and continue to engage in collective action. To continue to uplift the voices in our collective healing my long-term friends and colleagues Pamela Martin and Rhonda Lewis speak with me about what it has been like to be alive as community psychologist during this time. I know that the three of us continue to find strength in ourselves we never knew possible at the side of one another. In our many interactions during this time we have found that together we have made a collective transformation that would not have been possible as single self-determined human beings. And in the end we continue to write our love letter to community psychology.

Chairs:

Bianca Guzman, Cal State LA; **Pamela Martin**, University of South Carolina; **Rhonda Lewis**, Wichita State University

Tuesday, June 22nd 12:10 to 1:10pm

002 Inclusion, Collective School Resilience, and Participatory Mixed-Methods Research for Growing Wellbeing in School Communities: A Multisystemic Resilience Approach

Ignite Presentation

Day: 6/22/2021 **Time:** 12:10 PM **Room:** Room 1

Abstract

Top-down educational policies and interventions, as well as decontextualized views of resilience and wellbeing, reproduce systems of exclusion within the school community (i.e. economic, racial/ethnic, abilities, gender, etc.), that bring about detrimental psychosocial and educational consequences for youths, their families, and for the social fabric that supports the community. Within a multisystemic framework of resilience, we will show how, a set of participatory and mixed-methods strategies engaged effectively more than one thousand adolescents, school professionals, family members, and caregivers, in the co-creation process of UPRIGHT, a whole-school program to promote wellbeing and inclusion for all in five European countries (EU Commission, project Cordis ID: 754919). Then, we will show how a newly developed concept of Collective School Resilience can be used in empirical studies to identify a multisystemic model of personal and collective resources in different cultural contexts (Morote, et al. 2020). Our research seeks to demonstrate that systems of collective and individual protective factors of resilience act together to foster personal skills (i.e. socio-emotional, culture-oriented, wellbeing), and school outcomes (i.e. dropout prevention) while accounting

for relevant socioeconomic and demographic risk conditions. We will conclude with critical reflections of the use of resilience as an isolated, positive, or decontextualized strategy that oversees the micro, meso, and macro systems of exclusionary practices that intersect and harm children and adolescents' development, as well as the networks that support schools and communities.

Chairs:

Roxanna Morote Rios, Norwegian University of Science and Technology; **Odin Hjemdal**, Norwegian University of Science and Technology; **Frederick Anyan**, Norwegian University of Science and Technology

003 Demanding More: How Immigrant-Origin Youth Conceptualize and Respond to the Government's Perpetuation of Systemic Inequities

Ignite Presentation

Day: 6/22/2021 **Time:** 12:10 PM **Room:** Room 1

Abstract

Immigrant-origin (I-O) youth comprise 26% of the nation's young people, representing those born outside the U.S. (1st generation) and those with at least one parent born outside the U.S. (2nd generation). I-O youth have faced marked increases in white supremacist and xenophobic rhetoric and policy. Yet more, I-O youth must now negotiate their sociopolitical development (SPD) amidst a global pandemic and mass movement against racial inequality. We must examine how I-O youth have resisted and engaged in this era. We qualitatively

examined how I-O youth phenomenologically experienced the economic and sociopolitical conditions of 2020/21, guided by the question: How do I-O youth reconcile their expectations for the government's role in addressing social inequities with their personal concerns? Semi-structured interviews were conducted from November 2020 to January 2021 with N=90 youth who identified as: 33% Asian, 27% Latinx, 26% Black, 9% Multiracial, 3% White, and 2% Middle Eastern. Most identified as female (74%), followed by male (19%), and gender diverse (7%). Youth were attuned to the systemic nature of inequality (e.g., economic, racial) and its many manifestations (e.g., healthcare access). While youth often saw the government as perpetrating systemic inequities they also implicated the government as responsible for remediation. This exemplifies youth's awareness of government's negligence while embodying an intrinsic recognition of their nurturance rights (i.e., protection, provision). Furthermore, youth asserted the inherent dignity of themselves and their communities (i.e., that they matter) by exercising their self-determination rights (i.e., agency, societal participation) through social activism across contexts. Youth's governmental expectations were informed by lived experience and social analysis of oppressive systems rooted in white supremacy. Understanding how I-O youth develop as sociopolitical actors during these unprecedented times has enduring consequences for supporting their SPD and can inform future political mobilization.

Chairs:

Elena Maker Castro, UCLA Graduate School of Education and Information Sciences; Department of Human Development and Psy; **Christine Emuka, BS**, Department of Psychology, San

Francisco State University; **Juliana Karras-Jean Gilles, Ph.D.**, Department of Psychology, San Francisco State University

004 Impacts of COVID-19 on Refugees in Cincinnati

Ignite Presentation

Day: 6/22/2021 **Time:** 12:10 PM **Room:** Room 1

Abstract

The COVID-19 pandemic has impacted lives dramatically through economic hardship, caring for family, navigating virtual work and school, and losing loved ones. Additionally, the pandemic has exacerbated deep structural inequalities in the United States. Communities of Color have experienced higher rates of COVID-19 infection and fatality, more economic hardship, and limited access to resources to accommodate expected adjustments (Fortuna et al., 2020). Refugees in the United States are also more likely to experience communication challenges with telehealth and experience stress due to job loss and managing virtual school for children (Brickhill-Atkinson & Hauck, 2021). Civic Action for Refugee Empowerment (CARE) is a community-based participatory research (CBPR) project with 12 members from local refugee communities in the greater Cincinnati, OH, USA area. During the summer of 2020, the CARE team consisting of university and refugee researchers designed and distributed a survey to understand how the COVID-19 pandemic was affecting refugees' lives in Cincinnati. The purpose of this ignite presentation is to present preliminary findings and highlight areas of needed community action. Preliminary findings indicate significant concerns regarding loss of household income, food security, health and well-being, and providing support to children for distance learning. These

findings suggest that refugees experienced exacerbated challenges due to COVID-19.

Chairs:

Autumn Kirkendall, University of Cincinnati; *Anjali Dutt*, University of Cincinnati

005 Homeless Services Users' Reports of Problem-Related Alcohol and Drug Use in Eight European Countries

Ignite Presentation

Day: 6/22/2021 **Time:** 12:10 PM **Room:** Room 1

Abstract

As part of a larger questionnaire based study with 565 homeless services users in eight European countries, adults engaged with either Housing First (HF) programs or traditional services programs (TS) completed measures of problem-related alcohol and illicit substance use and service utilization. Although rates of alcohol and illicit substance use were similar, participants in TS reported higher quantities of alcohol use, more binge drinking, injury-related alcohol and illicit substance use, more polysubstance use, and more problematic illicit substance use. Participants in TS also reported higher rates of emergency room and inpatient/residential services for substance use, while rates of community-based substance use supports were similar. Results are discussed in relation previous findings regarding the rates of substance use and substance utilization among homeless services users in Housing First and traditional services, the importance of harm-reduction strategies, and suggestions for policy and practice in homeless services for adults with alcohol- and drug-related support needs.

Chairs:

Ronni Michelle Greenwood, University of Limerick; *Branagh O'Shaughnessy*, University of Limerick; *Rachel Manning*, NHS

006 Adolescents' relationships with important adults: Exploring this novel protective factor against interpersonal violence victimization and perpetration

Ignite Presentation

Day: 6/22/2021 **Time:** 12:10 PM **Room:** Room 1

Abstract

Despite the increasing influence of peers during adolescence, adults continue to play a significant role in impacting the lives of adolescents. Adolescents' relationships with caring adults are associated with a host of positive outcomes, including improved psychosocial, educational, and behavioral outcomes, and reduced problem behaviors. However, research has not explored the influence of relationships with caring adults on adolescent interpersonal violence (AIV) risk. The presentation will examine the associations between the presence of an important adult (i.e., an adult youth can go to if they need help with a problem or decision) and youth reports of AIV victimization and perpetration. Participants included 2,173 youth (53.5% female; 76.0% White, 18.7% American Indian or Native American) in grades 7 to 10 who participated in a multiple baseline study of a youth-led sexual violence prevention project. Data from the second baseline survey were used to conduct eight binary logistic regression models to test the association between the presence of an important adult and each of the victimization and perpetration types (i.e., any, bullying, sexual harassment, sexual and dating violence). Results showed that youth who reported having an important adult reported

significantly lower likelihood of reporting any victimization and perpetration, bullying victimization and perpetration, and harassment victimization and perpetration. There were no significant associations between the presence of an important adult and sexual and dating violence victimization and perpetration. Given the potential for relationships with important adults to protect against some forms of AIV victimization and perpetration, prevention strategies should include connecting youth with important, caring adults and training such adults to help promote attitudinal and behavior shifts that foster AIV prevention. The results point to the importance of finding ways to provide adults brief psychoeducational information about the role that they can play in helping to prevent AIV and promote positive youth development.

Chairs:

Victoria Mauer, University of Nebraska-Lincoln; *Emily Waterman*, Bennington College; *Katie Edwards*, University of Nebraska-Lincoln; *Victoria Banyard*, Rutgers University

007 A Scoping Review of Mentor Outcomes in Formal Youth Mentoring Relationships

Ignite Presentation

Day: 6/22/2021 **Time:** 12:10 PM **Room:** Room 1

Abstract

Formal youth mentoring programs aim to promote youth outcomes by pairing an adult mentor with a youth mentee. Although existing meta-analyses have synthesized the evidence of mentoring on youth outcomes (DuBois et al., 2002; 2011; Raposa et al., 2019), there has not been a synthesis of the ways in which youth mentoring influences the lives of adult mentors. The purpose of

this scoping review is to map existing evidence of mentor outcomes in formal youth mentoring relationships, and to identify gaps in existing literature. The current scoping review relied on the five-stage scoping review framework (Levac et al., 2010). Inclusion criteria were that empirical studies needed to focus on: (1) mentor outcomes specific to the mentor, rather than programmatic or relationship outcomes, and (2) intergenerational relationships with youth (i.e., mentees below 18 years old, mentors above 18 years old). Studies could be conducted in any country and were not limited to any one type of publication format. Our search strategy included searching four databases and manual searching of grey literature. After removal of duplicates, two reviewers conducted title and abstract screening (n=2323) and full-text screening (n=108) using an online platform Covidence. The review is currently in the final stages of data extraction and reporting. Findings will be presented to map evidence in three areas: (1) what are the types of methods used to assess mentor outcomes, (2) what sub-populations of mentors are reflected in existing literature, and (3) what domains of mentor outcomes (e.g., professional development, health) are represented in the literature. Preliminary reviewing suggests that the existing evidence is primarily qualitative, with limited research using quantitative or experimental methods. Further, a large focus of the existing evidence focuses on college student mentors working with youth. Implications for future research on the reciprocal benefits of mentoring will be discussed.

Chairs:

Amy Anderson, University of Illinois at Chicago; *David DuBois*, University of Illinois at Chicago

008 Deconstructing meritocracy and "normal" teaching practices to dismantle white supremacy in universities

Ignite Presentation

Day: 6/22/2021 **Time:** 12:10 PM **Room:** Room 1

Abstract

Universities tend to reproduce and perpetuate social inequalities that are rooted in white supremacy and racism. Black, Indigenous, and people of colour (BIPOC) experience multiple forms of racism and oppression within universities, affecting their well-being, mental health and every aspect of their academic trajectory (ex: performance, graduation, participation). The oppressive practices and dynamics within universities are characterized by repetition and an impression of normalcy, making them invisible and hard to deconstruct. These dynamics are particularly observed within classroom settings and in teaching practices, where Eurocentric knowledge, identities and practices are constantly centred, marginalizing and othering all non-euro-centric forms, which is a characteristic of oppression. The teaching practices considered normal and neutral only benefit the most privileged students (settler, white, cis, able, neurotypical, heterosexual, male) and racism is often present within classrooms, despite our good intentions. Changes in our teaching practices and efforts to create classrooms that are safer for students experiencing oppression within the university, especially BIPOC students, are mandatory to dismantle systems that uphold white supremacy within our classrooms. Five main principles for better teaching practices and the creation of safer spaces that benefit everyone, including those most disadvantaged by traditional practices, will be presented: compassionate praxis,

consideration for the identities of the students, syllabi and rules for the space, teacher practices and use of content warnings. The absence of such practices has a direct impact on students' entire lives, universities and society as a whole. Meritocracy is a foundational myth that maintains oppression through justification and invisibilization (ex: they haven't worked enough, denying the systemic disadvantages). Therefore, efforts to create safer spaces and have less oppressive practices require a deconstruction of meritocracy. This presentation will combine theoretical aspects (ex: meritocracy), critical reflections (presenters are also discussants) and practical application.

Chairs:

Marika Handfield, Épione laboratory;
Sarrah Bahkty, Épione laboratory; *Myriam Lecousy*, Crise laboratory

009 A Meta-analysis of the Effects of After-School Programs Among Youth with Marginalized Identities

Ignite Presentation

Day: 6/22/2021 **Time:** 12:10 PM **Room:** Room 1

Abstract

After-school programs (ASPs) have proliferated in recent decades and some research suggests they may be effective for youth with socially marginalized identities. However, few studies have comprehensively examined the effects of ASPs on a range of outcomes. This study meta-analyzed ASP effects on mental health, behavioral, school-related, social, and self-perception/identity outcomes among youth with marginalized identities across 57 studies. ASPs had a small, significant positive overall effect ($g = 0.2049$, $p = .0012$). Moderator analyses did not yield much insight into ASP effectiveness. Although outcome source and

measure type significantly moderated program effects (self-/teacher-report and school records yielded larger effects), no other youth, program, or study-level moderators were detected, and primary studies lacked sufficient information to examine other important moderators such as staff education and intervention fidelity. Findings suggest that ASPs are only modestly improving outcomes. Unfortunately, ASP studies often omit critical information about program context and staff that could improve understanding of program mechanisms. Improved specification of inputs and moderating processes leading to outcomes is needed. The lack of clarity around inputs, moderators, and outcomes may stem from lack of consensus about whether ASPs should be designed to address particular youth challenges versus promote opportunities for general positive youth development. Moreover, in the context of increasingly neoliberal ideals in schools and ASPs (i.e., that success should only be measured through objective achievement scores), greater intentionality is needed about ASP purpose and goals. ASPs have been branded as an individual solution for systemic problems (e.g., low academic performance resulting from racism/poverty) by over-emphasizing their function as a primary means to address disparities derived from structural injustice. To improve effects, in addition to specification of inputs, moderators, and goals, structural policy changes are needed that disrupt root causes of the negative outcomes ASPs are frequently measured against.

Chairs:

Kirsten Christensen, University of Massachusetts Boston; *Cyanea Poon*, University of Massachusetts Boston

010 Computational approaches to

scoping and mapping community knowledge domains

Symposium

Day: 6/22/2021 **Time:** 12:10 PM **Room:** Room 2

Abstract

Wicked problems of interest to community psychologists span academic silos and disciplinary perspectives. Missing essential knowledge, information, or literature from knowledge domains can result in duplicative and siloed efforts. This problem is increasingly complex in a growing academic information environment, where more literature is becoming available faster. Computational approaches to scoping and mapping knowledge in literature searches can ease this difficulty. Such strategies include automation, bibliographic network analysis, and natural language processing. These approaches can support efficient, systematic sense-making about a problem area and synthesis within and across disciplinary boundaries. Being able to efficiently draw boundaries to scope a knowledge area and identify items that belong within those boundaries can also facilitate synthesis and support insights that lead to action. In this symposium, we will offer three presentations that address the process of scoping and mapping critical knowledge domains. The first presentation will discuss a set of tools for bringing community engagement into the scoping and populating process, using bibliometric and computational approaches to learning about a knowledge area. The second presentation will describe a project focused on mapping the participatory modeling literature using bibliographic networks and topic models. The third presentation will introduce how automatic summarization techniques can improve community engagement with primary scientific literature. Participants will learn ways to scope and map knowledge

areas, how they have been used in practice, and the outcomes of these efforts. Discussion across the presentations will engage issues of racial and social justice in the process of scoping and mapping knowledge. It will also address future directions for making these approaches more widely accessible.

Chairs:

Jennifer Lawlor, University of Kansas

Discussant:

Vincent Francisco, University of Kansas

Presentations:

Exploring tools for community engagement in scoping and populating a knowledge base

Jennifer Lawlor, University of Kansas; *Carl Lagoze*, University of Michigan; *Minh Huynh*, University of Michigan; *J.W. Hammond*, University of Michigan; *Pamela Moss*, University of Michigan

Many communities work to address problems that involve a variety of stakeholders with diverse knowledges, some of whom might be siloed from one another. As knowledge about a problem grows and proliferates, curating a shared knowledge base can make knowledge objects accessible and break down silos across stakeholders. In this presentation, we discuss tools for iteratively scoping and populating such a shared knowledge base, while engaging community members in the process. We will draw on specific examples from the University of Michigan's Community Research Ecology (CoRE) project, which is building a knowledge base related to improvement research in education (IRE). Specifically, we will discuss the process of partnering with members of the IRE community to capture survey data

identifying (i) how they define the IRE problem space, (ii) which knowledge objects they see as central to the problem space, and (iii) how they would begin to describe those knowledge objects with community-developed content-specific metadata. We will also discuss both a targeted search process using databases to identify knowledge objects, and also the related tools we employed for summarizing and facilitating stakeholder conversations to improve our search terms and interpret the results. These tools include topic modeling, bibliographic network analysis, and general summary metrics (such as the most frequently occurring journals and authors) to give a full view of search results for stakeholder feedback and iterative development. We will conclude both with future directions for developing and applying these tools to build community-engaged knowledge bases, as well as considerations for using them to bridge silos within a problem space. We also consider how the knowledge base development process can support engaging and capturing perspectives that may be overlooked or marginalized in a knowledge community.

Mapping Participatory Modeling using citation networks and natural language processing

Kyle Metta, University of Kansas

Communities and researchers are increasingly using participatory Modeling (PM) to understand, share, and represent knowledge about complex systems. Many strands of PM practice have coevolved within separate traditions and approaches to participatory research, which may inform how modelers approach models, stakeholders, knowledge integration, and participation. This presentation examines the

field of participatory modeling through document citation and network analysis to reveal communities of practice and measure the presence of silos. We then inspect these communities more closely with natural language processing and discuss the divergences and convergences in how the modelers identify the purpose of modeling and participation. We discuss the implications for modelers of community health and community psychology and the field more broadly.

**TLDR; Too Long, Didn't Read.
Automatic Methods to Summarize
Scientific Documents for Community
Partners.**

Jonathan Scaccia, The Dawn Chorus Group

Academics working with community partners can unwittingly act as gatekeepers to the vast scientific literature. Scientific writing is dense and wordy. Community partners often do not have time to devote to unpacking line after line of jargon-filled text. Advances in Natural Language Processing (NLP) methods may provide a solution. The presentation will discuss the logic behind text summarization, a technique already common in news aggregate sites. After introducing the two primary strategies (extractive and abstractive), this presentation will demonstrate these techniques live, in action, with previously unseen articles. Although the methods can still yield clunky results, future research may improve readability, and ultimately, community uptake.

**011 Using Community Health
Needs Assessments to Address
Rural Health Equity**

The Innovative Other

Day: 6/22/2021 **Time:** 12:10 PM **Room:**
Room 3

Abstract

The US Patient Protection and Affordable Care Act (ACA) of 2010 changed medicine to be more community-driven and aimed to reduce health disparities. To maintain tax-exempt status, hospitals must complete a Community Health Needs Assessment (CHNA) every three years. This assessment must include resident input regarding health priorities. Hospitals must make the report publicly available and adopt an implementation strategy based on the health priorities selected. In short, CHNAs are a mechanism to sustainably invest money into communities in ways that suit their unique needs. In practice, the quality of the data used to decide on these priorities is not consistent from one hospital to another. Primary data sources like surveys, interviews, community forums, and focus groups can be included; additionally, secondary data sources like County Health Rankings can be considered. There are no requirements as to what data to collect and integrate. Rural hospitals often lack the capacity to complete a meaningful CHNA. They must either (a) have the resources, skills, and capacity to collect local primary data or (b) rely on what has been collected by others and hope that their community is accurately represented. Existing datasets may not be representative of rural areas and often oversample urban cities. Unless rural hospitals have the capacity to collect their own local, primary data from their community in the assessment, they cannot invest money in a way that can truly reduce rural health disparities. The ACA permits hospitals to collaborate with organizations, governmental departments, and nonprofit organizations to assist in their evaluation, but these partners may not be few and far between in rural areas. The purpose of this “Innovative Other” session is to host a

roundtable and discuss successful hospital-university partnerships, to explore ways that rural communities can better include community voice, and to brainstorm alternative strategies.

Chairs:

Nicole Summers-Gabr, Southern Illinois University School of Medicine; Rural Interest Group; *Suzanne Phillips*, White Mountains Community College/CCSNH; Rural Interest Group; *Melissa Cianfrini*, Rural Interest Group; *Susana Helm*, University of Hawai`i at Manoa; Rural Interest Group

012 Addressing Food Insecurity through Community Gardens and Research

Symposium

Day: 6/22/2021 **Time:** 12:10 PM **Room:** Room 4

Abstract

Negative consequences of food insecurity are multifaceted and have been exacerbated by the COVID-19 pandemic. This symposium shares ways food insecurity has been addressed and examines rates of food insecurity. Feed and Be Fed (FABF) recently celebrated five years of gardening with San Pedrans. FABF started with a group of residents who recognized a growing abundance of vacant lots in an area known as “below Gaffey”, which was generally considered an undesirable part of town. A participatory action research project supported the formation of FABF, with a goal to increase access to fresh produce “below Gaffey”. FABF has operated as a mutual aid group for residents who are interested in growing food, resulting in strong relationships among community members and formal partnerships with local organizations. Ogleby-Oliver presents next steps for FABF to sustain their efforts and

support systemic changes to address food security. Current research has identified numerous community and psychosocial benefits to neighborhoods that provide opportunities for residents to participate in community gardening and green space programs, such as improving overall diets (Beavers, Atkinson, Alaimo, 2020; Hoffman, 2020). In this presentation, Hoffman addresses how community stakeholders can provide residents with access to healthier food consumption through the development of community gardening programs, fruit tree orchards and green space environments as effective processes in reducing food insecurity. McGarity-Palmer, Swanson, Carroll, Zinter, and Lancaster (advised by Glantsman and Berardi) examined who experienced food insecurity before and during the COVID-19 pandemic for college students (n = 1,957). Approximately 29% of students reported experiencing some degree of food insecurity during the pandemic—a slight increase from 25% before the pandemic. Additionally, we present data on which demographic groups are more or less likely to experience food insecurity before and during the pandemic. Potential solutions and recommendations for next steps will be discussed.

Chairs:

Rebecca McGarity-Palmer, DePaul University; *Olya Glantsman*, DePaul University

Presentations:

Community Capacity Building Through Community Gardens

Emma Ogleby-Oliver, Marymount California University

Feed and Be Fed (FABF) recently celebrated five years of gardening with San Pedrans.

FABF started with a group of residents who recognized a growing abundance of vacant lots in an area known as “below Gaffey”, which was generally considered an undesirable part of town. As residents walked between the houses and abandoned lots they also recognized a lack of fresh produce despite the year-round potential for growing food. Avocado, lemon, and grapefruit trees were a common sight in affluent neighborhoods “above Gaffey” and a participatory action research project supported the formation of FABF, with a goal to increase access to fresh produce “below Gaffey”. FABF celebrated their most financially prosperous year in 2020 and yet a more accurate measure of prosperity rested on the many relationships that FABF formed while working to eradicate food insecurity “below Gaffey”. FABF has operated as a mutual aid group for residents who are interested in growing food. Specifically, evening events support education about environmental justice with movies in the garden, Sunday suicide prevention programming promotes mental health, and the garden is open on First Thursdays to showcase local musicians and a yearly celebration of Dia De Los Muertos. The strong relationships among community members was an outcome of FABF operating as a mutual aid group and these relationships led to formal partnerships with a local Chamber of Commerce (CC) and Los Angeles Unified School District (LAUSD). Specifically, FABF was recently charged as a financial custodian to the Harbor Relief Fund (via the CC), which was developed in response to COVID19 and FABF recently signed a memorandum of understanding to restore an LAUSD school farm. This presentation will present some next steps for FABF to sustain their efforts and support systemic changes to address food security.

Psychosocial and Community Benefits of Green Space and Gardening Programs: Addressing Food Insecurity in the Twin Cities

August Hoffman, Metropolitan State University

Current research has identified numerous community and psychosocial benefits to neighborhoods that provide opportunities for residents to participate in community gardening and green space programs, such as improving overall diets (i.e., increased access to vegetables and less consumption of processed foods and meat consumption) (Beavers, Atkinson, Alaimo, 2020; Hoffman, 2020). The current presentation will address how community stakeholders can provide residents with access to healthier food consumption through the development of community gardening programs, fruit tree orchards and green space environments as effective processes in reducing food insecurity.

College Student Food Insecurity Changes During the COVID-19 Pandemic

Rebecca McGarity-Palmer, DePaul University; *Helena Swanson*, DePaul University; *Jackson Carroll*, DePaul University; *Kayleigh E. Zinter*, DePaul University; *Kelly M. Lancaster*, DePaul University; *Olya Glantsman*, DePaul University; *Luciano Berardi*, DePaul University

An emerging body of research demonstrates that before the COVID-19 pandemic, there was a prevalent issue of the basic needs of college students, including food insecurity. These insecurities affect students’ overall wellbeing, health, and academic

performance. A needs assessment survey was conducted to assess food insecurity and related topics among college students amidst the pandemic. Data were collected in the summer of 2020 from 1,956 graduate and undergraduate students attending a 4-year large midwestern, urban, private university. Overall, there was an increase in food insecurity among all students; results indicated that approximately 29% of students reported experiencing some degree of food insecurity during the pandemic compared to 25% before. Gender minority students, Latinx students, students that listed another ethnic identity, former foster care recipients, students with at least one child, and commuter students experienced higher rates of food insecurity compared to their counterparts during the COVID-19 pandemic. Groups newly experiencing food insecurity--that is, groups which did not report higher rates of food insecurity compared to their counterparts before the pandemic--included students with child dependents, students living off campus before the pandemic, and older students. College students are burdened with unaddressed food needs during the pandemic. Policy makers, college administrators, faculty, and staff need to work towards strategic, creative solutions to address the needs of these particular student populations who are disproportionately affected by basic needs insecurity, which have been exacerbated during the COVID-19 pandemic. Potential solutions and recommendations for next steps will be discussed.

013 Community-led research in London: a facilitator's story

The Innovative Other

Day: 6/22/2021 **Time:** 12:10 PM **Room:** Room 5

Abstract

'...It is with my own heat and the dirt from the street and the tube, locked in and layered that I sit in the loft of an arts centre in west London. Shortly I will watch as one by one different people will rise to present creative work-in-progress: music, poetry, and other artistic pieces. All summer long we have been making in relation to research project. The project is about serious crime and youth violence in the city. Since his election, the city's Mayor had been making more and more local funding available for programmes and initiatives that proposed to do something to reduce the number of young people becoming involved with violent crime. Grassroots community arts centres, such as the one I am sitting in tonight, received some of that funding. That is one reason why the creative work will focus on this topic, there are others...' Following his election in 2016, London Mayor Sadiq Khan began making funding available for community-led research. In this presentation I will read stories I wrote from my time as a facilitator of this work. We called what we were doing peer research. In peer research approaches, people with lived experience of the research topic lead the knowledge generation work. Researchers are given the time, resources and skills to study their own experience, and to inquire into the experience of their peers too. I have learnt that while peer research has the potential to be innovative and transformational, the targeted nature of its inquiries can work to stereotype people who share certain group characteristics. Done wrong, peer research can work to build rather than relieve trauma: opening people up to structural inequalities and injustices, but offering no positive way to move forward and create change with this knowledge.

Chairs:

Joanna Sawkins, University College
London

015 Breaking Legacies of White Supremacy and (Re)Building Decolonized, Social Justice Futures

The Innovative Other

Day: 6/22/2021 **Time:** 12:10 PM **Room:**
Room6

Abstract

How do we break the categorical belief systems passed down by legacies of white supremacy and white terrorism? How can we reimagine/redefine who we are, how we heal, and how we create a justice-oriented world? How can we flatten caste and build collaborative communities? This CERA innovative, experiential session centers these questions through ancestral, present and future oriented imaginative frameworks that help us address the trauma of white supremacy and white terrorism, and how we can foster a healing justice practice. Participants will be led through hands-on, trauma-informed experiential practice that helps them connect to their individual and collective sources of resiliency to create visions and actions for a just, decolonized future.

Chairs:

Jenny Escobar, Institute for Genocide and Mass Atrocity Prevention, Binghamton University; *Vernita Perkins*, Omnigi Research

016 Preparing Faculty and Students for Community Engaged Learning

Symposium

Day: 6/22/2021 **Time:** 12:10 PM **Room:**
Room 7

Abstract

Community engaged learning (CEL; also known as community based learning) can

improve undergraduate student engagement, grit in pursuit of academic goals, and civic participation, particularly among historically underserved student groups (Conway et al., 2001; Eyler et al., 2001; Kuh & O'Donnell, 2013). Moreover, CEL has been shown to foster more inclusive cultures at PWIs. Malotky and colleagues (2020) found that-- in addition to developing research skills-- students engaged in CEL and research showed lasting interest in working with diverse populations as well as respecting and valuing different backgrounds. In the proposed set of talks, three instructors from different kinds of higher-ed institutions discuss best practices for engaging students in CEL and research. In each talk, best practices and recommendations will be loosely structured around (1) identifying community partners, (2) developing a CBL or research curriculum, and (3) engaging, motivating, and preparing undergraduate students as thoughtful community partners. In the first talk, the authors will provide a broad overview of "Building Learning Environments in Community-university Partnerships" at an institution with a dedicated CEL center. In the second talk, the author will offer her course as a case study on "Leveraging Social Networks to Build a Community-Based Learning Curriculum" in a context with less formal support for CEL. In the final talk, the author will provide a theoretical approach on how to leverage students' identities to increase their intrinsic motivation for CEL, with a primary focus on engaging and preparing students from PWI for anti-racist CEL. To conclude, participants will be provided with an opportunity to reflect on the CEL context at their own institutions as it pertains to the talks and recommendations. If time permits, participants will be able to discuss the strengths and limitations of CEL in their respective contexts, and, if applicable, work through specific questions or projects with

thought partners.

Chairs:

Adam Stanaland, Duke University

Discussant:

Brittany Aydelotte, The College of New Jersey (Director, Community Engaged Learning Institute, TCNJ's Center for Community Engagement)

Presentations:

Building Learning Environments in Community-university Partnerships: A Broad Overview

He Len Chung, The College of New Jersey

Community Engaged Learning (CEL) is considered a distinctive signature experience at The College of New Jersey (TCNJ). Through curricular and co-curricular activities, students engage with diverse communities on and off campus, and faculty/staff closely mentor students through these experiences. This presentation highlights CEL work - specifically, Community-Based Participatory Research - conducted through the TCNJ REACH (Research on Engagement, Adjustment, and Community Health) Lab. The Lab works closely with TCNJ's Center for Community Engagement to build partnerships that engage relevant stakeholders (e.g., students, faculty, staff, community partners, neighborhood residents). Recent partners include afterschool programs, elementary schools, neighborhood arts program, and family development centers. CEL curriculum focuses on collaborative learning with the goal of working long-term (at least one year) with partners on mutually defined goals. Given the common mismatch of university and community program calendars, the Lab uses a combination of academic courses, internships, and

experiential learning to sustain partnerships. To prepare students as community partners, the Lab supports the development of knowledge, skills, and values that prepare students for responsible and meaningful CEL work. One critical area of preparation addresses a "double disconnect" (Stoecker, 2016) that students sometimes report: (1) disconnect between personal experience and learning (e.g., being asked to tutor low-income children without having first-hand experiences of low-income status); and (2) disconnect between what they learn in a course and its relevance in preparing them for their role in the service experience (e.g., being asked to tutor young kids without education in tutoring practices and child development to inform their tutoring). Throughout the CEL work, stakeholders pay particular attention to and try to address how disconnects can reinforce power imbalances, magnify stereotypes, and perpetuate the "need" for service. This presentation highlights a range of projects to share lessons in developing learning environments that involve campus-community partnerships.

Leveraging Social Networks to Build a Community-Based Learning Curriculum: A Case Study

Julie Pellman, New York City College of Technology

Undergraduate community engaged learning (CEL) experiences foster exposure to persons of different worldviews and open avenues of thought and communication, which--under the right conditions--can foster to compassionate, anti-racist beliefs. More specifically, SLE may lead students to have an enhanced understanding of themselves and the populations they are serving. This enhanced awareness of the self and one's

place in society can lead the service learner to apply newfound knowledge to issues such as community, class, and race. As one case study, I will discuss my service learning course in an academic context with limited university-sponsored CEL resources.

Undergraduate students in my classes pick a placement in a community-based agency or ecologically focused agency. Pending my approval, students either select their own agency or they can select from a variety of community-based agencies with whom I have formed partnerships through my own volunteer experiences and personal connections. At the beginning of each semester, I hold a Service Learning Provider Day during which representatives from different agencies come and present their service learning opportunities to my students. The agencies benefit from having extra hands to fulfill their demonstrated needs that are available to my students each semester. CEL experiences have included helping out at a local nursery school, escorting seniors on trips or to medical appointments, serving homeless persons in soup kitchens, and working in a local animal shelter. Students reflect on their service learning experiences: whether they feel that they belong to a community, what they have learned about themselves and others, how their community field setting benefitted the population that it is serving, and whether their service learning experience helped them to have a better understanding of their role as a community member, changed their sense of civic responsibility, and/or made them aware of some of their biases and prejudices.

Leverage Communal Identities to Increase Students' (Intrinsic) Motivation for Community Engaged Learning: A Theoretical Approach

Adam Stanaland, Duke University

As CEL expands, some educators, administrators, and community leaders have expressed concern that community engagement efforts will feel forced upon students from predominantly white institutions (PWIs). This could lead to unintended negative outcomes, such as problematic ideas about people from minority groups that might uphold systemic racism. In this talk, I draw on motivation and identity theory to propose methods for authentically motivating students from PWIs to engage in CEL. Self-determination theory posits that people's motivation falls on a spectrum from being autonomous (intrinsic) to pressured (extrinsic) (Deci & Ryan, 1987). Whereas autonomous behaviors are linked with positive outcomes, pressured behaviors are less enjoyable and result in negative feelings about the task and people involved. Applied to CEL, students who intrinsically engage in CEL grow to value community engagement. Conversely, students who feel pressured (e.g., to receive a good grade) may not enjoy the task and grow resentful of service work. In my talk, I will offer ways in which, based on motivational psychology, to foster PWI students' intrinsic motivations to participate in CEL. One such way to foster this autonomous motivation is to draw on social identity theory (Tajfel, 1986). Certain identities, such as being hypermasculine or white-centric, may predispose students to be automatically disengaged from CEL. However, by appealing to students' common, communal identities, instructors may combat students' predisposed notions about who does/does not participate in CEL. For example, a Duke instructor might consider appealing to students' common identity as Duke students by priming them with sentiments like, "As Duke students, we

have an obligation to empower the Durham community.” In turn, a communal ideology can counteract identities that may psychologically prevent students from engaging actively in CEL. Other ideas for promoting identity-based autonomy, such as embedding discussions of structural racism in CEL, will be discussed.

017 Disrupting and Unsettling White Supremacist Regimes of Colonial Power: A Transnational Dialogical Reflection on Indigenous, Black and Racial Justice Praxes (GJCPP CERA Special Issue)

The Innovative Other

Day: 6/22/2021 **Time:** 12:10 PM **Room:** Room 8

Abstract

Building on the themes of Racial Justice and Anti-Racist Praxis, specifically the scholarly contributions of authors featured in a special issue in the *Global Journal of Community Psychology Practice*, edited by the Council on Culture, Racial and Ethnic Affairs (CERA), this Innovative Session offers an invitation to reflect, dialogue, and connect across geographies, positionalities and discourses on the importance of disrupting and unsettling white supremacist regimes rooted in colonialism, coloniality and colonial power. The Innovative Session will highlight four papers featured in the special issue from distinct geographical, sociohistorical and political contexts, and communities in struggles for Indigenous self-determination, liberation, justice, and human thriving. Authors will respond to questions that will thread their work, commitments, orientations and praxes toward unsettling and disrupting modes of systemic and institutional racism, colonial power, and the normalization of whiteness vis-à-vis white supremacy ideologies. Our pre-recorded critically reflexive dialogue

will be guided by the following questions: 1. How does racism, racialization, whiteness, and colonial power surface in our work, specifically the research or scholarship featured in the contributed manuscript to the special issue? 2. How do we engage in disrupting and unsettling racism, whiteness, and colonial power through our praxes as community psychologists/allied social-critical psychologists? 3. What does Indigenous self-determination, anti-Black racism and racial justice mean, feel, and look like to us, and in relation to our work? 4. What are the mechanisms through which we engage in Indigenous, Black and racial justice and anti-racist praxis in community psychology practice? The Innovative Session will underscore the importance of developing strategies, methodologies, paradigms, theories, and discourses grounded and aligned with Indigenous, Black and racial justice standpoints and practices that can contribute to the development of liberatory decolonial humanizing community psychology praxes that uproot whiteness and white supremacy as structures and systems of colonial power.

Chairs:

Leigh Rauk, University of Miami; **Ann Marie Beals**, Wilfrid Laurier University; **Rama Putu Agung-Igusti**, Victoria University, Australia; **Daniela E. Miranda**, Universidad de Sevilla; **Jesica S. Fernández**, Santa Clara University

Tuesday, June 22nd 1:20 to 2:20pm

019 Examining Gender-based Violence in the Latin Dance Community through a Decolonial and Intersectional Lens

Ignite Presentation

Day: 6/22/2021 **Time:** 1:20 PM **Room:** Room 1

Abstract

One in three Canadian women will be sexually assaulted in their lifetime (Stats Can, 2016). In the Latin dance community, gender-based violence (GBV) is prolific and manifests itself in a particular, culturally-specific way. This presentation examines the racial constructs of GBV in the Latin dance community. Gender-based violence is accepted, normalized, or blatantly ignored. As a result, women dancers have their own coping mechanisms to deal with the constant threat and reality of sexual harassment and assault in dance. Further, as Bent-Goodley (2009) demonstrated, GBV disproportionately impacts Black, Indigenous and People of Colour (BIPOC) women. There is significant Black erasure and cultural appropriation in the Latin dance scene (Robinson, 2006). Salsa, bachata and kizomba all come from Afro-indigenous and Latinx culture and yet their roots are not acknowledged. As a Latin dancer for 7 years, I have witnessed the power dynamics of white supremacy and anti-Black racism in the Latin dance community. White-washed versions of Latin dance styles appear to have higher rates of GBV, due to the sexualization of movement upon which men exploit. In this presentation, I will analyze how white supremacy and gender-based violence can begin to be uprooted from the Latin dance scene through decolonial approaches. These strategies include land

repatriation (Tuck & Yang, 2012), rejecting “moves to innocence” (Mawhinney, 1998) and combatting erasure through “communities of resistance” (Sivanandan, 1990).

Chairs:

Lexi Salt, Wilfrid Laurier University

020 Convening a Community Advisory Board (CAB) to Promote Racial Equity

Ignite Presentation

Day: 6/22/2021 **Time:** 1:20 PM **Room:** Room 1

Abstract

Community-engaged research practices have become increasingly utilized approaches for addressing health inequities in the United States (Ortiz et al., 2020). One way in which community-engaged researchers collaborate with community stakeholders during the research process is by convening a Community Advisory Board (CAB): a group of individuals that, due to their identities and/or experiences, share a vested interest in the research (Kubicek & Robes, 2016). CABs can facilitate community leadership through equitable partnership in the research process (MacQueen et al., 2001). Further, CABs can help disrupt the power imbalances and mistrust due to systemic racism that are often embedded in community psychology and health research (Jordan et al., 2001; Safo et al., 2016). Our lab, The Black Health Lab at NC State University, has compiled exemplary CAB design and implementation practices that we plan to use in future community health research with community-based Black emerging adults. The insights we garnered

answer three key questions: (1) What is the purpose and role of a CAB? (2) Who should comprise a CAB? (3) How should a CAB operate? We plan to approach these questions using an anti-racist lens so that audience members leave the session with concrete ideas for how they could utilize CABs in their own research in order to promote racial health equity. We aim to highlight the complex and thorny issues that may arise when designing and implementing a CAB. Prompting audience members to think about their own experiences and perspectives, we hope to address the varying ways that a CAB can look depending on the nature of the research and community context. We intend for our presentation to “ignite” conversations about if, when, and how researchers should incorporate a CAB into their own projects - in particular, projects aimed at uprooting White supremacy in order to achieve racial equity.

Chairs:

Hannah Neukrug, North Carolina State University; *Vanessa Volpe*, North Carolina State University

021 Cohesión Social en Chile Semi-rural: Un Diagnóstico Comunitario por el Buen Vivir

Ignite Presentation

Day: 6/22/2021 **Time:** 1:20 PM **Room:** Room 1

Abstract

(English version available upon request. Presentation can be carried out in English if needed) Esta presentación breve busca compartir una experiencia de diagnóstico comunitario (Investigación Acción Participativa) en una localidad semi-rural de Chile central. A través de una colaboración entre la Fundación La Caleta, organizaciones sociales, y académicas del área de la psicología social-comunitaria, este

proceso busca generar prácticas transformadoras para la promoción de la integración y la cohesión social para el Buen Vivir. El proceso se realizará en colaboración con co-investigadores de diversas organizaciones sociales de la localidad (profesionales provenientes de la ciudad, veraneantes acomodados, antiguos terratenientes, inmigrantes centroamericanos recientes, y antiguas comunidades campesinas, pescadoras de origen mestizo e indígena). . El objetivo es desarrollar y aplicar un instrumento que permita el levantamiento de información sobre las percepciones de estas comunidades en relación a: 1) confianza y sentido de pertenencia; 2) uso y participación en espacios públicos; 3) tradiciones y saberes locales; y 4) armonía con el entorno natural. Este proceso IAP busca generar espacios de diálogo y colaboración en una localidad que enfrenta un sin número de conflictos sociales y ambientales. Al mismo tiempo, buscamos que el programa de acción de la Fundación La Caleta refleje en una comprensión local y polivocal de la integración social y Buen Vivir.

Chairs:

Carolina Munoz-Proto, Fundación La Caleta/Universidad Andrés Bello; *Catalina Ringeling*, Fundación La Caleta; *Catalina Costa*, Fundación La Caleta; *Claudia Sarmiento*, Fundación La Caleta

022 Yet another stressor: the experience of discrimination during pregnancy and risk for postpartum depressed mood

Ignite Presentation

Day: 6/22/2021 **Time:** 1:20 PM **Room:** Room 1

Abstract

Objective. A ubiquitous stressor among US citizens of color, racial discrimination has

been linked to increased risk for depression among ethnic-minority perinatal women. Prior research using data from the Pregnancy Risk Assessment Monitoring System (PRAMS) confirms three distinct stress domains among perinatal women: financial, relationship, and trauma. However, the experience of racial discrimination was not assessed until 2013, when a new item was added to the Iowa PRAMS. This study examines whether perceived racial discrimination is a risk factor for postpartum depressed mood and explores whether the perception of racial discrimination represents a new, independent, stress dimension or contributes to previously identified stress dimensions. Methods. Logistic regression examined the effect of racial discrimination on postpartum depressed mood. A principal component analysis (PCA) of Iowa PRAMS data (2013-2015: N=2805) evaluated stress and perceived racial discrimination. Results. In this demographically diverse sample of postpartum women, 4.4% reported an upsetting racial discrimination experience. The highest frequency among non-Hispanic Black (17.2%) and Hispanic women (12.6%) compared to 2.9% of White women. PCA identified five stress domains: financial, relational, emotional, trauma, and displacement. Perceived racial discrimination did not reach an adequate factor loading value for any of these five stress domains, suggesting that perceived racial discrimination represents a distinct stress item. Conclusion. The findings in this sample of perinatal women in a rural midwestern state indicate that perceived racial discrimination is more frequent, but not limited to non-Hispanic Black and Hispanic women, that this stressor is distinct from previously identified stress domains, and that it is uniquely associated with increased risk for postpartum depressed mood. Reducing discrimination's effects on

perinatal mental health could begin with ensuring respectful and compassionate healthcare during pregnancy and the postpartum period.

Chairs:

Lisa Segre, University of Iowa; *Brooke Mehner*, Iowa Department of Public Health; *Rebecca Brock*, University of Nebraska-Lincoln

023 Fuerza '21: Organizers and Academics Collaborating for Transformative Community Change

Ignite Presentation

Day: 6/22/2021 **Time:** 1:20 PM **Room:** Room 1

Abstract

Community health practitioners and scholars call on coalitions and collaborations to attend actively to power relations and prioritize equity and justice as guiding values for partnerships. Fuerza '21 -- a Tulsa, Oklahoma-based collaboration among nonprofit, higher education, and municipal leaders -- responded directly to this call. The purpose of Fuerza is two-fold: a. to provide a recognized vehicle for community members to inform state and local policy, and b. to increase the sense of community ownership and agency among those living and working in the predominantly Black and Latinx neighborhoods of north Tulsa. Community members representing the social service, education, business, local government and philanthropic sectors comprise this inaugural Fuerza cohort. Four "Resilience Fellows," selected and trained by the Center for Public Life at OSU-Tulsa as community educators, served as mentors for the Fuerza members. In Spring 2021, Fuerza participants held traditional "house meetings" with more than 70 people, developed policy recommendations based on

this community input, and shared these recommendations with the George Kaiser Family Foundation's Birth Through Eight Strategy Tulsa (BEST) Policy Subcommittee, established to make recommendations to local and state lawmakers and public agencies. The proposed Ignite presentation will tell the story of this powerful partnership, beginning with the Resilience Fellows' virtual learning sessions beginning April 2020 and concluding with the policy recommendations presented to the BEST partners at a May 22 public action. This story highlights social innovation, racial justice, social determinants of health and approaches to supporting resilience during the COVID pandemic, community-university partnerships as grassroots change efforts.

Chairs:

Tami Moore, Center for Public Life @ Oklahoma State University - Tulsa; *Cadence Bolinger*, Center for Public Life @ OSU-Tulsa; *Adam Erby*, Center for Public Life @ OSU-Tulsa; *Hannah James*, Center for Public Life @ OSU-Tulsa; *Sally Ramirez*, Center for Public Life @ OSU-Tulsa

024 Everyday Acts of Resistance: Mexican, Undocumented Immigrant Youth Navigating Oppression in Education with Mentor Support

Ignite Presentation

Day: 6/22/2021 **Time:** 1:20 PM **Room:** Room 1

Abstract

Undocumented immigrant youth experience oppression in their education in various ways through political exclusion and systemic barriers. There has been little research on the role of mentors in

undocumented, immigrant youth's educational experiences, but past studies suggest that supportive relationships with adults are an important resource for this population. With this support, immigrant youth who are undocumented can overcome and resist oppression in their education. Two research questions were explored in this study: a) What are the critical junctures in education in which Mexican, immigrant youth who are undocumented experience oppression?, and b) How do natural mentors and other supportive adults support Mexican, undocumented immigrant youth to overcome and resist oppression in their education? Participants were 17 Mexican immigrants living in Chicago, Illinois, majority female (M age = 22.4), who arrived to the U.S. prior to the age of 16, and had experience with the U.S. educational system. One-on-one narrative interviews were conducted in which participants discussed key events and experiences in their education since arriving to the U.S., from elementary through the college years. We applied an inductive, thematic analysis approach to code the data (Auerbach & Silverstein, 2003). Analyses revealed that critical junctures during which the participants experienced oppression in their education were the college application process, developmental and school-related milestones, unforeseen life events, and incidents of racial discrimination. Mentors and other adults helped participants to resist oppression through advocacy, social capital efforts, role modeling, and emotional, instrumental, and financial support. The proposed presentation will walk through one participant's narrative to highlight the various critical junctures in participants' educational trajectory with the support of mentors. Implications for research and interventions will be briefly discussed.

Chairs:

Kay Thursby, The University of Illinois at Chicago; *Yesenia Garcia-Murillo*, DePaul University; *Bernadette Sánchez*, The University of Illinois at Chicago; *Lidia Y. Monjaras-Gaytan*, DePaul University; *Grevelin Ulerio*, DePaul University; *Wendy de los Reyes*, DePaul University; *Ida R. Salusky*, DePaul University; *Claudio S. Rivera*, Northwestern University

025 A Proposed Study to Investigate Whether Emotions About Racism Predict White Americans' Antiracist Attitudes and Behaviors

Ignite Presentation

Day: 6/22/2021 **Time:** 1:20 PM **Room:** Room 1

Abstract

White Americans have long benefitted from a system that prioritizes their own psychological and physical comfort over the wellbeing of Black, indigenous, and other people of color (Bonilla-Silva, 2006; Feagin, 2006). This has resulted in a grossly unequal distribution of power and resources throughout the country and generated vast racial inequality (Darity & Hamilton, 2012; Reeves, 2017). Increasingly, community psychologists are recognizing the field's responsibility to address this inequality and to employ our tools toward antiracist goals (Coleman et al., 2020). If increasing the power of Black, indigenous, and other communities of color is an explicit goal of our field, we should consider how White Americans may respond to liberatory efforts and how such responses may serve to resist changes to racist systems. In this ignite presentation, we will discuss the conceptual framing and methodology of a study in progress that examines this question. For the study, we conceptualize White Americans' emotions about racism as potential mechanisms through which White

Americans maintain a White supremacist status quo. Additionally, we aim to understand how emotions about racism may facilitate or impede antiracist attitudes and behaviors. We plan to measure White undergraduate students' emotional responses to videos about racism. Videos will discuss either White Americans' role in racial oppression (i.e., evoking White guilt) or concrete ways in which White Americans should relinquish hoarded power, opportunities, and resources (i.e., evoking White accountability). The key question guiding this study is how discussions of racism (i.e., evoking White guilt vs. evoking White accountability) may predict emotions such as guilt and anger, and in turn, how emotional responses may predict antiracist attitudes and behaviors such as supporting reparations, donating to antiracist causes, and educating oneself about race. Study methods will be discussed, and feedback will be invited to inform the upcoming project.

Chairs:

Emily Blevins, University of Illinois at Urbana-Champaign; *Nathan Todd*, University of Illinois at Urbana-Champaign

026 Centering the Subaltern: Challenging Dominant Norms of Coloniality, White Supremacy, and Adulthood

Symposium

Day: 6/22/2021 **Time:** 1:20 PM **Room:** Room 2

Abstract

White supremacy, coloniality, and adulthood are forms of domination that are so entangled in our theories, praxis, and research that even well-intentioned efforts to uproot these may inadvertently reproduce oppressive systems and ideologies. Yet, key principles of liberation psychology such as

praxis, power-sharing structures, problematization, denaturalization, and virtues of the people (Torres Rivera, 2020) are valuable guides in critically addressing white supremacy, coloniality, and adultism. This symposium grounds these principles in three contexts: 1) predominately white K-12 schools, 2) decolonial community psychology broadly, and 3) an after-school YPAR program by reflecting on current practices while also leaning into the knowledges of marginalized voices. The first talk discusses why K-12 schools need to focus on engagement of white educators and students in accountability work in a way that attends to, but does not ultimately re-center whiteness in the process. This talk also identifies schools as sites of white supremacy through a critical whiteness lens, and offers pedagogies that address white supremacy in conversation with frameworks for educational institutional change. The second talk highlights the potential harm decolonial psychology can do by ignoring the role of healing. Further, this talk builds on a radical healing framework (French et al, 2020) by denaturalizing Eurocentric notions of healing and centering indigenous ways of knowing. The last talk will discuss the particular power disparities youth face and the utility of critical dialogue in service of collective action. The capacity of marginalized youth to engage in counternarrative construction in a YPAR setting is explored in relation to critical action in emerging adulthood. All together, these three talks offer suggestions to address oppression (e.g. antiracist praxis, healing, and counternarratives) from different perspectives bound up in the principles of liberation psychology.

Chairs:

S. Sylvane Vaccarino-Ruiz, UC Santa Cruz
Psychology Department

Presentations:

**Disrupting White Supremacy:
Decentering Whiteness in Predominantly
White K-12 Schools**

Stephanie Tam Rosas, UC Santa Cruz
Psychology Department

It is important for schools to address racialized structures and engage staff and students in liberatory work that meets them at their intersectional identities. A less charted area of study, and the focus of this talk, is how to work toward structural and cultural changes that dismantle white supremacy in predominantly white schools. Efforts that attempt to engage white staff and students to recognize their privilege tend to do so from a white lens centered in white fragility (Picower, 2009). Indeed, rather than working toward accountability to deconstruct whiteness, white educators' attempts to engage in antiracism work tends to result in white school staff taking up a lot of emotional space. As these educators bump up against white fragility and reach their perceived growing edges, they arrive at a sense of completeness in their accountability work and advocate that enough has been done toward antiracist efforts at their school. In the meantime, especially without the support of the school's administration, structural changes have not been made toward dismantling white supremacy. Given the structural privilege and power that whiteness holds, there is an increased need to focus on engagement of white educators and students in accountability work in a way that attends to, but does not ultimately re-center whiteness in the process. Therefore, the main questions driving my talk will examine 1) How can majoritatively white K-12 schools disrupt white supremacy through decentering whiteness? and 2) What do these antiracist practices look like in shifting

school culture toward racial equity from an intersectional lens? In order to address these questions, I plan to focus on the following three areas: 1) schools as sites of white supremacy analyzed through a critical whiteness lens, 2) pedagogies that address white supremacy, and 3) conceptual frameworks for understanding educational institutional change toward social justice.

Advocating for Radical Healing in Our Work Toward Decoloniality

S. Sylvane Vaccarino-Ruiz, UC Santa Cruz
Psychology Department

In this talk, I advocate for healing frameworks to be included in the goals of decolonizing community psychology. The centering of healing can be an opportunity to re-vision epistemic parameters (Dutta, 2018), move to collective well-being (Bulhan, 2015), and re-humanize the colonized (Maldonado-Torres, 2016). Essentially, healing justice is social justice 2.0 in that healing is a core tenet of social justice efforts, which prioritizes humanity via the healing of collective trauma. Currently, social justice activists broadly fight for equity or liberation from harmful and violent policies, practices, and structures. Within these efforts, healing for oppressed peoples are implied outcomes. Yet, if collective healing is not explicit in social justice goals, the core aspect of our humanity in these efforts can be left out or overlooked. Further, if healing is not centered, then historical and complex collective trauma could be reproduced or ignored. As decolonial psychology praxis takes form, I suggest that healing be included in the focus. This humanizing shift not only ensures decolonial theories are humanized, but makes space for indigenous resistance, denaturalizing white-centered

healing, and illuminating worlds of possibility (Adams, et al 2017). To do this, I recommend building from a radical healing model (French et al 2020) with a special focus on the rich cultural knowledges of those historically impacted by colonial traumas. This radical healing integration is an opportunity to center subjugated knowledges (Dutta, 2018) and promote re-humanization (Bell, 2018).

Counternarrative Formation and Maintenance from Childhood Through Emerging Adulthood

David Gordon, Jr., UC Santa Cruz
Psychology Department

Adulthood is an important consideration in conversations about justice for other social groups, as it is as children that various forms of oppression and injustice are normalized (Dejong and Love, 2015; Jay, 2003). Indeed, it is as children that we first experience active exclusion from control over resources or meaningful participation in social systems. In a United States context, youth often experience a social positionality in which they have little or no control over conditions and resources relevant to their daily lives, personal well-being, and community well-being (Chisolm, 1981). Further, youth experience similar power disparities to those they will continue to resist and/or replicate in other dimensions of identity as adults. However, through dialogue, youth can begin to discern an understanding of reality that speaks to subaltern perspectives. With their personal story now joined to the stories and experiences of others similarly positioned in social systems, youth are better situated to problematize dominant narratives about their role within those social systems. These narratives often limit analysis of social

inequities to the individual, micro-, or meso-level and therefore limit identification of potential solutions to ameliorative or deficit-based changes at these levels. Collective problematization through critical dialogue produces strengths-based, historicized, counternarratives from which marginalized groups can organize collective action focused on transformational change to structures and ideology at the macro-level of analysis. It is this co-construction of counternarratives that I wish to explore in greater detail through a proposed study. First, how do youth participating in an afterschool participatory action research program construct counternarratives in relation to the capacity of youth to participate in social spaces? Second, how are those counternarratives replicated or expanded to address forms of oppression along intersecting domains of identity? Finally, to what degree are those counternarratives maintained into emerging adulthood and bridged into adult critical action?

027 Using Innovative Health Promotion Programs and Implementation Strategies to Address Health Disparities among Black Youth

Symposium

Day: 6/22/2021 **Time:** 1:20 PM **Room:** Room 3

Abstract

The consequences of the traditional 17-year research-to-practice pipeline are significant, particularly in the context of health disparities. In addition to the pipeline's unacceptably long timeframe, evidence-based programs (EBP) in traditional research are often designed with little consideration of the priorities and culture of target communities of color. In addition, organizations and providers frequently lack

the tools to implement relevant and effective interventions. Thus, while many public health EBPs exist, they often fail to address the real needs of these communities. This symposium will review three innovative strategies for implementing EBPs in settings serving Black youth. First, we will discuss how an academic-community partnership can be utilized for improving adoption and sustainability of a HIV-prevention program delivered by Black women for Black adolescent girls and young women (AGYW) and their female caregivers. Second, we will discuss a community-engaged approach for adapting and piloting an HIV-prevention program designed for Black AGYW and their female caregivers in South Africa. Lastly, we will discuss using a technology-based training tool to reduce implementation barriers associated with delivering a comprehensive sex education, mental health, and substance use EBP in juvenile justice settings. Each presentation will explicitly address how the strategies employed can improve implementation outcomes of EBPs delivered by organizations working with vulnerable youth. Presentations will highlight the importance of including diverse and representative collaborators and will consider how innovative tools and interventions can reduce barriers that perpetuate health inequities. Utilizing polls, targeted discussion questions, and videos, presenters will engage with the audience and encourage critical conversation.

Chairs:

Nyssa Snow-Hill, University of Illinois at Chicago

Presentations:

Leveraging an Academic-Community Partnership to Deliver an HIV-Prevention Program for Black Adolescent Girls and Young Women.

Brianna Griggs, University of Illinois at Chicago; *Dory Quinlan*, University of Illinois at Chicago; *Morgan Cohen*, University of Illinois at Chicago; *Erin Emerson*, University of Illinois at Chicago; *Geri Donenberg*, University of Illinois at Chicago

Objectives. Describe and reflect on lessons learned from an effective community-university partnership to deliver an evidence-based HIV-prevention program to improve sexual and reproductive health outcomes for Black adolescent girls and young women (AGYW). **Background.** Black AGYW are disproportionately burdened by sexually transmitted infections, including HIV. Stemming new infections requires consideration of the cultural context, systemic racism, and intersectional stigma (Black and female). Health promotion programs that come from and are delivered by the targeted community may improve uptake, delivery, and participant outcomes. **Methods.** This project describes a collaboration between the university and the Community Outreach Intervention Projects (COIP) to provide HIV testing and counseling, substance use screening with brief motivational interviewing, and a uniquely tailored HIV-prevention program (Informed Motivated Aware and Responsible Adolescents and Adults; IMARA) delivered by Black women for Black AGYW and their female caregivers. COIP was established to reduce incident HIV infections among adults who use drugs, and today provides street outreach, HIV prevention and care, and substance use services at five storefronts in predominantly Black and Latinx low-income communities throughout Chicago and its mobile vans. Based on the Indigenous Leader Outreach Model (ILOM), COIP services are provided by people from the population to empower

and build capacity in the community for health promotion. When COIP expressed interest in expanding its client base, IMARA was seen as an opportunity to strengthen COIP's outreach to adolescents and young adults while empowering vulnerable communities. **Lessons Learned.** (1) Partnerships must be mutually beneficial to gain traction and sustainability. (2) To uproot White supremacy in health promotion efforts, collaborations must include diverse players who recognize and openly discuss the negative impact of racial bias. (3) Academics must engage the strengths of the community to address cultural context. (4) The ILOM is a key strategy to empower community and challenge systemic racism.

Cross-Continental and Community Collaboration to Adapt and Pilot an HIV/STI Prevention Program for South African Adolescent Girls and Young Women

Katherine Merrill, University of Illinois at Chicago; *Millicent Atujuna*, Desmond Tutu Health Foundation; *Erin Emerson*, University of Illinois at Chicago; *Dara Blachman-Demner*, National Institutes of Health; *Lauren Fynn*, Desmond Tutu Health Foundation; *Bethany Bray*, University of Illinois at Chicago; *Linda-Gail Bekker*, Desmond Tutu Health Foundation; *Geri Donenberg*, University of Illinois at Chicago

Objectives: Present findings from a cross-continental and community-engaged approach to adapting and piloting a HIV/sexually transmitted infection (STI) prevention program for adolescent girls and young women (AGYW) and their female caregivers (FC) in South Africa. **Background:** Globally, rates of HIV are among the highest in Black South African

AGYW. This disparity reflects social and structural inequities that shape girls' sexual risk behavior. We formed a partnership between a university in Chicago and a foundation in South Africa, embedded in and trusted by the community. Together, we tailored an evidence-based mother-daughter HIV/STI prevention program designed for African Americans—Informed, Motivated, Aware, and Responsible Adolescents and Adults (IMARA)—to a South African population and piloted it. Methods: We implemented stakeholder activities over seven months. Using the ADAPT-ITT framework, we convened a community advisory board and theater-tested the curriculum among 38 AGYW-FC dyads. We piloted the revised program with 60 AGYW-FC dyads, randomized to IMARA SA or a health promotion arm. We implemented surveys at baseline and 6-10 months later. Findings: During theater testing, AGYW and FC embraced the program and recommended allowing FC besides the mother to participate. At the pilot's follow-up, sexual risk behavior and pre-exposure prophylaxis adherence outcomes favored the IMARA arm but were not statistically significant. Compared to controls, IMARA girls had significantly fewer anxiety and depression symptoms. Intervention feasibility and acceptability were high; over 80% of IMARA AGYW completed both program days and 86% were "extremely satisfied" with it. Lessons learned: 1) Mutual respect and open communication are critical to fostering a healthy partnership between US- and South African-based colleagues for health promotion; 2) A community-engaged approach is essential to ensuring that health programs are acceptable and feasible; 3) Collaboration across diverse groups is a pre-requisite to achieving health equity and uprooting White supremacy.

Using a Technology-Based Training Tool to Reduce Implementation Barriers of an Evidence-Based Program for Justice-Involved Youth

Nyssa Snow-Hill, University of Illinois at Chicago; *Geri Donenberg*, University of Illinois at Chicago; *Ed Feil*, Oregon Research Institute; *David Smith*, Influenza Innovations; *Brenikki Floyd*, University of Illinois at Chicago; *Craig Leve*, Oregon Research Institute

Objectives. To address implementation barriers of an evidence-based health promotion program for justice-involved youth who are disproportionately African American and often fail to benefit equitably from scientific advances. **Background.** Research repeatedly documents the impact of systemic racism on justice-involved youth, as African American adolescents and young adults are disproportionately detained, less likely to be referred to diversion programs, and more likely to receive longer sentences compared to White youth, despite similar offenses. Justice-involved youth are especially vulnerable to mental health distress, substance misuse, and risky sexual activity, amplifying the need for evidence-based programs (EBP). Yet, uptake of EBPs in the justice system is challenging because staff training is costly in time and effort. Hence, justice-involved youth often fail to benefit from EBPs increasing inequities that overly burden communities of color. **Methods.** To counter these challenges, this study developed and pilot tested a prototype of a technology-based training tool that teaches juvenile justice staff to deliver a uniquely tailored EBP for justice-involved youth - Preventing HIV/AIDS among Teens (PHAT Life). PHAT Life is a comprehensive sex education, mental health, and substance use

EBP collaboratively designed and tested with guidance from key stakeholders and community members. The tool addresses implementation barriers that impede uptake and sustainment of EBP and ensures that EBP are equitably available to all youth who need them. The tool facilitates staff training and support and lowers implementation costs. Lessons Learned: The COVID-19 pandemic has underscored the need and urgency for effective technology-based tools to facilitate uptake of EBPs in the most vulnerable communities. The tool was feasible and acceptable and led to intervention fidelity. Technology-based training tools can reduce implementation barriers that perpetuate health inequities but they must be culturally relevant and provide opportunities for reflection on systemic racism.

028 The Use of Podcasts As a Critical Pedagogical Tool

Workshop

Day: 6/22/2021 **Time:** 1:20 PM **Room:** Room 4

Abstract

Podcasts are a popular and powerful tool that can be used for engagement in a variety of contexts such as teaching and knowledge mobilization. In this workshop, we will provide practical instructions of how to use podcasts as a critical pedagogical tool for student engagement and for featuring BIPOC voices in community psychology and sustainability. For this purpose, two instructors and three students will share our experience in producing and sharing podcasts as group projects in the context of a master-level community psychology theory course and in an undergraduate sustainability lecture course at Wilfrid Laurier University. As a group of non-Black and non-Indigenous scholars we first developed our podcast projects as an

intentional move towards amplifying Black and Indigenous voices to push beyond a traditionally very white-centric Community Psychology curriculum. Further, in our process we centered an anti-racist praxis in how we engaged, compensated, and celebrated the voices of emerging BIPOC scholars in the field. We will present the purpose and general nature of podcasts, how to successfully plan for the production, produce the podcast, and then use it in the class context. We will also discuss important considerations for recruiting BIPOC interviewees to be featured in the podcast as well as ideas for how to evaluate the group projects and podcasts. Throughout, we will share examples of podcasts from the course, practical tools (instructions, recording and editing software, etc.), and lessons learned. After attending this workshop and with some practice, the participants should be able to use this tool in their own teaching.

Chairs:

Oeishi Faruquzzaman, Wilfrid Laurier University; *Moni Sadri-Gerrior*, Wilfrid Laurier University; *Alicia Bevan*, Wilfrid Laurier University; *Manuel Riemer*, Wilfrid Laurier University; *Natalie Kivell*, Wilfrid Laurier University

029 Leveraging Lyrics for Liberation: Rap Music Resources for Anti-Racist Youth Violence Prevention and Intervention

The Innovative Other

Day: 6/22/2021 **Time:** 1:20 PM **Room:** Room 5

Abstract

Rap music artists have historically been among the artistic pioneers in using their musical talent and media visibility to spotlight systemic injustice and oppression impacting urban African-Americans and other ethnic minority communities. Since

the early 1970s, Rap music and related Hip-Hop culture have conveyed important messages about racial identities, experiences, traumas, and triumphs in the United States and around the globe. Despite certain negative elements in its industry, Rap/Hip-Hop offers a significant segment of selected songs, videos, movies, news, and other media materials that unapologetically critique and confront systemic racism – especially White supremacy in Western societies. These raw yet realistic depictions of the chronic discrimination and stress that impacts urban African-Americans and other minorities resonate with youth audiences who may shun mainstream messages yet are attracted to this musical genre and identify with these cultural contexts. Moreover, these music-based intervention and prevention activities offer an important opportunity to engage young people’s strengths through a problem-solving intuitive process that promotes the “do, then think” approach (Moorefield-Lang, 2010). This presentation will highlight the Hip-Hop H.E.A.L.S.!, an innovative trauma-informed violence prevention and intervention program for urban youth that employs strategically selected songs, videos, and other popular Rap/Hip-Hop media components to promote prosocial strategies. The use of Rap/Hip-Hop facilitates engaging youth in sophisticated socio-political conversations that are contextualized by ethnic cultural contexts that can leverage these Rap/Hip-Hop influences to challenge White supremacy and mobilize social change (Kirkland & King, 2019). This interactive presentation will be followed by group discussions in breakout rooms to further highlight and explore practical techniques and exemplars for employing Rap/Hip-Hop-related songs and videos to address COVID-19 and community violence among contemporary urban youth as a means of providing relevant and timely trauma-

informed violence prevention programming. Program evaluation goals that focus on first and second-order change will also be discussed.

Chairs:

Jaleel Abdul-Adil, University of Illinois at Chicago; *Roberto Lopez-Tamayo*, University of Illinois at Chicago

030 For the Master’s Tools will never Dismantle the Master’s House: Developing Antiracist Research within Academic Institutions Built upon White Supremacy

Workshop

Day: 6/22/2021 **Time:** 1:20 PM **Room:** Room6

Abstract

Students and faculty who strive to develop antiracist research face tensions between their aims and the academic institutions within which they function. Academia in general and psychology in particular is rooted in a culture of white supremacy, including the overrepresentation of whiteness among faculty and graduate students, overrepresentation of white scholars in syllabi, and the perpetuation of scientific knowledge focused on white samples (e.g. Andoh, 2021; Williams, 2019). In this workshop, we will use our lab’s example as a starting point for participants to articulate tensions between their institutional contexts and the values that drive their research, and we will discuss strategies for navigating those tensions. The Community REACH (Resilience, Empowerment, Action, Change) lab is based in a clinical science program, where we conduct justice-oriented, community-based research. Tensions naturally arise between this focus and our contexts, in each stage of the research process, including mentor-

mentee relationships, the development of research questions, the review of literature, and the design of research. After overviewing the nature of these tensions, we will lead breakout sessions focused on each aspect of the research process. We will begin with an example of strategies our lab has used, including expanding the definition of expertise, going beyond disciplinary boundaries, focusing on the strengths of marginalized populations, and “studying up.” We will then lead discussions in which participants exchange dilemmas and strategies in each area, returning to the full group to share highlights. Both the focus and the process of this workshop is consistent with the practice of utilizing collaboration and community to progress in dismantling white supremacy in academia. Andoh, E. (2021, April). Psychology's urgent need to dismantle racism. *Monitor on Psychology*, 52 (3).

<https://www.apa.org/monitor/2021/04/cover-dismantle-racism> Williams, M.T. (2019). Adverse racial climates in academia: Conceptualization, interventions, and call to action. *New Ideas in Psychology*, 55, 58-67.

Chairs:

Kevin Ramseur II, George Mason University; **Tahani Chaudhry**, George Mason University; **Jason Feinberg**, George Mason University; **Laura Martin**, George Mason University; **Jasmine Rose**, George Mason University; **Marissa Salazar**, George Mason University; **Sierra Strickler**, George Mason University; **Lauren Cattaneo**, George Mason University

031 Living Community Psychology within University Structures: Strengths and Challenges of Being a Community Psychologist in non-CP Disciplines

Town Hall Meeting

Day: 6/22/2021 **Time:** 1:20 PM **Room:** Room 7

Abstract

Community Psychologists (CPs) often work in non-Community Psychology (CP) academic positions within psychology departments and related disciplines (e.g., public health, education). Working in non-CP positions offers important opportunities to increase the reach of CP concepts and traditions of research and practice, engage CP principles in interdisciplinary endeavors, and enrich the CP discipline. However, challenges can arise when colleagues are unfamiliar with community-engaged research and practice. Further, universities often lack structures to facilitate or reward community-engaged work. In this town hall, CP academics in different career stages will reflect on the experience of being CPs by training within non-CP positions, and the broader challenges of being CPs in university settings in the U.S. and internationally. The session can provide guidance and support for CPs working in non-CP positions and those who are considering it. We will prepare discussion topics for this 75 minute session; however, discussion will ultimately be guided by the interests of attendees, which we will gauge through electronic polls and/or chat at the start of the session. Discussion may include pros/cons of being a CP in non-CP positions, navigating the job market and tenure track, and how CP skills translate to academic roles. We will also likely discuss maintaining a CP identity, the intersection of well-being and professional identity/success, and other intersecting identities. Panelists may share strategies for increasing buy-in for, and shared understanding of, CP within university structures, forging solidarity with colleagues whose work reflects a CP spirit, and implications for CP training. Depending on number of attendees and breadth of interests, we will facilitate a large group

discussion or targeted topic breakout rooms. We will utilize a whiteboard feature to share ideas. Facilitators will pose questions and moderate discussion. We will conclude with brainstorming for an ongoing support and collaboration network.

Chairs:

Michelle Abraczinskas, University of Florida; *Eylin Palamaro-Munsell*, Northern Arizona University; *Davielle Lakind*, Mercer University; *Stephanie Reich*, University of California-Irvine; *Jennifer Lawlor*, University of Kansas; *Paul Toro*, Wayne State University; *Paul Flaspohler*, Miami University of Ohio; *Julie Pellman*, NYC College of Technology; *Mazna Patka*, Zayed University

Tuesday, June 22nd 6:00 to 7:15pm

038 Listening 4 Justice: An Uprooting White Supremacy Experience Rooted in Community Psychology

Plenary Session

Day: 6/22/2021 **Time:** 6:00 PM **Room:** Plenary Session

Abstract

Participants will experience a Listening 4 Justice format for 45 minutes. In the 2nd half of the session, participants will debrief the experience (using a reflection process called SUMI), engage in a Block Party of texts that support the L4J structure and unpack Listening 4 Justice by reviewing Folami's Advancing Equity Framework for Facilitation along with community psychology principles and approaches.. Listening 4 Justice is: o A safe space to grow with trained facilitators and small diverse groups that build trust. o A healing space with practices such as breathing, deep listening, and personal sharing preparing us for meaningful dialogue and action. o A supportive environment with highly engaging learning activities and follow-up with facilitators. o A grassroots inclusive space to promote positive change. o A brave space for all people ready to dismantle systemic racism. It is designed for: o People who realize that they need to know and do more, but need guidance. o People who feel guilty but want to unpack it in a healthy way. o People who don't mind hard work when it leads to results. o Anyone who wants to support others in this work. o Anyone who wishes to change the narrative for present and future generations. I will provide resources for participants to optionally review ahead of time. It will be an online platform of the Listening 4 Justice orientation materials.

Chairs:

Folami Prescott-Adams, HTI Catalysts

Tuesday, June 22nd 7:25 to 8:50pm

040 Challenging Cultural Biases within Youth Mentoring: Exploring How Macro-Level Beliefs Infiltrate Interpersonal Relationships

Symposium

Day: 6/22/2021 **Time:** 7:25 PM **Room:** Room 1

Abstract

Youth mentoring has numerous positive effects on young people within the realms of academics, employment, physical and mental health, and risk behavior (Hurd et al., 2012; Sánchez et al., 2008). However, without anti-racist training, mentors may be ill-equipped to work with historically and systematically minoritized youth. Mentors' inability to bridge cultural divides often results in early termination of the mentoring relationship and/or potential harm to mentee wellbeing (Spencer, 2007). Furthermore, mentors may unconsciously perpetuate injustices and inequalities when working directly with youth (Anderson et al., 2018). More research is warranted regarding how to challenge cultural biases and the resulting deleterious effects on mentoring relationships. Specifically, how do mentors' cultural biases change over the course of the relationship? And, how can anti-racist trainings impact cultural biases and subsequent interactions between mentor/mentee pairs? The three studies in this symposium examine cultural biases within youth mentoring and present novel solutions that promote positive relationships and outcomes. Study 1 explores potential tools in which programs can assess mentors' ability to act in culturally responsive ways by coding qualitative vignette responses (N=103) from mentors volunteering with Big Brothers Big Sisters. Study 2 uses

quantitative methods (N=342 pairs) to investigate how mentors' cultural biases evolve over the course of the mentoring relationship and the resulting impact on relationship quality. Study 3 considers how social justice and racial equity training influences mentors' thoughts, feelings, and behaviors by conducting an intent to treat analysis (N=99). Discussion will focus on how to structure social justice and equity training in a way that effectively impacts mentors' cognitions and practices, as well as current gaps within the literature. Audience members are encouraged to offer their own insight and considerations throughout the symposium.

Chairs:

Anna Flitner, University of South Carolina

Discussant:

Gabriel Kuperminc, Georgia State University

Presentations:

Examining Mentor Pre-Service Biases and Assessing Readiness for Culturally Responsive Mentorship

Jody Lanza-Gregory, University of South Carolina; *Magdalena Moskal*, University of South Carolina; *Mariah Kornbluh*, University of South Carolina; *Anna Flitner*, University of South Carolina

In formal mentoring programs, the majority of mentees are youth of color while the majority of mentors are white (Garringer, McQuillin, McDaniel, 2017). Research indicates that mentors' inability to bridge these cross-cultural divides can negatively influence the quality of the pairing and lead

to higher levels of cultural mistrust within the relationship (DuBois et al., 2011; Sanchez et al., 2018). Individuals in helping professions, like mentors, have cultural biases that may negatively impact the youth they serve (Spencer, 2007). Cultural biases are expectations and ways of thinking that develop through past experiences, historic inequities, macrosystem-level values that infiltrate our schemas, thereby influencing how we both understand and interact with others (Moore, 2008). Even well-intentioned mentors can cause harm to mentees by invalidating lived experiences and cultural background. Without targeted training in cultural responsiveness, cultural biases, including implicit white supremacist beliefs, are left unchecked. Explicit instruction of cultural competency skills leads mentors to use mentoring practices that are more culturally sensitive, self-reflective, and based on understanding the mentee's background and community (Anderson et al., 2018; Siegal et al., 2011). The current study tapped into mentors' preconceived notions surrounding cultural understanding and macrosystem level beliefs. These findings were assessed through vignettes focused on experiences of racial injustice in which mentors were asked to respond with their perceived thoughts and unfiltered reactions. Qualitative findings documented variations in the ability of mentors to fully take in a mentee's experience, empathize, recognize/identify the injustice, reflect on their own positionality, and situate mentees' experiences in relation to systems of oppression. Qualitative findings will be shared (n = 103) as well as an assessment rubric. Our discussion will highlight implications for practice, training, and future research.

Understanding Volunteer Mentors' Racial/Ethnic Biases and Their Impact on Youth Mentoring Relationships

*Savannah Simpson, Fordham University;
Elizabeth Raposa, Fordham University*

Youth mentoring programs are popular and accessible interventions for families from Black, Indigenous, and communities of color (BIPOC) seeking mental health and academic support (Vázquez & Villodas, 2018). However, there is often a mismatch between the demographic backgrounds of youth and their mentors, with high-income, White mentors mentoring low-income, BIPOC youth (Raposa et al., 2017). The current study explored whether mentors enter programs with racial/ethnic biases, whether these biases change, and their impact on mentoring relationships. Data were drawn from 342 randomized, mentor-youth pairs. At baseline and follow-up, mentors reported how much discrimination limits the chances for various racial/ethnic groups to get ahead (Henry & Sears, 2002). At follow-up, youth and mentors also completed two well-validated measures of mentoring relationship quality (Fraley et al., 2011; Rhodes et al., 2017). Results revealed that White mentors were not significantly different from their BIPOC peers at baseline in terms of perceiving discrimination against most racial/ethnic groups in the U.S., except for Native Americans ($b = -.24$, $SE = .12$, $p < .05$). However, White mentors matched with BIPOC youth showed greater increases in their perceptions of discrimination against Black ($b = .20$, $SE = .09$, $p < .05$), Hispanic ($b = .20$, $SE = .10$, $p < .05$), and Native American ($b = .21$, $SE = .10$, $p < .05$) individuals from baseline to follow-up. Mentors who endorsed a greater increase in beliefs that discrimination limits the chances for White Americans to get ahead were less likely to report avoidance ($b = -.41$, $SE = .13$, $p < .01$) and anxiousness ($b = -.34$, $SE = .17$, $p < .05$) in their relationships, and have a relationship end early ($OR = .45$, $p < .05$).

Results suggest that mentors' racial/ethnic biases shift over time, with important implications for training and supporting mentor-youth pairs.

An Experimental Evaluation of a Social Justice and Race Equity Training for Volunteer Mentors

Amy Anderson, University of Illinois at Chicago, School of Public Health;
Bernadette Sánchez, University of Illinois at Chicago, Department of Educational Psychology

An important aspect of formal youth mentoring relationships is mentors' cultural humility. Research has demonstrated that mentors' critical self-reflection and awareness of societal injustices can play a positive role in relationship outcomes (e.g., Leyton-Armakan et al., 2012), and conversely, that mentors' racial/ethnic and cultural unawareness can lead to negative interactions that can harm the youth and the relationship (e.g., Duron et al., 2020; Spencer, 2007). One possible way to address gaps in mentors' capacity for cultural humility in mentoring is through mentor training. The purpose of this study was to examine the role of a social justice and race equity training on volunteer mentors' cognitive and affective outcomes related to cultural humility in mentoring. Participants were 99 volunteer adult mentors at Big Brothers Big Sisters Twin Cities who were randomly assigned to either the control (n = 50) or training condition (n = 49). Of those in the training group, 23 participants attended the training. Participants completed surveys at two time points (baseline and post-test). Repeated measures ANOVAs were conducted and examined for a significant interaction between groups over time. Results from intention-to-treat

analyses indicated that training group participants (n = 49) exhibited greater increases in self-efficacy to provide racial/ethnic support over time compared to participants in the control group (n = 50). As-treated analyses indicated that training attendees (n = 23) exhibited greater increases in self-efficacy to provide racial/ethnic support over time compared to participants who did not attend the training (n = 76). Results indicated no significant differences between groups over time for participants' scores on training content knowledge, awareness of racial privilege, ethnocultural empathy, or social justice interest and behavioral intentions. Implications for anti-racism efforts and mentor training in formal mentoring programs will be discussed.

041 Legal justice is not social justice: Empowerment, race, and gender with system-involved youth Symposium

Day: 6/22/2021 **Time:** 7:25 PM **Room:** Room 2

Abstract

Psychology's understanding of black and brown girlhood is often reduced to the study of risk at the expense of understanding girls'* full humanity and agency. However, this risk is largely driven by the oppressive values instantiated by state sanctioned systems — including legal, education, and child welfare. This symposium traces the ways in which the contexts of girls' lives function to limit their liberation, and presents a counter narrative that privileges black and brown girls' self-defined contextual realities and goals grounded in empowerment and advocacy perspectives. First, we provide an orienting framework from which to understand girls' contexts of oppression, citing literature on dehumanization and adultification processes,

and evidence from studies of school pushout and legal system disparities. Next, we trouble extant research and practice that focuses on individual risk over contextualized empowerment frameworks. To do so, this symposium presents empowerment-centered research from four studies focused on young people oppressed by educational and legal systems. In the first study, we present data on girls' self-determined needs and examine the degree to which social justice advocacy functions to change girls' contexts in service of their needs. The second paper leverages the same data but builds on the first by expanding our lens on girls rights to sexual and reproductive health. The third paper conceptualizes creativity as a core human potential and finds that it is integral to girls' resilience and wellbeing. Finally, the fourth paper reimagines and questions the ways in which legal system staff can do more to share power with youth to create authentic partnerships towards joint wellness and liberation. Audience members will be invited to engage in dialogue around ways to further re-envision how community psychology scholarship can advance abolitionist and liberatory frameworks while being responsive to the immediate contextual realities of youth experiencing institutional oppression.

Chairs:

Shabnam Javdani, New York University

Discussant:

Erin Godfrey, New York University

Presentations:

**Uplifting girls' self-determined needs:
Evidence from community advocacy for
legal system-involved girls**

Christina Ducat, University of Maryland
Baltimore County; *Shabnam Javdani*, New

York University

Shifting the gaze from black and brown girls' themselves to how they navigate the contexts they inhabit is fundamental to promoting race- and gender-based equity in oppressive contexts. For example, girls' resource precarity uniquely drives their arrest (Sheahan, 2014; Sherman & Balck, 2015), and access to resources impacts positive adolescent development (NRCL, 2013). Too often, girls' needs are proscribed for them - by the researchers that study them and the systems meant to serve them - rather than emanating from girls themselves (Kapoor, Peterson-Badali, & Skilling, 2018). Grassroots community-based organizations and groups have been advocating for self-determination as a hallmark of anti-oppressive practice. However, research on the whole has yet to follow. This paper explores the breadth and multidimensionality of girls' self-determined needs in the context of a youth-directed advocacy intervention for legal system-involved girls. In a sample of 116 girls who completed an average of 120 hours of advocacy, the most commonly reported resource needs, assessed weekly, were related to education (91.4%), emotional and social support (82.8%), employment (81.9%), extracurricular (73.3%), and creative goals (64.7%). Preliminary findings showed these need areas were highly interrelated, with distinct groupings of needs emerging around navigating formal systems (e.g., legal, housing), daily adolescent life (e.g., education, extracurriculars), and financial stability (e.g., employment, finances). We review these findings and further assess the degree to which youth pursued the needs they initially identified over the course of advocacy, and the extent to which their needs were addressed according to girls themselves. This paper provides key

information about girls' self-determined needs to inform research and practice dedicated to uprooting white supremacy. Case exemplars will also be presented to invite girls' narratives into a broader discussion about how community-based advocacy, research, and practice can effectively "change the context, not the girl".

Centering contextual realities in girls' sexual and reproductive rights

Mckenzie Berezin, New York University;
Shabnam Javdani, New York University;
Erin Godfrey, New York University

The bulk of existing scholarship on girls' sexual and reproductive health (SRH) focuses on advancing deficit-based perspectives of risky behaviors, rather than investigating the risky contexts that confer girls' SRH vulnerabilities. The over-reliance on individual behaviors not only reifies existing sexual health disparities rooted in oppressive contexts, but also misses critical opportunities to effectively bolster girls' reproductive rights, defined as the access to social, and political resources to advocate for self-identified sexual and reproductive needs. This is particularly important for girls of color in the juvenile legal system who identify at the intersection of multiple oppressive socio-cultural identities, consistently comprise a higher proportion of youth arrested and detained nationally, and carry the highest risk of sexual and reproductive health risk in this country. Despite the well-documented structural drivers characterizing system-involved girls' SRH needs and, the cascading, multi-level impact system-involvement and comprised SRH has among girls of color in particular, scant literature to date empirically quantifies the impacts these risky contexts have on

girls' SRH vulnerabilities. The paper presented fills these gaps by assessing the degree to which girls' self-identified resource needs and access challenges across multiple areas (e.g., housing, employment, healthcare) predict SRH risk among 269 system-involved girls over and above individual (physical, emotional, and sexual abuse, substance use) and familial (parental monitoring) factors, and whether this association varies by race. Resource access challenges significantly predicted girls' SRH, over and above a set of empirically established individual-level risk predictors, and this pattern was particularly prominent for Black girls' compared to Latinx and Other/Multiracial girls. Audience members will be invited to engage in dialogue around fostering girls' economic empowerment and sexual and reproductive rights.

Creativity as a mechanism for resilience and change

Deanna Ibrahim, New York University;
Mckenzie Berezin, New York University;
Andrew Nalani, New York University; *Erin Godfrey*, New York University; *Shabnam Javdani*, New York University

Engaging in creative activities can be a powerful tool for youth to express themselves, construct their own narratives, engage in decision-making, and become stronger agents of change in their lives and communities (Lee et al., 2020; Vasudevan et al., 2010). Creative activities provide spaces for youth that challenge traditional power-dynamics: rather than being receivers of knowledge, youth are valued for their strengths and talents, and become authors of their own stories (Vasudevan et al., 2010; Goessling, 2019). Creative engagement may be especially important to youth who have been systematically silenced by

incarceration, and recent qualitative research suggests that creative programming can foster resilience and other positive mechanisms for incarcerated or formerly incarcerated youth (Lea et al., 2019; Callaghan et al., 2018). More work is needed to understand the role of creativity in fostering positive outcomes specifically for girls of color at risk for involvement in the juvenile legal system. In a sample of 221 girls ($M=14.60$, $SD=1.63$), the current study seeks to understand what characterizes the nature and type of girls' self-determined creative goals and how they relate to resilience and self-efficacy. Preliminary results show that 86% of girls were pursuing at least one creative goal (e.g. drawing, writing poetry); the average number of goals was about four per girl (range=0-12). Moreover, higher perceived importance of creative goals predicted higher levels of resilience ($b=.40$, $SE=.13$, $\beta=.23$, $p<.01$) and self-efficacy ($b=1.25$, $SE=.61$, $\beta=.14$, $p<.05$) six months later. Audience members will be invited to discuss the ways in which creative engagement can be used to center racial and gender equity, how to increase access to creative programming in general, and innovative strategies to center girls' voices as a step toward healing and empowerment.

Power over vs. Power with: What youth workers' experiences reveal about the promise and challenges of enacting equitable youth-adult relationships in juvenile facilities

Andrew Nalani, New York University;
Alexandra Cox, University of Essex

Recently, the National Academies of Sciences, Engineering, and Medicine (2019) issued a call for policies and strategies that ensure supportive environments for system-involved youth and fair youth participation

in all proceedings that influence their outcomes. Access to such environments for youth in residential facilities remains debatable given that facilities exist at the 'deep end' of a system traditionally oriented towards punishment and social control, and one that disproportionately targets youth of color. Youth-adult partnerships (Y-APs) are an innovative conceptual and practice model that may enhance system-involved youth's positive development while also fundamentally altering societal reproductions of power within juvenile facilities. Distinct from more traditional adult-child relationships such as mentoring, teaching or caretaking, Y-APs emphasize shared power and decision making, mutual respect, trust and reciprocal learning among youth and adults (Camino, 2000) and are linked to several positive youth development outcomes (agency, mental health, identity and sociopolitical development) and adult and organizational development (Baldrige, 2019; Brion-Meisels et al., 2020; Mitra, 2008; Zeldin, 2017). Given its empowerment ethos, a Y-AP approach to youth work in juvenile facilities exists in tension with the foundational goals of the juvenile justice system. Further scholarship is critical to understand whether, how, and under what conditions Y-AP approaches may contribute to reform efforts to reimagine justice and rights for youth at the system's deep end. In this paper, we will draw on yearlong ethnographic observations and interviews with direct-line staff (youth workers) in two residential juvenile facilities in New York State to discuss: (i) how facilities function as a site for societal reproduction of power relations undergirded by white supremacy and (ii) how youth workers' experiences reveal the promise of and barriers to Y-AP approaches as an anti-oppressive strategy to interrupt this reproduction and enhance resident youth's developmental outcomes.

042 Equity Issues in the Context of Housing and Houselessness

Symposium

Day: 6/22/2021 **Time:** 7:25 PM **Room:**

Room 3

Abstract

Housing has been a tool for power, privilege, and oppression since the inception of the United States. Housing or the lack thereof is a demarcator of access to resources. Housing policy and practices facilitated racial segregation of community members, white flight to suburbs, and has bolstered the intergenerational racial wealth gap through home ownership and the accrual of equity (Markley et al., 2020; Rothstein, 2017; Shapiro & Kenty-Drane, 2005; Taylor, 2019). Additionally, there are documented racial inequities among individuals without houses with Black and Indigenous communities facing houselessness at disproportionate rates (U.S. Department of Housing and Urban Development, 2020). In recent years, researchers have increased efforts to center the experiences of minoritized individuals in their investigations of housing and homelessness. This symposium will present four relevant efforts to highlight inequities within the context of housing and homelessness. Presentations will include a) qualitative findings on the experiences of tenants displaced from Single Room Occupancy housing; b) multi-informant qualitative findings examining equity within a Coordinated Entry system in their assessment and prioritization of individuals experiencing homelessness for housing; c) an exploration of doubling up, questioning extant definitions of homelessness, and discussing racial and ethnic implications; and, d) manifestations of anti-Blackness in permanent supportive housing. The symposium will conclude with an audience

discussion of implications of this research, with an emphasis on using the findings to both decrease inequities within the community as well as amplifying the voices of scholars doing equity-focused work.

Chairs:

Camilla Cummings, DePaul University

Discussant:

Norweeta Milburn, University of California, Los Angeles

Presentations:

“Chicago Ain’t Got No Hospitality”: Displacement Experiences of Single Room Occupancy (SRO) Tenants

Katherine Karls, DePaul University; *Camilla Cummings*, DePaul University; *Khadeejah Kurdi*, DePaul University; *Kellen McLeod*, DePaul University; *Molly Brown*, DePaul University

Single Room Occupancy (SRO) housing is a naturally occurring form of affordable housing that is rapidly declining due to development and gentrification. SROs predominantly house individuals minoritized by various intersections of identity including age, race, ability status, socioeconomic status, and history of homelessness. This community-based participatory action research study explores the ways in which aspects of identity influence experiences of displacement from SRO housing as well as housing outcomes. Participants were a purposeful sample of 16 individuals of diverse backgrounds who were displaced from SRO housing due to building conversion to luxury or higher-rent residences. Qualitative, semi-structured interviews were used to learn about SRO tenant experiences with displacement and interpretive phenomenological analysis was employed to identify preliminary themes.

Results highlight the influence of aspects of identity on participants' experiences within housing, experiences of stigma and marginalization within housing, and power relations between owners and tenants. Study findings are intended to inform local policy and to educate community stakeholders about the importance of SRO housing and effects of displacement. Findings underscore the importance of grassroots organizing efforts, affordable housing preservation policy, and intersectional analyses to support minoritized community members obtain safe and affordable housing.

Equity Issues within Coordinated Entry Systems

Quinmill Lei, DePaul University; *Cori Tergesen*, DePaul University; *Camilla Cummings*, DePaul University; *Molly Brown*, DePaul University; *Rachel Fyall*, University of Washington

To address the homelessness crisis across the United States, the Department of Housing and Urban Development mandated that Continuums of Care (CoCs; i.e., local homeless service coordinating bodies) implement Coordinated Entry (CE) systems. CE systems aim to increase accessibility, coordination, and management of extant housing resources for individuals experiencing homelessness. To accomplish this monumental task, CE systems seek to identify and prioritize people with the highest service needs for housing, which is determined through the community-wide usage of a standardized assessment of individuals' housing needs. However, research and evaluation have illuminated racial and gender disparities in assessment scores and housing prioritization in CE (Anderson et al., 2018; Cronley, 2020; Gomez et al., 2020). The current qualitative

study aimed to identify aspects of CE which create equity issues in a large metropolitan CoC. Interviews and focus groups were conducted with CE policy/decision-makers (N = 11), organization staff (N = 27), and tenants housed through CE (N = 18). Although these systems purport to increase equitable access to housing, results of thematic analysis revealed pitfalls at various stages of the system (i.e., assessment, prioritization, housing referral and placement). Additionally, participants also critiqued equity issues, such as racism, embedded within the CoC and homeless service system broadly. This presentation will critically examine and evaluate various issues of equity and their subsequent impact on housing access and service experience. These inequities span across race/ethnicity, disability, age, gender, immigration and other related factors. Implications for CE systems change, policy, and practices will be discussed.

Measuring Doubled-Up Homelessness: Findings and Implications for Equitable Homelessness Response

Molly Richard, Vanderbilt University

Some definitions of homelessness include doubling up—staying with family or friends due to economic hardship or housing loss. Doubling up can have negative consequences for health and well-being, but official methods for counting people experiencing homelessness in the U.S. mostly exclude these arrangements and, as a result, may underestimate the extent of the problem and misinform policies designed to address it. For example, rates of Hispanic/Latinx homelessness tend to reflect their share of the total population, despite disproportionate rates of poverty and ongoing discrimination across housing and

employment. Theories explaining this “Latino paradox” suggest that people who are Hispanic/Latinx may be more likely to manage housing insecurity by doubling up. This presentation will: 1) Share the results of a community-academic partnership to develop a replicable measure of this form of “hidden homelessness”; 2) Highlight findings related to race and ethnicity, and 3) Discuss how the measure can be used in research and advocacy to support policy and practice that is equitable and inclusive. Ultimately, this presentation will aim to facilitate conversation around the role white supremacy plays in defining and measuring homelessness and look to the audience for potential solutions—from removing systemic barriers to shelter use and affordable housing to supporting multigenerational households and safe doubling up.

Pushed Out: Analyzing Black Residents’ Premature Exits from Permanent Supportive Housing

Earl Edwards, University of California, Los Angeles; *Dean Obermark*, University of California, Los Angeles; *Norweeta Milburn*, University of California, Los Angeles

While Permanent Supportive Housing (PSH) is known for success in providing stable housing and potentially improved health for people experiencing homelessness (National Academies of Sciences, Engineering, and Medicine, 2018), few studies have focused on Black clients’ experiences and outcomes leading up to, within, and after exiting PSH. Analyzing Homeless Management Information System (HMIS; see HUD, 2020) data covering nearly a decade of PSH placements and other services, we find Black clients are 38% more at risk of returning to homelessness than White

clients, and at elevated risk compared to other racial and ethnic groups. We fit Cox mixed effects models (Austin, 2017; Therneau, 2020) to produce adjusted risk estimates and find accounting for other factors does little to explain the inequity in return rates. Through interviews and focus groups with over 30 PSH case managers, program managers, and Black clients, we explore perceptions of how the system supports or fails to support Black clients. Interrogating our data with a structural lens (Powell, 2007) reveals anti-Black processes that may co-produce adverse experiences and returns rates that begin before clients actually receive PSH. In particular, we discuss (1) bureaucratic segregation in the homelessness services system, (2) anti-Black discrimination during housing searches, (3) under-compensated and temporary case managers, (4) subtle and overt pathologization, and (5) a system that fails to see Black clients and empower them to achieve more autonomous housing situations. Policy recommendations steeped in the expertise of our research participants, as well as our own learning, suggest many potential paths towards a more equitable PSH system in Los Angeles.

043 The Cyclical Praxis of Collaboration, Theory, Research, Values, and Action: Is Philosophy of Science Useful to Address Community Psychology Paradoxes?

Town Hall Meeting

Day: 6/22/2021 **Time:** 7:25 PM **Room:** Room 4

Abstract

Since its inception, community psychology has been swimming in waters of complexity. To counteract such a complicated set of social issues, interventions have been imagined, acted upon, and evaluated. We engage in a cyclical praxis of collaboration

that includes collaboration, theory, research, values, and action, often facing multiple paradoxes that emerge (Rappaport, 1981). How do we take into consideration the seeming infinity of different contexts? How do we incorporate and articulate different types of knowledge, assess reality, and understand ethical decisions and social justice? How can we be guided by values without falling into the trap of pure relativism or imposing our worldview upon others? Philosophy of science offers a number of conceptual tools to articulate what we as community psychologists already do, to resolve dilemmas we face, and help us envision the tools and techniques to bring about a better future. Philosophy of science helps us take a meta-theoretical view of the qualitative and quantitative research we conduct as well as practice in community psychology. We believe philosophy of science helps us community psychologists be more explicit and reflective about how our assumptions about the nature of the world, of knowledge, and our ethical principles actually shape our research and intervention practices. The organizers of this session believe that the more contemporary school of philosophy of science called critical realism is compatible with and enhances many of principles that many distinguished community psychology. The organizers have worked for the last year developing a special issue on critical realism and community psychology for the Journal of Community Psychology. Before opening up the session for a larger conversation, we will facilitate exchanges with attendees to help us collectively discuss key linkages between philosophy of science and community psychology.

Chairs:

Bradley Olson, National Louis University;
Louis-Philippe Côté, Université du Québec

à Montréal; **Liesette Brunson**, Université du Québec à Montréal

044 Expanding our ecologies of knowledge and praxis to foster epistemic inclusion and racial justice

Symposium

Day: 6/22/2021 **Time:** 7:25 PM **Room:** Room 5

Abstract

The year 2020 has been punctuated by various intersecting and ongoing crises that were accentuated by the Covid-19 pandemic and efforts to curtail its spread. In the US, the police killing of racialized people manifested a deeper, longer system of institutionalized racism and anti-black sentiment that were met with resurgent protest movements, across the globe, embodied in Indigenous Sovereignty and the Black Lives Matter Movement. These movements brought to the forefront the persistence of the ideologies of race, gender, and sexuality and how they continue to shape subjectivities, interpersonal relationships, and opportunities of diverse people in the context of relationships of domination and subjugation. In this symposium, we discuss research and praxis from the Australian context that seeks to address racialization, racism, and white supremacy in community, organizational, and everyday settings. Rooted in the values of justice and diversity and aspirations of liberation and critical community research and practice, inspired by the decolonial turn, we suggest that it is vital to expand our ecology of knowledge and praxis through the creation of settings and narratives to achieve epistemic inclusion and racial justice. The papers in this symposium offer examples of community-engaged research that seek to promote racial justice and commonality or explore the stories of those

engaged in such work. The projects highlight the importance of relational ethics in research and practice, the role of critical witnessing in praxis, and the central function of critical dialogue. The key tasks of problematization, deconstruction, and reconstruction of Anti-black/brown/Indigenous narratives and white supremacist discourse are central practices in liberating settings. Questions framing the symposium: 1. What are the ways our work is moving racial justice literacy and epistemic justice into organizations? 2. How are we empowering epistemic communities to foster anti-racist praxis?

Chairs:

Christopher Sonn, Victoria University;

Samuel Keast, Victoria University

Discussant:

Regina Day Langhout, University of California, Santa Cruz

Presentations:

Liberating methods: Mobilising community radio for community place and narrative making by racialized and marginalised youth

Roshani Jayawardana Jayawardana,
Victoria University

In light of the narratives that paint young people in Melbourne's West as “problematic” and “disengaged” and their subsequent experiences of exclusion in community spaces, creating places for youth to platform their own narratives are vital. Framed within critical community psychology, this presentation discusses a project that aimed to explore how the process of creative and digital placemaking curated a digital and youth-led setting of community radio which produced positive personal, interpersonal, and community

change for young people who experience structural discrimination based their intersections of race, gender, and socioeconomic status. The project adopted an ethnographic approach, and responds to often counterproductive and tokenistic platforms that continue to reproduce dominant narratives and attendant privilege. Youth’s perspectives of the community radio process, as well as the content they produced, were analysed. Through the lens of critical consciousness, the findings highlighted how youth build a sense of agency and critical action in light of mentorship, distribution of power and access to resources to curate their digital space. The radio content showed how youth critically analyse the systems and limiting discourses attached to their youth and intersections, and that youth have complex narratives of their experiences of discrimination, multifaceted intersections and aspirations for the future in light of these. The vehicle of community radio not only provided a digital space for youth to tell these stories, but empowered them to instil identities, build self-determination and broadcast narratives that challenged social lies about diverse youth; thereby enacting epistemic justice. This highlights how placemaking can be summoned in connecting people to places, platforming narratives, and how digital spaces and creative vehicles can act as liberating settings for young people.

**“We’re creating a sense of home”:
alternative settings as enactments of self-determination and racial justice**

Rama Agung-Igusti, Victoria University

As global movements such as Black Lives Matter continue to highlight the systemic nature of racism and white supremacy, black, brown, Indigenous communities and

other communities of color continue to seek and create alternative settings that sit outside of and work to transform oppressive structures and institutions. The creation of such settings presents a vision and expression of radical imaginations and ways of working that aim to refuse “the master’s tools” in “dismantling the master’s house”. Whilst racism and white supremacy within the Australian settler-colonial context is built on the dispossession of First Nations people, migrants of colour and their children have also been racialized and marginalized. In particular, communities of the African diaspora in Australia have been subject to virulent forms of symbolic violence and structural exclusion grounded in anti-blackness. This paper documents the work of Colour Between the Lines [CBTL], a collective of creative artists from the African diaspora, whom through decolonial and relational approaches have endeavored to create important alternative settings that resist symbolic violence and structural exclusion through activities of self-determination and community-making. However, whilst alternative settings can offer radically new ways of being and working outside of spaces structured by white supremacy, they are still situated within this oppressive system. This paper further examines how encounters with other settings can facilitate and constrain racial justice within the alternative settings created by CBTL, and the ways the collective navigate these constraints and shape these encounters and relationships.

A turning point in the fight for racial justice? Exploring the perspectives of committed antiracists in the current Australian context

Amy Quayle, Victoria University

In the current Australian context, with seven Indigenous deaths in custody since the beginning of March 2021, we are reminded of the relentless cycle of grief that marks Aboriginal lifeworlds, owing to the experience of historical trauma and ongoing structural violence. A national conversation is being called for, yet again, about systemic racism in Australia. We are reminded, yet again, of the many recommendations that have not been put in place following significant Royal Commissions and Inquiries. Evident in this inaction, is the willful ignorance of Indigenous dispossession and suffering that has defined our history, a cultivated ignorance that works to maintain the power, privilege, and normativity of whiteness. At the same time, the global Black Lives Matter and Indigenous Sovereignty movements have brought a glimmer of hope; could this be a turning point in the fight for racial justice? At this current historical moment, we sought to collect the stories of people engaged in challenging racism in their personal and professional lives, through interviews and qualitative survey responses. Our thematic analysis, informed by critical race and whiteness studies, focused on how different people are responding to the calls for racial justice, what antiracism means and how it is enacted in personal and professional settings, and how solidarities can be supported and sustained. The findings highlight the challenges of enacting critical antiracism in organizational settings, and the often-performative nature of diversity work, as well as how people have found spaces and settings to engage in critical and intentional dialogue around race, whiteness, and coloniality. These spaces are important in supporting and sustaining the often fraught and emotionally taxing work of challenging white supremacy and forging solidarities across differences.

**045 Dismantling Ongoing
Misunderstandings and Myths
About Racism and Its Impact**

Symposium

Day: 6/22/2021 **Time:** 7:25 PM **Room:**
Room6

Abstract

Biopsychosocial factors related to coloniality and the legacy of colonialism are significant social determinants of health and also intersect with BIPOC social identities. This symposium explores the modern-day connections between these biopsychosocial factors among Black and Indigenous communities, two people groups impacted by a history of racism in the U.S. Studies are rapidly emerging in the literature on the super Black woman schema and help-seeking behavior, as well as the sexuality and historical connotations among Black women (Giscombé, 2010, Halseth, 2013; Lavalley & Howard, 2011; Tait, 2013). Within an Alaska Native community, the legacy of colonialism has contributed toward behavioral health stigma that prevents access to care in underserved, rural, and remote areas. The three presenters will offer their research to address: 1) community self-care practices that promote Black Women's health and voices, 2) the link between past and present sexual health trends of Black women, and 3) stigma reduction efforts within the Aleutian Islands Region. Presentations will be followed by a Q & A.

Chairs:

Geraldine Palmer, Council on Ethnic, Cultural, and Racial Affairs (CERA)

Presentations:

Diversity, Equity, Inclusion, and Racial Justice in the Academy and Practice: CERA Continues the Conversation

Vanessa Goodar, National-Louis University

Black women are disproportionately affected by heart disease, stroke, diabetes, breast cancer, cervical cancer, fibroid tumors, premature birth rates, obesity, sickle cell disease, sexually transmitted diseases, mental health issues and most recently COVID-19 compared to white counterparts. Resilience and strength characteristics support coping however, further investigation of research-based, community self-care practice that centers Black Women's voices is needed to address urgent racial health disparities as well as social and environmental stressors that impact Black women's health and quality of life. A theoretical socio-cultural economic framework was developed to explore the role of the Strong Black Woman and the five obligations with the highest impact on Strong Black Women's self-care barriers. Vulnerability resistance, help obligation, religious affiliation, income, and marital status were analyzed (The High Five). Twenty-five self-identifying SBW age 18-74 engaged in Photovoice training and defining one of the High Five self-care targets. Next, participants discussed their lived High Five self-care barrier experiences through photographs and collective storytelling. Future research includes identification of culturally responsive stakeholders interested in prioritizing Black women's self-care actions and stress reduction and planning a High Five Self-care Photovoice exhibit.

Research Specific to Black American Women and Sexuality

Hareder McDowell, National-Louis University

Since the inception of American culture, Black women have been breeders to literally Birth a Nation. However, breeding does not directly correlate with an actual sexual experience. Because sex is required for reproduction, it is assumed Black women were offered the opportunity to explore sex. No, Black women were born into a sexual construct that allowed them to be raped before the term was formally defined. Sex and sexuality are inclusive of body parts that are necessary for sexual pleasure and reproduction. If provided with instruction and education on how the body is used with a consensual partner can lead to healthy and happy sexual experiences. Yet, the ancestors of Black women had no concept this. To conceptualize the idea that current trends among Black American women and adverse sexuality including lack of orgasms, fulfilling sexual experiences resulting in appeal and satisfaction of sexual encounters, body positivity and reproductive health are directly correlated with the historic sexual abuse, hypertexualization and overall bestiality of forced reproduction. A team of community stake-holders in the sexual health and Black women arena's (Christian Community Health Centers, Planned Parenthood, Illinois Caucus for Adolescent Health) will participate in the Story-telling method, detailing experiences surrounding current sexual health trends and compare concepts inclusive of arranged rape, experimental property for science, body parts as transactional tools and methods during slavery and post-reconstruction compared to what is currently challenging Black women and sexual health today. Should the qualitative method of storytelling\post analyzing photo-voice recordings reflect a potential correlation between current sexual trends of Black women that may directly reflect sub-conscious and even genetic trauma of the past, continued research would ensue to

better gather data on a broader scale to inform the medical field as to how Black women are educated surrounding sexual health and reproductive justice.

**“It’s Kind of Like Casting for a Fish”:
Tele-mental Health Acceptability,
Barriers, and Provider Recommendations
in a Rural and Remote Aleutian Islands
Community**

Ali Marvin, Aleutian Pribilof Islands
Association

Tele-mental health technology can be a feasible tool for providing behavioral health care in rural areas. However, there is scant literature to inform providers seeking to implement this technology within Indigenous populations. The Aleutian Pribilof Islands Association is an urban based Tribal Health Organization in Alaska tasked with providing behavioral health services to remote Unangan communities within its service region. As part of an initiative to expand tele-mental health services, a formative program evaluation was conducted to examine the acceptability of tele-mental health technology, identify barriers to service, and elicit provider recommendations from individuals with experience living in an Unangan community. Using a qualitative approach, five individuals with experience living the same rural and remote community were interviewed using a semi-structured format. Data were analyzed using critical thematic analysis and situated within the context of historical trauma resulting from Western colonization. Three primary main themes, each with subthemes, were constructed. Results show that stigma serves as the primary barrier to services, despite the substantial obstacles related to infrastructure. Tele-mental health was

viewed as acceptable only if adequate privacy was ensured. Results portrayed the importance for providers to actively rebuild community trust. The clinical, research, and policy implications resulting from this study can be informative for organizations and providers seeking to implement tele-mental health in Indigenous communities.

Wednesday, June 23rd 10:50am to 12:05pm

047 School Violence: Educator Experiences in Chile, Israel, and the United States

Symposium

Day: 6/23/2021 **Time:** 10:50 AM **Room:** Room 1

Abstract

This session will focus on school violence and the under-represented voices and experiences of educators. Dr. Jorge Varela will present on a study examining cyberbullying against teachers, emotional responses, professional burnout, and well-being among 635 teachers in Chile during the pandemic. Online teaching provides a new context that is important to examine, as well as the need for emotional support and skill development among teachers and students. Dr. Ruth Berkowitz and colleagues will describe a qualitative study on antecedents of teachers' workplace victimization in Israel, examining in-depth interviews conducted with 47 teachers. Using grounded theory and an eco-systemic framework, they highlight antecedents at the individual, organizational, community, and societal levels. School social and organizational climate, pedagogical aspects, and the central role of the principal are highlighted. Dr. Susan McMahon's team will present their adaptation of a model of weapons violence that examines the relations among contributing factors (socialization, individual characteristics, and school environment), motivation, and weapons threat, carrying, and use. They will examine this model with 417 teachers who described their experiences with weapons violence in the U.S., and provide implications for research, practice, and policy. Dr. Justin Heinze and Dr. Marc

Zimmerman and colleagues will describe the growing body of international research on teacher-directed violence that emphasizes high prevalence rates along with the intervention research that has lagged behind. They conducted a systematic review of interventions that address teacher-directed violence around the world. In their review of over 2,600 articles, only six articles met inclusion criteria. They will summarize these findings and highlight recommendations, improved research and training related to threat assessment and crisis intervention strategies, increased funding of opportunities to improve understanding and awareness, and intervention development. Dr. Andrew Martinez will serve as a discussant, highlighting themes and future directions to enhance safety for educators and students.

Chairs:

Susan McMahon, DePaul University, Chicago, IL United States

Discussant:

Andrew Martinez, Center for Court Innovation, New York

Presentations:

Cyberbullying Against Teachers in Chile During the Pandemic: The Negative Effects on Their Emotions and Well-being

Jorge Varela, Universidad del Desarrollo, Santiago, Chile

During the year 2020, due to the health crisis in Chile and the world for the pandemic, active teachers in the Chilean school system had to transform the way they do their work and move from face-to-face

classes to 100% online platform. This new work reality meant an additional challenge to those already imposed by the pandemic context. This context generated some negative behaviors against teachers using these online platforms labeled cyberbullying. Previous studies in Chile have focused on school violence against teachers before the pandemic (Varela et al., 2020) and this new context for teaching. We used a sample of 635 teachers between 21 and 72 years old ($M = 40.7$, $SD = 10.3$; mostly female, 92.3%), from different schools across the country, measuring their levels of victimizations, emotions, professional burnout, and well-being. We followed the ethical guidelines from the Universidad del Desarrollo ethical committee. Our results evidence higher levels of negative emotions and lower levels of well-being among teachers. Even though we evidence a small percentage of cyberbullying against teachers, victims still self-report more negative emotions, such as sadness, hurt, and humiliation. Moreover, some of these negative emotions are also related to lower levels of well-being. Our result highlights the need to provide emotional support for the Chilean teachers, especially for victims of cyberbullying during the Pandemic. In addition, evidence of the importance of teaching adolescents skills to support and respect others within this online environment.

Antecedents of Teachers' Safety and Workplace Victimization: A Qualitative Eco-systemic Analysis of Teachers' Perspectives in Israel

Ruth Berkowitz, School of Social Work, University of Haifa, Israel; *Guy Enosh*, School of Social Work, University of Haifa, Israel; *Naama Bar-On*, School of Business Administration, University of Haifa, Israel;

Shay Tzafir, School of Business Administration, University of Haifa, Israel

Risk and resilience factors antecede workplace victimization (WV). However, the literature has broadly overlooked schools as settings of serious workplace violence occurs. Despite growing concerns regarding the potential costs of the problem, teachers' perceptions have been rarely studied. To fill in this gap, we utilized an eco-systemic framework to explore teachers' perceptions of risk and protective factors for WV and safety. We collected data using semistructured in-depth interviews with 43 post-primary schoolteachers in public schools in Israel. The interviews focused on teachers' perceptions, understanding, and experiences of WV. We followed grounded theory procedures to develop an explanation of the studied phenomena. We extracted units of meaning and organized transcribed material into thematic categories that we connected to compose typologies and substantive perceptions. Findings reveal antecedents of teacher's WV both inside and outside schools at the individual, organizational, community, and societal levels. External factors included students' individual characteristics, mainly cognitive or emotional deficits that increase immediate risk of teachers' victimization. Societal factors included declension of scale of values, disrespectful discourse among youths, worsening perceptions of the teaching profession, and declining parental authority. Community-level antecedents included low household socioeconomic status. Although teachers acknowledged external influences, risk and protective factors in the internal school context were more prominent. Teachers referenced the school's social climate (values, relationships, disciplinary procedures), organizational climate (school ideology, management style), and pedagogical aspects

(academic failure and student interest). The findings reveal the central role of the school principal, who may sway the school community to create a safe setting for teachers. Although teachers' victimization and safety depend on larger influences beyond schools' direct responsibilities, schools with positive and supportive social and organizational climates may buffer external risks for teachers' WV. We highlight directions for future research and important practice guidelines to increase teachers' workplace safety.

Weapons Violence against United States Teachers: A Theoretical Model

Kailyn Bare, DePaul University; *Elena Gonzalez Molina*, DePaul University; *Kayleigh Zinter*, DePaul University; *Safa Asad*, DePaul University; *Yesenia Garcia*, DePaul University; *Cori Tergesen*, DePaul University; *Susan McMahon*, DePaul University

Throughout the past two decades, a growing body of international literature has been devoted to understanding teachers' experiences of violence in schools. Much of this research has focused on uncovering prevalence rates of this type of aggression. Worldwide, teacher reports of experiencing a violent incident range from 20% to 75% in a given two-year period (Longobardi et al., 2019). The prevalence of teacher-directed violence is concerning, and high rates have been reported in various countries, including Israel (Khoury-Kassabri et al., 2009), the Czech Republic (Kopecký & Szotkowski, 2017), Turkey (Ozdemir, 2012), South Africa (de Wet, 2010a), Canada (Wilson et al., 2011), Slovakia (Dzuka & Dalbert, 2007), Taiwan (Chen & Astor, 2009), South Korea (Moon et al., 2015), Finland (Kauppi & Pörhölä, 2012), The Netherlands (Mooij,

2011), Croatia (Prpić, 2019); Jordan (Alzyoud et al., 2016) Brazil (Melanda et al., 2019) and the United States (Tiesman et al., 2013; McMahon et al., 2014; Maeng et al., 2020). Despite this documentation from around the world, interventions focused on the prevention of teacher victimization have received less attention. We conducted a systematic review of extant empirical literature to examine two main research questions: 1) What interventions and trainings exist to prevent the violence victimization of teachers? and 2) How effective are these interventions and trainings in preventing the violence victimization of teachers? Following a comprehensive literature search of over 2600 potential abstracts focused on teacher victimization, only six articles met the inclusion criteria for this study. Of these six studies, only two studies were randomized control trials, two were observational, one was quasi-experimental, and one was descriptive. The results reinforce the need for further studies of teacher victimization-focused interventions. We provide recommendations based on existing literature to begin to address this gap and develop best practices for preventing teacher-focused violence in schools and online.

Teacher Victimization Interventions in Schools: A Systematic Review

Justin Heinze, University of Michigan; *Naomi Pomerantz*, University of Michigan; *Kailyn Bare*, DePaul University; *Gaurab Maharjan*, University of Michigan; *Marc Zimmerman*, University of Michigan; *Susan McMahon*, DePaul University

Throughout the past two decades, a growing body of international literature has been devoted to understanding teachers'

experiences of violence in schools. Much of this research has focused on uncovering prevalence rates of this type of aggression. Worldwide, teacher reports of experiencing a violent incident range from 20% to 75% in a given two-year period (Longobardi et al., 2019). The prevalence of teacher-directed violence is concerning, and high rates have been reported in various countries, including Israel (Khoury-Kassabri et al., 2009), the Czech Republic (Kopecký & Szotkowski, 2017), Turkey (Ozdemir, 2012), South Africa (de Wet, 2010a), Canada (Wilson et al., 2011), Slovakia (Dzuka & Dalbert, 2007), Taiwan (Chen & Astor, 2009), South Korea (Moon et al., 2015), Finland (Kauppi & Pörhölä, 2012), The Netherlands (Mooij, 2011), Croatia (Prpić, 2019); Jordan (Alzyoud et al., 2016) Brazil (Melanda et al., 2019) and the United States (Tiesman et al., 2013; McMahan et al., 2014; Maeng et al., 2020). Despite this documentation from around the world, interventions focused on the prevention of teacher victimization have received less attention. We conducted a systematic review of extant empirical literature to examine two main research questions: 1) What interventions and trainings exist to prevent the violence victimization of teachers? and 2) How effective are these interventions and trainings in preventing the violence victimization of teachers? Following a comprehensive literature search of over 2600 potential abstracts focused on teacher victimization, only six articles met the inclusion criteria for this study. Of these six studies, only two studies were randomized control trials, two were observational, one was quasi-experimental, and one was descriptive. The results reinforce the need for further studies of teacher victimization-focused interventions. We provide recommendations based on existing literature to begin to address this gap and develop best practices for preventing

teacher-focused violence in schools and online.

048 Recruiting Hidden and Hard-to-Reach Populations: Stories from the Field

Symposium

Day: 6/23/2021 **Time:** 10:50 AM **Room:** Room 2

Abstract

Community psychologists are committed to using social science as a tool towards social justice and liberation. To do this, many community psychologists make intentional efforts to center the voices and experiences of marginalized individuals and communities. In so doing, we can challenge dominant narratives, structural violence, and the lie of white supremacy. Oftentimes, the individuals and communities whose voices and experiences should be centered in our work are difficult to identify and access readily. This is not coincidental. Marginalized individuals and communities are often hidden and hard-to-reach out of necessity, as the anonymity and seeming invisibility may protect them from systemic and structural harm. Many community psychologists receive some training in how to identify and access hidden and hard-to-reach populations. However, there is no replacement for actual experience in the field, where nuanced challenges and obstacles arise along the way, and we are required to make thoughtful pivots in real time in response to what is happening. In this symposium, presenters will share their experiences recruiting specific hidden or hard-to-reach populations. They will tell stories from the field about actual challenges and obstacles that emerged, how they responded to them, and what they learned from their work. Specifically, across the four presentations in this symposium, the presenters will discuss their work in

recruiting adolescent sexual assault survivors; African American sexual assault survivors; former gang members; folks who are undocumented; and female sex workers.

Chairs:

Jessica Shaw, University of Illinois at Chicago

Discussant:

Nkiru Nnawulezi, University of Maryland-Baltimore County

Presentations:

Recruiting Survivors of Adolescent Sexual Assault for Qualitative Interviews: Initial Plans, Emerging Obstacles, and Critical Pivots

Jessica Shaw, University of Illinois at Chicago; *Abril Harris*, Boston College; *Caroline Bailey*, University of Illinois at Chicago

Adolescents are sexually assaulted at a rate higher than any other age group, and are less likely to seek post-assault care that may help mitigate the short- and long-term impacts of the assault. If teens do choose to seek care, their legal status as a minor may limit their ability to exercise agency in deciding who learns about their assault, and what happens next. Mandatory reporting laws across the country often require the sexual assault of an adolescent to be reported to local and state agencies, regardless of the teen's desires or intentions in initially seeking post-assault care. This may discourage teens from seeking care, or exacerbate the negative impacts of the assault itself, as they are unable to have control in telling their story and what happens next. Mandatory reporting laws also have the potential to help teens, as such laws may initiate a response from local and state agencies that halts the abuse and prevents further harm. Importantly, when

policymakers and practitioners gather to examine and discuss the benefits and challenges in mandatory reporting laws and their implementation in the context of adolescent sexual assault, adolescent survivors are most often left out of the conversation. In this presentation, we will briefly describe a mixed-methods study that examined the impact of mandatory reporting on adolescent sexual assault, with a particular focus on centering teen survivors' voices to understand how mandatory reporting impacts their expectations, experiences, and decisions following an assault. We will talk specifically about the strategies we employed to recruit a diverse group of survivors of adolescent sexual assault in one Northeastern state; significant challenges and obstacles we encountered along the way; and key decisions we made in real time to ensure survivors' voices made it to the table.

Community-Academic Qualitative Research with African American Survivors of Sexual Violence: Challenges and Recommendations

Oluwafunmilayo Ayeni, Michigan State University

African American women are disproportionately impacted by sexual violence, which often goes unreported and under-addressed. Despite the prevalence of sexual violence against African American women, very little attention has been devoted to their experiences with sexual victimization in sexual violence research and literature. Given the highly stigmatized nature of sexual violence in the African American community, researchers often encounter difficulties when attempting to gain access to survivors of sexual violence who identify as members of this group.

Researchers have begun to initiate community-academic collaborations to gain access to research participants and facilitate a reciprocal process of knowledge sharing. Nonetheless, community-academic collaborations still present unique challenges in its implementation along with challenges encountered in the research process. This talk will review the study design challenges identified from a qualitative study that examined the impact of a culturally relevant sexual assault intervention for African American women. Challenges identified include gaining access to research participants; participant distrust of the research process; challenges in sampling; risks to participation; and resource limitations. This talk will conclude with recommendations for qualitative researchers across disciplines attempting to conduct research with survivors of sexual violence, which may be particularly useful for researchers engaged in community-academic partnerships. Recommendations include utilizing culturally relevant methods, practicing reflexivity throughout the research process, building trust and rapport with community partners and participants before attempting recruitment, prioritizing participant preferences, and maintaining confidentiality.

“What is Trauma?” Challenges and Successes in Recruiting Former Gang Members in a Mixed-Methods Study on Psychological Trauma and Traumatic Stress

Christine Valdez, California State University, Monterey Bay

Research on psychological trauma often requires inquiry into sensitive topics that involve hard-to-reach populations. The past few decades have seen exponential growth

in the field of trauma research, enabling researchers to identify creative ways to recruit various trauma populations. Yet, there remain a number of underserved communities that are significantly impacted by trauma, and strategies are needed to access these hidden populations. This talk will discuss the recruitment of a diverse sample (N=32; M age=44.4 years; 87.5% male; 56.3% Hispanic or Latino, 31.3% African American) of former gang members with dense lived experiences (M time in their former gang=17.38 years, SD=10.62). Although gang-involved individuals are not new to research, as there is an abundance of research examining their criminal behavior and aspects of perpetration, only recently have they been recognized as vulnerable victims of trauma. Thus, much research on gang-involved individuals has sampled from points of contact with the justice system, which has perpetuated stereotypic assumptions and may contribute to oppressive biases. Identifying ways to recruit gang-involved individuals from the community may broaden the scope of knowledge on their lived experiences to support the wellbeing of this marginalized population in ways that could reduce violence. A team of undergraduates supervised by a clinical psychologist recruited former gang members from the community nationwide over a year for this preliminary mixed-methods study on trauma, psychiatric morbidity, and treatment utilization. The presenter will discuss challenges with recruitment-and-engagement, including IRB concerns around communicating with former gang members, shared language with participants on study constructs, and identifying community spaces and sources for recruitment. Recruitment-and-engagement successes will be highlighted, including chain-referral sampling, engaging with community organizations for recruitment support, and

utilizing various technology and software for ongoing communication to retain participants. Limitations of the sampling method and generalizability of findings will be addressed.

Recruitment of hard-to-reach population groups in health-related research: Adaptations to snowball sampling strategy

David Lardier, University of New Mexico

Constructing scientifically sound samples of hard-to-reach populations or hidden populations is a challenge for research projects. Traditional sampling methods are not useful. Snowball sampling has been traditionally used to recruit hard-to-reach or difficult-to-reach groups. Experiences related to this sampling technique have generated a body of knowledge about both the benefits and limitations of this approach. To expand upon this basic knowledge, the author will discuss their own adaptations to this basic approach in identifying hard-to-reach and hidden populations (e.g., undocumented people living in the United States or female sex workers). This presentation will offer a few examples from the primary author's personal and collaborative research experiences to demonstrate how adaptations of the snowball sampling technique can be used to improve outreach efforts to engage hard-to-reach groups around topics related to health and wellness. Specifically, the author will draw on primary examples of adaptations and variations of the snowball recruitment strategy and talk to additional approaches such as venue-based recruitment and a CBPR approach to recruitment, which have yielded beneficial outcomes when engaging hidden populations. To achieve this goal, the author will discuss: (1) framework for

sampling; (2) the source used to initially recruit sample; (3) the direct focus of the sources or the sampling group; (4) study focus; (5) qualitative outcomes of interest and utility among sampling group. Overall, this discussion hopes to provide information on effective and efficient recruitment strategies. Variations on the snowball sampling technique have proven to be adaptable and appropriate in a wide variety of research applications. This technique must be carefully evaluated and discussed to ensure optimal usage among heterogeneous population groups – there is no, one size fits all approach, particularly in health-related research.

049 Intersections of Race and Religion

Symposium

Day: 6/23/2021 **Time:** 10:50 AM **Room:** Room 3

Abstract

This symposium examines ways that racial identity intersect with religious and ethnic identity, in relation to addressing white supremacy, racial and religious privilege, and injustice. Race/ethnicity and religion can intersect in myriad ways, leading to varying attitudes or experiences in everyday life—just or unjust. Religious social identity remains a significant part of U.S. social experience, despite decreasing religious affiliation. As such, religious identity remains an important factor, and potential resource, for uprooting white supremacy, and dismantling racism, an urgent task for all institutions and communities, religious or secular. Religious identity can serve as a motivation to address racial injustice or can be intertwined with beliefs about whiteness, privilege, and racial superiority. Conversely, racial and religious identity may be connected with religious prejudice. A nexus of race and religion can also occur during

interfaith engagement, where people cross inter-religious or interfaith boundaries for dialogue, activism, service, and bridge building. People enter into interfaith spaces bringing their racial/ethnic identities, shaping experiences, and influencing their motivations for engagement in social justice action. Interfaith settings (dialogue, activism, service, bridge building) can be opportunities for racial justice and antiracism work. The first two presentations examine religious and racial identity, while the last two center interfaith engagement. The first presentation examines the intersectional identity development of Muslim youth in the U.S. The second explores how Christian religious identification can shape lack of privilege awareness for White male students, but not students of color. The third illustrates how interfaith dialogue can be taught from a framework of racial and social justice. The fourth shares ways that race motivated and shaped participant experiences of interfaith engagement. Presentations and discussion will examine the implications for addressing white supremacy, racial and religious privilege, and injustice.

Chairs:

Jennifer J.F. Hosler, University of Maryland, Baltimore County

Discussant:

Pamela Martin, University of South Carolina

Presentations:

Intersecting Identities of Muslim American Youths

Hasina A. Mohyuddin, Vanderbilt University

Muslim American youths are often confronted by negative stereotypes of their

religion in the United States, making the process of religious identity formation for this group especially complicated. The process of religious identity formation may be further complicated when considering other facets of identity that also shape how youths look at their religious identity. This paper explores the religious identity development of Muslim American youths (ages 10-14 years old) in a mid-sized city in the Southern United States, and whether and how it intersects with other facets of identity (specifically, race, ethnicity, and gender) using focus group interviews (n = 34). Data reveal that the Muslim youths in this sample have positive feelings about their Muslim identities, though their experiences often vary by race, ethnicity, and gender.

Additionally, parents and peers often conflate or wrongly ascribe identities to Muslim youths, such that youths must often negotiate and (re)define their various identities with significant others in their lives. Finally, the data show that using an intersectional lens can help highlight and raise voices of Muslim youths that may be obscured, such as Muslim youths with non-Muslim relatives or the challenges faced by Muslim English language learners.

Understanding the varied voices of Muslim youths can help parents, teachers, and community leaders support the ways in which Muslim American youths negotiate their religious identities to foster healthy identity development in a post 9/11 world.

Religion and Race Work Together to Predict Awareness of White Privilege and Male Privilege

Nathan R. Todd, University of Illinois at Urbana-Champaign; *Emily J. Blevins*, University of Illinois at Urbana-Champaign; *Jacqueline Yi*, University of Illinois at Urbana-Champaign; *Brett A. Boeh*

Bergmann, University of Illinois at Urbana-Champaign; *Camarin Meno*, University of Illinois at Urbana-Champaign

Scholars have noted that dominant groups often are not aware of the privileges they benefit from due to their dominant group membership (Israel, 2012). Yet individuals are members of multiple groups, where some groups may be marginalized and others dominant, raising the question of how different facets of group membership work in concert to facilitate or inhibit awareness of multiple forms of privilege. Awareness of privilege is important as research shows awareness is linked to social action (e.g., Ulug & Troop, 2020), and also because unawareness of privilege may reinforce systems of oppression. In this study, we examined how occupying intersecting categories of race, gender, and religion contributed to an awareness of White privilege and male privilege. In a sample of 2,321 Midwestern college students, we demonstrated that marginalized groups reported greater awareness of White and male privilege than dominant groups. Moreover, race and religion interacted such that for White students, those who also identified as Christian had lower levels of awareness of both White and male privilege, compared to White students who identified as Areligious or some other religion. The same effect for religious identification was not present for students of color. To discuss these findings, we draw on cultural toolkit theory from sociology (Swidler, 1986) and the larger literature on religion and race to understand how facets of belief may operate to exacerbate unawareness of privilege for White but not students of color. Overall, this study will point to (a) diversity within Christianity and (b) the importance of considering how race and religious identification work in concert in contributing to awareness of multiple forms

of privilege. We also will discuss study limitations and implications for community psychology research and practice.

“Racial Equity is an Interfaith Movement”: Student Revelations from an Interfaith Dialogue Course

Ashmeet K. Oberoi, University of Miami

For many, religion, faith, agnosticism, and atheism are important aspects of their identity. Realizing that faith and spirituality are an oft-neglected area of diversity and influence in racial and social justice efforts, this presenter developed an InterGroup Dialogue Course on Worldviews to create a space for students to discuss this aspect of themselves. This presentation will share experiences and reflections of students in this dialogue based course that addressed the following urgent questions: (1) How are my identity, values, and worldviews informed by my faith or secular traditions? (2) How can I engage in dialogue with people who belong to religious and non-religious traditions different from my own? (3) How do I work with people of different faith backgrounds and worldviews to promote social and racial justice, and religious pluralism? (5) How does religious discrimination intersect with additional social -isms? What steps can we take to overcome these intersecting issues within a polarized contemporary culture? In addition to sharing reflections, we also will discuss how an explicit intersectional lens was centered in the facilitation of this course to create nuanced, intersectional understandings of identity, socialization, and to foster critical consciousness while continuing to focus on religious traditions, cultural identity, and worldview. We aimed to create a space where students examine the relationships between different social

identities and White supremacy, and ongoing racial injustice. By taking such a lens, and being flexible in facilitation, we share how students and facilitators were able to have in depth discussions about religious pluralism, culture, racism, and the intersections of oppression and justice within the current socio-political context. The course is grounded in a belief that dialogue can be transformative and lead to further action.

Interfaith Engagement Intersecting Race/Ethnicity: Findings from a Qualitative Study

Jennifer J.F. Hosler, University of Maryland, Baltimore County

Interfaith engagement involves contact and interventions to improve relations between people of different religions. It encompasses dialogue, activism, service events, cooperation, education, and more. This presentation will share preliminary results from a qualitative study on interfaith engagement in the U.S., particularly findings that intersect with race/ethnicity (N = 34). The research examined participant experiences in interfaith activities, motivations and pathways for their interfaith engagement, barriers challenging involvement, and ecological factors of influence. Additional research questions explored the impact of minoritized religious identity status, potential lack of representation in interfaith events, and what roles the 2016 U.S. Presidential election, the “Muslim bans,” and recent anti-Semitic attacks may have had in influencing participants’ interfaith engagement. Data analysis is underway and will be complete prior to the Biennial; initial findings highlight the important intersection of race/ethnicity and interfaith engagement.

Emerging themes include interfaith engagement as a means to address racial/ethnic divisions (e.g., police brutality, xenophobia), disparate levels of Islamophobia between Black and White communities, interest in partnerships between Black Christian and predominantly White Jewish congregations, and the need to effectively address religious and/or racial superiority in the context of interfaith engagement (Christian hegemony; White Christian supremacy). Additionally, for some, interfaith engagement provided opportunities to cope with racial/ethnic and/or religious oppression. Several participants made explicit links between religious and racial/ethnic oppressions, citing the need and opportunity for people from any or all marginalized identities to ally with each other across religious and racial/ethnic identities. Implications for community psychology research and practice will be discussed in light of these findings. These include the need for intersectional assessments of interreligious dynamics in the U.S. and the opportunity to utilize interfaith activities to address racial and religious injustice, linking both oppressions.

050 Supporting community with community: Symposia highlighting community from youth participation to national level metrics

Symposium

Day: 6/23/2021 **Time:** 10:50 AM **Room:** Room 4

Abstract

Community engagement has been a core principle for community psychologist since the founding of the discipline in Swampscott, Massachusetts, 1965. Advocacy, practice, and research efforts have emboldened the growth of community

engagement through participatory action efforts. As communities are dynamic so too are the forms of participatory action research. This symposium explores community engagement at individual, institutional, state, and national levels. The first paper focuses on how young people participate in local government and identifies how youth debunk myths about who holds “knowledge” in the community. The second paper proposes a social relational model of community engagement in the development of a microtransit system in a mid-size Southeastern city. The third paper utilizes participatory research in the development of state-level logic models to align all state-funded substance misuse prevention initiatives for youth in New Jersey. The final paper explores national-level predictors of community engagement and community psychology interventions that could enhance participation. Across the papers there are common themes of how to engage with communities and how authentic engagement reveals valuable insights. Using a variety of studies, we hope to spark a conversation with the audience about unique engagement methods and implications for that engagement at local, state, and national levels.

Chairs:

Jordan Jurinsky, Human & Organizational Development, Vanderbilt University, Nashville, TN

Presentations:

Youth Participation: Knowledge and Governing

Peta Dzidic, School of Population Health, Curtin University, Perth, Australia; *Lauren Breen*, School of Population Health, Curtin University, Perth, Australia

This presentation describes a research project from Western Australia that focuses on how young people participation at a local government level. This study explores with youth their understanding of how government works, as well as their own desires to have agency and shape the communities of which they are a part. Findings will share youth perspectives that explore how youth debunk myths surrounding who holds knowledge within the community, and what is valued as ‘knowledge’. Implications for future interventions with youth will be explored.

The Contribution of Participatory Research to the Development of a Statewide Epidemiological Profile in New Jersey

Alisha Cupid, Center for Prevention Science and Northeast & Caribbean Prevention Technology Transfer Center, School of Social Work, Rutgers University; *Kristen Gilmore Powel*, Center for Prevention Science and Northeast & Caribbean Prevention Technology Transfer Center, School of Social Work, Rutgers University; *N. Andrew Peterson*, Center for Prevention Science and Northeast & Caribbean Prevention Technology Transfer Center, School of Social Work, Rutgers University; *Suzanne Borys*, Office of Planning, Research, Evaluation and Prevention, New Jersey Division of Mental Health and Addiction Services, Trenton, NJ, United States of America; *Don Hallcom*, Office of Planning, Research, Evaluation and Prevention, New Jersey Division of Mental Health and Addiction Services, Trenton, NJ, United States of America

The overall aim of the Prevention Collaborative is to align all state-funded substance misuse prevention initiatives in

New Jersey. The Prevention Collaborative includes members from grassroots community coalitions along with the New Jersey Division of Mental Health and Addiction Services, New Jersey Prevention Network, the Governor's Council on Alcoholism and Drug Abuse, and the Rutgers Center for Prevention Science. The primary goals of the collaborative include the development of state-level logic models for the prevention of underage drinking, prescription drug misuse, marijuana, and tobacco. These logic models will be used to integrate with county and local logic models. The logic model was cited as a useful tool for identifying any gaps in the work being done and serve as a resource for coalitions to strategically address health disparities in their communities at the local level. The participatory epidemiological model is driven by local needs and aims to change social and other determinants of health. This model encouraged the use of the community in determining the goals, questions, gaps, and criteria to develop the Epidemiological Profile. There was a presentation followed by a focus group in which participants expressed overall thoughts on the purpose of the logic models, cited potential challenges to successful implementation, and communicated their expectations for their agency's role going forward. The final steps of the state-level logic models included the gathering of state level data to complete the problem statement for each of the 4 logic models. Community-led working groups gathered and reviewed data for the four substance priorities, which showed prevalence, trends over time, and how NJ compares to the US to inform decisions on which high and medium priority measures will be included into the final state-level logic models.

Well-being as equality, human development and happiness and the role

of citizen activism, volunteering and voter participation: A global country-level study

Douglas D. Perkins, Human & Organizational Development, Vanderbilt University, Nashville, TN; *M. Reha Ozgurur*, Human & Organizational Development, Vanderbilt University, Nashville, TN

We propose and test a new model for predicting multiple measures of well-being at the country level based on the U.N. Human Development Index (HDI), income inequality (GINI), inequality-adjusted HDI, and National Happiness (U.N. Sustainable Development Solutions Network world survey of life satisfaction). Using data on 105 countries representing 95% of the world's population, we analyze the relative influence of a history of grassroots activism (Global Nonviolent Action Database), citizen volunteering (Gallup Civic Engagement Index) and voter participation (Institute for Democracy and Electoral Assistance) to predict each measure of well-being. Discussion of other factors (e.g., civil and political rights, cultural "looseness-tightness") that may explain variability across countries, and community interventions in CP and 11 other disciplines that could enhance participation in various contexts is explored.

Mobility for All: Community as producers of transit innovation

Jordan Jurinsky, Human & Organizational Development, Vanderbilt University, Nashville, TN; *Paul Speer*, Human & Organizational Development, Vanderbilt University, Nashville, TN; *Chandra Ward*, Sociology, University of Tennessee at

Chattanooga, Chattanooga, TN; *Abhishek Dubey*, Department of Electrical Engineering & Computer Science, Vanderbilt University, Nashville, TN; *Philip Pugliese*, General Manager Planning & Crants, Chattanooga Regional Transportation Authority (CARTA), Chattanooga, TN

Public transit operates as the primary conduit to employment for many urban residents. A lack of access to quality transportation can result in low employment participation, reduced access to resources, and long-term cycles of deprivation. Mobility on demand has emerged as one solution to merge technological innovation and public transit. However, many transit agencies approach community members as consumers rather than producers of transit systems, which hinders technology uptake and results in failed partnerships. Mobility for All (MFA) is an evolving community-campus partnership addressing the growing need for transit innovation in Chattanooga, Tennessee. MFA consists of an interdisciplinary team including community partner Chattanooga Area Regional Transit Authority (CARTA) and academic partners at Vanderbilt University, University of Tennessee at Chattanooga, Cornell University, University of Washington, and the University of Houston representing community psychology, computer science, electrical engineering, urban planning, and sociology. MFA aims to integrate fixed-line transit with on-demand microtransit. In contrast to previous community engagement strategies that consider citizens as rational consumers, MFA develops and implements a relational model of engagement that assumes people are complex, democratic citizens. This model unearths typically hidden social networks to better understand transit needs and barriers among difficult to reach populations. Tapping into these

networks also creates a bidirectional relationship where sustained, iterative transit innovations can incorporate community input and evaluation. The emergence of microtransit as a technological innovation has historically floundered because partnerships failed to prioritize community needs and equity. MFA seeks to remedy this by implementing a relational model of community engagement with on-going evaluation using novel measures of transit equity. Strengths and weaknesses of microtransit, the relational model of community engagement, and transit equity metrics as well as future directions will be discussed. Audience interaction will take place through polls and a collaborative digital whiteboard.

051 Youth Participatory Action Research in a Changing and Challenging World: Leveraging Lessons Learned From 2020 and Beyond

Symposium

Day: 6/23/2021 **Time:** 10:50 AM **Room:** Room 5

Abstract

Youth Participatory Action Research (YPAR) is a key approach for disrupting power dynamics between adults and youth, supporting young people to create change, and amplifying the voices of marginalized youth (Bertrand, 2018; Ozer, 2017). Despite the well-documented potential of YPAR, there are a number of challenges associated with its implementation. Such difficulties include structural challenges and limited resources (e.g. Kohfeldt et al., 2010), lack of adequate training and support for facilitators (e.g. Buttimer, 2018), as well as barriers to students' participation and full enactment of action (e.g. Stillwell, 2016; Keddie, 2019). Additionally, as is common in community-engaged research, these challenges can be

exacerbated during times of uncertainty or instability (e.g. Coburn & Penuel, 2016; Stoecker, 2008). For youth and adults alike, the world became increasingly uncertain and unstable in the spring of 2020. The COVID-19 pandemic shifted schooling and social interactions in dramatic ways that impacted youth, exposing and exacerbating existing inequities. Despite highly challenging circumstances, academics and youth workers have sustained or initiated YPAR projects during this time. These projects offer important insights and provided youth an opportunity to engage in inquiry and action during a time in which their worlds were being vastly changed at the hands of adults (e.g. Efuribe et al, 2020). They also showcased innovative ways to implement YPAR, even under duress. Racial justice uprisings, many led by young people, brought further opportunities for change and social and political impact for U.S. youth. This session will feature presentations from four groups who have been conducting YPAR prior to and during the pandemic. Presenters will share lessons learned on how to attend to challenges faced in YPAR implementation and key takeaways for conducting YPAR in ways that are responsive to the challenges and opportunities of our country and world in crisis.

Chairs:

Jennifer Renick, University of California, Irvine

Presentations:

Accountable to Whom? Centering an Ethic of Caring in UpRISE during the COVID Crisis

Heather Kennedy, Center for Public Health Practice, Colorado School of Public Health

Started in 2018, UpRISE, Colorado’s social justice youth tobacco control movement, is a three-year demonstration project to authentically engage youth in identifying and addressing the root causes of youth nicotine use. UpRISE coalitions, hosted by youth-serving organizations or schools, receive \$5,000 mini-grants yearly and ongoing training and technical assistance to engage youth in a three-stage process using youth participatory action research and youth organizing. The COVID pandemic dramatically changed the work of our twenty-two UpRISE coalitions. Facilitators reported that youth’s basic needs for food, housing, or internet were not met and youth reported trauma from losing loved ones and increases in anxiety and depression due to prolonged isolation. We invited coalitions to use their mini-grant funds to address emerging needs during the crisis period (March-June 2020). As a result, coalitions centered on an ethic of caring by mailing large care boxes of food and art supplies to members, handing out masks to their community, delivering groceries for families, or paying youth directly. We found that by addressing youth’s basic and mental health needs we maintained connections to youth. These relationships were leveraged to increase engagement in online programming during the chronic stage of the pandemic (September -present). In addressing the emerging basic and mental health needs of UpRISE youth participants and sidelining our tobacco control focus and “measurable” deliverables, we challenged norms related to White supremacy culture in our work that emphasize quantity over quality and power hoarding. We listened to what young people needed and created flexible expectations and opportunities that centered community care and relationships. In doing this, we communicated an ethic of caring. In the end, we answered the question “Accountable to whom?”. Our answer was not our funder or

the University, we are forever accountable to young people.

Technical Assistance in Crisis: Capacity building for YPAR Implementation and Impact

Emily Ozer, University of California, Berkeley; *Brian Villa*, University of California, Berkeley; *Michelle Abraczinskas*, University of Florida; *Mariah Kornbluh*, University of South Carolina

A key framework in community psychology, the Interactive Systems Framework, posits that general capacity, innovation-specific capacity, and motivation are necessary ingredients for successful implementation of interventions in community settings (Wandersman et al., 2008). This framework has been fruitfully applied to the diffusion and sustainability of YPAR (e.g., Ozer et al., 2008). In the last decade, there has been a rapid growth of YPAR in U.S. K-12 education in elective courses, required courses (e.g., social studies), and after-school spaces (Anderson et al., 2020; Ozer, Abraczinskas et al. 2020, Kennedy et al., 2019). Embedding YPAR within K-12 curricula has built capacity for sustained and high-quality implementation. However, school closures during the COVID-19 pandemic undermined existing YPAR structure and implementation processes, especially in under-resourced public schools with constrained synchronous instruction, limiting the interactive engagement critical for YPAR. Thus, at the historical moment when student voice was arguably most essential to inform K-12 education in the face of ever-growing educational, social, and health inequities, formal YPAR opportunities were essentially cancelled. Here, drawing from interviews, field notes, and archival documents, we examine: (1) the

barriers and facilitators of YPAR in multiple U.S. school districts, (2) lessons learned as these districts abruptly transitioned from in-person curricula to online, (3) how we worked with districts to build capacity for online-focused lessons on the existing YPAR Hub site and within districts' own programming, (4) opportunities seized and missed for knowledge generated by YPAR and other student voice efforts to inform time-sensitive school and district decisions, (5) student insights about the pandemic and return to school, and (6) implications for informing the continued use of digital platforms for YPAR to connect youth researchers at a geographical distance, a pre-pandemic growth area (Gibbs, Kornbluh et al., 2020) now accelerated by the pandemic.

Equitable Participation in a Virtual Context: Potentials and Pitfalls for Including Diverse Voices in a Digital YPAR Project

Jennifer Renick, University of California, Irvine; *Giesi Lopez*, University of California, Irvine; *Nancy Mendez*, University of California, Berkeley; *Brianna Urrutia*, University of San Francisco

Youth participatory action research can be an impactful approach for advancing social justice in developmental settings by allowing marginalized students to raise awareness about disparities and inequities (Suleiman et al., 2019). In school based YPAR, projects with students of color can challenge deficit perspectives about such students and disrupt traditional hierarchies between students of color and school administration (Morales et al., 2017; Bertrand, 2018). Often, school based YPAR projects occur within classes or clubs on campus (e.g. Ozer & Wright, 2012; Shamrova & Cummings, 2017), which may

limit the diversity of participants. However, there is a risk in bringing different groups on campus together in the context of YPAR, as Wallerstein and Duran note, drawing on the work of Cooke and Kothari, that within participatory research there can be "...the tyranny of the group, where group dynamics may reinforce the individuals in the community already in power" (Wallerstein & Duran, 2008, p. 32). To learn how YPAR projects can have equitable participation amongst diverse groups of students and avoid reinforcing existing power dynamics on campus, we have been conducting a YPAR project with a middle school that has a predominantly Latinx student population, with over 60% of students qualifying for free or reduced lunch. Beginning in March of 2021, all project meetings have been virtual and issues of participation in a virtual context emerged from early on, beginning in meetings with school staff discussing recruitment. Drawing on field notes from planning meetings with staff, as well as recordings and transcripts from project meetings with students, we highlight the ways in which a virtual setting offered both affordances and hindrances for the participation of diverse students. Lessons learned from this project offer potential practices that can be adapted outside of virtual settings, to continue to advance equitable participation in YPAR projects.

Shifting Ground: Sustaining and Expanding YPAR During Uncertain Times

Brandon Louie, Center for Regional Change, University of California, Davis

For the past five years, staff from the UC Davis Center for Regional Change (CRC) have guided implementation of YPAR within CalFresh Healthy Living, UC's

SNAP-Ed programming along with Dr. Nancy Erbstein in the UC Davis School of Education. This initiative supports youth action researchers from marginalized and under-resourced communities across California to promote policy, systems and environmental (PSE) changes that increase health equity and address the social determinants of health. UC Cooperative Extension nutrition educators serve as the key adult allies in this effort in collaboration with classroom teachers and after school program coordinators. In addition to the professional development and support needs of YPAR facilitators (e.g., Anyon et al., 2018; Ozer et al., 2008), integration of YPAR into SNAP-Ed programming entails a substantial shift for nutrition educators primarily accustomed to direct and indirect education interventions (Gantner & Olson, 2012; Hill et al., 2020; Pope et al., 2020). To support further institutionalization of YPAR within SNAP-Ed programming, the CRC provides technical assistance and capacity building through a cohort model utilizing train-the-trainer and peer mentorship approaches in conjunction with online curricular support. These programs and the communities they serve have been shaken by the impacts of the COVID-19 pandemic and deepening health disparities rooted in white supremacist policies and practices. Drawing upon our experiences from this past year, we will highlight the following strategies developed to sustain and extend youth leadership in PSE change interventions in the face of pre-pandemic needs and COVID-19's novel challenges: 1) adaptation of our cohort model to respond to a multitude of site-specific needs and opportunities brought about by the pandemic, 2) expansion of remote train-the-trainer approaches, and 3) development of scaffolded pathways providing additional onramps into facilitating YPAR projects for new practitioners who have traditionally

been most comfortable with direct instruction methods.

052 Discrimination and Intersectionality Among People of Color

Symposium

Day: 6/23/2021 **Time:** 10:50 AM **Room:** Room6

Abstract

A large literature has documented the negative effects of racism and discrimination on psychosocial outcomes (see Benner et al., 2018 and Carter et al., 2019 for meta-analytic reviews). People of color (POC) may experience multiple forms of discrimination in connection to race, immigrant background, and gender, among other identities (DeBlaere et al., 2014; Godfrey & Burson, 2018). However, multiple minority identities do not only have an additive effect. The theory of intersectionality suggests that multiple marginalized identities generate unique experiences of oppression that may be incomplete when identities or systems of oppression are only considered separately (Bowleg, 2008; Crenshaw, 1989). The proposed symposium presents four papers that examine discrimination and intersectionality among POC using diverse methodologies including quantitative methods, qualitative methods, and systematic narrative review. Packard examined how sexual assault, racism, and income are related to PTSD symptom clusters. Sheikh investigated unique and mediational effects of systemic race-related stress and emotion dysregulation on depression. Kumar explored the role of intersecting identities in refugee women's discriminatory experiences and how these influence their mental health. Delbasso examined the influence of discrimination on POC's civic action. Presenters will discuss

implications of these results for promoting resilience among POC in the context of intersecting systems of oppression. Feedback and questions from symposium attendees will be encouraged to facilitate discussion.

Chairs:

Claudia A. Delbasso, Georgia State University

Discussant:

Sierra Carter, Georgia State University

Presentations:

How Sexual Assault, Racism, And Income Are Related to PTSD Symptom Clusters Among Black Women

Grace Packard, Georgia State University; *Keianna Moyer*, Georgia State University; *Bekh Bradley*, Atlanta VA Medical Center; *Abigail Powers*, Emory University; *Sierra Carter*, Georgia State University

Experiences of oppression overlap with and contextualize traumatic experiences, particularly for Black women, who experience violence and marginalization as a confluence of multiple forms of oppression. Research is needed to understand how these experiences are situated within traditional frameworks for PTSD symptoms and considerations for trauma treatment. 1554 Black women were recruited from waiting rooms of a public hospital in Atlanta, GA. Multiple hierarchical regressions controlling for age, education, and total trauma types experienced were conducted. Racism and sexual assault predicted variance in intrusive, $R^2=.017$, $F(2, 1546) = 16.14$, $p<.01$, avoidant, $R^2=.016$, $F(2, 1549) = 16.71$, $p < .01$, and hyperarousal, $R^2=.020$, $F(2, 1547) = 20.02$, $p < .01$ PTSD symptoms. Racism was related to each symptom cluster, while sexual assault was related to

all but intrusive symptoms. When income was added, it predicted variance in intrusive, $R^2=.006$, $F(1, 1545) = 11.47$, $p < .01$, and avoidant, $R^2=.005$, $F(1, 1548) = 9.63$, $p < .01$ symptoms beyond the effects of all factors, but not hyperarousal symptoms, $R^2=.001$, $F(1, 1546) = 2.20$, $p = .138$. Researchers should consider how PTSD symptom criterion may exclude or obscure the effects of oppression for Black women. Further, these effects inform each other in ways that require cohesive consideration when examining PTSD symptoms for Black women.

Emotional Dysregulation as A Unique Mediator in The Context of Cultural Racism and Depression in An Urban Sample of African American Women with Trauma Exposure

Ifrah S. Sheikh, Georgia State University; *Ashanti Brown*, University of Georgia; *Bekh Bradley*, Atlanta VA Medical Center; *Abigail Powers*, Emory University; *Sierra Carter*, Georgia State University

Research has established the toll of racism on African American (AA) mental health, including depression. However, emotion dysregulation has been minimally researched in the development of depressive symptoms following racism, and the impact of multi-level forms of racism outside the influence of trauma has been rarely examined. We hypothesized that 1) race-related stress would be positively associated with depressive symptoms, with systemic forms more strongly associated compared to individual racism, and 2) emotional dysregulation would mediate the relationship between overall race-related stress and depressive symptoms. Data was collected from 89 AA female adults from the Grady Trauma Project, an NIH-funded

PTSD study. Cultural race-related stress most significantly associated with depressive symptoms ($r=.36$, $p<.001$). Emotion dysregulation significantly mediated the relationship between race-related stress and depressive symptoms (Indirect effect=.11; 95% CI=.01 to .21). The cultural racism subscale drove the effect (Indirect effect=.21; 95% CI=.01 to .43). Results were found after controlling for interpersonal trauma, income, age, and education. Thus, cultural racism was a unique stressor in the emotional dysregulation mediation effect between racial stress and depression, even after controlling for interpersonal trauma, which disproportionately impacts AA women. Future studies should further examine the influence of cultural racism on trauma-exposed marginalized groups.

“It’s Always a Combination of Things”: An Intersectional Understanding of Post-Migration Discrimination and Mental Health in Refugee Women

Jessica L. Kumar, Georgia State University; *Gabriel P. Kuperminc*, Georgia State University

Refugees face high rates of mental health problems and several pre- and post-migration risk factors for negative mental health outcomes have been identified, including discrimination (e.g., Alemi & Stempel, 2018). However, extant literature on the association between discrimination and refugee mental health has rarely attended to additional marginalized identities beyond refugee status, resulting in a limited understanding of individual differences (Ellis et al., 2010). Guided by intersectionality theory, this qualitative study examined three primary research questions: 1) What are refugee women’s

experiences of post-migration discrimination? 2) How do intersections of multiple marginalized identities shape these experiences of post-migration discrimination and the way refugee women interpret them? 3) How do intersectional discrimination experiences influence refugee women's mental health and well-being? Individual interviews were conducted with five adult refugee women ages 18-34. Participants' countries of origin included Burma, Democratic Republic of Congo, and Pakistan; all participants had lived in the United States for at least five years. Transcriptions are currently being analyzed using interpretative phenomenological analysis. Preliminary results indicate that all participants experience multiple types of discrimination (e.g., racial, ethnic, refugee, language) across different settings including work, school, and public places. Additionally, participants reported that a combination of marginalized identities "add up" to contribute to increased risk of discrimination. For example, one woman shared that her Middle Eastern, Muslim, refugee, and female identities intersect such that American-born people who discriminate against her are targeting all of these together. Participants described wide-ranging mental health consequences, including how discrimination impacts their thoughts (e.g., ruminative questioning), feelings (e.g. fear, sadness), and behavior (e.g. avoiding new situations). This study provides a more comprehensive and in-depth understanding of how discrimination affects refugee women's mental health, which can help to guide future research, advocacy work, and intervention efforts with refugees.

Discrimination and Civic Action Among People of Color in The U.S.: A Systematic Review

Claudia A. Delbasso, Georgia State University

Civic action, the behavioral dimension of civic engagement, refers to participation in various prosocial and political activities to improve one's community. Civic action is associated with positive outcomes for both the participant and the community. Inequities and unfair treatment, such as discrimination, influence participation in civic action. Research suggests that civic action is an important resource for the positive development of POC, as it can be an effective coping strategy to reduce the negative effects of discrimination and change the conditions that maintain it (Hope & Spencer, 2017). Findings on the influence of discrimination on POC's civic action have been mixed and no published work has systematically reviewed this body of research. The current systematic review examined research on the association between discrimination and civic action among POC in the U.S. using a risk and resilience framework. The purposes of the review were to 1) synthesize extant research on the association between discrimination and civic action and 2) identify which risk and resilience factors have been found to moderate or mediate that association. The review identified 15 papers that met inclusion criteria, with samples including self-identified Black/African American, Asian, and Latinx adolescents and adults. Overall, findings revealed that racial/ethnic discrimination and general discrimination is positively associated with civic action outcomes, including activism and service-related activities. Studies that assessed conventional political action showed mixed results, with non-significant, positive, and negative associations. Studies examining moderators found that the strength of the association between discrimination and civic

action is influenced by risk and resilience factors such as coping style and identity. Studies examining mediators found that emotion regulation and structural awareness were resilience factors that indirectly influenced the association between discrimination and civic action. Findings highlight the importance of attending to discrimination and intersectionality in civic engagement efforts with POC.

053 Decoloniality: An Experiment in Delinking and Re-existing A Cross Cultural Doctoral Course

The Innovative Other

Day: 6/23/2021 **Time:** 10:50 AM **Room:** Room 7

Abstract

This Spring term, we as students were part of a collaborative, emergent, cross-cultural class that emphasized and modeled decoloniality. This eye opening, global perspective framework took us around the world to bring us an invaluable (de)education. The entire class of Ph.D. students from different backgrounds, life experiences and countries, with our co-instructors will collaborate to present and dialogue on how the lessons, the guest storytellers, the assignments, and the discussions ensured that the theoretical concepts not only entered our minds, but our hearts and our bodies too. Student comments on the influence of the course include: “This class inspired me. It empowered me. It gave me confidence, I could bring out my identity, I was given permission to be myself in this class, Ann could be Ann” (female student, African descent) “I enjoyed being there. I was relaxed coming to class. Didn’t get to know my classmates until this class. It brought us closer together as a class, as we understood each other better.” (female student, African American) This session will involve describing the historical context for

the development of the course, and describing various turning points, influences, and ways we engaged practices of decoloniality on our paths. This includes telling about how we learned to see more deeply the working of the Colonial Matrix of Power and coloniality within ourselves, and share reflections on how we believe this will, and already has, had impact in the world. We are interested in discussing how to more broadly apply these critical perspectives within the context of our communities and we hope we will ignite an interest of educators to be part of a movement in Community Psychology Education that will replace traditional methods of education with empowering, liberating frameworks.

Chairs:

Shanya Gray, National Louis University; *Tiffeny Jimenez*, National Louis University; *Ann Smith*, National Louis University; *Demetrice Griffin*, National Louis University; *Aaron Baker*, National Louis University; *Cari Peterson*, National Louis University; *Claudia Fanella*, National Louis University; *Mariam Moncrieffe*, National Louis University; *Moshood Olanrewaju*, National Louis University

Wednesday, June 23rd 12:15 to 1:30pm

**055 What Does It Look Like To Be
A Community Psychology
Practitioner?: The Work, The Way
In, The Inspiration, The Truth**

The Innovative Other

Day: 6/23/2021 **Time:** 12:15 PM **Room:**
Room 1

Abstract

Practitioners from a diverse set of practice domains, including public health, evaluation, leadership, and non-profits, will share highlights of their work as community practitioners. Special focus will be on their successes, journeys, and challenges.

Discussion will also cover practice training implications for undergraduate/graduate students. Attendees will leave the session with greater knowledge about what CP practice looks like, how to engage in the work, and navigate challenges associated with practice settings. Panelist info follows:

Dr. Paigton Mayes (facilitator), a community health psychologist, focuses on health equity work, specifically sickle cell disease, diabetes, access to care, and improving the public health system in Kansas; Dr. Dawn Henderson has devoted a significant portion of her research career dedicated to increasing opportunities for undergraduate students to learn about and use community engaged research and also leading this work with nonprofit organizations and K-12 schools; Dr. Tara Gregory practice includes experience in consultation and research related to substance abuse prevention, mental health and trauma, domestic and sexual violence, positive youth development, youth leadership, public health, and community and organizational development; Dr. Amber Kelly, as SCRA's executive director, works

with the staff and the Executive Committee to oversee organizational operations and strategic priorities, and to help promote SCRA's vision to enhance well-being and promote social justice; Dr. Vernita Perkins advocates for meaningful living and researches organizational ideologies, leadership decision-making, and behaviors that oppose purposeful innovation, diverse inclusivity, and prosocial community collaborations; Dr. J'Vonnah Maryman is an experienced public health practitioner whose work strives to strengthen public health programming and reduce health disparities such as infant and maternal mortality; Megan Renner, MA is a veteran nonprofit executive turned interdisciplinary "pracademic," nonprofit consultant and diversity coach focused on dismantling roadblocks of white supremacy along the journey to transformative policy change ("Big P & little p").

Chairs:

Paigton Mayes, Center for Public Health Initiatives at the Community Engagement Institute; **Dawn Henderson**, Village of Wisdom; **Tara Gregory**, Center for Applied Research and Evaluation at the Community Engagement Institute; **Amber Kelly**, Society for Community Research and Action; **Vernita Perkins**, Omnigi Research; **J'Vonnah Maryman**, Tarrant County Public Health; **Megan Renner**, Heart-Head-Hands Consulting & Coaching

**056 Empowering racialized girls
through reproductive justice.
Lessons learnt from Roma girls in
Europe.**

Town Hall Meeting

Day: 6/23/2021 **Time:** 12:15 PM **Room:** Room 2

Abstract

The WHO has warned of the alarming deterioration in the physical and mental health of racialized women and girls in the world, including indigenous, migrant, and any ethnic-based groups. The life expectancy of racialized women is a decade shorter than that of the rest of women in their societies and they report lower life satisfaction. These are linked to poverty, precarious housing, and school dropout that make women invisible in the domestic sphere from childhood. Thus, they are predisposed to assume strict gender roles linked to obedience, modesty, rearing children and housekeeping. At its root, reproduction becomes a determining precursor of gender, health and social inequalities faced by racialized women. As a result of the COVID pandemic, lockdown has pushed people to confine themselves to the home without compensatory measures to alleviate the burden of women, which has aggravated their unfair conditions. COVID-19 prioritized reproductive justice as the alternative to address the pervasive violation of women's rights. In this line, RoMoMatter is an initiative aimed at tackling gender discrimination among Roma communities – the largest racialized minority group across Europe – by empowering Roma girls to envision their own futures and choose motherhood only if and when they are ready. RoMoMatter in times of COVID-19 reinforced the idea that we, researchers, and institutions, shouldn't be only offering care but rather defending citizenship rights by creating spaces for Roma communities to empower their own voices, placing civil society and communities themselves at the forefront. This Town Hall Meeting aims to share and discuss (1) lessons learned from reproductive justice outcomes in

RoMoMatter; (2) how researchers and communities are confronting girls' new realities while advocating for their rights; and (3) future directions for a Community Psychology which adopts reproductive justice approaches to gender-centered social justice to overcome racialized oppression among women.

Chairs:

Belen Soto-Ponce, Universidad de Sevilla; **Dena Popova**, Trust for Social Achievement; **Marife Rodríguez**, Federación Autonómica de Asociaciones Gitanas de la Comunidad Valenciana, FAGA; **Raluca Tomsa**, University of Bucharest; **Alicia Ferrández**, Universidad de Alicante; **Diliana Dilkova**, National Network of Health Mediators of Bulgaria; **Manuel Garcia-Ramirez**, Universidad de Sevilla

057 Speaking through the Power of Our Difference: Performance, Pedagogy, Intersectionality, Racism

The Innovative Other

Day: 6/23/2021 **Time:** 12:15 PM **Room:** Room 3

Abstract

Intersections of Race, Ethnicity, and Gender (Sociology-399T) is a course taught at The College of Idaho, a small Liberal Arts college. Following the summer #BlackLivesMatter uprising, a group of interested faculty members joined with undergraduate researchers to conduct a survey of previous manifestations of the course, and to help design its next iteration in the Spring of 2021. Over the course of the year, our collaborative research community—comprised of faculty members working in Sociology, Communication Studies, and Psychology as well as students with interests across the curriculum—collected data and asked ourselves what it

means to engage in collaborative, intersectional, anti-racist pedagogy in our local community. Holding, alongside BIPOC theorists, that racism manifests itself in (at least) indigenous invisibility, anti-blackness, and white supremacy—we entered this project seeking to both expand our perspective, and hold each other accountable for increasing representation, inclusion, and equity in our classrooms. In this presentation, we will offer a collaborative, performative ethnographic rendering of our research in the classroom. The script of our performance will be constructed by drawing from qualitative data collected through journal assignments, discussion forum posts in class, and ethnographic fieldnotes—seeking to represent a range of different viewpoints regarding intersectional approaches to social justice. At the start of the session, we will offer a collection of potential questions for the audience to consider as they view the performance, the performance will run 30-45 minutes, and we will leave 30-45 minutes for audience discussion, based on our questions or the audience’s interests. This performance is an embodied presentation of the multi-vocal, messy data that gets produced when you enter the classroom with intersectionality as your primary lens asking students to deeply engage with what it means to struggle with social justice inside of a settler-colonial nation-state.

Chairs:

Jen Wallin-Ruschman, The College of Idaho; *Kyle Cheesewright*, College of Idaho; *Sean Blackwell*, College of Idaho; *Nadia Rahimatpure*, College of Idaho; *Mahailla Emele*, College of Idaho

058 Fostering scholarship which aligns with our values: Initiatives from the American Journal of Community Psychology

Town Hall Meeting

Day: 6/23/2021 **Time:** 12:15 PM **Room:** Room 4

Abstract

Academic publishing creates “conversations” among authors across geographic space and time to engage with and build upon each other’s work. While published academic work has strived to advance knowledge, promote justice and the well-being of marginalized people, the publication process can also serve reinforce white supremacy, classicism, hegemonic patriarchal norms, xenophobia, homophobia, transphobia, and the myth of meritocracy. While publishing has had a long and complicated history, academic journals can promote and foster some of the most influential and thoughtful work in our field. Through publishing, values from community psychology can be disseminated to allied fields and can challenge our colleagues in various disciplines to think differently about social problems and their solutions. Peer reviewing can serve to strengthen nuanced, and insightful work within our field, and can aid in diversifying the voices and perspectives which we include in the pages of our society’s journal. The editors of the American Journal of Community Psychology (AJCP) can have an important role in challenging the deep structures that perpetuate various supremacies within the field of community psychology, in academia, and beyond. This town hall facilitated by AJCP the editor-in-chief, will present on initiatives to foster work which aligns with the spirit and values of community psychology. We will discuss commitments by editors to publish work which can also serve to promote justice and challenge deeply rooted, supremacist structures. We will present our commitments to doing this in the following domains: a) the message of manuscripts; b) description of study samples; c) interpretation of

findings in a socio-cultural context; d) language; and e) how authors approach study discussion and limitations. We will present and solicit feedback on recently developed guidelines and processes. We will also reserve time to provide general updates about journal operations and to address questions authors and reviewers have.

Chairs:

Nicole Allen, University of Illinois at Urbana Champaign; *Allyson Blackburn*, University of Illinois at Urbana Champaign; *Brian Christens*, Vanderbilt University; *Shabnam Javdani*, New York University; *Bernadette Sanchez*, University of Illinois at Chicago; *Nathan Todd*, University of Illinois at Urbana Champaign

059 Reaching into the margins: Addressing the complexities of hegemonic and marginalized narratives

Symposium

Day: 6/23/2021 **Time:** 12:15 PM **Room:** Room 5

Abstract

Within the United States, community psychologists and researchers are faced with numerous situations in which they must confront personal, professional, and cultural biases, heuristics, and assumptions. This symposium explores how a critical lens applied to narrative analytic techniques can facilitate an understanding of realities and lived experiences across four contexts – clinical work, anti-fascist advocacy, mentorship, and civic participation. Paper presentations will briefly introduce empirical and theoretical research related to understanding interactions between hegemonic and marginalized narratives. Presenters will provide critical reflection prompts, theoretical frames, and analytic tools for addressing the complexities of

individual and cultural narratives in research, clinical practice, and applied work. The first presentation posits that aspirational multicultural guidelines for clinical practitioners do not go far enough that equitably and effectively serve diverse populations. As a solution, we outline a model of Critical Narrative Humility based in DasGupta's (2008) framework that allows storytelling and authenticity to improve clinical care. The second presentation highlights the utility of Thagard's Cognitive and Affective Maps (CAMs), with findings from analysis of Reddit threads providing important insights into the psychosocial mechanisms underlying right-wing ideological radicalization in online forums. The third presentation introduces a tiered mentoring program with a relationally focused process that supports student through critical reflection on what it means to help. Finally, the fourth presentation uses empirical findings from a study on the 2020 presidential election to underscore the utility of sociopolitical development as a framework for understanding interactions between individual and collective movements for social change. This symposium will not only review ongoing empirical research related to interactions between dominant and marginalized narratives, but also provide participants with new analytic, clinical, and organizing tools.

Chairs:

Kathryn Kozak, Suffolk University; *Debra Harkins*, Suffolk University

Presentations:

Critical Narrative Humility: Reflection, Story-Sharing, and Truth-Telling in the Field of Psychology

Lynne-Marie Shea, Suffolk University;
Debra Harkins, Suffolk University

The principles and practices of the field of American Psychology have been built upon the field's foundational commitment to the country's capitalist value system and will continue to remain accessible and effective only for the individuals valued by this system until practitioners are willing to confront and dismantle this foundation. In APA's stated commitment to more effectively meet the needs of an ever-diversifying American population, the APA has committed to publishing a set of Multicultural guidelines that suggests best practices for practitioners to address barriers to accessing and benefitting from psychological services and to better serve marginalized populations (APA 2019; Claus-Ehlers et al., 2015). In order for barriers to be removed, the foundation in which these barriers have their roots must be dismantled. We suggest that the only way to effectively dismantle the foundation upon which psychology has built inequitable practices is through a process of deconstruction and reconstruction that includes critical reflection, story sharing, and truth telling. We provide a model through which this process can occur by applying a critical framework to the model of Narrative Humility proposed by Sayantani DasGupta (2008) to improve provider/patient interaction. Use of our Critical Narrative Humility model would allow clinicians to consider not only how they are showing up to their work with clients but why they are showing up in these ways. It creates space for clinicians to share their authentic stories so that they can listen to client stories as they are, rather than as they are assumed to be. Through this process we can confront our history as a field and can begin the process of truth telling needed to improve efficacy and accessibility, rather than continuing to simply state these goals as priorities without any meaningful change.

A Case Study in Antifeminist Ideology Leading to White Supremacy

Megan Clapp, Suffolk University

Focusing on a portion of the findings from a larger study, this presentation explores a case study in how the antifeminist ideology of The Red Pill (a male-centered online community) leads to White Supremacist attitudes and xenophobia. We will briefly present the framework for understanding Ideologies as Complex Adaptive Systems (ICAS) developed by Paul Thagard (2017), and Cognitive and Affective Maps (CAMs) as its primary tool of analysis, to help explain our results. The larger study exploring the relationships among political ideologies, masculinity, and shame, compared three male-centered ideological communities found on Reddit (a discussion-based social media platform), which were chosen for their differing conceptualizations of gender and embrace or rejection of social justice. Taking the postings on the Reddit sites as raw data, we used Consensual Qualitative Research (CQR) methods to construct CAMs across three ideological levels of each group: their overarching political ideologies, their conceptions of gender, and their ideological relationships with shame and shame-related phenomena. This presentation focuses on one of the three studied communities, The Red Pill (r/TRP), to highlight some underlying psychosocial mechanisms of right-wing ideological radicalization. We briefly describe some of the ideological features found in r/TRP, which align with previous research establishing r/TRP's embrace of traditional gender roles, misogyny, and attitudes which promote sexual violence (Dignam & Rohlinger, 2019; Talon, 2020). Additionally, some scholars have theorized that r/TRP and other antifeminist online groups act as an

ideological bridge toward the Alt-Right and White Supremacist ideologies (Kelly, 2017; Hartzell, 2018); the example we present provides evidence to support this theorizing. Finally, we highlight concepts from Salmela and von Scheve's (2017) theoretical work on shame and Ressentiment as the emotional roots of right-wing populism.

Service-Learning Mentoring: A Bridge to Promote Critical Transformation in Higher Education

Lauren Grenier, Suffolk University; Debra Harkins, Suffolk University

Fostering critical outcomes for undergraduate students through a service-learning mentoring pedagogy can help students undergo a transformation of perspective, challenging previously held notions of our society to uncover the roots of oppression. In Freire's seminal work (1970, 1974), he argued that education must be transformative in order to liberate people from oppression. By integrating experiential activity and academic content, service-learning can help higher education meet this goal by engaging in a critical reflection process. Unfortunately, traditional models of service-learning often reify and deepen the existing power structures in our society (Mitchell, 2008). What is missing from many traditional service-learning models is critical consciousness, an engagement in reflexive practice that promotes understanding of our social positions and empowers people to create social change. Service-learning mentoring, a tiered mentoring program with a relationally focused process that supports student through critical reflection on what it means to help, the role of power in helping, and how personal values impact helping (Harkins, 2017) may serve as a bridge to

more critical outcomes for both mentors and mentees through the intersection of relationality and reflexivity. In this way, service-learning mentoring can support critical transformative learning for students engaged in the process. This study presents preliminary findings from our service-learning mentoring program, developed over four years at an urban university in the northeast. Findings demonstrate that service-learning mentors underwent a critical shift in perspective and relationships foster reflexivity. Service-learning mentoring is presented as a framework to support critical transformative learning theory (Brookfield, 2012) as a pathway to create social change within higher education.

Social Change is Closer Than You Think: Sociopolitical Development as a Framework to Understand Voting and Civic Participation

Kathryn Kozak, Suffolk University

For many US Americans, participating the 2020 US American presidential general election presented an opportunity to effect social change. At the same time, a confluence of sociopolitical and historical factors created a particular need for informed, critically engaged, civically aware voters. Watts & Guessous's (2006) model of sociopolitical development (SPD) provides a useful framework for understanding how individuals move from "uninformed inaction" to "strategic action." This study extended Nicholas, Eastman-Mueller, & Barbich's (2019) operationalization of SPD into three outcome domains with specific SPD correlates attributed to each domain. Within a convenience sample of Massachusetts voters recruited from both Amazon's Mechanical Turk and social media postings, we explored cross-sectional

and longitudinal associations between critical awareness, political efficacy, and participatory behaviors. Findings suggest significant associations between levels of critical awareness, political efficacy, and participatory behaviors and provide empirical support for a model of SPD. In particular, results supported a model in which critical awareness significantly predicted levels of participatory behaviors related to the election as well as levels of internal political efficacy. This study provides empirical support for SPD, but also presents SPD as a useful framework for building civic participation research, assessing efficacy and impact of civic participation interventions, and understanding the psychosocial factors that underlie an individual's progression towards social change.

060 From Camps to Communities: Decolonising the Migration Mindset of the Global North

Symposium

Day: 6/23/2021 **Time:** 12:15 PM **Room:** Room6

Abstract

This symposium includes four presentations on immigration injustice focused on three different continents. Each takes a critical community psychology approach to the criminalization of transnational human mobility. Migrant communities are increasingly exposed to a continuum of violence which encompass abuses suffered in countries of origin and transit, as well as the systematic oppression of hostile environment immigration policies in destination countries. Each of these presentations addresses how we can move beyond individual distress to the recognition of the multi-level complexity of societal justice and injustice. We address the contributions community psychology can

provide to tackle anti-immigration global policies and sentiments. And how we can better collaborate to privilege the voices of those most affected by border violence. We will also emphasize the need for community psychologists to take risks to change oppressive policies, to reform our own discipline, and to work to bring about a more universal sense of community.

Chairs:

Moshood Olanrewaju, National Louis University; *Francesca Esposito*,

Discussant:

Serdar M. Deirmencioglu,

Presentations:

An Examination of Refugee Strategies of Survival: A Critical Ethnographic Study of the Status of Resettlement Organizations and the Promotion of Alternative Forms of Resettlement Setting

Moshood Olanrewaju, National Louis University

Post-settlement challenges continue to impact strategies of survival creating regressive effects on refugee well-being (personal sense of agency). Refugees resettled by the US State Department's Bureau of Population, Refugees, and Migration (PRM) upon arrival are determined to emerge more assertive, more appreciative of life with set goals and priorities; instead, they are entangled in the abnormality of a complicated immigration system. The evidence to be presented draws attention to the living conditions of refugees indicating a need to deeply examine policy on housing, detention, public engagement, identities, and questions of "home" and belonging. The findings are based on a study that sought to understand how the resettlement agency operations influence

refugee everyday survival experience. The study critically investigates the relationship between refugee resettlement, community and ethnicity-based organizations, and government agencies and asks how these contracts shape policies operating at the delivery level. The study utilized a critical ethnographic approach through the conceptual framework of critical constructivist theory. Participants included eight humanitarian professionals who directly or indirectly assisted in the process of refugee resettlement. The participants entered this study in full awareness of the US resettlement agencies' inability to meet refugees where they are or help lead them to where they want to be. The level of awareness reflected in these staff members' interviews was further queried to examine participants' positionality. The findings validate how these systematic social controls are an artificial means of compelling refugees to acquiesce to the dictates of dominant ideological norms inherent in the US system, be it cultural, political, or economic. The findings of this study confirm how organizational actors actively and knowingly participate in the maintenance and reproduction of unjust regulated organizational practices. An innovative other format is proposed to seek other potential collaborations interested in developing an alternative resettlement system.

Community Psychology in the face of New Total Institutions: A Critical Ecological Analysis of Migrant Detention in Italy

Francesca Esposito, Instituto de Ciências Sociais da Universidade de Lisboa

During the last few decades, migration-related detention has become a measure, embedded in a complex set of immigration

and border control policies, increasingly used by states to govern transborder human mobility. In this context, migration-related detention centers have become new total institutions used to confine 'unwanted' non-nationals and achieve immigration-related aims, such as deportation. This measure, and border control more broadly, is strongly affecting the lives of migrants, their families, and communities at large. Within the quite limited body of empirical research produced on migration-related detention, the majority of contributions in the medical and psychological fields have been dedicated to assessing the clinical consequences of detention, detailing the long-term psychological distress that it causes on those subject to it (detained non-citizens). Notwithstanding the importance of this research, there is currently a need to adopt an ecological perspective from which to study these sites as well as the experiences of those within them as context-dependent and influenced by power inequalities. Drawing upon advances in community psychology, I will illustrate an ecological framework for the study of migration-related detention contexts and their multi-level effects on all people populating them. This framework focuses on justice as a key dimension of analysis. Taking the largest Italian detention center as a case study, I will also present a concrete example of the application of this same framework in research aimed at examining the life and lived experiences of both migrants detained and practitioners working in this setting. I will conclude my talk by discussing the broader implications of my findings and future avenues for research, policy, and action.

Conditions of Child Migrant Detention, the Ethics of Professional Engagement, and Community Psychology Alternatives

Brad Olson, National Louis University

Trump administration policies around immigration have escalated raids, increased detention and deportation, and engaged in the separation of children from their parents; as well as criminalizing and detaining these children for long periods of time.

Significantly more has been done by the Biden Administration, but clearly not enough. In every way, the blockade, enforcement, detention, and deportation approaches are inconsistent with the principles of community psychology. Using a community psychology perspective, this presentation will focus on establishing the primacy and vulnerability of the human rights of the child; describing the conditions of child migrant detention sites; and providing evidence for the psychological and other forms of harm done to these children. The presentation will also examine the ethical role of psychologists and other health professionals involved with these detention sites and will provide a critical policy analysis of US policies, which are characterized as a combination of containment, deterrence, and retribution -- categories typically reserved for incarceration within the criminal justice system (Rappaport, 1977). The final section tries to re-frame the potential for humane reforms based on community psychology research, values, and practice.

Transmigrants' Legacy to Future Europeans: Informal networks of solidarity with mobile subjects as a decolonial care practice.

Dora Rebelo, CRIA/ISCTE-IUL (Center for Research in Anthropology, University Institute of Lisbon).

Transmigrants (mobile subjects that create and sustain multiple social relations while in mobility) challenge community psychologists to understand the complex and nuanced relationships between mobility and solidarity, from a decolonial perspective. While temporary, relationships between engaged civil society solidarians and mobile subjects can grow into national or even transnational networks of care, affecting social changes and political positionalities. Based on an ethnography that started in Lisbon and then “moved” to other territories (e.g. Brussels, Paris) to follow the pathway of mobile subjects; this communication will describe the complexities and riches of deterritorialized informal solidarity networks in today’s Europe. The researcher used her own civil engagement and active participation in solidarity networks, as well as collaborative research, combined with five years of fieldwork observations, to reflect upon the teachings conveyed by these new associations between citizens and “non-citizens” as informal communities of care. By interconnecting diverse knowledges, positionalities, and resources, joining efforts into political action, advocacy, and migratory justice; these relationships challenge the moral and ethical thinking around freedom of movement and migratory justice. Politically engaged collectives are building collective knowledge that could be used to claim new paradigms of social change. Solidarity-focused partnerships confront both the hegemonic categorizations of people on the move (e.g. refugees vs economic migrants) and the conventional forms of care and protection. The understanding of power, privilege, and citizenship differences has been key to accommodate new meanings, possibilities, collaborations, and practices. Particularly when border violence and solidarity deterrence measures have been applied (e.g. *délit de solidarité*), these collective

resistances demonstrate an ability to strengthen their political stances. The consequences are multiple and worth looking into, from a community psychology perspective. I argue that solidarity with transmigrants across Europe is creating a new legacy, with the potential to impact future Europeans into building decolonial systems of care.

061 Makes Me Want to Holler: Searching for White Co-conspirators when White Allies Are Not Enough

Town Hall Meeting

Day: 6/23/2021 **Time:** 12:15 PM **Room:** Room 7

Abstract

In 1971, Marvin Gaye, an American iconic singer, wrote the classic song Inner City Blues which described societal conditions facing some Black Americans such as inequalities, police brutality, and racism. Taking a line from the chorus, our town hall titled, "Makes Me Want to Holler: Searching for White Co-conspirators when White Allies Are Not Enough" focuses on the racial reckoning stemming from the Coronavirus pandemic as well as the historical, persistent mistreatment of Black, Indigenous, and People of Color (BIPOC) in the United States and globally. Researchers argue this continuous mistreatment of BIPOC communities persists due to systemic structural inequalities embedded in White supremacy (Caswell, 2017; Waite & Nardi, 2021). Caswell (2017) explicates white supremacist systems across the globe including economic, educational, and political benefit many white individuals regardless of their belief systems and personal decisions. To address these supremacist systems, Bernal, and colleagues (2020) contend that the Society for Community Research and Action (SCRA)

should train community psychologists to become an ally or co-conspirator in teaching, practice, and research. White allies, engaging in peripheral levels of change, believe in BIPOC ideals and co-conspirators include whites who participate in action-oriented, policy-related change rather than passive support of strategies to transform community psychology. This town hall will address the responsibility of White community psychologists in dismantling these supremacist systems as either allies and co-conspirators by acknowledging social injustices in the past and present related to racism, homophobia, classism, etc. Thus, the moderators will pose three questions to five panelists and the audience to guide the discussion. First, what are the strengths/challenges of white allies and co-conspirators in SCRA? Second, what examples exist among community psychology programs that purposely train graduate students about becoming allies and co-conspirators? Third, what recommendations can we share with the SCRA Executive Council about promoting this topic?

Chairs:

Pamela Martin, University of South Carolina; **Rhonda Lewis**, Wichita State University; **Bianca Guzmán**, California State University- Los Angeles; **Yvette Flores**, University of California at Davis; **Chris Keys**, DePaul University; **Laura Kohn Wood**, University of Miami; **David Lounsbury**, Albert Einstein College of Medicine of Yeshiva University

Wednesday, June 23rd 1:40 to 2:30pm Poster Session A

063 The Role of Community-Based Organizations in Mitigating COVID-19 Health and Educational Disparities

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

COVID-19 has introduced challenges that span the social determinants of health such as employment, social cohesion, and education. The rapid closures of schools and businesses has had an immediate impact on the Miami-Dade County, Florida community and highlighted diverse challenges to community well-being. While school closures were necessary to slow the spread of the virus, they have adversely affected parents and students, particularly those relying on free school meals and other school-based services that support their well-being. There is sufficient evidence to posit that these new stressors may negatively affect not only parent and student well-being but also academic outcomes, since well-being and academic achievement have been closely associated (Becker & Luthar, 2002; Jiménez & López-Zafra, 2009; Wang, Haertel and Walberg, 1997; Zarb, 1981). In collaboration with Breakthrough Miami, a community-based organization committed to addressing the educational opportunity gap in Miami-Dade County, the research team conducted a mixed methods study to assess the ranging health and education-related challenges posed to under-resourced students of color and their families. The study included collecting three waves of ecological momentary assessment (EMA) survey data over the course of five months that assessed factors such as life satisfaction,

positive affect, interpersonal stress, and perceived stress. Following the first wave of survey data and throughout the remaining quantitative data collection, the team conducted interviews with nine families to gather richer data regarding their socioemotional, physical, and educational well-being. Survey results indicated that perceived stress increased over time; however, emotional and informational support also increased. According to the qualitative data, all interviewed families identified Breakthrough Miami as a source of support during school closures and as a pivotal agent in coping with stressors that existed before and were exacerbated by COVID-19. Implications for the practices of community-based organizations that support under-resourced students and their families are addressed.

Chairs:

Brittney Davis, University of Miami; *Kilan Ashad-Bishop*, University of Miami

064 Exploring the Why of Social Issues: Critical Social Analysis among Minoritized Adolescents

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

The systematic nature of oppressions like racism, sexism, and heterosexism is increasingly making its way into the public consciousness through movements like Black Lives Matter. People's awareness of social issues and the factors that influence them often emerge during adolescence. How minoritized adolescents analyze and understand social issues may have unique

implications for their development. Research suggests that it is beneficial to the well-being of minoritized adolescents to be able to discern the structural nature of inequities they experience in their lives (rather than blaming the victim, for example). While making this critical social analysis may be beneficial to minoritized adolescents, the mechanics and processes of unpacking social issues is not particularly well documented in the research literature. This investigation used a phenomenological approach to explore how critical social analysis unfolds among minoritized adolescents. Participants included 16 Black and Latinx adolescents ages 15-18 in a large urban school district in the Midwestern United States. We presented participants with up to three vignettes about minoritized high school students' personal experiences with various social issues (e.g., exclusionary discipline, school dropout). After the presentation of each vignette, we asked participants to give their interpretation of the circumstances of the individual in the vignette, their causes, and the factors that influenced their own interpretations of the vignettes. Results suggest that individual (e.g., motivation, personal decisions) and microsystem (e.g., home, school, and peer contexts) factors were most frequently cited as contributors to the problems faced by the characters in the vignettes. Secondly, participants considered systemic factors such as historical oppression, limited resources, and assumed societal norms as contributors to individual outcomes in vignettes. These findings provide insight into the processes and complexities of youths' analysis of social issues. Additionally, these findings highlight the developmental nature of understanding systemic oppression in social inequities.

Chairs:

Alexandrea Golden, Cleveland State

University; *Sinéad O'Neill Gibson*, Cleveland State University; *Adam Voight*, Cleveland State University

065 Future Expectations and Mentoring Relationships: The Role of Parental Incarceration

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Effective mentoring can foster identity development and influence youth's beliefs about their possible future selves (Markus & Nurius, 1986; Rhodes et al., 2006). Youth with an incarcerated parent experience an increased risk for adverse psychosocial outcomes such as depression and delinquency (Noelle & Najowski, 2019). These youths frequently incorporate the belief that they will inevitably become involved in the criminal justice system or experience other adverse outcomes. This study examined youth's perceived relationships with their mentor in relation to their future expectations. We hypothesized that a positive mentor-mentee relationship would have a stronger association with positive future expectations among youth with an incarcerated parent. Survey data from Big Brothers Big Sisters of Metro Atlanta's Mentoring Toward College trial (n = 111; 9-15 years old; 47.7% male; 79% Black, 11% Hispanic, 7% Multi-Race, 3% White) included youth perceptions of relationships with their mentor and future expectations regarding school and other social relationships. Regression analysis examined three aspects of mentoring relationships (mentor helping mentee cope, level of closeness between mentor and mentee, and level of engagement of mentee) on future expectations, controlling for sex and whether the mentee has another special adult in their life. Independent samples t-

tests showed that youth with an incarcerated parent had less future expectations at pre-test ($M = 3.60$, $SD = .44$) than post-test ($M = 3.73$, $SD = .34$), $t(135) = -1.28$, $p = .007$. A significant interaction between parental incarceration and mentor helping mentee cope, $\beta = -.216$, $p < .05$, $R^2 = .04$. Unexpectedly, the positive association of coping help with future expectations was more substantial in youth without an incarcerated parent. It is important to note that youth with an incarcerated parent had high future expectations regardless of how much coping help they received.

Chairs:

Renita Moore, Georgia State University;
Renita Moore, Georgia State University;
Gabriel Kuperminc, Georgia State University

066 Enhancing Practitioner Capacity Through a Research-Practice Partnership Model

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Research-Practice Partnerships (RPPs) are collaborations between practitioners and researchers to examine problems of practice and implement solutions. These RPPs include overlap with Community-Based Participatory Research (CBPR) approaches such as the collaborative nature in which research is used to improve practices. The Connecticut After School Network selected a group of 14 afterschool practitioners who are leaders in their field to participate in a professional capacity building cohort program referred to as Moving Toward Mastery (MTM). The MTM program began in 2019 and is now in its final phase in 2021. Using the RPP model, practitioners were paired with researchers and attended a series

of workshop sessions over a two-year period to build their capacity to conduct research. This included being able to identify their problems of practice, design a research project to address or understand the issues, and implement the project to collect data. The practitioners worked closely with both researchers and the Connecticut After School Network throughout the MTM program. The second year of the program was impacted by the Covid-19 pandemic, causing a switch from in-person to online workshop sessions as well as some revision to their research project and goals. Much has been learned from implementing and evaluating the MTM program. This poster will describe the following: a) the Moving Towards Mastery program; b) collaborations with researchers; d) the evaluation plan and preliminary data from the first year; and d) reflections and lessons learned. Keywords: research-practice partnerships, afterschool, collaboration, research to practice

Chairs:

Shawna Viola, Connecticut After School Network; *Nghi Thai*, Central Connecticut State University Department of Psychology; *Ken Anthony*, Connecticut After School Network

067 Verano del 19 en Puerto Rico: ¿Una Manifestación de la Desconfianza de la Juventud en sus Instituciones?

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

En investigaciones recientes se ha encontrado que la juventud desconfía de las instituciones, particularmente de las gubernamentales. En Puerto Rico, esta desconfianza se agrava con la corrupción gubernamental, una fuerte cultura político

partidista que polariza al electorado y la imposición de una Junta de Control Fiscal (JCF) para supervisar el gobierno insular. Dentro de este contexto en el verano del 2019 hubo protestas masivas para exigir la renuncia del entonces gobernador Ricardo Roselló. Muchas de las personas que participaron eran jóvenes. A tales efectos realizamos un estudio cuantitativo con una encuesta electrónica con el objetivo de conocer, entre otras cosas, el nivel de confianza de la juventud en distintas instituciones como los partidos políticos, las entidades gubernamentales, y los medios de comunicación. Completaron el cuestionario 373 personas entre 17 a 30 años y que participaron de distintas manifestaciones en Puerto Rico y en otras partes del mundo. Los resultados revelan que la juventud no confía en figuras políticas o instituciones. Las organizaciones comunitarias fueron las que más se destacaron en este renglón pero solo con 16.1%. La entidad que menos confianza inspiró fue la JCF (91.7%). Estos resultados fueron consistentes antes y después de los eventos del Verano, 2019. Esta desconfianza puede ser resultado de crisis más profundas como la corrupción, falta de representatividad, ausencia de transparencia, entre otras. Además, la desconfianza se profundiza por la incapacidad del gobierno para atender asuntos de importancia para la juventud como los servicios de salud, la educación, y la economía. En esta sesión generaremos discusión que ayude a identificar razones para la desconfianza de la juventud y estrategias para promover su conexión y confianza con estas estructuras sociales.

Chairs:

Soélix M. Rodríguez-Medina, University of Puerto Rico; *Irma Serrano-García*, Universidad de Puerto Rico; *Eduardo Lugo-Hernández*, Universidad de Puerto Rico;

Ernesto Rosario-Hernández, Ponce Health Sciences University

068 Combined Effects of Neighborhood-Level Resilience on the Link Between Urban Stressors and Depressive Symptoms Among Black Men

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Background. Black men's mental health is understudied and undertreated. Even if Black men do present for mental-health services, treatment may focus on the individual without sufficient regard to social-structural factors, including neighborhood characteristics, that greatly affect them. Thus, the present study tested whether neighborhood-level resilience factors and neighborhood tenure protected against a deleterious association of urban stressors (i.e., neighborhood poverty, decay, and crime) with depressive symptoms. Method. Black men (N=891, aged 18-44 years) in Washington, DC completed measures of demographics, urban stressors, social capital (e.g., there is a sense of community in the neighborhood, neighbors trust or look out for each other), structural-environmental strengths (e.g., public transit, safe parks), neighborhood tenure in years, and depressive symptoms. We used multiple linear regression to test the extent to which social capital, structural-environmental strengths, and neighborhood tenure moderated an association between urban stressors and depressive symptoms, controlling for demographics. Results. Three interactions moderated the direct, adverse association between urban stressors and depressive symptoms such that the association was significant when (1) neighborhood tenure was ≤ 2 years but not

≥ 10 years, (2) both social capital and neighborhood tenure (≤ 2 years instead of ≥ 10 years) were low, and (3) structural-environmental strengths were high, but neighborhood tenure was ≤ 2 years, or structural-environmental strengths were low, but neighborhood tenure was 2-10 years. The adverse association between urban stressors and depressive symptoms was not significant at other levels of the moderators in these interactions. Discussion. Findings showed that longer tenure in one's neighborhood, and, depending on neighborhood tenure, the presence of neighborhood assets, such as parks and public transportation, and a strong sense of community and social bonds among neighbors may protect Black men against depressogenic urban stressors. Advocacy, policy, and community organizing are needed to support neighborhood strengths.

Chairs:

Wilson Vincent, Temple University

069 Social Determinants and COVID-19: Cross-Cultural Convergence and Divergence of Themes of Health and Distress

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

COVID-19 is a unique modern health crisis that has rapidly and universally disrupted mental and physical health, community and individual well-being. While health disparities caused by inequality are unfortunately a COVID-19 reality, the fact that this pandemic has the potential to affect the whole world, regardless of privilege, provides an unprecedented opportunity to explore health and distress themes across diverse populations. The majority of COVID research has focused on quantitative bio-

medical data sets; there is a great need for commensurate qualitative studies focused on the salience of COVID-19 as a disease and as a disruptive force in community and social interactions. Our study analyzed an open-ended question on a global distributed survey, which summatively, asked participants how COVID-19 affected their life on an individual and community level. We received 361 participant responses to this prompt in English, Italian, Spanish, and Korean. Over 10 ethnicities and nationalities were represented by these participants. The responses were qualitatively analyzed through an iterative coding process across the different language groupings. Results indicate that across groups, COVID-19 has had overarching impacts on six life domains: family and familial relationship, social life, education, mental health, employment, and societal/community. Within each domain, language groups reported shared and divergent, context-specific, domain impacts. While US-based English speakers wrote of decreased access to healthcare for non-COVID needs, Spanish speakers lamented increased interpersonal friction due to forced togetherness, and Italian speakers focused on the anxiety of uncertainty. Interestingly, while two language groups reported new feelings of community responsibility, two others noted a new recognition of profound community inequality. By examining participants' words and experiences in multiple settings and languages, our study provides a more holistic and contextualized understanding of how this pandemic is affecting people across different backgrounds worldwide and potential points of intervention to improve health outcomes.

Chairs:

Rojin Najmabadi, University of Maryland, Baltimore County; *Shannon Cobb*, University of Maryland, Baltimore County; *Chloe Fong*, University of Maryland,

Baltimore County; *Jenny Zhao*, University of Maryland, Baltimore County

070 Integrating Behavioral Health in Primary Care: Lessons from Interdisciplinary Collaboration in School Mental Health

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Using a multitiered school mental health (SMH) framework, this poster applies lessons from SMH literature to the integration of behavioral and mental health in pediatric primary care (PPC). Research on effective interdisciplinary collaboration for SMH has grown in response to increasing awareness of children's mental health needs and opportunity to provide low-barrier prevention and intervention in schools. Similarly, PPC settings offer a unique opportunity to identify or prevent mental health, behavioral, and developmental problems as nearly 90% of children in the United States visit a primary care office each year (Stein et al., 2008). In integrated PPC settings, families are more likely to receive and complete mental health treatment (Ede et al., 2015; Lieberman et al., 2006). Despite promising gains, widespread scale-up of integrated PPC has been slow. Most PPC offices do not employ on-site mental or behavioral health clinicians (Stancin & Perrin, 2014). Elements of this collaborative care gap are similar between PPC and school settings. This poster summarizes efforts to apply evidence based SMH models to integrated PPC, emphasizing strategies that allow interdisciplinary clinicians to provide universal prevention, selective intervention, and targeted treatment that meets patients' mental, behavioral, and physical health needs. The goal of this work is to expand

families' access to behavioral healthcare through providing services in settings families already visit. As youth from minority racial and ethnic groups often experience higher barriers to mental and behavioral healthcare, expanding integrated PPC services may help reduce disparities in this area (O'Loughlin et al., 2019). This work is conducted through a critical race lens, considering how SMH frameworks can be applied to combat racial disparities within PPC. Viewers will learn how the application of SMH frameworks in PPC settings could facilitate wider access to behavioral health treatment. Authors encourage viewers to engage via a QR code.

Chairs:

Katelyn Wargel, Miami University; *Amy Kerr*, Miami University; *Amanda Meyer*, Miami University; *Paul Flaspohler*, Miami University; *Jack Baker*, Miami University; *Hannah Dinnen*, Miami University

071 Advancing the Framework for Community-Academic Partnerships: The Importance of Equity, Power and Historical Context, and the Role of Trauma-Informed Relationship-Building

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Community-researcher partnerships (CRPs) are an integral part of successful efforts to address long-standing, community-level health inequities (e.g., community violence), often resulting from systems built to uphold and replicate white supremacy and promote and maintain white privilege. CRPs are characterized by equitable control amongst partners, address a cause that is important to the community, have specific aims to achieve a goal(s) and deliberately involve

community-researcher members (Drahota et al., 2016). Despite their utility and frequent use, CRPs face common barriers to effective partnership including power imbalances, lack of shared vision, excessive time commitment and unclear roles (Dadwal et al., 2017; Drahota et al., 2016), which can reduce their ability to affect meaningful change. The current study explores the processes important to creating an effective CRP designed to achieve cross-sector data sharing to evaluate a model to reduce community violence. Ten members of the Community Violence Prevention Data Collaborative representing eight organizations across systems (e.g., health, education, criminal justice) participated in semi-structured interviews, led by researchers who were also members of the Data Collaborative. Using thematic analysis, results indicate that an effective CRP should address imbalances of equity and power at both the individual and organizational level. These imbalances, which impact current motivation for shared action, are informed by ideals upheld by systems of white supremacy including structural racism, as well as previous partnership experiences that include experiences of trauma and on-going disrespect and/or disempowerment. The current study advances previous CRP models by emphasizing the integral role that equity, power and previous partnership experiences play in CRPs, such that only by addressing these aspects using a trauma-informed, relationship-building approach can the partnership sustainably affect meaningful change in these systems. It also centers equitable and trust-enhancing relationships as a key facilitator of collaboration to address community concerns.

Chairs:

Rachel Siegal, University of North Carolina at Charlotte; **Jennifer Langhinrichsen**

Rohling, University of North Carolina at Charlotte; **Melvin Herring**, Johnson C. Smith University

072 Summary of Findings from a Qualitative Evaluation to Understand Perceptions of Behavioral Health Needs Within School Settings

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Life has changed considerably since the start of the COVID-19 pandemic leaving many youth feeling stressed, socially isolated and disconnected (Margolius, Doyle Lynch, Pufall Jones & Hynes, 2020). Prior to the pandemic some schools established mental health teams to address student concerns (Haynes, 2002), these services especially helpful for students with behavioral health needs (Champine et al, 2020). The current study utilized focus groups (N=40) to understand: 1) what was currently offered to support students with emotional and behavioral issues and 2) how can existing resources be utilized to create a school climate that is supportive of all students including those with emotional and behavioral difficulties. In total the team conducted 40 focus groups to hear the perspectives of students (n=45), parents (n=89) and school staff (n=221) in five urban schools including a high school and its 4 feeder schools. Focus groups were audio-recorded, transcribed, coded and the team used thematic analysis (Braun & Clark, 2006) to identify themes occurring within and across informant groups and schools. Results aggregated across five major themes: 1) need for clinical services; 2) educational needs for all children including those with emotional and behavioral concerns; 3) communication issues within

the school and between the school and family; 4) parent involvement in their child's educational life; and, 5) a need to enhance the school climate through a school-wide intervention. The results of this study demonstrate some of the strengths and areas for growth in schools supporting the emotional and behavioral needs of students. These results may be informative as schools plan for return to in-person education and the increased need that students will have for social and emotional supports secondary to the pandemic (Minkos & Gelbar, 2021).

Chairs:

Amanda Mele, Yale University; *Joy Kaufman*, Yale School of Medicine

073 Women of color and clutter: An exploratory study of workplace settings.

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Organizational psychology explores the environments in which we work and the impact of environments on our productivity, attitude, and even well-being. Little research, however, focused on objects classified as "clutter" within places of employment contexts and settings. Unfortunately, most traditional I/O research on employment uses White Male participants, feeding into their dominance perspective. Using archival data, clutter items were examined in our study with women of color (WOC), spotlighting their experiences that often are overlooked. We assessed the impact of clutter items on office workers using an adapted version of Roster et al's (2016) Clutter Quality of Life Scale. Frequency distributions revealed that office clutter items most listed by women of color are paper (40%), trash (20%), office supplies

and hardware (20%), and electronics (15%). A one-sample t-test showed that the average impact of clutter on WOC (N = 20, M = 27.3) was lower than the impact of office clutter on the broader sample (N = 290, M = 32.55), suggesting that there may be differences in the way clutter is perceived across groups. A major limitation of this exploratory study, however, was the relatively small sample of WOC in our sample. Future research might include more WOC in the workplace assessing their experiences and interaction with their work environments. Perhaps, their experiences are not exactly the same as white men.

Chairs:

Devki Patel, Depaul University; *Hetal Patel*, University of Illinois at Chicago; *Joseph Ferrari*, DePaul University

075 African American women overcoming HIV-related stigma

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

African Americans are disproportionately burdened by HIV/AIDS accounting for more than 41% of new infections in 2018. More specifically, African American women account for more than 60% of women living with HIV/AIDS in the U.S., despite making up only 13% of the U.S. female population (CDC, 2020). Subsequently, this population is disproportionately affected in areas of diagnosis, treatment, and morbidity. HIV-related stigma has been found to play a pivotal role in the lived experiences of people living with HIV/AIDS, impacting interpersonal relationships, psychological well-being, and overall quality of life (Lipira et al., 2019). Sangaramoorthy and colleagues (2017) assert that experiences of HIV-related stigma may be greater for

women and ethnic minorities. Falling into both of the aforementioned categories, African American women living with HIV/AIDS (WLWHA) have a host of social, structural, and individual factors influencing their identity which is further complicated by HIV infection. The experience and consequences of internalizing stigmatizing beliefs related to one's HIV positive serostatus in the context of their intersecting marginalized identities warrants extensive exploration. To explore these experiences further, a phenomenological study examined the ways in which HIV-related stigma impacts the intrapersonal experiences of this population. The lived experiences of 16 African American women living with HIV/AIDS were explored via individual semi-structured qualitative interviews. Interpretive phenomenological analysis revealed four emergent themes from interview data: (1) increased vulnerability; (2) processing the diagnosis of HIV/AIDS; (3) surviving HIV/AIDS; and (4) quality of life. Findings of this study contribute to existing literature by highlighting the complexities of the lived experiences of African American WLWHA from initial diagnosis to their current lived experience. The researchers will share the results of this research along with implications for research and practice with HIV+ African American women.

Chairs:

Clarice Hampton, Russell Sage College;
Tameka Gillum, The American University
in Cairo

**076 Success and Connection:
Exploring the Relationship between
Job Skills Development and
Student Sense of Belonging at
University**

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:**
Poster Session A

Abstract

This research stems from a study which investigated barriers to post-graduation success for minority-identified students enrolled in a 4 year university. The current work explores the relationship between perceived post-college success and a multitude of variables related to student identity. In addition, the relationships among students' sense of belonging, connection with university faculty and the acquisition of practical transferable skills such as collaboration, time management and communication are explored. Participants include 168 graduating seniors at a state university in Arizona. When compared by typical demographic markers (i.e. race/ethnicity, gender, first generation status) preliminary analysis suggests that there are few significant differences between participants on perceived success or indicators of social connection. However, after controlling for desire to attain job skills while in college, connection with faculty and sense of belonging are significant predictors of practical skills attainment. The study suggests that social connections during university may create opportunities for acquiring skills that contribute to post-graduation success. Implications for university-based initiatives will be explored.

Chairs:

Maggie Morant, Northern Arizona
University; *Gabriella Cabrera*, Northern
Arizona University; *Eylin Palamaro-
Munsell*, Northern Arizona University

**077 Service Learning: Creating
Community Partnerships Between
Predominantly White Institutions
and Communities of Color**

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:**
Poster Session A

Abstract

Community Engaged Learning (CEL) is considered a distinctive signature experience at The College of New Jersey (TCNJ). Through curricular and co-curricular activities, students engage with diverse communities on and off campus, and faculty/staff closely mentor students through these experiential learning opportunities. TCNJ is considered a PWI (predominantly White institution), and many CEL projects require students to collaborate with Trenton residents who identify primarily as African-American and Latino/Hispanic). This type of service learning has the potential to be harmful to communities due to what Morton (1995) refers to as “thin” service – service imposed on others in a way that reinforces power imbalances in society (between the ‘haves’ and ‘have-nots’), magnifies social inequalities, and perpetuates dependency or the “need” for service. To prepare students as thoughtful community partners, the TCNJ REACH Lab supports the development of knowledge, skills, and values that prepare students for responsible and meaningful CEL work. This presentation will share lessons learned across different CEL projects with an emphasis on challenges the lab has faced addressing the dangers of “thin” service and creating equal and collaborative community partnerships. A partnership with Urban Promise Trenton (UPT) - an after-school program in Trenton, NJ that promotes well-being among primarily black and Latinx/Hispanic youth - will be highlighted. The presentation will also address challenges the REACH Lab faced in maintaining a partnership with UPT throughout the COVID-19 pandemic. To engage the audience, presenters will ask participants to reflect on their own experiences with service learning - specifically, their own challenges in creating

collaborative community partnerships and the ways in which traditional service learning models might lead to power imbalances between PWIs and communities of color.

Chairs:

Sarah Richter, The College of New Jersey;
He Len Chung, The College of New Jersey;
Daniel Inwood, The College of New Jersey;
Mansi Bhargava, The College of New Jersey;
Melanie Cohen, The College of New Jersey

078 Dimensions of Stress and Coping by International Students

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:**
Poster Session A

Abstract

This qualitative project explored the experiences of international students at a small, rural college in the United States during the unique circumstances of the global pandemic. Ultimately, we sought to provide guidance to college administrators seeking to support non-domestic students during stressful events. During the poster session, we will solicit ideas from attendees for such interventions, through an interactive document. International students face special challenges during crises because they tend to report lower levels of sense of belonging and are less satisfied with inclusivity on their campuses (Van Horn et al., 2018). In addition, international students must deal with acculturative stress as they attempt to assimilate into the culture of their host country (Li et al., 2019). Finally, international students from collectivist cultures may bring a different set of coping strategies than are generally rewarded and supported on a college campus in the U.S. (Akhtar, 2015). To explore the influence of cultural backgrounds on coping strategies, in

particular during the COVID-19 pandemic, we conducted focus groups with international students primarily from South America and Asia (N=10). Topics included transitioning from their home country, their typical ways of coping, and how they would cope with a stressful COVID-19 roommate situation. Three themes emerged from the focus groups. First, participants being forced to alter their coping strategies in order to be successful in an individualistic society, in particular needing to cope with stressors on their own. Second, although international students reported using more problem-focused coping and relying less on social support than they might have in their home countries, many international students relied upon other international students because they can empathize with the gravity of their conflicts and have similar experiences and feelings. Finally, participants often reported turning to meditation and spirituality to cope when stressors arose, including the global pandemic.

Chairs:

Catherine Crosby, St. Lawrence University;
Gabriella Diaz, St. Lawrence University

**079 Pathways to Peer
Victimization: The Impact of
Childhood Adversity on Social
Relationships**

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:**
Poster Session A

Abstract

The purpose of the research study was to explore the connection between the presence of Adverse Childhood Experiences (ACEs) and pathways to the experience of peer victimization. Previous literature indicates that ACEs can have far-reaching negative effects into adulthood. Individuals with multiple ACEs have an increased risk of

developing various physical and mental health issues as both children and adults. Research has also demonstrated that ACEs can negatively impact social affiliation and can preclude individuals from seeking social support. Social support, specifically, having friends and positive interactions with others is also pertinent in predicting the peer victimization because positive interactions with peers are protective against victimization. However, the relationship between ACEs, social connectedness, and peer victimization is not well understood and few studies have examined the potential connections. Therefore, the present study examined how the experience of ACEs related to social connectedness score, and reported victimization. An electronic survey was conducted using university undergraduate students with ACE score as predictor variable, and social connectedness and victimization as dependent variables. The results indicated that participants with higher ACE scores were more likely to report lower social connectedness. Participants with high ACE scores and lower social connectedness were more likely to report experiences of victimization. A path analysis revealed that social connectedness mediated the relationship between ACE scores and reported victimization. Implications and future research directions will be discussed.

Chairs:

Elizabeth Sloane, University of New Haven; *Melissa Whitson*, University of New Haven

**080 First-Generation College
Students' Experience of Remote
Education during COVID-19**

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:**
Poster Session A

Abstract

First-generation college students report a range of challenges, such as less time for academic work and less contact with faculty in comparison to other students (Katrelich & Aruguete, 2017). These challenges have been exacerbated during the pandemic, with first-generation students reporting greater economic and food insecurity, and greater demands on their time from family members (Barber et al., 2021). This project used mixed-method community-based research to further explore the challenges faced by first-generation students in remote education during the COVID-19 pandemic at a private liberal arts college. Our presentation focuses on both our research findings, as well as our experiences as peer-researchers learning about community-based research in a remote environment. While taking a community-based research course, we developed an online survey that assessed how remote learning affected first-generation students' well-being and academic success. Results showed that first-generation students' well-being and academic success were negatively impacted. Various factors included more home responsibilities, increased anxiety after transitioning to remote learning, and increased worry for their academic performance. Students' most frequently discussed qualitative challenges, such as school/life balance, pace of instruction, and educational quality, highlighted their perceived flaws of remote education. As a team of student peer-researchers conducting this work, recruiting participants virtually was one of the main challenges. Additionally, one of the researchers was a first-generation student herself, and she connected with the project and students. This project allowed us to learn more about how first-generation students are underrepresented at college campuses, especially in elite, private institutions where most of the population body identifies as

white. Overall, this research shows that services offered during remote learning were not sufficient to support first-generation students' learning during the COVID-19 pandemic. Although support services were offered, they did not attend to the specific needs of students who are underrepresented in academia.

Chairs:

Corey Flanders, Mount Holyoke College; *Clarissa Soma Goncalves Cordeiro*, Mount Holyoke College; *Vrisha Ahmad*, Mount Holyoke College

081 The Protective Role of Sense of Community and Access to Resources on College Student Stress and COVID-19-related Daily Life Disruptions.

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

The COVID-19 global pandemic has had a monumental impact on colleges around the world. This is evident through the closure of campuses and the transition to remote learning. It has been well established that college students are susceptible to negative psychosocial outcomes (Ponsford, 2016), especially female students who have reported experiencing more negative psychological outcomes such as stress, anxiety, and depression compared to male counterparts (Soffer, 2010). Recent studies have shown that the COVID-19 pandemic has intensified the stress levels of college students and therefore poses a threat to their overall well-being (Tasso et al., 2021). Therefore, we wanted to understand more about how students have been impacted to identify and develop protective factors as well as how universities can better support them. Our study investigated if three

protective factors found in previous research - sense of community, access to resources, and social support - had an impact on COVID-19-related disruptions to daily life and perceived stress among college students. Of the 296 students who participated in the online survey, 99.6% reported that their lives have been disrupted by the Covid-19 outbreak to varying degrees. The participants' feelings of stress within the past month were relatively high. Female students had significantly higher stress level scores and significantly higher scores in disruption to daily life as a result of the pandemic. Hierarchical regression analyses revealed that gender, sense of community, and perceived adequacy of resources predicted stress levels, while perceived adequacy of resources predicted COVID-19-related disruptions to daily life. Overall, our findings highlight the importance of sense of community and access to resources as protective factors in mitigating stress and COVID-19-related disruptions to daily life amongst college students, particularly for female students who report more adverse outcomes. Implications for students and universities will be highlighted.

Chairs:

Olufunke Benson, University of New Haven; *Melissa Whitson*, University of New Haven

082 Self-Efficacy for Advocacy Scale: Applicability for Advocacy Training Focused on Environmental Attitudes and Behavior

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

This poster presentation will introduce a new psychometric instrument – the Self-

Efficacy for Advocacy Scale (SEAS), and review resources/tools for advocacy training initiatives, especially those focused on improving (a) self-efficacy for advocacy for environmentally-oriented initiatives and (b) pro-environmental attitudes/behavior; and (c) describe an assessment plan for such initiatives. **SELF-EFFICACY FOR ADVOCACY SCALE (SEAS)** Across a wide range of ecological domains (micro to macro; Reeb et al., 2017), the SEAS (218-items) assesses a “person’s confidence that, when faced with a sociopolitical condition viewed as undesirable, unfair, and changeable, she or he is able to speak, disseminate information, participate in meetings, or engage in other actions that influence an individual or collective opinion or behavior, organizational or corporate conduct, public policy, or law” (Reeb et al. 2020). The poster reviews existing research (Turner, Reeb et al., 2021) on psychometric properties of the SEAS (internal consistency, criterion-related validity) and presents new psychometric findings. **RESOURCES AND TOOLS FOR ADVOCACY** The poster provides guidelines for advocacy initiatives derived from an online community toolbox (Society for Community Research and Action; <https://ctb.ku.edu/en/advocating-change>), including: ---Information Gathering (<https://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions/information-gathering-synthesis/main>) ---Community Organizing, Defining Common Goals, and Delineating Strategies (<https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/overview/main>), ---Identifying Community Assets and Resources (<https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/main>) ---Addressing Opposition (it

contents/advocacy/respond-to-counterattacks/overview-of-opposition-tactics/main) ---Developing and Implementing an Action Plan (<https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main>) The poster also reviews tools/resources specifically guiding advocacy initiatives related to environmental attitudes/behaviors, such as the Toolkit for Climate Action, which discusses climate advocacy interventions at personal and community levels (http://participate.lwv.org/c/9217/p/salsa/web/common/public/content?content_item_KEY=3766). **PLAN FOR ASSESSING ADVOCACY INITIATIVE** In addition to utilizing the SEAS to evaluate pre- to post-training changes in self-efficacy for advocacy, we recommend the Environmental Attitudes Inventory (Milfont & Duckitt, 2010) – a comprehensive measure (12 subscales) – to evaluate pre- to post-training changes in environmental attitudes. Reference Section is provided in the additional information box below.

Chairs:

Tia Turner, University of Dayton; **Roger Reeb**, University of Dayton; **Anthony Talbott**, University of Dayton

084 The Differential Relationship between Adverse Childhood Experiences (ACEs) and Psychological Dating Violence in College Students: Considerations for the Role of In-Person Communication with Friends.

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Research has shown that adverse childhood experiences (ACEs) and other forms childhood maltreatment are risk factors for dating violence victimization and perpetration (McClure & Parmenter, 2017; Karsberg et al., 2018). However, there is a lack of research examining the relationship between specific ACEs and different types of dating violence in college students, as well as protective factors for these relationships. This study provides a more nuanced understanding of the differential relationships between specific ACEs and psychological dating violence victimization in college students, and explores communication among peers. Participants included 210 students from colleges in the Northeast United States. As part of a larger study, participants completed an online survey on ACEs, partner dating violence, and communication with peers. Chi-square tests of independence were conducted to explore the association between specific ACEs and exposure to psychological dating violence in college. The results of these tests revealed significant relationships for emotional abuse in childhood [$\chi^2(1, N=198) = 4.48, p < .05$], emotional neglect in childhood [$\chi^2(1, N=198) = 4.65, p < .05$], and physical neglect in childhood [$\chi^2(1, N=198) = 7.88, p < .01$]. Subsequent analyses revealed that students exposed to psychological dating violence also had significantly higher rates of in-person communication with friends [$t(57.58) = -2.04, p < .05$]. These results suggest that individuals exposed to childhood emotional abuse and neglect may be at a higher risk for psychological dating violence victimization in college. Additionally, students who have experienced psychological dating violence may seek out more in-person support from peers. Altogether, these findings suggest a potential need for emphasis on psychological forms of violence in

bystander trainings on campuses. This presentation will use interactive methods, including polling and chat discussion, to review dating violence myths and solicit ideas for how university interventions can incorporate ACEs-related risk factors and utilize communication between students to strengthen help-seeking behaviors.

Chairs:

Rebekah Stafford, University of New Haven; **R. Lillianne Macias**, University of New Haven; **Melissa Whitson**, University of New Haven

085 The Paradox of Design Thinking in Community-Based Research

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Community-based participatory research has benefited from a plurality of perspectives and methods. Design thinking, a set of processes derived from industry, architecture & urban planning, and computer science, can benefit community-based inquiry, despite being prima facie distinct from how those in social services approach new interventions. However, design thinking also derives from a primarily homogenous, Euro-centric model with its own core assumptions. If we as community practitioners want to uproot white supremacy, can we utilize such methods to further community-based goals? Yes, provided we recognize our biases and proceed accordingly. The presentation will discuss how to effectively incorporate design methods in inquiry and dissemination. We will share some lessons learned and identify frontiers to deliberately negotiate a balance between methods and implicit privilege.

Chairs:

Jon Scaccia, Dawn Chorus Group; **Linn Vizard**, Made Manifest

086 Racial Differences in Service Referral for Court-Involved Adolescents

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Diversion programs, designed as alternatives to incarceration for court-involved adolescents, vary in the degree to which they maintain contact with the court system (e.g., court-associated in-patient versus community services). Research suggests that contact with the court system promotes delinquency and other negative outcomes (Motz et al., 2020). Additionally, the disproportionate contact of racially minoritized youth with the court system is well documented (Mallett, 2018). The present study sought to investigate whether the nature of referrals to diversion programs is impacted by race, using data from a juvenile court service evaluation in a metropolitan midwestern county. Subjects were 3,841 adolescents who had been arrested for minor offenses. A binomial logistic regression was performed to ascertain the effect of race on the likelihood that participants were referred to court-associated services, controlling for severity and number of previous offenses. The logistic regression model was statistically significant, $\chi^2(8) = 658.94, p < .001$. The model explained 24.5% (Nagelkerke R²) of the variance in referral type and correctly classified 82.1% of cases. Race emerged as a statistically significant predictor of referral type. Specifically, Black adolescents were 1.53 times more likely than White adolescents to be referred to court-

associated services ($p < .001$). Adolescents belonging to other minoritized racial groups had approximately the same likelihood as Black adolescents of receiving referrals to court-associated services ($\text{Exp}(B) = 1.02$, $p = .915$). This finding suggests that referral decisions are impacted by the race of court-involved adolescents, such that minoritized youth are more likely to receive referrals which prolong their contact with the court system, irrespective of the severity or number of their offenses. The presentation will discuss implications for adolescent mental health and invite conversation on avenues for addressing this apparent bias within the service-referral process for court-involved adolescents.

Chairs:

Eileen Diggins, Bowling Green State University; *Abigail McDevitt*, Bowling Green State University; *Miranda Yannon*, Bowling Green State University; *Mytien Le*, Bowling Green State University; *Shayla Franklin*, Bowling Green State University; *Carolyn Tompsett*, Bowling Green State University

087 Examining Racial Disparities in Self-Reported Risk Among Court-Involved Youth

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:**

Poster Session A

Abstract

Studies assessing risk of delinquency have often utilized screeners that provide information on exposure to violence and health (e.g., Campbell et al., 2014; Leban & Gibson, 2020; Scott et al., 2019). Research has demonstrated disparities in reported health risks and demographics such as White offenders reporting higher drug and alcohol use and somatic complaints, and despite lower reported risk, Black youth being more

likely to be rearrested (Becker et al., 2012). This study examined associations between self-reported risks from a public health screener and juvenile recidivism. Data was collected as part of an evaluation of services offered by the juvenile court of a midwestern metropolitan county. Participants were 1,343 adolescents who had been arrested for minor offenses and brought to the court's Assessment Center for evaluation and diversion. A series of binary logistic regressions were run to explore whether demographic variables were associated with reported risk of exposure to various types of violence, substance use, sexually transmitted diseases, and recidivism. Results indicated that White youth were significantly more likely to report concerns about domestic violence, dating violence, and cigarette/vape product use, but Black youth were more likely to report concerns about gang violence and had greater odds of being rearrested. Overall, given that higher levels of exposure to violence and substance use are generally associated with greater risk of delinquency (Marotta & Voisin, 2017; Nofziger & Kurtz, 2005), our results suggest that a large number of low-risk Black youth may nevertheless be at greater risk of being arrested than low-risk White youth. Alternatively, Black youth may be underreporting concerns about violence and substance use on screeners administered when they are arrested and brought to the juvenile court's Assessment Center. Regardless, our results highlight important concerns about racial disparities in the juvenile justice system.

Chairs:

Abigail McDevitt, Bowling Green State University; *Catherine Zoleta*, Bowling Green State University; *Carolyn Tompsett*, Bowling Green State University

088 Race as a Moderator of the Relationship between Social Support and Psychological Distress among Female Incarcerated Survivors of Intimate Partner Violence

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

A sample of 112 incarcerated female survivors of intimate partner violence (IPV) were interviewed to explore how social support relates to psychological distress, and whether race moderates this relationship. Controlling for experiences of physical and psychological abuse, sexual assault, prior injuries sustained from the violence endured, and symptoms of substance-use disorders, a significant interaction was found. This indicates that the relationship between social support and psychological distress is moderated by race. Simple slopes were examined and revealed that for women of color, social support is negatively associated with psychological distress, whereas for white women, no significant association was found between social support and distress. It is critical that women of color who have experienced IPV be provided with opportunities to maintain contact with their social support networks during incarceration as a means of diminishing psychological distress.

Chairs:

Marisa Beeble, Russell Sage College; *Janel Leone*, Russell Sage College

089 Understanding Intersectional Inequalities in Postsecondary Education: Retention, Connectedness, Black Women, and

STEM

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

While women's representation in STEM fields is increasing, Black women are still significantly underrepresented. Based on 2017 data, the National Science Board report indicates that women accounted for 52% of the science and engineering college-educated workforce, with 29% also employed in these fields. Yet, only about 8% of Black women had at least a bachelor's degree in science and engineering, with barely 6% of these women employed in science and engineering occupations (National Science Board, NSF, 2020). STEM departments at universities struggle to retain Black women students. This higher than average attrition rate represents significant loss of talent. In order to address this trend, we conducted a qualitative analysis of undergraduate Black women students' experiences in STEM majors, as well faculty perspectives of these women's experiences and challenges. This allowed us to form a comprehensive picture of the ways in which Black women develop science identities as well as factors that impede this development. Students who develop science identities feel a strong sense of connection and belonging to a broader community of scientists, which increases the likelihood that they will pursue further training and careers in STEM. (Stolenberg, et al, 2014; Gehrke & Bernstein-Sierra, 2017; Seymour & Hewitt, 1997). We additionally situate this analysis in the context of these women's intersecting identities. Our preliminary findings highlight Black undergraduate women's experiences in STEM departments at a major research institution. Our poster will highlight these women's perspectives on

departmental factors that impact their development as future scientists. We will also report on faculty members' perception of Black women's experiences and their efforts to facilitate these women's academic journeys. In addition to presenting our findings, we will engage the audience in a discussion of potential approaches to STEM education that can render it more inclusive of the experience of Black women.

Chairs:

Zermarie Deacon, University of Oklahoma; *Dorothy Nkhata*, At Large; *Handan Acar*, University of Oklahoma

090 Perspectives of Racial and Ethnic Minority Older Men Who Have Sex with Men on Barriers and Facilitators that Foster Resilience to HIV/AIDS in the 21st Century

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Evidence-based health disparities studies on resilience to HIV/AIDS have emphasized the need to examine factors that support the mental health and wellbeing of racial and ethnic minority older, gay, bisexual, and other men who have sex with men (MSM) living with HIV/AIDS, a population that has been consistently impacted by HIV/AIDS in North America in the 21st century. This need has been evident in national reports which have documented that over 60% of adults living with HIV/AIDS are from historically marginalized groups, even though these minority groups account for less than 30% of the general population. Our exploratory study implemented a Community-Based Participatory Research approach to explore barriers and facilitators that foster resilience to HIV/AIDS among racial and ethnic minority older MSM.

Individuals 40 years and older, who identified as racial or ethnic minority MSM living with HIV/AIDS, and who resided in Central or Southwestern Ontario, Canada, were recruited to join the study. Participants (n=24) discussed in semi-structured interviews the personal and societal barriers they encountered, and facilitators they recognized, while fostering resilience to HIV/AIDS, particularly while navigating the complexities of their intersecting identities, and accessing HIV healthcare and social services. Utilizing thematic analysis, four barriers and three facilitators to fostering resilience to HIV/AIDS were identified from the interviews. The four barriers included: (1) language barriers, (2) HIV stigma, (3) racism, and (4) persistent and pernicious norms in gay culture. The three facilitators included: (1) personal strengths (e.g., perseverance), (2) protective factors (e.g., compartmentalization), and (3) community-based resources (e.g., racial or ethnic minority-serving AIDS service organizations). The findings and lessons learned from this study have significant implications and future directions for community-based interventions and policies dedicated to fostering resilience-building factors and promoting more inclusive healthcare and social services.

Chairs:

Sherry Bell, University of Nevada, Las Vegas; *Brandon Ranuschio*, University of Nevada, Las Vegas; *Renato Liboro*, University of Nevada, Las Vegas

091 A Qualitative Investigation of Activism among Asian American College Students

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Compared to other racial minorities in the U.S., Asian Americans are often seen as uninterested in activism, and furthermore the widespread perception of the “model minority myth” (MMM) posits that Asian Americans are successful in society and thus unaffected by oppression (Chou & Feagin, 2015). Despite such perceptions, Asian American college students have historically engaged in activism to challenge racial inequality and continue to work towards social justice (Chan, 2011; Inkelas, 2004; Ryoo & Ho, 2013). Yet, how Asian American college students understand activism, their motivations for activism, and the specific issues and practices of their activism are deeply understudied. This study addresses this gap in the literature by conducting an in-depth, qualitative examination of activism among Asian American college students. The study’s purpose is to develop a nuanced understanding of Asian Americans’ perspectives, motivations, and barriers for activism and to explore how these aspects of activism may interconnect in the lived experiences of Asian American college students. Informed by theories on ecological environments (Bronfenbrenner, 1979; Trickett, 1996), this study examines how Asian Americans understand and engage in activism, and how these may relate to experiences with micro-level contexts (e.g., peers, families, college campus), and existing within macro-level contexts (e.g., under White supremacy, the U.S. racial system, and MMM). Twenty Asian American college students participated in semi-structured interviews. A modified grounded theory analytic approach was used to address the following research questions: (1) How do Asian American college students perceive and engage in activism? (2) How do their perspectives and engagement in activism develop and operate

in relation to their ecological environments, particularly in the context of the MMM? This study contributes to the literature by providing a nuanced examination of the interconnections among various aspects of Asian American students’ ecological environments and how this shapes their activism.

Chairs:

Jacqueline Yi, University of Illinois at Urbana-Champaign; *Nathan Todd*, University of Illinois at Urbana-Champaign

092 The Intersection of Race, Gender, and Housing Insecurity Among College Students

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

The COVID-19 pandemic has deeply impacted racial/ethnic minorities and gender minorities in a variety of ways, including increased risk of housing insecurity. College students of color have been disproportionately affected by the pandemic and are experiencing housing insecurity at much higher rates compared to their white counterparts (Townley et al., 2020). College students whose gender identities fall into marginalized groups are also experiencing higher rates of housing insecurity compared to college students whose gender identities have been historically privileged (Townley et al., 2020). A research lab at a university aimed to measure the intersectionality of race and gender and how this influences the prevalence of housing insecurity among college students during the pandemic. In July 2020 a survey was administered to college students attending a mid-size private Catholic university in Chicago, IL to assess housing insecurity and other related topics. Responses were obtained from both

undergraduate and graduate college students (N = 1957). We aimed to address the following research question with the data collected: How many college students of racial/ethnic minorities and gender minorities are housing insecure during the pandemic? Results indicate that women of color (42.0%) have much higher rates of housing insecurity than white women (24.8%). Men of color (17.6%) have higher rates of housing insecurity than white men (10.7%). However, women of color and white women are experiencing housing insecurity more frequently than men of color and white men. Additionally, gender minorities who are white (3.1%) are experiencing housing insecurity more frequently than gender minorities who are people of color (1.8%). University policy makers and college administrators need to be doing more now, and post-COVID, to support college students of color as well as gender minorities experiencing housing insecurity.

Chairs:

Jackson Carroll, DePaul University;
Helena Swanson, DePaul University;
Rebecca McGarity-Palmer, DePaul University;
Olya Glantsman, DePaul University

093 Militarism in Community Psychology Journals: Time to Sound the Alarms

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

In 2007, Hoshmand and Hoshmand urged “community psychologists to engage in research, consultation, and program development and evaluation in supporting military families and communities.” They argued that “the needs of military families

and communities cannot be ignored when military and civilian communities alike are affected by changes in the geopolitical situation and the effects of increased deployment.” In a special section they edited (War, Peace and Community Psychology), Duckett and Değirmencioğlu (2017) urged community psychologists to respond to militarism in psychology, particularly following the Hoffman Report (July 2015). In this section, Orford (2017) argued that community psychologists should take a lead in advocating for psychology against militarism. Articles published in two community psychology (CP) journals, one published in the US and the other in the UK, over two decades (2001-2021) were examined using keywords associated with military and militarism. The analysis reveals a clear increase in the kind of articles Hoshmand and Hoshmand called for in the US journal. There is no similar increase in the UK journal and articles mentioning the military tended to be critical of militarism. There is also an increase in the number of authors from institutions affiliated with military in the US journal. Because some of the reviews are available, it is possible to observe objections from some reviewers. One reviewer noted that the accepted article was more suitable for journals focusing on the military rather than a CP journal. Militarism is clearly an example of how power is used to inflict harm on those who are powerless. Militarism in the US is chronic and endemic, and is penetrating CP particularly via journals and research funding. Community psychologists should not join those psychologists legitimizing militarism, injustice and colonialism.

Chairs:

Serdar M. Değirmencioğlu, FernUniversität in Hagen

094 A review of universities'

institutional actions towards First Peoples in Tekiatenontarí:kon (Quebec): solution or reproduction of (neo)colonialism?

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

I am a white settler occupying the unceded lands of Kanien'kehá:ka and Haudenosaunee nations. This research question was given to me by the Circle of First Nations of the university I study in. The absence, or inadequacy, of policies addressing First Peoples within universities reproduces colonialism, and therefore, white supremacy, through assimilation or exclusion. Institutional actions must include First Peoples agency, through real participation, including power and control over their own visibilization beyond tokenism, assimilation and exclusion. Are current institutional policies a respectful, responsible, relevant and reciprocal basis to dismantle colonialism and white supremacy in the settler university? Method: A systematic review of the policies of all universities (19) in Tekiatenontarí:kon (Quebec) was achieved, aiming to answer the question: "Is there a policy concerning First Peoples within the university?". The results are analyzed with the Wholistic Indigenous Framework. Results: No university in Tekiatenontarí:kon (Quebec) has an institutional policy addressing First Peoples. Only 1 out of 4 universities have an action plan specific to First Peoples, while almost all have Equality, Diversity and Inclusion action plans. Most universities with action plans specific to First Peoples fail to address the necessary conditions for indigenizing institutional actions that are respectful, responsible, relevant and reciprocal. The action plans seem to engage in tokenism with a "checklist" approach

without a real transformation of power. The results reveal major gaps in higher education to address the ongoing impacts of colonialism. Conclusion: The absence of First Peoples in university policies seems to be a reflection, as well as a mechanism (ex. lack of relevant pedagogy) through which the invisibility of First Peoples is maintained. Adopting a policy concerning First Nations people in universities is essential to recognize and make visible the on-going impacts of colonialism and white supremacy and reduce the systemic discrimination First Peoples face.

Chairs:

Marika Handfield, Épione laboratory

095 Associations between Environmental Activism and Climate Change Anxiety

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Human activities contributing to climate change pose a current and future threat to humans and the environment, with harm disproportionately falling on communities of color (IPCC, 2018; Jampel, 2017). To slow climate change, widespread social and political action is necessary, and young adults can play a key role in pushing for change (Riemer et al., 2013). The current study examines environmental activism and associations between activism and climate change anxiety among a student sample of young adults. The sample included 153 undergraduate and 188 graduate students. The majority of participants identified as female (69.8%) with a mean age of 23.3 (SD=3.8). Participants identified as White (53.9%), Asian (13.9%), Multiracial (8.0%), Latinx (7.0%), Black (4.4%), and Middle Eastern/North African (1.0%). As part of a

larger cross-sectional online survey, climate change anxiety (i.e., Cognitive-Emotional Involvement, Functional Impairment) was measured with the Climate Change Anxiety Scale (Clayton & Karazia, 2020). Frequency of engaging in civic actions to address climate change (i.e., Participatory Actions, Leadership Actions; Total Number of Actions) was assessed with the Environmental Action Scale (Alistat & Riemer, 2015). Significant moderate correlations were evident between Cognitive-Emotional Involvement and all three indicators of engagement in civic actions: Participatory Actions ($r = .502, p < .001$), Leadership Actions ($r = .412, p < .001$), and Total Number of Actions ($r = .503, p < .001$). Similarly, significant moderate correlations were evident between Functional Impairment and Participatory Actions ($r = .499, p < .001$), Leadership Actions ($r = .455, p < .001$), and Total Number of Actions ($r = .507, p < .001$). Results indicate a connection between climate change anxiety and engaging in environmental activism. Future research is needed to explore how climate change anxiety may motivate environmental activism as well as how engaging in activism may buffer or contribute to climate change anxiety.

Chairs:

Stephanie Langlais, Suffolk University; *Pilar Fowler*, Suffolk University; *Cailyn Benson*, Suffolk University; *Alissa Skavish*, Suffolk University; *McKenna Parnes*, Suffolk University; *Lance Swenson*, Suffolk University; *Sarah Schwartz*, Suffolk University

096 Longitudinal Examination of Peer Victimization Among Latinx Youth: The Role of Cultural Values and Sociopolitical Context

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Peer victimization carries particular risk for minoritized and immigrant youth (Walton, 2018). Recent anti-immigrant attitudes and restrictive immigration legislation raise concerns that Latinx youth are vulnerable to bias-based peer victimization (Hong et al., 2014; Roche et al., 2020). Huang and Cornell (2019) documented increased rates of school bullying following the 2016 election, especially in politically conservative districts. Few studies have examined longitudinal trajectories of - or protective factors against - victimization in such contexts. This 4-wave longitudinal study examines peer victimization and respeto among Latinx youth. Respeto is a Latinx cultural value which emphasizes obedience to authority figures, conceptualized as a protective factor. Participants attended 14 sociopolitically diverse middle schools in the southeastern U.S. ($N = 547$; 55% female). At baseline, 70% of students reported being victimized, and 54% perceived that their victimization was ethnicity-based. Students in politically conservative school contexts ($M = 1.66$; $S = 0.79$) reported more relational victimization, $t(470) = 2.20, p = .03$, than those in more progressive contexts ($M = 1.50, S = .70$), even adjusting for potential confounders (e.g., youths' immigrant generation). Third-generation immigrant youth reported more overall victimization than more recent immigrant youth. A random intercept cross-lagged model fit the data, $X^2(35 \text{ d.f.}) = 79.136, CFI = .966, RMSEA = .048$. Time 3 respeto was related to declines in T4 peer victimization ($\beta = -.26, p = .00$). Further, a path from T2 peer victimization to T3 respeto, $\beta = -.22, p = .01$, indicated that victimization was related to declines in respeto. Final analyses will examine relational and physical victimization and

consider political context as a moderator. Overall, results suggest that experiences of peer victimization among Latinx youth are influenced by individual and contextual factors, experiences that in turn, may impact their adherence to protective cultural values, such as *respeto*.

Chairs:

Gabriel Kuperminc, Georgia State University; **M. Alejandra Arce**, Georgia State University; **Claudia Delbasso**, Georgia State University; **Jessica Kumar**, Georgia State University; **Camelia Gonzalez Barbot**, Georgia State University; **Kathleen Roche**, George Washington University

097 Participation in Black Lives Matter and Immigration-Related Activism among Immigrant Youth of Color: Contributions of Perceived Policy Effects and Sociopolitical Efficacy

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Critical consciousness theory posits that participation in social change efforts requires awareness of the social impact of inequities, and a strong sense of internal sociopolitical efficacy (SPE; i.e., believing in one's ability to effect social change). Among immigrants of color, perceiving negative impacts of restrictive immigration policies (Arce, Kumar, Kuperminc, & Roche, 2020) and having high internal SPE (Hope, Keels, and Durkee, 2016) contribute to actions toward immigration reform. It is unclear whether these factors also influence their likelihood of participation in other social change movements, such as Black Lives Matter (BLM). Few studies have concurrently examined effects of internal and external SPE (i.e., beliefs about the

government's ability to effect change). This study examines contributions of perceived immigration policy effects, internal, and external SPE on likelihood of (1) BLM and (2) immigration-related activism.

Anonymous survey data from 115 immigrants of color (70% female; 23% first- and 77% second-generation immigrants) ages between 18 and 29 years (Mage = 18.23) revealed positive correlations of internal SPE with BLM and immigration-related activism. Also, external SPE negatively correlated with immigration-related activism, and immigrant generation was positively correlated with immigration-related activism. Significant logistic regression models, $\chi^2(4) = 12.93$ $p = .012$ and $\chi^2(4) = 42.72$ $p < .001$, for BLM and immigration-related activism, respectively, indicated that every 1-point increase in internal SPE was associated with a 2.07 and a 4.16 increase in the log-odds of BLM and immigration activism, respectively. Further, every 1-point increase in perceived immigration policy effects predicted a 1.10 increase in the log-odds of immigration-related activism. Second-generation immigrants were more likely to participate in immigration-related activism than their first-generation peers. External SPE was unrelated to both outcomes. Findings highlight the importance of internal SPE for promoting racial solidarity and action between and among youth of color.

Chairs:

Maria Fernanda Peraltilla Alfaro, Georgia State University; **M. Alejandra Arce**, Georgia State University; **Yishai Perez-Ponce**, Georgia State University; **Georgina Morales**, Georgia State University; **Gabriel Kuperminc**, Georgia State University

098 Exploring Intersectional Predictors to Mental Healthcare in Sexual Orientation and Ethnoracial

Minority Canadians

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:**

Poster Session A

Abstract

Marginalized identities are associated with health inequalities. Minority stress theory and social determinant of health framework both posit that identifying and being perceived as a minority can be detrimental for one's mental health. Ethnoracial minorities, or racialized peoples, and LGBT2Q+ persons self-report worse mental health and more mental health conditions due to discrimination and stigma compared to their White heterosexual counterparts. Further, barriers to mental healthcare such as language and accessibility have been reported. Often categorized and researched as homogenous groups, research on sexual orientation minorities and ethnoracial minorities suggest within-group (intracategorical) differences that need to be explored. Combining intersectionality theory with logistic regression modelling, data from the 2020 LGBT2Q+ Health Survey was used to elucidate effects of having different axes of marginalized identities on mental healthcare access (outcome variable). Intersectionality theory examines how multi-axes create their own social experiences that cannot be explained in single-axis thinking. Variables of interest were framed using factors within the Andersen healthcare utilization model: predisposing, enabling, and need. Additive approach to regression modelling assumes each variable/axis is mutually exclusive, while multiplicativity is the statistical equivalent of axes intersecting to create unique experiences and identities. Additive modelling found statistically significant associations ($p < 0.05$) with identifying as LGBT2Q+ with age, gender modality, income, minority stress, self-reported mental health, and having a mood

and/or anxiety disorder. Modelling with racialized identities found similar statistically significant associations. Preliminary results from multiplicative regression modelling suggest intersectional axes such as being older, racialized, trans, and born outside of Canada through two-way interactions ($p < 0.05$). Overall findings show a consistent set of intersectional axes that contribute to health inequalities in LGBT2Q+ and racialized peoples, inferring from their high associations with mental healthcare access within the past 12 months. This study shows complementarity between intersectionality theory and quantitative health research.

Chairs:

Samson Tse, Wilfrid Laurier University

099 Sexual assault revictimization and substance use among sexual minorities: A systematic review and commentary on the literature

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:**

Poster Session A

Abstract

Sexual minority people (SM) are at increased risk for sexual assault both in adulthood and childhood. Within the gender-based violence and psychology literature, there has been a focus on revictimization, and why SM might be at increased risk. Much of this research has focused on individual-level vulnerabilities, particularly substance use within SM communities, promoting a victim-blaming narrative, rather than taking an ecological approach to understanding SM risk. Revictimization problem definitions, which are individually-oriented and place an emphasis on substance use, might reinforce stereotypes about SM individuals and limit opportunities to address larger oppressions which place SM

individuals at risk. The aim of the current study was to review the literature on sexual violence revictimization among sexual minority people. Additionally, we examined revictimization problem definitions in this literature, specifically how researchers conceptualized the relationship between substance abuse and revictimization. Using PRISMA guidelines, we included 11 articles in our review of SM revictimization ($k=11$, $n=15,491$, $n_{SM}=8955$; $n_{Het}=6536$). Rates of revictimization among sexual minority individuals were high, with a meta-analysis finding a pooled rate of 50.0% (95% CI [.356, .645]). Of the 11 articles included, seven examined substance use as a risk factor for revictimization. Sexual assault revictimization was prevalent among sexual minority individuals, and greater attention to SM populations is necessary for implementing sexual violence resources and sexual violence prevention efforts. While SM people are at increased risk for substance abuse, focusing on substance use as a primary mechanism by which revictimization occurs, both ignore the role of larger forms of oppression (e.g., homophobia) as part of the etiology of risk and removes the blame from the perpetrator of the abuse (either in adulthood or in childhood). Future research about people who have been repeatedly victimized should pay closer attention to these concerns.

Chairs:

Estefania Navarrete, University of Illinois at Urbana Champaign; *Max Piasecki*, University of Illinois at Urbana-Champaign; *Rebecca Ransom*, University of Illinois at Urbana-Champaign; *Allyson Blackburn*, University of Illinois at Urbana-Champaign; *Nicole Allen*, University of Illinois at Urbana-Champaign

100 Breaking cycles of white supremacy within marginalized

populations: Experiences of conducting a statewide needs assessment for a multigenerational LGBTQ+ community

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

The impact of white supremacy is widespread and profound. Even marginalized individuals, groups, and institutions, whose mission is to reject the norms and constructs imposed by white supremacy are not immune. The purpose of this poster presentation is to reflect on the ways in which structures and norms imposed by white supremacy permeate within the LGBTQIA community. Using Whiteboard poster animation software, we will share our experiences with the enduring constructs of white supremacy in our development of a statewide needs assessment for Connecticut's LGBTQIA community. We will pose important questions regarding the challenges and reflections. -Naming white supremacy. Given the diversity of experiences within the LGBTQ+ community, research is typically siloed into subpopulations. Our team was tasked with creating a survey that was inclusive of an entire state's diverse LGBTQIA community. As such, we encountered a range of contradictory opinions, privileges, and beliefs. How do we highlight and act against inherent biases and privileges of LGBTQIA subpopulations, while also supporting their personal experiences and histories with stigmatization and discrimination? How do we be supportive of our partners' voices while pushing back on binary and colonial supremacist lenses? -Identifying the roots. Many terms used by LGBTQIA individuals are rooted within colonial and binary systems of sex, gender, and sexuality and inaccurately reflect LGBTQIA identities.

What are the best practices for collecting these data? How do you balance decisions to “collapse” identities for analysis, while balancing the identity fluidity and diversity of the LGBTQIA+ community? -Limitations of binarized systems. Current data (such as the Census) does not capture the complexity of the LGBTQIA community. How do we understand if samples are representative when there is a lack of available (and accurate) data on the LGBTQ+ community at large? How do we conduct community-based research with rigor when data is lacking?

Chairs:

Danielle Chiaramonte, Michigan State University; *Kayla Linn*, Yale University; *Elizabeth McGee*, Yale University; *Kaylyn Garcia*, Yale University; *Amy Griffin*, Yale University

101 Traversing the Margins: LGBTQ+ People and the Black Lives Matter Movement

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

The LGBTQ+ equality and racial justice movements share mutual goals (Sen et al., 2010). However, many advocates lack preparation to engage in intersectional work (Sen et al., 2010), and the relationship between these movements has been tense (Furman et al., 2018). The increased discrimination that Black LGBTQ+ people experience in comparison to White counterparts (Whitfield et al., 2014) underscores the need for an intersectional movement. This presentation provides insight into LGBTQ+ people’s experiences with racial justice movements during COVID-19. Qualitative interviews with 19 LGBTQ+ people aged 20-76 ($M = 45.58$,

$SD = 17.61$) were conducted in fall of 2020. The modal participant was White (84%), female (42%), and gay (26%). Participants were asked, among other questions, “What, if any, has been your participation in racial justice movements, such as Black Lives Matter? Tell us about your experience as an LGBTQ+ person in these communities. What have you observed?” and “What do you imagine the future holds for LGBTQ+ folks more generally and LGBTQ+ folks of Color in particular?” Interviews were coded using interpretative phenomenological analysis (Smith et al., 2009). Preliminary results of emergent themes will be presented. The findings have implications for advancing intersectional LGBTQ+ racial justice causes.

Chairs:

Michele Schlehofer, Salisbury University; *Kathryn Wagner*, Gallaudet University; *Amy Lambert*, Gallaudet University; *Emily Bramande*, Gallaudet University; *Ashley Olortegui*, Salisbury University; *Whitney Demond*, Salisbury University; *Allyson Rivera*, Salisbury University

102 Complicating our Understandings of Engendered Violence: Support for Trans Theory

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Previous feminist theories have provided insightful contributions to understandings of gender, however, the specific nuances of trans identities warrants a theoretical orientation that centers their experiences. These limitations of feminist frameworks have led to an emerging trans theoretical framework (trans theory), which seeks to complicate theoretical understandings of

gender to be inclusive of trans and nonbinary identities. In this presentation, I will provide support to trans theory by first illustrating how mainstream, Black and Indigenous, and queer feminist frameworks conceptualize engendered violence, highlighting the theoretical limitations when applied to trans experiences of intimate partner violence. Secondly, I will analyze trans violence through a trans theory lens, demonstrating how complexities of trans identities (e.g. either/or and both/neither understandings of gender) and embodiment of gender necessitates a more comprehensive theoretical understanding of gender, and how trans theory can provide nuanced understanding. This analysis will reveal how the medical regulation of trans bodies has historically granted trans status to those who met gatekeepers' criteria for being trans. These standards not only perpetuate the fake notion that only trans people who transitioned were valid but they also excluded many other cultural understandings of gender. Some activists warn that the heightened focus on transition to pass as cisgender will lead to those who cannot meet these criteria (e.g. are fat, racialized, nonbinary, selective about their transition) will become even more visible and thus the targets for violence. This presentation will highlight how scholars and theorists should critically engage with how white supremacy is at the root of cis and transnormativity, and its resulting violence for minoritized trans communities.

Chairs:

Charlie Davis, Wilfrid Laurier University

103 Community Ethics: A Multi-Dimensional Framework

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Community-centered ethical decision-making often fails to capture constituent feedback (Persad, 2017). In contrast, epistemic justice (Fricker, 2007) builds both critical social awareness (Congdon, 2017) and procedural justice (Tyler & Lind, 1988). To better understand community ethics, 23 people representing 17 community-based organizations participated in one of five focus groups. Focus groups lasted two-hours, and four to six participants each. All groups took place via Zoom, and were recorded. Participants discussed a series of questions, including "What comes to mind when you think of the word "ethics?" "What are the most important ethical values that guide your organization?" "Are the values of your organization ever in conflict with each other?" and "What values guide your leadership to act in the way they do and/or omit to do?" Responses were coded using thematic analysis (Braun & Clarke, 2006). The findings indicate participants saw ethics along a multi-dimensional framework which varied along who their organization is accountable to (social norms or the community), the ecological level (society, the organization, or personal ethics), and where priorities are placed. Further, several values associated with ethics were identified, including integrity, equity, power, assumptions that people behave morally, law, and teamwork, among others. These findings indicate both some overlap with White supremacy culture (Okun, n.d.) and departure from it. Findings will be discussed in the context of improving community ethics.

Chairs:

Timothy Stock, Salisbury University;

Michele Schlehofer, Salisbury University

104 The Social Justice Classroom: How We Teach

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:**
Poster Session A

Abstract

This qualitative exploratory study investigated experiences of teaching and learning about social justice related topics in college classrooms from the professor perspective. Topics include how professors create safe learning environments, facilitate dialogue, and overcome hurdles that arise when teaching courses that challenge students to address controversial social justice related topics. Participants were faculty at 3 diverse university campuses across the United States, many of which serve large numbers of minority identified students. Participants were interviewed about teaching approaches that resonate with students and challenges faced. Interviews were transcribed, coded, and analyzed by undergraduate student researchers at Northern Arizona University. Preliminary research revealed “tool kits” used by professors for creating safe learning environments where students can engage in social justice related discussions and activities. These include working with students to create a classroom environment of mutual respect and active listening and reflection techniques. Expectations professors have of their students in relation to openness and opportunity were also explored. Participant professors discussed how aspects of their own identities impact their classrooms. They identified how interacting with their students has changed the way they perceive, interact with, and teach social justice issues. Insight on the impact that COVID has had on these courses was also revealed. Implications for community psychology pedagogy and teaching practice will be considered.

Chairs:

Anissa Bello, Northern Arizona University;

Sol Quintero, Northern Arizona University;
Anna Macio, Northern Arizona University;
Noelia Rangel, Northern Arizona
University; *Eylin Palamaro-Munsell*,
Northern Arizona University

105 Income Inequality and Educational COVID response: A pilot study.

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:**
Poster Session A

Abstract

The US educational system has been hard-hit by COVID. Many school districts had to switch to virtual learning quickly, with varying degrees of success. For this presentation, we will present the results of a novel method to examine how school districts responded to COVID. We compared two data sources: the school board meeting minutes for the period when COVID emerged as a significant public health problem in America (March 2020 - current) and measures of income inequality, as measured by GINI coefficient. We will present some of our preliminary results and discuss some of the implications of this type of analysis and whether meeting minutes are an appropriate source of data about educational policy.

Chairs:

Jonathan Scaccia, Dawn Chorus Group;
Allison Herb, Dawn Chorus Group

106 Possible Selves and Institutional Agents: The Role of Natural Mentors in Adolescent Girls' Science Interest

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:**
Poster Session A

Abstract

Natural mentors, or nonparental adults in adolescent girls' social networks, can support science educational pursuits – a discipline in which women and people of color are underrepresented due to racism and sexism. Further, mentor's role and identity may strengthen the role of support on girls' science interest. This study explored the association between natural mentor science support and adolescent girls' science interest, and whether the moderating roles of shared identity and mentor's school-based role helped to further explain the association. Participants were 101 girls (Mage =16; SD = 1.29) who reported having a natural mentor. The sample was racially/ethnically diverse (50% Latina/Hispanic, 27% African American/Black, 11% White, 7% Multiracial, 3% Asian/Pacific Islander, 1% Indian/Pakistani, 1 % Native American). Hierarchical multiple regression was conducted predicting science interest from mentor science support, shared racial and gender identity, and school-based mentor role. Moderation was examined by entering the interaction terms between mentor support and shared identity and school-based role into the regression analyses. Findings indicated that the full model of mentor science support, shared identities, interaction terms between mentor support and shared identities, mentor's school-based role, and the interaction between mentor support and school-based role, was statistically significant, $R^2 = .26$ (8, 92) = 4.012, $p < .001$. Analyses indicated that mentor support alone did not predict girls' science interest, but there were significant interactions between mentor science support and shared racial identity and mentor's school-based role, respectively. For girls who reported shared racial identity with their mentor, greater science support was associated with increased science interest (β

= .49; $p < .05$) and for girls with a school-based mentor, greater science support was associated with increased science interest ($\beta = .63$; $p < .05$). Implications for leveraging natural mentors to support adolescent girls' persistence in science fields will be discussed.

Chairs:

Amy Anderson, University of Illinois at Chicago; *Yesenia Garcia-Murillo*, DePaul University; *Christine Reyna*, DePaul University

107 Changing the Role of School Officers: A Participatory Action Research Approach to Developing and Implementing a Manualized Positive School Safety Coaching Program

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Over the past two decades, the United States has experienced a dramatic increase in the presence of police officers in schools. Although school officers are often introduced to enhance school safety, their presence has failed to make Black and Hispanic students safer, and in many cases, have disproportionately subjected minoritized students to harsher discipline and entry into juvenile justice systems. Districts across the nation are taking action to address this problem by removing school police from schools. In place of police, many are calling for a reimagining of school safety with an explicit focus on training school staff to use trauma-informed practices with students. This poster presentation describes a participatory action research step-wise process used to develop the Positive School Safety (PSS) Program. This program is the first training program

explicitly designed to train school-based safety staff to use trauma-informed practices with students. The PSS Program is a 16-session, manualized peer-to-peer coaching program that teaches school safety staff to use trauma-informed behavioral management skills to form positive relationships with students, promote positive student behaviors, prevent student misbehavior, de-escalate challenging student situations, and solve ongoing student behavior problems. In addition to describing the process used to develop the PSS Program, this presentation will discuss development challenges, detail lessons learned and discuss implications for other research practice partnerships that seek to shift how school safety happens in schools.

Chairs:

Joseph Gardella, Drexel University; *Lea Parker*, Drexel University; *Brittany Rudd*, University of Illinois at Chicago; *Angela Pollard*, Drexel University; *Rena Kreimer*, Drexel University; *TuQuynh Le*, Drexel University; *Naomi Goldstein*, Drexel University

108 The Benefits of Mentorship: An Innovative Wellness Program Paring Military Mentors with the Children of Lost Service Members

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

The loss of a family member can cause struggles for many families. While mourning may take a toll on everyone who was close to the deceased, children who lose a parent may be particularly impacted. The Tragedy Assistance Program for Survivors (TAPS) is a nonprofit military support program that provides care and resources to individuals grieving the death of a military

loved one. Among its many programs, TAPS runs a Good Grief Camp that provides children an opportunity to be with other kids who have experienced a similar loss, have fun, learn strategies to deal with their loss, and be paired with a military mentor who is there to support and share the experience with them. Qualitative video interviews were collected by TAPS members from 19 military mentors during their participation in Good Grief Camp activities. Participants ranged from Privates to Generals and included retired, reserve, and active-duty members. TAPS invited a research team of faculty, graduate, and undergraduate researchers to help them explore the data. Interviews were viewed, transcribed, checked, coded, and analyzed using an iterative framework built from the interviews, as well as the themes of interest to TAPS to further their understanding of the experiences and benefits of mentorship. The results supported existing evidence that mentors benefit from mentor-mentee relationships (Mendez et al. 2019). The study found that mentorship, even between children and seasoned military personnel, is bidirectional as mentors and mentees, as well as their networks, benefitted in direct and indirect ways. TAPS mentors gained a support system, the ability to actively listen, leadership skills, and self-reflection on their own experiences of loss. This experience and the relationships formed taught mentors lasting lessons that they planned to apply for the rest of their lives as well.

Chairs:

Katie Alfaro-Veliz, UMBC; *Bernice Kissiedu*, UMBC; *Rojin Najmabadi*, UMBC; *Anne Brodsky*, UMBC

109 Trauma-informed Care and Harm Reduction: Complexities in Homeless Service Delivery

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:**
Poster Session A

Abstract

Trauma-informed care (TIC) and harm reduction are two service delivery approaches often utilized in homeless service organizations aiming to promote client recovery and reduce barriers to care. TIC requires the implementation of policies and practices--and the creation of an overall service environment--which prevent re-traumatization among individuals experiencing homelessness in acknowledgment of the biopsychosocial sequelae of trauma (Hopper et al., 2010). Harm reduction-based organizations accommodate individuals with substance use disorders by fostering their engagement in services without mandating abstinence or adherence to treatment (Tsemberis, 2010). Although both philosophies of care emphasize client autonomy, choice, and empowerment, there may be unanticipated challenges when implementing them together. To date, research has not examined the ways in which the two philosophies of care interact. The present qualitative study examined the benefits and drawbacks of harm reduction from the perspectives of clients of a TIC homeless service organization. Participants were 19 clients of an integrated housing and healthcare service provider subscribing to TIC and harm reduction philosophies of care. Participants engaged in one-on-one interviews regarding the organization's TIC policies and practices. Data relevant to harm reduction and substance use-related issues in the service milieu were extracted. Thematic analysis revealed four themes comprising both positive and negative attitudes about harm reduction: safe haven, skill-building, defeats the purpose, and impact on others. Results suggest that TIC and harm reduction may facilitate one another in some ways, and negatively interact in others, including

increasing the potential for re-traumatization in the service milieu.

Chairs:

Madeeha Mohiuddin, DePaul University; *Amanda Barry*, DePaul University; *Milena DeMario*, DePaul University; *Justine Stewart*, Wheaton College; *Molly Brown*, DePaul University

110 Instrumental and Emotional Support among Individuals with Long-Term Histories of Homeless Shelter Utilization

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:**
Poster Session A

Abstract

Research suggests that the quantity and quality of social support available to individuals experiencing chronic homelessness is limited compared to the general population and to those experiencing acute episodes of homelessness (Eyrich et al., 2003; Van den Berk-Clark & McGuire, 2013). Individuals who reside in unsheltered locations were found to avoid sources of potential support, such as shelter services, due to past experiences of nonsupport in these settings (Petrovich & Cronley, 2015). Yet, a subset of individuals experiencing chronic homelessness reside in shelters long-term (Aubry et al., 2013; Rabinovitch et al., 2016), and research has not examined the forms and quality of social support among this population. The present study explored the extent to which individuals with long-term shelter utilization histories had access to instrumental and emotional support. Participants were 16 shelter case managers and 19 shelter guests recruited from two homeless shelters in Chicago. Shelter guests were identified by staff as having relatively consistent shelter stays over a minimum of three years. Open-ended,

semi-structured 60–90-minute interviews were conducted regarding barriers to housing among individuals with prolonged shelter histories. Data relevant to social support were extracted for the current study. Thematic analysis revealed that individuals' social support was predominantly centered within the shelter through relations with shelter guests and shelter staff. Limited access to instrumental social support outside of the shelter was a barrier to housing. Findings have implications for interventions to promote broader social support networks among shelter guests, as well as considerations for aiding individuals' transition into housing as they lose access to in-shelter support.

Chairs:

Noor Arjmand, DePaul University; *Victoria Zygmunt*, DePaul University; *Quinmill Lei*, DePaul University; *Molly Brown*, DePaul University

111 Electronic Clutter: Impact of Old Tech on Environmental Contexts

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Technological innovations such as radios, computers, and mobile phones have permanently changed the way humans communicate, gain information, and work. In 2015, 92% of U.S. adults owned a cell phone, 68% owned a smartphone, 45% owned a tablet, and 73% owned a computer. The rate of technological development pushes us to buy the next new device even when our current devices are working fine. Recent polls show that about half of smartphone users upgrade their devices when their carrier allows it, usually every two years. The statistics presented vary

greatly by demographic, prompting the question: does the overaccumulation of these items vary by demographic, particularly by age, income, and privileged education? The present study explores technology clutter across demographic factors using archival data collected in 2018. Participants indicated whether or not they had various, unused technologies and tech accessories in their home. A chi-square test of independence revealed that the type of unused items kept did not vary by age ($X^2(1, N = 787) = 11.71, p = .305$), gender ($X^2(1, N = 793) = 2.08, p = .722$), income ($X^2(1, N = 787) = 6.22, p = .961$), or education level ($X^2(1, N = 787) = 7.53, p = .674$). Although the purchasing of technological items varies greatly across demographics, the data in this study suggest that overaccumulation of technology may not be different across gender, age, income, and education. A major limitation of this study is that race and ethnicity were not recorded in data collection. Future research should explore patterns of overaccumulation in larger, more diverse samples, to ascertain the relationship between purchasing and keeping technology whether or not it is of any use.

Chairs:

Hetal Patel, University of Illinois at Chicago; *Devki Patel*, DePaul University; *Helena Swanson*, DePaul University; *Joesph Ferrari*, DePaul University

112 Online Implementation of Gender Responsive Peer Support Programs for Adolescents and Young Adults During COVID 19- Strengths, Lessons and Future Recommendations

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

Since the beginning of COVID-19 college students in the US have shown declines in mental health outcomes (Chirikov et al., 2020). Similar difficulties in adolescent mental health have been anticipated, emphasizing the perils of school closures, social distancing, and everyday life disruptions (Racine et al., 2020). The impact will be greater for students from disadvantaged backgrounds. Scholars have recommended implementing online programs to support student mental health. Student well-being can be bolstered by creating connection opportunities between students, that promote healing centered engagement (Ginwright, 2018). Two weekly online gender responsive peer-support programs based on the Womens Circle and Girls Circle curricula by the One Circle Foundation were implemented at a public university and a junior high school respectively in fall 20. The online Womens Circles were created for young adults while the online Girls Circle was implemented for 6-8 grade students. In both programs, groups of up to ten students and two facilitators were invited to engage in weekly 1-1.5 hour meetings via ZOOM. Sessions included check-ins, structured conversation as well as practices designed to enhance student resilience and social support. We describe the implementation, strengths and challenges of these online peer support programs at the college and junior high school. We utilized the number of completed sessions, participation and attrition, as well as qualitative focus groups from college participants and an interview the school counselor who facilitated the Girls Circle program to assess the success of implementation of the programs. Results from these analyses revealed differential benefits and challenges for the two populations-with the online Womens Circles being more successful than the online Girls

Circle in this case. Developmental explanations are offered for these differences along with future recommendations for implementation of similar online peer support programs for young adults and adolescent populations.

Chairs:

Shrija Dirghangi, California State University; *Rebecca Lujan*, California State University

113 Reflection on DePaul University's Community Psychology programs

Poster Presentation

Day: 6/23/2021 **Time:** 1:40 PM **Room:** Poster Session A

Abstract

DePaul University is unique in having three community graduate degree programs (Ph.D. in Community Psychology, Ph.D. in Clinical-Community Psychology, M.S. in Community Psychology), a combined BA/MS in CP program as well as an undergraduate Concentration in Community Psychology. This poster presents highlights and distinctions about the programs, its faculty, and students including curricula, grant funding, faculty and student awards, etc.

Chairs:

Jerry Cleland, DePaul University

Wednesday, June 23rd 6:00 to 7:00pm

120 Ethnic Racial Identity Similarity & Support in Mentoring

Ignite Presentation

Day: 6/23/2021 **Time:** 6:00 PM **Room:** Room 1

Abstract

According to Rhodes' model of youth mentoring, one of the ways through which positive outcomes (e.g., academic, social, and psychological) are achieved is through identity development. This study considers ethnic-racial identity (ERI) in the lives of college students of color and how that identity is promoted through natural mentoring relationships. The focus of this study was on ethnic-racial private regard, a component of ERI that captures affect and pride towards one's ethnic-racial group. To date, few studies have examined both mentor ethnic-racial similarity and support on ethnic-racial identity, and limited mentoring literature has focused on outcomes for older adolescents like college students. The findings will contribute to the gap in literature on ethnic-racial support and similarity in mentoring relationships and help to identify potential means for promoting well-being while embracing young adults' ERI. This study examines: (a) the associations among mentor ethnic-racial similarity and support and student ethnic-racial identity (private regard), (b) the relationships among mentor ethnic-racial similarity and support and student psychological well-being (self-esteem and psychological distress), and c) the mediational role of private regard between ethnic-racial similarity and support and well-being outcomes. The sample includes 266 college students of color attending a predominantly white institution who

completed an online survey and reported having a natural mentor either on-campus or off campus. A path analysis approach was used to explore the proposed relationships.

Chairs:

Yesenia Garcia-Murillo, DePaul University; *Bernadette Sánchez*, University of Illinois at Chicago; *Susan McMahon*, DePaul University; *McKenna Parnes*, Suffolk University; *Sarah Schwartz*, Suffolk University

121 Subjectivities and the Space of Possibilities in Youth Programs: Countering Majoritarian Stories as Social Change in the Australian Context

Ignite Presentation

Day: 6/23/2021 **Time:** 6:00 PM **Room:** Room 1

Abstract

The status quo of many not-for-profit organisations is well-intentioned service provision often coupled with an absence of critical understanding sustained by the restricting nature of neoliberal bureaucracy and funding. In this context, programs aimed at assisting young people from marginalised communities can become mired in individualistic thinking that constrains the space of possibilities for young people through depoliticisation and decontextualization of their realities and thus the kinds of subjectivities available to them. The challenge for the evaluation we discuss in this presentation was not only to evaluate the outcomes of the program, but to promote community narratives about the realities for young, racialized people in Australia that counter majoritarian stories.

We conclude that social change begins within the multidirectional relationships and contact zones of the stakeholders, participants and researchers of youth programs. This means, extending the focus beyond generic youth development and moving toward engaging young people in critical social analysis and empowering them as future social change agents in their communities.

Chairs:

Sam Keast, Victoria University

122 Restoring Fairness: Mattering as the Stakes of White Supremacy

Ignite Presentation

Day: 6/23/2021 **Time:** 6:00 PM **Room:** Room 1

Abstract

This Ignite Presentation will explore the relationship between mattering, fairness, and white supremacy, grounded in the historical and social context of settler colonialism in the United States. Mattering is a core human motivation and contested political resource composed of synergistic experiences of feeling valued and adding value across domains of life. It has been theorized as the conceptual opposite of both marginality and settler colonial dispossession. This discussion will argue further that mattering is critical to the construction of white supremacy as both psychological wage and as rationale for the ongoing maintenance of dispossession. Mattering, in other words, is part of what is at stake in the settler colonial project. Drawing upon both theoretical reasoning and novel data from an ongoing study, we suggest that psychological mattering is intimately connected to experiences of justice. We argue along these lines that to uproot white supremacy is to restore mattering by producing and safeguarding fairness, most directly in the

redress of the dispossession which lies at the heart of settler colonialism, but also through a focus on a just distribution of mattering experiences which resists the hoarding of mattering central to white supremacy.

Chairs:

Mike Scarpa, University of Miami; *Isaac Prilleltensky*, University of Miami

123 Demilitarization: An orienting concept for a decolonial community psychology

Ignite Presentation

Day: 6/23/2021 **Time:** 6:00 PM **Room:** Room 1

Abstract

United States militarization is one of the largest legacies of power, privilege, and oppression. Geyer defines militarization as the process by which a “society organizes itself for the production of violence” (as cited in Lutz, 2002, p. 723). Militarization not only involves increasing the capacity for military force through numbers in soldiers and weapons, but also shifting the beliefs and values of a society so that the use of violence is justified. The process of militarization is a form of imperialism, where the military power of one nation is imposed on others through the exploitation of resources and peoples in order to gain political and economic power. Militarization perpetuates hierarchies of race, class, and gender. The U.S. military is the greatest vehicle through which the U.S. colonizes, exploits, and expends the lives and lands of Indigenous people and people of color. However, the consequences of the U.S.’s unsatiable hunger for power and global dominance has impacts that extend beyond time and space. In the presentation, I examine how U.S. militarization is a form of neocolonialism that perpetuates White supremacy and racist ideologies, violence,

gentrification, genocide, and eco-destruction. A decolonial, critical, and racially just community psychology can take the lead in advocating for a psychology against militarization through the embodiment of decoloniality. The audience will be invited to reflect on the following: How can community psychology principles and a decolonial praxis guide demilitarization? What actions can community psychologists do to address racial injustices caused by militarization globally?

Chairs:

Hannah Rebadulla, University of Alaska Anchorage

124 A Four-Stage Engagement Process to Motivate Oppressors to Become Allies

Ignite Presentation

Day: 6/23/2021 **Time:** 6:00 PM **Room:** Room 1

Abstract

The level of willingness and ability of those in a position of privilege to engage as allies is located in a continuum of readiness from overtly hostile to hesitant to curious to active to taking leadership. There have not been many programs that effectively move people along this continuum. Often programs focus on sensitization through guilt or shame, or go directly to training for action, without considering the need to develop underlying sustainable motivation to do the work. A four-stage motivational engagement model has been piloted in multiple settings. It has roots in Friere's cycle of reflection and action (look, think, plan, act), in oppression/liberation theory, and motivation theory. We have "translated" into plain English four questions that we need to be answered when we work to engage people to become allies, and

developed activities to move through these four stages: 1. Look: What are the issues? (Sensitization). People on top of a power dynamic have had no need to understand the lived experience of those below. Interactive experiential exercises bring this into awareness. 2. Think: Why should I care? (Empathy; Autonomy). We offer exercises that show how people have been conditioned without their knowledge or consent to play out roles of the oppressor, and how those roles can be dehumanizing to them 3. Plan: What can I do? (Empowerment, Competence). Many people feel helpless or overwhelmed to take on allyship. We look at activities that show how people can intervene with peers in challenging oppressive behaviours that underpin the culture of violence. 4. Act: Who will help? (Sustainability; Relatedness). No one can do this work in isolation. It is crucial for those in power to support one another. Examples of the activities and the situations in which they were used, in corporate, educational and community settings will be given.

Chairs:

Bruce Dienes, Mount Saint Vincent University

125 DIY Counter Storytelling: Zine-Making as a Creative Liberatory Practice

Ignite Presentation

Day: 6/23/2021 **Time:** 6:00 PM **Room:** Room 1

Abstract

In Australia, dominant ideologies of white supremacy and coloniality operate to construct racialised national discourses of belonging and citizenship which alienate African diaspora communities. The consequences of these ideologies tangibly impact African diaspora communities across personal and community indicators of

psychological wellbeing, feelings of belonging, safety and experiences of racism. Previous research in the community psychology discipline has examined how First Nations, migrant and African diaspora artists in Naarm/Melbourne engage in counter-narrative constructions through community arts in an effort to dismantle and transform racialised systems of oppression. The proposed Ignite presentation will discuss *The Colouring Book*, a Naarm/Melbourne based community arts zine project. The presentation will explore how *The Colouring Book*'s collaborative art practice of zine-making is utilised as a liberatory tool that supports the construction of self-determined arts spaces and counter-narratives which centre African diaspora and First Nations perspectives. Critical narrative and cultural psychology approaches are taken in the examination of zine-making processes as a creative medium, through which African diaspora artists in Naarm/Melbourne are realising liberation arts goals and counter-narrative constructions of African diaspora identities which disrupt dominant narratives. In this research, mixed-method qualitative analysis of interviews and published content from *The Colouring Book* zine established narrative themes which describe zine-making as; 1) a relationship-based process, 2) as creating alternate spaces and structures, and 3) as a resource. These features of *The Colouring Book* project's zine-making practices were understood to inform the invitation of narrative themes of 1) self-determination, 2) ancestors and intergenerational connection, and 2) self-love, within the cultural product of the zine. Research implications for how the *Colouring Book* zine-makers harness zine-making as a liberatory practice and site of the narrative of construction are discussed in relation to the intersection of community arts and community psychology.

Chairs:

Ella Du Ve, Victoria University;
Christopher Sonn, Victoria University;
Rama Agung-Igusti, Victoria University

126 A Critical Decolonization Approach to Trauma Informed Schools

Ignite Presentation

Day: 6/23/2021 **Time:** 6:00 PM **Room:** Room 1

Abstract

This Ignite session will outline the current state of trauma informed schools (TIS) approaches and focus on critically deconstructing TIS practices that may in fact perpetuate injustices and colonial perspectives especially with students who are from marginalized groups.

Unfortunately, TIS frameworks continue to hold a narrow view of trauma, often neglecting the historical, systemic, and contextual sources of trauma (e.g., racism) that students may be experiencing. Disregarding the effects of racism as traumatic, for example, may lead TIS frameworks to provide a disconnected and possibly harmful approach to care for students of colour. Additionally, TIS frameworks fail to address the systemic injustices that create vulnerability to trauma or insist that they must be addressed. As a result, TIS "limit treatment of trauma (that is produced by these factors) to narrowly defined events and conventional (nonsystemic) interventions" (Goodman, 2014, p.56) and are actively participating in the continuation of trauma and oppression for students impacted by systemic injustices. The presenters will deconstruct TIS' view and treatment of trauma, and propose new opportunities for TIS to support marginalized students using a critical decolonization approach. A decolonizing

perspective, which examines how colonial forms of powers and oppression including Eurocentric views affect marginalized groups, provides a critical framework to deconstruct TIS approaches that are upholding harmful social structures (e.g, white supremacy) and explore opportunities for TIS to better support students who are vulnerable to trauma as a result of systemic injustices. Following the presentation, participants will be invited to engage in discussion with the presenters who are both PhD students with professional expertise in clinical mental health, traumatic stress and trauma-informed schools in Canada and the US.

Chairs:

Kimberly Jewers-Dailley, Wilfrid Laurier University; *Rajni Sharma*, Wilfrid Laurier University

127 Black Trans Women: A tale of Hetero-cis-normativity and White Supremacy

Ignite Presentation

Day: 6/23/2021 **Time:** 6:00 PM **Room:** Room 1

Abstract

Black trans women, at the intersection of multiple oppressions, disproportionately experience invisibilization, hatred, and violence on a daily basis. In traditional media, Black trans women find themselves either overrepresented in a negative light or rendered completely invisible. In fact, images that are conveyed uphold narratives of violence and deviancy that perpetuate hostility towards the trans community, while their invisibility contributes to the symbolic annihilation that sustains social inequalities and their impact on trans people. Studies on media representation of trans people have confirmed that on top of being regularly misgendered (Barker-Plummer, 2013;

Booth, 2015), the rare representations of trans people paint them out to be criminals (Wood et al., 2019) and sexual objects wanting to trick cisgender people (Sloop & John, 2000). This villainization, added to the fetishization and complete lack of positive images of Black trans women in media are responsible for creating and maintaining a sense of objectification and exclusion (El-Hage & Lee, 2017). Stereotypes around the trans identity, created and maintained in the collective space by the media, have important consequences on the discrimination of trans people in all spheres of their lives. Moreover, the discrimination, and hardships that the trans community face transpire systematically through every layers of our society. From a climate of hetero-cis-normativity and white supremacy to internalized transphobia, all the way through interactions with institutions, workplaces, and individuals, Black trans women's experiences in the occidental society are characterized by violence and fear. This presentation aims to highlight the violent path which Black trans women must navigate daily just to stay alive, through an intersectional lens. The intent is to then discuss ways in which community psychology can strive to dismantle current oppressive forces that maintain the situation as is.

Chairs:

Sarrah Bakhty, UQAM

128 Narrativas de cubanos/as del Oriente de Cuba: Un estudio interseccional sobre las experiencias de discriminación

Ignite Presentation

Day: 6/23/2021 **Time:** 6:00 PM **Room:** Room 1

Abstract

Ha sido expuesto en la literatura científica

que los/as cubanos/as del oriente de Cuba sufren discriminación, no solo por parte de sus coterráneos sino también por políticas del estado (Clealand, 2017; Ortiz-Torres & Rodriguez, 2019; Ortiz Torres & Rodriguez-Cancel, 2020). A partir del final de la guerra fría y el colapso de la Unión Soviética, la calidad de vida en la Cuba socialista se encareció. Se crearon dos realidades, en una de ellas, los/as blancos/as pudieron capitalizar a partir de la entrada de divisas y del turismo, mientras que la población negra, se vio sumida a peores condiciones de vida. Hay que reconocer que estos/as son sujetos a discriminación, no solo por su color de piel, sino también por su origen regional. Habiendo un vacío en literatura racial con corte interseccional, este estudio cualitativo (tesis), provee una mirada tomando en consideración el color de la piel (raza), origen regional y el género. El recogido de datos aún no ha culminado, por lo que se presentaran hallazgos preliminares sobre las experiencias vividas de la muestra, arrojando luz sobre cómo se intersecan los diferentes componentes identitarios, tomando en consideración que dichas identidades son impuestas y construidas no por los/as participantes, sino por el mismo estado. Dentro del contexto cubano, dada la represión por parte del gobierno, la manera en la que nosotros/as como investigadores/as podemos contribuir es trayendo estas discusiones a la palestra pública en vías de poder aspirar a un cambio social para el beneficio de dicha población.

Chairs:

Mario Rodriguez-Cancel, University of Puerto Rico

129 Student Leadership within SCRA: Maximizing Support for Students

Town Hall Meeting

Day: 6/23/2021 **Time:** 6:00 PM **Room:** Room 2

Abstract

Student representatives (SRs) sit on the SCRA Executive Committee (EC) to advocate and provide support for student issues within SCRA more broadly. This volunteer position has several responsibilities including implementing student research grants, biennial travel/registration grants, voting on issues presented in the EC, as well as soliciting student work and editing the student column of *The Community Psychologist*. SRs have a two-year term, and as such, may have little opportunity to enact sustainable change. In this town hall, attendees will have the opportunity to contribute to a discussion surrounding: (1) student-driven priorities for SR advocacy within the EC, (2) concrete ways that SRs can facilitate increased support for SCRA student members, and (3) potential SR support for the initiation or facilitation of a space where students can provide and receive peer support. Attendees will be encouraged to present additional ideas to strengthen student engagement and support for students within SCRA.

Chairs:

Jessica S. Saucedo, Michigan State University; *Camilla Cummings*, DePaul University

130 What Matters Right Now: Topics & Process of Participatory Action Research in Educational Settings Through Pandemic and Protest

Symposium

Day: 6/23/2021 **Time:** 6:00 PM **Room:** Room 3

Abstract

Since the spring of 2020, the United States

has dramatically changed due to the COVID-19 pandemic and racial justice uprisings. During this time, policy and decision makers made choices that impacted the daily lives of young people, such as school closures and virtual education, public health and safety measures, and a range of reactions to nationwide protests. Though researchers have argued consistently that some of these choices present threats to young people's well-being (e.g. Masonbrink & Hurley, 2020), another concern exists in the ways in which young people's voices have been limited (Efuribe et al., 2020). These constraints are not only sub-optimal in their own right, but they also foreclose the possibility for transformative educational experiences. Given these challenges, some educators have turned to Participatory Action Research (PAR), which situates learners not as passive recipients of knowledge, but as experts who can co-author meaningful learning experiences through research and action (Lykes et al., 2018; Ozer 2016; 2017). As such, the past year has been a particularly crucial time for conducting PAR because it offers students an alternative to the traditional banking model of education and positions them as agents of change in their communities. This session will feature presenters who have conducted PAR in educational spaces this past year. The first presentation describes a youth-led PAR project in a middle school to improve school climate. The second presentation will detail a photovoice project with undergraduate students and implications for students' critical consciousness during the pandemic. The third presentation will feature a discussion of how relationship building differed while facilitating a virtual course-based PAR that centered on disrupting systemic racism. These projects offer insight into how to conduct PAR during periods of crises, to ensure that learners can co-construct their

education even, and especially, during challenging and uncertain times.

Chairs:

Rahamim McCarter-Ribakoff, California State University, Sacramento

Presentations:

USING YPAR to UNDERSTAND and IMPROVE SCHOOL CLIMATE WHEN LEARNING from HOME

Jennifer Renick, University of California, Irvine; *Giesi Lopez*, University of California, Irvine; *Nancy Mendez*, University of California, Berkeley; *Brianna Urrutia*, University of San Francisco

The environment in which youth are educated influences their wellbeing (Wang & Degol, 2016) and is often conceptualized through the framing of school climate, which is broadly considered to be individuals' experiences of school life (Thapa et al., 2013). However, the COVID-19 pandemic and the shift to virtual learning or hybrid programs meant the school environment drastically changed. This move from a shared environment to individual homes exacerbated existing issues of educational inequity, with research finding Latinx and low-income students to be less active in their online classes than their white and higher-income peers (Esquivel & Blume, 2020). Though experiences of school climate are consistently found to vary based on students' identity (e.g. Voight et al., 2015), virtual learning has heightened these disparities. Given the lack of prior experience with virtual learning and limited opportunities to engage with students, many schools have struggled during the past year to maintain a positive school climate. Youth-participatory action research (YPAR) offers an opportunity to both capture

students' perspectives of school climate, by allowing youth to direct research (Schlehofer et al., 2018), and to improve school climate, based on the action projects students choose to adopt (Voight, 2015). To understand how students were experiencing and wanting to improve school climate in the context of virtual instruction, we have been conducting a YPAR project in partnership with an ethnically and socioeconomically diverse middle school. Drawing on field notes, recordings, and transcripts from project meetings with students when deciding our research topic and discussing possible action steps, we highlight which school climate issues are of importance to middle school students during this unprecedented time. Findings from this study provide insight into the student experience of virtual instruction and amplify student voices in a time in which they were often excluded.

BRINGING LIBERATION to LIFE: AN EXPERIENTIAL APPROACH to EDUCATION in COMMUNITY PSYCHOLOGY DURING the COVID-19 PANDEMIC

Rahamim McCarter-Ribakoff, California State University, Sacramento; *Erin Rose Ellison*, California State University, Sacramento

The COVID-19 pandemic has profoundly altered contexts spanning all ecological levels of analysis, resulting in disconnection, economic hardship, illness and loss of life. These difficulties are inequitably distributed and exacerbate long-standing health disparities based on race and class in the US. Though not without their limitations, participatory action research (PAR) methodologies such as photovoice (Wang & Burris, 1997) and the construct of critical

consciousness (Freire, 1993) are widely recognized for their ability to address social issues. Due to concerns for student well-being during the pandemic, a faculty member at a public university in northern California offered undergraduate students in her community psychology course the opportunity to participate in a virtual photovoice project as an option for their final project. A short virtual photovoice project would allow students to actively engage with course material by examining their experiences of COVID-19, processing those experiences, developing relationships among group members and combating social isolation through connection. For the present research, students participated in virtual photovoice and wrote accompanying essays over the course of 2 weeks. Interviews were conducted with 8 participants who completed the photovoice process during the COVID-19 campus shutdown. We present a preliminary analysis of participant perspectives on the issues they, their families and communities face during the pandemic, and their experience participating in photovoice that was adjusted to make the process more accessible during the pandemic. That is, this process was conducted virtually over a shorter time-frame and with less facilitation than we have used in past photovoice projects. We consider the benefits, practical challenges and ethical tensions in our approach. Finally, we suggest a detailed, contextualist understanding of critical consciousness development in our participants, which has broader implications for the use of theoretical frameworks and participatory methods in the service of well-being during our world-wide health crisis and beyond.

BREAKING the ZOOM BARRIER: REFLECTIONS on FACILITATING ANTIRACIST PARTICIPATORY

ACTION RESEARCH in the PANDEMIC ERA

Julia Dancis, Portland State University; Alex Freedman, Portland State University

Traditionally, Participatory Action Research (PAR) leans on in-person gatherings to form the trusting relationships needed to carry out collaborative community initiatives (e.g., Kelly et al., 2004; Trickett, 2011). When physical closeness became a threat to individual and community wellness as a result of the covid-19 pandemic, PAR facilitators were challenged to foster sense of community in two-dimensional virtual spaces amidst rising death tolls and the rhythmic beat of calls for racial justice pulsing through Zoom calls. Needless to say, this socio-historical moment produced a unique context for building partnerships in pursuit of change initiatives. In this presentation, we will reflect on the unique constraints and affordances that this moment produced for building relationships and coalitions within PAR. Inspired by critical autoethnography (Boylorn & Orbe, 2017), we will draw upon our experiences as White graduate students partnering with undergraduates to disrupt White supremacy through a six month course-based PAR. Inspired by the call to center critical whiteness in community psychology (Coleman et al., 2020), we will include our own reflexive discussions on leading antiracist work as White individuals at a Predominantly White Institution (PWI). We will close the presentation with ideas for how PAR facilitators might take these lessons-learned into post-pandemic PAR projects.

131 When anything other than PAR would be Unjust: Stories from two projects with Transgender, Gender

Diverse, and Intersex Activist-Scholars

The Innovative Other

Day: 6/23/2021 **Time:** 6:00 PM **Room:** Room 4

Abstract

Research is power. Research, and the methods used to conduct research, can serve to legitimize or erase. Research may render visible minoritized populations, call into question societal systems, and open opportunities for designing more just and inclusive systems. It can also reify systems of oppression. Transgender, gender diverse and intersex (TGD&I), people are historically and presently, , systematically erased from and misrepresented by social science research. We assert that dominant social science research practices uphold the colonial systems of white supremacist cisheteropatriarchy and the gender and sex binaries in harmful ways. This research is then enshrined in textbooks and disseminated to thousands of college students each year. The cycle of research and dissemination continuously harms TGD&I communities, through its failure to decolonize gender and its systematic re-constitution and privileging of the sex and gender binaries. This innovative session will center the stories of TGD&I participant-researchers from two projects targeting different points in the research cycle. Both sought to deepen PAR practices to reduce harm and promote justice. Each project took place when PAR felt improbable: as a dissertation with a youth advisory team (“Development of a non-binary theory of gendered power with TGD youth”), with students at a primarily teaching institution (“Harm Reduction & Justice Promotion in Human Sexuality Textbooks”), and with limited or no funding. This session will share creative strategies for doing PAR not because it sounds good, but because it is the

only just way forward. The session will use a podcast style interview process. Project conveners will interview participant-researchers about the process and experience of reclaiming power, renarrating, and taking action to impact the lives of TGD&I people. Attendees are encouraged to “call in” and join the conversation using virtual facilitation tools (i.e., Padlet) and synchronous discussion.

Chairs:

Lauren F. Lichty, University of Washington Bothell; *Danielle Chiaramonte*, Yale University; *Reid Ellefson-Frank*, Michigan State University; *Jessica Belmont*, University of Washington Bothell; *Jordan Havlicek*, University of Washington Bothell; *Luke L. Scott*, University of Washington Bothell

132 Putting the “Special” In Special Issue: A Discussion by Guest Editors of The Global Journal of Community Psychology Practice about Publishing Important Thematic Work

The Innovative Other

Day: 6/23/2021 **Time:** 6:00 PM **Room:** Room 5

Abstract

The Global Journal of Community Psychology Practice (GJCPP) continues to encourage special topic issue proposals. Such work often benefits readers and authors in unique ways that “regular” issues can’t. It also provides a much needed infusion of fresh thought that breaks up the perspective of the GJCPP editorial team. This session, facilitated by editor Dr. Nicole Freund, includes a panel of previous special issue guest editors who will talk about their experiences with producing special issues from the proposal to publication. Benefits and challenges will be discussed, and

attendees should depart the session with an understanding of what it takes to produce a special issue in GJCPP, what topics make good special topic issues, and what it’s like to work with GJCPP editorial staff. Previous guest editors included on the panel will be: Dr. Douglas Perkins and Dr. Irma Serrano-García (special issue on policy in community psychology); Dr. Leonard Jason (special issue on how theory contributes to practice), and Dr. Eylin Palamaro-Munsell (special issue on undergraduate education).

Chairs:

Nicole Freund, Wichita State University - Community Engagement Institute; *Douglas Perkins*, Program in Community Research & Action, Peabody College, Vanderbilt University; *Irma Serrano-García*, University of Puerto Rico; *Leonard Jason*, DePaul University; *Eylin Palamaro-Munsell*, Northern Arizona University

Wednesday, June 23rd 7:10 to 8:25pm

135 Faith Insiders: Perspectives on Antiracist Work within Religious Communities

The Innovative Other

Day: 6/23/2021 **Time:** 7:10 PM **Room:** Room 1

Abstract

The task of uprooting White Supremacy is vast and far-reaching. Consequently, research and practice at multiple levels and in varied settings is needed, including religious institutions. What are the resources, strengths, and challenges for doing antiracist work within religious communities? What insights can community psychology “insiders” in religious communities provide? With the unique perspectives offered by dual vocations (i.e., ordained faith leaders and community psychologists), the presenters share how white supremacy might be uprooted within their U.S.-based religious contexts - Tendai Buddhism, the Church of the Brethren (a Christian Historic Peace Church), and the Roman Catholic Church. Each presenter briefly overviews historical contexts, while illustrating specific religious motivations, imagery, and language that may be used to frame and shape their faith community’s ethical approach toward anti racist work. An ecological approach will be used to illustrate the resources, strengths, and challenges that exist at the individual, house of worship, and broader religious institutional levels (e.g. denominations, communions, affiliations, etc.). Hard issues will be considered, such as histories of colonialism and segregation, or even assumptions that certain ethnic identities preclude membership in religious communities. Discussion questions will provide opportunities for participants to

examine opportunities, strengths, and challenges for antiracist work within their own diverse religious or ethical traditions, giving the session a broader interfaith dialogue atmosphere beyond the Buddhist and two Christian traditions represented by the U.S.-based presenters. The dialogue space will be open for persons of any or no religious affiliation.

Chairs:

Christopher D. Nettles, Tendai Buddhist Institute; *Jennifer J.F. Hosler*, University of Maryland, Baltimore County; *Dn. Joseph R. Ferrari*, DePaul University

136 Diversity Colloquia Aren’t Enough! Developing a Plan to Address White Supremacy in Your Academic Department or Unit Workshop

Day: 6/23/2021 **Time:** 7:10 PM **Room:** Room 2

Abstract

It’s almost always the same. Your department organizes a stellar “diversity” colloquia series each year, yet little seems to be changing in your workplace. White group members are still micro-aggressing against Colleagues and Students of Color. People are in distress, and there is tension in the air. Why isn’t anything changing? In this workshop, we will describe common reasons why traditional diversity efforts fail. We will emphasize alternative strategies to aid with dismantling white supremacy, from an intersectional perspective, in your academic department or unit. This workshop weaves community, organizational, and social psychology literatures with our personal experiences as two white women who want

to ensure that white faculty are also actively engaged in dismantling white supremacy in academe. We will give examples of failures and what has been more generative.

Community psychology has a lot to offer to this work if we strategically harness our expertise to advance conversations, the planning processes, and implementation. During the workshop, we offer frameworks for collaboratively developing a theory of praxis and creating a participatory strategy to structurally and robustly begin to uproot white supremacy in your workplace.

Chairs:

Regina Langhout, University of California, Santa Cruz; *Kim Case*, Virginia Commonwealth University

137 Balancing on the Tightrope: "Core" Skill Building for White People Working to Dismantle White Supremacy

Workshop

Day: 6/23/2021 **Time:** 7:10 PM **Room:** Room 3

Abstract

During the early stages of organizational journeys to dismantle racism and white supremacy, it is common for white people to put each other on the defensive in ways that ultimately shut down dialogue and impede effective action. These behaviors tend to reinforce an oversimplified binary between Punitive/Disdaining (“others are bad!”) and Performative/Proselytizing (“but look how I am good!”). The end result is often the opposite of what was intended--damaging relationships and stalling progress. This interactive workshop will offer story-telling, small group discussions, and journaling prompts to facilitate an ongoing practice of skills both to diagnose “what goes wrong” in efforts to engage other white people and to transform these dynamics in future

interactions. White people must regularly exercise certain “core muscles” to effectively balance on the “tightrope”-- holding each other accountable while also holding on to each other's humanity. Participants will be invited to “try on” the experiential, reflective practice of Critical Humility: a way of communicating and enacting our commitment to justice while simultaneously remembering that our own learning is always evolving and incomplete. Focused on discovering gaps between values and actions, the critical humility framework can be applied both personally and institutionally, as well as to support both reflection-IN-action (in real time) and reflection-ON-action (before or after an experience). Participants will also learn common ways we “fall off the tightrope” or “lose our balance.” Because our learning is forever incomplete, it is important to reflect on our missteps and find resiliency to support sustainability in our practice. Participants will build skills to identify and process their emotional responses to these missteps, create internal and external modes of accountability, and navigate how to “get back on the rope” when they fall off. View References & About Us here:

<https://docs.google.com/document/d/1iqdw6naggn7E8IolxGXwlc21zD1EsjKhp4jBBYE GMIs/edit?usp=sharing>

Chairs:

Megan Renner, Heart-Head-Hands Consulting & Coaching; *Kayla DeCant*, Rape Advocacy, Counseling, & Education Services

138 Dialogues of Disruption: Confronting Oppression in the Academy

The Innovative Other

Day: 6/23/2021 **Time:** 7:10 PM **Room:** Room 4

Abstract

Multiple authors of the newly published article, *Dialogues of Disruption: Confronting Oppression in the Academy*, will speak to this pivotal document that archives the testimonies and experiences of multiply-marginalized students and emergent faculty in community psychology. In this innovative session, we will foster a critically engaged space that references practice-based learnings from what we have learned in navigating the university as a white supremacist institution. To do this we will share the context of this article and describe how our research space became a space of refuge to engage in critical conversations, which then expanded into a space where we learned how to survive in the realm of a white-supremacist post-secondary institution. From our experiences and lessons learned, while centering Indigenous self-determination, the upliftment of Black, Indigenous, and People of Colour and marginalized voices, and self-care, we will critically analyze anti-Black racism, racial injustice, misogyny, transphobia, xenophobia, ableism, and classism within and outside the academy. We will provide strategies for BIPOC students, faculty and staff in how to keep safe and invalidate white supremacy in the academic spaces in which we work and learn. We will share several calls to action for academic disciplines, including the field of community psychology, in cultivating non-violent spaces for BIPOC. We will then facilitate a dialogue on the many ways that attendees have navigated white supremacist harm in the academy, provide space for attendees to share their own strategies to further disrupt academia and dialogue about how we can continue this necessary work through critical decolonial and liberating approaches in Community Psychology.

Chairs:

Rajni Sharma, Wilfrid Laurier University; *Aman Kaur Singh*, Wilfrid Laurier University; *Ann Marie Beals*, Wilfrid Laurier University; *Natalie Kivell*, Wilfrid Laurier University; *Ciann Wilson*, Wilfrid Laurier University

139 RJIDA: A student-centered space of transformative education, community and liberation

The Innovative Other

Day: 6/23/2021 **Time:** 7:10 PM **Room:** Room 5

Abstract

The Racial Justice Inquiry, Discourse and Action initiative was created as a response to the SCRA Call to Action on Anti-Blackness. It brings together graduate students and professors in collaboration with the Council of Education, and aims to serve as a decolonial oriented inquiry into the needs of community psychology educational programs and the broader field to achieve racial justice goals and the resources these goals require; to promote dialogue and co-learning opportunities, within and across programs; and investigate the limitations of many diversity, equity, and inclusion efforts in college and university settings, that forestalls efforts towards systemic and structural change to achieve racial justice goals in education. Through this initiative, we, a collective of graduate students, spanning a diverse range of ethnicities, locations, institutions, life experiences and positionalities, have come together to create student-led spaces for critical conversations and to share important knowledges and tools for racial justice grounded in place and time. This workshop serves as an extension of these conversations, drawing each thread of dialogue back into SCRA as both an institutional space and site of power and knowledge construction through scholarship and education. This collaborative space will

be a space to share in these conversations and to further invite students to join us in engaging with the following questions: How do we imagine racial justice and decoloniality to look within community psychology education? What is it that we need for this to be realised? What do we all bring from our various communities that enriches and strengthens a racially just and decolonial community psychology? And how do we make sure these different knowledges and experiences are valued?

Chairs:

Rama Agung-Igusti, Victoria University; *Jamilah Shabazz*, Pacifica Graduate Institute; *Hannah Rebadulla*, University of Alaska-Anchorage; *The RJIDA Student Collective*, RJIDA

140 Re-Imagining Community Psychology Education within a Global Context

The Innovative Other

Day: 6/23/2021 **Time:** 7:10 PM **Room:** Room6

Abstract

Educating ourselves for critical global citizenship is no longer an option. It involves increasing our understanding of how macro systems of globalization and histories of colonization relate to the experiences of local social groups around the world. It encourages learning more about how capitalism, neoliberalism, and environmental violence deeply connects with social violence and other issues experienced across settings. Framing education from this lens helps to deepen our understanding of our own positionality and the power we hold within a particular region. It helps us to widen our understanding of our complex world more relationally and holistically, to deepen our understandings of diversity, and reinvent our

solidarity for one another as human beings. How can our educational institutions support action-scholarship that asks critical questions and challenge larger dynamics? How can we work to create intentional dialogue between the local-local and the global-local, where we could better examine how our local actions connect with macro systems? We are encouraged to consider several important questions when considering the (geo)political economy of knowledge construction (Andreotti, 2012), including: how do educators imagine the “globe” in global citizenship education? How do educators imagine themselves as “global educators” and their students as “global citizens”? How do educators imagine knowledge and learning beyond Eurocentric paradigms? Where is one speaking from as a “global educator” or a “global citizen”? How is one socially and historically constituted in this position? This session facilitates learning from our colleagues around the globe about the need for global citizenship education, a vision for what this could be, and how we could develop such platforms. First, attendees will discuss key session questions within breakout rooms. Second, we will share out responses using a new technological platform. Third, the invited speakers will add to participant comments by responding and adding to other points made.

Chairs:

Tiffany R. Jimenez, National Louis University, United States; *Ronelle Carolissen*, University of Stellenbosch, South Africa; *James Moura*, University of International Integration of the Afro-Brazilian Lusophony, Brazil; *Gino Grondona-Opazo*, Universidad Politécnica Salesiana, Ecuador; *Jorgelina Di Iorio*, Universidad de Buenos Aires, Argentina; *Dicky Pelupessy*, University of Indonesia, Indonesia; *Peta Dzidic*, Curtin University,

Australia; *E.J.R. David*, University of Alaska Anchorage, Unites States; *Wolfgang Stark*, University of Duisburg-Essen, Germany; *Sinead Younge*, Morehouse College, United States

141 Dimensions and Directions for Community Organizing Practice and Scholarship

Symposium

Day: 6/23/2021 **Time:** 7:10 PM **Room:** Room 7

Abstract

Descriptive accounts and popular rhetoric about community organizing are increasing even while specificity and deeper understanding of this mechanism for social change, how it operates, and what it achieves have become more elusive. Community organizing is not a singular or stagnant process, constantly responding to complex social, political, and economic conditions at multiple scales. Despite this dynamism, organizing maintains certain consistent features. While there is debate as to whether developing a taxonomy of community organizing is constructive, futile, or, at worst, a misguided positivist endeavor, examining patterns of practices, strategies, and theories of change in relation to community organizing can help to gain clarity on why some efforts to achieve change are successful in some conditions while others are not. To magnify these patterns, this symposium will draw from work by a multi-disciplinary group of researcher and community actors whose conceptual and empirical analyses of community organizing will be showcased in an upcoming special issue in the *Journal of Community Psychology*. The papers discussed in this symposium will explore objectives at the intersection of community organizing as a field of practice and community psychological research: •

Deepen understanding of the mechanisms of sociopolitical development, including practices that transform individuals into leaders who transform organizations, communities, and systems; • Illuminate innovations and evolutions within organizing, including increasing youth organizing efforts and considerations of the scale of organizing practices; • Explore critical dimensions of organizing practices and how they reveal and shape underlying theories of social change; and • Consider the possibilities for advancing measurement of community organizing processes and outcomes, as well as relationships with other indicators. The symposium seeks to stimulate lively discussion on the possibilities and future of strategic collaborations between organizing groups and multi-disciplinary social science research that can produce actionable knowledge toward the goals of social change.

Chairs:

Jyoti Gupta, Vanderbilt University

Discussant:

Joseph Tomás McKellar, PICO California

Presentations:

"This was 1976 reinvited": The role of framing in the development of a South African youth movement

Tafadzwa Tivaringe, University of Colorado Boulder; *Jesica Fernández*, Santa Clara University; *Ben Kirshner*, University of Colorado Boulder

The literature on contemporary youth organizing has documented psychological benefits associated with participation and some evidence of local political impact. But how do local organizing campaigns transform into regional or national

movements? This is a practical question facing youth organizers and one that calls for attention from researchers. In this presentation, we draw on 3 years of ethnographic fieldwork with South Africa's Equal Education (EE) to analyze collective action frames that enabled EE youth to assert legitimacy and construct shared aims across locales. Our findings focus on how youth constructed historical continuity frames that lent them legitimacy as upholders of the South African freedom struggle and flexible problem frames that linked young people's local struggles, such as inadequate sanitation or broken windows at their schools, to a national policy agenda. We discuss connections to other youth movements and implications for the interdisciplinary youth organizing field.

Habits of courage in community organizing

Michelle Oyakawa, Muskingum University;
Elizabeth McKenna, Johns Hopkins University; *Hahrie Han*, Johns Hopkins University

This presentation will address how organizers cultivate habits of courage in themselves and others to regularly confront the risks associated with taking political action. While prior literature emphasizes the degree of risk (high versus low), we identify and elaborate two qualitatively different types of risk: internal and external. Drawing on in-depth interviews with 88 movement organizers in six states, we found that organizers operating in different issue domains and geographies all cultivated three practices to confront risk: 1) confronting painful experiences to overcome feelings of powerlessness; 2) mastering their own stories and vulnerabilities as a necessary precondition to recruiting others; and 3)

holding themselves and others accountable to public commitments.

Theories of change driving community organizing initiatives

Paul Speer, Vanderbilt University; *Jyoti Gupta*, Vanderbilt University

Theories and logics of change shape the strategic practices and priorities used to build power and influence how organizing efforts operate to affect community change. Exploration of the theories of change that anchor different community organizing efforts, whether implicit or explicit, may explain variability in the diverse phenomena that are identified as organizing efforts. During this presentation we will discuss how community change practices and priorities can be considered along several key dimensions, including how decisions are made (e.g., are they emergent from leaders or staff-driven), what organizational qualities are emphasized (e.g., developmental or strategic qualities), how participants are viewed within change efforts (e.g., as leaders or as activists), and how efforts are structured to work with participants (e.g., as an organizing or mobilizing approach). We offer these dimensions as a constructive framework for examining underlying theories of change and will apply the framework to two multi-year projects with congregation-based organizing efforts. The first project entails a longitudinal study of strategies employed by Faith in Indiana to grow and deepen the participation of grassroots leaders over eight years. The second study is a multi-method examination of PICO California's statewide campaign to convene Belong Circles – an effort to build the base of organizing leaders through deep relationship-building, shared analysis of social differences and structures

of exclusion, and collective action on state and local policies. We will discuss how the framework and its applications to these contexts can open up avenues for deepening understanding, measurement, and processes of community power building.

Thursday, June 24th 10:50 to 11:50am

144 Seymour Sarason Address: Re-imagining Mental Health Services for American Indian Communities: Centering Indigenous Perspectives

Plenary Session

Day: 6/24/2021 **Time:** 10:50 AM **Room:** Plenary Session

Abstract

The Indigenous peoples of North America are heirs to the shattering legacy of European colonization. These brutal histories of land dispossession, military conquest, forced settlement, religious repression, and coercive assimilation have robbed American Indian communities of their economies, lifeways, and sources of meaning and significance in the world. The predictable consequence has been an epidemic of “mental health” problems such as demoralization, substance abuse, violence, and suicide within these communities. One apparent solution would seem to be the initiation or expansion of mental health services to better reach American Indian clients. And yet, conventional mental health services such as counseling and psychotherapy depend on assumptions and aspirations that may not fit well with Indigenous cultural sensibilities. For example, counseling practices draw on the presumed value for clients of introspective and expressive “self talk,” while tribal community norms may emphasize communicative caution outside of interactions with intimate kin, leading to marked reticence rather than candid disclosure. Moreover, given the sensitive history of colonization, such differences have the potential to further alienate Indigenous community members from the very services and providers designated to help them. This presentation will review the implicit logics that structure mental health service delivery as well as key commitments of many American Indian cultural psychologies in an effort to re-imagine counseling services in a manner that truly centers Indigenous perspectives.

Chairs:

Joseph Gone, Harvard

Thursday, June 24th 12:00 to 1:15pm

145 Pedagogies of Critical Hope: Towards Equity and Healing in the Face of Injustice

Symposium

Day: 6/24/2021 **Time:** 12:00 PM **Room:**
Room 1

Abstract

Grounded in the work of Paulo Freire and other scholars of liberatory and critical pedagogies, this symposium will focus on critical hope as a key aspect of our work together as undergraduate students and professors to promote equity and healing. Zymbylas (2014, p. 13) defines critical hope as a “relational construct that is both emotional and critical. To say that someone is critically hopeful means that the person is involved in a critical analysis of power relations and how they constitute one’s emotional ways of being in the world, while attempting to construct, imaginatively and materially, a different lifeworld.” Critical hope can be distinguished from a naïve hope that all will be well, and it does not attempt to elide the suffering of oppression; but it does help to keep at bay the despair that undermines social justice work and serves the status quo (Glass, 2014). As Freire wrote, “...my hope is necessary, but it is not enough. Alone, it does not win. But without it, my struggle will be weak and wobbly.” In this symposium, we will share our experiences as students and teachers of critical hope, focusing on the following questions: What is the emotional experience of undergraduate students engaged in community-based learning and navigating through feelings of hope and despair? What do pedagogies of hope look like as they are nurtured by faculty and students? In what ways can pedagogies of critical hope really

make a difference in a world full of inequality and despair? We position ourselves as educators, students, researchers, and practitioners interested in dialogue with the audience about these questions regarding critical hope. We will be intentional about honoring time for conversation with those who join us for the symposium, as we imagine new forms of understanding emerging in that space.

Chairs:

Elizabeth Thomas, Rhodes College

Discussant:

Ashlee Lien, SUNY Old Westbury

Presentations:

Using Photovoice in an Undergraduate Community Psychology Course as a Tool for Critical Hope in a Year of Despair

Rachel Hershberg, University of Washington Tacoma; *Adam Fortney*, University of Washington Tacoma; *Esemerelda Kupusija*, University of Washington Tacoma

In fall 2020, our community psychology class engaged in a photovoice project to learn about this participatory tool and build community around shared experiences of suffering due to the covid-19 pandemic and the ongoing violence against communities of color in the U.S. Students met twice a week over zoom and completed assignments related to the photovoice method while reading scholarship about the values, principles, and history of community psychology. The project students developed explored “How Events of 2020 Have Impacted our Mental Health.” Through the

SHOWeD method, (Wang & Burris, 1996), students identified four themes that summarized their experiences: Isolation, Coping and Adapting to New Realities, Stress and Struggle, and Divisiveness. They also identified actions that they and the university could take to promote well-being. Adam and Esmerelda participated in this project and completed a smaller photovoice project with three peers exploring student struggles with remote learning. Here, Adam and Esmerelda will reflect on their photovoice experiences, which meant coming together with their peers during this very difficult year, across diverse identities and experiences of privilege and oppression, to support one another, learn together, and heal from losses suffered. They will also reflect on how, through this work, they began to see themselves as potential change agents after months of feeling completely powerless. Adam will discuss how the active nature of photovoice allowed him to viscerally connect to classmates' experiences and feel a sense of togetherness after a time of extreme isolation. Rachel will reflect on her experiences as a facilitator, and how the students strengthened her commitment to taking pedagogical risks, especially when they have the potential to build community and support students' social justice development. She will also share how she has brought pedagogies of critical hope forward in her teaching since, new challenges encountered, and lessons learned.

Developing Critical Hope Through Community-Based Participatory Research

David Chavez, California State University San Bernardino; *Jose Campos Lopez*, California State University San Bernardino; *Marvin Lima Ceja*, California State

University San Bernardino; *Sylvia Zuniga*, California State University San Bernardino; *Alfred Rodriguez*, University of Illinois

Cornel West (2004) argues that optimism is a spectator sport while hope is participatory in nature. This participatory nature is an essential component of critical hope (Hyttén, 2010). As members of the Community and Relationship Enhancement (CARE) Team at California State University San Bernardino (CSUSB) have studied the construct of critical hope, we have been struck by the overlay with the community-based participatory research (CBPR) paradigm that guides our work in the community. Among a number of relevant key principles of CBPR is an emphasis on issues of race, ethnicity, sexual orientation, gender identity and social class (Collins et al., 2018). Muhammad, Wallerstein and colleagues further elaborate that practitioners of CBPR must not only address these key issues but must engage in critical reflection regarding issues of researchers' identity, power and positionality. This presentation further explores the intertwined nature of community-based participatory research and critical hope and presents two ongoing CARE Team projects in the San Bernardino community. CSUSB is a federally identified Hispanic Serving Institution. Our students largely come from San Bernardino and the surrounding communities that together comprise Southern California's Inland Empire. The Inland Empire is largely populated by People of Color, and Whites comprise a statistical minority. Nonetheless, the legacy of White Supremacy endures in the area and has lasting impact on the lives of its citizens. Hence, the work of our team in the community represents a wonderful, yet daunting, and sometimes depressing opportunity to engage in mutually transformational work. Student members of the CARE team will share some of their

reflections regarding their own identity and positionality and their engagement in their community through the prism of critical hope. The faculty member of the team, himself a Latino male, will share his own struggles of identity and positionality while providing commentary on the team's work.

Critical Hope as a Resource for Undergraduate Students Navigating Feelings of Hope and Despair in Community Engagement

Elizabeth Thomas, Rhodes College; *Anna Baker-Olson*, University of California Santa Cruz; *Michele Becton*, Rhodes College; *Becca Folkes-Lallo*, Rhodes College; *Hannah Luckes*, Rhodes College; *Erin Walker*, Rhodes College; *Marsha Walton*, Rhodes College

In this presentation, current and former undergraduate students and faculty from the Community Narrative Research Project (CNRP) at Rhodes College will share our investigation of critical hope in undergraduate student experiences related to community engagement. We collected narratives twice each year from Bonner Scholars, who participate in a four-year civic leadership and scholarship program at Rhodes. Bonner Scholars wrote, and then shared with one another, stories of experiences that were particularly meaningful and stories about occasions that were particularly awkward, or they were unsure what to do. Students shared over 400 stories with us. We have also begun a follow up interview study with Bonner Scholar alumni who participated in the original narrative study. In our analysis of the written narratives, and in our initial review of the interview transcripts, we have found that students and alumni spoke frequently of the emotions they experienced as part of their

civic engagement, navigating through feelings of hope and despair at various times. We will focus in this symposium on the patterns that emerged in our qualitative data analysis, as well as the conversations within our team about critical hope as it relates to equity and healing. In the stories, we saw instances of naïve hope, cynicism, and hopelessness. We also saw hope, perseverance, and commitment in the face of enormous material and structural constraints. Our initial analysis of these patterns supports previous research emphasizing both critical education and relational aspects of civic and community engagement in sustaining efforts toward social change (Morton & Bergbauer, 2015). We will conclude with a discussion of the implications for teachers and students who wish to nurture critical hope.

The Role of Emotions in Critical Community-Based Learning: How Anger and Hope Connect to Change

Marissa Salazar, University of Michigan; *Kevin Ramseur II*, George Mason University; *Lauren Cattaneo*, George Mason University

Critical community-based learning aims to develop the critical consciousness of students by merging traditional classroom learning approaches with meaningful engagement in the community. Through the “social justice turn,” a recent shift towards social justice within community-based learning practices, has come an embrace of emotions within the classroom, particularly those of ambiguity and discomfort (Boler, 1999; Grain & Lund, 2016). Furthermore, scholars such as Bozalek (2014) have called for a “critical hope” where students utilize these emotions as a call to action. A few studies have looked at the role of emotions

in the classroom (e.g., Felten, Gilchrist, & Darby, 2006; Noyes, 2015; Dunlap, 2007); however, our study specifically tested if increased emotions could be linked with increased knowledge of course concepts and social justice behaviors as might be expected from the critical hope literature (e.g., Boler, 1999; Grain & Lund, 2016). In a longitudinal survey study, we evaluated 113 undergraduate students who completed a critical community-based learning course at one of the most diverse public universities in the Mid-Atlantic region. The critical community-based learning course addressed systemic oppression with a particular focus on systemic issues of class and importantly, utilized a pedagogy of critical hope. We analyzed students across three time points: at baseline, after the course, and one year following the course. We found that increased emotions are linked to increased understanding of course concepts and increased social justice behaviors one year following the completion of the course. Moreover, in comparing specific emotions, we discovered that anger, as opposed to guilt or overwhelm, was powerful in predicting outcomes. We will discuss the implications of these findings for community-based learning courses that aim to engender critical hope.

146 The Resilience Revolution: A Whole-Town Approach to Promote Resilience and Social Change

Symposium

Day: 6/24/2021 **Time:** 12:00 PM **Room:** Room 2

Abstract

This symposium brings together cutting-edge research to explore the role of the Resilience Revolution: Blackpool HeadStart (RR:HS) in promoting resilience and well-being in Blackpool's young people. Blackpool is one of the most

socioeconomically challenged areas in the United Kingdom, with high levels of poverty, unemployment, raising physical and mental health issues, and low educational outcomes. Funded by the National Lottery, the RR:HS is a partnership of Blackpool Council, University of Brighton, and Boingboing Resilience CIC, with Blackpool's young people, families and communities involved as co-leaders of the programme. The RR:HS adopts a social justice-oriented understanding of resilience, where young people and allies across the town consider resilience as 'beating the odds whilst changing the odds' (Hart et al., 2016): beating the odds and overcoming adversities, while also challenging the systems or structural inequalities that are causing these adversities in the first place. The first presentation addresses how individualised goals set by young people in the RR:HS's targeted interventions may be used as a practice and research tool. The second presentation focuses on the effectiveness of collective decision-making and shared ownership on building sustainable support mechanisms for young people. The third presentation explores the role of the RR:HS in creating more supportive school systems, specifically focusing on the RR:HS's potential impact on disciplinary school exclusion rates in Blackpool. The last presentation focuses on the role of the RR:HS in building workforce capacity in Blackpool to ensure the sustainability of its practice and systems perspective to supporting young people's resilience and mental health. The symposium concludes with a general commentary on these presentations and will expound challenges and future recommendations introduced by a discussant. Collectively, this symposium sheds light on the role of coproduced, whole-town prevention and intervention approaches to promoting resilience in young

people and communities living in socioeconomically disadvantaged contexts.

Chairs:

Buket Kara, University of Brighton

Discussant:

Suna Eryigit-Madzwamuse, University of Brighton

Presentations:

Goal Based Outcomes in Practice and Research: Targeted Resilience Interventions With Young People Living in a Socioeconomically Disadvantaged Area

Barbara Mezes, University of Brighton; *Elle Barnett*, Blackpool Council; *Sharon Butler*, Blackpool Council; *Lorie Hanson*, Blackpool Council; *Paula Hay*, Blackpool Council

The Resilience Revolution: Headstart Blackpool programme has offered both targeted and universal interventions in Blackpool with the aim to build young people's resilience and improve their mental wellbeing. This is especially important, as social deprivation and child poverty create significant challenges for young people in Blackpool, which is reflected in adverse health and education outcomes, including high levels of mental health problems compared to national average. Young people co-lead the Resilience Revolution in Blackpool and identified three key populations for the targeted intervention offers i) looked after children, who are at risk of school exclusion, ii) children who self-harm, and iii) children in transition from primary to secondary schools. The interventions are based on the Resilience Framework (Hart et al., 2007), are delivered by the Resilience Coaches, and personalised to the needs of the young person.

Accordingly, Goal Based Outcomes (GBO) were important part of young people's journey, as they identify personally meaningful outcomes for the young people and informed the sessions with their Resilience Coaches. Goal-based evaluation of such complex programmes, especially with a resilience building perspective is new. The presentation will first introduce the interventions and explain how goals were set and evaluated to inform practice. Following this, we will present a co-produced evaluation process, which integrates GBO data from the different targeted interventions. Methodological and practice based challenges of evaluating targeted interventions using GBO as part of a complex community based programme will be outlined and discussed.

Exploring the Effectiveness of Coproduction in Service Design and Delivery Through the Friend for Life Project

Mirika Flegg, University of Brighton; *Claire Walsh*, Blackpool Council; *Angie Hart*, University of Brighton; *Suna Eryigit-Madzwamuse*, University of Brighton

Involving stakeholders in the design and delivery of services that matter to them is an approach often promoted by governments (e.g., policy), health organisations (e.g., guidance) and funding bodies (i.e., application requirements). Yet little has been evidenced around the effectiveness of these coproduction practices on building better services for young people. Current debates centre on the resource burdens associated with engaged research and practice, raising questions about how young people can be supported to take part. This presentation draws from a longitudinal study of Friend for Life (N=20) and considers visual and

talk-based data. FFL is a project matching young people to a supportive adult making a permanent (but non-legally binding) commitment to be their ‘forever friend’. Findings suggest that coproduction practices with young people led to design features of FFL seen as most valuable to participating young people and their supporters. Coproduction with adult supporters supported recruitment processes. Findings suggest the prioritisation of youth voice in the design and delivery of services that pertain to them. They provide useful insights around where, when and how to involve key stakeholders in coproduction practices.

Examining the Role of the Resilience Revolution in Disciplinary School Exclusions

Buket Kara, University of Brighton; *Rosie Gordon*, University of Brighton; *Rachael Leitch*, Blackpool and The Fylde College; *Lindsay Jones*, Blackpool Council

Challenging life situations in childhood and adolescence can lead to a range of negative emotional and behavioural outcomes, including a decline in psychological wellbeing or an increase in aggressive behaviour, as well as poor educational outcomes and disciplinary school exclusions. School exclusions, in turn, are associated with severely negative consequences for youth across their life, including involvement with the criminal justice system. Compared to the national average, school exclusion rates are significantly higher in Blackpool. This highlights the importance of understanding the factors underlying the risk of school exclusion and tailoring effective prevention and intervention programmes in this area. The current study explores the potential risk factors (e.g., gender, ethnicity,

neighbourhood poverty) of school exclusions and evaluates the role of the Resilience Revolution in reducing school exclusions in Year 1-11 pupils in all schools across Blackpool. Using a population-level dataset from academic year 2013-2014 to 2018-2019, longitudinal data analysis will be conducted to answer our research questions. Qualitative data, derived from individual/group interviews will be analysed, both manually and via computer-aided analysis software, in order to ascertain how young people, stakeholders, and/or school staff understand the experience of school exclusion and how the Resilience Revolution has impacted on this experience. The findings will help formulate strategies for preventing or reducing exclusions at the local and the national level to make a difference for youth living in socioeconomically marginalised communities.

Empowering the Revolution

Rochelle Morris, Blackpool Council; *Katy Daniels*, Blackpool Council

The Resilience Revolution offers free learning events for anyone who works, lives and volunteers in Blackpool. Target workforces are, local authority professionals, children and families’ workforce, schools / education professionals, health workers and volunteers. Training covers; co-production, wellbeing and resilience alongside the introduction of a social justice lens. In response to the Black Lives Matter movement, the training content was updated to highlight injustice faced by racialised communities. Using attendee feedback, surveys, network mapping exercises and interviews with attendees, we evaluated how the learning is being shared and sustained

across Blackpool. Over 100 organisations have taken up our training offer since 2017. This session will discuss how the training offer increases connectivity, workforce resilience and service quality across the town.

147 Latinx Youth Respond: Participatory Action Research during a Year of Collective Trauma

Symposium

Day: 6/24/2021 **Time:** 12:00 PM **Room:** Room 3

Abstract

Gender-based violence in Latinx and other marginalized communities occur in the context of broader inequities and discrimination that influence critical stages of social and emotional development. The result is Latinx youth are at increased risk for adverse childhood events, partner violence, and dropping out of high school. Particularly during times of collective trauma, culturally specific organizations create safe spaces and opportunities for ethnic minority youth to engage in research, action, and healing. The goals of this presentation are to 1) provide an overview of current stressors and inequities affecting diverse Latinx youth in the United States, including those exasperated by the COVID-19 pandemic, and 2) explore community-centered strategies for promoting healthy development and responding to disparities in gender-based violence. In the first presentation, staff and students from the National Latin@ Network for Healthy Families and Communities outline the scope of the issue of ethnic disparities in gender-based violence, and share strategies for organizational response through a case study of a grassroots organization now working as a national culturally specific resource center. In the second presentation, evaluators share findings from a national needs assessment

with Latino-serving advocates, revealing the importance of economic justice for Latin@ youth and families. In the third presentation, students and staff from a university-community partnership present a formative evaluation and adapted approach for engaging youth in Photovoice virtually during the COVID-19 pandemic. The final presentation will present preliminary findings from the Photovoice study, emphasizing potential risks and protective factors identified in community research and practice presented throughout this symposium. Symposium participants will have the opportunity to engage with adapted program elements directly, such as youth photo ethics training and virtual galleries.

Chairs:

R. Lillianne Macias, University of New Haven

Discussant:

Melissa Whitson, University of New Haven

Presentations:

Community-Centered Approaches to Understanding and Addressing Gender-based Violence

Lumarie Orozco, Casa de Esperanza: National Latin@ Network; *Krista Grajo*, University of New Haven

There is a persistent issue of ethnic and racial gender-based violence disparities in the United States. Factors at the macrosystem level and organizational level that contribute include systemic racism, lack of cultural awareness, and lack of access to culturally responsive and linguistically specific services. Due to these disparities, survivors from racial and ethnic minority communities are at higher risk for experiencing gender-based violence (Petrosky et al, 2017). Diversity within

racial and ethnic minority communities is reflected in the Latinx community, with increased attention being brought to the unique realities of Afro Latinx survivors and LGBTQ+ Latinx community members. Community efforts that explicitly address racial equity, systems, and power are needed in order to address these unique challenges and disparities. The intentional inclusion and centering of culturally specific, community-based practice for addressing gender-based violence disparities is critical; not only does it enhance the response of systems, agencies, and organizations in providing more culturally responsive and linguistically appropriate services, but it also lessens the harm of unintended consequences often experienced by survivors from racial and ethnic minority communities (Orozco, Hernandez-Martinez, & Hidalgo, 2020). This case study focuses on the community-academic partnership of a Latinx culturally specific organization taking steps to level the playing field. By the end of this presentation, participants will be able to identify strategies that center and meet the needs of racially and ethnically diverse communities in gender-based violence community practice. These strategies include developing organizational capacity for working with culturally specific groups and building the evidence base for culturally specific practice using a community-centered evidence-based approach (CCEBP; Serrata, Macias, Rosales, Hernandez-Martinez, Rodriguez, & Perilla, 2017). Presenters seek to bridge multiple sources of evidence, glean lessons learned, and develop recommendations for further study.

Latinx Gender-Based Violence Advocacy in Context: Results of a 2020 National Needs Assessment

Nancy Nava, Casa de Esperanza: National

Latin@ Network; *Rebekah Stafford*, University of New Haven

According to socio-ecological theory, interactions within a child's microsystem will impact how that child grows and develops. Substantial research has shown that adverse childhood experiences (ACEs) can lead to the development of long-term negative health consequences. Ethnic minority children and families are at greater risk for experiencing specific adversities, such as financial hardship, poverty, community or neighborhood violence, and discrimination (Liu, Kia-Keating, & Nylun-Gibson, 2018; Jack, Lanier, & Lombardi 2019). The COVID-19 pandemic further exacerbated stressors within Latinx families and communities. A mixed-method needs assessment survey was distributed to members of the National Latin@ Network between July and October of 2020 during a historically notable year where families, advocates and researchers were coping with the global pandemic. A total of 171 mixed-method surveys were completed. An inductive approach to thematic coding was used. Three primary themes captured top family concerns: housing security, employment, and financial stress. In addition to these basic needs and economic concerns, immigration concerns create challenges and barriers for family violence advocacy. In reflecting on their own work, advocate needs related to youth advocacy include: mechanisms for sharing community stories and experiences, support for delivering and evaluating culturally specific services, and support for best practice that emphasizes healing and resilience. The presenters propose using a holistic approach in addressing the collective trauma experienced by youth and families affected by gender-based violence during the pandemic.

Engaging and Empowering Latinx Youth: Adapting Photovoice for the Virtual World

Jordyn Beschel, University of New Haven;
Desiree Delgadillo, Casa de Esperanza:
National Latin@ Network

Latinx youth are a rapidly growing population that continue to be at higher risk for social, educational, and health outcomes compared to their White and non-Hispanic counterparts (Bailey et al., 2017; Held, Jones, & Forrest-Bank, 2020). Latinx youth also report higher levels of poly-victimization, such as exposure to physical abuse and domestic violence (Lopez et al., 2017; Andrews et al., 2015). Thus, there is a need for more youth-centered professional development opportunities for Latinx youth in leadership, community action, and economic empowerment. The National Latin@ Network's National Youth Photovoice program seeks to provide Latinx youth with the tools and space necessary to raise their voices in their community. Photovoice is a common community-based method involving the use of creative photography to tell a narrative about a topic of concern. The Youth Photovoice program encourages participating Latinx youth to express their views and concerns regarding cultural identity, structural racism, mental health, COVID-19, and teen dating violence at multiple ecological levels. By engaging in professional training on photography, research, and advocacy, the involved youth are given the skills necessary to be empowered to take action toward change in their communities. The NLN Youth Photovoice program involves fifteen Latinx youth invited from three youth-serving organizations throughout the Midwest, Southwest, and Northeast regions of the United States with culturally diverse

populations. The presentation focuses on a formative evaluation of an adapted Photovoice program. With the persistence of the COVID-19 pandemic, the evaluation revealed implementing Photovoice in a virtual format has both unique strengths and challenges, as captured in student recruitment and development of youth photography skills and narratives. This presentation aims to provide guidance and spur discussion for engaging youth remotely, building rapport with program stakeholders, and adapting the Photovoice method to both culturally specific environments and the virtual world.

Too Much Work and Not Enough Sleep: Youth PAR Participants Speak on Stressors during COVID-19

Desiree Delgadillo, Casa de Esperanza:
National Latin@ Network; *Jordyn Beschel*,
University of New Haven; *R. Lillianne Macias*,
University of New Haven

Latinx youth report more severe internalizing symptomatology, such as higher levels of depression and anxiety symptoms, than their non-Latinx white peers (Kann et al., 2016; Merikangas et al., 2010). Stress is a well-documented risk factor that increases risk for adverse mental health outcomes among Latinx youth and levels of distress have exponentially increased among Latinx families as a result of the ongoing COVID-19 pandemic (McCord, Draucker, & Bigatti, 2019; McKnight-Eily et al., 2021). To garner a better understanding of the different types of stressors that Latinx youth are experiencing during this unprecedented time, we examined the specific contextual and cultural stressors that were most commonly reported by Latinx youth (ages 14-19) who participated in a National Youth Photovoice Program during

the Spring and Summer of 2021. Using an adapted version of the Student Stress Survey (SSS; Ross, Niebling, & Heckert, 1999), fourteen Latinx youth from the Midwest, Southwest, and Northeast regions of the United States (Mage = 16.17, SDage = 1.69; 50% female; 64.3% born in the U.S.) reported on various sources of interpersonal, intrapersonal, academic, and environmental sources of stress that they themselves experienced or observed within their own communities. Descriptive analysis and qualitative analysis revealed that the top 5 sources of stress that Latinx youth experienced were related to school workload, difficulties sleeping, immigration stress, conflict with parents, and family issues or changes. Our findings highlight the need to address stressors at both the micro and macro level as well as the necessity to provide youth with the proper tools to better cope with contextual and cultural stressors. Presenters explore potential prevention, intervention, and policy strategies that can help reduce the impact of these stressors on Latinx youth and their families.

148 Creating and Sustaining Participatory Research Teams to Promote Equity-Focused Scholarship

Workshop

Day: 6/24/2021 **Time:** 12:00 PM **Room:** Room 4

Abstract

Learning Objectives: 1) To provide community-engaged scholars with best-practices on creating and growing teams that support research conducted in partnership with communities; 2) to provide participants opportunities to share successes and challenges in doing community research, 3) to generate strategies for overcoming these challenges; and 4) to identify barriers for early career and BIPOC colleagues and

focus on strategies for launching community-engaged research teams in ways that support their research vision. Sponsored by the SCRA Research Council, this workshop will share best practices and generate innovative ideas for creating and growing community-based research teams within academic settings. Often central to the scholarly vision of community psychology scholars, community-based research can require significant time, effort, and financial and emotional costs. Many challenges inherent in launching community-based research teams are not part of the fabric of traditional White academic departments or of the routines of potential community partners that center their work with BIPOC communities. Specific challenges can include building community partnerships and creating infrastructure to sustain them. Other challenges are developing ongoing training and other capacity-building activities that align with both BIPOC community norms and university policies. Recognizing this critical area as under-discussed, this interactive workshop session focuses on key issues, common challenges, and creative solutions that community-engaged scholars encounter and employ to scaffold research teams capable of cultivating community-based research. This cultivation includes sustaining community partnerships, negotiating funding with academic institutions to support infrastructure and implementing community-based consent processes. It involves applying inventive, community-based intervention designs, developing data collection for diverse methodologies, and creating shared scholarly products with community research team members.

Chairs:

Christopher Keys, DePaul University;
Kymerly Byrd, Vanderbilt University;

Shabnam Javdani, New York University;
Nkiru Nnawulezi, University of Maryland
Baltimore County

149 OurStory Education Outcomes: Connecting the Dots that Dismantle White Supremacist Ideology

The Innovative Other

Day: 6/24/2021 **Time:** 12:00 PM **Room:**
Room 5

Abstract

History continues to repeat itself because our civilizational history is missing two major factors: accuracy and a diversity of personal narratives. Over the past year, OurStory Education's grassroots change efforts have created open conversation spaces for processing personal narratives and civilizational belief systems within diverse community spaces. In this Innovative session, attendees will learn how to engage the deep work of dismantling white supremacist and racist white progressive ideologies, and to develop community-based inclusive capacities. Attendees will participate in activities and reflection intended to inform cognition and behavior, and create new approaches to diverse thinking and inclusive participatory practice. This session will incorporate two meaningful Omnigi foci, empathy-building and root-discovery processing. See Us: Valuing Whole Black Personhood This empathy-building portion will be an exploratory journey through short personal narratives of Blackness, intended to facilitate a deeper understanding of what it really means and feels to be a person of darker skin and textured hair in a world that has long dehumanized those visual qualities. The Black-white Wealth Gap and Economic Equality This informative root-discovery portion will further examine the connection between white supremacist ideology and wealth. As of April 6, 2021, the Harvard

T.H. Chan School of Public Health committed to combatting the 90% racial wealth gap between Black and white Americans with their NinetyToZero initiative to "counteract centuries of discrimination, segregation, and financial exploitation." This visceral exploration of the Black-white Wealth Gap will finally address for SCRA membership why the SCRA listserv conversations of Summer 2020 were so relevant and substantive towards uprooting white supremacist ideology within SCRA (and APA divisions). This session is ideal for those committed to understanding and dismantling white supremacist ideology, white progressive cognition, and embracing prosocial community-based approaches. The session also incorporates creative imaging techniques.

Chairs:

Vernita Perkins, Omnigi Research; *Nicole Freund*, OurStory Education Member; *Sheree' Bielecki*, Pacific Oaks College

150 Using Critical Approaches to Build the Evidence-Base for Abolition

Symposium

Day: 6/24/2021 **Time:** 12:00 PM **Room:**
Room6

Abstract

This symposium features the work of the Community Psychology Abolition Collective (CPAC), a trans-national group of scholars and practitioners dedicated to prison industrial complex (PIC) abolition. Born from the collective grief and calls to action following the murders of George Floyd, Breonna Taylor, and others in the summer of 2020, CPAC's goal is to support critical practice, research, and action within community psychology that delegitimizes policing and carcerality in all its forms, and

identifies alternative strategies promoting care and compassion, thereby building a strong community psychology-grounded evidence base for abolition. The first presentation traces CPAC's growth as a collective while engaging the audience in a dialogue around opportunities for alignment between community psychology and abolition, and reflection on the underdevelopment of an abolitionist perspective in community psychology to date. Through this dialogue, we aim to encourage the field to reject carcerality in all forms and embrace abolition as the necessary solution to address violence and oppression. The second paper demonstrates an application of abolitionist community psychology science by examining the Strategic Subjects List, a decommissioned predictive policing program. The preliminary results of this study suggest that the algorithmically derived risk variable used to surveil and arrest individuals is racially biased despite being touted as "race-neutral." The final paper centers mutual aid as an abolitionist practice necessary to traverse the challenges of the COVID-19 pandemic. This study uses participatory meaning making processes to explore how community organizers sustain their online mutual aid community and engage in social transformation. Together, these presentations demonstrate the need for community psychology to commit to abolitionist science and applications of what this could look like. We do not present definitive solutions to the harms posed by the PIC, but new directions for the field to move toward in hope of inspiring future research and action.

Chairs:

Andrea DaViera, University of Illinois Chicago

Discussant:

Fitsum Areguy, Wilfrid Laurier University

Presentations:

Fostering transnational solidarity and imagination for abolition: Directions for Community Psychology research and action

Fitsum Areguy, Wilfrid Laurier University; *Caroline Bailey*, University of Illinois Chicago; *Andrea DaViera*, University of Illinois Chicago; *Natalie Kivell*, Wilfrid Laurier University; *Davi Lakind*, Mercer University; *Megan Renner*, Heart-Head-Hands Consulting & Coaching

Abolition, as an orientation and praxis, requires a historical, systemic understanding of carceral systems (police, prisons, family and child welfare, schools, etc.). Community Psychologists work within these systems, which disproportionately harm racialized folks, queer, trans, nonbinary, two-spirit, and other multiply marginalized individuals and communities (Maynard, 2019; Cole, 2020; Beutin, 2017; Manne, 2017). Abolition is grounded in decades of theory and practice put forward by racialized communities (most prominently Black women like Angela Davis, Ruth Wilson Gilmore, and Mariame Kaba) who have, out of necessity, developed alternative and prefigurative practices for building safer communities and systems of collective care outside of policing and carcerality. In this presentation we will share our collective learnings, process, and goals as the members of the Community Psychology Abolition Collective (CPAC) — work that was funded by the SCRA public policy mini-grant program in 2020 — as we invite the field of Community Psychology (CP) to engage with abolitionist perspectives and discuss the potential for leveraging our collective knowledge in support of abolition. We believe that CP is well positioned, as a

social justice-oriented action science, to learn from AND deeply engage with abolitionist perspectives, theories, and decades of practice in order to leverage our power and capacity to contribute to this work in a meaningful way. However, CP as a field lags far behind other fields/disciplines in our engagement with abolitionist-oriented thinking and efforts. We will examine and reflect on why there may be low saturation of abolition-oriented work in CP, and identify ways forward in research and action. This moment calls for radical change and praxis to re-imagine and build more equitable communities that prioritize care over carcerality.

Risk, Place, and Race: A Race Critical Code Study of Chicago's Strategic Subject List

Andrea DaViera, University of Illinois at Chicago; *Marbella Uriostegui*, University of Illinois Chicago; *Ogechi (Cynthia) Onyeka*, Loyola University Chicago; *Heather Watson*, Loyola University Chicago

Predictive policing, i.e., using data collection and analysis to “prevent” crime, is used increasingly by police around the world. Many argue that predictive policing exacerbates entrenched racial/ethnic disparities in the prison industrial complex (PIC), an aspect of “The New Jim Code” (Benjamin, 2019). More evidence is needed to call for its abolition, as proponents argue that there are no empirically associated drawbacks. We analyzed arrest data from a decommissioned predictive policing program in Chicago, the Strategic Subjects List (SSL), and questioned how the SSL score (predicted risk for gun violence perpetration or victimization) predicts the arrestee’s race/ethnicity while accounting for local socioeconomic and racial

characteristics. Using geocoding techniques, our dataset includes all arrests in the SSL coded as “Black,” “Black Hispanic,” “White Hispanic,” or “White” with a geographic identifier and census tract-level indicators of racial composition (percent White), poverty (percent under the poverty level), economic inequality (GINI index). We constructed three-level models nesting individuals ($i=221,504$) within census tracts ($j=796$), within community areas (“neighborhoods,” $k=78$). Multilevel logistic modeling tested for the effects of the SSL risk score and place characteristics (the independent variables) predicting the likelihood of an arrest being a specific race/ethnicity (the dependent variables). Preliminary results indicate that the SSL risk score indeed predicts the arrestee’s race/ethnicity while accounting for social context. The final results will be completed by May. Despite being a “race-neutral” program, we provide preliminary empirical evidence that the algorithmically derived risk variable is racially biased net of contextual effects. We discuss our results in the context of how the SSL and other predictive policing initiatives reinforce a pseudoscientific justification of racist policing practices and call for the abolition of the PIC broadly.

Mutual Aid as a practice towards abolition: A community engaged study with community organizers during the COVID-19 pandemic

Natalie Kivell, Wilfrid Laurier University; *Sarah Ranco*, Wilfrid Laurier University; *Lauren Burrows*, Wilfrid Laurier University; *Drew Burchell*, Wilfrid Laurier University; *Taylor Berzins*, Wilfrid Laurier University

We, the Mutual Aid Research Collective (MARC) made up of community psychology (CP) faculty, graduate students,

and community research assistants, will present findings from a community engaged pilot study on Mutual Aid, abolition, and social transformation during the COVID-19 pandemic. Mutual aid is about fostering collective communities of care where people support and share resources with each other through grassroots connections. Mutual aid departs from the charitable model and is couched in the assumption that people should be able to access the things they need to survive and thrive, without qualification or gatekeeping. According to Spade (2020), mutual aid is transformative in its push against reformist solutions to structural issues. We recruited eight organizers from mutual aid groups across Ontario Canada, who approached their organizing from a radical political orientation, which we defined as the centering of disability justice, racial justice, prison and police abolition, decoloniality, class analysis, food justice and/or social movement building in their organizing. The study objective was to explore how organizers are developing, maintaining, and sustaining online mutual aid communities while simultaneously building and sustaining social movements - actively pushing back against an ameliorative/transformational dichotomy. During six learning circles, we engaged around a range of topics including: sustaining the work; reducing harm; addressing surveillance in online spaces, and disrupting the cooptation of mutual aid into charity. Our analysis (to be completed in May 2021) will employ participatory meaning making processes. Findings from these learning circles will inform organizing practices, research on social transformation, and the development of a toolkit for sustaining online mutual aid communities in urgent moments. We plan to use this study to bear witness and document a shared historical memory for community organizers on their own process, learnings, successes,

and failures to inform mutual aid oriented movement building through COVID-19 and beyond.

151 Unraveling racism in Perú: Identifying areas of exclusion and discrimination that leave behind Quechua population

Symposium

Day: 6/24/2021 **Time:** 12:00 PM **Room:** Room 7

Abstract

Este simposio discute las implicaciones de la exclusión social y el racismo hacia mujeres indígenas quechua hablantes, desde la justicia social y la salud mental. La primera plantea como problema los retos a los cuales se enfrentan las mujeres indígenas quechua hablantes al buscar justicia, en un sistema judicial centrado en poblaciones urbanas occidentales. Se analiza las estrategias, que en este contexto utilizan estas mujeres para poner en valor su capacidad de resistencia y para organizarse colectivamente, haciendo uso de su cultura y recreando "comunidad". La segunda plantea lineamientos y acciones, tomadas desde las instituciones del sistema de justicia para incorporar el enfoque psicosocial, de derechos humanos y de interculturalidad en el trabajo de restitución de restos humanos a familiares de personas desaparecidas durante el conflicto armado interno peruano. En la tercera se hace un análisis para ampliar la comprensión respecto a las necesidades de salud mental presentadas por poblaciones quechua hablantes. Se identifica sus formas para buscar bienestar, a las que se le denomina actos de sanación, las cuales están basados en el arte y en los rituales con la naturaleza. Finalmente, la cuarta plantea la necesidad que los sistemas de salud pública incorporen indicadores de cambio en salud mental comunitaria que reflejen precisamente esa cosmovisión cultural y formas de vida de las

poblaciones andinas. Se discute la necesidad de reemplazar la visión individualista y más bien, se propone incluir una visión sinérgica entre la dimensión individual, familiar y comunitaria. Se propiciará un espacio participativo con los asistentes, a través de dibujos y fotos de personas y grupos con los que trabajamos y preguntas para discutir con la audiencia. Estos materiales se presentarán con historias incompletas, se solicitará que el público ayude a terminar la historia y darle sentido en el marco de los procesos comunitarios que se presenten.

Chairs:

Tesania Velázquez, Pontificia Universidad Católica del Perú

Discussant:

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

Presentations:

Contesting racialized justice: Community based activism and collective strategies after the enforced disappearance of family members

Miryam Rivera-Holguín, Pontificia Universidad Católica del Perú (PUCP), University of Leuven (KUL)

In the first section, we present briefly the Peruvian context and the internal armed conflict (1980 to 2000), and we focus in the post-conflict context. From a Latin American Community Psychology perspective, we raise attention to the social and interpersonal level that frame the post conflict experiences of community-based survivors. Second section describes the participants -Quechua women involved in human rights activism along decades of struggle with a system of “white urbanized” justice in their search for the enforced disappearance of family members-to whom

we have approached by using focus group discussion and ethnographic observations. The third section analyses the implications of peer/group support and collective understandings of Quechua women, including their mutual support, the seeking of justice in a racialized country and their activism for societal transformation. Recommendations regarding shifting from an individual perspective to a group and community perspective will be discussed. We will also discuss the role of the community investigators in promoting and facilitating the coming together of groups of survivors, promoting their leadership and supporting their proposals regarding finding ways as society to deal with human rights abuses of Quechua victims.

El enfoque intercultural, psicosocial y de derechos humanos como política pública en el trabajo con familiares de personas desaparecidas entre 1980 y 2000.

Elba Custodio, Pontificia Universidad Católica del Perú (PUCP), Ministerio de Justicia y Derechos Humanos (MINJUSDH)

En el Perú existen inequidades entre la población, por eso las políticas públicas tienen como eje la implementación de los enfoques de derechos humanos, psicosocial y de interculturalidad para reducir las brechas de la desigualdad. Dada la diversidad, la puesta en práctica de estos enfoques plantea una interrelación con las comunidades, para generar consensos desde la inclusión, esto no sólo se refiere a realizar acciones en las lenguas originarias, sino también comprender la cosmovisión de los diferentes grupos. En el trabajo de acompañamiento psicosocial se traduce en el reconocimiento del familiar de víctimas de la violencia, como protagonista de su propio cambio. Las acciones de acompañamiento,

articulación y formación de agentes de acompañamiento buscan co-adyuvar para alcanzar el bienestar y aminorar el dolor causado por el período de violencia. La implementación desde el Estado (en la creación de las políticas públicas), los funcionarios (en la implementación), y la misma comunidad (a través de la participación), generan espacios de reflexión para fortalecer el proceso de sanación producto de la violencia. Esto ha permitido conocer los indicadores de cambio en la salud mental como el reconocimiento de los recursos desplegados durante estos años. Las personas afectadas han mantenido la perseverancia, la capacidad de asociación y la búsqueda de apoyo para alcanzar una respuesta que les permita aminorar el dolor. La visibilización y fortalecimiento de estas capacidades ha sido reconocida como una de las bases para el bienestar. Las lecciones aprendidas implican desde el Estado una sensibilización y adaptación de algunos mecanismos de la gestión de las políticas públicas. Desde los funcionarios, generar la participación activa de los familiares, buscando no sólo el bienestar individual sino el comunitario. Desde los familiares, cambiar el rol de receptor a protagonistas, y que alcanzar el bien común implica un reconocimiento de sus propias capacidades.

Actos de sanación: arte y rituales en la búsqueda de bienestar en mujeres quechuhablantes en el post conflicto armado interno

Tesania Velázquez, Pontificia Universidad Católica del Perú (PUCP)

A partir de una etnografía de campo y entrevistas a profundidad con mujeres quechuhablantes y sus familias, se han recogido algunos aspectos relevantes de la cosmovisión andina para reconocer

diferentes estrategias en búsqueda de bienestar. Se trata de mujeres de una comunidad rural ayacuchana en el post conflicto armado interno en el Perú. Dichas estrategias se han denominado como actos de sanación. Esto ha llevado a un debate sobre las nociones de malestar y bienestar; el análisis de la cultura permite el reconocimiento y la valoración de conocimientos, experiencias y técnicas que las mujeres consideran más apropiado y pertinente para sus comunidades, donde cobran protagonismo el arte y los rituales con la naturaleza. Esta investigación propone, a partir de la concepción de un “yo-nosotras” y del equilibrio con la naturaleza, las divinidades, los antepasados, la comunidad y consigo mismo, el desarrollo de estrategias para la promoción del bienestar, sustentado en lo comunitario. Con una dosis de ruptura del sistema imperante, ya que se separa de nociones patriarcales y coloniales sobre la salud mental, se identifican conocimientos que incluyen la resistencia y la defensa de la cultura y la espiritualidad. Recomendamos incorporar los diferentes actos de sanación como un método para hacer frente al malestar comunidades indígenas han experimentado causado por sistemas de poder, violencia y oppression. Reconocer el conocimiento y experiencia indígena es la única manera de romper con políticas y servicios de salud mental colonizadores y racializados.

Identificando el racismo: Bienestar comunitario e indicadores de salud mental desde una mirada indígena.

Eric Arenas, Universidad Andina del Cusco-Perú (UAC), Université Catholique de Louvain La Neuve (UCL)

Las comunidades andinas e indígenas viven condiciones sociales de opresión, exclusión

y discriminación étnica, lo cual se evidencia en la desigualdad contra ellos, sostenida en una supuesta supremacía blanca, que genera una sensación de miedo y desconfianza. Así también, las condiciones sociales, económicas y políticas originan malestar. Sin embargo, las comunidades indígenas, buscan generar su propio bienestar: el *allin kausay* -buen vivir- como una respuesta ante situaciones adversas, promoviendo así, formas de acompañarse, de sanarse y de organizarse como comunidad. Desde esta propuesta, se busca la comprensión de la salud mental a partir de indicadores de cambio comunitario de una población andina quechuahablante en la región de Apurímac en Perú. Se empleó una metodología cualitativa desde un enfoque de construcción social de la realidad, a través de entrevistas semiestructuradas y grupos de discusión. Los resultados de este estudio se organizan en tres dimensiones que plantean ocho indicadores de cambio en la salud mental comunitaria. Entre estos, encontramos la dimensión de sentido de bienestar: que incluye indicadores sobre la capacidad de mirarse colectivamente, búsqueda de recursos, y visión de futuro y esperanza. Asimismo, la dimensión de desarrollo colectivo: incorpora los indicadores de soporte social y gestión comunitaria. Finalmente, una dimensión de ciudadanía y gobernabilidad: implica indicadores de participación y organización comunitaria, recuperación de rol de autoridad, y ejercicio de derechos y ciudadanía. Como lecciones aprendidas se puede señalar: que es importante proponer una reforma política para la atención de salud mental de las poblaciones más vulnerables desde un enfoque intercultural mediante acciones social y culturalmente relevantes. Asimismo, se recomienda fortalecer el marco normativo en las políticas de salud mental de trabajo con poblaciones indígenas andinas, que permita

responder a las necesidades sentidas y que garanticen los derechos humanos de estas comunidades.

Thursday, June 24th 1:25 to 2:25pm

152 The Association Between Community-Level Factors and Police Decisions to Found Sexual Assault Cases

Ignite Presentation

Day: 6/24/2021 **Time:** 1:25 PM **Room:** Room 1

Abstract

Attrition rates in sexual assault cases remain high despite reforms over the past 30 years (Smith et al., 2018). Evidence suggests the locus of case attrition lies with police decision-making (Spohn & Tellis, 2019). Community-level factors may improve or bias police decisions in sexual assault cases; however, this has yet to be examined. Thus, the purpose of this study was to understand community-level factors that predict police decisions to found sexual assault cases. Founding is the first decision officers make and determines whether a case will be investigated. This study used official available records of sexual assaults reported to a large midwestern police department from 2013 to 2017. These records show whether cases were founded and provide information about the geographic location of the assault. OLS regression was used to examine the relationship between four community-level factors and founding rates in the region's community areas: 1) presence of a rape crisis center in the community; 2) proportion of Black residents; 3) proportion of Hispanic/Latinx residents; and 4) median household income. Results reveal that police are significantly more likely to found cases in communities with a greater proportion of Black residents, communities with a greater proportion of Hispanic/Latinx residents, and communities with higher incomes. These findings are examined in relation to

literature on sexual assault case attrition and racialized policing practices. Overall, this study suggests the need for further multilevel research to untangle how individual-, case-, and community-level factors influence each step of the criminal justice system in sexual assault cases.

Chairs:

Erin Hoffman, DePaul University; *Megan Greeson*, DePaul University

153 Restorative Arts in the Davidson County Juvenile Detention Center

Ignite Presentation

Day: 6/24/2021 **Time:** 1:25 PM **Room:** Room 1

Abstract

The U.S. incarcerates more people and more people per capita than any other country, yet traditional punitive justice has been shown to be less than efficacious in ensuring public safety. One attempt to rectify this problem is implementing restorative justice principles into punitive justice systems. 'Restorative Arts' programming, a blend of restorative justice and arts programs, has been implemented in the Davidson County Juvenile Detention Center (JDC). This study is an attempt to establish what a successful Restorative Arts program could look like. Participants were selected purposively, and data was collected from: qualitative interviews with Restorative Arts stakeholders; qualitative interviews with juvenile justice stakeholders; focus groups with Teaching Artists as well as Restorative Arts stakeholders; and mixed-methods surveys from Teaching Artists. Qualitative data analysis revealed nearly 100 initial

codes, from which seven categories emerged: 1) the value of Restorative Arts; 2) the importance of relationship-building and mentorship; 3) the processes of evaluation and program improvement; 4) challenges with and ways to improve JDC-Grantee Relations; 5) the cultural shift from a punitive to a restorative mindset; 6) the structural impact of Restorative Arts and 7) the impact of the budget freeze on Restorative Arts. Both Restorative Arts and restorative justice are at pivotal moments in time. Budget constraints forced Metro Arts to make important, challenging funding decisions. Based on the data analyzed in this study, Metro Arts needs to have a clear idea of what programs they seek to fund, which must be built on a set of concrete, unified goals. This is reflective of a larger problem; broadly, restorative justice programming suffers from the “ills of discretionary decision-making”; Metro Arts and other restorative justice programs need to establish consistent goals, funding structures, build relationships, and take conscious steps to deconstruct the punitive mindset of our criminal and juvenile justice systems.

Chairs:

Gavin Crowell-Williamson, Vanderbilt University

154 Facilitating intergroup solidarity and cultural adaptation through community initiatives with displaced people

Ignite Presentation

Day: 6/24/2021 **Time:** 1:25 PM **Room:** Room 1

Abstract

Globally, white supremacy is maintained is through punitive immigration restrictions and systems of detention. In the Republic of Ireland, this manifests through the

institutional racism of the Direct Provision (DP) system, which is a system of ‘accommodation’ for people who are seeking international protection. The DP system works to effectively segregate people living within it from the wider population, by dispersing residents to remote locations with a lack of transport links, disempowering regulations, and insufficient supports. Across Ireland, displaced people and residents/nationals have collaborated to create community solidarity initiatives (CSI) that address the social exclusion and marginalization of displaced people through shared activities and events. Through building meaningful connections across group lines, CSI seek to build solidarity among displaced people and residents/nationals to counteract the segregation of the DP system. Using qualitative, participatory, and quantitative methods, our research aims to investigate experiences and psycho-social outcomes of participation in CSI for both groups. This presentation will focus on a quasi-experimental study (N=209) with resident/nationals (n=98) and displaced people (n=111). To determine the psycho-social outcomes of CSI, we included measures of collective action and acculturation as well as other correlates of intergroup contact, and we conducted ANOVA on the data. Results showed that participation in CSI increased intentions to participate in collective action to support displaced people’s rights for resident/nationals and displaced people. Also, CSI participation was associated with higher levels of cultural adaptation for both groups. Our findings demonstrate some of the benefits of participation in CSI for both displaced people and residents/nationals. This research not only makes an interesting contribution to the intersecting literatures on intergroup contact, solidarity, and acculturation, but also has clear implications

for policy and practice on the social inclusion of displaced people in Ireland and beyond.

Chairs:

Megan Vine, University of Limerick, Ireland; *Ronni Michelle Greenwood*, University of Limerick

155 Systems Change through Inter-agency Coordination: The Irish Housing First Implementation

Ignite Presentation

Day: 6/24/2021 **Time:** 1:25 PM **Room:** Room 1

Abstract

The Housing First (HF) approach to ending chronic homelessness was introduced in Dublin in 2011 as a small demonstration project led by the Dublin Regional Homeless Executive (DRHE) of the Dublin City Council. By 2018, the demonstration had developed into a full multidisciplinary team operated jointly by two large homeless services NGOs. While Dublin HF matured, other NGOs began to independently implement their own HF programmes in other counties, often alongside their existing continuum of care services. In 2018, a National Director of Housing First was appointed to lead the national implementation of Housing First, which entailed the coordination of housing, health, and supports in each of nine community health organization (CHO) regions. Regionally, representatives of NGOs, the Health Service Executive (HSE), and the Local Authorities (LA) submitted tender applications for funding to deliver tenancy support services and housing units (NGOs), physical health, mental health, and substance use services (HSE), and social housing units (LAs). Through this process, each region took its own approach to implementing, coordinating, and delivering

their HF programmes in urban, suburban, and rural areas with varying histories of inter-agency coordination, housing availability, proximity to services, and familiarity with the HF model and its principles. Several programmes' start dates coincided with the beginning of the Covid-19 pandemic. We examined the ways in which the agencies worked together to deliver Housing First in each region. We describe the challenges and opportunities that arise when Housing First programmes are created through reconfiguration of existing services and top-down incentives for inter-agency collaboration among voluntary and statutory bodies with varying relationship histories, beliefs about and experiences interacting with homeless persons, and sometimes competing agendas and commitments. Our findings extend our understanding of systems change through inter-agency organization with lessons applicable to homeless services and beyond.

Chairs:

Steven Byrne, University of Limerick; *Aimen Kakar*, University of Limerick; *Sara O'Donnell*, University of Limerick; *Ronni Greenwood*, University of Limerick

156 Empowering and Capability-Enhancing Homeless Services: A Qualitative Examination

Ignite Presentation

Day: 6/24/2021 **Time:** 1:25 PM **Room:** Room 1

Abstract

Homelessness is a disempowering experience that undermines the basic tenets of a decent life. Some homeless services may actually reinforce feelings of powerlessness by exerting inordinate control over service users' behaviour. Employing empowerment theory in homelessness research can identify how services empower

service users to reclaim their lives and avoid institutionalisation. This research draws on intersecting theories of empowerment and human development to qualitatively examine homeless and formerly homeless adults' experiences of homeless service settings. Three studies were completed: a systematic review and narrative synthesis of homeless interventions literature, a focus group discussion of Irish homeless service users' experiences, and a semi-structured interview inquiry of European service users' experiences. Qualitative accounts were collected from service users in the Staircase of transition, and in Housing First, and compared via thematic analyses. Review findings indicated that case management, supported housing, and skills and knowledge acquisition interventions were effectively enhanced outcomes aligned with emotional and behavioural empowerment. In the qualitative study, themes characterised HF and SS participants' contrasting experiences of service settings as empowering and capability-enhancing. Themes were: support orientation, home as more than shelter, organisational and political participation, relational impact of living arrangements, sense of home, and community interaction and stigma. Findings indicate the systemic barriers that must be removed to support individual exits from homelessness and highlight service aspects that can be bolstered to improve the experiences, and associated outcomes of service users. In particular, findings support policy and service delivery approaches that are housing-led and autonomy orientated.

Chairs:

Branagh O'Shaughnessy, University of Limerick; **Ronni Greenwood**, University of Limerick

157 Advancing Abolition in Community Psychology

Ignite Presentation

Day: 6/24/2021 **Time:** 1:25 PM **Room:** Room 1

Abstract

During the summer 2020 uprisings, demands to defund the police echoed across the nation. This demand is rooted in decades of organizing to abolish police and prisons. Abolition is a political vision that aims to eliminate surveillance, policing, and imprisonment by developing lasting alternatives to punishment. Abolition focuses on the elimination of the prison industrial complex, which describes the “overlapping interests of government and industry that use surveillance, policing, and imprisonment as solutions to economic, social, and political problems” (Critical Resistance, 2019). Abolitionists envision a world with healthy, thriving communities where harm is met with accountability instead of punishment. Abolition aims to render prison obsolete by addressing the social and economic conditions that track individuals from poor communities and communities of color into prison (Davis, 2003). Abolitionists long for a world where cages are no longer solutions to social problems. The aims of abolition overlap with several community psychology practice competencies, including ecological perspectives, empowerment, and sociocultural competence. As community psychologists seek to promote positive change, health, and empowerment at individual and systemic levels, there is an opportunity to incorporate abolitionist principles into their practice. This presentation will examine the intersections of abolition and the community psychology practice competencies in an effort to advance abolition in community psychology. References Critical Resistance. (2019). Mission and vision. <http://criticalresistance.org/> Davis, A. Y. (2003). Are prisons obsolete? Seven Stories

Press.

Chairs:

Kymerly Byrd, Vanderbilt University

158 Listening to Varied Perspectives: Assessing Homeless University Student Needs

Ignite Presentation

Day: 6/24/2021 **Time:** 1:25 PM **Room:** Room 1

Abstract

This presentation will detail the results and implications of a needs assessment conducted by a university research team in collaboration with a community-based program that serves students that attend a private, urban, Midwestern university experiencing homelessness and/or basic needs insecurity. In collaboration with their community partner, the research team designed a qualitative interview protocol aimed to ascertain: 1) the needs of university students' experiencing homelessness and/or basic needs insecurity who sought the program's services, 2) whether the program sufficiently meets those needs, and 3) identify areas for programmatic improvement. Following university IRB approval, semi-structured in-depth interviews (N = 14) were conducted remotely with current and past program participants, program applicants, and program staff. Participants were compensated with a \$25 amazon gift card for their time. Three researchers developed an initial codebook by engaging in an open-coding process using interviews from each unique type of study participant. After establishing a preliminary codebook, two researchers applied these codes to select interviews, and made revision based on redundancy, ambiguity, or omissions of key content. Once a final codebook had been developed, two team members coded all

transcripts and met weekly to discuss discrepancies and reach consensus. This process was done to ensure consistent and valid application of the codebook. All coding was done in Nvivo software, version 12. Once all interviews were coded, data were analyzed by one researcher, and analysis was reviewed by a second researcher. Findings highlight important needs that undergraduate university students have when experiencing homelessness or basic needs insecurity, identify gaps between student needs and services provided, and also identify several areas for next steps for programmatic improvement.

Chairs:

Kayleigh Zinter, DePaul University; *Helena Swanson*, DePaul University; *Rebecca McGarity-Palmer*, DePaul University; *Emily Edwards*, Depaul USA; *Joseph Ferrari*, DePaul University

159 Transforming Immigrant Integration: Community Collaboration for Refugee and Immigrant Civic Engagement

Ignite Presentation

Day: 6/24/2021 **Time:** 1:25 PM **Room:** Room 1

Abstract

Immigrants, migrants, and refugees are severely unrepresented at all levels of political decision-making in the United States. Furthermore, these groups face significant barriers to civic engagement at cultural and systemic levels. There is an obvious and urgent need to work towards transforming existing avenues that promote civic engagement by addressing the cultural and structural barriers that migrants face and creating more empowering and equitable processes that facilitate engagement. This presentation provides an overview of a program designed with the goal of

promoting transformative immigrant integration and evaluates one of those interventions: Civic Action for Refugee Empowerment (CARE) Cincinnati's Refugee and Immigrant Civic Leadership Program. This is a five-course program designed for and by refugees of the Cincinnati community in collaboration with a local government representative and University of Cincinnati researchers. The goal is to improve the lives of refugees and immigrants in the Cincinnati community by providing space to learn about civic leadership, ask questions to local politicians, and cultivate resources to participate in politics beyond voting. This Ignite presentation will share the research that led to the creation of the CARE Cincinnati Civic Leadership Program, the collaborative process of creating it, and early observations and themes from the program. This study is grounded in a community based participatory action research design and is rooted in goals related to understand and transform the sociopolitical context of our community towards greater equity.

Chairs:

Christine Shi, University of Cincinnati;
Anjali Dutt, University of Cincinnati

160 Equity in Community Psychology: From Talk to Action

Town Hall Meeting

Day: 6/24/2021 **Time:** 1:25 PM **Room:** Room 2

Abstract

Since its inception, community psychology has been dedicated to community research and action in the pursuit of social change. Despite this noble value, terminology and explicit equitable strategies are missing in much of our community work. Such strategies are pivotal to eliminating the systemic racism and white supremacy that

perpetuate inequities. Scholars in our own field have found “significant gaps in community psychology’s actualization of our professed values for attention to lives of members of diverse groups” (Bond, 2016, p. 260). Despite this gap, we contend that community psychology is uniquely positioned to play a role in advancing equity in communities. More specifically, we argue that a shift to a more purposeful and strategic focus on equity is necessary if we hope to redress the social issues present in our society. Further, we argue that community psychology has the capacity and expertise to lead that shift. We must also recognize, however, the role community psychology has played in maintaining the status quo. In this town hall, we will discuss our assessment of the current state of equity in community psychology by (a) describing the importance of equity and the role of community psychologists in advancing it, and (b) discussing our findings from a literature review examining extant research on equity published in the *American Journal of Community Psychology*. Through this lens, we will then facilitate a critical discussion around two questions: (1) How do we define equity in Community Psychology? And (2) How can community psychologists embed equity in our work more explicitly? We will use our developing framework focused on distributive and procedural equity in context to guide this discussion. Finally, we will propose a call to action for community psychologists to view equity as a purposeful strategy in our community-engaged work rather than as a value statement.

Chairs:

Corbin Standley, Michigan State University; *Rome Meeks*, Anidaso 360

161 The Racist History of Psychology: How Can We Move

Forward and Do Better?

CANCELLED

Town Hall Meeting

Day: 6/24/2021 **Time:** 1:25 PM **Room:**
Room 3

Abstract

Many social sciences have racist pasts and psychology is no different. Going from phrenology to white centered research, we have a heritage of racism in our theories (Phelps, 2015; Winston, 2004). The question now is what can we do to make proper reparations and learn from our mistakes. This town hall meeting will aim at discussing how we can unpack that heritage, how we can better teach the theories that were used by white supremacists and finally how we can learn from the past to do better.

Chairs:

Elizabeth Brunet, Université du Québec à Montréal

162 Contemplative Practices in Professional Settings the role of Mindful Meditation

The Innovative Other

Day: 6/24/2021 **Time:** 1:25 PM **Room:**
Room 4

Abstract

As I began my presidential year one of the things that I wanted to explore was the idea of healing and wellness in professional settings. The commitment that I made to the membership was to express this idea through a mindful meditation practice. I began implementing some meditation inspired contemplative practices during the SCRA Executive Committee monthly meetings. I also began hosting a virtual 30-minute meditation sitting every Friday morning and I have continued to invite our membership through the listserv to come and practice. I began this sitting practice ten months ago on

June 26, 2020 and I have held approximately 46 meetings since this time. I have had many of our members come. To date, there have been a more stable and steadier group that continues to come and build community around mindful meditation. As we know there has been a surgency of research within the last 10 years that has indicated that having a regular mindfulness meditation practice can improve health and well-being. Mindfulness is an intrinsic and modifiable capacity of the human mind. As a state and process of consciousness, it is most commonly defined as “the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding experience moment by moment.” Mindfulness meditation has become part of many major healthcare settings and to date almost 80% of the 140 accredited medical schools or their associated universities in the United States presently incorporate some form of Mindfulness-Based Stress Reduction (MBSR) programs (Black & Slavich, 2017). During this innovative session I would like to discuss the progress that we have made in using mindful meditation in the division. In addition to this, I would also hold a brief mindful meditation session for attendees.

Chairs:

Bianca Guzman, Cal State LA

163 Addressing Stereotypes and Discrimination based on Criminal History

Symposium

Day: 6/24/2021 **Time:** 1:25 PM **Room:**
Room 5

Abstract

Mass incarceration, a product of structural racism, has been a growing problem in the United States for decades. Communities of color, particularly African Americans, are

disproportionately arrested, convicted, and incarcerated in the United States. When people are released from incarceration, they face stereotypes and discrimination across multiple areas of transition, including access to health care, employment, housing. This is in addition to the stereotypes and discrimination that many already face based on their race and/or ethnicity. Across three presentations, this symposium will highlight research investigating the stereotypes and discrimination people in the U.S. face because of their criminal history. Specifically, the symposium presentations will discuss the impacts of criminal history discrimination on future focus and personal health, the buffering effects of social support on discrimination, and the factors people consider when forming criminal-history-based stereotypes and ways to reduce stereotype formation. Following presentations, dedicated time will be given to facilitate discussion surrounding future directions for research, practice, and policy to address discrimination based on criminal history.

Chairs:

Candalyne Rade, Penn State Harrisburg

Discussant:

Nicole Freund,

Presentations:

The Effect of Criminal Record Discrimination on Future Orientation and the Buffering Impact of Social Support

Geoffrey Harrison, University of Maryland, Baltimore County; *Bronwyn Hunter*, University of Maryland, Baltimore County

The United States outpaces the world in its incarceration of its citizens. There are approximately 2.4 million people

incarcerated in the United States. It is well recorded that incarceration disproportionately affects communities of color compared to other communities throughout the United States (Kovera, 2019). Individuals who are returning to their communities post incarceration are under immense stress from attempting to navigate the unstable time and experiencing criminal record discrimination. As such, criminal record discrimination may have a negative impact on future orientation, which may threaten the quality of life for this population (Hirsch et al., 2015). Future orientation is described as “an individual’s thoughts, plans, motivations, hopes, and feelings about his or her future” (Arnett, 2000; Nurmi, 1989, 1991; Nuttin, 1964; Trommsdorff, 1983). During periods of transition in an individual’s life, such as post-incarceration community re-entry, individuals may benefit from the ability to envision what the future holds (Seginer, 2003). In addition, it is important to examine whether positive supports in the environment, such as general and specific social support, may be able to mitigate the detrimental effects of discrimination to bolster future orientation. This study tested a double moderation model to understand the relation between criminal record discrimination and future orientation, as well as general and criminal record specific social support as moderators of this association, in a sample of 198 individuals who had criminal records. The results of the double moderation model show that general social support is most effective at moderating the relation between criminal record discrimination and future orientation when specific social support is also acting as a moderator. These findings provide implications to address the needs of returning citizens through policy and practice.

Social Support as a Moderator of Criminal History Discrimination

Elaina McWilliams, University of Maryland, Baltimore County; *Jennifer Stidham*, University of Maryland, Baltimore County; *Bronwyn Hunter*, University of Maryland, Baltimore County

Several studies have found an association between social identity-based discrimination and reduced physical health and, also, that social support may protectively moderate this relationship. This study addresses the lack of sufficient research regarding these connections among individuals facing criminal record discrimination. The authors analyzed the responses of 168 people with felony records who completed a nationwide, online survey. While controlling for several other potentially impactful variables, the authors used regression analyses to explore the relationship between criminal record discrimination and reported healthy days per month and determine whether social support protectively moderated this relationship. There was a significant negative association between criminal record discrimination and fewer healthy days among those with notably low social support. Meanwhile, moderate levels of social support appeared to protectively extinguish this relationship. This study suggests that social support may influence whether criminal record discrimination negatively impacts health.

Public Perceptions of People with Criminal Histories

Candalyne Rade, Meredith College; *Samantha Nelson*, Penn State Harrisburg

Formerly incarcerated people and those with criminal justice system involvement (e.g.,

arrest) are subject to negative public stereotypes, based on criminal history. Stereotype Content Model (SCM) contains two dimensions from which people perceive outgroup members: warmth (the perceived beneficence of group members) and competence (how well group members can complete their goals). The assessment of these two dimensions is related to how people view and treat members of an outgroup, specifically helping and harming behaviors. In order to assess how members of the public form warmth and competence stereotypes based on criminal record, we conducted two focus groups (n=18) with adults living in a northeastern state. Qualitative analysis of focus group transcripts revealed that most participants endorsed negative stereotypes of justice-involved persons (e.g., low warmth, low-to-moderate competence) at first assessment; however, each dimension was highly contextual. Participants provided nuanced considerations of the circumstances and assumptions contributing to their assessments, often changing an initial negative assessment after further discussion. Findings revealed that participants identified both internal traits and external factors as contributing to their formed stereotypes of warmth and competence. The process through which participants modified their perspectives and heavily weighed socioecological factors provides direction for future research in reducing stereotypes based on criminal history.

164 Exploring How Young People Think About and Engage in Efforts to Dismantle Systems of Racism

Symposium

Day: 6/24/2021 **Time:** 1:25 PM **Room:** Room6

Abstract

In 2020 and 2021 we have faced a global

pandemic that has accentuated racial inequalities in access to healthcare, childcare, food security, and housing, an upswing in media-documented racism accompanied by an increase of youth activism supporting the Black community, and a divisive Presidential election. Amidst these overlapping pandemics and epidemics, it is critical to explore how young people engage in civic behaviors aimed towards dismantling racism. Community psychologists have stressed the importance of critical scholarship that expands definitions of civic participation to capture more grassroots and developmentally inclusive community organizing approaches, which target social issues that better reflect the lived experiences of Black Indigenous and Persons of Color and other minoritized youth (Flanagan & Christens, 2011; Bañales et al., 2020; Hope et al., 2019; Kornbluh et al., 2021). The three studies in this symposium explore how young people make sense of and work towards addressing systemic racism. Study 1 employs qualitative data to tap into young peoples' (aged 14-18) conceptualizations and understandings of racism with implications for racial consciousness raising programs. Study 2 uses quantitative survey data with college students to validate and replicate a scale capturing nuanced dimensions of activism in support of Black communities with applications for future research exploring anti-racism activism movements. Study 3 using survey data explores the role of demographics, civic concerns, and beliefs in predicting diverse forms of civic participation (i.e., traditional, direct activism, community-based, and anti-racism) amongst college students. Dr. Christens, a leading expert in civic participation, will then offer an integrative commentary on the current state of youth anti-racism civic engagement and future directions for research design and

community programming that can further unpack and bolster racial justice oriented civic identity development for young people. Audience input, experience, and insights are welcomed.

Chairs:

Mariah Kornbluh, University of South Carolina; *Josefina Bañales*, University of Pittsburgh; *Elan Hope*, North Carolina State University

Discussant:

Brian Christens, Vanderbilt

Presentations:

Something You Can See, Hear, and Feel: Youths' Articulations About Racism

Josefina Bañales, University of Pittsburgh; *Adriana Aldana*, California State University, Dominguez Hills; *Katie Richards-Schuster*, University of Michigan; *Alexandra Merritt*, Virginia Commonwealth University

Adolescence is a period in which youth are developing social identities and civic commitments that may include social justice values (Bañales et al., 2020; Flanagan et al., 2007). Youth develop these developmental processes in the context of white supremacy--a reality that was underscored by the increased coverage of Black and brown youth by armed civilians and police officers. Thus, it is important to understand how youth understand the nature and dynamics of racism; however, there is limited empirical research on youths' descriptions of racism in their everyday lives (see Seider et al., 2021 for an exception). Our research attends to this gap by investigating the nature of youths' articulations about racism, and the extent to which there are racial/ethnic differences in youths' responses. This study included 382 youth who identified as African American (n = 98),

Latinx/o/Hispanic ($n = 74$), Asian/Pacific Islander ($n = 52$), Multiracial ($n = 38$), Native American ($n = 20$), and White ($n = 100$). Youth were between 14 and 18 years of age ($M_{age} = 17.00$, $SD = 1.29$) and identified as male (49.0%) or female (51.0%). To elicit youths' understandings about racism, youth responded to an open-ended question on a survey administered to youth across the United States. An inductive-deductive approach was used to analyze youths' responses, finding that youths' articulations fell on a spectrum that included beliefs that minimized the reality of racism on one end to beliefs that were critical of structural racism on the other end. The majority of youths' responses were in the middle of the spectrum, as they expressed an awareness of intrapersonal/interpersonal racism. Racial/ethnic differences emerged across study themes. These findings have the potential to support the development of programs that support youths' critical analysis of racism and, ultimately, their actions against racism.

Validation of the Black Community Activism Orientation Scale with Racially & Ethnically Diverse College Students

Elan Hope, North Carolina State University; *Mariah Kornbluh*, University of South Carolina; *Melissa Hagan*, San Francisco State University; *Anitra Alexander*, North Carolina State University

The Black Community Activism Orientation Scale (BCAOS) was created to assess the intentions of adolescents and emerging adults in supporting anti-Black racial justice activism (Hope et al., 2019). In the initial scale development study, the sample included Black adolescents and emerging adults from various ethnic backgrounds

(e.g., African American, Afro-Latinx) in the U.S. Examination of the factor structure and internal consistency of the subscales and scores of the BCAOS is needed to determine whether the psychometric properties of the BCAOS extend beyond use with Black adolescents and emerging adults. This is particularly relevant given the growing body of research seeking to understand how youth from various racial-ethnic backgrounds engage in action to dismantle systems of racism (Wray-Lake & Abrams, 2020). In the current study, we investigate the factor structure and validity of the BCAOS in a racially and ethnically diverse sample of emerging adults from universities across the United States. Confirmatory factor analysis was run using structural equation modeling with maximum likelihood estimation. The three factors were allowed to correlate given the oblique rotation used in the original scale development study. The three-factor solution provided a poor fit to the data, $\chi^2(296) = 2668.17$, $RMSEA = .11$, $90\% CI = [.107, .115]$; $CFI = .85$; $TLI = .85$. Modification indices indicated that 4 pairs of items should be correlated. After adding the recommended correlations, the model provided an adequate to good fit to the data $\chi^2(347) = 1244.74$, $RMSEA = .076$, $90\% CI = [.072, .081]$; $CFI = .92$; $TLI = .91$. All pattern factor loadings were statistically significant ($p < .05$). Item-level descriptive statistics, evidence of convergent and discriminant validity will be discussed. Overall, the findings support the use of the BCAOS for assessing intentions for youth of all racial-ethnic backgrounds to support anti-Black racial justice.

Exploring Civic Behaviors amongst College Students in a Year of National Unrest

Amanda Davis, University of South

Carolina; *Mariah Kornbluh*, University of South Carolina; *Alison K. Cohen*, University of California San Francisco; *Lindsay T. Hoyt*, Fordham University; *Parissa Ballard*, Wake Forest School of Medicine; *Miya Croft*, University of South Carolina; *Rebekah Lassiter*, Wake Forest University

Following an upsurge of youth activism in support of the Black Indigenous Persons of Color (BIPOC) community (CIRCLE, 2020) and a divisive presidential election, now is an opportune time for researchers to study the ways in which BIPOC youth and white allies engage in anti-racist civic behavior. For community psychologists to do their part in uprooting white supremacy, it is critical to explore how young people engage in behaviors aimed toward dismantling racism and other systems of oppression. This study examines the role of both demographic characteristics, civic beliefs, and the impact of COVID-19 in predicting different forms of civic behaviors, including anti-racist behaviors, among 695 U.S. college students. Participants were recruited across 10 geographically diverse public and private universities (West Coast, Midwest, Northeast, Southeast). We collected and analyzed both qualitative and quantitative data. Participants who were women, BIPOC, LGBTQ, those who reported high critical reflection, and those heavily impacted by COVID-19 were more likely to be engaged in community-based, activist, and/or anti-racist specific civic behaviors. Participants who identified as BIPOC, came from higher SEP backgrounds, those who rated high in beliefs surrounding social dominance orientation (SDO), and reported lower impact by COVID-19 were more likely to vote in the 2020 presidential election. Women, participants who reported higher levels of critical reflection, and those with higher SDO were more likely to engage in other traditional political behaviors (i.e.,

contacting a state representative). Furthermore, through open-ended responses, a majority of participants (59.7%) identified racism and/or social injustice as their top concern for the country; those who endorsed racism as a top concern were more likely to engage in activist, traditional political, and anti-racist behaviors. The discussion will highlight implications for how young people engage in anti-racist, activist, community-based, and traditional political civic behaviors.

165 Competing for Research Funding Support

Workshop

Day: 6/24/2021 **Time:** 1:25 PM **Room:** Room 7

Abstract

The purpose of this workshop is for community psychologists to learn more about obtaining external support for their research programs through grants and other funding sources. Obtaining such support is becoming more necessary for community psychology faculty to be successful researchers and often to be promoted and/or tenured. Senior, mid and early career community psychologists who have been successful in obtaining external funding for their work will take part. They will share their perspectives on application processes and the makings of a competitive application. The panelists will also provide some current information regarding the range of funding opportunities available through the sources that have funded their research. They will have expertise in issues of health, diversity, special populations, aging, education, community decision making, juvenile justice, antisocial behavior, and under-resourced communities. Attendees will be encouraged to engage with the workshop panelists in an active question and answer session. As a result of taking

part in this workshop, we anticipate attendees will have a better understanding of what constitutes a good grant and what funding programs are available to them in a variety of areas and from a number of funding sources.

Chairs:

Fabricio Balcazar, University of Illinois at Chicago; *Shabnam Javdani*, NYU Steinhardt; *Elizabeth Benninger*, Case Western Reserve University, School of Medicine

Thursday, June 24th 6:00 to 7:00pm

167 TIME TO OPEN UP THE CASKET!

Plenary Session

Day: 6/24/2021 **Time:** 6:00 PM **Room:** Plenary Session

Abstract

The false belief that white people are superior to others and must therefore dominate other races is finally being debunked. The truth has been buried for a long time. From Dr. Frances Cress Welsing's psycho-genetic theory of white supremacy to Nkechi Taifa's analysis of institutionalized genocide – it is past time that the historic casket be opened to the truth. This keynote will address the critical importance of dismantling white supremacy, traversing history, culture, education, health, economics, and the criminal punishment system. Reparations as the solution for an official reckoning of the past is proffered as essential to equitably address the many indices of white supremacy manifest today.

Chairs:

Nkechi Taifa, Taifa Group

Thursday, June 24th 7:10 to 8:25pm

168 Transnational Decolonial Discourses and Perspectives With and Outside Community Psychologies: Continuing to Trace the Roots and Routes of Decoloniality against White Supremacy

The Innovative Other

Day: 6/24/2021 **Time:** 7:10 PM **Room:** Room 1

Abstract

Building upon our prior work at professional gatherings, this Innovative Session aims to further deep critical dialogues and understandings toward unearthing and (re)surfacing the transnational decolonial discourses and perspectives of community psychology and allied critical social psychologies. Specifically, how community psychology and practitioners reflect, engage and orient the discipline and their praxis toward the decolonial turn. In a recent publication, four orientations toward the decolonial turn in CP (Fernández, Sonn, Carolissen, & Stevens, 2021) were discussed: Generating knowledge With and from Within, Sociohistorical Intersectional Consciousness, Relationships of Mutual Accountability, and Unsettling Subjectivities of Power/Privilege. Expanding on our prior transnational project collaborations with colleagues in the Majority World, in this Innovative Session we will invite attendees to reflect on the meanings of coloniality, decoloniality, and decolonization, from within their respective experiences and positionalities. We will facilitate attendees' engagement and participation as they respond and reflect via a virtual dialogue to the following questions: 1) How do you

engage with or understand decolonization/decoloniality from your own positionalities and/or locations? 2) How does decolonial work diverge/converge with other critical projects evident in community and applied social psychology? 3) How does race, whiteness, and racism alongside coloniality circulate and manifest in varied ways in your life, context/location? How do you see these manifest as well within and outside community and applied social psychology? Through these questions the Innovative Sessions seeks to expand on prior research, as well as contribute to the decolonization of the discipline with the goal of orienting it toward more decolonial liberatory orientations that unsettle whiteness and white supremacy as outcomes of coloniality, colonialism and racialized colonization. As scholars from distinct geographic regions (Australia, Brazil and United States), we are intent in (re)centering the roots and routes of critical community psychology within the Indigenous and Majority World epistemologies and cosmologies/cosmovisions.

Chairs:

Jesica S. Fernández, Assistant Professor, Ethnic Studies Department, Santa Clara University, United States; **Christopher Sonn**, Professor, Institute of Health and Sport, Victoria University, Australia; **James Ferreira Moura Jr**, Adjunct Professor, Humanities Institute, University for International Integration of the Afro-Brazilian Lusophony; **Monica E. Madyaningrum**, Assistant Professor, Faculty of Psychology, Sanata Dharma University, Indonesia

169 CBPR in the time of Corona:

Challenges and opportunities for community-engaged research during a global pandemic

Symposium

Day: 6/24/2021 **Time:** 7:10 PM **Room:** Room 2

Abstract

Community-based participatory research (CBPR) aims to empower participants by engaging them equitably in all stages of the research process (Israel et al., 2013). CBPR encourages a paradigm shift from treating community members as research subjects toward a commitment to a mutually beneficial partnership where they are valued for their expertise of lived experience (Damian & Gonzalez, 2020). And while CBPR is by no means immune to racism and other forms of oppression, a CBPR approach offers research theories and methods that better reflect the needs and values of communities of color and other historically marginalized groups (Buchanan, Perez, Prinstein, & Thurston, in press; Chavez et al., 2008). The challenges of the past year have brought new meaning and significance to CBPR and related community-engaged research methods that strive to empower community members. We have seen a renewed focus and commitment to collaborative approaches that help to dismantle white supremacy and other oppressive power structures present within traditional research practice. This symposium will focus on the use of CBPR in response to pressing issues of the day, with a particular focus on unique applications, lessons learned, and challenges faced in CBPR projects during the global COVID-19 pandemic. The presentations included in this symposium highlight CBPR work with Latina teens, agricultural workers, people experiencing homelessness, and communities working to find solutions to homelessness. Each presentation will

include a description of the work and the team's process for engaging community members; unique challenges, adaptations, and opportunities for CBPR during the pandemic; and ways the projects strive to dismantle white supremacy and center on racial equity. Additionally, we aim to foster a lively and interactive discussion on how attendees are applying CBPR and other community-engaged research approaches to pressing issues in their own communities.

Chairs:

Greg Townley, Portland State University

Presentations:

Supporting Community Cultural Wealth among Mexican Immigrant Agricultural Workers in California's Central Valley

Yvette G. Flores, University of California, Davis

Farmworkers in California have been disproportionately affected by the COVID-19 pandemic as they continued to labor despite lacking personal protective equipment and access to healthcare. I have conducted field work in rural communities for over 6 years guided by CBPR principles (Flores et al., 2019; Manzo et al., 2020) as co-investigator of a USDA funded study (De la Torre et. al, 2013) and as PI of a University of California binational research project (Cervantes-Pacheco & Flores, 2017). With an average population of 7,000, 85% of whom are Mexican immigrants, these communities have one local health center. However, without Spanish speaking staff farmworkers had difficulty receiving services. Barriers also exist due to work schedules that vary seasonally and because workers lose wages if they miss work to seek healthcare. Our research team held health fairs over a three-year period while

funded by the USDA grant. After the conclusion of the larger study, my research team focused on continued engagement with men in the community who ranged in age from 23-84 and had worked in the fields since immigrating from rural Mexican communities. Most of the men were unauthorized immigrants who experienced varying degrees of wage theft, oppressive working conditions, and substandard housing. The majority of the men lived alone, separated from the families they left behind (Flores et al., 2019). The long-term relationship built on mutual trust, cultural attunement, and solidarity facilitated continued engagement with the men during the pandemic. This paper highlights the challenges of reaching the men due to their limited access to technology and our inability to travel to the communities during the lockdown. We describe our strategies to develop supportive interventions promoting their communities' cultural wealth (Yosso, 2005).

Grupo ALAS: Exploring and Promoting Wellness through Relationship Building, Storytelling, and Latinidad with Latina Teens During the COVID-19 Pandemic

Rachel M. Hershberg, University of Washington Tacoma; *Ariana Ochoa Camacho*, University of Washington Tacoma; *Alyssa Ramírez-Stege*, University of Wisconsin Madison; *Sarah Chavez*, University of Washington Tacoma; *Sonia De La Cruz*, University of Washington Tacoma; *Melody Rodríguez*, Proyecto MoLE; *Alma Vargas*, Proyecto MoLE; *Laura Garcia*, University of Washington Tacoma

Grupo ALAS (Adolescentes Latinas Avanzado Salud mental) is a community-based and participatory research (CBPR)

project between an interdisciplinary group of female professors from the University of Washington Tacoma and Proyecto MoLE, a leadership-focused youth program serving primarily Latinx youth in the South Puget Sound. ALAS focuses on exploring and promoting well-being and critical consciousness through workshops focused on storytelling and wellness. In early 2020, ALAS was ready to begin a 14-session program that would culminate with youth developing and presenting stories about their lives, with a focus on wellness and barriers to wellness. Due to the pandemic, we delayed the project and then collaborated in an abbreviated version of it that we delivered in summer of 2020, as well as a full redesign that we would implement virtually in March-May 2021. Summer workshops were designed to be responsive to additional stressors and threats to youth's well-being that project partners believed youth were likely to experience during the pandemic. They focused on relationships, academic success strategies, and coping resources. Here, we reflect on the challenges, unexpected opportunities, and CBPR process that emerged in ALAS this past year. These include those that were specific to the pandemic, as well as more traditional CBPR-challenges that were exacerbated by the pandemic, such as community partners experiencing distinct timelines and different pandemic-related mandates and priorities. Through ongoing discussion and a shared commitment to facilitate a wellness-focused CBPR project for Latina teens, we nevertheless succeeded at facilitating a meaningful project. We also share some of the initial themes we identified from Latina teen's creative works and zoom discussions, including how challenging gender dynamics are being addressed in the home, how participants have learned to cope through art, and how

Latina teens resist white supremacy in their everyday lives.

COVID-19, power, and CBPR: The need for an intersectional CBPR

Anna Pruitt, University of Hawai‘i at Mānoa; *Jack Barile*, University of Hawai‘i at Mānoa

A key principle of community-based participatory research (CBPR) is the development of equitable partnerships through a power-sharing process (Israel et al., 2013). This principle is one of the most difficult to achieve—in part, because “power-sharing” involves a complex redistribution of power if the partnership is to be truly participatory (Travers et al., 2013). As Arnstein said “participation without redistribution of power is an empty and frustrating process for the powerless” (p. 216). Not only is power-sharing difficult to do, but also it is difficult to evaluate. For example, how do we know when power has been redistributed equitably? In our CBPR project with a transitional housing program on O‘ahu, we found that the COVID-19 pandemic intensified those difficulties. This presentation will discuss the impacts of COVID-19 on power dynamics and will suggest the need for an “intersectional CBPR.” Intersectionality is useful for understanding and addressing complex power dynamics (Collins, 2015). This presentation will take an intersectional approach to understanding COVID-19 impacts on a diverse partnership comprised of stakeholders positioned along varying axes of power. Partners include program staff, administrators, an advocacy group, local houseless community leaders, evaluators, and residents in the program. The partnership is racially diverse, with no racial group having a majority and includes

housed and unhoused stakeholders. Research shows that inequities are often exacerbated in times of crisis and, as a result, power dynamics are laid bare (Weber, 2014). Indeed, COVID-19 allowed for higher-powered partners to wield more influence but also made that power more explicit and created opportunities for advancing the partnership’s agenda—building community through a return to *kauhale* living (traditional Native Hawaiian village model). We will discuss the implications of race and housing status in relation to power and the benefits of taking an intersectional approach to CBPR projects during and after COVID-19.

Lessons learned from community-based research and evaluation focused on effective solutions to homelessness

Katricia Stewart, Homebase / The Center for Common Concerns

This presentation will outline the ways in which Homebase (a non-profit based in San Francisco) collaborates with communities to improve and implement effective solutions to homelessness. Specifically, it will outline: (1) the mixed and multi-method approaches we use in our research and evaluation work, (2) how we incorporate and emphasize the perspectives of those with lived experiences of homelessness, (3) how we integrate equity analyses (including racial equity) to determine where and how systems of care can better meet their goals of equitable service to the community, (4) the ways in which this work has shifted during the COVID pandemic, and (5) areas where our organization can more meaningfully incorporate a true CBPR approach to our research and evaluation efforts in homelessness systems of care. Implementing effective solutions to homelessness requires

extensive evaluation of those programs, their limitations and successes, and identification of barriers and solutions. Effective solutions also require an examination and incorporation of the inequities that contribute to disproportionate numbers of homelessness among marginalized populations and disparities in their access to resources and positive outcomes. No solution can be as effective as one that meaningfully incorporates the expertise of those with lived experiences of homelessness. Three decades of this work in communities across the U.S. has taught us the complexity of difficulties that we face in solving homelessness, including the hard work required to uproot the systemic racism that is embedded into systems meant to solve homelessness -- as well as the misinformed ideologies often held by the community at large around homelessness. This presentation will share what we've learned about customized, community-based solutions to homelessness, including how to address racial inequality and how to incorporate the expertise of those with lived experiences of homelessness.

170 Altered Books and Alerted History, Creating Gnarly New History

Workshop

Day: 6/24/2021 **Time:** 7:10 PM **Room:** Room 3

Abstract

Implementing narrative therapy concepts, I am developing an intervention to create an empowering altered book that can help marginalized people reframe their experiences within a sociological context. This method can also help refresh perspectives of nonmarginalized populations to understand the experienced of the oppressed. Examining at cultural equity while reconstructing a history book can

facilitate discovery and reflection upon repeated historical inaccuracies, legalized and systemic oppression, and the subsequent historical and intergenerational trauma (Almeida, Hernandez-Wolfe, & Tubbs, 2011). Cultural equity inspects the interconnectedness of personal, social, and institutional environments that impact identities in a therapeutic practice by identifying these complications within a societal matrix that creates and reinforces power, privilege and oppression in relationships, especially therapeutic (Almeida, Hernandez-Wolfe, & Tubbs, 2011). Reframing the narrative will permit clients to become the sparkling moment, fostering posttraumatic growth and self-compassion. Participants will have the opportunity to honor the ways in which clients can learn how to retell their stories from an emboldened perspective that provides understanding of unjust societal norms and how to traverse them accordingly (Cobb, R, Negash, S., 2010; Goldenberg, Stanton, & Goldenberg, 2017).

Chairs:

Kamaria Wells, Independent Scholar

171 Decolonizing the Council on Education

Symposium

Day: 6/24/2021 **Time:** 7:10 PM **Room:** Room 4

Abstract

Responding to the Call to Action on Anti-Blackness, the Council on Education has focused its resources and energies for the past year on projects to uproot the injustices of white supremacy and colonialism and promote racial justice in community psychology (CP) educational settings. These activities took place in the context of an ongoing outreach effort, building on our Pre-Conference efforts at the last Biennial,

to re-envision the role of the COE in CP education advocacy. This symposium will consist of storytelling and dialogue with attendees regarding the initial accomplishments, struggles, unexpected turns, and lessons learned from these activities. The first paper describes the COE-sponsored Racial Justice Inquiry, Discourse, and Action (RJIDA) initiative and its pivot, through a “loving takeover” by the students funded by the RJIDA project, from a product-centered effort to provide tools to help CP programs promote racial justice, to a decolonial “RJIDA Collective” focusing on building dialogue, trusting relationships, and new ways of racially just “being, doing, and knowing” initially among CP students and then moving outward to encompass faculty, administrators, and the communities served by academic institutions. The second presentation focuses on findings from our facilitated conversations with interest groups, committees, and councils from throughout SCRA (n = 12) on priorities and opportunities for the COE, emphasizing emergent themes related to uprooting racial injustice, including decentering from a U.S. psychology and academic-focused worldview to one with global perspective, reaching a broader range of organizational settings, and better advocating for our members, especially students of color. To close, presenters will challenge the traditional hierarchy of the symposium format by switching roles and having participants teach us, through padlet facilitated interaction involving posted responses of participants on how they believe what we presented should be used moving forward to inspire decolonial transformation of our council and CP education.

Chairs:

Mason Haber, Lamplighter Evaluation and Consulting

Presentations:

A Loving Takeover: A BIPOC Student-led Approach to Decolonizing RJIDA, SCRA, and CP Education

Rama Agung-Igusti, Victoria University; *Hannah Rebadulla*, University of Alaska Anchorage; *Jamilah Shabazz*, Pacifica Graduate Institute

We are the students of the graduate practicum for the Racial Justice Inquiry, Discourse and Action (RJIDA) initiative. This initiative connects to broader efforts through the Council on Education to respond to the Call to Action on Anti-Blackness. The initiative and its practicum aims to serve as a decolonial-oriented inquiry into the needs of community psychology educational programs and the broader field to achieve racial justice goals and the resources these goals require; to promote dialogue and co-learning opportunities, within and across programs; and investigate the limitations of many diversity, equity, and inclusion efforts in college and university settings that forestall efforts towards systematic and structural change to achieve racial justice goals in education. In this presentation, we use storytelling to share our efforts to enact a decolonial standpoint from which to shape and reconfigure the practicum in order to ground it within values and principles of inclusion and liberation. We call this a “loving takeover” as we recognize our entangled lives across geographies, all bound in one another's liberation, and the collective effort needed to draw forth action from radical imagination. Through “mini-revolutions” we can begin to craft pre-figurative spaces that allow for desired ways of being, doing, and knowing. The Call to

Action propels us to uproot and unsettle our deeply held beliefs and assumptions, and to re-think the paths we might take to realizing racial justice within our institutions.

Through this storytelling we wish to share from where we departed, our journey so far, and our intended destination. We wish to share mutual learning that relationships, trust, and dialogue are inalienable from the project of racial justice. And we wish to share the necessity to ground this work within these values and principles to create the possibilities of meaningful change within SCRA and Community Psychology.

Exploring the Community Psychology Education Pluriverse

Simon Coulombe, Université Laval; *Tiffeny Jimenez*, National Louis University

At the last Society for Community Research and Action (SCRA) Biennial, the Council on Education held a pre-conference involving over 20 SCRA students and faculty, “Community Psychology education: Clarifying our Vision” to plot out a more focused and dynamic role for the COE in advancing Community Psychology (CP) education. One of the plans to emerge from that event was to conduct facilitated conversations with SCRA’s many other Councils, Committees, and Interest Groups over the course of the year in order to understand diverse priorities across the organization in advocating for and further developing CP education. This activity acquired greater urgency following the Call to Action on Anti-Blackness and the signal it provided regarding the degree to which white supremacy and anti-blackness were perceived as threatening the integrity and aspirations of the Community Psychology field. This presentation shares findings from the first 12 facilitated conversations,

involving groups from a spectrum of SCRA stakeholders, including groups specifically concerned with topics closely linked to the conference theme of uprooting white supremacy (e.g., the Critical Psychology Interest Group, Decolonial Racial Justice Group) as well as other groups from across the organization. Participants in these conversations shared a variety of types of aspirations related to uprooting white supremacy, including desires to decenter from a U.S. psychology and academic-dominated worldview, to engage with a greater variety of types of settings and disciplines, and to embrace a more holistic set of outcomes for education that take into account struggles of students beyond those directly related to their academic training, especially among students of color (e.g., holistic well-being, illness prevention, empowerment, and respect for diversity). The presentation will review implications of these findings for advocating for more inclusive, holistic, and just CP education and opposing barriers to this vision rooted in anti-black and colonial systems.

Decolonial or Just Inclusive?: The Transformation we Seek in Community Psychology Education

Mason Haber, Lamplighter Evaluation and Consulting

This third presentation in the symposium builds upon themes from the prior presentations and solicits symposium attendees’ leadership in the process of understanding implications of these findings for efforts to transform the COE. A decolonial approach to racial justice necessarily involves not just efforts to enhance racial inclusivity through new initiatives but also to disrupt existing structures that may stand in the way. In their

first presentation, students from the Racial Justice Inquiry, Discourse, and Action (RJIDA) practicum shared findings from their work on the limitations of many diversity, equity, and inclusion efforts in education as well as the RJIDA initiative itself, as originally conceptualized, in serving in this disruptive role. The second presentation further underscored the types of shortsightedness in addressing systemic barriers that can plague efforts to pursue racial justice in educational settings and educational advocacy. To provide further perspective on this content, this presentation will first briefly overview of changes in policies and practices of the COE over the last several years to enhance inclusivity and critically evaluate the success and challenges of these efforts. We will then turn the tables on the traditional symposium format and ask the audience to help us further understand lessons learned from these activities for the COE's efforts moving forward. Using padlet, a tool allowing users to post and share thoughts in an engaging visual format response to specific questions or themes, we will ask the audience to teach us about, from their perspectives, the ways in which our inclusivity-focused activities to date may need to be transformed to aid justice and liberation in CP education from a decolonial perspective. The goal will be to help identify the ways in which COE should transform itself in order to more effectively disrupt existing white supremacist structures in its educational advocacy.

172 The Decentering of Whiteness in Academic Spaces Through the Use of Progressive Stacking Order Workshop

Day: 6/24/2021 **Time:** 7:10 PM **Room:** Room 5

Abstract

For over a decade, RACE TALKS: Uniting

to Break the Chains of Racism, a Black women led monthly community dialogue forum in Portland, Oregon has been a resounding success: engaging over 20,000 participants in over 1300 facilitated conversations; and providing a platform to over 400 BIPOC panelists to highlight their work and make an ask to attendees to get involved in social justice initiatives. Portland is a predominately white city in the whitest state in the country; so it was not a surprise when we received feedback that white voices were being centered. In 2018, we implemented a pedagogical method known as Progressive Stacking Order in order to make sure our forums and especially our facilitated dialogues were more equitable. Progressive Stacking Order is a format that allows marginalized voices, such as Black, Indigenous, and People of Color (BIPOC) who are the most marginalized and ignored voices in American academic and professional settings, which are primarily white-dominant spaces, to be recognized and to speak first. Under this format, we decenter whiteness by using the "BIPOC" structure as the order in which participants will speak: first Black folx, then Indigenous, then People of Color, and whites are last. We recognize there are marginalized voices within each of these ethnic groups, such as non gender conforming, disabled, and trans people, and formulated a structure that also centers their voices. With this workshop, RACE TALKS will explain the history of Progressive Stacking Order, demonstrate how it can be implemented into academic settings, and explain why it should be used everywhere.

Chairs:

Donna Maxey, RACE TALKS: Uniting to Brake The Chains of Racism; *Shaina Pomerantz*, RACE TALKS: Uniting to Brake The Chains of Racism; *Caitlin Popp*,

RACE TALKS: Uniting to Brake The Chains of Racism

173 Empowerment Evaluation as Social Intervention: An Empirical Study of Psychological Empowerment and Self – Determination Outcomes

Town Hall Meeting

Day: 6/24/2021 **Time:** 7:10 PM **Room:** Room6

Abstract

Noted evaluation theorist David Fetterman drew on empowerment research from Community Psychology in his articulation of the Empowerment Evaluation approach, acknowledging the similarities between them. For example, values permeate all aspects of science – many of which are implicit – but community psychologists and empowerment evaluators make their values explicit. In Empowerment Evaluation value is placed on individuals and organizations becoming empowered and self-determined through knowledge, skills, and competencies developed by conducting evaluations under the watchful eye of an empowerment evaluator. Although the empowerment and self – determination outcomes of Empowerment Evaluation have been widely acknowledged, one of the major criticisms is their study has often been superficial or ignored. To address the critics this presentation will discuss the first research study on evaluation to: 1) determine which steps of the three empowerment evaluation models have been applied in evaluation practice; 2) operationalize the steps of the three empowerment evaluation models as evaluation practitioner activities; 3) define empowerment evaluation model fidelity, develop a model fidelity index, and measure model fidelity to determine how closely evaluation practitioners adhered to the steps of the three empowerment evaluation

models specified in the literature; 4) operationalize the empowerment evaluation process and outcome principles as evaluation practitioner and evaluation participant activities, develop an index for determining evidence of the principles, and determine whether the principles were in evidence during and as a result of the empowerment evaluations reported on by the evaluation practitioners; 5) define and adapt the sub-constructs and constructs of empowerment theory and self-determination theory to empowerment evaluation; and 6) explain variation in empowerment and self-determination by empowerment evaluation model fidelity, evidence of the empowerment evaluation process and outcome principles, and evaluation practitioners' demographic, academic, and evaluator characteristics. Theoretical underpinnings, methods, results, and recommendations for policy and practice will be included

Chairs:

Jeff Sheldon, University of San Diego, School of Leadership and Education Sciences

174 Participatory Action Research as Pedagogy: Tensions and Possibilities

Symposium

Day: 6/24/2021 **Time:** 7:10 PM **Room:** Room 7

Abstract

Critical Participatory Action Research (PAR) and its theoretical cousins (i.e., scholar activism, community-based participatory research, critical praxis, community organizing) have been long standing vehicles for pursuing social justice (Torre et al., 2012; Mirra et al., 2015). More and more academics have taken the epistemology and values of PAR into their

university classrooms to cultivate transformative and liberatory education. PAR pedagogy offers a unique opportunity for students to co-produce knowledge alongside their instructors and pursue community activism (Lykes et al., 2018). In fact, some claim that action research within universities is necessary for pushing back against the white supremacist origins and burgeoning neoliberal and corporate characteristics seemingly tethered to higher education (Levin & Greenwood, 2008). However, many liberatory educators question the extent to which PAR pedagogy can precipitate racial justice and democracy on an institutional level (Carr & Kemmis, 2005; Greenwood, 2007). Nevertheless, it is imperative that PAR facilitators engage in these discussions with an eye towards continued resistance to neoliberal agendas sweeping higher education. This symposium will feature three university instructors' experiences facilitating course-based participatory action research. The first presentation will explore the role of neoliberal ideology in students' experiences of a course-based PAR that took place over two years prior to the covid-19 pandemic. The second presentation will reflect on what counts as transformation and draw from a PAR project with undergraduates that got cut short amidst pandemic stay at home orders. The third presentation will center on the relationship between small scale classroom practices and large scale racial justice aims that came about from enacting a fully remote course-based PAR during the pandemic. Following the presentations, prominent participatory researcher, Dr. Brinton Lykes, will lead a discussion on ways to deepen emancipatory pedagogy and change processes in the context of the neoliberal university setting.

Chairs:

Julia Dancis, Portland State University

Discussant:

Brinton Lykes, Boston College

Presentations:

“Actually Doing Something”: PAR as Pedagogy in the Neoliberal University

Brett Russell Coleman, Western Washington University

Participatory action research (PAR) as pedagogy can represent a challenge to the limitations inherent to neoliberal higher education. The influence of neoliberalism over the last three decades has led universities to adopt increasingly market-driven, corporate models of governance, heightening the extent to which higher education emphasizes individual achievement, competition, and participation in the economy as measures of student “success” (Rustin, 2016). PAR as pedagogy, on the other hand, endeavors to prepare students for engaged citizenship as agents of social change and social justice (Lykes, Lloyd & Nicholson, 2018). This presentation explores the tensions inherent to PAR as pedagogy in the context of the neoliberal university. For two years prior to the covid-19 pandemic, I taught a class on community systems and human service work based on a PAR model. We used aspects of Foster-Fishman and colleagues' (2107) Transformative Systems Change model as an organizing framework for an ongoing study of, and intervention into, the university's response to sexual assault, which was passed on from one class to the next each academic term. Over the two years, students collected and analyzed data, and developed and implemented action plans to raise awareness, organize stakeholders, and change policies and practices related to campus sexual assault. Based on open-ended survey data, student-

conducted interviews, and my own personal observations, I explore the role of neoliberal ideology in the ways students made sense of their experience in the class, the challenges neoliberalism presents to potentially transformative work, and the potential for PAR as pedagogy to circumvent and resist such challenges.

What is transformation? Sense of community and relational empowerment among transfer students

Erin Ellison, California State University, Sacramento

In fall 2017, two transfer students at California State University, Sacramento (CSUS) asked for help: they wanted resources and to build a sense of community (SOC). By fall 2018 a participatory action research (PAR) project was underway through a capstone course. PAR is a methodology increasingly used across populations lacking an equitable share of resources to foster empowerment and work toward institutional, community, and/or social change (Langhout & Thomas, 2010). PAR facilitates critical examination of social issues and collective action by involving those most impacted by a given situation (e.g., challenges of transfer students to socially and academically adjust to CSUS) in the research and action process (Maguire, 1987). This project utilized Photovoice, a participatory method in which participants take photographs, analyze them, and produce knowledge about their own experience (Wang & Burris, 1997). To meet academic requirements, photography and dialog was paired with writing, resulting in 39 photographs and essays from 8 participants which were then analyzed. The project spanned 4 semesters (fall 2018-spring 2020) with mostly new students each

semester. Progress was inhibited by campus closures twice: in fall 2018 due to the Camp Fire and spring 2020 due to the COVID-19 pandemic. One phase was missing: presenting results to university decision-makers, creating policy recommendations, and/or taking direct action. This presentation reflects on opportunities and challenges of conducting PAR in the university classroom and the process without a significant action phase. Drawing on interviews with 6 former participants, I ask: in the context of the neoliberal university and multiple ongoing social crises (e.g., climate change, systemic racism, COVID-19), who or what transformed through the PAR process? This presentation examines the experience of participants and the relationships and community they built together, suggesting that relationships are instrumental to survive crises and eventually transform contexts of inequality and disconnection.

Being Fractal: embodying the values we seek to promote in course-based participatory action research

Julia Dancis, Portland State University

Facilitating course-based Participatory Action Research (PAR) with undergraduate students effectively requires not only intimate knowledge of PAR processes (e.g., methods, strategic actions, etc.), but also what Adrienne Maree Brown (2016) calls, being fractal. In nature, a fractal is simply a never-ending pattern. In community organizing and social change spaces, this concept provides ocean-deep wisdom: “what we practice at the small scale can reverberate to the largest scale” (p. 52). Namely, if we seek liberation, redistribution, and democracy in our highest institutions, it is critical that these values are alive in our movement spaces, interactions with

community partners, and in our own constitution. This presentation reflects on the concept of fractals as a beacon for those interested in facilitating PAR with undergraduate students in the university setting. I draw upon my experience as a White, female graduate student who taught a two-term community psychology capstone centering on the theme: Disrupting Systemic Racism at our University through Action Research. In line with Lichty & Palamaro-Munsell's (2017) call for an explicit and shared community psychology pedagogy, this presentation will detail intentional course components (e.g., co-created learning goals, self-grading) and group practices (e.g., compassionate accountability, compensating BIPOC labor) that served as fractals for the larger aim of the course and racial justice broadly. The presentation will end with a reflection on barriers to small-scale democratic and antiracist practices in the neoliberal university setting.

Friday, June 25th 10:50 to 11:50am

177 Reparations and the Need to Repair Social, Economic and Psychological Harms

Plenary Session

Day: 6/25/2021 **Time:** 10:50 AM **Room:** Plenary Session

Abstract

The struggle for reparations is not only economic, but psychological as well. At the core of understanding the impacts of systems designed to disenfranchise minoritized communities socially, politically, and economically is understanding the legacies of settler colonialism, enslavement, racial violence and systemic racism and the necessity of adequately repairing psychological and other harms resulting from these legacies. The right to remedy and reparation is well established in international human rights law and provides a roadmap to design an effective reparations process in response to state-sanctioned crimes committed against a specific community. Through a closer look at the continuing impacts of incidents of racial violence like the 1921 Tulsa Race Massacre, this session will explore why it is important to incorporate rehabilitative measures, including medical and psychological care, in comprehensive reparations programs for victims of gross and serious human rights violations in the United States.

Chairs:

Dreisen Heath, Human Rights Watch

Friday, June 25th 12:00 to 1:15pm

178 Black Youth Coping with Racism & Preserving Wellbeing: Revisiting Measurement and Broadening Definitions

Symposium

Day: 6/25/2021 **Time:** 12:00 PM **Room:** Room 1

Abstract

Racism, a system of hierarchical categorization of social groups into races for the purpose of differential allocation of status, resources, and power that privilege white Americans (Bonilla-Silva, 1997), is a pervasive and persistent public health concern (Center for Disease Control, 2021). For Black youth experiences of racism experiences during adolescence and emerging adulthood have been associated with psychological (Cheeks et al., 2020; Keels et al., 2017), and physical health consequences (Benjamin et al., 2019; Brody et al., 2014). In order to thrive amid racism, Black youth rely on various coping skills and strategies to reduce the negative effects of racism (Spencer, 2006). Questions remain regarding what types of coping are most effective for Black youth and how to best measure these coping skills and strategies. In the proposed symposium, we present findings from three studies and reimagine what constitutes coping with racism for Black adolescents and emerging adults. In Paper 1, researchers investigate associations between school-based racial discrimination and psychological distress for African American adolescents and describe the moderating roles of planful problem solving and positive reappraisal coping strategies. Next, in Paper 2, scholars describe how critical consciousness may serve as a protective factor, and potential coping

strategy, in the association between racism and negative mental health outcomes for Black adolescents. In Paper 3, researchers compare the validity of two common coping measures and describe the types of coping strategies that are protective in the association between racial discrimination and cardiovascular risk for Black emerging adults. To conclude, Dr. Noelle Hurd, an expert in the development and strengths of youth from marginalized backgrounds, will offer recommendations for integrating these findings to support Black youth through reimagining our conceptualization and measurement of coping, and by centering racism as a structural barrier to wellbeing.

Chairs:

Elan Hope, North Carolina State University;
Vanessa Volpe, North Carolina State University

Discussant:

Noelle Hurd, University of Virginia

Presentations:

Exploring how Coping Moderates Peer and Teacher Discrimination and Distress in African American Adolescents

Aaliyah Churchill, California State University, Northridge; *Meeta Banerjee*, University of South Carolina

Racial discrimination has been predictive of poorer psychosocial outcomes among African American adolescents (Saleem et al., 2018; Seaton & Yip, 2009). A myriad of literature has explored the ways in which various coping skills can minimize the adverse effects of racial discrimination (Folkman & Lazarus, 1988; García Coll et

al., 1996). Moreover, data suggests that African American's utilize more coping strategies in response to racial stressors than their white counterparts (Plummer & Slane, 1996). However, there is little information on the most effective coping strategies to mitigate the impact of racial stressors. The current study seeks to investigate the moderating effect of coping on the relationship between racial discrimination and psychosocial outcomes among African American adolescents. We hypothesize that more racial discrimination would predict poorer psychosocial outcomes. We also believe that those who report higher use of coping strategies will experience fewer depressive symptoms and reduced anger. The study sample is comprised of 600 African American 11th-grade adolescents in Wave 4 (46% female) of the MADICS Study. During this time point, participants were assessed on their experiences of peer and teacher discrimination, mental health, and coping skills surrounding problem-solving and positive reappraisal. Hierarchical regressions were conducted on study variables (see Table 1) controlling for gender. Regressions indicate that school discrimination is related to poorer psychological well-being. Furthermore, both coping strategies was related to positive psychological well-being. Additionally, there was a marginally significant interaction between teacher discrimination and positive reappraisal on depressive symptoms. Lastly, an interaction was found to be significant between teacher discrimination and planful problem solving on anger. Implications for this study underscore the importance of exploring how coping mechanisms may be vital when considered interventions on racial discrimination in African American adolescents.

Racism and Mental Health: Can Critical Consciousness be a Coping Strategy for Black Adolescents?

Elan Hope, North Carolina State University;
Anitra Alexander, Clemson University;
Nkemka Anyiwo, University of Pennsylvania;
Alexis Briggs, North Carolina State University

The current study examines critical consciousness as a protective factor, and possible coping strategy, against experiences of racism that negatively affect mental health for Black adolescents. Racism has negative mental health implications for Black adolescents (Benner et al., 2018). Critical consciousness (critical reflection, critical agency, critical action) may be one way that Black youth combat oppression and the resulting negative effects (Hope & Spencer, 2017). It is also possible that critical action exacerbates the negative mental health effects of racism. For instance, for Black college students who participated in more political activism the relation between racial-ethnic microaggressions, and stress and anxiety was stronger compared to less politically involved Black students. In the current study, we examine the association between racism and mental health for Black adolescents and test whether critical consciousness (critical reflection, critical agency, critical action) moderates the racism-mental health relationship. Participants were 604 Black adolescents in the United States ($M_{age} = 15.44$). We conducted multiple regression analysis predicting mental health distress and tested for interaction effects. Critical agency ($b = -.07$, $p = .026$) was related to less mental health distress. Critical action ($b = .05$, $p = .002$) and racism ($b = .02$, $p < .001$) were related to more mental health distress. The three-way interaction between

racism, critical reflection, and critical action was significant. Racism was related to more mental health distress for Black youth who had high critical reflection and critical action, low critical reflection and critical action, and low critical reflection and high critical action. For Black adolescents with high critical reflection and low critical action, there was no relation between racism and mental health distress. These findings highlight the nuance in how critical consciousness may be leveraged as an adaptive coping strategy to mitigate the negative mental health effects of racism during adolescence.

Coping to Preserve Physical Health in the Face of Racism for Black Young Adults: What Are We Measuring and Does it Matter?

Vanessa Volpe, North Carolina State University

Cardiovascular disease (CVD) risk is disproportionately high for Black communities in the US (Benjamin et al., 2019). Stress from exposure to racism contributes to CVD risk (Lockwood et al., 2018) and coping can mitigate this risk (Clark et al., 1999). Yet, no consensus on which coping measures can inform research on racism and CVD risk for Black young adults exists. We examine two research questions: RQ1) How do two measures of coping work for Black young adults?, RQ2) Are types of coping protective in the association between exposure to racial discrimination and CVD risk? Our analytic sample consisted of 230 Black college-attending young adults (Mage = 19.61, 67.4% female). Participants completed two coping measures: Brief COPE (Carver, 1997; 28 items) and YES Health Study coping measure (Williams et al., 2012; 15

items). CVD risk included waist circumference, body mass index (BMI), and blood pressure. Past year exposure to racial discrimination was measured using the DLER (Harrell, 1997). A six-factor solution was derived for the Brief COPE: positive reframing, religion, social support, active coping, minimization, and hard on self. A three-factor solution was derived for the Williams measure: social support, avoidance, and self-criticism. Self-criticism moderated the association between racial discrimination and BMI ($B = 1.32$, $p = .018$). Exposure to more frequent racial discrimination was associated with higher BMI when participants used high levels of self-criticism ($B = 1.37$, $p = .013$). The final factor structures did not match that of the original coping scales. Only one of the nine coping strategies examined across two coping scales moderated the association between racial discrimination and CVD risk, and this strategy exacerbated CVD risk. Traditional measures of coping may function differently for Black young adults. Findings pose new questions about what important coping processes and community strengths coping scales may be missing.

179 Cultivating Anti-racists: Understanding how Critical Reflection and Civic Education turn into Action

Symposium

Day: 6/25/2021 **Time:** 12:00 PM **Room:** Room 2

Abstract

Historically, powerful social movements have informed youth's critical reflection of social inequities and encouraged critical action in the form of anti-racism to combat these inequities. Most recently, the Black Lives Matter, Keep Families Together, and Stop Asian Hate movements have opened up conversations about what good allyship

resembles among white emerging adults, as well as the possibilities for freedom among emerging adults of color. Importantly, individuals are approaching this work at different points in their critical consciousness (CC) development and from distinct social positions that may underlie their CC. As the United States finds itself divided by racial justice, it is urgent that we continue to interrogate how emerging adults develop and leverage their CC for anti-racist engagement. The following symposia aims to qualitatively gain a better understanding of how critical reflection, civic education, critical action, and anti-racism among emerging adults during this socio-historical time differ based on their social positions and previously developed CC. Study one explores how youth digital activists' social positions and experience relates to their critical consciousness development. Study two examines emerging adults' CC development within higher education and how they develop visions of liberation within institutions that have marginalized them. Study three investigates how an ethnically diverse set of undergraduates critically reflect and act on the health risks posed by racism and COVID 19 during the pandemic. Lastly, study four uses photovoice-inspired methodology to examine how white emerging adults resist racism through digital allyship and considers white critical consciousness development through engagement in the 2020 BLM resurgence. Collectively, our findings demonstrate how youth of different social positions are navigating these highly racialized spaces like school or social media, by leveraging their CC to engage in antiracism. We discuss implications for fostering CC development and anti-racism for emerging adults within social media, and school contexts.

Chairs:

Taina Quiles, University of Virginia; *Elena Maker-Castro*, University of California at Los Angeles

Discussant:

Sara Suzuki, Boston College

Presentations:

Digital Allyship: Youth's Evolving Ideas of Solidarity Throughout 2020

Sara Wilf, University of California, Los Angeles; *Taina Quiles*, University of Virginia; *Elena Maker-Castro*, University of California, Los Angeles; *Laura Wray-Lake*, University of California, Los Angeles

Previous research has found that youth's personal experiences of oppression and discrimination related to their social identities inform their critical consciousness (CC) development (Mathews et al., 2019). Youth can then leverage their critical consciousness to dismantle these oppressive systems. More work is needed to examine how youth's personal experiences and social media usage interact to inform their CC. This presentation draws on interviews with 20 digital organizers in the U.S. (ages 16-21, 35% female, 25% gender non-binary, 40% male, 90% youth of color) who were recruited through Twitter. Semi structured interviews were conducted over the phone between May and September 2020 and focused on youth's online civic engagement, and included member-checking of themes. Inductive analysis of interviews was informed by grounded theory. Youth cited three types of personal experiences that informed their online CC development: (1) growing up with a strong connection to family, (2) being ostracized because of an identity, and (3) experiencing injustice or oppression. Youth explained that they were socialized with family values, histories, and sociocultural practices which gave them a

powerful sense of identity and informed their desire to build online organizing spaces with youth who had a shared experience. Youth's experiences with ostracization, which resulted in "outsider" status, led youth to seek supportive communities online which shaped their critical reflection and motivation. Finally, youth explained that personal experiences of injustice and oppression influenced their critical reflection and motivated them to mobilize their online communities for action. Together, these three identity formation processes deeply informed youth's CC development online. No young person should ever have to experience oppression, but this study points to ways that educators and social movements can support marginalized youth and give them tools to create change.

Critical Consciousness Among Young Scholars: Interrogating and Dismantling Oppression Within/Without Academic Spaces

Sara Suzuki, Boston College; *Stacy Morris*, California State University, San Bernardino; *Kevin A. Ferreira van Leer*, California State University, Sacramento

Young people who experience oppression may achieve liberation for themselves and their communities through processes of critical consciousness (CC)—interrogating systems of oppression and acting to disrupt oppression (Diemer et al., 2016; Freire, 1970/2016; Watts et al., 2011). This study examined how undergraduate students who experience marginalization in institutions of higher education develop CC through participation in a program designed to prepare them for careers in academia. A core component of the program is undergraduate research, in which students are paired with a faculty mentor. We were interested in how

participants perceived conducting research and gaining entry into academia as opportunities for critical reflection and critical action, and how their faculty mentors facilitated CC development. We interviewed twenty-seven students (10 men, 17 women) who had completed the program up to three years prior to being in the study, using a semi-structured protocol developed with a pilot sample. Interviews lasted approximately 1.5 hours and were transcribed verbatim. We used thematic analysis (Braun & Clarke, 2012) and identified codes through an iterative process involving discussions grounded in engagement with reflexivity. Codes encompassed concepts from the existing literature on CC as well as information derived from the data. Overall we found that multiple elements of the program supported participants' engagement with CC: participants interrogated dominant ideologies and cultures in academia, drew on desires to contribute to their communities, and identified barriers and opportunities for creating change in systems. Participants differed in whether they viewed representation in academia as an opportunity for social justice; some participants articulated visions for critical action that did not involve academia as a site of liberation. The study has implications for how institutions of higher education and specific academic programs can holistically support students' well-being while fostering a vision of higher education as a liberatory space.

"Inequality is Other People": Understanding how emerging adults' leverage Critical Consciousness to reflect and address inequalities related to the COVID-19 pandemic

Taina Quiles, University of Virginia;
Lindsay Till Hoyt, Fordham University;

Miranda Dotson, American University;
Elena Maker - Castro, University of California, Los Angeles; *Madeline May*, University of Virginia; *Alison Cohen*, University of California, San Francisco

The COVID-19 pandemic and violence against people of color during 2020 brought troubling racial disparities in health to the forefront of American discourse. Resultantly, youth leveraged their developing critical consciousness (CC) (i.e. analysis and action against systemic inequities; Diemer et al., 2006), and created spaces to develop solidarity and organize with peers to combat health threats in their community (Gabriel et al., 2020). This qualitative study examines emerging adults' critical reflections on inequality and actions in response to these current health risks and/or longstanding systemic inequities. Our team conducted semi-structured interviews with 27 undergraduates aged 18-23 (see Table 1) from across the country about their experiences and responses to the COVID-19 pandemic. Using the Critical Consciousness framework, this study used constructivist and consensual coding methods to understand participants' critical reflections about inequality and their engagement in critical action. Our analysis demonstrated nuanced variability related to emerging adults' critical reflections based on whether they centered themselves, their communities, and/or larger structural systems in their analysis of, and/or action against, inequality. Some participants used vague language, or expressed feeling as though they were using the wrong words or that their service was insignificant. Participants showed a wide range of critical action in response to health inequities based on their perceived health threats. Although some participants attended in-person protests to combat anti-Blackness, others felt staying home was more responsible. Aside

from in-person action, some participants shared how they organized with others virtually to meet the needs of those in their local communities. Findings demonstrate that our participants approached their reflections and action at different places in their CC development, which may have resulted in differing feelings of preparedness to discuss, or change these inequities. Further work must consider how community institutions can support emerging adults' developing CC.

Constructing an Anti-Racist Digital Self: White College Students' Use of Social Media During the Black Lives Matter Resurgence 2020

Elena Maker-Castro, University of California, Los Angeles; *Miranda Dotson*, American University; *Taina Quiles*, University of Virginia; *Isaac Mullings*, Fordham University; *Ethan Hammett*, Fordham University; *Lindsay Till-Hoyt*, Fordham University; *Alison Cohen*, University of California at Berkeley

During the Black Lives Matter movement resurgence in 2020, many white youth actively addressed anti-Black racism for the first time (Stewart, 2020). Social media provided a space to engage in discussions of racism and mobilize for justice, and, in the wake of #BlackLivesMatter 2020 and the COVID-19 pandemic, has become a central space for cultivating an antiracist worldview. We draw from a white subsample (n=31) of a longitudinal national study of college students' (aged 18-23). Participants submitted screenshots of Instagram posts and reflections on their activity between May and September 2020. Submissions were qualitatively coded to analyze: (1) content of posts, (2) motivation for posts, (3) experiences around posting,

and (4) reasons for why they chose to not post certain content. Our research indicates that white youth struggle to understand dimensions of their own racial identity while at early stages of cultivating an anti-racist worldview. Our participants demonstrate this through vague or evasive (non)references to whiteness and white supremacy while posting about racism. Some participants shared posts without explicitly mentioning race; others took cues from peers of color or chose posts they thought amplified Black voices, honored lost lives, or proposed action. Reflections on what they did or did not post also reveal a constructive process of the “digital self,” wherein participants wrestled internally about how to present themselves online as an ally and/or anti-racist. In this Instagram activity, we see evidence of white supremacy culture (Okun, 2000). Specifically, a perfectionism that manifests as a desire to curate the “right” anti-racist digital presence. While social media may be an important space for resisting racism, it can also perpetuate harm as an echo chamber (Parmelee & Roman, 2020) of performative or otherwise unintentional practices (Kendi, 2019) that do not address racism to the degree necessary for an antiracist society.

**180 From the Ground Up:
Community Empowerment for
Climate and Sustainability Justice
Symposium**

Day: 6/25/2021 **Time:** 12:00 PM **Room:**
Room 3

Abstract

There is increasing recognition of the need to support and align with the critical voices coming out of communities and groups that are exposed to the worst effects of climate change (e.g. youth; small island nations; global majority). These groups can play a

leading role in demanding global action as well as implementing locally-relevant climate and sustainability solutions. Such solutions must center considerations of climate and sustainability justice, recognizing that to achieve a more environmentally sustainable society also goes hand-in-hand with broader ongoing struggles for equity, justice, liberation, and freedom. To seek to dismantle and transform the systems that have led to climate change and unsustainable lifestyles is deeply intertwined with collective uprooting of the domination of imperialist white supremacist capitalist patriarchy (hooks, 2004) especially systems that may attempt to ‘use the disease as the cure’ (Shiva, 2008). Community psychology practitioners have a crucial role to play in making these links clear while collaborating to support the intentional and critical spaces for collective community actions for climate healing that bound us all for climate justice. In this symposium, we explore avenues toward community engagement and empowerment for climate and sustainability justice, situated in local settings through partnerships with community groups, schools and organizations in the U.S., Haiti and Canada. One presentation discusses the role of community psychologists in pursuing climate justice, with emphasis on visioning, the arts and prefigurative practice for societal transformation. The second presentation will discuss the equity-deficit in municipal climate action planning and present an approach to addressing it. A third presentation examines how youth are resisting dominant narratives through a community arts center course and participatory action research partnership in Southern Haiti. Our final presentation will explore how children are learning, caring, and acting on climate change through photovoice, a participatory action research method.

Chairs:

Kai Reimer-Watts, Wilfrid Laurier University

Presentations:

Convoking a Radical Imaginary for Climate Justice: The Role of Community Psychology

Kai Reimer-Watts, Wilfrid Laurier University; *Carlie D. Trott*, University of Cincinnati; *Manuel Riemer*, Wilfrid Laurier University

The evolving climate crisis is demonstrating with unequivocal clarity that the dream of unlimited economic growth driven by ever-increasing material consumption is, in fact, ensuring a living nightmare for the human species. In this presentation, we present an overview of a book chapter to be published in the forthcoming 2021 Handbook of community psychology: Resistance, hope and possibilities (in the face of global crises). Specifically, we argue that as citizens of this planet we need to collectively and quickly pursue a new pragmatic ideal: climate justice. Social and environmental justice frameworks and Indigenous perspectives offer a foundation for describing key aspects of climate justice. Further, we will provide a critical analysis of some key issues, barriers, and potential leverage points to be considered in the pursuit of climate justice. In particular, we place strong emphasis on the analysis of neoliberalism and the need for transformative social change. Finally, our presentation will discuss concrete approaches for working toward climate justice, including those that community psychologists have been or could be involved in. This includes overviews of a university-based community mural project

highlighting a collective vision for climate justice, and a participatory action research project for youth-led climate action. Throughout the presentation, strong emphasis will be placed on the role of visioning, the arts and prefigurative practice in societal transformation, and how we can facilitate these processes as community psychologists. Through this presentation, we hope to convey that climate justice is the logical response to the climate crisis for community psychology. As a unifying force that can build momentum for transformative change, working towards climate justice is not only the moral decision, but also an astutely strategic one. In a time of crisis, the radical is the realistic, and the contributions of community psychologists can be integral to facilitating such a transformation.

Towards sustainability justice: Addressing the equity gap in municipal climate action planning

Jennifer Dobai, Wilfrid Laurier University; *Manuel Riemer*, Wilfrid Laurier University; *Alicia Bevan*, Wilfrid Laurier University

Municipalities play a critical role in addressing both the mitigation of and adaptation to global climate change, particularly through the use of climate action plans. Unfortunately, many of these plans lack meaningful considerations of sustainability justice. Without such a clear social justice lens and the systematic application of systems thinking, however, there is a real risk of unintended consequences as these plans are being implemented. There is a growing recognition that some well-intended climate actions result in an equity deficit, whereby the benefits and burdens of sustainability solutions are unequally distributed and, in some cases, worsen existing inequalities,

especially for marginalized groups. One example is the displacement of low-income and often racialized individuals and families through eco-gentrification of inner-city neighborhoods (e.g., by building light-rail transit). In this presentation, we will first explore the nature and contributing factors of the equity-deficit in municipal climate action planning and present the results of a study exploring how municipal actors responsible for climate action plans perceive sustainability justice in their work. Finally, we will briefly introduce the approach of the international multi-stakeholder Climate Justice Partnership in addressing the equity-deficit by fundamentally changing the social practice of municipal planning by targeting significant structural challenges and their underlying mental models, paradigms, and cultural myths, including neoliberalism and colonialism.

Resisting dominant narratives through youth-led climate justice action in Jacmel, Haiti

Emmanuel-Sathya Gray, University of Cincinnati; *Stephanie Lam*, University of Cincinnati; *Jessica A. Roncker*, University of Cincinnati; *R. Hayden Courtney*, University of Cincinnati; *Maria L. Rockett*, University of Cincinnati; *Carlie D. Trott*, University of Cincinnati

Despite being on the front lines of climate catastrophe, the voices and actions of critically affected groups are often overlooked. The error of this inequity is particularly salient given that these groups are often those that have historically contributed the least to the problem of climate change, and yet are more vulnerable to its consequences. Youth are further overlooked—another group disproportionately affected by climate

change. The present research partnered with Haitian youth—who are marginalized from climate decision-making on the basis of nationality as well as age—to explore and address sustainability challenges in their coastal community of Jacmel. In order to envision and enact sustainable alternatives, there is a need for methods that allow learners of all ages to imagine a better future and to collaboratively act for sustainability today. This presentation examines the impact of a multi-cycle participatory action research (PAR) partnership and community arts center course for environmental photography and youth-led water advocacy in Southern Haiti. The course was designed to engage Haitian youth in place-based education about photography and local water systems as a platform for local action. Over two PAR cycles, youth organized photography exhibition events featuring their own water-focused photography and the results of local water-testing. Findings from interviews suggest that the arts were critical in facilitating collective empowerment, particularly towards resisting and rewriting dominant cultural narratives that marginalize Haiti on the world stage and marginalize youth as critical actors for sustainability in their communities. Moreover, we found that integrating the arts and sciences had the potential to empower individual youth by supporting their critical awareness of environmental problems, their capacity to communicate with adults—including decision-makers—and by encouraging their active participation in transforming their communities. Findings of the present study have implications for youth-centered educational programs, collaborative research, and community organizing for intergenerational and climate justice.

Exploring Children's Critical Climate Change Consciousness Through

Photovoice: From Science Learning to Personal Connection-making for Intergenerational Justice

Stephanie Lam, University of Cincinnati; *Emmanuel-Sathya Gray*, University of Cincinnati; *Delaney Malloy*, University of Cincinnati; *Carlie D. Trott*, University of Cincinnati

Children and youth have the strength and wisdom to collaborate on the healing of the climate—yet these groups are often the least likely to have a voice in climate change decision-making and action. Climate change disproportionately impacts the world’s most vulnerable and marginalized populations. Children and youth are particularly vulnerable to climate change because they will be exposed to more climate change disruptions over their lifetime compared to adults. Many youth participatory action research (yPAR) projects demonstrate the positive impact children have as agents of change in their community, however, research documenting their capabilities in tackling climate change to build a sustainable future is scarce. To date, studies about children’s own connection to climate change issues are still rare. Thus, photovoice, a participatory action research methodology, can offer an important way to explore children’s perspectives on climate change. Further, photovoice can be used to invite children to construct climate change solutions through photographs taken from their own position and point-of-view. This study explores how photovoice helped children (ages 10 to 12) to learn about, connect with, and take action on climate change in their local communities. Thematic analysis is used to examine audio-recorded photovoice discussions during a fifteen-week after-school climate change education and action program, Science, Camera,

Action!, implemented across three research sites in Colorado, USA. This presentation will specifically focus on examples of how children are learning and caring about climate change by connecting program topics (e.g., ecosystems, weather vs. climate) to broader political, historical, and sociocultural themes (e.g., colonialism, environmental injustice). This research underscores the importance of yPAR for sustainability and, more generally, employing generationally-inclusive decision processes to advance climate justice.

181 Cuerpos fracturados: relaciones de raza, clase y género contra la supremacía blanca en las prácticas comunitarias con comunidades marginalizadas en América Latina

Symposium

Day: 6/25/2021 **Time:** 12:00 PM **Room:** Room 4

Abstract

En los últimos años, desde la Red Latinoamericana de Formación en Psicología Comunitaria, viene reflexionado sobre los efectos en las prácticas con comunidades marginalizadas de la conciencia de raza, clase y género de las/os psicólogos comunitarios, que lejos de profundizar las distancias promueva otros acoplamientos y encuentros. La Psicología Comunitaria pensada desde nuestra América, históricamente está basada en una perspectiva de la liberación de los oprimidos y búsqueda de la transformación social. Así, las mayorías oprimidas fueron elegidas como foco de intervenciones por los psicólogos y psicólogas en el continente. Sin embargo, es necesario introducir una discusión en Psicología Comunitaria desde la perspectiva decolonial, ya que generalmente la estructura teórica de esta disciplina tiene como uno de sus

fundamentos el análisis materialista de lucha de clases, dejando de lado la raza y el género. Así, por medio de experiencias en comunidades periféricas de nuestros países, vamos a intentar cuestionar esos patrones. James Ferreira (Brasil) y Jorgelina Di Iorio (Argentina) son reconocidos en su blanquitud en sus países. Así, van a cuestionar con sus relaciones con las personas no blancas en las comunidades periféricas. Sandra Estrada (México) e Catalina Ramirez (Costa Rica) son reconocidas como indígenas en sus territorios, teniendo ya un marcado de acercamiento con las comunidades de actuación en Psicología Comunitaria. Así, a lo largo del simposio intentaremos responder/nos, a través de las presentaciones de trabajos realizados en Brasil, Argentina, Costa Rica y México, los siguientes interrogantes: ¿cómo se expresan las relaciones de raza, clase y género con las comunidades? ¿Qué tipo de vínculo establecemos con las comunidades y grupos? ¿Cómo nos aseguramos de que nuestro quehacer nos mueve hacia la descolonización de supremacía blanca?

Chairs:

James Moura Jr, University for International Integration of the Afro-Brazilian Lusophony; *Jorgelina Di Iorio*, Universidad de Buenos Aires - Argentina

Discussant:

Sandra Estrada, Universidad Iberoamericana León - México

Presentations:

Violencia, género y Estado en México y Puerto Rico

Sandra Estrada, Universidad Iberoamericana León - México

Sandra Estrada Maldonado (México)

Universidad de Guanajuato- México, presenta una reflexión sobre las violencias de género en las que están inmersas las mujeres que organizadas en colectivos buscan hoy a sus hijas e hijos desaparecidos en medio de la crisis de narcoviolencia que vive el país. Incorporando a la mirada de la psicología comunitaria las aportaciones de los feminismos decoloniales propone incluir en el análisis la complicada relación de estas mujeres buscadoras con un Estado que suele ser cómplice e inoperante no sólo frente a la desaparición masiva de personas sino también respecto a las acciones de búsqueda. Catalina Ramirez de la Universidad de Puerto Rico igualmente trabaja con mujeres en situación de pobreza, pero actúa con ellas espacios de desarrollo comunitarios. Ellas (Jorgelina y Sandra) van a presentar cuáles son sus relaciones de clase, raza y género con esas mujeres.

Relaciones de poder en actuación con personas en situación de calle en Argentina

Jorgelina Di Iorio, Universidad de Buenos Aires - Argentina

Jorgelina Di Iorio, (Argentina) Universidad de Buenos Aires – Argentina, problematiza las relaciones de poder-saber en los procesos de investigación-intervención con personas en situación de calle en contextos urbanos, y el modo en que impactan en la dinámica autonomía-heteronomía. Frente a la persistencia de prácticas hegemónicas desde las que se gobiernan los cuerpos vulnerados (tratamiento moral) reproduciendo posiciones subalternas, emergen prácticas decoloniales con la intención de (re)construir territorios de interacción que promuevan transformaciones subjetivas y colectivas, que se traduzcan en la

ampliación de derechos y reconocimiento de deseo.

Resistencias y invisibilidades en actuación en comunidades en situación de pobreza en Brasil

James Moura Jr, University for International Integration of the Afro-Brazilian Lusophony

James Moura Jr (Brasil), de la Universidad de la Integración Internacional de la Lusofonia Afro-brasileña, en Brasil, analizará la producción de resistencias decoloniales desde las comunidades en situación de pobreza. Se concibe que la universidad es un espacio colonial que se debe desconstruir. Las alianzas con las periferias locales si puede apuntar a las invisibilidades en la producción de conocimiento emergente en Psicología Comunitaria con el cuestionamiento constante de la blanquitud, clase y género en la actuación en las comunidades. James Moura trará cuestionamientos sobre las relaciones de raza, clase y genero que el desarrolla con las comunidades que actua.

Mujeres en Situación de Calle en Costa Rica y en Barcelona: genero y pobreza

Catalina Ramirez, Universidad de Costa Rica

Catalina Ramírez Vega (Costa Rica) Universidad de Costa Rica. Universidad de Barcelona, presentará resultados en torno a los procesos de construcción de hogar en el espacio público de mujeres en situación de calle, tanto en la ciudad de San José como de Barcelona. Desde una aproximación etnográfica y en entrevistas en movimiento, encontramos que se exponen mayores

dificultades. Se rescata la importancia de la construcción de un vínculo que posibilite la co- construcción de conocimiento y la necesidad de incorporar la perspectiva de género en los dispositivos y las respuestas institucionales que se les brindan a estas mujeres.

182 Decolonial Rebellion In/Against Neoliberal Institutions: Resisting Coloniality and White Supremacy Symposium

Day: 6/25/2021 **Time:** 12:00 PM **Room:** Room 5

Abstract

White supremacy is commonly understood as ideological beliefs that support racial superiority and perpetuate exclusion. Yet white supremacy is not merely a supremacist logic, but a critical node of colonial-imperial domination. Therefore, any dialogue/endeavors to dismantle white supremacy that do not examine the role of the US and Global North institutions are inadequate and maintain the disposability of Global South peoples. US white supremacy is tied to global systems of racial capitalism, which necessitates a decolonial project to achieve liberation. Decolonial praxis, we contend, is an affirmative refusal of white supremacy, anti-blackness, settler colonial apparatus, heteropatriarchy, imperialism, and a racialized political economy of violence and displacement. Refusal requires dismantling systems of oppression (e.g., racial capitalist carceral systems, nation state border regimes, neoliberal institutions). However, none of us are entirely outside of these systems; they act on us and through us. Thus, refusal is also an everyday politics of resistance – vigilant to the ways violences against racialized bodies, spaces, and ways of being and knowing are reproduced in commonplace ways. This session will highlight some of the ways we envision,

theorize, and practice these everyday politics of resistance through our Decolonial Research Collective. Decolonial praxis shapeshifts depending on the ground/land (material, symbolic and spiritual) and struggles where we stand/speak from. Across our presentations, we will highlight how we decenter academia and ourselves even, practice radical relationality, and strive to honor and support the labor of frontliners in/through our work. Eschewing spurious divides between research, teaching, and practice, we highlight possibilities for building communities of resistance in and against neoliberal institutions invested in maintaining structures of whiteness. Crucially, these are NOT efforts to “transform” white institutions, but to situate and ground ourselves in transnational movements and struggles against different manifestations of coloniality and white supremacy.

Chairs:

Urmitapa Dutta, University of Massachusetts Lowell

Presentations:

**Building Communities of Resistance:
Towards Decolonial Futures**

Urmitapa Dutta, University of Massachusetts Lowell

Uprooting white supremacy entails sustained efforts to disrupt and dismantle the normativity of white Euro-American vantage points. Simultaneously, we have to nurture capacities for ways of being, knowing, and relating that do not stem from a tiered structure of humanity based on racialized colonial hierarchies. Toward these possibilities, I will present how we envisioned our Decolonial Research Collective as relational engagements and

political intimacies with interconnected webs of people and movements at the frontlines of transnational struggles for justice. Defying institutionalized and disciplinary norms, we reimagine research as emancipatory praxis that does not delineate/reify boundaries between the academy and community. This stance disrupts the coloniality inherent in the assumed knowability of oppressed or disenfranchised groups and decenters the role of research/academy as one of many interconnected sites of struggle and resistance. Unapologetically centering my Global South roots, communities and legacies of struggle, I will share stories of how we sustain everyday practices that interrupt the manifold ways in which whiteness as property is upheld in the academy (Harris, 1993). As importantly, I will offer critical perspectives and reflections on how we strive towards what Maria Lugones (2015) called communality – “communal wanting, imagining, visioning, intending and acting together” in our struggles to resist oppressive systems and ways of being, especially how they surface in neoliberal institutions. Through these storied analyses and reflections, I seek to open up spaces for collective resistance and unrelenting radical dreaming against white supremacy as it is actively configured by vectors of coloniality, imperialism, capitalism, and heteropatriarchy.

**Colonial Wounds in the Neoliberal
University: Decolonial Praxis towards
Collective Healing and Resistance**

Najifa Tanjeem, University of Massachusetts Lowell

Neoliberal universities are institutions that perpetuate, reinforce, and reproduce colonial systems of oppression based on white

Eurocentric ideologies and practices. These institutions glorify certain bodies, societies, and forms of knowledge production that are based on white power and control (Maldonado-Torres, 2016). In this presentation, I ask what it means to have colonial wounds shape my everyday life experiences in Global North institutions as a woman of color with roots in the Global South. Utilizing an autoethnographic approach, I locate my experiences at the intersections of historical, political, and cultural forces of coloniality. Specifically, I focus on two interconnected colonial wounds: epistemicide (Zembylas, 2018) and the feeling of “breathlessness” (Maldonado-Torres, 2016). Epistemicide refers to the colonial expansion of Eurocentric knowledge that marginalizes epistemologies of the South by discrediting them as “uncivilized” (Zembylas, 2018). Relatedly, (neo)liberal institutions, in continuing and advancing colonial expansion, shrink possibilities for being and knowing that stifle students, rendering them “breathless” (Maldonado-Torres, 2016). As I narrate stories of how these colonial wounds are configured, I also present what it means to explore avenues for intervention. Drawing upon our Decolonial Research Collective, I will share stories of how we have built a humanizing space where we nurture a community of decolonial love and care in the form of healing and belongingness as a response to breathlessness. I will also present how we respond to epistemicide through embodying epistemic disobedience – disrupting Eurocentric forms of knowledge production and centering epistemologies of the South. Across these stories, I will discuss how decolonial praxis in the forms of resistance, refusal, and intervention offer critical avenues for healing from colonial wounds in/produced by neoliberal institutions.

In the Belly of the Beast: Collective Resistance Against Coloniality in the Neoliberal University

Ireri Bernal, University of Massachusetts Lowell

Coloniality pertains to systems/mechanisms that maintain and validate Euromerican hegemonic power, knowledge, and ideology including white supremacy. Decoloniality is an ongoing project, a communal enactment of the dismantling of coloniality that continues to permeate all domains of our lives. Decolonial praxis requires unlearning and relearning new ways of knowing, being, and thinking. Against this backdrop, I will address two interconnected themes in this presentation. First, I will examine what it means to be engaged in knowledge production in the field of community psychology, and how I am coming to understand knowledge production as “one of many interconnected sites of struggle” (Dutta, In press). I will discuss how this knowledge has begun to shape my political commitments as an anti-racist, anti-capitalist, anti-imperialist feminist committed to the liberation of oppressed and marginalized peoples on Turtle Island. Practicing a reflexivity of discomfort (Pillow, 2003), I contend with questions such as: How do my relationships to legacies of colonization, coloniality, and imperialism shape my ethical engagement and analysis of power in various settings? What does it mean for me, a Chicana woman located in the Global North, in a settler colony, to be engaged in decolonial praxis in and against a neoliberal university? Second, I will present how we have sought to co-create and practice “decolonial atmospheres” (Bell, 2018) through our decolonial research collective. This has been a nurturing, reflexive and dialogical space

that disrupts the individualization of students as solitary learners. We have created a space where we practice collaborative learning – sharing our funds of knowledge and bridging/building our understanding of decolonial theory and praxis. I will conclude with the implications of this space for collective care and radical hope, and more specifically the possibility of creating and sustaining communities of resistance in and against the neoliberal university.

Carving Out Homespaces of Decolonial Praxis: Accountability and Unlearning White Ways of Being

Gordon Crean, University of Massachusetts Lowell

Coloniality refers to the ongoing material and structural dimensions of colonial domination, as well as interrelated epistemic and ontological dimensions: the systematic invalidation, criminalization, and erasure of oppressed peoples' "subaltern" ways of knowing, ways of being, and cultural sovereignty (Darder, 2018; Maldonado-Torres, 2016). The violent hegemony of White Eurocentric/colonial ways of being and knowing have been essential to the maintenance of interlocking oppressions. In fact, Western/Global North academic formations constitute a key site through which coloniality and White Supremacy are produced and naturalized (Atallah, 2020; Bell, 2019; Dutta, 2020). Dutta (2019) argues that decolonial engagement in community psychology "entails a radical shift in the terms of the conversation and not merely its content" (Dutta, 2019, p. 12), so that subaltern ways of being and knowing (including those of the researcher) are not merely "included," but rather are honored and uplifted for the liberatory and

transformative potentials they hold. Using this lens, I will interrogate my own experience as a community psychology doctoral student, and as a part of our Decolonial Research Collective. Drawing on the tradition of autoethnography, I will contend with several questions in my presentation: What does it mean for me as a white settler from an upper-middle class family, to draw on subaltern knowledges and ways of being? What does it mean to hold myself accountable to the deep spiritual, emotional and relational work required to prevent myself from falling back on or falling into oppressive patterns? How do I challenge oppressive institutional structures/practices steeped in coloniality and whiteness, while navigating relative precarity/vulnerability as a graduate student? Across these questions, I seek to explore the personal and collective work required of each of us to sustain communities of resistance, care, and love, in support and solidarity with decolonial struggles.

184 Diversity, Equity, Inclusion, and Racial Justice in the Academy and Practice: CERA Continues the Conversation

Workshop

Day: 6/25/2021 **Time:** 12:00 PM **Room:** Room6

Abstract

The importance of linking DEIRJ work and professional development trainings cannot be understated. For example, professional development trainings and experiential learning is ongoing while DEIRJ workshops are typically single, or at most a few sessions and do not provide significant solutions nor context. Rather ongoing training creates awareness, insight, and fosters investment from the teaching team and attendees. This type of long-term investment in DEIRJ work can help create a

new sense of equilibrium by disrupting existing social, cognitive and behavioral ways of being and resetting previous conventions (Tucker-Smith, 2021, p. 75). Creating new cultures takes time, but benefits all involved. This panel is an extension of the initial discussion offered by the Pre-Conference Workshop: Centering DEIRJ within Professional Development Workshops (a collaboration of CERA, Early Career Interest Group (ECIG) and Indigenous Interest Group (IIG)). Panelists will continue the conversation going further into why having DEIRJ trainings should fall within professional development training, what should be included in such trainings, and share their own experiences with work they have done in this space within the academy, community and/or faith-based organizations and corporations.

Chairs:

Council on Cultural, Ethnic and Racial Affairs, The Society for Community Research and Action; **Geraldine Palmer**, Adler University; **Yolanda Suarez-Balcazar**, University of Chicago - Illinois; **Jenny Escobar**, Charles E. Scheidt Post-Doctoral Fellow Institute for Genocide and Mass At rocity Prevention (IGMAP); **Monique Guishard**, Bronx Community College/CUNY; **Christine Robinson**, Consultant, Los Angeles County

185 El aporte de la psicología comunitaria chilena a los programas destinados a promover el desarrollo de comunidades marginalizadas.

Symposium

Day: 6/25/2021 **Time:** 12:00 PM **Room:** Room 7

Abstract

Desde sus inicios, la psicología comunitaria ha tenido un vínculo estrecho con las

políticas sociales, y su relación asemeja a una de contribución e influencia mutua (Alfaro, 2013, Guerrero, Anderson & Jason, 2019, Montero, 2010). En el caso de Chile, la psicología comunitaria ha mostrado una impresionante expansión en los últimos años en espacios académicos y también en las instituciones responsables de las políticas sociales (Berroeta, 2014). Pese a la relevancia de este proceso, algunos estudios y escritos críticos sugieren que la relación entre la psicología comunitaria y las políticas sociales chilenas está atravesada por múltiples tensiones vinculas a lógicas asistencialistas, falta de participación social y de redes informales ciudadanas (Alfaro, 2012), priorización de intervenciones individuales por estrategias colectivas (Berroeta et al., 2012), falta de influencia de los profesionales de la primera línea en la definición de las políticas (Asún & Unger, 2007), escasa autonomía profesional en los espacios laborales (Opazo, Berroeta & Guerra, 2019), y restricción a la dimensión técnico-metodológico (Reyes et al., 2015). En este contexto de profundas contradicciones, surgen las siguientes preguntas: ¿Qué aporte puede realizar la psicología comunitaria a las comunidades marginalizadas a través de las políticas sociales? ¿De qué forma la psicología comunitaria podría contribuir a la formulación e implementación de políticas sociales que promuevan el desarrollo de las comunidades, y particularmente de los miembros marginalizados de estas? Este simposio propone una reflexión crítica de tres casos en donde se examina la interrelación entre psicología comunitaria y programas sociales con la finalidad de ofrecer pistas de respuestas a estos acuciantes cuestionamientos. El simposio se desarrollará mediante una metodología participativa en donde al final de cada presentación cada presentador solicitará al público formular preguntas que serán

discutidas luego de terminadas las tres presentaciones programadas.

Chairs:

Rodrigo Quiroz Saavedra, Universidad del Desarrollo

Presentations:

Evaluación ecológica de sistemas de apoyo al desarrollo infantil: conflictos multinivel desde la perspectiva de profesionales y usuarias

Rodrigo Quiroz, Universidad del Desarrollo;
Ximena Riesco, Universidad del Desarrollo

La psicología comunitaria se encuentra íntimamente vinculada a las políticas públicas, sin embargo, esta relación ha sido poco explorada (Phillips, 2000). Una de las vías privilegiadas para profundizar la relación entre ambas es la investigación evaluativa (Kagan et al., 2011). En efecto, la psicología comunitaria puede tener un rol clave en la evaluación de programas de prevención y acción social al analizar las políticas públicas desde una perspectiva ecológica y multinivel (Phillips, 2000). Este tipo de análisis permitiría reemplazar una concepción de los problemas como fenómenos individuales con una visión de los problemas como multideterminados, dinámicos, históricamente situados y relacionales (Seidman, 1981; Revenson, 2002). Esta aproximación puede ser particularmente útil si se utilizan métodos cualitativos y participativos que den voz a los usuarios (Prilleltensky & Nelson, 2002). Esta presentación busca contribuir a enriquecer la relación entre psicología comunitaria y políticas públicas, aplicando una evaluación con perspectiva ecológica al campo de la primera infancia. Se expondrá un estudio de caso único basado en métodos cualitativos que examina los procesos de

colaboración entre las organizaciones y profesionales involucrados en la implementación del sistema de apoyo al desarrollo infantil Chile Crece Contigo. Utilizando un enfoque multinivel, se examinan las relaciones establecidas entre los niveles central, regional y local de gestión del subsistema, incluida la perspectiva de usuarias en los territorios. Los resultados indican la presencia de conflictos intra e interniveles, así como un desajuste entre los programas/servicios ofrecidos por el subsistema y el desarrollo de niños y niñas de familias que enfrentan barreras en múltiples niveles ecológicos. Estos hallazgos sugieren la necesidad de ampliar la definición de problema de los programas en infancia, aumentar la influencia de profesionales de primera línea y usuarias en la toma de decisiones, e investigar los procesos de resolución de conflictos al interior de estos sistemas.

Efectos performativos de las Políticas Sociales de Género en el Chile Neoliberal: aportes y reflexiones desde la Psicología Comunitaria nacional

María Isabel Reyes, Pontificia Universidad Católica de Valparaíso

En los últimos años se ha desarrollado una línea de investigación y reflexión relevante que, interpelando la posición e incidencia de la Psicología Comunitaria frente al quehacer gubernamental, evidencia la necesidad de estudiar los efectos performativos que ha tenido la política pública en los procesos de articulación social y construcción de subjetividades. Desde este marco, se aborda el papel de la PC en la definición, implementación y análisis de las Políticas sociales con enfoque de género (PSEG) en Chile, situando como un problema relevante el que su incorporación en el tiempo haya

sido meramente instrumental. A partir de la revisión del Banco Integrado de Programas Sociales en Chile, se seleccionaron 15 programas dirigidos a usuarias que actualmente están vigentes en el país, realizando un análisis documental (Prior, 2008) de sus orientaciones técnicas. Los resultados evidencian una amplia gama de programas sociales que cuentan con componentes comunitarios y están dirigidos a las mujeres, desplegándose en el tiempo de manera intermitente. Observamos que en la racionalidad técnica y diseño de los PSEG el componente comunitario se incorpora como un aspecto secundario, pero que se vinculan con la construcción de subjetividades basadas en una racionalidad neoliberal (individualismo, competencia, autogobierno y maternalismo). Las mujeres son performadas en sus roles tradicionales de género, reforzando las exigencias de las distintas dimensiones de su quehacer diario (madres, trabajadoras, cuidadoras, esposas, líderes, etc.), favoreciendo así la construcción de una (auto)imagen de 'supermujer'. Concluimos que los conocimientos que participan de las experiencias de intervención provienen de distintas fuentes y pueden ser mejorados a partir de su circulación por espacios técnicos y prácticos que permitan integrar saberes expertos con saberes comunitarios, recursivamente. Esto abre oportunidades para retroalimentar los diseños, produciendo mejores condiciones de vida tanto para las mujeres como para las comunidades situadas, social, histórica y territorialmente.

Análisis de la formulación de la política pública para la extrema pobreza en Chile y su efecto en el trabajo técnico y profesional del psicólogo comunitario: Un estudio de caso

Jaime Alfaro, Universidad del Desarrollo;

Paris Gamonal, Universidad Alberto Hurtado; *José María Fernández de Rota*, Universidad del Desarrollo

La relación académica y profesional entre la psicología comunitaria y las políticas públicas ha crecido considerablemente los últimos años. Parte de las discusiones más relevantes sobre esta relación refiere a la complejidad, grados de complementariedad y contribuciones de este vínculo, así como a los riesgos y limitaciones que esta relación supone para la Psicología Comunitaria. En este contexto, el presente estudio se formuló la siguiente pregunta de investigación: ¿Cuáles son las dinámicas de la formulación de la política pública para la extrema pobreza en Chile y sus efectos en la definición técnica del trabajo del psicólogo, y qué alternativas abre este análisis para la discusión sobre la relación entre la Psicología Comunitaria y las políticas públicas? Se utilizó una metodología cualitativa e ideográfica, basada en la Teoría Fundamentada de Strauss & Corbin (2002) y el Estudio de Caso de Coller (2000), con el objetivo de analizar entrevistas semiestructuradas realizadas a formuladores y gestores de la política pública para la extrema pobreza en Chile. Además, se analizaron documentos legislativos y técnicos que fundamentan esta política. Los resultados muestran que el trabajo técnico del psicólogo que participa en la política pública analizada es afectado y configurado por las diversas dinámicas y mecanismos implicados en los marcos de significado presentes en la formulación de la política. Estos marcos de significado, en una relación dinámica y recíproca entre nociones de referencia y modelos de problema y solución, afectan y configuran el trabajo profesional y técnico del psicólogo, en relación a su objeto y objetivos, niveles de intervención y trabajo interdisciplinar.

186 Reimagining public health services to improve access to mental healthcare for low-income women: An academic-public health partnership for integrated care

The Innovative Other

Day: 6/25/2021 **Time:** 12:00 PM **Room:** Room 8

Abstract

Lack of access to mental health services is a root cause for poorer mental health outcomes among low-income individuals living in the U.S (Wood et al., 2018). Reducing disparities in access to care requires us to reimagine our healthcare systems and to take concrete steps toward transformation. To this end, an academic-public health department partnership piloted a postpartum depression (PPD) screening and referral process in clinics providing Women, Infant, Children (WIC) services in Charlotte, NC. The pilot initiative demonstrated the feasibility of PPD screening and revealed a critical need for behavioral health staff in public health department settings (Coffman et al., 2020). Women without health insurance had 266% greater odds of having a positive screening result for symptoms of PPD on the PHQ-2 (odds ratio = 3.66, 95% CI:1.04, 12.93) than women with private insurance. The Mecklenburg Board of County Commissioners funded two full-time social workers in response to the pilot study results, expanding our novel behavioral integration effort to four public health clinics. As a precursor to implementation, the Readiness for Integrated Care Questionnaire (RICQ) was administered via Qualtrics during February and March 2020. The RICQ is an 82-item scale that assesses implementation readiness as a function of motivation, general organizational capacity, and innovation-specific capacity. In this

session, we will describe how we leveraged an academic-public health partnership to embark on a locally novel effort toward behavioral integration in public health settings. We will share data from the pilot PPD study and readiness assessment. We will also discuss the implications of this effort for health equity, along with emerging practical insights for reimagining public health services.

Chairs:

Victoria Scott, UNC Charlotte; *Tamikia Greene*, Mecklenburg County Public Health; *Maren Coffman*, UNC Charlotte; *Jennifer Langhinrichsen-Rohling*, UNC Charlotte; *Kevin Tan*, UNC Charlotte; *Zara Jillani*, UNC Charlotte

187 Gender and Physical Androgyny's Influence on Perceptions of Sexual Assault

Ignite Presentation

Day: 6/25/2021 **Time:** 1:25 PM **Room:** Room 1

Abstract

High sexual assault rates on college campuses may be of particular concern to gender non-conforming or non-binary students, who are at elevated risk for lifetime sexual victimization. The campus environment may impact gender-minority sexual victimization outcomes, as climates with high levels of transphobia offer less overall social support and fewer tangible resources to gender diverse students. Because knowledge surrounding the non-binary gender identity may be limited in the general population, the ways non-binary victims of assault are perceived is of particular concern. Although research has frequently focused on sexual victimization related to transgender men and women, no known empirical research has been conducted to specifically explore whether

non-binary victims are perceived differently than cisgender victims. This preliminary study aimed to address the gaps in the existing literature in several ways. Perceptions of victims of sexual assault with androgynous, feminine, or masculine characteristics, respectively corresponding to non-binary, cis-gender woman, and cis-gender man gender identities, were explored to determine whether disproportionate levels of blame are assigned to the non-binary victims. Data related to individual levels of transphobia and rape myth acceptance and demographic information (including gender, race, sexuality, and political identity) were also collected to examine the impact of such constructs on victim-blaming. Participants consist of undergraduate students enrolled in psychology courses at Wichita State University. The results of this study may inform prevention efforts targeted toward gender diverse students and the creation of educational modules focusing on gender identity. The authors aim to contribute to knowledge surrounding how the non-binary identity is perceived in various contexts. It is hoped that information regarding the extent to which the public is familiar with the non-binary identity will also be gleaned from this study.

Chairs:

Madi DeFrain, Wichita State University;
Jennifer Demers, Wichita State University

188 Promoting A Sustainable & Greener Pathway to Healthier Communities

Ignite Presentation

Day: 6/25/2021 **Time:** 1:25 PM **Room:** Room 1

Abstract

Empirical data has provided increasing evidence of the numerous psychosocial and

community benefits of environmentally sustainable programs such as community gardens, green space areas, labyrinths and fruit tree orchards. This presentation will focus on collaborative processes in the development of community gardening programs and reducing conflict. The development of community gardening and green space programs will be discussed as an important inclusive mechanism in the development of community wellness, peaceful coexistence and empowerment.

Chairs:

August Hoffman, Metropolitan State University

189 Publish or Perish – A Colonial Mindset of Academic Life?

Ignite Presentation

Day: 6/25/2021 **Time:** 1:25 PM **Room:** Room 1

Abstract

I am Ann Marie, an Urban Black Native of mixed-blood African Nova Scotian First Nation Mi'kmaq, from the Mi'kma'ki territory of the Wabanaki Confederacy. I am a grateful visitor to the unceded territorial lands of the Anishinaabeg, Haudenosaunee, and Attawandaron Peoples. I am a community health researcher, and I suppose a systems thinker too, in understanding how historical and contemporary colonial forces oppress Indigenous Peoples and Black Peoples in the Diaspora. Consequently, my work focuses on the health and wellbeing of mixed Indigenous-Black people in Northern Turtle Island. In thinking about Indigenous worldviews and the types of methodologies I use, I follow the teachings of the Elders, who have taught me to be respectful, credible, and accountable to the relationships I build within the communities with whom I work, and to the activists and scholars who promote working with

community in radical and liberatory ways of knowing and being. Yet, as a graduate student, I am confronted with the proverbial “publish or perish” mindset that creates a certain pressure to generate articles regarding my research, to denote my ‘success’ in academia. In balancing my community work, my school requirements, and staying true to my heart and my people, I realize that I am not going to be able to produce numerous articles and book chapters, as community work takes time and so does good writing; moreover, I question, “Who am I doing this article writing for?” It is essential for me to take the time necessary to hear the stories of those with whom I connect, and to make sure that their stories are shared in a good way. So, should I worry because I am slower than others in publishing, because I prioritize people and community over publishing in “impact journals?” These questions form the topic of my story.

Chairs:

Ann Marie Beals, Wilfrid Laurier University

190 Utilizing Participatory Action Research to Assess Multiracial Student Belonging at Primarily White Institutions

Ignite Presentation

Day: 6/25/2021 **Time:** 1:25 PM **Room:** Room 1

Abstract

It is estimated that by 2050, 20% of Americans will be mixed-race (Talbot, 2008). However, there is a paucity of literature analyzing this rapidly growing demographic. Multiracial students are not only excluded from academic literature, but also from student organizations on college campuses. Mixed-race students live in the margins of margins in that few students,

even when on diverse campuses, are able to find a community with similar backgrounds and instead are referred to monoracial student resources (Johnston & Nadal, 2010; Museus et al., 2016; Renn, 2000). These feelings of exclusion for multiracial students may be exacerbated at primarily White institutions (PWIs) where monoracial students, staff, and faculty of color are lacking in representation (Claybrook-Cookman, 2017; Choi, 2020; Kellogg & Liddell, 2012). Therefore, it is imperative that research is conducted to spotlight the experiences of multiracial students on such campuses, analyzing how they navigate the space, create community, and construct a sense of belonging. In this work I seek to examine how multiracial students navigate power structures within their institutions and explain how they find a sense of belonging while operating in the margins. This work will leverage participatory action research methodologies to center factors relating to student belonging, institutional support, and multiracial identity development as supported by relevant literature and data from pilot interviews. This study utilizes an epistemological constructivist paradigm with a Critical Race Theory lens to reveal the how multiracial students interact with institutional structures and processes in the overarching context of a PWI while also working towards identity resolution (Maxwell, 2005; Ladson-Billings, 2000). The findings of this study will inform programming that PWIs can incorporate in order to increase retention, recruitment, and well-being of multiracial students (Choi, 2020; Elfman, 2015). Additionally, the results may aid individual mixed-race students in navigating PWIs upon entering their undergraduate career.

Chairs:

Victoria Vezaldenos, University of Michigan- Ann Arbor

191 Contradictions in change, change in contradictions: An ecological analysis of efforts to push sexual violence prevention to the outer layers

Ignite Presentation

Day: 6/25/2021 **Time:** 1:25 PM **Room:** Room 1

Abstract

A perennial tension in community psychology is finding balance in (a) the urgency of responding to individuals and (b) the vision of changing systems/structures. Rape crisis centers (RCCs) are interesting settings to examine this tension in because they both engage with systems and deliver individual-level interventions. In the early stages of one state's efforts to push for an ecological vision of sexual violence (SV) prevention, researchers interviewed 28 preventionists, representing 26 RCCs, to understand the contexts that facilitate or constrain moving to outer layer prevention. Just as the state's efforts encourage multi-layered interventions, this analysis emphasized ecological factors (i.e., including, but beyond, preventionist attitudes) that make implementing outer layer prevention challenging. The study was designed with the state's anti-SV coalition, public health department, and an evaluation advisory board. Most interviews lasted 100-120 minutes. Participants explicated many aspects of their work and context: how they conceptualized SV, viewed the purpose of SV prevention work, implemented prevention work, and how their work engaged the outer layers of the social-ecological model (e.g., changing staff policies vs. teaching children to say no), and their work with community partners and the state coalition. Contradictions between problem definitions of SV and implemented prevention efforts emerged (e.g., espousing

an analysis of SV as being rooted in inequity while not implementing prevention work that targeted inequitable structures). Some expressed an awareness of this misalignment while others did not. Preventionists, to varying degrees, conceptualize SV as being rooted in pervasive inequities, social norms, and interconnected social problems. But, barriers regarding preventionist buy-in and, importantly, contextual factors (partner interest/requests, training, messaging, and organizational support including requirements for tracking preventionist time) may constrain taking up this work in practice. The presentation will report emerging findings and implications for fostering outer-level SV prevention efforts.

Chairs:

Aggie Rieger, University of Illinois at Urbana-Champaign; *Allyson Blackburn*, University of Illinois at Urbana-Champaign; *Hope Holland*, University of Illinois at Urbana-Champaign; *Nicole Allen*, University of Illinois at Urbana-Champaign

192 Exploring the gap between awareness of systemic racism and engaging in anti-racist action among university students

Ignite Presentation

Day: 6/25/2021 **Time:** 1:25 PM **Room:** Room 1

Abstract

Racism hurts Black and Brown Chicago students through a number of avenues—including historic redlining leading to under-resourced public elementary and secondary schools, racial abuse directed at students of color in elite private schools, and silence from instructors and school leadership regarding ongoing racial trauma in the United States. In the wake of the police murders of George Floyd, Breonna Taylor, and many others, young adults feel a

heightened sense of urgency to engage in advocacy and anti-racism. However, there is a wide gap between individuals' urgency to engage in anti-racist action and institutional direction on how to do so. Furthermore, insufficient acknowledgement of racial trauma and inadequate support from predominantly white institutions (PWIs) invalidates the stress of students of color surrounding these issues and signals complacency in the face of such turmoil. Despite university mission statements promoting social justice, inclusion, and racial equity, many PWIs have struggled to adequately respond to recent and past instances of state-sanctioned violence against communities of color. This Ignite Presentation, led by undergraduates from DePaul University, will discuss historical factors that have led to shortcomings in PWIs' responses to racial trauma and inadequate structural supports for students of color. Students will also discuss barriers they have faced to engaging in advocacy and anti-racism (e.g., lack of consensus on problem definitions among the campus community, disingenuous actions from White peers, feeling stuck about how to contribute). The presentation will conclude with evidence-based suggestions for structural reform to integrate anti-racist action into the day-to-day lives of students.

Chairs:

Alexander O'Donnell, DePaul University; *Imani Todd*, DePaul University; *Grace Hayes*, DePaul University; *Corbin Heath*, DePaul University; *Maria Mattox*, DePaul University; *Noah Schlossman*, DePaul University; *Sarah Dababneh*, DePaul University; *Mareta Eberhardt*, DePaul University; *Brandon Isler*, DePaul University

193 Experiences of Support Received from Canadian Public

Institutions and Community Services by Women who are Victims of Domestic Violence in a LBTQ+ Relationship

Ignite Presentation

Day: 6/25/2021 **Time:** 1:25 PM **Room:** Room 1

Abstract

In North America, one in five women has experienced physical or sexual violence in the context of an couple (Laforest et al., 2018). Some researches estimate that 18% of lesbian women will experience physical violence, 43% of lesbian will suffer from emotional abuse and 14% of lesbiens will experience sexual abuse from their partner (Badenes-Ribera et al., 2015). Models in domestic violence were largely developed based on heterosexual relationships between white middle-class individuals (Subirana-Malaret et al., 2019). Gender-based approaches are known to homogenize discourses of violence and do not allow for those who have experienced violence within an LBTQ+ relationship to be appropriately assisted (Kierryynn Davis & Glass, 2011). This ignite presentation will do a small review of the various programs in domestic violence and present my doctoral research. The purpose of this research is to better understand the experience of support received from Canadian public institutions and community services (access and quality of support received) by women experiencing domestic violence within an LBTQ+ relationship. Fifteen to twenty women will be recruited for this research. The interviews will focus on 1) the story of their trajectory in the services for the domestic violence they experienced; 2) the role and influence of the different actors; 3) their well-being and their experience with this trajectory.

Chairs:

Gabrielle Rioux, Université du Québec à

Montréal; *Thomas Saïas*, Université du Québec à Montréal

194 Building Strength for the Long Haul toward Liberation: A Toolkit to Contribute to the Resilience of Communities Fighting against State-Sanctioned Violence

Ignite Presentation

Day: 6/25/2021 **Time:** 1:25 PM **Room:** Room 1

Abstract

State-sanctioned violence (SSV) is a searing and brutal manifestation of how White supremacy is embedded in the policies, practices, and systems of the United States. Marginalized communities in the United States have suffered a long history of state-sanctioned violence (SSV) that has had resounding effects on their wellbeing, and these communities have long been engaged in the struggle to resist and thrive in the face of SSV. This presentation describes a toolkit of strategies communities might engage in to strengthen and maintain resilience while working for change. We utilize the framework of the Transconceptual Model of Empowerment and Resilience (TMER) to conceptualize the process of resilience, including the five sets of resilience resources: skills, community resources, self-efficacy, knowledge, and maintenance (Brodsky & Cattaneo, 2013). Using this framework, we draw from the existing resilience literature, and from the ongoing efforts of community organizations and activists working toward liberation and healing from SSV to identify effective strategies. These strategies are not presented as a means to better cope with SSV, but rather as methods for communities contending with SSV to build internal sustainability that shores up their efforts in procuring safety, healing, and justice and ultimately, uprooting White supremacy.

Drawing from the ongoing efforts of community stakeholders reflects our belief that communities are already fostering and have the capability to intentionally actualize these resilience resources. The toolkit is meant to be of practical use for psychologists, activists, and community members as they work to support community resilience and build a society free from state-sanctioned violence.

Chairs:

Tahani Chaudhry, George Mason University; *Kris Gebhard*, George Mason University; *Stephanie Hargrove*, George Mason University; *Syeda Buchwach*, George Mason University; *Lauren Cattaneo*, George Mason University

195 Examining the Everyday Life of Child Care Workers: How Low Wages and the Lack of Benefits Affect Daily Life, Decisions about Employment, and What They Need You to Know

Ignite Presentation

Day: 6/25/2021 **Time:** 1:25 PM **Room:** Room 2

Abstract

Child care workers' wages have been an issue that has plagued the early childhood education field for over five decades. Although research exists on child care workers' low wages, turnover rates, and lack of benefits, the details of daily life experiences from child care worker perspectives are scant. This study adds a lived experience perspective to the child care worker research, as well as provides stories which may be used as examples to inform policy change. This Participatory Action Research entailed semi-structured interviews with 14 child care workers to investigate: (a) the everyday life of child care workers; (b) how low wages and the

lack of benefits affect child care workers' decisions to either switch between jobs within the field or leave the field; (c) what child care workers would like others to know. Participants either worked in centers, owned Family Child Care Homes, or were nannies in Greenville County, South Carolina. Child care workers indicated that low wages and the lack of benefits are major factors in how they live their everyday lives, make employment decisions regarding staying in or leaving the field, and what they would like others to know. Major themes also included emotional investment, lack of respect, and need for training. Policy and advocacy recommendations are included. Child care workers need advocacy and action to improve their wages and access to benefits, particularly health care. Continued failure to pay child care workers a living wage, offer benefits, or show appreciation for the work they do will perpetuate turnover and the loss of the child care workforce's most highly educated and trained members. The work of child care providers is important, deserves respect, and should be compensated for the value it brings to society.

Chairs:

Amanda McDougald Scott, Clemson University

196 Advancing social change through civic engagement in community-academic collaborations

The Innovative Other

Day: 6/25/2021 **Time:** 1:25 PM **Room:** Room 3

Abstract

Uprooting white supremacy requires significant social change that is inspired by the commitment and dedication of vocal advocates and allies. Civic engagement

takes many forms and academics have a role to play in being part of these change processes. This session draws upon both the practice and scholarship pertaining to civic engagement processes including collective efficacy, empowerment, civic participation, and community organizing. First, the session moderator will introduce the objective for the session by framing the way in which civic engagement studies can inform the activities of academics in civic roles and community collaborations. Subsequently, four short Ted-talk style presentations will engage the audience around key themes emerging from their work. Elan Hope and Anitra Alexander will discuss community-led collaborations to support the civic engagement of youth who face racial and economic marginalization. Adam Levine will describe how collaboration starts, focusing on the inception of new researcher-nonprofit collaborations and volunteerism. Joshua Littenberg-Tobias will detail innovations in youth civic engagement education, democratic teaching practice, and online professional networks. Brian Christens and Kymberly Byrd will describe studies of system change, youth organizing, and empowerment. Tom Wolff will then facilitate discussion about cultivating scholarly civic engagement that facilitates authentic academic-community collaborations. The audience will be invited to both elicit comments about speakers' experiences as well as describe their own experiences related to civically engaged scholarship.

Chairs:

Taylor Scott, Penn State University; *Anitra Alexander*, Clemson University; *Kymberly Byrd*, Vanderbilt University; *Brian Christens*, Vanderbilt University; *Elan Hope*, NC State University; *Adam Levine*, Johns Hopkins University; *Joshua Littenberg-Tobias*, Massachusetts Institute

of Technology; *Tom Wolff*, Tom Wolff & Associates

197 Centering Diversity, Equity, Inclusion and Racial Justice (DEIRJ) within Professional Development Trainings: A Continuing Conversation with the Early Career Interest Group

Workshop

Day: 6/25/2021 **Time:** 1:25 PM **Room:** Room 4

Abstract

This is one of the three continuing panel discussions from the DEIRJ Pre-Conference Workshop collaboration between CERA, the Early Career Interest Group, and the Indigenous Interest Group. Currently, academic institutions and practice settings are expressing interests in increasing diversity, equity, inclusion and racial justice practices (DEIRJ) within their spaces. However, DEIRJ trainings are often held outside of professional development activities. Yet, they are interrelated and should be a core component of broader professional development for faculty, staff, and students, or leadership and staff in other entities. The importance of linking DEIRJ work and professional development trainings cannot be understated. Professional development trainings are ongoing while DEIRJ workshops are typically single, or at most a few sessions and do not provide instant solutions. Rather ongoing training creates awareness, insight, and fosters investment from the teaching team and attendees. This type of long-term investment in DEIRJ work can help create a new sense of equilibrium by disrupting existing cognitive and behavioral ways of being. This ECIG panel will offer early career insights on DEIRJ professional development trainings, and on how early career professionals can engage in these trainings

and be integral in this process.

Chairs:

Sheree Bielecki, Pacific Oaks College; *Vernita Perkins*, Omnigi Research; *Jordan Tackett*, ECIG Member

198 A Digital Tool for Convoking Radical Imagination: Collective Visioning for a Just, Sustainable Future

Workshop

Day: 6/25/2021 **Time:** 1:25 PM **Room:** Room 5

Abstract

To build a more just, sustainable future, we must first be able to envision it. In this workshop, we will introduce a free online platform, Miro, and a specific method for using this tool for digital visioning to produce a collaborative work. The method - applying easy-to-use tools in Miro - facilitates a collective critical dialogue that is then represented through diverse visual and textual collage elements, to 'call together' visions of justice and sustainability. Digital visioning has the advantage of being able to engage participants from many diverse geographic locations in a real-time virtual visioning exercise, engaging in critical dialogue while navigating the development of shared, collective vision(s). In the workshop, we will share knowledge gained from applying this method in community organizing and undergraduate educational settings, and attendees will gain practical experience with the visioning method by joining in a collaging exercise of overlaying 'digital cutouts', freeform drawing, and written reflection on images of existing environments. The workshop will accomplish two key outcomes for participants: a) understanding how to engage participants in a collective visioning process

for a just, sustainable future, and b) learning how to use the Miro online whiteboard and collaboration tool, for community engagement, teamwork, workshops, and teaching. Making time and space for collective visioning meets the call by Haiven and Khasnabish (2014), among others, to engage ‘radical imagination’ in our communities - enabling communities to envision radically different systems based on alternative core purpose(s) and value(s). By engaging collective radical imagination, we can see beyond what is to what could be - improving existing realities first through consensus-building on shared vision(s), and then through actively working toward manifesting these shared visions in our communities. We invite you to join us in building shared visions of more just, alternative futures!

Chairs:

Manuel Riemer, Wilfrid Laurier University;
Kai Reimer-Watts, Wilfrid Laurier University; *Poorna Patange*, University of Waterloo (School of Architecture)

199 Town Hall to Discuss the SCRA Awards Structure

Town Hall Meeting

Day: 6/25/2021 **Time:** 1:25 PM **Room:** Room6

Abstract

In 2019, the SCRA EC put a moratorium on all awards except for student awards as it was brought to SCRA EC’s attention that SCRA’s named awards are named after only white men. The SCRA Awards Revision Task Force was formed at the mid-winter SCRA EC meeting in January 2020 to take a closer look at the SCRA awards paying attention to 3 specific things: 1) Whether awards align with current values, 2) The lack of representation of BIPOC members and women in the named awards 3) The

potential imbalance of who may be receiving these awards, especially with the diversity and inclusion of award winners and SCRA members at different career levels. The following EC members present at the mid-winter meeting volunteered to be on the task force - Ashmeet Oberoi (MAL-APA programming), Noe Chavez and Serdar Değirmencioğlu (MAL-awards), Susan Torres-Harding (Past-President), and Bianca Guzman (Past-President-elect). We have made progress such as The Kalafat Award is being renamed to “Outstanding Racial and Social Justice Praxis by a Graduate Student” (5 such awards were approved by EC); the “Outstanding Contributions to Mentoring of Ethnic Minority Community Psychologists” name and focus was changed to “Outstanding Contributions to Mentoring toward Racial Justice and Liberation”; and finally for the Early Career Award, the scope of activities was expanded to more accurately reflect contributions of SCRA members. At the same time, we (the Awards Task Force) recognize that further change is still needed. In this town-hall, the SCRA Awards Revision Task Force would like to invite the SCRA membership to share with us what change they would like to see and the kind of award structure they would like. This town-hall aims to create an open dialogue about the behind the scenes of the SCRA Awards and vision and purpose for the SCRA awards.

Chairs:

Ashmeet Oberoi, University of Miami; *Noé Rubén Chávez*, Charles R. Drew University of Medicine and Science; *Serdar Değirmencioğlu*, Goethe University Frankfurt; *Susan Torres-Harding*, Roosevelt University; *Bianca Guzman*, California State University

200 Envisioning Transformative Justice Approaches in Community

Psychology Research

Town Hall Meeting

Day: 6/25/2021 **Time:** 1:25 PM **Room:**
Room 7

Abstract

Transformative justice (TJ) consists of approaches, frameworks, and ways of being that utilize community-based, anti-carceral responses to gender-based and structural violence. TJ aims to respond to immediate and long-term harms as well as transform the oppressive social conditions that normalizes and accepts violence. Long-term practitioners situate TJ within an abolitionist framework, meaning that identifying, dismantling, and creating new systems is necessary for promoting individual and collective well-being. While TJ approaches align with the field of community psychology's orientation to develop alternative settings and transform social conditions, it counters the gender-based violence (GBV) field's mainstream reliance on the carceral state (e.g., police, prisons, child protective services). In this townhall discussion, we invite GBV scholars who engage in community-based research to envision what it could mean to actively integrate TJ principles into our research practice and design. The virtual space will provide an opportunity for participants to speak candidly around the tensions surrounding the GBV field's current relationship with the carceral state, and provide generative suggestions about how to move through and beyond these tensions. The townhall will begin with a very brief overview of the history of TJ and its connection to community psychology values. We will then invite participants to engage in large group discussions and small breakout groups to facilitate dialogue that meets the session objectives to generate and envision our role in the movement toward more anti-carceral approaches. The guiding

questions for this townhall will be: a) What is the relationship between TJ and community psychology? b) How do we apply TJ principles to our GBV work? c) How do we contend with our positions as GBV researchers who have promoted and extended the carceral state's involvement in and response to violence? d) How can we protect TJ from academic co-optation?

Chairs:

Nkiru Nnawulezi, University of Maryland, Baltimore County; *Jasmine Engleton*, Michigan State University; *Megan Greeson*, Depaul University; *Selima Jumarali*, University of Maryland, Baltimore County

Friday, June 25th 6:00 to 7:00pm Poster Session B

204 A Review of Online Relationship-Based Services to Inform Design of Online Early Childhood Mental Health Consultation

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

Early Childhood Mental Health Consultation (ECMHC) is an evidence-based, indirect, and preventative approach to support children's social-emotional development by developing the capacity of early childhood settings. To overcome challenges around access and equity of services, the ECMHC field may benefit from considering ways to leverage digital tools to expand access to early childhood education settings that face challenges receiving ECMHC services. Based on community psychology principles, understanding the context in which an intervention is implemented is critical to success (Maya-Jariego & Holgado, 2019). However, there are no studies examining the implementation of online ECMHC. I present findings from a systematic literature review of client and consultant experiences relationship-based services implemented in online spaces. Literature from various fields demonstrate a range of applications of relationship-based services in a range of online contexts. Key themes include the need to consider the characteristics of digital tools, understanding media richness, and appropriately matching them to program activities. In addition, benefits and challenges of implementation online are included in the presentation. However, ECMHC is unique compared to relationship-based services in other fields that focus on

behavior modification (Bierman et al., 2018), as it centers on establishing a partnership to collaboratively identify the teacher's needs, individualize consultation, (Johnston & Brinamen, 2006) and build reflective skills of teachers (Bierman et al., 2018). This necessitates careful consideration of how effective components of ECMHC are maintained in online delivery of ECMHC. I use the Framework for Effective ECMHC (Duran et al., 2010) to present recommendations for online ECMHC. The presentation will discuss ways to develop consultative alliance, or the relationship between clients and consultants, and ensure program readiness for online EMCHC.

Chairs:

Christen Park, University of Illinois at Chicago

205 What kind of content do people who have difficulty reducing the tendency to undervalue others write as their strengths?

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

Mishima & Takahashi (2021) analyzed the effect of reducing the tendency to undervalue others by having participants write down their strengths and disclose them to each other in small group situations. According to this experiment, it was difficult for the experimental participants who had a high tendency to undervalue others and had low self-esteem to reduce their tendency to undervalue others even after writing and disclosing their strengths.

The purpose of this study was to qualitatively analyze the contents of the merits written by the experimental participants of Mishima & Takahashi (2021) using the text-mining method according to the degree of reduction of the tendency to undervalue others. The contents of the strengths described by 41 participants were coded using the text-mining software “KH-Coder”. Of the coded extract words, 30 categories appeared 5 times or more. The degree of reduction in the tendency to undervalue others in the experiment was divided into four groups. The categories of coded strengths and the degree of reduction in the tendency to undervalue others were analyzed by correspondence analysis. As a result, the participants who had the least tendency to undervalue others often used words that describe consideration for others and specific events (for example, "compassion" and "school life") as their strengths. On the other hand, participants who did not reduce their tendency to undervalue others were more likely to use ambiguous words (for example, "somewhat" and "relatively"). From these results, the relationship between the ambiguity of introspection regarding one's own strengths and the tendency to undervalue others was discussed.

Chairs:

Naoya Takahashi, Rissho University;

Sawaki Mishima, Grip KidS

206 Health literacy, social networks, and health outcomes among members of mental health Clubhouses in Hawai‘i

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:**

Poster Session B

Abstract

Despite the high prevalence of health

disparities among individuals living with severe mental illness (IWSMI), research on health literacy and the effects of supportive community engagement within this population has been limited. The present research examines factors associated with health literacy among a diverse sample of members of mental health Clubhouses in Hawai‘i. Clubhouses are voluntary day centers for IWSMI that promote recovery through meaningful community engagement. The present study examines: 1) the prevalence of adequate versus low health literacy and examination of potential disparities among Clubhouse members; 2) associations between health literacy, stigma, self-efficacy, and mentally or physically unhealthy days; and 3) associations between health literacy and social networks (staff, member, and outside-Clubhouse networks). Data were collected via a survey administered to Clubhouse members (N = 217) recruited from nine Clubhouses across four Hawaiian islands. Preliminary results indicate that 56.2% of participants reported an adequate ability to understand health-related instructions or pamphlets, and 43.3% reported adequate confidence in filling out medical forms independently. Requiring help to understand health-related written material was associated with a smaller social network of Clubhouse staff members and more mentally unhealthy days in the past month. Conversely, increased confidence in filling out medical forms independently was associated with increased self-efficacy. Relationships with other members or individuals outside the Clubhouse were not significantly associated with health literacy. Although mutual support among members is foundational to recovery within Clubhouses, these results suggest that relationships with staff might be particularly important for impacting health literacy, and members who have lower health literacy may have other vulnerabilities, including poorer mental

health and lower self-efficacy. Our findings contribute to a growing body of literature that examines intersections between community engagement and health literacy, and focus on a unique and understudied sample of IWSMI from mental health Clubhouses in Hawai'i.

Chairs:

Monet Meyer, University of Hawaii at Manoa; *Joy Agner*, University of Hawaii at Manoa; *Mahea Kaukau*, University of Hawaii at Manoa; *Maileen Liu*, University of Hawaii at Manoa; *Tiffany Cha*, University of Hawaii at Manoa; *Adriana Botero*, University of Hawaii at Manoa; *Lisa Nakamura*, University of Hawaii at Manoa

207 Equity in Vaccination Rates for Illinois Counties: Examining Community Diversity and Political Affiliation Influence

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

Since the onset of the global COVID-19 pandemic, researchers and disaster management professionals related social vulnerability to COVID-19 pandemic impacts (e.g., infection rates, hospitalizations, case counts; Karaye & Horney, 2020) and resource allocation equity, specifically in reference to how people and communities of color have been impacted (Gil et al., 2020; Louis-Jean et al., 2020). Furthermore, political affiliation may be a variable contributing to vaccination allocation and influencing an individual's willingness to receive a vaccine (Weisel, 2021). This study examines the relationship between Illinois county's vaccination rates, political affiliation, social vulnerability, and rate of diversity. All data was archival,

open-access data found online. The following variables and datasets were used for the study: Social Vulnerability Index (Center for Disease Control and Prevention, 2015), Percent of Population Fully Vaccinated (Illinois Department of Public Health, 2021), Census Race and Ethnicity Demographics per county (United States Census Illinois Quick Facts, 2021), 2020 Presidential Results by county (Politico, 2020). A community's diversity was operationally defined as being more racially diverse if its Census data indicated it had less than 76.3% White individuals, following the national population race demographics. Only six Illinois counties were considered diverse following this operational definition; consequently, the top six counties that had the highest population of White residents were used as a comparison group. A bivariate correlation analysis was conducted to test the relationship between social vulnerability ($M = .49$, $SD = .29$) and the percent of the population that is fully vaccinated ($M = 19.06\%$, $SD = 4.63\%$) and concluded that there was no significant relationship ($r = -.130$, $p = .193$). Of the 12 counties included, 8 were Republican and 4 were Democrat. Given the low sample size, only descriptive statistics for the twelve communities are reported. Implications and community health suggestions will be discussed.

Chairs:

Helena L. Swanson, DePaul University; *Julia Laurentowski*, DePaul University; *Hetal Patel*, University of Illinois Chicago; *Safa A. Asad*, DePaul University; *Joseph R. Ferrari*, DePaul University

208 The environment and SES: Differences in Behaviors/knowledge of pro-environment by income. Poster for the biennial meeting of the Society for Community

Research and Action, VIRTUAL Conference.

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

Environmental issues are a concern that affects everyone globally, regardless of nationality, race, and age. However, those persons who report low socioeconomic status might be more susceptible to the repercussions of these environmental issues. Research has shown that people of low SES are more likely to have to endure poor environmental conditions (i.e., air quality, water quality, general pollution) than people of higher SES (Evans & Kantrowitz, 2002). In addition, those persons in lower SES are less likely to have access to quality education than those of higher SES (Aikens & Barbarin, 2008). A report published by The National Environmental Education Foundation (2005), found that although Americans were likely to care about the environment, they were lacking in knowledge pertaining to environmental issues. Although the study found that Americans were lacking a general knowledge of environmental issues, it is unknown how Americans differ in their knowledge based on factors such as SES. The present study examined the relationship between socioeconomic status, care for the environment, and knowledge on environmental issues. Participants ($n = 935$) filled out a brief survey about their E-waste and questions pertaining to their ideas surrounding the environment. A MANOVA was run to analyze the effects of income (SES) on knowledge of e-waste in regard to the environment and care for the environment (i.e., pro-environmental behaviors and personal norms for pro-environment). Results indicated that there was a significant effect of income on

knowledge ($F(2, 932) = 47.882, p = 0.005$), likelihood to engage in pro-environmental behaviors ($F(2, 932) = 21.205, p = 0.000$), and pro-environmental personal norms ($F(2, 932) = 5.344, p = 0.000$). Post-hoc testing was conducted to assess differences between levels of income.

Chairs:

Ryan Claudio, DePaul University; *Hetal Patel*, UIC; *Joseph Ferrari*, DePaul University

209 "Challenging the Narrative": A Participatory Action Research Study Understanding the Career Development of Undergraduate Psychology Students

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

Social stratification and social categories (e.g., race, gender, age) can impact an individual's agency to navigate higher education systems rooted in white supremacy. Stereotypes related to social categories can also hinder career development for underrepresented groups and contribute to inequity. Underrepresented psychology undergraduate students are vulnerable to these stereotypes, which impact their professional growth as well as the field's diversity. Thus, there is an urgent need to explore the career development experiences of collegiate marginalized communities. In light of this need, an undergraduate peer mentorship program, aimed at providing underrepresented students tools to become professionals in fields related to psychology, examined this topic. Our project aims to explore and dismantle institutional barriers entrenched in white supremacy in order to create interventions that better serve communities

from a large, public, Asian-American and Native-American, Pacific Islander-Serving Institution, and Hispanic Serving Institution. The project utilized participatory action research (PAR) to understand the influence of social categories on career development experiences of underrepresented psychology undergraduates. Data were collected through an online survey (N = 190) and interviews (N = 14) from undergraduate psychology students, graduate students, faculty, and staff. Interviews were analyzed using thematic analysis. Preliminary findings suggest that students' career development and ability to navigate academic systems is influenced by experiences beyond the university. Notably, financial resources, parental responsibilities, and marginalized identities are frequently discussed as factors that influence students' academic experience. Additional findings reveal student and faculty generated recommendations to support student career development. Within higher education, intervention efforts are needed to address the lack of career development resources and support for graduate students, faculty, and staff serving marginalized students. Furthermore, this study highlights implications for future support from educators and university administration to enhance minority students' collegiate experiences by centralizing resources, creating more training opportunities for staff, and providing career-specific guidance.

Chairs:

Rahina Sheikh, University of Nevada, Las Vegas; **Bibiana Lopez**, University of Nevada, Las Vegas; **Janelle Salcedo**, University of Nevada, Las Vegas; **Sarah Mekonnen**, University of Nevada, Las Vegas; **Kenya Stephens**, University of Nevada, Las Vegas; **Sherry Bell**, University of Nevada, Las Vegas; **Gloria Wong-**

Padoongpatt, University of Nevada, Las Vegas; **Paul Nelson**, University of Nevada, Las Vegas

210 Women of color with digital clutter: Impact on anxiety, decisions, and exhaustion

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

The accumulation of clutter, or overabundance of possessions, in one's physical environment may lead to a decrease in quality of life among adult women of color, especially those persons struggling with indecision (Crum & Ferrari, 2019). In a rapidly developing technological era, the accumulation of digital clutter may influence a person's life satisfaction (Roster, Julbiet, & Ferrari, 2016). However, the extent in which digital clutter impacts the wellbeing of women of color has yet to be explored. This study analyzed claimed experiences of women of color (n = 42: 73.8% aged 18-35 years) with digital waste in relation to their self-reported decision anxiety, emotional exhaustion, and motivation to keep or discard certain digital clutter. To examine women of colors' experiences with digital clutter, we evaluated self-reported scores from various race and ethnic groups. Due to a small sample size, we will only be reporting descriptive statistics for each group. Participants responded to the following scales: Motivation to Keep Digital Data, Decision Anxiety, and Emotional Exhaustion. Data collected online for four months, using crowd-sourcing (Prolific Academic). After collapsing groups our means and standard deviations for women of color for each scale will be reported. To further exemplify women of colors' scores on these scales, descriptive analyses for race

and ethnicity on three digital clutter dependent variables were conducted, including simple correlates among scales. The correlation analysis concluded that emotional exhaustion was positively related to both decisional anxiety ($r = .307$, $p = .048$) and motives to keep digital clutter ($r = .481$, $p = .001$). These results demonstrated that women of color experience anxiety and uncertainty when it comes to organizing their digital clutter.

Chairs:

Lili Georges, DePaul University; *Helena Swanson*, DePaul University; *Joseph Ferrari*, DePaul University

211 Sense of Community and Identity Formation in College Students

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

Abstract Adolescents and young adults have been found to experience sense of community in a unique way due to the formation of identity at this age. While research on sense of community in adolescence has increased, few studies investigate the relationship between sense of community and elements of identity, including identity status and ethnic group identity. In the present study, we investigated the relationship between sense of community, ethnic group identity, identity formation, and loneliness, a construct chosen to better understand how the COVID-19 pandemic may interact with these relationships. Participants ($N=191$) were recruited through an undergraduate participant pool, email, and flyers, and then completed an online survey. As predicted, ethnic group identity demonstrated a direct positive effect on identity development

status and sense of community. Contrary to predictions, sense of community did not mediate the relationship between ethnic group identity and identity development status. As predicted, loneliness significantly moderated the effect of ethnic group identity on sense of community such that the relationship between ethnic group identity was stronger in individuals who were less lonely. One hundred forty participants reported that the COVID-19 pandemic has affected their sense of community and 140 participants felt that the COVID-19 pandemic has affected their experience of loneliness. These findings suggest a focus on strengthening ethnic group identity in adolescence and early adulthood may be warranted as this may strengthen sense of community and increase the rate at which young people advance through identity statuses. Higher rates of loneliness in early adulthood should be monitored and addressed, especially during the pandemic, due to the detrimental effect toll they take on sense of community. Key Words: sense of community, identity status, ethnic group identity, loneliness

Chairs:

Caitlyn McNulty, Dickinson College; *Sharon Kingston*, Dickinson College

212 In Search of a Community, We Built One: Transfer Students' Journey with Participatory Action Research

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

This presentation describes an ongoing Participatory Action Research (PAR) project designed to build a sense of community (SOC) and access to resources among transfer students at a large public university.

The problem definition was determined by transfer students who approached a faculty member because they were interested in increasing SOC and transfer student achievement. Indeed, studies have shown that SOC has been associated with positive health benefits, and academic and social success; transfer students adjusting to their new university may benefit from increased SOC (Townley et al., 2013). PAR is an approach increasingly used across populations lacking an equitable share of resources to foster empowerment and work toward institutional change (Langhout & Thomas, 2010). It is also an opportunity to work collaboratively with others experiencing similar challenges and build relationships. PAR involves those most impacted by a situation (e.g., challenges of transfer students to socially and academically adjust to their new university) in the research and action process (Maguire, 1987). This project utilized Photovoice, a participatory method in which participants take photographs, analyze them, and produce knowledge about their own experience (Wang & Burris, 1997). It spanned 4 semesters of ongoing group meetings, data collection, and preliminary data analysis (fall 2018-spring 2020). Campus closures impacted the project twice: the Camp Fire in fall 2018 and the COVID-19 pandemic spring 2020 to present, creating discontinuity. The current research team is evaluating the project by interviewing past participants about their experience. In this poster, we describe the multi-year and multiple cohort timeline of our project, and reflect upon our experience of being the last cohort in the process. We describe the skills we developed as undergraduate researchers and the challenges of high turnover in our context. We end by making recommendations for PAR projects that experience turnover.

Chairs:

Sarah Zhou, California State University, Sacramento; *Sarah Zhou*, California State University, Sacramento; *Audrey Nunez*, California State University, Sacramento; *Anne-Marie Corona*, California State University, Sacramento; *Daniela Guillen Chaine*, California State University, Sacramento; *Erin Rose Ellison*, California State University, Sacramento

213 The Brief Sense of Community Scale: Testing Dimensionality and Measurement Invariance by Gender among Hispanic/Latinx Youth

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

Context: Studies examining the Brief Sense of Community Scale (BSCS) as a measurement tool for understanding psychological sense of community (PSOC) among Hispanic/Latinx adolescents are needed to expand the conceptualization and validity of this scale. Little research has focused on examining PSOC among Hispanic/Latinx adolescents, and less have focused on testing the psychometric properties of the BSCS to establish measurement invariance across various groups including male and female Hispanic/Latinx adolescents. Purpose: This study extends the research on the measurement and utility of the BSCS among Hispanic/Latinx adolescents. The BSCS, while recently validated among a sample of youth of color has not been tested among Hispanic/Latinx youth, specifically. Further, to these authors knowledge, invariance has never been examined between gender groups. Methodology: Multigroup confirmatory factor analysis (CFA) examined the first and second-order factor

structure of the BSCS between male and female Hispanic/Latinx adolescents from an urban community (N = 947). The second-order factor model was also tested with regression to predict latent measures of intrapersonal psychological empowerment and ethnic identity. Results: Results showed that PSOC can be measured through the BSCS and as a four-factor model among Hispanic/Latinx youth; however, no differences between genders were present at model-level, there was path-specific variation. Final analyses indicated that the second-order BSCS factor model was associated with latent measures of intrapersonal psychological empowerment and ethnic identity (model fit: $\chi^2 = 123.44$ (82), $p = .12$; CFI = .99; GFI = .99; AGFI = .97; RMSEA = .02 [95% CI = .01, .03], AIC = 319.44 [360]). Conclusion: The incremental advancement in the measurement and validation of the BSCS based on findings from this study among a sample of Hispanic/Latinx adolescents contributes not only to the extant literature but pushes our theoretical understanding of PSOC among a marginalized group of adolescents.

Chairs:

David Lardier, The University of New Mexico; *Ijeoma Opara*, Yale University; *Irene Cantu*, The University of New Mexico; *Pauline Garcia-Reid*, Montclair State University; *Robert J. Reid*, Montclair State University

214 COVID-19 The Student Experience – participatory modeling for understanding and improvement

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

Participatory modeling is an excellent way to engage community members in the process of understanding complex forces at work in communities that affect both proximal and distal behavioral and health-related outcomes. Students at the University of Kansas led participatory modeling sessions with their peers to uncover issues that they experienced but were otherwise not identified or addressed by administrators, faculty, or broader community agencies involved in pandemic response during the 2020-21 COVID-19 pandemic. The students' experiences were documented through model development and brainstorming sessions and sense-making sessions led by the students themselves. Lessons learned from this process, structural models, and next steps to facilitate student engagement in advocacy and intervention development will be discussed.

Chairs:

Radhia Abdirahman, The University of Kansas; *Megah Shah*, The University of Kansas; *Yasmin Edrees*, The University of Kansas; *Kyle Metta*, The University of Kansas; *Vincent Francisco*, The University of Kansas

215 Juvenile Justice Community Action Project

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

With the current state of the adult criminal justice system, it can be easy to overlook what is happening with juvenile offenders. This study used a three-tiered approach to gather information from the community itself to explore the nature of why some youth end up involved in the criminal justice system, and what could be done to prevent

it. Community input was deliberately sought from diverse voices across Sedgwick County, Kansas and was collected through a community needs assessment survey, series of listening sessions, and photovoice with a group of youths. The findings of this project showed that a comprehensive plan is needed in order to prevent youth from becoming system-involved. It was recommended that such a plan should include more safe spaces with youth-oriented activities, more positive role models and mentors who are racially/ethnically diverse, and involving more of the voices of youth and their families in decision-making.

Chairs:

Rosalind Canare, Wichita State University;
Hana Shahin, Wichita State University;
Keyondra Brooks, Wichita State University;
Stormy Malone, Wichita State University;
Rhonda Lewis, Wichita State University

216 Immigration Status and Policy Shape Psychological Sense of Community for Latinx Immigrants

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

Transitioning to a new country involves a multi-system ecological transition that impacts the communities to which one belongs. The features of a location also impact how one develops a sense of membership, belonging, and emotional connection to this new community. The feeling of belonging, mattering, benefiting from, contributing to, and being able to impact a community is known as psychological sense of community (PSOC). A strong PSOC impacts individual and community wellbeing and is therefore crucial to develop among all members of communities. However, immigration-related

policies and immigration status may impact Latinx immigrants' development of a strong PSOC with the receiving community. The proposed presentation will examine whether immigration status moderates the relation between state-level immigration policy and PSOC using archival data from 407 Latinx immigrant participants living in four different states in the United States. It was hypothesized that Latinx immigrants living in states with more restrictive immigration-related policies, such as those with where local law enforcement participates in federal immigration enforcement, would have lower PSOC with the receiving community. It was further hypothesized that immigration status would moderate the relation, such that the PSOC felt by immigrants without authorization to reside in the country would be more negatively impacted by immigration-related policies than the PSOC felt by immigrants with authorization or naturalized U.S. citizenship. A moderated regression was used to determine the effects of immigration status on the relation between state-level immigration policy and PSOC with the receiving community. Implications of the research findings will be discussed, including how they may inform the development of more inclusive immigration policies to foster increased PSOC among immigrants regardless of immigration status. Conference attendees will reflect on PSOC and the ways in which interventions and structural changes can be applied in their own settings through an interactive activity via Padlet.

Chairs:

Dale Golden, University of Alaska Anchorage; *Sara Buckingham*, University of Alaska Anchorage

217 Can We Come Together?: A Qualitative Analysis of a Neoliberal Community during COVID-19 and

Racial Injustice

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:**

Poster Session B

Abstract

The number of COVID-19 related deaths continues to rise as the United States crosses the one-year mark of the pandemic, nearing 550,000 casualties at the time of this writing. Access to affordable housing, healthcare, education, and sustainable employment during the pandemic is most precarious for populations already made vulnerable within the context of racial capitalism. Moreover, BIPOC communities are most at-risk for fatal COVID-19 complications and the ongoing social impact of the contemporary crisis even after the widespread threat of the virus subsides. The neoliberal imperative to prioritize economic interests and protect individual freedoms stand in contrast to the collective approaches to care needed to protect and preserve the health of our communities. Although the internalization of the tenets of neoliberal ideology predicts increased individualism, a lack of concern for outgroups, and decreased likelihood for following COVID-19 safety guidelines, individuals also resist via enacting a liberatory ethics of care. The present qualitative study explores, from a critical community psychology perspective, how a sample of 30 U.S. residents who self-identify as politically conservative, moderate, or liberal conceptualize their individual and community-level experiences, roles, and responsibilities within the contexts COVID-19 pandemic and racial divide in the United States. Transcribed interview data is analyzed using a constructivist approach for inductive thematic analysis. Informed by feminist social and political psychology, the study endeavors to elucidate if and how neoliberal ideology informs participants' sense-making

processes and under what conditions they resist its pull.

Chairs:

Sukhman Rekhi, California State University, Long Beach

218 Mental Health First Aid Skills among Indonesian Muslims Living in Japan: how to help their mothers if they had schizophrenia

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:**

Poster Session B

Abstract

Muslim, particularly Indonesian population is increasing rapidly in Japan. Main reason is that the Japanese population and labor force are facing a crisis due to an uncontrollable declining birthrate and an aging population. When it comes to religion, it is reported that approximately 60% of Japanese are non-religion, and some of them are reluctant to accept any religion; Islam has a higher negative image compared with other religions. Nevertheless, it is important for Muslim clients to have their religious beliefs understood by Japanese therapists. However, the development of a religiously adaptable service has not been much addressed. In Muslim communities, individuals tend to seek help from their family members the most. Therefore, this qualitative study explored mental health literacy, particularly first aid skills toward a mother, among Indonesian Muslims living in Japan. The participants were nine Indonesian Muslims, four males and five females who had lived in Japan. Semi-structured interviews were conducted using the vignette-based method to explore their pathological recognition of mental illness, pathological attributions, and coping behaviors, including help-seeking behaviors to learn their first aid skills for

Schizophrenia. The main findings were as follows: 1) religious attributions and religious coping were two of the options in the recognition of mental illness; 2) two subcategories were identified in religious attribution as the recognition of mental illness: Jinn's possession, and lack of prayer; 3) five subcategories were identified in religious coping: prayer, use of Qur'an, use of the Hadith, use of Zamzam water, and collection of Islamic information. The consideration of religious aspects to sustain their mental health is essential for Indonesian Muslims.

Chairs:

Shiho Tanaka, Sophia University, Tokyo

219 Relationship between Interracial Contact and Positive and Negative Emotions Towards Other Racial Groups Among Youth

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

There has been extensive research that underscores the importance of interracial contact for reducing prejudice among adults (Allport, 1954, Crystal et al., 2008); however, there is limited research on associations between interracial contact and other critical developmental outcomes among adolescence. Adolescence is an important developmental context to consider because how critical this time is in developing youths' identity and their friendships/relationships. There is limited research on associations between interracial contact and varied emotions (i.e., positive and negative emotions) towards cross-racial interactions among youth. To address this gap in the literature, the current study assessed the role of interracial contact on positive and negative emotions. It is

hypothesized that youth who have more interracial contact would score higher on their reporting of positive emotions, the reverse is hypothesized for youth's reporting on negative emotions. This work was conducted with 273 youth (13-18 years old) who identified as White/European American (n = 100, 36.6%), Black/African American (n = 99, 36.2%), and Latino/Hispanic (n = 74, 27.1%). More than half (N = 154, 57.5%) of the sample reported that their parents did not go to college, 27.2% of the youth reported their parents had some college or college degree (N = 73), youth whose parents had some graduate/professional degrees (N = 41, 15.3%). Youths' interracial experiences were assessed using the Intergroup Contact Scale-- a scaled that assessed youths' cross-race friendships and interactions of students in school and in their neighborhoods (Crystal et al., 2008). The scale ranged from (1-4) and was internally consistent ($\alpha = 0.79$). Youths' perceptions of their positive and negative emotions were assessed using a scale that measured how people feel when interacting with a racial/ethnic group different from their own (Gurin et. al 2013). Positive emotions ($\alpha = 0.92$) and Negative emotions ($\alpha = 0.91$) ranged from (1-10).

Chairs:

Alfred Rodriguez, University of Illinois at Chicago; *Uma Balaji*, University of Pittsburgh; *Josefina Banales*, University of Illinois at Chicago

220 Mixed Messages: Negotiating Priorities and Processes in Community-Engaged Health Sciences Research

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

In recent decades, community engagement (CE) has become a core component of certain federally funded research infrastructure programs in the health sciences. However, extant literature indicates that that federal funders' support has yet to produce shifts in many health scientists' attitudes about CE, hindering the adoption of CE practices and disaffecting community representatives. Drawing from multiple years of participant observation and interviews and focus groups with one health sciences research center's ("the Center") academic and non-academic members, I illustrate how variation in the ways that these individuals conceptualize the purpose of CE leads to misalignment in how they pursue CE goals. I first identify patterns in how CE is understood and discussed among Center members, including such themes as educating the public about science, appearing legitimate to funders and the public, democratizing knowledge production, and building collaborative capacity. I then draw from participant observation and members' feedback about the Center's CE programming to delineate four themes in how members take action on those priorities: dissemination-focused, partnership-focused, action-focused, and capacity-focused pathways. By connecting these programmatic visions to actors' multiple priorities for CE, my analysis sheds light on the intra-organizational politics that emerge when – despite sharing commitment to CE – members act upon different understandings and priorities. I draw particular attention to the ways that power is exercised to covertly – and even unwittingly – to privilege academic perspectives. I conclude that meaningfully representing the views and interests of non-academic representatives in the health sciences requires a clear, unified theory of change and greater accountability to CE processes

and outcomes.

Chairs:

Krista Haapanen, Vanderbilt University

221 Learning from StoryCorps: The Resilience and Empowerment of Afghan Immigrant Women

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:**
Poster Session B

Abstract

This research is aimed to better understand the challenges, struggles, risks, and fears of Afghan women immigrants to the U.S. as well as how they have overcome them. The study focuses on the resilience and empowerment of Afghan immigrant women who have fled a war-torn country in search for a better life. In the past four decades Afghanistan has been extensively damaged by the on-going war. While there is gender inequality in the United States, compared to Afghanistan, the treatment of women in the U.S. is much better. Women in Afghanistan face challenges due to lack of education, medical care, jobs, and even basic human rights. In this study, I explored the factors that influenced the decision of Afghan women to leave their country and loved ones behind in order to seek a better life and freedom. This study uses the StoryCorps archive as the main source of data. StoryCorps is an independently funded organization that provides people across the U.S. the opportunity to record and preserve the stories of their lives. Five usable audio recorded interviews, averaging 45-60 minutes long, were obtained from the StoryCorps archive. Data were transcribed, checked for accuracy, stripped of identifying information, and the interviews were coded using a coding framework based on the Transtheoretical Model of Empowerment and Resilience (TMER [Brody &

Cattaneo, 2014]). Findings provide better understanding of Afghan immigrant women's successes and may suggest ways communities and individuals can support the success of other women and future generations. The study can be of use to other Afghan women or women in general struggling to live freely and make their own decisions, it may give other Afghan women a sense of resilience and help them empower each other.

Chairs:

Crystal Najib, University of Maryland Baltimore County; *Crystal Najib*, University of Maryland Baltimore County

222 Racism and White Supremacy as Barriers to HIV Prevention for Sexual and Gender Minoritized Youth of Color in the Southern United States

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

Sexual and gender minoritized youth of color in the Southern US are at high-risk for HIV and face unique challenges for prevention. Scaling-up use of Pre-exposure Prophylaxis (PrEP) is urgently needed among young men who have sex with men and transgender women (YMSM/TGW) of color in the Southern US. However, systemic racism may present barriers to PrEP uptake. This qualitative study aims to describe how racism and white supremacy create pervasive socio-cultural barriers to HIV prevention among Southern YMSM/TGW of color. Semi-structured, key informant interviews were completed with 14 individuals working in HIV prevention across two Southern states that are targeted in the federal Ending the HIV Epidemic plan. Three focus groups were also

conducted with YMSM/TGW (N=23) residing in the two states. A deductive-inductive approach with multiple coders was employed to identify themes related to racism and HIV prevention. Analyses of the transcripts identified 52 excerpts that contained themes related to racism/white supremacy. Intersectional stigma (compounded racial/ethnic/gender/sexuality/HIV stigma) was a commonly reported barrier. Cultures of hostility/violence were described as resulting in youth who avoid services out of fear. The influence of white supremacy in politics/leadership in HIV and AIDS service organizations was another common theme. The healthcare systems' role in upholding white supremacy (persistent healthcare disparities among people of color, hostility towards people of color in the healthcare system) was also frequently mentioned. Medical distrust was another prominent theme, with the Tuskegee Syphilis study mentioned by multiple key informants. Results highlight the need to address ways that racism/racist systems impact poor engagement in HIV prevention and care among youth of color. The extreme racial and geographic disparities in the US HIV epidemic are evidence of longstanding patterns of racial discrimination and inequitable social systems. Findings have important implications for the newly launched federal Ending the HIV Epidemic initiative.

Chairs:

Mariajosé Paton, Department of Psychology, University of South Carolina, Barnwell College, Columbia, South Carolina; *Sayward Harrison*, South Carolina Smart State Center for Healthcare Quality, University of South Carolina, Columbia, South Carolina; *Alyssa Vecchio*, Institute for Global Health and Infectious Diseases, University of North Carolina,

Chapel Hill, North Carolina; **Kathryn Muessig**, Gillings School of Global Public Health, Department of Health Behavior, University of North Carolina, Chapel Hill, North Carolina; **Nastacia Pereira**, Department of Social Medicine, University of North Carolina, Chapel Hill, North Carolina; **Lisa Hightow-Weidman**, Gillings School of Global Public Health, Department of Health Behavior, University of North Carolina, Chapel Hill, North Carolina

223 Gender Affirming Healthcare is an Urgent Human Right: Bolstering Evidence in Support for Gender Affirming Healthcare

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

Background. In 2021, evidence shows there has been a record high number of anti-trans bills introduced in state legislatures, particularly around restrictions on transgender medical care. We urgently need empirical evidence that underscores the importance of gender affirming healthcare as a human right, nationwide. The purpose of this study is to bolster existing evidence surrounding support for gender affirming healthcare. Methods and Results. We used data from the 2015 United States Transgender Survey and the National Transgender Law Center's report of state-wide laws and policies focused on LGBTQI equity to investigate three aims. Aim one examined whether social and medical gender affirmation impacted mental health (i.e. suicidality) and substance use. Regression results revealed the significant impact of living full-time as their gender and the age at which individuals began hormone treatment on both mental health and substance use outcomes. For example,

individuals who received their first hormone treatment at a younger age were less likely to have ever attempted suicide or to report having ever used illicit drugs. Our second and third aims explored whether the US region and existing US state policies affected access to, and satisfaction with, gender affirming healthcare. Using multilevel modeling, with individual-level data at level 1 and state-level data at level 2, findings revealed the impact of regional differences and state level policies on individual satisfaction with gender affirming healthcare. Conclusion. Ultimately, these findings have significant implications for researchers, practitioners, and policy makers. As researcher activists, it is our responsibility to analyze and disseminate existing data that could contribute to policy changes and protections for transgender and gender diverse individuals. The proposed poster will present full methods, results, and implications.

Chairs:

Diana Belliveau, BA, Yale School of Medicine, Department of Psychiatry;
Madeline Stenersen, PhD, Yale School of Medicine, Department of Psychiatry;
Danielle Chiaramonte, PhD, Yale School of Medicine, Department of Psychiatry;
Sherry McKee, PhD, Yale School of Medicine, Department of Psychiatry

224 Mattering in the Community: Multidimensional Assessment and Key Connections

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

This poster will outline two recent, related research projects centered on the construct of mattering. Mattering is defined as feeling valued by, and adding value to, the self and

others. Previous empirical studies have shown it to be closely related to various occupational, relational, and community well-being outcomes, and have also connected it to racial justice issues related to inclusion, stereotyping, and fairness. It has further been theorized as a contested resource with particular salience in the context of colonialism and white supremacy. This poster will outline the development and validation of a novel multidimensional measure of mattering (MIDLS) in various domains of life - personal, relational, occupational, and community. MIDLS was further used in an empirical study of demographic group differences in domain-specific mattering. Findings include consistent positive associations between income, advanced degree attainment, and employment, and multiple domains of mattering. Additionally, differences in adding value and feeling valued by gender were identified, and differences ranging from small to large were found in various domains with respect to marital status, age, and race and ethnicity. Implications of these findings with respect to the complexity of community mattering, the value of a multi-dimensional articulation of mattering, and directions for future research and action will be highlighted. General implications of this research program, including the value of mattering experiences in understanding community, and the importance of fairness and social justice to both mattering and well-being, will also be addressed.

Chairs:

Michael Scarpa, University of Miami; *Isaac Prilleltensky*, University of Miami; *Cengiz Zopluoglu*, University of Oregon

225 Posters for Prevention: A Case Study of Chicago Public Schools' Mass Messaging Campaign Against Child Sexual Abuse

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

In response to the recent influx of sexual misconduct complaints, the Chicago Public School system (CPS) recently implemented a mass messaging campaign aimed at responding to child sexual abuse (CSA) in its schools (Chalkbeat, 2019). Mass messaging campaigns are not a novel intervention for CSA; several similar campaigns have been developed over the years (Chasan-Taber & Tabachnick, 1999; Beier et al., 2009; Schober et al., 2011). Drawing on research literature, this case study critically explores facets of the CPS awareness campaign in context of best practices, frameworks of violence prevention, social marketing, and similar interventions. First, the CPS campaign was placed on the inner levels of the Social Ecological Model and evaluated in context of related CDC guidelines (2016). The CPS campaign was also ranked as “bronze level” on the Social Marketing Campaign Rubric, a framework for evaluating one type of messaging effort that has received some empirical support (Quinn et al., 2010). Additionally, the CPS campaign was evaluated in context of four research-supported best practices, three of which it was at least partly aligned with. Based on these results, this case study offers recommendations for the future. Considering the ongoing problem of CSA in United States schools, this case study offers a critical lens through which future campaigns may be evaluated and evolved.

Chairs:

Ella Dennis, University of Illinois at Urbana-Champaign; *Agnes Rieger*, University of Illinois at Urbana-Champaign; *Laura Gurrieri*, University of Illinois at

Urbana-Champaign; *Nicole Allen*,
University of Illinois at Urbana-Champaign

226 Polysubstance use latent profiles in New Jersey: Association with prior overdoses, prior emergency department peer recovery engagement, and mental health diagnosis among participants in an opioid overdose recovery program

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:**
Poster Session B

Abstract

Context: Polysubstance use has increased among individuals who misuse opioids in the United States. Those with dual substance use and mental health diagnoses tend to be at high risk of not only overdose but polysubstance use. Polysubstance use is complicated because it negatively affects the effectiveness of treatment. Less research is known about polysubstance use among individuals who misuse opioids or engaged in an ED opioid recovery intervention program. Synergistic models examining polysubstance use are critical to examine to put forward effective prevention-intervention research. Purpose and Methodology: This study investigated patterns of polysubstance use among participants in an opioid overdose recovery program (OORP) in New Jersey (delimited N = 1690; 70.2% male; 84.7% White; age = 35.72±11.95). Latent profile analysis (LPA) helped identify distinct subgroups based on substance use measures. Multinomial logistic regression analyses were conducted between prior OORP engagement, mental health diagnosis, and prior overdoses on profile group membership. Results: Fit statistics for the best-fitting five-cluster model were as follows: L2 = 33.76, BIC =

4482.69, AIC = 4245.01, the bootstrap L2 p-value = .27, and standard R2 entropy value of .85. Profile 1: Heroin and other polysubstance use (64.06%), Profile 2: Prescription drug use and marijuana use (9.15%), Profile 3: Prescription drug use and polysubstance use (6.16%), Profile 4: Marijuana, fentanyl, cocaine, and methamphetamine use (5.18%), and Profile 5: Alcohol, benzodiazepine, and other polysubstance use (5.18%). Multinomial logistic regression analysis results will be presented at conference. Conclusion: Results indicated that those with the greatest odds of prior OORP engagement related to those participants in subgroups with predominant heroin and polysubstance use and prescription drug use. Additional findings will be presented. This study represents a contribution in understanding heterogeneity in polysubstance use. It will be critical to keep in mind this heterogeneity as communities continue to battle this crisis.

Chairs:

David Lardier, The University of New Mexico; *Kristen Powell*, Rutgers University; *N. Andrew Peterson*, Rutgers University; *Suzanne Boyrs*, Office of Planning, Research, Evaluation and Prevention, New Jersey Division of Mental Health and Addiction Services; *Donald Hallcom*, Office of Planning, Research, Evaluation and Prevention, New Jersey Division of Mental Health and Addiction Services

227 Food Insecurity, Housing Insecurity, and Negative Racial Experiences: Intersection of Race and Gender

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:**
Poster Session B

Abstract

Background: Food and Housing insecurity

affect those who are of marginalized genders and racial identities in the university setting (Townley et al., 2020). College students with these identities must cope with these disparities but it is noted that students who are of marginalized gender and racial identity likely deal with being disadvantaged through the intersection of both identities. This requires that universities be more intentional with how they serve marginalized students in the university-wide community. Method: Our sample was collected in the summer of 2020 and includes undergraduate and graduate college students (N = 1,956). We conducted two chi-square tests of independence and a one-way ANOVA to test the following hypotheses: (1) Compared to white men, men of color, and white women and non-binary students, women and non-binary students of color will report (a) higher rates of food insecurity and (b) higher rates of housing insecurity; and (2) Compared to white men and white women and non-binary students, men of color and women and non-binary students of color will report higher rates of negative racial experiences. Results: As hypothesized women and non-binary students of color reported significantly higher rates of food insecurity and housing insecurity. However, men of color were also significantly more likely to experience food insecurity compared to white men and white women, and non-binary students. Finally, women and students of color, as well as men of color, reported significantly more negative racial experiences compared to white men and white women and non-binary students. Conclusion: We found racial and gender disparities in food security, housing security, and negative racial experiences, such that female and non-binary students of color are disproportionately affected. The combination of food insecurity, housing insecurity, and negative racial experiences create an environment where student success

is disproportionately inaccessible to those who have marginalized identities.

Chairs:

Amira Hady, DePaul University;
Jacqueline Hernandez, DePaul University;
Anne Leung, DePaul University; *Julianna De Leon*, Depaul University; *Rebecca McGarity-Palmer*, DePaul University

228 Social Responsibility During Coinciding Crises: Voices from Northern Minnesota and Wisconsin

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

The COVID-19 pandemic and social uprisings in response to police brutality have posed unique dilemmas such as what constitutes responsible action in the time of overlapping crises. In poster format, I share analysis of interviews with people living in northern Minnesota and Wisconsin during the summer of 2020. Participants reflected on why uprisings that resulted from George Floyd's murder were unique and shared with me reactions witnessed in their communities. I examine how participants weighed moral and political responsibilities of exposure to and possible spread of the virus against calls to physically "show up" and be accountable for racial justice. As researchers, we ought to listen to those engaged in critical discourse on the ground as they demand dismantling of police structures, accountability for lives taken, and atonement for inequities in society. This poster discusses such debates with a focus on how the COVID-19 pandemic imposed moral and political quandaries for social responsibility.

Chairs:

B Balmer, Vanderbilt University

229 Can Photovoice Foster the Development of Mutually Supportive Relationships?

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

Photovoice (PV) is a qualitative, participatory action research (PAR) method that utilizes photography to explore community strengths and concerns and to advocate for positive social change (Wang & Burris, 1997). PAR differs from conventional research in that participants are seen as co-creators of knowledge and are empowered to take an active role in creating change in their communities (Baum, 2006). PV aims to meaningfully engage participants in the entire research process so that the process itself is beneficial. However, research on the outcomes and benefits of PV remains limited, and studies that have focused on this aim have largely been conceptual. To fill this research gap, this study examined whether engaging in the PV process fostered a mutual exchange of social support among participants in mental health Clubhouses. Clubhouses are voluntary day programs that promote recovery for people with severe mental illness through meaningful engagement in the community. Using the framework method, transcripts from a PV study completed with mental health Clubhouses in Hawai'i were retrospectively analyzed for four types of social support: instrumental, appraisal, informational, and emotional support (House, 1981). We found that instrumental support was fostered by the opportunity to learn digital photography, which promoted creativity and provided opportunities to advocate for people with mental illness. Appraisal was demonstrated in the form of group appraisal (through praise for photos

and insights) and positive self-appraisal for engaging in the process. Informational support included advice on managing symptoms, promoting wellness, and navigating challenges such as maintaining employment. Lastly, emotional support was cultivated through the encouragement and empathic response to adversity, development of trust through shared experience, and connection through humor. Findings suggest that although PV is typically focused on as a participatory, qualitative method, it also has the potential to foster mutual social support among participants.

Chairs:

Lisa Nakamura, University of Hawai'i at Mānoa, Dept. of Psychology; *Joy Agner*, University of Hawai'i at Mānoa, Dept. of Psychology; *Adriana Botero*, Chaminade University of Honolulu, Dept. of Psychology; *Tiffany Cha*, University of Southern California, Dept. of Occupational Therapy; *Tyra Kaukau*, University of Hawai'i at Mānoa, Dept. of Psychology

230 Trauma Informed Interactions in a Trauma Informed Homeless Service Provider: Staff and Client Perspectives

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

The prevalence of trauma among individuals experiencing homelessness is disproportionately high (Ellsworth, 2019). Thus, having staff engage with clients in a way that fosters healing and reduces the risk of re-traumatization is critical for homeless service providers. Frameworks for implementing trauma informed care (TIC) include such constructs as safety, trauma awareness, and trustworthiness (Hopper,

Bassuk, & Olivet, 2010; Fallot & Harris, 2006). Thus, interactions with staff are a key domain of TIC frameworks for enacting these constructs and promoting clients' healing. Despite growing consensus on the importance of TIC, there are limited examples of how these principles have been integrated into homeless services. Using qualitative methods, this study explores aspects of interactional and interpersonal styles among staff that clients find helpful to their well-being. Participants were 19 clients and 12 staff recruited from a trauma-informed integrated care and housing homeless service agency in Chicago. One-on-one, open-ended semi-structured interviews were conducted. Participants were asked to identify and describe the needs of survivors of trauma and how agencies can be sensitive to experiences of trauma. Data were analyzed using thematic analyses. Results revealed that clients value qualities such as patience, attentive listening, fairness, and unconditional support in their interactions with staff. Staff identified similar qualities, but there appear to be some discrepancies with implementation. These findings can serve as a guide for policy and training of staff at homeless service providers implementing TIC.

Chairs:

Amanda Barry, DePaul University; *Milena DeMario*, DePaul University; *Molly Brown*, DePaul University

231 Bias in the workplace: The role of organizational climate

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

Better understanding what qualities of an organizational climate contribute to

workplace bias, is critical to promoting workplaces that are truly inclusive of members who occupy marginalized identities. The purpose of this exploratory study was to examine relationships among measures of organizational climate, perceived gender equity, and job satisfaction in the academic workplace. Participants included 327 faculty from a large northeastern university. Gender Bias in Academia Index (GBAI) was used to measure perceived gender equity with three subscales related to perception of gender bias, bias mitigating institutional resources and bias mitigating advocacy.

Organizational climate constructs were measured with 7 work climate scales (i.e., team orientation, sense of fairness, capacity for change, tolerance for differences, departmental fairness, perceived influence, and likelihood of colleague intervention). We conducted Structural Equation Modeling (SEM) to explore the interrelationship among climate constructs, gender equity and job satisfaction. Perceived gender equity was significantly associated with departmental fairness, tolerance for individual differences, and likelihood of colleague intervention in the face of bias incidents in the academic workplace. Results showed that job satisfaction was significantly associated with perceived gender equity and perceived departmental belonging. These results have important implications for efforts to prevent workplace bias through addressing the social norms and qualities of organizational climate that create a breeding ground for marginalizing behavior.

Chairs:

Tugba Metinyurt, University of Massachusetts Lowell; *Meg A. Bond*, University of Massachusetts Lowell; *Michelle Haynes Baratz*, University of Massachusetts Lowell

232 A voice from the South: "Ni Una Menos Somos Todas San Juan de Lurigancho", women, local activism and community organizing

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

Violence against women is alarming in Peru. In 2016, a video where a man acted violently against a woman was released to the public. Moving by the critical situation about femicides and violence against women, in July of 2016, Peruvian feminists created the movement NI UNA MENOS (No one less), having the first massive strike in August that same year. Going to the streets did not stop violence against women because, in two cases, they dismayed Peruvians in 2018. Jimenita, an 11-year-old girl, was raped and killed horrifically. Evy Ágreda was doused in gasoline and torched by a fire while on a public bus. Despite this crucial reality, the movement has created territorial community-based organizations spread across the country. Thus, Ni Una Menos "Somos Todas" – San Juan de Lurigancho (NUM-SJL) was born in 2016 to promote gender equity in the community, build awareness about women's rights and encourage people to raise their voices against all kind of violence. This community-based organization believes in the collective power and the importance of working in a team within the organization and looking for coalition-building with other local organizations in SJL. Local activists, community organizers, young professionals, and mothers that love the SJL district are part of this feminist community-based organization. The main goal of the poster presentation is to share how NUM-SJL organized different activities to engage more women and how it operates in San Juan de

Lurigancho, with over one million inhabitants, the area with the largest population in Lima, Peru, and South America. Facing local issues that affect women, NUM-SJL has organized distinct strategists to raise the importance of women's voices in different topics regarding sexual violence, abortion, and political change.

Chairs:

Jennifer Karen Ponce Cori, University of Pittsburgh

233 "Prison saved my life:" Trauma, Substance Use, and Limited Treatment Options

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

Context: There is a good deal of evidence suggesting female sex workers suffer from trauma due to violent physical and sexual assault encounters during childhood and adolescents. These traumatic experiences remain unabated during their work. Due to continuous trauma, many women are positioned to engage in problematic drug use to cope. Unfortunately, they will continue to have limited/no access to mental health and substance misuse treatment, positioning them for long-term health concerns and premature death. One of the few treatment locations for many marginalized people of color is the prison system, and for sex workers this is no different. Purpose and methodology. As part of a larger Minority AIDS Initiative grant, this study made meaning of the complex lives of female sex workers in the United States (N=22). We were interested in their descriptions of trauma and substance use, and access (if any) to treatment or prevention options. Participants were women (one participant

identified as trans*woman), 30 to 65 years of age; 77% African American and 18.2% Black; 50% identified as heterosexual; 13 had ACE scores of 4 or higher; 11 experienced child sexual abuse. Analyses were conducted in NVivo software. Findings. Narratives centered on three themes: (1) histories of trauma during childhood that continued into adult; (2) using drugs and alcohol to cope with difficult past experiences; (3) access treatment to manage trauma and substance use outside of prison; entering prison seemed to be the only mechanism for sobriety. Conclusion. Data suggests that there is a connection between childhood physical and sexual trauma and substance use with sex work. This, in connection with a lack of access to treatment, positioned prison as the only means for any semblance of “recovery”. Policy makers need to consider such narratives and reshape existing treatment funding and programming.

Chairs:

David Lardier, The University of New Mexico; *Rainna Heggenberger*, University of New Mexico; *Andriana Herrera*, Montclair State University; *Pauline Garcia-Reid*, Montclair State University; *Robert J Reid*, Montclair State University

234 Exploring the factor structure of the SEQ-DoD-s in a university setting

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

The Sexual Experiences Questionnaire-DoD short form (SEQ-DoD-s; Fitzgerald et al., 1995, 1999; Stark et al., 2002) is one of the most commonly used measures of sexual harassment and has been included in large-

scale, cross-campus climate surveys. While this measure is frequently used, previous literature has not found that the four-factor structure fits in university settings. The current study has three aims: (a) examine the prevalence of sexual harassment victimization perpetrated by faculty against students; (b) investigate if the four-factor model fits a sample of students whose gender identity was female enrolled in a large, public, Midwestern university; and (c) conduct an exploratory factor analysis to see if other factor models emerged. Participants (N=815) in the current study identified as female and were enrolled as students in a large, Midwestern university setting. We then attempted to replicate our model fit in an earlier iteration of this survey from the same campus (N=1485). Sexual harassment was prevalent, with 27.7% of the sample indicating that they experienced some form of sexual harassment by a university faculty, staff, or instructor, with the most commonly experienced form of sexual harassment being Sexist Hostility/Sexist Gender Harassment (25.4%). The first confirmatory factor analysis model, the four-factor solution proposed by Fitzgerald and colleagues (1999), did not fit the current sample of the sample of largely White, predominately cisgender, and heterosexual female university students. An EFA suggested that a two-factor solution might best fit these data. The second dataset found that a four-factor solution fit after modifications were added, but an EFA using these data also found that a two-factor solution fits. Implications and recommendations for use of the SEQ-DOD-s as part of campus climate surveys are discussed.

Chairs:

Allyson M. Blackburn, University of Illinois at Urbana-Champaign; *Jonathan Bystrynski*, University of Illinois at Urbana-

Champaign; *Agnes Rieger*, University of Illinois at Urbana-Champaign; *Laura Gurreiri*, University of Illinois at Urbana-Champaign; *Xiao Lin*, University of Illinois at Urbana-Champaign; *Nicole E. Allen*, University of Illinois at Urbana-Champaign

235 Reflection on DePaul University's new BA/MS & MS in CP programs

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

In 2020, DePaul University's psychology department created two new programs: Combined BA/MS and MS in Community Psychology. In its first year, the programs have undergone some positive transformations and are set to graduate 12 students in June 2022. This poster presents the details of the programs' curriculum and highlights the experiences of the students currently enrolled in these programs.

Chairs:

Olya Glantsman, DePaul University; *Leonard Jason*, DePaul University; *Jerry Cleland*, DePaul University; *Luciano Berardi*, DePaul University

236 Barriers, Supports and Coping Mechanisms for Individuals After a Felony Conviction

Poster Presentation

Day: 6/25/2021 **Time:** 6:00 PM **Room:** Poster Session B

Abstract

The issues surrounding the war on drugs, mass incarceration, the school to prison pipeline, and the prison industrial complex are all rooted in white supremacy. This poster session will look at the Criminal Justice system and some of the collateral

damages that were born from the laws, policies and regulations set forth by the dominate portion of society. In 2020, 20,614 individuals were released from correctional control situations in Illinois and 3.3 million people in Illinois are impacted by a felony conviction. There are 1,189 laws in Illinois that create barriers to reentry. Individuals returning to communities are faced with barriers that are difficult to navigate and systems of invisible control that are challenging. The present study examined responses from formerly incarcerated individuals as they attended an expungement summit in Chicago, IL. The research design of this study was exploratory utilizing qualitative methods. This research studied issues regarding the challenges of criminal backgrounds, what helps an individual cope because of the challenges associated with having a criminal background, and what would be most helpful as it related to their criminal background and expungement. These results suggest that employment, support, and stigma all are relevant issues to reentry (Buitrago et al, 2020). The issues that the formerly incarcerated individuals face after a felony conviction are deplorable. The labels and challenges of the formerly incarcerated individual will dissipate when the dehumanizing factors are taken away. The future of ending marginalization, unjust practices, and unequal laws and policies is possible through joined efforts for equal opportunities for formerly incarcerated individuals.

Chairs:

Modena Stinnette, National Louis University; *Raymond Legler*, National Louis University

Friday, June 25th 7:10 to 8:25pm

237 The Impact of COVID-19 on Vulnerable Adolescents

Ignite Presentation

Day: 6/25/2021 **Time:** 7:10 PM **Room:** Room 1

Abstract

Adolescents have dealt with many challenges due to the COVID-19 pandemic. The pandemic likely has a greater impact on vulnerable youth, such as those exposed to early life adversity (ELA). We assessed the impact of COVID-19 on an adolescent sample oversampled for ELA exposure. Adolescents recruited from the community pre-pandemic (n = 88, ages 11-20) completed an online self-report survey between June and August 2020 assessing the impact of COVID-19 (combined measure of COVID-related events and concern related to the pandemic), mental health symptoms, and resilience factors. Our sample had a high prevalence of ELA (21.3% with ACES >3). Having experienced more ELA was associated with more COVID-19 impact (b=0.16, SE=0.07, p=.02), and higher COVID-19 impact was associated with increased depressive symptoms (b=5.82, SE=2.03, p=.005), anxiety symptoms (b=5.23, SE=1.98, p=.010), sleep disturbance (b=0.92, SE=0.42, p=.031), and proactive aggression (b=0.87, SE=0.36, p=.019) in our sample. Although we found an association between higher ELA exposure and higher COVID-19 impact with our original sample, the tangible impact of COVID-19 reported was relatively low (e.g., death of a friend). Our original sample was limited to English-speakers recruited before COVID-19 through address-based sampling who participated during the early months of the pandemic. We are replicating this study

in a sample of low-income, Latinx youth through partnering with Project Youth OCBF (PYOCBF), a community-engaged organization which provides integrated prevention and intervention services for vulnerable youth. This project will help PYOCBF better understand the impact COVID-19 has had on their program participants' mental health. We will also learn more about how COVID-19 has impacted vulnerable youth since negative effects of the pandemic may have further accumulated over the past year.

Chairs:

Kelci Straka, University of California Irvine; *Mai-Lan Tran*, University of California Irvine; *Nazly Restrepo*, Project Youth OCBF; *Kate Kuhlman*, University of California Irvine

238 Impacts of COVID-19 on the well-being and community supports of youth experiencing homelessness

Ignite Presentation

Day: 6/25/2021 **Time:** 7:10 PM **Room:** Room 1

Abstract

Social-contextual factors (such as sense of community and social support) have been widely studied in relation to well-being among various populations and in diverse contexts, including among youth experiencing homelessness. However, most of this work has been quantitative, correlational research utilizing measures that may or may not be fully applicable to (and valid with) the population and context under study. One way to address this is to ask the population what these phenomena mean to them, and how they see these factors

operating in their lives. Qualitative research on these topics can illuminate youth's definitions of their own well-being and community experiences, and whether and how large-scale events (such as a pandemic) impact their well-being and community support. Thus far, little qualitative research on the topics of well-being, community experiences, and social support has been conducted with youth experiencing homelessness. The current study addresses this gap in the literature by interviewing 17 youth experiencing homelessness about their well-being, community supports, and how the COVID-19 pandemic impacted these factors. Findings will focus on how the pandemic impacted the well-being and community supports of this population, which can inform future research and potential intervention work aimed at supporting the well-being of youth experiencing homelessness in general as well as during global and local crises, such as the COVID-19 pandemic.

Chairs:

Katricia Stewart, PhD, Portland State University

239 Understanding COVID-19 in Congregate Care Settings: A Summary of Community Needs and Experiences

Ignite Presentation

Day: 6/25/2021 **Time:** 7:10 PM **Room:** Room 1

Abstract

The experiences and needs of high-risks populations (e.g., individuals engaged in congregate care settings) have often failed to be considered in responses to the pandemic. Yet, their relevant expertise could be used to develop sustainable and appropriate interventions. We systematically assessed community needs and experiences through

interviews with individuals recently released from jail and/or experiencing homelessness in a major, Midwest city. Field notes from individual interviews (n=48), spanning three data collection phases, were analyzed. Phase 1 interview questions focused on general and COVID-specific community needs and resources. Given that data saturation was reached, Phase 2 and 3 questions were modified to focus on the response to COVID-19 in congregate care settings. Thematic analysis methods were utilized to developed themes. Themes focused on needs were represented across all phases of data collection. Recognized needs included money, jobs, healthcare, housing, and transportation. Notably, some participants reported no specific needs. Three overarching themes related to individuals' experience were identified during Phase 2 and 3 of data collection. Interactions with others, such as congregate care staff and community members, were mentioned by participants. Community and congregate care setting conditions were also addressed. Sub-themes included food, healthcare, sleeping arrangements, cleanliness, and safety. Finally, participants commented on the general response to COVID-19 within community and congregate care settings. Data indicated a range of responses from negligence to appropriate measures being carried out. High-risk populations continue to struggle with meeting their basic needs on top of dealing with the unique challenges brought on by the pandemic. Additionally, reliance on congregate care settings during COVID-19 jeopardizes individuals' health while removing one's autonomy over their safety and well-being. Responses to the pandemic should focus on centering the needs and experiences of vulnerable groups, such as those recently released from jail and/or experiencing homelessness.

Chairs:

Aimee E. Miley, Cincinnati Children's Hospital Medical Center; *Sincerrai Gentry*, University of Cincinnati, Cincinnati Jail Support; *Nicki Caldwell*, University of Cincinnati, Cincinnati Jail Support; *Arika Browning*, University of Cincinnati, Cincinnati Jail Support; *Sara Bruner*, Cincinnati Jail Support; *Claire S. Seid*, Cincinnati Jail Support; *Cincinnati Jail Support*, Cincinnati Jail Support

240 The impact of the Covid-19 pandemic on people with serious mental illnesses: Current research and future directions

Ignite Presentation

Day: 6/25/2021 **Time:** 7:10 PM **Room:** Room 1

Abstract

Over one year in, the literature on the effects of the COVID-19 pandemic on people with serious mental illnesses (SMI) is growing. This presentation will review themes in the existing literature, and identify areas where further exploration is needed. The literature generally falls into two categories: 1) sounding the alarm or investigating the effects of COVID-19 on people with SMI, and 2) measures that have been implemented by community mental health centers (CMHCs) to address the spread of COVID-19. Concerns were raised that closure of services and public spaces, as well as pre-existing inequities faced by people with SMI (e.g., high comorbidities, residential instability, lack of insurance and employment, and limited social support) would negatively affect their outcomes during the pandemic. In addition to structural challenges, there were questions around whether people with SMI would comply with safety procedures, or experience increased symptom severity as part of the secondary “mental health pandemic” created by COVID-19. At some

CMHCs, the pandemic did not necessitate fracturing or reduction of services. Medicaid coverage was maintained and extended, and prescription drug limits were relaxed. When CMHCs took a harm reduction approach to service provision and doubled down on supporting their most vulnerable clients, clinicians felt a stronger sense of community was fostered. Telehealth was the most widely discussed and implemented pandemic adaptation. Only one study has interviewed people with SMI on their experiences with the pandemic. Many participants reported positive or neutral attitudes on the effects of the pandemic, showing a potential disconnect between the service provision perspective and that of clients, and making further exploration necessary in this area. As our field works to advocate for transformative changes in community mental health services, it is essential that we learn from the challenges and successes and brought on by the pandemic.

Chairs:

Emily Leickly, Portland State University

241 Codesign as the co-option and commodification of young people's lived experience

Ignite Presentation

Day: 6/25/2021 **Time:** 7:10 PM **Room:** Room 1

Abstract

Over the past decade service organisations and government institutions across Australia have begun to use co-design with young people, seeking to involve them as partners in decision making, service design and the improvement of practice and policies. Co-design as an approach has a number of parallels with community based participatory action research, including valuing the lived experience and knowledge

of those deeply affected by social justice issues and working alongside them to create meaningful change. In this presentation we draw on interviews with young people and adults working in a range of service organisations to examine how youth lived experience becomes exploited and commodified under the guise of ‘co-design’ for ‘youth voice’. The findings expose the workings of white supremacy in institutions saturated with paternalistic practices that extract the voices and knowledge of young people of colour, whilst silencing the concerns they raise about institutionalised racism. In these service organisations, voices that are ‘white’ ‘shiny’ and ‘loud’ are heard, whilst those that are ‘too raw’ ‘racialized,’ and ‘rural’ are stifled or excluded. Both young people and the adults they work with identified a number of ways that organisations can shift concentrations of power. This included engaging in critical and reflective dialogue about young people’s intersecting identities and experiences, centring relationality and connection and forming spaces for respite and collective healing within organisations that require deep emotional labour in their co-design initiatives.

Chairs:

Alison Baker, Victoria University; *Lutfiye Ali*, Victoria University

242 Identifying Race in Strengthened Space: Exploring Perceived Racism among Youth Residing in Urban Communities of Color

Ignite Presentation

Day: 6/25/2021 **Time:** 7:10 PM **Room:** Room 1

Abstract

Background: White supremacy is the notion that whites are overwhelmingly powerful

and control resources in a society (Ansley, 1997). Under white supremacy, the interests, values and perceptions of whites are viewed as normal and superior, while those from marginalized groups are devalued (Gillborn, 2006). Though institutionalized white supremacy is known to impact Black and Latinx youth, less is known about youths’ specific experiences of discrimination and how it impacts their ethnic identity. The research context is a participatory cross-age mentoring program located in four low-income, urban communities of color. Method: Black and Latinx youth mentors (N=148, Mage=16.72; 60.6% female) participated in a study serving mentees from their same communities (Richards et al., 2020). Participatory Action Research methods were used to collect and analyze qualitative data (Schensul et al., 2008). Inter-rater reliability of 90% or better was attained by coders. Using Dedoose Software: 8.2.14, “Concerns about Racial Discrimination”, “Collective Reflection on Oppression as a Base for Resilience” and “Building Positive Racial Identity” codes were analyzed. Results: A thematic analysis revealed concerns regarding racial discrimination impacted youths’ internalized racial oppression, which manifested in negative views of self and community. Themes revealed particular concern about how whites viewed them as inferior as well as injustice in the criminal justice system and by police. Discussions of shifting blame to the historical and institutional racism that has devastated urban communities of color led to enhanced racial identity. The promotion of positive leadership through participatory methods and building a positive social network promoted positive racial identity. Conclusions: Youth perspectives about the nature of racial discrimination and processes that promote their positive identity development are crucial to enlist in order for interventions.

Interventions that dismantle feelings of inferiority is one step toward healing for these young people and contributes to uprooting the greater systems of white supremacy.

Chairs:

Amzie Moore, Loyola University Chicago

243 Youth Voice, Community Development, and Spatial Justice: Reflections from a Youth-Led Participatory Mapping Collective

Ignite Presentation

Day: 6/25/2021 **Time:** 7:10 PM **Room:** Room 1

Abstract

As cities grow and rapidly change, young people's participation in local decision-making is crucial for achieving more equitable urban spaces. Meaningful youth involvement in community development and neighborhood design decisions adds another dimension of resistance to prevailing assumptions about whose voices should matter in local decision-making. Youth-led participatory mapping is an applied research modality through which young people record and represent the spatial knowledge of their communities and leverage mapping as a tool to drive policy change. This presentation traces the formation, goals, and target outcomes of the Nashville Youth Design Team (NYDT), a youth-led participatory mapping collective formed in June 2020. During the past year, the team has been creating an open-access map using ArcGIS Online to spatially represent factors in the built environment that contribute to or detract from youth wellness in Nashville. NYDT members lead mapping processes aimed at identifying the issues most pressing to young people in their communities. This spatial dataset will help the team pinpoint areas with the highest need of ground-

truthed design solutions to support youth wellness and drive future design, policy, and advocacy work. In this session, members of NYDT and their university counterparts will reflect on their experiences working within the collective and discuss their plans for leveraging participatory mapping to decrease disparity in Nashville's urban policies, systems, and environments.

Chairs:

Katy Morgan, Vanderbilt University; *Kayla Anderson*, Vanderbilt University; *Sabina Thabit*, Martin Luther King Jr. Magnet High School; *Lema Shaltaf*, Valor College Prep

244 Creating Counterspaces to Foster Structural Changes: Decolonization Efforts at a Public University

Symposium

Day: 6/25/2021 **Time:** 7:10 PM **Room:** Room 2

Abstract

Higher education institutions present unique settings and times in which students' identities and life paths are distinctively shaped. While at their best universities should serve as empowering settings that support students to grow and develop, to raise awareness of injustice, and to catalyze change, too often systems of higher education in the United States serve to marginalize students of certain cultural backgrounds and assimilate students to white, Euro-American cultures instead. This series of papers will focus on efforts undertaken at the University of Alaska Anchorage – a public, open-enrollment higher education institution situated on Dena'ina lands – to decolonize its structures and systems. We center the idea of 'counterspaces' as a first step in decolonization efforts – creating spaces with and for Indigenous students in which

students can challenge dominant deficit narratives; gain social support and the critical information they need to navigate oppressive spaces; and to maintain and gain cultural resources and assets. We highlight community-university and Elder-faculty-student partnerships in this work; examine progress and roadblocks; discuss lessons learned and limitations to the work; and, consider next steps. Substantial time will be set aside at the end of the paper presentations for dialogue amongst the presenters and audience members to consider decolonization efforts in their own settings.

Chairs:

Sara Buckingham, University of Alaska Anchorage

Presentations:

Cultural Clashes and Congruences: A University's Impact on its Alaska Native Students

Jacy Hutchinson, University of Alaska Anchorage

University systems - often rooted within Eurocentric paradigms - may clash with the cultural identities of Alaska Native and American Indian (AN/AI) students, resulting in depression, social withdrawal, and/or academic disengagement. Efforts to mitigate these challenges have focused largely on helping students adapt to the university setting, rather than altering the university to meet the cultural identities of its students. The current qualitative investigation sought to identify elements within the university that either support or stifle aspects of cultural identity, as experienced by AN students. Seven focus groups were conducted with 20 AN students. A transformational grounded theory

framework was used to analyze the focus groups and identify emerging themes. Factors that supported cultural identity included the development of social connections with other AN people, engagement in and learning about AN culture, and access to Indigenous spaces. Lack of AN representation, discrimination and stereotyping, difficulty engaging in culture, and the Westernized university structure conflicted with cultural identity. University programs aimed at cultivating AN students' cultural identities should consider providing Indigenous spaces that promote opportunity for social connection and cultural engagement. Increasing AN representation among students and faculty, employing culturally responsive teaching methods, and reducing discrimination may also help universities to become more supportive of its student's Indigenous cultural identities. We will discuss how the results of this study informed development of transformations within a university setting.

Native Early Transitions: Implementing an Indigenous Pathway Model to Support Alaska Native and American Indian Students in a University Setting

Amber Christensen Fullmer, University of Alaska Anchorage; *Paula Jones*, University of Alaska Anchorage

Alaska Native and American Indian (AN/AI) peoples make up one of the most marginalized and underrepresented groups in higher education, with AN/AI students representing less than 1% of the student population across U.S. universities. Although the number of AN/AI students enrolled in higher education institutions has increased over the years, there is still inadequate representation in their

recruitment, retention, and completion rates. There are several reasons attributed to such disproportionate rates in higher education, including the systemic and structural inequities of assimilative western methodologies in educational systems and the lack of culturally competent theoretical frameworks. AN/AI students also report a lack of representation, connection, understanding, and belonging in campus settings. In response, Native Student Services (NSS) at the University of Alaska Anchorage has worked to address these disparities by developing culturally competent and responsive structures and programming. NSS is an innovative gathering place that helps students find support, access resources, study, and connect with other AN/AI students, staff, faculty, and community members. Based on research finding and needs assessments at the university, NSS developed the Native Early Transitions (NET) program, a two-year, cohort model consisting of targeted recruitment efforts and holistic advising and support throughout students' first two years (60 credits) at the university. Using an Indigenous Pathway Model, each cohort of AN/AI students is supported as they navigate through targeted and meaningful general education requirements. The culturally-relevant framework includes culturally-competent mentorship and support services from AN/AI staff, Elders, and student program alumni to encourage AN/AI students to embrace their cultural identity and create a sense of belonging and community. As the director and Student Services Coordinator of NSS, we will discuss the development, implementation, and assessment of our program, highlighting challenges and opportunities.

Fostering Sense of Community Among Alaska Native University Students

through an Elder-led Cultural Identity Program

Sara Buckingham, University of Alaska Anchorage; *Shamai Thacker*, University of Alaska Anchorage

Psychological sense of community (PSOC) – a person's membership in a community, their shared emotional connection with it, its fulfillment of their needs, and its influence on them and their influence over it – is predictive of positive psychological and social outcomes. Unfortunately, issues within higher education institutions such as ours have presented challenges to the PSOC among Indigenous students, which have only heightened during the COVID-19 pandemic and era of remote learning. In response, our team worked with Alaska Native Elders to develop what has become to be called the Alaska Native Cultural Identity Project, a program that integrated best available scientific and practice literature, local data, and traditional wisdom to support students' development and wellbeing. The Elder-led program incorporates storytelling, experiential learning, connection, exploration, and sharing of identity and cultural strengths to help Alaska Native students understand who they are and who they are becoming. This paper describes a step-wedge design of a randomized controlled trial of the first online version of the program. Forty-four Alaska Native undergraduate students participated in the program. Students ranged in age from 18 to 54 (Median = 25) and in the time they had attended university (25% were in their first year whereas 15.9% had attended for 9 or more years); most were women (86.4%). The program was led by five Alaska Native Elders from diverse cultural groups (Athabaskan, Haida, Iñupiaq, Sugpiaq, Unangax) and supported by a

Yup'ik graduate student coordinator and Tsimshian/Iñupiaq ePortfolio strategist. Via both a series of self-report quantitative measures and ten focus groups with the students and program facilitators, we will describe our findings regarding how the program strengthened students' PSOC with the Alaska Native community at the university. We will encourage attendees to consider how they might develop and implement such programs in their settings.

245 Rethinking Race, Antiracism, and White Racial Socialization

Symposium

Day: 6/25/2021 **Time:** 7:10 PM **Room:** Room 3

Abstract

This symposium will focus uprooting White supremacy by interrogating aspects of White institutional presence, interrupting antiblackness, and deconstructing White racial socialization. The symposium will include three paper presentations. The discussant will respond to the three presentations and include thoughtful/thought-provoking questions for the audience. The moderator will facilitate Q&A via questions generated from the audience and discussant, where each presentation is scheduled for 15 minutes for a total of 45 minutes of paper presentations. The remaining 30 minutes of the symposium will be geared toward discussion, including questions and topics generated from the discussant and from the audience. Participants in this symposium will learn about: 1. White institutional presence and specific ways it can show up, e.g., colorblindness even in work aimed at advancing equity and diversity. 2. Antiracism including lived experiences of antiblackness in higher education in the 21st century. 3. Unpacking whiteness and white

racial socialization in ways that help to uproot white supremacy. 4. Cultural health and the possibility for institutional responses that facilitate cultural health.

Chairs:

Roun Said, University of Minnesota

Discussant:

Miguel Quiñones, University of Minnesota

Presentations:

Rethinking Race, Ethnicity, and the Assessment of Intercultural Competence in Higher Education

Gemma Puntì, Metropolitan State University; *Molly Dingel*, University of Minnesota Rochester

This qualitative study aims to explore the limitations of using a cultural assessment tool in higher education with the goal of preparing students to thrive in a highly demanding, diverse, and global community. Colleges and universities are potentially important sites of cross-cultural and cross-racial engagement and socialization, and cultural competence is arguably one of the critical skills that many higher education institutions are embracing to prepare students for our diverse, but increasingly polarized, global society. In particular, this study discusses the use of the intercultural development inventory (IDI), a cultural assessment tool that has not been validated in the U.S. for racial, ethnic, or social class differences, and which leaves out the role of structural inequalities in intercultural relationships. Findings reveal that interview data from black, indigenous, and people of color (BIPOC) did not align with their IDI results and that the tool dismisses the complex experiences of BIPOC students. These findings jeopardize the tool's purpose and validity. Finally, this study reveals the

importance of educating students about structural competence to improve empathy and understanding of a diverse student body. <https://doi.org/10.3390/educsci11030110>

From Antiracism to Cultural Health in Higher Education

Tabitha Grier-Reed, University of Minnesota Twin Cities; *Roun Said*, University of Minnesota Twin Cities; *Miguel Quiñones*, University of Minnesota Twin Cities

Antiracism has a long and storied history in higher education in the United States, and unfortunately, antiracist attitudes and practices continue in the 21st century. With implications for countering antiracism in higher education and institutionalizing support for cultural health and wellness, we documented experiences of antiracism in the African American Student Network (AFAM). AFAM was a weekly networking group, co-facilitated by Black faculty and graduate students, where Black undergraduates could come together and share their experiences. Participation in AFAM was associated with Black holistic wellness, and AFAM was a source of cultural health, where we conceptualized cultural health as having a sense of pride and resilience in one's cultural background. We analyzed notes of 277 AFAM discussions from 2005–2006 to 2017–2018 using an adaptation of consensual qualitative research methods to identify four domains of antiracism: racial trauma (n = 51), racial microaggressions (n = 34), racial rejection (n = 33), and systemic racism (n = 25). In moving from antiracism to cultural health, we advocate for institutional resources in higher education, such as an institute for cultural health on campus, that values the cultures of Black students and

students of color, and that focuses on building communities in which students can generate a wellspring of pride and resilience in their cultural backgrounds. <https://doi.org/10.3390/educsci11020057>

The Power of Cultural Identity in Dismantling Whiteness: Reflections from Practice

Sara Axtell, University of Minnesota Twin Cities; *Janice Barbee*, Healing Roots

Multicultural and cultural competence curricula often focus on increasing students' understanding of the "other," especially for students who are racialized as white, with little direct focus on whiteness and European-American culture. Through community conversations over the past 25 years, we have developed a model of European American culture and identity that provides a developmental process for understanding whiteness, western culture, and root or ancestral culture. We argue that understanding these three layers of culture and identity provide important resources for dismantling whiteness, as well as for European American students to develop a healthy sense of cultural identity.

246 Uprooting Colonial Statues: Examples of Scholar-Activist Collaborations and Emergent Questions

The Innovative Other

Day: 6/25/2021 **Time:** 7:10 PM **Room:** Room 4

Abstract

In this collaborative discussion, we invite audience members to think through the complexities of collective memory (Osborne, 2001; Watkins & Shulman, 2008), bearing witness to historical trauma

(Watkins & Shulman, 2008), whiteness as property (Harris, 1993), and efforts to decolonize public space (Cornell & Kessi, 2017; Frei, 2019; Tuck & Yang, 2012), especially in regards to the removal of monuments that embody white supremacy and coloniality. We will start this discussion with two brief presentations. The first presentation will describe fieldwork observing the removal of Catholic Saint Father Junipero Serra's statue in Ventura, California. The second presentation will describe a collaboration with Women of Color activists working to remove a statue of a founding father in a Central Coast California town. Each context raises unique concerns and questions. Yet, there are many questions relevant to both contexts that we invite the audience to discuss collaboratively with us: 1.) What does it mean to decolonize space? 2.) What are we doing as community psychologists to support activism that is working to uproot white supremacy and coloniality? And 3.) What theoretical frameworks are most helpful in assisting us with this work? (e.g, transformative justice, restorative justice, etc.)

Chairs:

Christine E. Rosales, Cal State Monterey Bay; *Jajaira L. Reynaga*, Cal State Monterey Bay; *Nicholas H. Howell*, Cal State Monterey Bay; *Tiffany Raether*, Pacifica Graduate Institute

247 Making Space for Community Psychology BIPOC Graduate Students

The Innovative Other

Day: 6/25/2021 **Time:** 7:10 PM **Room:** Room 5

Abstract

In collaboration with the Committee on Cultural, Ethnic, and Racial Affairs (CERA), this roundtable is for BIPOC

graduate students. Over the last decade, scholars have called attention to recognize the unique experiences of BIPOC graduate students (Boyd, 2010; Sekaquaptewa, 2014; Tuitt, Hanna, Martinez, del Carmen Salazar, & Griffin, 2009). In light of recent racist attacks, increasing attention towards anti-racist efforts has resulted in a greater resolve on the part of institutions to pay critical and substantial attention to their Diversity Equity and Inclusion (DEI) efforts. However, these efforts, often led by or involving BIPOC students, demand more labor creating additional psychological burdens (El-Sabawi & Fields, 2021; Galán et al. 2021). Along with the increasing burden associated with advocacy and holding institutions accountable, BIPOC graduate students often experience sustained emotional labor based on their identities (Boyd, 2010; Duke Chronicle, 2015; El-Sabawi & Fields, 2021; Galán et al. 2021; Sekaquaptewa, 2014). Moreover, more BIPOC graduate students report feeling marginalized both at their universities and within their professional organizations (Boyd, 2010; Turner, González, & Wood, 2008). As CERA increases its efforts to recognize the importance of DEI within SCRA, this session is one opportunity for BIPOC community psychology graduate students to unite, share their experiences, and offer guidance regarding research, mentorship, collaboration, and the job market. Breakout room topics may include finding research identity, navigating academia and the future job market as a BIPOC individual, the complexity of identity in graduate school, negotiating difficult dialogues with your mentors/advisors, and how BIPOC graduate students would like to see SCRA move forward to best support these voices and experiences (i.e., special issues of AJCP, specific interest groups, CERA actions, professional development). Participants will

learn more about CERA and potential involvement within the committee, as well as building a network of support among BIPOC graduate students.

Chairs:

Nabiha Chaudhary, University of Cincinnati; *Emmanuel-Sathya Gray*, University of Cincinnati; *Christine Shi*, University of Cincinnati; *Stephanie Lam*, University of Cincinnati; *Janelle M Silva*, University of Washington Bothell; *Jesica Siham Fernández*, CERA co-chair, Assistant Professor, Ethnic Studies, Santa Clara University; *Committee on Cultural, Ethnic, and Racial Affairs (CERA)*, Committee on Cultural, Ethnic, and Racial Affairs (CERA)

248 Fostering and Sustaining Global Community Psychology Through Digital Knowledge Platforms: Exploring the Role of the ICCP Archive

The Innovative Other

Day: 6/25/2021 **Time:** 7:10 PM **Room:** Room6

Abstract

The International Community Psychology Conference (ICCP) 2020 set out to celebrate and interrogate the ways solidarities are fostered and sustained within community contexts, across borders and boundaries, digital and non-digital spaces, and through the process of knowledge production. The conference sought to give a critical platform to the ideas and work emerging from coalitions with practitioners, artists, educators, activists, and diverse communities. The event explored and showcased scholarship, activism, practice, and critical scholarly engagement, from around the world that focused on bringing about sustainability, inclusivity, and wellbeing for all. Unlike the previous

conferences, ICCP 2020 was delivered as a virtual event using OnAir, YouTube, and Zoom, and a dedicated conference website. The resources from the conference have been collected and consolidated in a digital space. The content is available to the wider public, and the archive will enable knowledge exchange within and outside the university. The website will also foster connections and networks between local, national, and global regions. The specific objectives of building the website and digital online content are to (1) Decenter the Euro-American hegemony of community psychology; 2) Elevate CPs from the periphery, 3) Connect global community-oriented scholars, practitioners, and students and thereby strengthen the global CP network; (4) act as a hub to disseminate knowledges of previous ICCPs. In this innovative session, we will present the ICCP website and explore with participants ideas for achieving the broader objectives, and how to build it as a resource for research, teaching, and practice.

Chairs:

Roshani Jayawardana, Victoria University; *Samuel Keast*, Victoria University; *Christopher Sonn*, Victoria University; *Rachael Fox*, Charles Sturt University

Saturday, June 26th 10:50 to 11:50am

249 Sexual Relationships Among People Experiencing Homelessness: Literature Characteristics and Sexual Citizenship

Ignite Presentation

Day: 6/26/2021 **Time:** 10:50 AM **Room:** Room 1

Abstract

Homelessness is widely recognized as a pervasive issue. Despite increasing research on factors affecting the health and well-being of people who are homeless, the role of sexual relationships is not known. Given that this population has the same needs for intimacy and closeness as anyone else, this research examined the extent to which researchers have studied sexual relationships among people experiencing homelessness. We conducted a scoping review to characterize the nature of research on sexual and romantic relationships among people who are homeless. Of 539 studies identified, 88.87% examined sexual health risk, 11.13% examined sexual victimization, 5.57% examined survival sex, and 2.41% examined consensual sexual or romantic relationships. These findings show that when investigating sex among people experiencing homelessness, researchers have primarily chosen to focus on risk and victimization, and rarely on sexual and romantic relationships despite their possible benefits in the context of homelessness. We introduce how sexual citizenship can be applied to understand how current practices and policies limit people's civic participation when homeless. At a minimum, respect for sexual citizenship rights would mean the removal of barriers to developing and maintaining sexual or romantic relationships. Given the lack of

research looking at normative sexual relationships among people experiencing homelessness, the current body of literature is ill-suited to inform policymakers about how best to remove such barriers.

Chairs:

Konrad Czechowski, University of Ottawa;
Kimberly A Turner, University of Ottawa;
Patrick R Labelle, University of Ottawa;
John Sylvestre, University of Ottawa

250 Role Contention in Interdisciplinary Collaboration to Serve Sexual Assault Survivors

Ignite Presentation

Day: 6/26/2021 **Time:** 10:50 AM **Room:** Room 1

Abstract

Emergency department (ED) nurses provide post-assault medical/forensic services to sexual assault survivors. Rape victim advocates help survivors navigate the ED by providing emotional and informational support, and intervening when medical personnel do not meet survivors' needs. A rape crisis center from a large Midwestern city invited the researchers to help them understand how to improve advocates' relationships with nurses to better serve survivors. This is also a unique, fruitful area for studying interdisciplinary collaboration. Advocates are expected to work together with nurses to serve survivors, but also challenge nurses when necessary. Collaboration research suggests mutual role understanding is important for developing effective multidisciplinary relationships. However, this has not been examined in contexts where one partner is expected to provide oversight over the other. Therefore,

we sought to examine how nurses' perceptions of role understanding affect nurses' perceptions of their relationships with rape victim advocates. The community partner co-designed the study and assisted with interpretation. In-depth qualitative interviews were conducted with 22 nurses from 11 hospitals who worked with an advocate from the focal rape crisis center in the past year. Thematic analyses were conducted. Results suggest nurses have mild confusion about the specifics of advocates' roles. They see advocates as offering unique and valuable expertise to the process of caring for survivors. However, role contention-- i.e., disagreement over what advocates' roles in medical/forensic care should be, and whether advocates should completely defer to nurses on medical forensic issues--occurred. Role contention was the primary factor that explained nurses holding more negative perceptions of their relationships with advocates. This suggests the importance of promoting both role understanding and role consensus to build effective interdisciplinary relationships. It also suggests the importance of implementing systemic strategies (e.g., protocols, other accountability measures) to ensure procedures are followed when role contention exists.

Chairs:

Megan Greeson, DePaul University; *Peggy Tull*, DePaul University; *Kayleigh Zinter*, DePaul University; *Erin Hoffman*, DePaul University

**251 Identity and Microaggressions:
Exploring the Impact of
Discrimination on the University
Experience**

Ignite Presentation

Day: 6/26/2021 **Time:** 10:50 AM **Room:**
Room 1

Abstract

Many students experience discrimination in university settings regarding aspects of identity, such as gender, sexual orientation, race, ethnicity, religious affiliation, ability and more. Although the impact of overt acts of discrimination in college settings are well documented, in recent years, research on microaggressions has come to the forefront. Microaggressions, which are defined as statements or actions of subtle and/or indirect discrimination, can have cumulative and lasting effects. The current study investigates the impact of microaggressions on student educational and social experience for those attending Northern Arizona University (NAU). NAU is a Hispanic Serving Institution (HSI) located in the Southwest, U.S. which neighbors the Navajo Nation. While NAU's overall diversity score ranks much higher than the national average and has significant numbers of minority identified students, the student body identifies as 55% White. Moreover, 46% of undergraduate students identify as first-in-family to attend college. To explore the experiences of minority identified students, a survey was developed, which includes adapted versions of the Social Justice Scale, Racial & Ethnic Microaggression Scale, Sexual Orientation Microaggression Inventory and LGBTQ Microaggressions Scale. Additionally, the measure includes 4 open-ended qualitative questions which capture student lived experiences as related to on-campus experience as well as instances of discrimination and microaggressions. Moreover, on-campus organizational membership and social connectedness are captured. Participants include undergraduate and graduate students currently enrolled at NAU. This Ignite presentation will discuss the process of developing the survey and present preliminary qualitative findings. Implications for on-campus student serving

initiatives as well as next steps of study implementation will be explored.

Chairs:

Jose Olais, Northern Arizona University;
Emily Eads, Northern Arizona University;
Eylin Palamaro-Munsell, Northern Arizona University

252 “We Don’t Always Talk About It:” Evaluation of a Novel Group-Building Intervention for Young Adults

Ignite Presentation

Day: 6/26/2021 **Time:** 10:50 AM **Room:** Room 1

Abstract

Students’ sense of belonging in school promotes engagement in classes, setting and achieving school-oriented goals, and ultimate educational attainment.

Additionally, having supportive connections in life is related to high-functioning physical, mental, and relational health.

Unfortunately, today’s adolescents and young adults are facing extreme threat to their feeling of belonging and connection, demonstrating growing rates of loneliness and depression (60% increase over the past decade), accompanied by equally growing rates of emergency room visits following suicide attempts of all American age-cohorts. Additionally, Gen Z is currently at acute risk in the face of COVID-19, an intense, indefinite, and threatening stressor. Prior to the onset of this risk, a novel intervention, The Connection Project, had shown promise in promoting belongingness in high school populations in multiple socioeconomic contexts. This program is comprised of nine learning modules that are based in validated micro-interventions: values affirmation, social belonging, narrative development, and helper-therapy. The program enrolled 438 undergraduate

students (232 intervention, 206 waitlist controls; 52% White, 27% Asian/Pacific Islander, 9% Black, 5% Hispanic, 5% Multi-Racial, 1% Native American, and 1% from other identity groups; 68% Women), randomized at the student level. Data were all obtained longitudinally at pre- and post-intervention follow-up assessments. Multi-Level Models were used to assess the effects of the program on outcomes, accounting for nesting of students within groups and study condition. Results indicated positive program effects on students’ depressive symptoms, loneliness, and sense of belonging. These findings are strongest among students who are marginalized for their racial identity, socioeconomic status, and transfer student status. The Connection Project aims both to enhance individual youth skills and to change the nature of the social environment in which they live. Findings indicate the potential of this intervention to support students of all backgrounds, even when delivered virtually and during a particularly turbulent year.

Chairs:

Meghan Costello, University of Virginia;
Ariana Rivens, University of Virginia;
Alison Nagel, University of Virginia;
Gabrielle Hunt, University of Virginia;
Joseph Allen, University of Virginia

253 Mobilizing for Organizational Change

Ignite Presentation

Day: 6/26/2021 **Time:** 10:50 AM **Room:** Room 1

Abstract

The Get A Collective GRIP® approach for addressing microaggressions through bystander activation is a distinctive approach developed by the University of Massachusetts Lowell Center for Women & Work (CWW) with support from the

National Science Foundation (NSF). The Center's distinctive approach emphasizes ways that bystander action can foster more positive and inclusive organizational cultures by promoting collective accountability for challenging expressions of workplace bias. Expanding collective organizational capacity to address bias in respectful ways has been shown to have an empowering impact and to foster more equitable organizational norms, behaviors, and workplace climate. Rather than a one-time bystander workshop, the approach underscores the importance of embedding the initiative within an organization by developing in-house expertise to sustain the effort. In this ignite presentation we will share our model of organizational change, grounded in social-ecological principles, and the ways in which we have begun to share our approach with other academic institutions. Specifically, to date we have implemented 3 workshops - entitled Mobilizing for Organizational Change- designed for people who have the capacity and passion to lead bystander efforts within their own organization. The goals of this workshops are for participants to: realize the potential of bystander intervention; recognize personal and systemic barriers to bystander action; gain knowledge of CWW's Get A Collective GRIP® approach for bystander intervention; assess their organization's readiness to address workplace microaggressions; and, to begin developing a strategic plan for implementing a bystander initiative within their own academic institutions. Preliminary evidence suggest these workshops have been useful and well received by participants. Our hope is to disseminate our approach more broadly to scholars seeking to create more equitable and inclusive climates within their institutions.

Chairs:

Michelle Haynes Baratz, University of Massachusetts Lowell; *Meg Bond*, University of Massachusetts Lowell; *Mary Spooner*, University of Massachusetts Lowell

254 Creating A Culture Of Mattering In A Racial Healing Organization: An Emerging Mixed-Methods, Participatory Study

Ignite Presentation

Day: 6/26/2021 **Time:** 10:50 AM **Room:** Room 1

Abstract

This Ignite presentation shares emerging research with a racial healing organization based in Miami, Florida, that is dedicated to combatting racism in all its forms. The authors will present preliminary findings from a grounded theory pilot study that suggest white members of the volunteer-based organization are more able to participate, and thus have greater investment and influence over the organization's programming. The pilot study also revealed fatigue and frustration experienced by the BIPOC (Black, Indigenous, and People of Color) members, who have watched the organization move away from its original mission to center Black culture in a small community in Miami known as a "white space." The organization has evolved to focus on antiracism education in order to meet the needs of white community members who participate in the organization's programs at a higher rate than their BIPOC counterparts. The authors will also share plans and solicit feedback on the development of an expanded study that will be conducted collaboratively with the organization's leadership team. Using a mixed-methods, participatory approach the expanded study will focus on how the concept of mattering is manifested across racial identities in this setting. The study

will include additional qualitative data collection from focus groups organized by racial identity, as well as the development and socialization of a mattering climate survey for the organization. It is the hope of the authors and the organization's leadership team that the data analysis process and survey development will help the organization understand differentials in perceived mattering among BIPOC and white members and program participants so that any inequities identified through the research can be made visible and addressed.

Chairs:

Courtney Berrien, University of Miami;
Michael Scarpa, University of Miami

256 Working from inside the Belly of the Beast: Engaging in Anti-oppressive Practice Within the Criminal Legal System

Town Hall Meeting

Day: 6/26/2021 **Time:** 10:50 AM **Room:** Room 2

Abstract

On May 25, 2020, police officers from the Minneapolis Police Department murdered George Floyd after responding to a convenience store for a report of a man using a counterfeit bill. This was the catalyst for communities across the country to organize, mobilize, and demand change within and beyond the United States criminal legal system. During this moment of public outcry, unrest, and action we were deeply immersed in an evaluation of a police-based victim assistance programs—a potentially innovative model to help connect crime victims to needed services that operates within the existing criminal legal system and structures. As the evaluators in this project, we had to reflect on what it meant to do work with or within the criminal legal system while maintaining our values

and commitment to social justice and anti-oppressive practice. This townhall seeks to use our experience and lessons learned to spark conversation and discussion about navigating work with and within the criminal legal system during a moment when communities are mobilizing and calling for a defunding of the police and other carceral systems. We plan to present on our experience to facilitate discussion with attendees about the tensions and challenges they have experienced and navigated in their work with the criminal legal system and communities that have been affected by it. Through this townhall, we hope to create a space for community psychologists to engage in critical reflection and discussion on working with, within, and beyond the criminal legal system, while also staying committed to our values and to uprooting white supremacy and other forms of oppression that continue to cause harm to the communities we serve.

Chairs:

Caroline Bailey, University of Illinois at Chicago; *Jessica Shaw*, University of Illinois at Chicago; *Nicole Allen*, University of Illinois Urbana-Champaign; *Hope Holland*, University of Illinois Urbana-Champaign

257 Navigating White Academic Spaces as Racialized Graduate Students; Surviving and Thriving Through Peer Mentorship Programs

The Innovative Other

Day: 6/26/2021 **Time:** 10:50 AM **Room:** Room 3

Abstract

Experiences of racialized graduate students are often compounded by multiple barriers and systems of discrimination. These systems often perpetuate racism and the

maintenance of white supremacy. As such, racialized students are often put in positions where they are tokenized or feel obligated to do unpaid advocacy for anti-racism, anti-discrimination, and creating safe spaces in these inherently violent white spaces. However, peer mentorship between racialized graduate students provides an opportunity to create space to validate the lived experiences of one another mutually. Recognizing that experienced graduate students often take on this additional unpaid labour to leverage their experiences to support newer graduate students in their academic journey and navigation of white-centric academic institutions. This practice-based presentation will explore racialized graduate student experiences in academia and the need for meaningful and authentic peer mentorship (informal or formal). The presentation will be informed by our lived experiences as racialized graduate students and the use of peer mentorship to navigate these systems. We will situate our discussion using literature and theoretical frameworks, such as critical race theory. We will discuss multiple factors that facilitate and inhibit the development of successful and supportive peer mentorship. In addition, the presentation will cover what a meaningful mentorship may look like, what peer mentorship may look like in academia for graduate students, and the goals of meaningful mentorships (e.g., shifting from a mentee-mentor relationship to one of equal colleagues). Finally, we will end with suggestions to both experienced and new graduate students to facilitate a successful peer mentorship and provide suggestions to faculty about how they can support such peer mentorships in their programs and departments.

Chairs:

Amandeep Singh, Wilfrid Laurier

University; *Kevin Bonnell*, Waterloo University

258 Collaboratively advancing well-being of communities through musical innovations

The Innovative Other

Day: 6/26/2021 **Time:** 10:50 AM **Room:** Room 4

Abstract

Background to discussion Presenters working on collaborative research project to explore the effects, impact and benefits of music on well-being. We aim to look deeper into what the music we listen to can tell us about ourselves, and how an increased awareness may enhance our understanding of our own emotional regulation as well as our identities, personalities and more. Considering the music we listen to as the soundtrack to our lives brings up many questions. Can a life-musical narrative give us a different insight than simply recounting moments in life? What can the music we listen to tell us about ourselves? Can music taste provide insight into a persons' personality, intellect, life journey, coping strategies and emotional regulation, or identity and awareness? Objectives of SCRA discussion and potential research: Gain a deeper understanding of how music can impact people lives. Explore ways increasing self-awareness by understanding how we interact with music. Potentially discover new/misunderstood areas for future research. Generate ideas for easily accessible community-focused strategies, organised events, studies, implementation of research outcomes etc. This research topic is universally relevant and applicable as music is prevalent in all cultures. It is immensely powerful and can be engaged with in many ways, having neurological, emotional and physical effects that can impact peoples' lives. There are strong links to well-being,

identity, history, culture, values and beliefs, memories, experiences and much more. Many of these relationships are not understood beyond a surface level by many people, perhaps due to much of this information being limited to academic circles or are as of yet unexplored. We hope to generate an interest in, and increase the accessibility of music related research in a way that can be accessed and utilised directly by anyone in any community.

Chairs:

Krishna Bhatti, De Montfort University;
Harvy Bhatti, University of Nottingham

259 Strategies for Teaching Anti-Racism and Diversity-Focused Courses

Symposium

Day: 6/26/2021 **Time:** 10:50 AM **Room:** Room 5

Abstract

An increasing number of colleges and universities are centering diversity and anti-racism courses in undergraduate and graduate education. There is often little guidance given to instructors teaching these courses for the first time, however, and as a result, instructors may feel uncertain about how to create a space that allows all students to grow while fostering a classroom that does justice to students with marginalized identities, as well. This symposium includes presentations that discuss curricular and instructional strategies for teaching social justice-driven diversity and anti-racism classes in both graduate and undergraduate settings. The first presentation discusses common challenges in assessing student learning in diversity and anti-racism courses and shares assignments designed to mitigate those challenges. The second presentation shares a college-wide curricular approach that requires a course for first year

undergraduate students focused on anti-racism and oppression. The third presentation explores collaborations between students and community members as unique opportunities to engage students in social justice praxis. Across topics, presenters will speak to implementation strategies, lessons learned, and evaluations of effectiveness. Dr. Ashlee Lien will serve as discussant and reflect on common themes across presentations before facilitating discussion among participants and presenters on how we can all continue to develop social justice and anti-racist teaching commitments within our institutions.

Chairs:

Rachael Goodman-Williams, Wichita State University

Discussant:

Ashlee Lien, SUNY Old Westbury

Presentations:

Value-Consistent Student Assessments in Social Justice and Diversity Courses

Rachael Goodman-Williams, Wichita State University

Social justice-focused diversity courses can be a valuable part of undergraduate and graduate education in Community Psychology. However, assignments commonly used to assess student learning in these courses can be experienced as coercive (i.e., mandating identity disclosure) and can encourage unrealistic expectations about the time and effort it takes to develop a deep understanding of a cultural identity one does not hold. In this presentation, the presenter will share two assignments used to assess student learning in a graduate seminar in cultural diversity. The first will be a social location self-assessment and discussion will

focus on practices for encouraging self-reflection without mandating self-disclosure. The second assignment (“Plan for Continued Learning and Growth”) is a class project developed to be a starting point, rather than culmination, of students’ learning about a cultural group. Successes and challenges implementing these assignments will be discussed and participants will receive copies of the assignments to use in future classes if they wish.

Anti-Racist and Diversity Course Strategies in a New Institutional Curriculum

Noemí Enchautegui-de-Jesús, American University; *Sarah Jones*, American University

In this session, we will share the curricular approach our institution has been implementing and strategies from courses we have been teaching in that curriculum. A critical component of the new curriculum is a required course for first-year students. In this course, students examine racism and its intersection with other systems of oppression. The course also introduces them to intergroup dialogue as an anti-racist practice. We will discuss in this session how we foster the development of dialogue skills along with self-reflection and critical listening strategies. Building on the concepts learned in the first-year course, students take one or more courses that have a diversity and equity focus. In courses designated as DIV, students reflect on marginalization, legacies of oppression, resistance, structural inequalities, and what it would take to build a more equitable society. These DIV courses are offered in a variety of disciplines, from philosophy to biology, from dance to marketing, showing students how each subject grapples with these matters. Some

strategies we discuss here come from a diversity and equity focus course in psychology called “Women and Mental Health.” Students in this psychology course spend the first part of the semester examining women’s experiences within systems of oppression based on race, class, gender identity, sexuality, disability, and age, so that they can build on this understanding to evaluate critically the mental health problems affecting women. One of the assignments in this class is a blog essay exploring intersectionality in connection to a controversial issue (e.g., colorism in the beauty industry; gender and racial bias in online dating; hair discrimination). In a presentation assignment, students identify structural inequalities shaping the mental health issues in their presentations.

Collaborative Research: Supporting Community and Social Justice Work

Olya Glantsman, DePaul University; *Liz McConnell*, Palo Alto University

This presentation will highlight a service learning project from DePaul University’s Introduction to Community Psychology course that has been published in the Society for the Teaching of Psychology (STP) E-Book titled: Incorporating diversity in classroom settings: Real and engaging examples for various psychology courses. This quarter-long collaborative assignment is designed to help students make key connections between Community Psychology theory and values and real-world diversity and social justice issues. Working collaboratively with a community partner, students engage in scholarly literature search and propose a social justice oriented action plan. The goals of this assignment include helping students to

appreciate diversity and better understand psychological issues in context, while developing the knowledge and skills that would allow them to act ethically and responsibly in a diverse world. Additionally, it illustrates the process behind and the value of psychologists working collaboratively with communities to address social justice issues using asset-based approach.

260 Book Publication 101: Strategies for Success

Workshop

Day: 6/26/2021 **Time:** 10:50 AM **Room:** Room6

Abstract

As a Community Psychologist (CP), a powerful way to promote values and build knowledge and skills is to publish your work in a book. Exclusivity, competition and other forms of white supremacy have historically been embedded in the book publishing process. As a field we need to continually publish books that eliminate systemic racism and reduce spread of hate and injustice. We also need to consider ways that our participation in book publishing can promote inclusivity and equity. Building our capacity to author, edit and publish books in various formats is important to promote public awareness and/or disseminate learning across the field. This session is designed for CPs, especially practitioners and pracademics, interested in exploring their potential as editor or author. This process is highly challenging, especially finding a publisher that values your work, given highly competitive print and online environments all publishers face. Publishers evaluate many proposals--to succeed, you must stand out by showing how your book content will be of value to your audience. Part I will address "traditional" publishing. Part II will address evolving, newer modes of publication including Open Education

Resources (OER) which democratizes publication. Three presenters, Chris Corbett, Judah Viola and Geri Palmer will describe their own paths, methods, and strategies followed to publication success. Part I Topics include: developing and marketing your book proposal; identifying potential publishers; and negotiating your book contract. This part addresses non-academic and academic presses, with focus on those where CPs have successfully published. Part II This Part will describe a book project underway that combines aspects of traditional and self-publishing. Under this process, which uses "peer review", the publisher (i.e., Rebus) provides digital hosting and printing (pressbooks) platform as well as capacity building and education related to layout, and marketing and distribution.

Chairs:

Christopher Corbett, Independent Researcher; *Judah Viola*, National Louis University; *Geraldine Palmer*, Adler University

Saturday, June 26th 12:00 to 1:15pm

262 Challenging Migration Injustice: What Roles for Community Psychologists?

The Innovative Other

Day: 6/26/2021 **Time:** 12:00 PM **Room:** Room 1

Abstract

In a global scenario of increasing criminalisation of transnational human mobility, this session brings into dialogue different voices, experiences and perspectives on migration (in)justice and the role of community psychology. Migrant communities are increasingly exposed to a continuum of violence which encompass abuses suffered in countries of origin and transit, as well as the systematic oppression of hostile environment immigration policies in destination countries. While the endurance of such hardships raise a strong need for psychological services, the approaches tend to be excessively clinical, diagnostic and individualistic. Furthermore, the work is often engaged within inadequate settings guided by bureaucratic and often times cruel policies – immigration detention centres being an example. Based on these considerations, the questions we aim to address are: How can we move beyond individual distress to the recognition of the multi-level complexity of societal justice and injustice? What contributions community psychology can provide to tackle anti-immigration global policies and sentiments? and, How do we better collaborate to privilege the voices of those most affected by border violence? Based on our situated experiences in different international settings (Portugal, Italy, Greece, Turkey, the UK, the US) we will: interrogate the current medical and security-

based approaches to migration; challenge the Westernised focus on individual mental disorders; and the tendency to medicalise, de-historicise, de-contextualise, and de-politicise people's experiences. We will also emphasise the need for community psychologists to take risks to change oppressive policies, to reform our own discipline, and to work to bring about a more universal sense of community. To achieve our goals we will rely on creative tools and strategies. In particular, we will share with our audience audiovisual content, stories and first-hand accounts by people who have experienced border violence in different parts of the globe. The format of the session is designed to stimulate discussion.

Chairs:

Francesca Esposito, Institute of Social Sciences of the University of Lisbon; **Border Criminologies**, University of Oxford; **Serdar Degirmencioglu**, FernUniversität in Hagen, Fakultät für Psychologie, LG Community Psychology; **Aminata Kalokoh**, **Border Criminologies**, University of Oxford; **Dora Rebelo**, CRIA- ISCTE-IUL; **Moshood Olanrewaju**, National Louis University, Chicago IL; **Brad Olson**, National Louis University, Chicago, IL

263 Unlocking Excellence: Advancing Postsecondary Success and Inclusion Through Policy and Systems Change and Interventions for Students of Color

Symposium

Day: 6/26/2021 **Time:** 12:00 PM **Room:** Room 2

Abstract

An investment in increasing the number of students, especially boys and men of color, who complete higher education is an investment in our future collective and societal well-being. Completion of higher education is of particular value to men of color in the US. Through this achievement, they unlock their potential, improve their career options and lifetime earnings, and enable themselves to best contribute to their families and communities. Beyond individual benefits, postsecondary education is essential to our nation's overall prosperity and vitality, allowing the communities to create, innovate, sustain, and persevere. The skills and experiences acquired through completing a higher education credential help strengthen the nation's labor force and economic systems and contribute to every part of our national fabric. Children whose parents hold postsecondary degrees have better health outcomes and educational advantages; often, they maintain or improve upon the economic status of their parents. Panelists will expand this discourse and outline scholarly, advocacy, and community-based efforts focused on access to postsecondary education for those who've been incarcerated, emphasizing narrative change, asset-based models for self and organizational transformation. For example, an exploration of possible selves prompts conceptualization of the future (Markus & Nurius, 1986; Oyserman, 2008). The session will spotlight theoretical/conceptual work on the critical role of lived experience in transforming paradigms. Place-based exemplars will be included from Detroit, Chicago, Little Rock, Los Angeles, Oakland, Newark, Chicago, and Tacoma. Multiple realms of the sociological framework will be included: A) Psychological and behavioral processes associated with possible selves and program evaluation; B) Policy issues including

transitions, articulation agreements with nonprofits and other postsecondary institutions, postsecondary financing, and health and human service support; and C) Promising reentry models for those who have been incarcerated will be discussed.

Chairs:

Christine Robinson, Fellow, University of New Hampshire, Carsey School of Public Policy; **Christopher Beasley**, University of Washington Tacoma Co-Founder, Formerly Incarcerated College Graduates Network

Discussant:

Geraldine Palmer, MSHSA

Presentations:

Unlocking Excellence: Advancing Postsecondary Success for Men of Color Through Policy and Systems Change

Christine Robinson, Carsey School of Public Policy, University of New Hampshire

This session highlights Community Psychology practice providing a detailed look at a successful initiative to facilitate postsecondary persistence and completion for men of color. The session chronicles an initiative funded by the Lumina Foundation to increase the number of men of color who complete postsecondary programs, including community colleges, four-year private and public colleges, universities, and technical programs. As a sole practitioner, I crafted the national initiative, selected the sites, made grantmaking decisions, facilitated six unique developmental processes in each locale, led data collection, documentation, and synthesis of local and national findings. The session will outline the national initiative, including 1. Selection of postsecondary schools and nonprofits in six cities, Detroit, Newark, Buffalo, Los Angeles, Little Rock, and Oakland. 2.

Engagement of college presidents and provosts 3. Technical assistance. 4. Cultural fluency and lived experience; and 5. Results: Free tuition for all high school graduates from Detroit Public Schools! The six unique developmental processes and national findings will be outlined. Together, these six projects represent a range of strategies that support postsecondary success. I will discuss the implications of a range of intersectional identities. Notably, the Oakland, CA site was comprised solely of incarcerated men and boys pursuing bachelor's, Master's, and Doctoral degrees. The project's complexity required a breadth of insight, highly skilled management, cultural fluency, and sensitive facilitation. The national significance will be outlined, meetings with postsecondary presidents, work with local leaders, incorporating foundations and policy leaders across a diverse array of communities and U.S. regions. Focus groups with students, faculty, and administrators resulted in findings for the sector. In this complex and highly nuanced environment, collaborations within and between institutions flourished, including partnerships with governments, nonprofits, philanthropic organizations, and postsecondary entities forming local networks of nonprofits, public sector actors, data experts, and local advocacy efforts.

Imagining the Possibilities: An Asset-Based Model for Self-Transformation through Postsecondary Education After Prison

Christopher Beasley, University of Washington Tacoma Co-Founder, Formerly Incarcerated College Graduates Network

Formerly incarcerated people are among the most underrepresented demographics in higher education. They are 8 times less likely to complete college, with only 4%

holding a bachelor's degree compared to 29% of adults in the United States (Couloute, 2018). This disparity is even greater for those of minoritized racial and gender classes. For example, less than 2% of formerly incarcerated Latinx women over 25 have completed a bachelor's degree (Couloute, 2018). Although this inequity is increasingly acknowledged as problematic, relatively little programming exists to address it and even fewer models exist for such programming. The proposed symposium presentation will present an asset-based model for self-transformation through education after prison as well as examples of post-prison higher education programs that are implementing components of this model. Much of the research, discussion, and programming surrounding postsecondary education after prison centers on barriers such as a lack of educational preparation, institutional criminal history screening practices, and other structural barriers. While I acknowledge these barriers, the widespread inequity even where exclusionary policies don't exist and where barrier-related resources are bountiful suggests deeper challenges exist. My research, practice, and model development seek to address such deeper challenges through possible selves--self-concepts we imagine in our future (Markus & Nurius, 1986; Oyserman, 2008). The proposed presentation highlights psychological and behavioral processes associated with these possible selves, argues that possible selves and associated processes can both hinder and promote postsecondary education after prison, and argues that this education has the potential to transform formerly incarcerated people's lives through these same processes. The presentation uses examples from the presenter's asset-based work with the Formerly Incarcerated College Graduates Network, Husky Post-Prison Pathways, and

From Prison Cells to PhD. as examples of these processes.

Leading With Stabilized Reintegration

Karon Motley Crosswell, National Louis University

Forty-five states adopted the expungement and sealing of records in the 1950s. The intent was to acknowledge a debt paid and establish a clean slate for individuals under 26 years old. Changes to expungement policy in the 1960s erected a barrier to reentry that was upheld and exists today. High recidivism and social-economic disparities are endemic in reentry populations. The investigation of best practices for reentry programs and addressing the iniquities currently experienced by reentry citizens is central in reducing recidivism and empowering the communities these citizens call home. This study is premised on recognizing that returning citizens' lived experiences inform promising practices and are central to the reentry program evaluations. Currently, the United States has the highest incarcerated population globally at 2.2 million (Cook, 2018). Stricter parole requirements return more reentry citizens to prison on technical parole violations (Roberts & Callanan 2006). Parole violators who complete their sentences in jail diminish the need for supervised release, creating conflicts with society monitoring and abetting reentry (Braga et al., 2009). Reentry programs are the leading utilized tool for reintegration; community programs reduce the state prison population by 37%. The needs of returning citizens can confound reentry experts (Sentencing Project 2015). Evaluations of ongoing effectiveness are in the early stages, National Research Council (NRC 2007). This study conducted interviews of 14

returning citizens, 50% men and 50% women, between 25 and 62, 79% African American and 21% other cultures: 7% Asian American, 7% Italian American, and 7% European American. All are currently contributing socioeconomically to their communities. Their academic levels, professional certificates, and degrees are typical of those who have overcome barriers and those with convictions. The study further highlights gaps, implications, progress, limitations, and future hopes for evaluating reentry programs and alignment with reentry empowerment and a commitment to minimizing recidivism.

264 Impact of the COVID-19 pandemic on vulnerable populations: The nexus between race, disability, health, and community action

Symposium

Day: 6/26/2021 **Time:** 12:00 PM **Room:** Room 3

Abstract

The COVID-19 pandemic impacted everyone in the world in unprecedented ways. The physical and mental health, economic situation, educational and social lives of millions across the globe were dramatically altered. This symposium will include four brief exemplars from across the world on how the pandemic is impacting racialized populations and community-level responses to such impact. The first presentation will illustrate the case of parents of youth with Autism taking action in times of COVID-19 in Bogota, Colombia. The second exemplar, will illustrate the impact of COVID-19 on Latinx mothers of youth with developmental disabilities in the United States, and the community response to address concerns. The third presentation, will illustrate marginalized Roma population in Seville, Spain in times of COVID-19 and

advocacy efforts to promote reproductive justice. The fourth presentation from Belgium, will illustrate the impact of COVID-19 in refugee's mental health and well-being and discuss implications for action. The following methods will be utilized to engage the audience: First, each 10-minute presentation will be followed by time for questions and comments from the audience. Second, the audience will be invited to serve as discussants. Prior to beginning the presentations, we will invite the audience to think through these questions as the presenters share their work:

1. What are the common themes emerging from the brief presentations?
2. In what ways Social Determinants of Health are influencing the disparities experienced by these populations?
3. In what ways race, disability, and immigration status, exacerbate the impact of COVID-19?
4. What are the implications for community psychology research and action?

How can we as researchers and practitioners best support marginalized communities in times of crisis through community-based partnerships?

Chairs:

Yolanda Suarez-Balcazar, University of Illinois at Chicago; *Manuel Garcia Ramirez*, University of Seville

Discussant:

The audience will be invited to play the role of discussants ,

Presentations:

Parents of youth with Autism Spectrum Disorders taking action in times of the COVID-19 crisis in Colombia

Mariana Garcia Torres, University of Illinois at Chicago; *Fabricio Balcazar*, University of Illinois Chicago

In Colombia, the crisis generated by the COVID pandemic has impacted families of children with disabilities in many profound ways. Specifically, families of children with Autism Spectrum Disorder (ASD) have dealt with changes in the routines of their children, such as schooling, eating habits, therapies, and extracurricular activities, and these have triggered difficult behaviors and situations that they were not prepared for. This study aims to show the impact of the program Parents Taking Action (PTA) during the crisis of the COVID 19 and how strategies provided in this program helped parents support their children in the transitions related to school, habits, therapies and overall routines. Using semi-structured phone interviews, Colombian parents of pre/adolescents with ASD were asked questions related to the challenges that their family was going through, and the changes in behavior that their children were experiencing. In this study, 11 Colombian parents of preadolescents with Autism between 10 and 17 years old participated in the interviews. Data showed that the information, resources, and strategies taught in the program were important tools for parents to deal with difficult situations, such as changes in their children's overall routines, lack of contact with the exterior world (public transportation, therapy location, etc.), virtual school, increases of inappropriate sexual behaviors, increases in difficult behaviors, and overall mental health challenges. The program --Parents Taking Action--provided knowledge, resources, and tools for parents to manage difficult situations related to the changes related to the COVID 19 confinement, as well as challenges related to puberty and sexuality, and behaviors that their children experience during this transition. Implications for community research and action will be discussed.

Impact of COVID-19 on Latinx immigrant families with Children with Developmental Disabilities well-being in the United States

Yolanda Suarez-Balcazar, University of Illinois Chicago; *Mansha Mirza*, University of Illinois Chicago; *Jasmine P. Brown*, University of Illinois at Chicago

In the United States, the COVID-19 pandemic has exacerbated existing disparities experienced by the Latinx population. Latinx immigrant families have been particularly vulnerable to experiencing the social, mental health and economic consequences of the pandemic. Families with children with intellectual and developmental disabilities (I/DD) are particularly vulnerable to COVID-19-related life changes compounded by the intersections of race, ethnicity, and disability status. This study will discuss the impact of COVID-19 on the routines, mental health and well-being of mothers of children with disabilities. Researchers will share data from a cross-sectional study, which included closed and open-ended questions. To date 37 families have completed surveys with an average age of 43.9 years for caregivers and 11.5 years for children. Seventy percent families reported at least one negative economic change; 90% reported changes in eating and physical activity routines. Financial status and perceived social support were significantly correlated with maternal well-being. Families identified both occupational disruptions (e.g. loss of in-person schooling) and opportunities (e.g. family mealtimes) related to the pandemic. Access to community-resources and social supports affected how families balanced concerns with opportunities as they navigated their daily lives. This presentation will also discuss how the community is

responding to such impact and supports provided by the partnership between the community and university researchers.

Advocating for Reproductive Justice During COVID-19: The Case of Roma Women and Girls in Spain

Daniela Miranda, University of Seville, Spain; *Belen Soto*, University of Seville; *Manuel Garcia-Ramirez*, University of Seville

The COVID-19 pandemic has further exposed the existing threats to Roma women and girls' (RWG) gender rights. The unfair lives of RWG—such as overcrowded housing conditions, unstable basic utilities such as water or electricity—have deepened the chasm between fairness and marginalization. The historical lack of opportunities has limited RWG, over generations, to the role of caregiver in their homes and communities. As the pandemic hit and lockdown measures were implemented in Spain, women were burdened with all household responsibilities. Girls had no access to online schooling forcing them to dropout and obligating them to help their mothers with household tasks and taking care of siblings and elderly. A reproductive justice lens highlights that RWG oppressive conditions can be overcome if women and girls are empowered to struggle against the unfair circumstances surrounding the strict gender roles that they are obligated to fulfill. Conditions of reproductive justice imply having the necessary resources, networks, and capacities to imagine a better life and a better future that promote physical and mental well-being. RWG rights imply respecting their decision about their futures, gender identity, families and whether to have children or not. This paper presents the

work of Roma women and girls in Spain carried out within two larger initiatives (i.e., RoMOMatteR and Jitana), which built upon university-community partnership during the COVID-19 lockdown. Through a CBPR approach, RWG re-imagined their futures and the resources needed, identified key actors in their networks that could help achieve their goals and advocated for better conditions at family, community, and institutional levels. We will discuss lessons learned during a time of crisis regarding the potential of university-community partnerships, the need to build networks to respond to the emerging needs of RWG, to revisit planned methodologies, and to promote mental well-being.

The impact of COVID-19 on refugees and migrants

Eva Spiritus-Beerden, Ghent University, Belgium; *An Verelst*, Ghent University; *Morten Skvodal Skvodal*, Ghent University; *Ilse Derluyn Derluyn*, Ghent University

Refugees and migrants' lives are often characterized by numerous stressors, such as discrimination, poor-living conditions and high risk of developing mental disorders. These disadvantages make them especially vulnerable during the COVID-19 pandemic, in particular when health care and protective systems are overwhelmed and under-capacitated. The 'ApartTogether' study aims to uncover the impact of the COVID-19 on refugees and migrants across the world. A survey was conducted amongst nearly 30,000 refugees and migrants between April 2020 and October 2020, focusing on five categories: sociodemographic characteristics (1), COVID-19-related situations (2), daily stressors (3), mental health (4), and social well-being (5). Additional qualitative interviews deepened the survey data. The

majority of the respondents reported a deterioration of daily stressors (i.e. access to work, safety, and financial means) and mental health (i.e. feelings of depression, worries, anxiety, and loneliness). In addition, over 60% reported following preventive measures. Last, those that would not seek medical health care in case of suspected symptoms said this was mostly due to a lack of financial means and fear of deportation. In conclusion, a first glance paints a bleak picture, as COVID-19 had a noteworthy impact on refugees and migrants. Groups that are increasingly at risk for the negative impact of COVID-19 are respondents without legal documents, those that live on the street or in insecure accommodations, those that live in asylum centers or refugee camps, and migrants and refugees living in the African region. Implications for community research and action will be discussed.

266 Pursuing Institutional Change: Student-led Action Research for Liberation

Symposium

Day: 6/26/2021 **Time:** 12:00 PM **Room:** Room 4

Abstract

One of the goals of community psychology is to enhance quality of life through synergetic cooperative research. Participatory Action Research (PAR) is an emancipatory epistemology increasingly used among underrepresented groups to foster collective empowerment and community-level change (Maguire, 1987; Tuck & Guishard, 2013). This symposium will feature four presentations from undergraduate student-led PAR projects that took place in two public universities on the west coast of the US. We offer our accumulated experiences of knowledge production among underserved

communities. The projects demonstrate common goals: conducting collaborative action research with underrepresented groups and sharing knowledge and other resources toward socially just change. The first presentation will focus on building an anti-racist coalition on campus by using social network analysis to examine existing relationships among student organizations. The second presentation examines student perceptions of safety and alternative resources to calling campus police. The third presentation investigates advising needs for Black, Indigenous, and other Persons of Color (BIPOC) transfer students, advocating for change in student advising practices. The fourth and final presentation discusses a Photovoice project that utilized photography and writing to examine transfer student experiences and desires to build a sense of community. Finding opportunities to interact and share knowledge is transformative for community empowerment. These four student-led presentations emphasize the importance of relationship building, developing capacities to examine our own institutional environments, and the co-creation of actionable community resources. The symposium will close with a discussion on the impacts of undergraduate student-led PAR on university settings and on the students themselves.

Chairs:

Crysalyn Miranda, California State University Sacramento; *Madilyn Bovey*, California State University Sacramento

Discussant:

Julia Dancis, Portland State University

Presentations:

Building Anti-racist Student Coalitions Through Action Research

Doug Van Anda, Portland State University;

Wakely Wolf, Portland State University

Student activism within universities has a long-standing history of resisting White supremacy and fighting for racial justice (Cole & Heinecke, 2020; Hoffman & Mitchell, 2016). Student groups that take action to disrupt systemic racism and White supremacy are often targeted by a university's administration who attempt to impede their goals via co-option, schisming, and facetious appeasement (Cho, 2018). Previous research has shown that forming coalitions among multiple groups acts both as a way to reduce the effects of being targeted by antagonizers and as a way to effectively advance the goals of multiple groups (Enriquez, 2014). However, coalitions are difficult to create and to maintain given a lack of resources, challenging interpersonal dynamics, and polysemic ideology (Van Dyke & Amos, 2017); for student organizations, these challenges are especially prevalent. Our research included mixed methods that examined the current relationships among student groups at Portland State University, as well as perceptions of barriers preventing the construction of a student group coalition at PSU. Representatives from student groups who organize around anti-racist values completed surveys and were interviewed. The results were used to construct a social network map, as well as to determine the largest barriers to coalition building. Using these results, we hosted a "sense-making-session" for participants and researchers to draw in-depth conclusions about a potential anti-racist coalition. Our presentation discusses the results of this action research project, emphasizing the barriers preventing coalition building among student groups and how student groups may use this information to dismantle White supremacy in academic institutions. We will close with a discussion of our experience as

undergraduate students learning about and executing action research.

Safety Through Community: Action Research to Dispel Myths about Campus Safety

Andrea Good, Portland State University;
Carina Gonzales, Portland State University

In 2018, Portland State University (PSU) campus police shot and killed Jason Washington, a Black man, who was attempting to break up a fight outside of a bar near campus. This was following the Board of Trustees' decision in 2014 to create an armed and deputized campus police force. As a response, Disarm PSU, a grassroots campaign composed of students, staff, and faculty, was created to offer critical counter perspectives to a decision they predicted would result in fatality. Although it is well-known that police brutality disproportionately affects Black, Indigenous, and Latinx populations, no studies to date have examined the ways in which these divergent experiences translate into perceptions of safety from BIPOC (Black, Indigenous, and other persons of color) students (Embrick, 2015). However, campus police have been cited as "sources of fear and racialized aggression" (Solórzano et al., 2000). We partnered with Disarm PSU to conduct action research to explore these issues. Using surveys and focus groups, we first sought to identify student perceptions of safety and campus police, as well as knowledge of alternative resources to campus police at PSU. We then created a zine informed by our results to educate the community on the history of campus police at PSU and to provide alternate resources to campus police. Also included in the zine were tips for advocacy work, accountability, building personal

safety plans, and demystifying the homeless population. We will discuss the implications of our action research in relation to disrupting White supremacy on college campuses.

Advising Department Enhancement for BIPOC Students During the Transfer Process

Tsionah Novick, Portland State University;
Tiara Freeman, Portland State University

When students transfer to a new university they often experience campus-culture or transfer shock related to confusion navigating institutional policies and a lack of centralized information regarding academic requirements (Daddona et al., 2019; Dennis, 2008). This confusion may result in transfer students' reduced sense of belonging which in turn can hinder their ability to complete coursework (O'Keefe 2013; Strayhorn, 2014). These issues are compounded for BIPOC transfer students who are considered at further risk for non-completion due to systemic racism, especially at a Predominately White Institution (PWI) (Yosso et al., 2012; Lee, 2018). With nationwide calls for racial justice, universities need to support BIPOC transfer students by examining practices which are steeped in White supremacy. Therefore, academic advising departments can play a crucial role in establishing a sense of belonging because they interact with all students across majors, class level, racial categorization, etc and can aid in retention and graduation for BIPOC transfer students (Zarges et al., 2018). As transfer student researchers, we partnered with an Anti-Racist Taskforce at a Predominantly White Institution (PWI) and conducted action research to create meaningful change within Advising and Career Services (ACS). Our

study assessed advising needs during the transfer process in a critical effort to retain BIPOC students. In this mixed-method study, surveys and focus groups were used to gain insight on how BIPOC transfer students' integration to the university community can be enhanced during the transfer process. These findings were used to develop actionable recommendations to enhance practices in the following areas: communication and accessibility of resources for BIPOC transfer students, BIPOC transfer student participation with resources, and staff training within academic advising. Our goal in using action research was to aid in dismantling White supremacy at a PWI by enhancing the support and sense of belonging for BIPOC transfer students.

Change Takes Time, but We Keep Changing: The Story of an Evolving Participatory Action Research Project

Crysalyn Miranda, California State University Sacramento; *Madilyn Bovey*, California State University Sacramento; *Jennifer Pacheco*, California State University Sacramento; *Lillibeth Paz Galvan*, California State University Sacramento; *Erin Ellison*, California State University Sacramento

We present a critical reflection of a participatory action research (PAR) project using photovoice at a public university in California on transfer student experiences. This project that spanned multiple years was designed to promote student-centered change at the university, and foster processes of empowerment among participants through relationship- and skill-building. Empowerment is a collective process through which socially excluded groups change inequitable power relations, increase access to resources, and promote

well-being (Rappaport, 1981). Moreover, relationships are central to empowerment (Christens, 2012). Transfer students, who often experience academic challenges and social disconnection in their new university, may benefit from increased relationship-building and institutional change. As participant researchers, we engaged in photovoice and the SHOWeD method (Wang & Burris, 1997), wrote reflective essays examining our lived-experiences to correspond with our photos and analyzed qualitative data from 39 essays using thematic analysis and a consensus-based approach (Braun & Clarke, 2012). We aimed to deeply understand the strengths, desires, and concerns of transfer students at our institution and engage in meaningful dialogue to improve student success and well-being. We present results from this analysis and discuss our experiences in the co-creation of our evolving research and relational environment. We also describe our research team structure and reflect on being participant researchers in a university-based PAR project with high turnover. Many PAR projects occur in a constrained timeline; yet structural changes, often targets of PAR, take time. This project has implications for PAR processes, our institution academically and socially, and ultimately for the lives of transfer students in many contexts. We end this presentation by actively discussing suggestions for how an evolving long-term project could be made stronger amidst high turnover expected of transfer students or any other population in which long-term PAR engagement is useful or necessary, but time and energy are limited.

267 Navigating the Promotion and Tenure Process: A Town Hall Meeting with Representatives of the SCRA Research Council and SCRA Research Scholars Town Hall Meeting

Day: 6/26/2021 **Time:** 12:00 PM **Room:** Room 5

Abstract

Sustaining and growing graduate training programs is critical to the survival of our field because a doctoral degree is required for faculty in academic settings. Once an academic position is secured, early career faculty must navigate the promotion and tenure process. Their success in doing so affects the viability of graduate training programs, and thus the field's future. In part to address this issue, in 2017 the SCRA Research Council was formed to support early career faculty and scholars by creating opportunities for formal and informal mentorship, networking, professional development, and research. One such opportunity was the Research Scholars program designed to provide funding and mentorship to junior faculty in community psychology doctoral programs so as to better ensure their success in the academy and ability to support community psychology graduate programs. This town hall session will focus on navigating the promotion and tenure process, with particular attention to the experiences of BIPOC scholars and the ways that white supremacy and epistemic oppression create unique challenges for their success and wellness in the academy. This 75-minute session will include remarks by the moderators and six panel members. The moderators will ask the panel members to speak to their experiences navigating challenges in seeking for promotion and tenure within the academy, and the ways in which racism, sexism, and classism (through an intersectional lens) have presented unique and specific challenges. Beyond sharing specific strategies as to how individuals have navigated these challenges, the group will collectively discuss opportunities to change the system to make it more just and equitable. The remaining time (35-40 minutes) will consist of an open exchange

with the audience. The Research Council hopes this session will be informative for early career scholars, especially BIPOC scholars, and serve as a catalyst for uprooting white supremacy from the academy.

Chairs:

Jacob Tebes, Yale University; *Noelle Hurd*, University of Virginia; *Meeta Banerjee*, University of South Carolina; *Elan Hope*, North Carolina State University; *Nkiru Nnawulezi*, University of Maryland Baltimore County; *Victoria Scott*, University of North Carolina, Charlotte; *Nicole Allen*, University of Illinois, Urbana-Champaign; *Shabnam Javdani*, New York University

268 Getting REDI: An Organizational Blueprint for Addressing Racism and White Supremacy

Symposium

Day: 6/26/2021 **Time:** 12:00 PM **Room:** Room 6

Abstract

This symposium will provide the opportunity to describe a formal institutional process called REDI for addressing racism and white supremacy at the interpersonal, intrapersonal, organizational, and community levels. The symposium will consist of three presentations. The first presentation will focus on a description of the REDI intervention. The second presentation will focus on organizational issues that both supported and represented barriers to the design and implementation of REDI. REDI is currently being implemented at the Center for Education and Training for Employment at Ohio State University and to support planning for the Head Start early childhood system in Ohio. The third presentation will focus on the specific,

community psychology practice tools that were employed to support the development and implementation of REDI. A discussant, familiar with REDI, will serve to integrate the content of the three presentations and address general issues related to efforts to address racism and white supremacy at the individual, organizational, and community levels.

Chairs:

David Julian, Center on Education and Training for Employment, The Ohio State University; *Melissa Ross*, The Center on Education and Training for Employment, The Ohio State University

Discussant:

Camille Quinn, College of Social Work, The Ohio State University

Presentations:

The Getting REDI Movement

Dr. Kenyona Walker will provide a description of the Racial Equity, Diversity, and Inclusion (REDI) Movement. REDI is an organizational level intervention that focuses on mitigating intrapersonal, interpersonal, organizational, and community level racism. Dr. Walker will review program logic which suggests that intrapersonal and interpersonal change is a precondition for effective efforts to address institutional and community level racism. REDI is currently being implemented at the Center for Education and Training for Employment (CETE) at The Ohio State University. A significant number of CETE Associates have elected to participate. REDI is also being implemented among members of the Ohio Head Start Association. Dr. Walker will describe several critical components of the REDI Movement. These components include: (a) centering Blackness; (b) racism self-assessment; (c) a curriculum for addressing racism; (d) critical

allies groups; (e) resource library; and (f) affinity groups. Finally, Dr. Walker will describe evaluation procedures and review preliminary descriptive data.

Center Organizational Structure and Participation of Affiliates

Dr. Melissa Ross will provide an overview of the Center on Education and Training's (CETE) organizational structure and mission. CETE is a translational research center located in the College of Education and Human Ecology at The Ohio State University. CETE's organizational structure consists of a senior management team and seven semi-independent project teams. Each team is directed by a senior CETE Associate while REDI Movement activities are directed by an internal Steering Team. Dr. Ross will describe the Steering Team and how senior leadership supported the development of REDI and managed participation of CETE Associates. She will also describe the process that was initiated to gain College level support for REDI. Dr. Ross will highlight the organizational policies that were necessary to ensure that the development and implementation of REDI proceeded as planned. This process required careful planning as REDI is a voluntary activity. Dr. Ross will speak specifically to the effort to develop a "code of conduct" and challenges that this effort presented relative to human resource guidelines. Finally, she will speak to the practices that were employed to support the development of REDI while CETE Associates were in quarantine due to Covid-19.

Using Community Practice/Translational Research Tools to Create the Getting REDI Movement

Dr. David A. Julian will describe the technical process that was employed to develop the REDI initiative including current efforts to collect data to understand the extent to which the REDI initiative is likely to produce desired outcomes. The Center on Employment and Training for Employment (CETE) is responsible for the development of REDI. CETE is a translational research center located in the College of Education and Human Ecology at The Ohio State University. CETE defines translational research in terms of efforts to implement evidence-based practices that resolve problems in communities, schools, and/or other organizations. CETE's translation research values emphasize stakeholder control of the problem-solving process and positions professionals as technicians or consultants. Dr. Julian will argue that there is a great deal of overlap between translational research and community psychology practice. He will highlight the use of several technical tools including the REDI logic model, work breakdown structure, work plans, evaluation protocols, quality assurance planning, and the semi-autonomous CETE work groups that managed development of REDI. These tools were employed over approximately eight months to develop and implement REDI at CETE and within the Ohio Head Start Association.

Saturday, June 26th 1:25 to 2:25pm

269 Dismantling Oppression: Praxis of Disrupting Power

Plenary Session

Day: 6/26/2021 **Time:** 1:25 PM **Room:** Plenary Session

Abstract

Bourdieu (1978) with Jean-Claude Passeron wrote in *Education, Society, and Culture* how the U.S. educational system reproduces cultural capital/status thus enabling those in power to “secure the terms of discourse and knowledge to their benefit” (p. 141). Bourdieu and Passeron further put forward that the education system is not just the set of ideologies it promotes, but importantly it is also the set of implicitly unequal institutional power relations it supports. Evidence of this power imbalance range from the unquestioned structure of the academy including tenure processes to grading systems to academic hierarchies. Community psychology, situated in the academy and purported to be the discipline of justice, has had way too little to say on this concern. If we do support social and racial justice, then we should be attempting to deconstruct the academic industrial complex rather than perpetuating its capitalist logics including oppression and power imbalances. We also should understand how these capitalist logics currently subjugate indigenous and anti-colonial knowledges to the detriment of people who would benefit from the ideals of community psychology. The root of the problem is settler-colonialism, racial capitalism, neoliberalism; it is the reproduction of same old patterns, running off an algorithm you’re not “conscious” of. It is our hope that community psychology is moving toward improvement but that is for

the field to decide and enact as a collective. Community psychology must be more critical of power and more space and resources must be given to non-academic community psychology. There needs to be balance for community psychology to survive, it can’t be dominated by one sphere.

Chairs:

Geraldine Palmer, Adler University;
Dominique Thomas, University of Michigan